Communities and Education Directorate

Lockhart Campus

Improvement Plan

2023-2024

Vision, Values and Aims

Our whole school community were involved in creating our visions and values. In Lockhart we pride ourselves on modelling and respecting our vision and values to ensure we are a nurturing and inclusive school.

Our values are:

Nurture   *Respect*   *Ambition*   *Courage*

Our vision is:

- *To unlock the potential of our children and young people by providing the highest quality support. This is understood by a logo created by our young people. This is used as school our school badge too.*

Lockhart Campus

We will ensure our vision is embedded in the school by achieving the following aims:
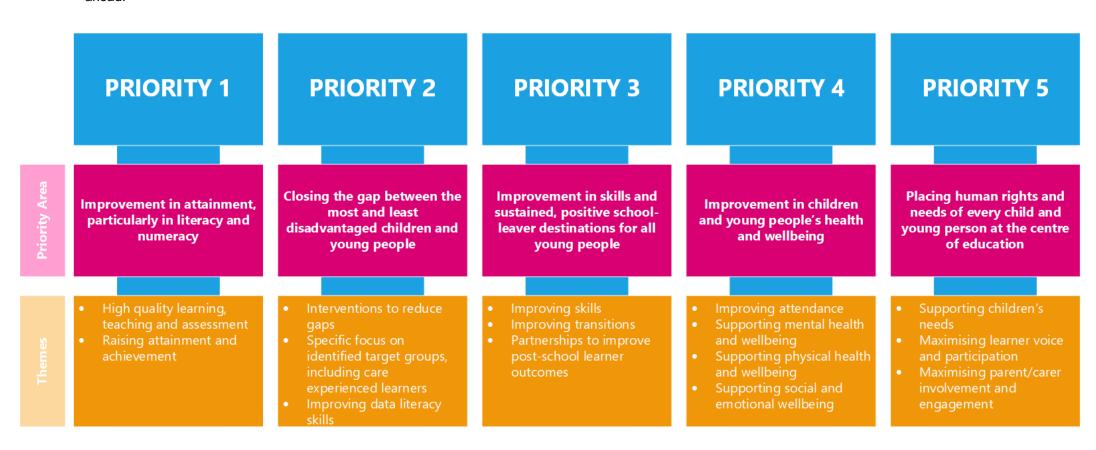- *Creating a fully inclusive motivating and nurturing environment.*
- *Providing high quality, engaging learning and teaching which takes account of individual needs and interests.*
- *Working in partnership to ensure our pupils receive the best support to experience success.*
- *To celebrate the success and achievements of each and everyone.*

NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

School/EYC Improvement Plan 2023-24

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.

	PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the gap between the most and least disadvantaged children and young people	Improvement in skills and sustained, positive school-leaver destinations for all young people	Improvement in children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	• High quality learning, teaching and assessment • Raising attainment and achievement	• Interventions to reduce gaps • Specific focus on identified target groups, including care experienced learners • Improving data literacy skills	• Improving skills • Improving transitions • Partnerships to improve post-school learner outcomes	• Improving attendance • Supporting mental health and wellbeing • Supporting physical health and wellbeing • Supporting social and emotional wellbeing	• Supporting children's needs • Maximising learner voice and participation • Maximising parent/carer involvement and engagement

PRIORITY 1 - Improvement in attainment, particularly in literacy and numeracy

Strategic Objective: To upskill teachers to deliver quality learning and teaching in engaging environments.

Highlight your KEY drivers for this improvement priority

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

HGIOS○ & HGIOS ELC		
Language specific to HIGIOELC is in green		
1.1 Self-evaluation for self-improvement **1.2** Leadership for learning **1.3** Leadership of change **1.4** Leadership & management of staff *(practitioners)* **1.5** Management of resources to promote equity	**2.1** Safeguarding & Child Protection **2.2** Curriculum **2.3** Learning, teaching & assessment **2.4** Personalised Support **2.5** Family Learning **2.6** Transitions **2.7** Partnerships	**3.1** Ensuring wellbeing equality and inclusion **3.2** Raising attainment & achievement *(Securing children's progress)* **3.3** Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

