



Our School Development Plan



April 2019

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



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



Our key priorities for Year 4 (April 2019-20):

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.

Success criteria	Key tasks	Key Personnel	Resources	Measures and feedback mechanisms
By April 2020, all pupils will have a voice with which to initiate spontaneous communication, exercise greater control over their lives and share their personal stories both within and outside of school.	Re-assess each pupil's ability to access and use low tech / high tech communication aids, fully incorporate within their Happiness Passports and ensure transferability both within and outside of school. Formalise school council on both sites and ensure representation outside Riverside in order to influence local policy. Improve robustness of transition arrangements at all transition points through the school (pre-school; end of key stage; Beckenham > SPC; post-school).	WLT; CP; TW	Additional TA to support communication - £25K; commission additional S< input - £40K; further investment in AAC - £15K	Assessment information, achievement data and family feedback will confirm the extent to which pupils are becoming more effective communicators in a range of contexts and with a range of people.
By April 2020, all pupils will truly be in their element more often as a result of more profoundly personalised curriculum design.	Continue to extend programme of real-life opportunities such as enterprise and environmental projects. Extend work and community experience to ensure greater personalisation and sustainability. Review and improve programme of educational visits (LOtC) by extending accessible transport options. Introduce more dynamic staff timetabling to ensure the demands of increased personalisation are supported by existing staffing complement. Launch Happy Café at Riverside Beckenham in order to support and extend communication skills and transferable skills for life.	WLT; CD; CC; SC	Additional TA to support profound personalisation (Options) - £25K; New minibus costs - £40K	Personal Learning Plans, Unique Profiles, case studies, Leavers' Surveys and Life after Riverside documentation will confirm the extent to which PLPs are truly personalised and pupils are acquiring The Big ASK (Attitudes, Skills and Knowledge) to find their element and flourish both outside and after Riverside.
By April 2020, holistic outcomes for all pupils will have improved as a result of new engagement strategies with families, multi-agency partners and community organisations.	Devise and implement a new family engagement strategy which incorporates home-school communication systems; use of social media; new training opportunities (including Conference Day); and re-branding Riverside Connect to incorporate Early Connections model and Riverside Beckenham model. Devise and implement a new multi-agency engagement strategy to improve communication and partnership across the range of agencies supporting Riverside pupils and families (including contributing to the LA's new EHCP pilot). Devise and implement a new community engagement strategy to raise the school's profile and secure more inclusive practices which improve outcomes for pupils and families in the community.	SS; SC; KS	Leadership Time	Family feedback and reports from external partners will confirm the extent to which holistic outcomes have been improved across agencies and within the local community.

Our key priorities for Year 4 (April 2019-20):

