



# Abbot's Lea School

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INFORMATION BRIEFING

13 NOVEMBER 2017

# Programme

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- 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

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- 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

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Effectiveness of leadership and management

Our students

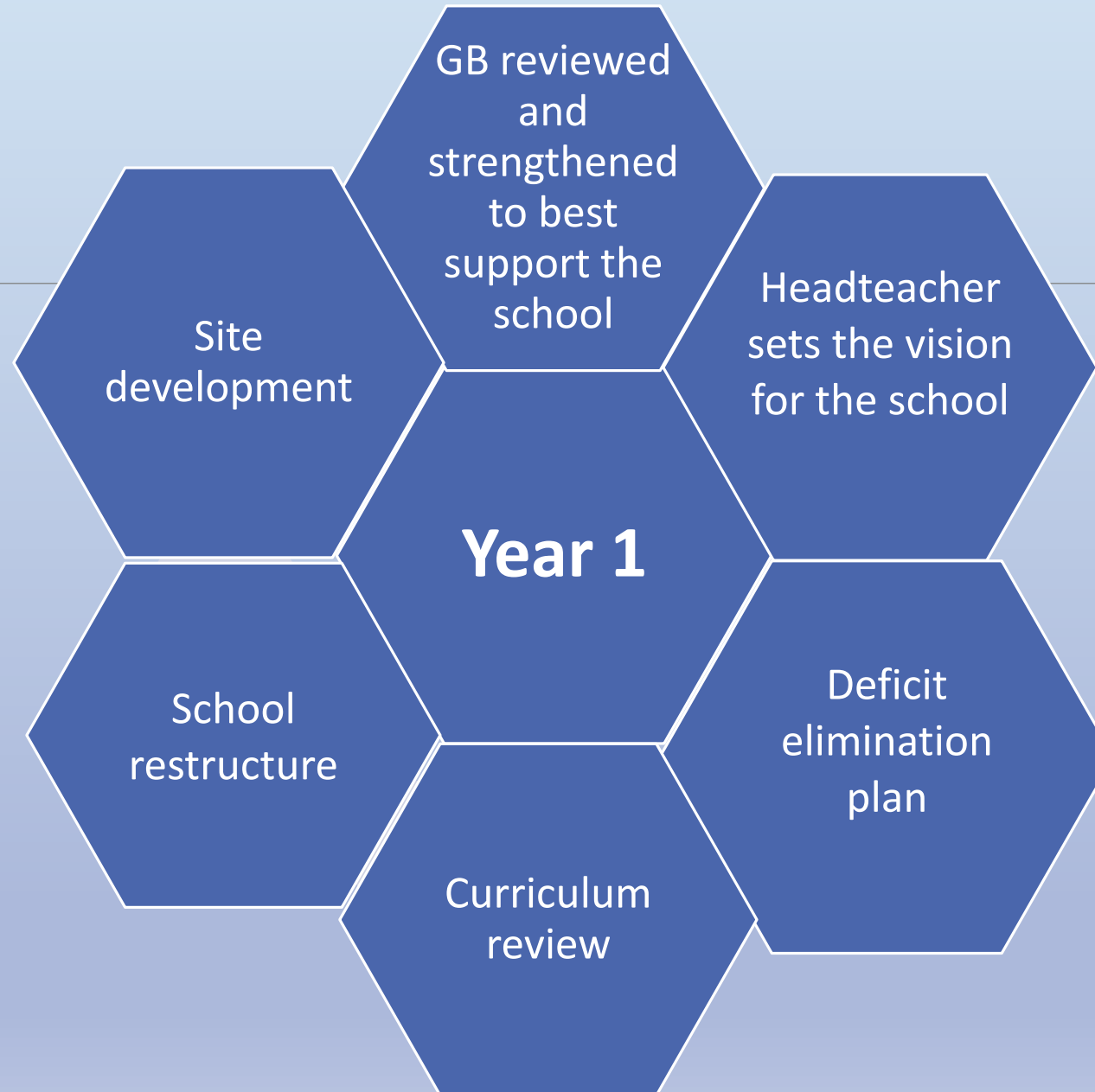
Our families

Our team

Our Autism  
research and  
development

Our resources

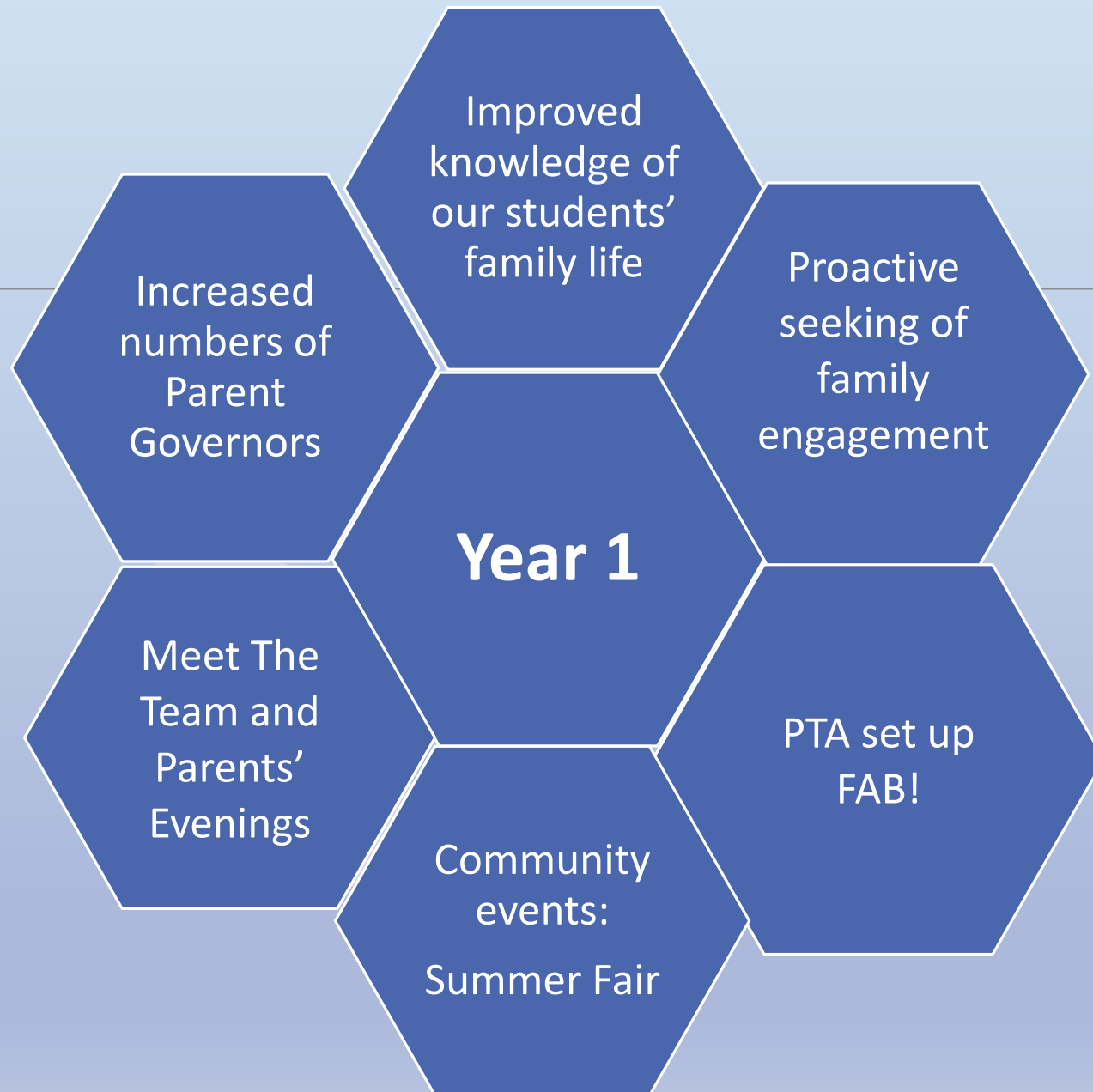
Effectiveness of leadership and management



