



Our School Development Plan



March 2017

Be All That You Can Be



The Riverside Way

At Riverside School, our core values guide everything we do.

Aspiration Resilience Creativity Humility Integrity Trust Enthusiasm Courage Teamwork

They make up the acronym **ARCHITECT** to signify our passion for designing and building a school that will make an indelible mark on the world for generations to come; a school that will impact positively on everyone who enters, on people we may never meet, and in ways we may never know.

We will continue our relentless drive for excellence, because our pupils and their families deserve nothing less. We will improve outcomes at an individual, school and societal level and we will judge our success on the extent to which we transform lives, both within, and outside Riverside School.

We see our pupils' time at Riverside School as just the first part of their journey and we want them to leave us at the age of 19 as confident, lifelong learners. We also want them to remember their time with us with great affection, with memories of life-enriching experiences and enduring relationships.

Our School Development Plan is a culmination of many months debating where the school is now and where we wish to be in the future. We have adopted an invitational and consultative leadership style and this has enabled us to draw upon expertise and experience and create consensus and understanding. It is not about compliance but commitment: it is about hearts and minds, soul and spirit. It is a shared commitment to building a better future.

That's *The Riverside Way*.

Welcome aboard.

Be All That You Can Be



The Riverside Way

Our Mission

To transform our children's lives and the lives of their families

Our Vision

To inspire breakthroughs in the way society enables children with complex needs to find true fulfilment

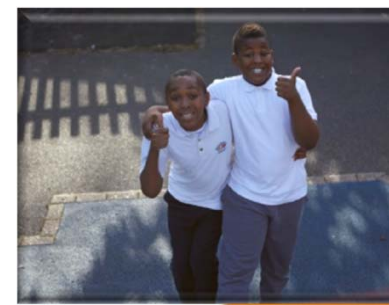
Our Pledges

We will equip our pupils with a bespoke package of profoundly personalised support so that when they leave school, they succeed, flourish and leave their mark on society.

We will inspire our pupils, families and the wider community to make the seemingly unachievable achievable through the Performing Arts.

We will ensure current and future pupils make remarkable progress by attracting and training the highest calibre special educators at Riverside School and beyond.

We will influence the world of specialist education by creating an innovative curriculum framework based around The Pursuit of Happiness.



Be All That You Can Be

Our key priorities for Year 2 (March 2017-18):

Pledge One: We will equip our pupils with a bespoke package of profoundly personalised support so that when they leave school, they succeed, flourish and leave their mark on society.

Outcomes (the "evidence")	Tasks (the "what")	Impact (the "why")	Key Personnel (the "who")	Resources (the "how")	Timescale (the "when")
By March 2018, all pupils will be using a highly personalised communication book or device which will increase their ability to initiate spontaneous communication, express preferences and exercise greater control over their lives.	Assess each pupil's ability to access and use low tech / high tech communication aids and consolidate link with Swiftkey / Microsoft to ensure all pupils have the requisite hardware / software to communicate in a way that is most understood by others.	So that our pupils are given a voice to communicate more effectively with familiar and less familiar people and develop greater independence / reduce dependence on others both at school and outside of school.	SS, CP, LS leading initiative with S< support and liaison with external colleagues (eg Guy's and St Thomas's Assistive Communication Service).	KR time to produce general and personalised resource banks and funds allocated for communication folders, Android devices; and additional hardware / software.	Communication folder pilot for all Beckenham pupils in Summer 2017 and extended to SPC in Autumn 2017; Microsoft collaboration from Summer 2017.
By March 2018, all pupils will be learning in truly responsive environments, in which child-centred and research-informed approaches are at the core of classroom and curriculum design.	Form Action Research Team to devise research methods, carry out action research, plan and evaluate interventions and disseminate findings within the school and via publication to the wider sphere of specialist education.	So that our staff are fully equipped to step back, truly listen and respond to pupils in such a way that communication exchanges are more child-led, meaningful and profound than ever before.	KS leading initiative, supported by CP and Action Research Team.	1 x meeting per fortnight and additional time allocated for submitting article for publication.	Initial observations in Summer 2017; implementation in Autumn 2017 and analysis and submission of article in Spring 2018.
By March 2018, all pupils with sensory processing difficulties and/or autism spectrum disorders will have a sensory profile which identifies sensory needs and informs pedagogy.	Complete sensory profiles for all pupils with sensory processing difficulties and/or ASD to support self-management of sensory differences.	So that our pupils are more able to process sensory information and as a result, are more receptive to learning both within and outside of school.	SS leading initiative, supported by OT colleagues.	1 x staff meeting per term.	First pilot class completed in Autumn 2017 and extend to wider population in Autumn 2017 / Spring 2018
By March 2018, all pupils from Y10 upwards will select preferred subject options to create their own personalised curriculum model.	Organise Options Morning for all families and provide requisite support for pupils / families to self-advocate as necessary.	So that all pupils have the opportunity to determine key elements within their curriculum based on individual preferences and aspirations.	CD & HW leading initiative, supported by all staff in KS4/5.	ICT support and Resources Assistant time in preparation for launch.	Options Morning launch in late Spring 2018.

