

## Quality Improvement Plan 2018 – 2019

Outcomes for Learners					
College Improvement Priorities	Actions	Time Scale	Progress to Date	Person(s) Responsible	Impact/Success Criteria & RAG Rating
<b>1.Ensure all Learners make good/outstanding progress from their starting points through personalised programmes.</b>	Learner progress to form part of the monthly feedback process into the Senior Leadership Team meetings and termly into the Board of Trustees meetings.	Monthly at Senior Management Meeting and termly at Board of Trustees Meeting (11 <sup>th</sup> December 2018, 9 <sup>th</sup> April 2019 30 <sup>th</sup> July 2019).	New initial assessment process has been fully implemented. The old format of progress to date reports have been replaced with Databridge termly reports. Information and improved analysis is available for the Senior Leadership Team and Board of Trustees. Individual targets have been input into Databridge.	Lindsay Harris	96% of all learners have completed initial assessments relevant to their needs which means that starting points are clearly identified. 100% of new learners have completed initial assessments and the information provided includes strengths and areas to develop and therefore appropriate and achievable targets are set. 95% of learners will achieve 100% of their targets by the end of the academic year.
	Develop the use of Databridge – Input the stated parameters to enable reports to be run and inform learner progress.	21 <sup>st</sup> December 2018.	A Databridge administrator has been employed and trained on the system. Databridge completed a training session in October with Teacher and Teaching, Learning and Assessment Manager.	Lindsay Harris	Reports indicate that 100% of learners have clear reliable targets. The system is more proficient in producing progress reports to monitor and show levels of progress. Learner targets are added on a weekly basis making information up to date.

			<p>Databridge action plan has been created.</p> <p>Teachers update learner progress. Five learning support staff update Databridge. Progress reports can be completed for all learners.</p> <p>6 iPad's have been purchased and photographic and video evidence has been uploaded on a daily basis. Progress reports have been completed and are now available on Databridge in chart and written form including the use of photographic evidence.</p>		<p>Senior managers and teachers are clearer on the use of Databridge to support learner outcomes and clearly identify areas for improvement.</p> <p>Parental input has been increased and a consistent approach has enabled successful transferal of skills to the home environment for 50% of the learners at Clifton Road.</p>
<p><b>2. Continue to develop the effective system that links Education, Health and Care Plan outcomes with personalised assessment of progress and termly monitoring.</b></p>	<p>Education, Health and Care Plan Reviews to ensure that all outcomes incorporated into the plan are used to set appropriate and challenging targets.</p>	<p>30<sup>th</sup> November 2018</p>	<p>All new learners Education, Health and Care Plans have been reviewed within the first term.</p> <p>The Education, Health and Care Plan Review process has been altered to link with Birmingham City Council and Trinity Specialist College Curriculum and findings from the initial assessment process.</p> <p>Education, Health and Care Plan Documents were</p>	<p>Peter Hannah Smith</p>	<p>100% of new learners Education, Health and Care Plans were updated and are relevant to long term outcomes and targets by 30<sup>th</sup> November 2018.</p>

			annotated and sent to the local Authority for approval.		
	2020 leavers 2 <sup>nd</sup> annual review will need to ascertain final destination to allow for referral to Special Educations Needs and Assessment Review for a 4 <sup>th</sup> year if appropriate and applications to other colleges.	31 <sup>st</sup> May 2019	To date, out of the nine leavers, One learner has a confirmed place at the Hive. One is remaining for a fourth year with at Trinity Specialist College	Philip Page	All 2019 leavers have planned destinations and outcomes. To date, 22% of learners have confirmed places in Further Education. By July 2019 100% of learners will have confirmed places.
	Gather post placement information at 3 and 6 months.	January 2019	Parent Liaison Support contacts or meets with all leavers or with their parents/carers, to support the transition after College and is advising and supporting with visits to follow on provisions. All new Parent/Carer's have been contacted and are being supported with their young person's transition from college. Coffee mornings for new and existing parents take place on a half termly basis. Links have been created with Precious Homes, Solo. WhatsApp for new parents to keep them better informed and remind about events.	Angela Hackett	100% of parents and carers receive up to date Information advice and guidance in a timely manner and current method of communication. Destinations for all new learners are identified at the earliest opportunity. All learners will have relevant destinations/outcomes linked to their Education, Health and Care Plans. Progress is checked against final destinations and any remedial actions identified.90 % of leavers will be supported to achieve their long term goals. Learners will benefit from further educational input to