Our students



## Our families



## Our team





Our Autism  
research and  
development



## Our resources



# Year 1 - achievements to date

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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

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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

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## *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

# Secondary Department Actions

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## **1. We re-developed our curriculum:**

- The thematic approach created a more diverse learning experience and allows for flexibility in planning
- Teachers now plan collaboratively so that learning across the Key Stages is robust and of higher quality
- Accredited learning has developed – our qualifications range from Entry Level 1 to Functional Skills Level 2
- Intervention Plans are put into place for students who need it to succeed

## **2. Students now have six My Plans © a year and parents are involved in target setting, support and review:**

- Plans are personal to each student and allow for more targeted holistic interventions
- Family engagement allows for a collaborative approach to working and target setting
- It allows for a holistic approach to students' education.

# Secondary Department Actions

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**3. We have a range of projects running currently to enhance the curriculum further and provide opportunities within each Key Stage**

**4. We developed assemblies that focus on broad range of topical issues and encourage large group learning:**

- Parental engagement is encouraged and each week we welcome a number of family members
- Students are engaged and enthused by the assemblies
- Talk about real world issues and the development of life skills, resilience and self-determination

**5. We have decided to develop our outdoor learning environments to further enhance learning:**

- Task and Finish Group formed and early plans being developed
- Fundraising activities ongoing
- Key ideas about areas in Key Stage 4 and 5 generated by the students themselves



# Initiatives in Key Stage 5

Actions	Impact
Introduction of thematic curriculum	Students adopting existing curriculum (ASDAN, Functional Skills, GCSE resits) and elements of Open Awards with a wrap-around approach to improve life skills and creativity e.g. students writing children's stories.
Strengthening links to industry	Developing links with school enterprise adviser via AMAZE! Digital agency to look at work placements and information from industry.
Improving Independence of students	Continued development of life skills through gym trips, using public transport, using money, buying lunch. Food technology lessons and enterprise activities.
Enterprise	Halloween enterprise devised and ran by students in key stage 4 and 5. Students learnt about team work, used communication skills and money maths.
Travel Training	Travel training is beginning this week with Liverpool City Council – all leavers, year 12 and 13 are going to be in the initial meeting with Phil and a letter will then be sent out.
Work Experience	Year 12s will have the opportunity to go on a week's work experience in the New Year Job Coach role being considered by the Governing Body for 2018-19 to raise expectation of paid employment for each adult with Autism who wishes to work.

# Key Stage 5 – planned innovations

Planned Innovations	
<b>Work Experience development</b>	<p>Links to industry developed with AMAZE! To obtain work experience in digital media.</p> <p>Students carrying out work experience in school in Primary classes.</p> <p>Development of in school work experience to support ground staff and to work on the reception.</p> <p>FFT and ALSF are finalising a work experience programme to have ALSF students to work initially with FFT staff in ALS, and then in FFT ran kitchens.</p> <p>Careers Connect – All year 12 students on work experience</p>
<b>Social enrichment</b>	<p>KS5 and KS4 developing the NCS programme to aid social enrichment, team building and community links.</p>
<b>New qualifications in digital media</b>	<p>KS5 leading the new iDEA Duke of York Bronze digital media award.</p>
<b>Supported Internships</b>	<p>The opportunity for three students each year to go on a supported internship with a local company with the aim of gaining paid employment at the end of the programme.</p>
<b>SCERTS Development</b>	<p>Development of using SCERTS to support students with their;</p> <ul style="list-style-type: none"> <li>Social Communication</li> <li>Emotional Regulation</li> <li>Transactional Support</li> </ul>

# Questions, suggestions and feedback

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# Key contact details

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