Care Standards - Care Inspectorate Quality Indicators			
Applicable within all early years settings			
1.1 Nurturing care and support **1.2** 1.2 Children are safe and protected **1.3** Play and learning **1.4** Family engagement **1.5** Effective transitions	**2.1** Quality of the session for care, play and learning **2.2** Children's experience high quality facilities	**3.1** Quality assurance and improvement are led well **3.2** Leadership of play and learning **3.3** Leadership and management of staff and resources	**4.1** Staff skills, knowledge and values **4.2** Staff recruitment **4.3** Staff deployment

Rationale for Change
Feedback from our school review highlighted the following:

- A greater focus on learning experiences that are high-quality, well-placed and pitched, motivating, engaging and play-based require to be developed.
- Learning environments should be considered with all learners in mind.
- Staff need work together to develop a cohesive approach that supports high quality learning, teaching and assessment across the school.
- Staff are at the very early stages of developing play-based learning e.g use of tuff trays for sensory play. Children need more opportunities to enable them to engage in investigative and explorative learning experiences.

Classroom observations key messages indicated that practice is not consistent throughout our learner's experiences. A high number of teacher led experiences were observed which impacted upon the engagement of our learners. In the majority of classes learning was too directive which led to pupils becoming disengaged, pupils were often off task within the class and there was a lack of experiential and active learning experiences offered. Observations indicated a lack of child led learning and the use of children's individual interests to plan experiences and outcomes. Learning environments did not support investigation and exploration or play pedagogy. Classroom observations and student feedback/views within those observations outlined a disparity between the understanding of students and the learning intentions and success criteria. Differentiation and awareness of the variety of communication profiles within the class environment was lacking in a high percentage of classes.

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Learners' attainment in literacy and numeracy will improve through motivating and engaging play based and active approaches appropriate to their stage of development. The whole school play vision demonstrates a strong commitment to pupils' rights where all learners feel valued, safe, secure and supported to engage in play. Play supports learners social, emotional and physical well-being and communication development in line with National guidelines e.g. Realising the Ambition: Being Me.	Development of engaging environments/ zoned areas within classes, appropriate to learners needs. Pedagogical approaches to play CLPL programme in collaboration with PLA Staff will be able to identify appropriate play experiences and use of space to facilitate play within classroom bases, outside spaces and activity spaces within pods. Departmental meetings to share good practice using play pedagogy and focussed literacy and numeracy activities. Update Core Curriculum documents to include clear rationale for play.	WF VF Staff Teams Ongoing throughout the session WF VF KW (PEF PT) JP (PEF CT) Throughout session WF VF YG VF JP (PEF teacher) KW (PEF PT) VF YG	Observation of areas within classes and pupils' interaction with resources and spaces will show increased engagement using the continuum of engagement. There will be evidence of learner directed play and children's interests included in planning. Teacher led small group and individual teaching is playful (literacy and numeracy) Engaging environments learning walks and professional dialogue to promote positive practice. Staff will collaborate to share evidence of engaging tuff tray activities relating to curricular experiences and outcomes to create a bank of activities.		£

Develop a clear and consistent approach to play matched to the needs of our learners by linking Elklan Communication Steps, developmental stage of the pupil, Continuum of Engagement and SCERTs assessment information to National practice guidance from 'Raising the Ambition'. This will reflect the bespoke nature of how play within the campus will look.	VF YG	Online Forms used to gather staff views and encourage self- reflection	
Baseline of play based experiences currently offered using PLA's How Good is Our Play Pedagogy Self Evaluation Tool to evaluate and reflect on current practice	VF KW (PEF PT) Staff		
Create planning document clearly linking play-based experiences and zones to Es and Os to aid strategic planning Evaluate different types of planning for continuous provision/targeted teacher led inputs	VF KW (PEF PT)		
A Lockhart Engaging Environment Checklist will be created by staff			