					reach their full potential and destination.
<b>3. Develop the outcomes of high ability learners through the curriculum, functional skills and work experience opportunities.</b>	All learners have the opportunity to attend work experience linked to outcomes in their Education, Health and Care Plans (if relevant to their long term goals) Learners receive expert support in achieving their aspirations towards gaining either voluntary or supported employment, supported living and greater independence.	21 <sup>st</sup> December 2018	Work experience opportunities have been sought at Oakdene Nurseries, Hill Crescent Farm, Castle Hall and Gardens, Falcon Lodge Community Café, Second Thoughts charity shop, Honeybears Day Nursery, Lewis Moore Hair Salon, along with internal opportunities at Trinity i.e. office and kitchen. All placements are appropriate to learner outcomes/destinations and role descriptions are in the process of being completed.  Supported Internships action plan has been developed.	Lindsay Harris	92% of learners with stated employability outcomes in their Education, Health, and Care Plans have access to a number of work experience placements or work-related activities. 100% of learners will have accessed opportunities by the end of the academic year July 2019

## Personal Development Welfare and Behaviour

College Improvement Priorities	Actions	Timescale	Progress to Date	Person(s) Responsible	Impact/Success Criteria
<p><b>1. Embed the positive approach to behaviour management through developing staff skills.</b></p>	<p>Ensure that all staff are Management of Actual or Potential Aggression (MAPA) trained as soon as possible after induction and that experienced staff sit a refresher annually.</p>	<p>21<sup>st</sup> December 2018</p>	<p>Training session delivered during August to 11 out of 12 new staff in preparation for their September start dates. All staff have had Management of Actual or Potential Aggression training and existing staff have completed their annual refresher.</p>	<p>Phil Page</p>	<p>All staff are confident when offering behaviour support to complex needs learners. Staff know who to turn to if they need support.</p> <p>There has been a reduction in recorded behaviours overall (ABC sheets) and a considerable reduction in the use of restraint for learners with high behaviour support needs, as follows:</p> <p>2016: (8 months recorded) ABC sheets = 76 Restrains = 23</p> <p>2017: (10 months recorded) ABC sheets = 118 Restrains = 6</p> <p>2018: (10 months recorded) ABC sheets = 72 Restrains = 2</p>

	To develop a questionnaire that measures confidence pre and post training of staff.	15 <sup>th</sup> January 2019	A questionnaire has been developed and will be implemented from January 2019.	Phil Page	The questionnaire will demonstrate that staff are more confident after training.
	Ensure that all staff have access to the updated Behaviour Support Policy via Trinity Intranet.	21 <sup>st</sup> December 2018	All staff have a password to the Intranet and are made aware of the policy at Induction and during Management of Actual or Potential Aggression training.	Phil Page	All staff will have a sound understanding of Positive Behaviour Support and will understand it underpins the Trinity ethos.
	Ensure that all staff understand why some learners need a Behaviour Support Plan.	21 <sup>st</sup> December 2018	Personal Development Behaviour and Welfare Manager is working closely with the staff to assess new learners' behaviour support needs and help complete Behaviour Support Plans.	Phil Page	All staff will understand why Behaviour Support Plans are in place, which learners have them, and know the importance of following them. This will result in more consistent practice and fewer negative behaviours.
	Monitor staff at regular intervals to ensure correct support is offered via body language, tone of voice, and communication methodology.	28 <sup>th</sup> June 2019	Personal Development Behaviour and Welfare Manager has begun to model best practice alongside existing staff and monitor staff/learner rapport. Class based behavioural observations have been completed for all classes.	Phil Page	Staff will become more adept at responding appropriately to the needs of complex learners resulting in more positive behaviours and outcomes.  Observations so far have revealed that all staff treat learners with dignity, politeness and in an age-appropriate manner. Staff are