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

Success criteria	Key tasks	Key Personnel	Resources	Measures and feedback mechanisms
By April 2020, all pupils will demonstrate greater levels of fulfilment and enhanced self-confidence through increased access to personalised and innovative Expressive Arts initiatives across both sites.	<p>Introduce mechanism for sharing and incorporating pupil PLP targets into Expressive Arts sessions to increase personalisation further.</p> <p>Embed Arts Award in KS3 and plan celebration event to share diverse achievements.</p> <p>Introduce extended family to utilise and maximise staff strengths within the Expressive Arts for specific projects, particularly through drama.</p> <p>Introduce mechanism to ensure all Expressive Arts achievements are captured within new assessment and recording systems.</p> <p>Increase dynamic timetabling and cross-phase integrated Expressive Arts sessions as a delivery model.</p> <p>Increase opportunities for more bespoke musical ensembles based on individual pupils' interests and abilities.</p> <p>Introduce developmental movement / touch-based programme to unlock barriers for targeted pupils.</p>	KR; CC; Expressive Arts Team; Extended family	Cover for extended family	Assessment information, pupil and family feedback will confirm the extent to which pupils are enjoying and achieving highly within the Expressive Arts and pupil and staff feedback will confirm the extent to which Expressive Arts sessions are more accessible and personalised than ever before.
By April 2020, pupils will demonstrate increased self-expression and self-regulation through the therapeutic application of the Expressive Arts.	<p>Design programme of therapeutic approaches through the Expressive Arts and identify target audience (pupils, families and staff).</p> <p>Source and provide training for Expressive Arts specialists to deliver the new therapeutic approaches programme.</p> <p>Design further programme based on theoretical and developmental models (social learning; relational) in order to teach key concepts (eg theory of mind, personal safety, emotional literacy).</p>	KR; CC; Expressive Arts Team	Training costs - £3K; staffing costs for additional therapeutic approaches - £5K	Assessment information, pupil and family feedback will confirm the extent to which pupils are demonstrating increased self-expression and self-regulation through their involvement in the therapeutic approaches programme.
By April 2020, family relationships will have been enhanced through sharing Expressive Arts experience at home and in the community.	<p>Continue to update website in order to showcase and share content which can be accessed more easily by pupils and families ("song / activity of the week" idea).</p> <p>Introduce an Expressive Arts resource library that can be used at home by families.</p> <p>Improve use of website and social media to promote and celebrate community projects</p> <p>Increase number of Riverside pupils that transition to Performing Arts colleges.</p> <p>Increase quality and quantity of integration opportunities with mainstream schools and capture / perform outcomes.</p> <p>Extend partnerships in the community to raise Riverside's profile and lead to further community collaborations (Festivals; Nugent Centre project).</p>	KR; CC; Expressive Arts Team	Expressive Arts Technician time - £10K; High-spec recording equipment - £5K; Resource library - £2K	Website analysis and family feedback will confirm the extent to which families request / download Expressive Arts related resources from the school and have been involved in shared Expressive Arts experiences with their child. Reports and feedback from community organisations will confirm the extent to which pupils are participating successfully in the Expressive Arts outside of school (home; holidays; clubs) and the extent to which other organisations have been involved in sponsorship or collaborative Expressive Arts projects within the school.

Our key priorities for Year 4 (April 2019-20):

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.

Success criteria	Key tasks	Key Personnel	Resources	Measures and feedback mechanisms
By April 2020, the quality of teaching, learning, pupil engagement and progress will have improved even further through more effective Assessment for Learning practices and sophisticated differentiation across all pupil groups.	Produce the brand new Riverside School Curriculum Framework: The Pursuit of Happiness which aligns both curriculum intent (the "why") and curriculum implementation (the "how"). Produce supplementary guidance on approaches and interventions to improve pedagogy for all pupil groups. Reduce all variance in daily planning to ensure the highest quality differentiation and assessment for learning practices are in place. Fully review, re-brand and re-launch the new assessment model; ensuring all assessment tools contribute significantly to the overall curriculum and assessment framework. Devise the most effective model to share best practice amongst teachers (cross-phase and cross-site) as a means to greater collaboration and improving the quality of teaching and learning further. Explore ASD accreditation at Riverside Beckenham.	AHTs	Teachers' Meeting time	Teaching and Learning Framework assessments, achievement data, PLP and UP data, family feedback, EHCP outcome data and annual DVDs will confirm the extent to which pupils are making remarkable progress.
By April 2020, holistic outcomes for all pupils will have improved as a result of a highly comprehensive and bespoke programme of professional learning for all Riverside staff.	Fully align evidence gleaned from the Teaching and Learning Framework with the Professional Learning programme. Increase robustness of TA and MDS appraisal systems to ensure staff receive precisely the right balance of support and challenge. Attain the Professional Development Quality Mark as a means of self-evaluation and school improvement. Review currently weekly Professional Learning Programme each term to ensure focus areas are fully aligned with SDP priorities and their impact is visible in classrooms. Provide more opportunities for Riverside staff to present at conferences to raise profile further. Extend opportunities for TAs to work outside their own classes in order to share knowledge and skills more widely (talent maximisation). Provide bespoke training to Riverside staff on specific topics (eg complex epilepsy; attachment; mental health; PDA, etc), using external expertise as appropriate. Review and refurbish Training Room and Staff Rooms to ensure professional learning opportunities are maximised. Offer accredited Leaders for the Future (L4F) training for aspiring leaders within Riverside.	WLT; CC	Resources Assistant time; PDQM accreditation; costs of external trainers - £2K; training room refurbishment - £1K; L4F franchise and associated costs - £3K	Teaching and Learning Framework assessments, achievement data, staff Professional Learning Plans and appraisal documentation will confirm the extent to which teachers are rated highly according to the Riverside Teaching and Learning Framework; teaching assistants are rated highly according to the Riverside TA criteria and staff training initiatives have led to an improvement in practice and pupil outcomes.
By April 2020, outcomes for both Riverside and non-Riverside pupils will have improved as a result of our contribution to system leadership and professional learning for external staff from a range of agencies.	Continue to represent the school on the SEND Training Collaborative Group and support LA-wide training using termly conference model. Continue to offer a range of training and consultation services to other schools for both income generation purposes and reciprocal sharing best practice. Add a selection of open access teaching videos on the school's website. Devise training programme for external colleagues from a range of non-education agencies (social care; SEN transport; Hollybank; community partners, etc) to upskill staff and improve wider outcomes for pupils and families (attending Riverside and beyond).	WLT; SS	Leadership / Teacher time	External feedback will confirm the extent to which training initiatives have led to an improvement in practice and pupil outcomes outside Riverside.