	incorporating Nurturing Classroom, SCERTs and Total Communication approaches to support consistency	DB WF YG (short term working party)			
Pupils will be engaged and motivated by varied and rich reading learning and teaching experiences.	Lead teachers to upskill staff through programme of modelling, mentoring, team teaching and self-reflection. Lead teachers will introduce and involve staff/parents in resourcing phonics multi-sensory bags with play materials to introduce graphemes/phonemes and promote active learning. Community links made with Stevenston Library Parental Information Session to support progress through reinforcement and sharing online books at home. Linked to Communication Hub.	VF KW JP Rolling programme to targeted classes and staff throughout session.	Pupil Attitude survey/Pupil Voice Staff Survey Baseline records at start/end of session Tracking and monitoring meetings Peer and self-reflection Observation and feedback from team teaching sessions Seesaw photos and evidence will show engagement and progress in reading Staff teams and pupils will visit library regularly to promote reading for enjoyment and lifelong learning, additional literacy rich experiences provided by library staff eg Book Bug and digital literacy sessions. Parental Survey		

Pupils will be engaged and motivated by varied and rich writing learning and teaching experiences.

Pupils experience learning and teaching at appropriate level with pace and challenge | Staff CLPL to upskill in Big Writing methodology; whole class Baseline writing- using Big Writing Criteria to create a start point.

Upskill staff in using Writing Bubble approach- Team teach, moderating, modelling, sharing resources on OneDrive

. | All Moderate classes baselined by end of Term 1 | Identified classes and teachers will be systematically targeted for intervention and revisited to support and measure impact throughout session.
 Staff timetabled for 8-week intervention with follow up visits to support and measure impact/quality assure. | | |
| Raise attainment in Numeracy and maths | Staff CLPL in the use of Activelearn HAM resource.

Opportunities to explore resource and plan collegiately

Series of CLPL sessions differentiated to PreEarly/Early, First and Second Level demonstrating use of resources, progression and ICT allocations.

Active Numeracy Progression Framework CLPL through PLA. | Sept | Targeted staff across the school

Active Learn surveys with staff – pre and post collegiate Termly curricular plans

Annual Review

Tracking data for Numeracy will show increased attainment across school

Observations will highlight active numeracy approaches

Staff to plan for individuals or small groups using HAM online resources and evaluate lesson. | | |

PRIORITY 2 – Closing the gap between most and least advantaged children and young people

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Strategic Objective: Develop a curriculum approach that meets the needs of all learners and includes delivery of the core national entitlements and promotes breadth, challenge and independence as autonomous learners.

Highlight your KEY drivers for this improvement priority

Service Priorities
1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

NIF Drivers of Improvement
1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

HGIOSO & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement **1.2** Leadership for learning **1.3** Leadership of change **1.4** Leadership & management of staff *(practitioners)* **1.5** Management of resources to promote equity	**2.1** Safeguarding & Child Protection **2.2** Curriculum **2.3** Learning, teaching & assessment **2.4** Personalised Support **2.5** Family Learning **2.6** Transitions **2.7** Partnerships	**3.1** Ensuring wellbeing, equality and inclusion **3.2** Raising attainment & achievement *(Securing children's progress)* **3.3** Increasing creativity and employability *(Developing creativity and skills for life and learning)*

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.1 Nurturing care and support **1.2** 1.2 Children are safe and protected **1.3** Play and learning **1.4** Family engagement **1.5** Effective transitions	**2.1** Quality of the session for care, play and learning **2.2** Children's experience high quality facilities	**3.1** Quality assurance and improvement are led well **3.2** Leadership of play and learning **3.3** Leadership and management of staff and resources	**4.1** Staff skills, knowledge and values **4.2** Staff recruitment **4.3** Staff deployment

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Rationale for Change
Based on attainment data a significant number of students were withdrawn from national qualifications. In addition there was a significant decrease in the numbers of national qualifications achieved. Students were disengaged from learning within subject specialist areas. Baseline literacy levels showed a disparity between ability and level of presentation for subject areas. Significant numbers of our cohort were experiencing challenges with transitions and with the complexity of needs increasing within our senior phase, a consultation was undertaken to gauge the opinions of all stakeholders, including our learners, to determine the direction of our curriculum. Feedback from this consultation process overwhelmingly indicated support for a model which reduced transitions in the school day and relied more on key relationships, while protecting the student's right to choose independent pathways to attain and achieve. Learners were very clear during our consultation process about the specific areas they preferred and the content of their curriculum, previously the options was not informed by pupil voice.

