



Abbot's Lea School

INFORMATION BRIEFING

13 NOVEMBER 2017

Programme

- Welcome and introductions
- Summary of our School Development Plan 2016-17
- Achievements to-date and lessons learnt
- Priorities for the future
- Feedback from families
- Meeting closes

Centre of Excellence for Autism education, research and professional development

- We want to be the best specialist school in the world for our students
- We want to be the school of choice for the families
- We want to be employer of choice for the staff
- We want to be the “go to” place for ASD education, development and training
- We want to be an integral part of our community (local and ASD-global)

School Development Plan 2016-17

Effectiveness of leadership and management

Our students

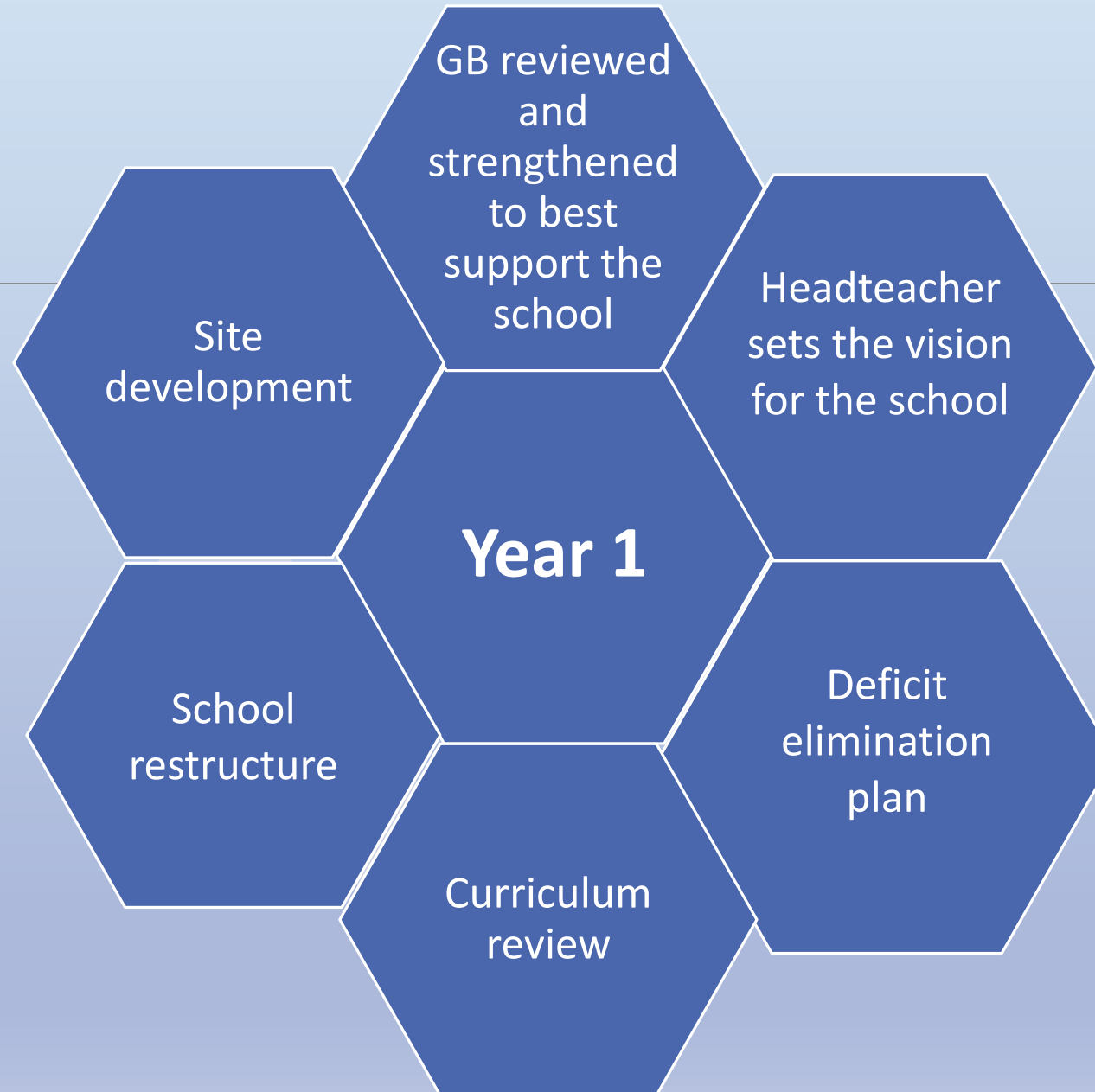
Our families

Our team

Our Autism
research and
development

Our resources

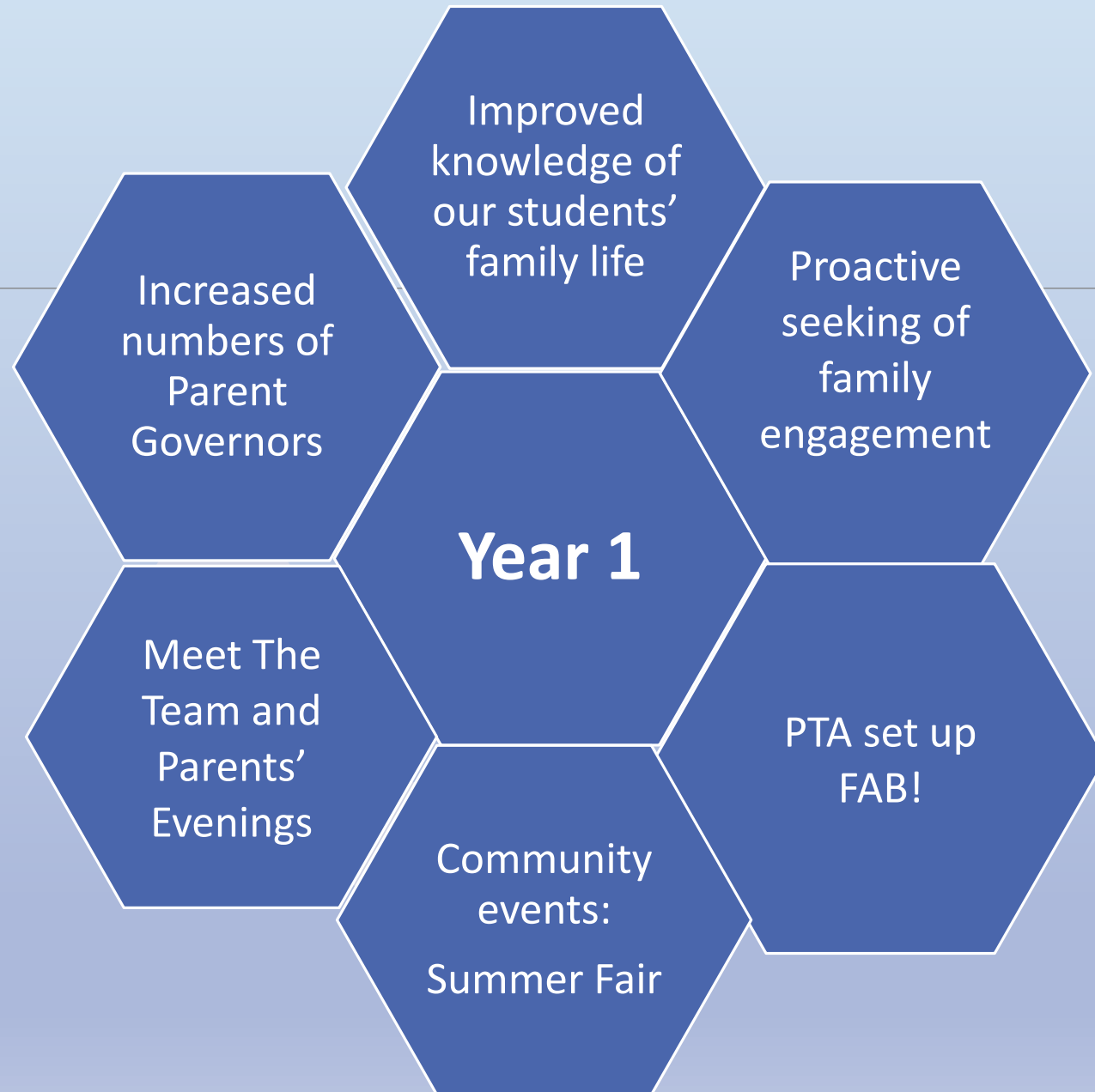
Effectiveness of
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Year 1 - achievements to date

1. SDP 2016-18 used to drive all decisions for school improvement
2. Excellent holistic model of curriculum designed, defined and planned for September 2017
3. Greater family engagement – FAB, Family Adviser, Coffee Mornings Open Assemblies in place for September 2017
4. New school structure and accommodation implemented in time for September
6. Financial deficit eliminated
7. Strong leadership and governance of the school for the future

Year 1 - lessons learnt

1. No amount of preparation makes change easy
2. We could have communicated the planned changes more clearly and sooner:
 - curriculum on offer, including accredited learning
 - accommodation changes (class sizes, use of The House, lunch provision)
3. Quality of some of the areas – quiet rooms, outdoor learning spaces, no indoor football at lunchtime, loss of common room
4. Building work delays – should have put more resources
5. School uniform introduction – could have waited until Year 2 to consult more; dress code for KS5

Current Financial position

3 Year Budget Projection as at 29 September 2017 *[extract from LCC finance audit]*