Our key priorities for Year 2 (March 2017-18):

Pledge Two: We will inspire our pupils, families and the wider community to make the seemingly unachievable achievable through the Performing Arts.					
Outcomes (the "evidence")	Tasks (the "what")	Impact (the "why")	Key Personnel (the "who")	Resources (the "how")	Timescale (the "when")
By March 2018, all pupils will have played an active role in at least three uniquely personalised performances.	Extend range and use of bespoke resources including Sensory Hub, Soundbeam, Eye Gaze and Khoros to enable pupils working at the earliest levels to compose and perform both externally and internally.	So our pupils have access to music in a way that is profoundly personalised and builds on individual abilities and motivations and our families experience watching their child perform on stage in ways they never thought possible.	CC, GS, JC, LC, MB, KR leading initiative.	Sound & Music and Movement & Dance action plans to be presented to the WLT in Summer 2017.	Work to culminate in a range of performances between Summer 2017 and Summer 2018.
By March 2018, a range of assessment tools will show that 90% of pupils make significant and sustained progress through the Performing Arts.	Performing Arts Team to train and subsequently cascade training in a range of assessment tools (Arts Award; Sounds of Intent and Engagement Profile and Scale) to capture progress.	So that outcomes of our Performing Arts provision are captured, our curriculum is shaped through the analysis of achievement data, and the impact of the provision is evidenced to stakeholders.	KR, CC, GS, LC, JB, SL leading initiative.	Training costs for PA Team and 1 x staff meeting per term for classes to receive bespoke assessment training.	Establish in Summer 2017 and data sets to be collected termly thereafter.
By March 2018, at least six meaningful and sustainable partnerships with schools, colleges and high profile Performing Arts companies will have been established and will reap mutual benefits for pupils, families and staff within all organisations.	Consolidate partnerships with The Brit School, The Orpheus Centre, Rose Bruford College, CandoCo and local Primary / Secondary Schools with an interest in / expertise within the Performing Arts.	So our pupils have the opportunity to learn alongside and perform with mainstream pupils and by doing so, challenge the perception of what pupils with complex needs can achieve through the Performing Arts.	KR, CC, GS, LC, JB, SL, MB leading initiatives.	Safeguarded PA Technician time to produce showreels for website and social media.	Consolidate in Summer and Autumn 2017 and celebrate through the first Riverside Performing Arts Conference ("Making the seemingly unachievable achievable") in Summer 2018.
By March 2018, Riverside School will be accredited as an Artsmark Platinum School.	Apply for Artsmark Platinum as a springboard for establishing new high-profile contacts in the Performing Arts world.	So that we attract the highest calibre practitioners and ensure that our pupils have a wider range of life-enriching and memorable opportunities across different Performing Arts forms.	KR, CC and GS leading initiative, supported by PA Team and named Governor (AC).	Artsmark application costs and ICT support time to produce requisite portfolio of evidence and time for PA Team to provide CPD opportunities to external organisations.	Case study material and further evidence to be collated and presented in Autumn 2017.

Our key priorities for Year 2 (March 2017-18):

Pledge Three: We will ensure current and future pupils make remarkable progress by attracting and training the highest calibre special educators at Riverside School and beyond.