PRIORITY 2: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Learners will engage in an options process supported by a Total Communication approach. A key teacher will be assigned to core classes to develop a positive and nurturing relationship with students. Individual needs will be well met. The number of transitions for our learners will reduce significantly and this will impact upon HWB, reduce anxiety, distressed behaviour and improve engagement.	The national entitlements will now be offered within a core class which will offer breadth and the ability to develop key transferrable skills. Students will also be supported to choose four individual qualification pathways to meet their bespoke and personalised needs through the curriculum. Core classes will be identified based on a variety of key factors such as age/stage, baseline literacy levels, prior attainment and previous relationships with pupils/staff	DB Aug 23	Reduction in incidents. Observations will indicate an increase in engagement and understanding of learning intentions and success criteria. Tracking and monitoring processes will indicate an upward trend in unit/course achievement and attainment Options analysis will indicate 80% and above of all students following desired pathways. Stakeholder consultation will indicate positive feedback regarding curriculum refresh. Meta skills termly assessment will confirm development of key skills through national entitlement based learning experiences. HWB termly assessments will demonstrate an upward trend in scoring particularly in area of nurture.		

PRIORITY 3 – Improvement in skills and sustained positive school – leaver destinations for all young people

Strategic Objective: Widen the opportunities for our young people to achieve and sustain positive destinations.

Highlight your KEY drivers for this improvement priority

Service Priorities	**HGIOS**Ⓞ **& HGIOS ELC** *Language specific to HIGIOELC is in green*		
6. Improvement in attainment, particularly in literacy and numeracy **7.** Closing the attainment gap between the most and least disadvantaged children and young people **8.** Improvement in skills & sustained, positive school-leaver destinations for all young people. 9. Improvement in children & young people's health & wellbeing 10. Placing human rights & needs of every child & young person at the centre of education	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership & management of staff *(practitioners)* 1.5 Management of resources to promote equity	2.1 Safeguarding & Child Protection **2.2 Curriculum** **2.3 Learning, teaching & assessment** 2.4 Personalised Support 2.5 Family Learning **2.6 Transitions** **2.7 Partnerships**	**3.1** Ensuring wellbeing, equality and inclusion **3.2** Raising attainment & achievement *(Securing children's progress)* **3.3** Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement	**Care Standards - Care Inspectorate Quality Indicators** *Applicable within all early years settings*			
7. School & ELC Leadership **8. Teaching & Practitioner Professionalism** 9. Parent/carer involvement & engagement **10. Curriculum & Assessment** 11. School & ELC Improvement 12. Performance Information	1.6 Nurturing care and support 1.7 1.2 Children are safe and protected 1.8 Play and learning 1.9 Family engagement 1.10 Effective transitions	2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities	3.1 Quality assurance and improvement are led well 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources	4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment

Rationale for Change

Supporting evidence/analysis:

- School analysis of destination statistics below.

Lockhart Campus Positive Destinations 2022 - 100%   Destination Detail

Lockhart Campus	**21**
Further Education	16
Other Formal Training	4
Personal/ Skills Development	1

- LMI for session 2023 -24 and SDS feedback indicate economic environment in Ayrshire is challenging and will continue to be so. This could impact on DYW employer links, work experience placements and employability programmes.
- College provision of lecturer support has been cut to support DYW expansion as part of schools programme & DYW Ayrshire funding for innovative projects cuts.
- Increasing number of pupils within Lockhart with complex ASN/vulnerabilities to be supported re positive destinations.
- Lockhart will require to expand and deepen our relationships with NAC Supported Employment, the Ayrshire College and crucially a range third sector providers to support post school transitions for our YP.
- Hayward Report indicates labour market trends and need for a global approach utilising 12 Meta Skills as the basis of this approach and the combinations of these.

PRIORITY 3: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Lockhart pupils are supported to make a successful post school transition.