shows that the school is in a stable financial position in 2017-18 and much stronger in the coming years.

	Outturn 2016-17	2017-18	2018-19	2019-20
In year Surplus / -deficit for the school	-27,962	-99,528	313,451	235,317
School Cumulative Surplus / -deficit	131,840	32,312	345,763	581,080
School reserve as a % of Formula	3.39%	0.84%	9.33%	15.68%
Staffing as % Formula Allocation	91.60%	89.32%	82.94%	84.87%
FTE pupils	213	217	217	217

Priorities for Year 2

Our Philosophy of Education: The ASD Model ©

In our work with the students, we have committed to focus equally on:

1. Academic progress
2. Specialist support
3. Development of life skills

EYFS and Key Stage One

In Key Stage One we are following the Thematic Curriculum with overarching themes that bring the Primary Department together:

- **Academic:** KS1 now works closely with KS2 to develop the curriculum relating our ideas directly to the National Curriculum. We work together to develop themes and create exciting activities and initiatives which are tailored to suit different year groups and all students.
- **Specialist support:** We balance academic lessons with a free-flow approach to learning which creates a calm environment and allows staff to work 1:1 with students when needed.
- **Development of life skills:** We follow the weekly programme of PSHE which covers relationships, health and wellbeing and development of life skills appropriate to the age and needs of the students. This programme is endorsed by the PSHE Association.



Planned Innovations

- To design, fund and launch the Outdoor Learning Space, specifically for students in the Early Years and KS1, e.g. Mud Kitchen, Sensory Garden including musical instruments
- Therapies: to develop the provision of diverse specialist interventions therapies to support the My Plans ©, e.g. Lego Therapy, sand and water play, etc
- Therapeutic Environments: to promote calming environments with a “cosy space” for students to engage in explorative learning
- Intensive Interactions: we will strengthen first step to language and initiating conversations, e.g. Chatterboxes

Questions, suggestions and feedback



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