Outcomes (the "evidence")	Tasks (the "what")	Impact (the "why")	Key Personnel (the "who")	Resources (the "how")	Timescale (the "when")
By March 2018, the quality of teaching, learning and pupil engagement will have been improved even further through the creation of a new team of Lead Teachers.	Create team of Lead Teachers in Summer 2017 to lead a research-informed and evidence-based approach to raising standards across the curriculum.	So that all our staff are upskilled in a range of AfL interventions and as a result, planning will be more precise and pupils will consistently make and exceed expected levels of progress across different curriculum areas.	Lead Teachers leading initiative, supporting all staff and supported by the WLT.	Costs of creating Lead Teachers and backfilling non-class time	Introduce in Summer 2017 for Autumn 2017 launch – Lead Teachers to have 1 day per month to fulfil role and report to WLT termly and Governors annually.
By March 2018, evidence will show that professionals (at Riverside and beyond) have improved their practice as a result of increased knowledge gained through a range of courses offered by Riverside School.	Extend our range of in-house training courses to include: Postgraduate Certificate (Autism); Team Teach; Makaton; Read Write Inc; Engagement for Learning; Future Leaders; and bespoke consultancy options and publicise through social media.	So we attract colleagues with a thirst for further professional learning, who in turn, become more effective practitioners. Future income will be re-directed to provide professional learning opportunities for Riverside staff.	WLT leading initiatives.	Current costs approx. £1200 per PG student; WLT time to update resources and additional Admin Assistant time.	Official launch in April 2017 for September 2017 cohort (PG Cert) and Training brochure to be sent out Summer 2017 detailing all courses in the 2017/18 academic year.
By March 2018, assessment data will evidence that all pupils working at R4 and above have demonstrated significant gains in functional numeracy skills.	Extend initial Numicon pilot to six classes and subsequently extend to wider school population.	So our pupils make accelerated progress in numeracy and are able to apply their understanding of numbers in a range of real-life contexts.	Lead Teachers leading initiative.	Numicon resources; training and Lead Teacher time.	Introduce in Summer 2017; trial in Autumn 2017 and extend in Spring 2018.
By March 2018, assessment data will evidence that all pupils working at R4 and above have demonstrated significant gains in functional and creative writing skills.	Extend the use of Personal Stories through Makatones and other class-based sessions and introduce Clicker 7 across the school.	So our pupils are given the means to express themselves more effectively through the medium of writing.	Lead Teachers leading initiative.	Clicker 7 site licence and Lead Teacher time.	Introduce in Summer 2017; trial in Autumn 2017 and extend in Spring 2018.

Our key priorities for Year 2 (March 2017-18):

Pledge Four: We will influence the world of specialist education by creating an innovative curriculum framework based around The Pursuit of Happiness.

Outcomes (the "evidence")	Tasks (the "what")	Impact (the "why")	Key Personnel (the "who")	Resources (the "how")	Timescale (the "when")
By March 2018, there will be demonstrable evidence of improved pupil wellbeing, through the introduction of Personal Happiness Passports, based on the "Ten Keys to Happier Living" (The GREAT DREAM).	Support families in articulating what happiness looks like for their child and identify the drivers (the enablers to strengthen and the barriers to overcome).	So that our pupils' happiness and wellbeing are at the centre of our practice at both an individual and a whole-school level.	Happiness Champions from each class to make up the Riverside Happiness Team; External colleagues (eg neurologists) to work in partnership with the school to consider the complexities involved with key pupils.	1 x staff meeting per term and additional consultancy costs with experts in the field.	Pilot group in Autumn 2017 and extended to entire school population in Autumn 2017 / Spring 2018.
By March 2018, our new curriculum framework will be fully aligned with our values, mission, vision and pledges and case study material will highlight the impact this has had on transforming our pupils' lives and the lives of their families.	Fully incorporate The Big ASK (Attitudes, Skills and Knowledge) into all planning and assessment systems and ensure that direct teaching of social communication; social interaction and flexibility of thought is evident in all relevant documentation.	So that our pupils are taught, and learn, the attitudes, skill and knowledge that will enable them to succeed and flourish both during their time at Riverside and beyond, and both within, and outside school.	CD and WLT leading initiative.	Standing agenda item at each FGB meeting and half-termly WLT meetings.	All documentation in process of being fully aligned and launched in Autumn 2017.
By March 2018, family testimonies will highlight how the SCERTS framework has started to impact positively on the lives of pupils for whom emotional regulation is a significant barrier to their learning.	Train all relevant staff in the SCERTS framework and incorporate key elements within our curriculum model, specifically around emotional regulation and positive behaviour support.	So that our pupils are able to regulate their own emotions more effectively, which will in turn, improve family wellbeing and community participation.	AS and HW leading initiative with Lead Teachers supporting.	SCERTS Training and resources.	Pilot studies in Autumn 2017; Training in Spring 2018 and incorporated in all key classes by Summer 2018.
By March 2018, Riverside School will have a thriving Early Years Phase.	Extend The Riverside Way to the Early Years through identifying space; re-designing curriculum and assessment models; allocating staff and implementing successful communication strategy with all stakeholders.	So that EYFS children and families will benefit from The Riverside Way earlier than they may have initially anticipated.	AS and CD leading initiative, supported by SS and SC.	Significant investment in leadership time and continued liaison with the local authority.	Planning and Communication strategy in Summer / Autumn 2017.