Increased opportunities for young people, parents/carers to be better informed and prepared for post school transition and for accessing a positive post school destination. | Parents/carers information event/communications to support positive destinations within session 23-24. This will include SDS, HSCP, FE and third sector providers.

Refinement of MS Database to track, monitor and support pupils post school destination. This will start from S4 to help forecast supports for identified at risk pupils regarding positive destination.

Develop and enhance partnership with Ayrshire College and a range of third sector providers for transition pathway to support complex leavers.

The school will work with HSCP partners/third sector to identify destination | Session 23-24

DHT leading on QI 2.3 lead

SDS Advisor | Record of events/activities/sessions for DYW/Employability/Destinations.

Parent/carer feedback through surveys.

Pupil feedback through surveys.

Partner engagement feedback through surveys.

% of positive destinations at Lockhart Campus year on year.

Range/variety of destinations available for pupils. Partnership areas to be developed:
- Ayrshire College
- Sense Scotland
- Enable
- Impact Arts
- CEIS
- First Steps NAC
- Supported Employment NAC
- UCAN
- Trindlemoss | | |

	options and support pupil transitions post school. Lockhart to attend monthly NAC Transitions Partnership meetings. Transition Pathway Referral's utilised to engage HSCP supports.				
Learners across the school will receive greater opportunities to engage with DYW to increase their understanding of skills for life, learning & work. A range of DYW, employability, careers & related positive destinations activities, events and sessions to be run/attended for session 23-24.	Appointment of a Principal teacher for DYW within Lockhart Campus. DYW lead to grow DYW access/ engagement for primary/ secondary/complex pupils across session 2023/24.	DHT leading on QI 2.3 lead PT DYW	Record of the range of options and engagement opportunities available to learners involving DYW streams across Lockhart Campus. Record of events/activities/sessions for DYW/Employability/Destinations.		
Learners across the school will have opportunities to explore and develop their understanding and experience of: • DYW • Vocational pathways/potential destinations.	Provide DYW/vocational opportunities across the curriculum in primary & secondary. • DYW Barista & ICT to be delivered by Ayrshire College within Lockhart curriculum. • DYW Enterprise & Cycle Maintenance to be delivered in house for in session 2023-24.	DHT leading on QI 2.3 lead PT DYW	Number of pupils experiencing DYW opportunities/work placements. Pupil feedback from these opportunities. Qualifications gained via DYW streams. The range of DYW/work experience opportunities offered to pupils.		

	• NAC Equal and Sense Scotland DYW/vocational placement opportunities for pupils to be put in place. • Utilise CoC to support appropriate work experience opportunities for our pupils. (In house/ virtual/external)				
Learners will have a better understanding of the skills they are gaining as part of their learning and will be able to utilise these when seeking post school opportunities.	DYW lead/SDS to provide CLPL opportunities for staff on meta skills/career education standard/LMI. Utilise SDS offer & My WOW to support. Meta Skills combination to be identified termly by core SP classes (2 per term) using Meta Skills toolkit developed by communication hub and SDS collaboration. This is informed by Skills 4.0 document developed by SDS in response to the Hayward report analysing metacognitive skills and	DHT leading on QI 2.3 lead PT DYW SDS Advisor	Staff feedback from CLPL. Qualitative data such as pupils' focus groups able to show that all learners are able to articulate the skills acquired during their learner's journey and how their choices impact positively on their future ambitions post school.		

	how they can be applied and transferred to employment. SDS input in relation to Meta Skills language during core class time.				

PRIORITY 4: Improvement in children and young people's health and wellbeing.

Strategic Objective: Promote HWB across the school and develop a nurturing and trauma informed environment for all stakeholders.