Our key priorities for Year 4 (April 2019-20):

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

Success criteria	Key tasks	Key Personnel	Resources	Measures and feedback mechanisms
By April 2020, all pupils with sensory processing difficulties will be able to process and manage sensory information more effectively both within and outside of school.	Complete sensory profiles for all pupils with sensory processing difficulties to support self-regulation of sensory needs and fully incorporate into Happiness Passports. Assess responsiveness of the physical and sensory environment (indoor and outdoor) on both sites and provide training for all staff on effective use of all re-branded spaces. Provide training for families and community partners on supporting children's sensory processing difficulties at home and in the wider community. Develop the use of virtual reality to support pupils, families, staff and the wider community in understanding and addressing sensory needs.	AS	Investment in specialist resources - £5K	Case studies and feedback from staff and families will confirm the extent to which key drivers (enablers / barriers) are identified and pupils' self-regulation skills are improving as a result of their sensory needs being met.
By April 2020, pupils will be better equipped to regulate their emotions more effectively, which will in turn, improve pupil and family wellbeing and community participation.	Improve the lunchtime experience for all pupils through a comprehensive review of existing barriers and enablers. Incorporate key aspects of the SCERTS framework in planning systems, specifically around emotional regulation and positive behaviour support. Review format of Happiness Passports and include assessment criteria to evidence their impact. Finalise and plan the delivery of high-quality RSE, Healthy Lifestyles and e-safety teaching across the school.	WLT; HW; DD	Investment in Wellbeing Specialist role - £15K	SCERTS assessment information, Happiness Passports, behaviour reporting records, Teaching and Learning Framework data, case studies and family feedback will confirm the extent to which staff are providing the most responsive environments and pupils are improving their ability to self-regulate.
By April 2020, all pupils will demonstrate increased wellbeing, happiness and fulfilment both within and outside school as a result of a new suite of Pursuit of Happiness initiatives.	Extend quality and quantity of partnerships with external professionals to develop the Pursuit of Happiness agenda further. Formalise daily wellbeing activities for all pupils as part of new lunchtime experience (as well as in class timetabling). Identify potentially vulnerable / at risk groups (eg depression) and ensure interventions on Happiness Passports are robust and measured for impact. Explore research-based approaches to wellbeing (Mindfulness; Yoga; Emotion Coaching; Drawing and Talking Therapy; Thrive, etc) and devise implementation plan. Support the effective transferability of all wellbeing initiatives at home through resource boxes, online materials through the school's website and social media.	KR; DC; KS; HW	Investment in auditing and train the trainer approaches to new wellbeing initiatives - £10K	Website analysis, new assessment tools, case studies and family feedback will confirm the extent to which pupils are happy at school; professionals partner with us to develop our Pursuit of Happiness initiatives and our website generates interest from other adopters around our approach to curriculum design.