Highlight your KEY drivers for this improvement priority

Service Priorities
11. Improvement in attainment, particularly in literacy and numeracy
12. Closing the attainment gap between the most and least disadvantaged children and young people
13. Improvement in skills & sustained, positive school-leaver destinations for all young people.
14. Improvement in children & young people's health & wellbeing
15. Placing human rights & needs of every child & young person at the centre of education

HGIOS & HGIOS ELC
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement **1.2** Leadership for learning **1.3** Leadership of change **1.4** Leadership & management of staff *(practitioners)* **1.5** Management of resources to promote equity	**2.1** Safeguarding & Child Protection **2.2** Curriculum **2.3** Learning, teaching & assessment **2.4** Personalised Support **2.5** Family Learning **2.6** Transitions **2.7** Partnerships	**3.1** Ensuring wellbeing, equality and inclusion **3.2** Raising attainment & achievement *(Securing children's progress)* **3.3** Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
13. School & ELC Leadership
14. Teaching & Practitioner Professionalism
15. Parent/carer involvement & engagement
16. Curriculum & Assessment
17. School & ELC Improvement
18. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.11 Nurturing care and support **1.12** 1.2 Children are safe and protected **1.13** Play and learning **1.14** Family engagement **1.15** Effective transitions	**2.1** Quality of the session for care, play and learning **2.2** Children's experience high quality facilities	**3.1** Quality assurance and improvement are led well **3.2** Leadership of play and learning **3.3** Leadership and management of staff and resources	**4.1** Staff skills, knowledge and values **4.2** Staff recruitment **4.3** Staff deployment

Rationale for Change
Feedback from our local authority review highlighted the following:
Update LIPS to have GIRFEC feature more clearly. These should be working documents with clearer, more specific targets and higher quality evaluations. Develop Promise Agenda within policy planning and review processes of the school. Develop an appropriate and agreed model for assessing HWB for young people to track HWB across the school and access targeted HWB support. RSHP programme expanded to enhance PSE programme.
Currently LIPs have specific information related to children's needs but no information specifically related to HWB act and GIRFEC principles. NAC is currently moving from a targeted nurture approach to a whole school nurture approach and supporting schools and staff to do so without impacting students negatively. Students have an entitlement to receive education within RSHP to ensure they are informed and able to make decisions about their health, sexual health and relationships. HWB is currently something which is not measured within Lockhart and should help to build a holistic picture of our students and assist in targeting support/intervention where required.

PRIORITY 4: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
Students will become familiar with language around SHANNARI and be able to reflect on their own HWB developing an awareness of how areas of strength and weakness may affect them personally.	Classroom visuals and conversations linked to GIRFEC/SHANNARI and termly assessments recorded and tracked.	October WF/DB	Students will record self-assessments of HWB termly and these will form part of our learner assessment profile.		
Students will have an increased number of interventions or supports for social and emotional wellbeing within the school that will lead to a reduction in mental health incidents.	All care experienced students or students with recent care experience will be recorded on our care experienced database and current stakeholders and supports recorded. Students who receive additional support out with their learner plan will be monitored through a GIRFEC form detailing supports and targets.

Our "Hive" support area will receive referrals for targeted interventions for individual pupils/groups and will deliver short term interventions and utilise Boxall profiles and agreed SEBN assessments to track impact. Anecdotal records of all | December/WF

September LM/DB/CJ | An accurate database of care experienced young people within the school will be maintained and shared appropriately. GIRFEC forms will be monitored, and action points/targeted interventions will be assessed and tracked by SLT.

Anecdotal records from "Hive" interventions will be stored and SEBN assessment evidence collated and reviewed to measure impact of interventions. | | |

	contacts will be recorded and monitored.				
Students will access a curriculum for RSHP which meets their needs and is age and stage appropriate to ensure they are supported in decisions around their mental, emotional, social and physical health.	RSHP baseline meeting to identify appropriate student levels RSHP course will be delivered by identified RSHP lead in SP classes and key teacher will collaborate with primary colleague to develop course for lower school RSHP parental events to share course objectives and seek support for engagement and delivery	October NH/DB/VF	90% or more engagement in RSHP course and meeting identified experiences/outcomes appropriate to level.		
Students across the school will feel nurtured and develop positive relationships with key staff and environment and language will support our nurturing ethos to ensure all stakeholders feel safe and supported.	Whole school nurturing policy/benchmarking tool will be developed and supporting CLPL will be offered to develop nurturing environments and interactions within the school in addition to supporting a trauma informed approach by all staff. Staff will participate in relationships framework CLPL and utilise the Relationships framework policy to support an improvement in relationships.	October 2023 D B/V Fox ASNP's L McDonald and C Jamieson WSN Network working groups	Development of Whole School Nurture benchmarking tool in conjunction with WSN authority group to evaluate nurturing environment and approach. Staff will evaluate Whole School Nurture approach through authority benchmarking tool. Nurture based observations utilising benchmarks Development of Lockhart nurture policy		

PRIORITY 5 – Placing human rights and needs of every child and young person at the centre of education.

Strategic Objective: To ensure the use of communication tools to enable children and young people to have their opinions sought, heard and valued.

Highlight your KEY drivers for this improvement priority

Service Priorities
16. Improvement in attainment, particularly in literacy and numeracy
17. Closing the attainment gap between the most and least disadvantaged children and young people
18. Improvement in skills & sustained, positive school-leaver destinations for all young people.
19. Improvement in children & young people's health & wellbeing
20. Placing human rights & needs of every child & young person at the centre of education

HGIOSO **& HGIOS ELC**
Language specific to HIGIOELC is in green

1.1 Self-evaluation for self-improvement **1.2** Leadership for learning **1.3** Leadership of change **1.4** Leadership & management of staff *(practitioners)* **1.5** Management of resources to promote equity	**2.1** Safeguarding & Child Protection **2.2** Curriculum **2.3** Learning, teaching & assessment **2.4** Personalised Support **2.5** Family Learning **2.6** Transitions **2.7** Partnerships	**3.1** Ensuring wellbeing, equality and inclusion **3.2** Raising attainment & achievement *(Securing children's progress)* **3.3** Increasing creativity and employability *(Developing creativity and skills for life and learning)*

NIF Drivers of Improvement
19. School & ELC Leadership
20. Teaching & Practitioner Professionalism
21. Parent/carer involvement & engagement
22. Curriculum & Assessment
23. School & ELC Improvement
24. Performance Information

Care Standards - Care Inspectorate Quality Indicators
Applicable within all early years settings

1.16 Nurturing care and support **1.17** 1.2 Children are safe and protected **1.18** Play and learning **1.19** Family engagement **1.20** Effective transitions	**2.1** Quality of the session for care, play and learning **2.2** Children's experience high quality facilities	**3.1** Quality assurance and improvement are led well **3.2** Leadership of play and learning **3.3** Leadership and management of staff and resources	**4.1** Staff skills, knowledge and values **4.2** Staff recruitment **4.3** Staff deployment

Rationale for Change

Almost all children and young people within Lockhart Campus have communication support needs and therefore it is imperative that a total communication environment is embedded in daily learning and teaching. Feedback from learning rounds, classroom observations and training needs analysis identified a need for training in Talking Mats and SCERTS. The primary department has made good progress in embedding the use of visual supports, however learning rounds and classroom observations highlighted the need for a greater use in the secondary. Lockhart is represented at the SCERTS local authority working group and in session 2022/23 the approach was piloted in primary 1. A small working group developed action plans in relation to the use of transactional supports, this strengthened the use of Total Communication in some classes and evidence demonstrated increased engagement and interaction from pupils when utilised.

Feedback from our local authority review also highlighted the following:

Planning, tracking and monitoring paperwork should be working documents, too often the LIPS were not being used in this way. Continue to build consistency in language in LIPS and then aggregate data to report on progress over time. SCERTS provides a framework that describes skills developed in; joint attention, symbol use, mutual and self-regulation. Assessment of relevant skills allows teachers to update strengths/skills section and plan appropriate next steps and targets within Learner's Individual Plans. The assessment frameworks can be revisited on a yearly basis to allow teachers to measure and track progress. All types of learner are captured from pre-verbal to those who can take part in conversations.

Build on capturing pupil voice in evaluations and use a range of accessibility methods to capture – Talking mats is a low-tech/low-cost and effective, evidence-based way of capturing pupil voice. (percentages of verbal/non- verbal survey to be added)

PRIORITY 5: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
Specifically, what will change for our learners?	*How will we achieve this? What do we plan to do?*	*What are our timescales? Who will lead?*	*How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.*	*How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?*	*Please enter the cost to the nearest £*
The use of a Talking Mats ™ approach will ensure that participation in decision making is meaningful for all learners	Identified collegiate dates (rolling programme of 2 sessions 4 weeks apart throughout school session) Targeted Secondary staff Delivery of Talking Mats course materials	DHT Primary YG Rolling programme throughout session 6 cohorts in total	Talking Mats Session 2 videos will provide evidence of learner engagement in process. Staff exit surveys will demonstrate increased confidence, knowledge and skills in taking approach forward.		
Participation in choice and decision making will be differentiated according to learners needs. The use of visual supports will reduce barriers to learning and increase independence in learning	Implementation of Talking Mats approach by secondary teachers Programme of peer observations of strong practice (LC, AG, AA, CC) across teaching pods. Audit of visual timetables to be completed at the beginning of term 1 and revisited in Term 3 Identified collegiate dates to deliver rolling training of Boardmaker Training	Secondary teaching staff. DHT Primary YG PT Primary and Secondary LB & LW HT to coordinate training via Collegiate calendar supported by	Findings from class observations will demonstrate improved differentiation and increase in use of visual supports to support independence and decision making. Audit in Term 3 will demonstrate increased use of visual supports for almost all learners. Programme of training tracked, and staff exit surveys will demonstrate increased confidence and ability in use of Boardmaker online to create visual supports.		

	Communication Hub to create network of Boardmaker champions across school who will be responsible for mentoring/coaching less experienced members of staff	Communication Hub			
Learners will feel empowered to effect changes within their classes and to the school. In line with Article 12, children will be listened to and feel valued as a result.	Good practice exemplars and resources shared at secondary departmental meetings/GLOW teaching area facilitated by PT LW The use of Talking Mats will be routinely embedded into Lockhart's programme of TAC and annual review meetings throughout session for all learners	Secondary teachers Secondary PT LW	All secondary classes will augment use of visual supports to aid participation in decision-making (evidenced through classroom observations and pupils talking mats) Through focus groups pupils will be able to articulate what is better in their class and in the school as a whole		
The use of SCERTS baselining tools will ensure that targets are personalised to meet individual needs. Pupils will develop skills in communication and regulation that are relevant to their developmental stage.	Modelling/coaching/peer observations in use of SCERTS observational assessments will be timetabled across the session SCERTS paperwork will be shared and learners identified as either; social, language or conversational partners Staff will be supported by DHT to use assessment	DHT Primary YG and LC, class teacher Term 1 – Yellow, OR 1, OR 4 and BR 11 Term 2 – OR 7, OR 2, OR 3, BR 10	Strengths/Next Steps in communication and regulation in LIPs will accurately identify starting point for planning of learning Target evaluations within LIPs and evidence in annual review presentation will demonstrate progress in the areas of communication and regulation Strengths/Next Steps in communication and regulation in LIPs will accurately identify starting point for planning of		

	findings improve the quality of Learner's individual plans Staff will analyse results and use the information to inform strengths and next steps in communication and regulation Good practice exemplars including Learner's individual targets and evaluations to be shared via GLOW teaching area and primary departmental meetings	Term 3 – BR 6, BR 8, BR 9	learning. The use of language will be consistent and link to skills Qualitative data from staff will report increased confidence and skills in being able to baseline learners communication strengths and next steps Moderation activities will demonstrate improvement in target setting		
Our learners will have their rights upheld in line with the UNCRC	Across the school community and within the curriculum, individual rights within the UNRCR will be identified and mapped. Through a programme of assemblies and events the rights of our children will be promoted and shared. A focus for this year will be article 3, article 12, and article 23, 28, 29 and 31.	LB and NA	Identified rights displayed and shared throughout the school environment using a Total Communication approach. A number of scheduled events and regular rights focused assemblies delivered to all students. RRS Bronze award achieved and plans developed to work towards silver, UNRC at the heart of pupil voice and pupil council meetings and events. An RRS charter developed and agreed with all stakeholders and		

			signed/agreed by all relevant stakeholders.		