					using their body language techniques (taught at MAPA training), tone of voice and alternative communication methods (signing and PECS) to ensure learners understand what is required of them.
<b>2. Students will learn what it means to be good citizens and will understand that they have a voice and a say in their future.</b>	Each of the classes of Trinity will be represented on the Learner Council by two learners who will have been nominated through a democratic process by their fellow class members.	28 <sup>th</sup> June 2019	The Learner Council is now established and meets on the last Monday of each month. The learner representatives are encouraged to discuss issues and ideas with their peers and bring these to the meetings as agenda items. Class 3 learners, who are predominantly non-verbal and are the most complex, are represented by a staff member who is ASC herself.	Phil Page	Learners are taking a more active role in the decision making progress as evidenced in the Learner Council Progress Tracker.
	Meetings will take place on a monthly basis and will alternate between The Lindridge and Clifton Road.	September 2018	Meetings have taken place in September, October, November, December.	Phil Page	To give the learners a voice in the service they receive by commenting on topics that are important to them. This will give them a voice in the running of the college by influencing decisions made at SLT and Trustee level.

	Revise the Annual learner Survey and Consult with the Learner Council for suggestions for the types of questions they would like included in the survey.	September 2018	The Learner Council have been consulted with and come up with ideas for questions. The survey has been compiled with some additional questions and will be presented at the October Meeting of the Learner Council for approval.	Phil Page	The Learners have a voice in the service they receive, and this is integral to the decision making process within the college.
<b>3. To continue to make the learners' safety, online and within the community a priority</b>	Complete a Learner Safety Questionnaire to ascertain how learners feel about their safety online and in the community. Ensure that topics such as 'Stranger Danger', 'Online Safety', Cyber Bullying', etc, are embedded in the curriculum and learners have the opportunity to experience outside agency support on these topics.	21 <sup>st</sup> December 2018	All learners have completed a questionnaire and the results have been shared via the Learner Council to inform teaching staff of weak areas or potential learning opportunities. A rolling programme of support for danger awareness through People in Partnership is in place: Internet Safety has been covered and Citizenship is due. The Social and Personal Development Team from the Local Authority have also delivered Sex Education across the college in the last academic year and this will be delivered to new learners by 28 <sup>th</sup> June 2019.	Phil Page	All learners are able to stay safe, and state that they feel safe both online and when in the community. They are able to express any concerns they might have and know who to turn to for advice and support.



	Deliver Online Safety Training to learners, parents/carers and staff	22 <sup>nd</sup> January 2019	Training has been sourced through an external provider and will take place on 22 <sup>nd</sup> January 2019.	Peter Hannah-Smith	Learners, Parents/cares and Staff are better informed to support themselves and learners' safety online.
<b>4.Enable learners to develop thinking skills and informed decision making.</b>	All learners to be given opportunities to develop their skills in problem solving, informed decision making and the development of their thinking skills.	28 <sup>th</sup> June 2019	<p>Via classroom observations, staff receive regular input and training in the use of open-ended questions and how to elicit the best responses from learners.</p> <p>Through staff meetings over supporting has been highlighted as a training issue and the impact of this is being measured through lesson observations and learning walks.</p>	Phil Page	<p>Staff are more effective when encouraging learners to think and make informed choices. Staff will avoid over supporting learners, leading to the development of greater independence and the ability of learners to make informed decisions for themselves.</p> <p>Staff are more effective in supporting learning across all areas. Learners are supported better to achieve greater independence and make informed decisions.</p>
<b>5. To embed a culture where learners take active responsibility for themselves and for their environment.</b>	<p>Learners to be taught the importance of key areas of their personal development including personal care routines and also looking after their health and safety in the community, at home, at work and at college.</p> <p>Learners will be encouraged to respect one another, and look after the equipment they use, and to</p>	28 <sup>th</sup> June 2019	<p>Learners are encouraged to keep their classrooms clean and tidy. They are also encouraged to tidy away at break and dinner times. They are also encouraged to respect the wider environment around college and in the community.</p> <p>They are taught about the importance of keeping themselves healthy, in terms</p>	Phil Page	<p>Learners will be aware of their immediate and greater environment. They will be aware of the importance of taking responsibility for their own actions.</p> <p>They will be aware that the choices they make can have an impact on themselves and others.</p>

	maintain their immediate environment and consider how this can impact on the global environment.		of diet, exercise and cleanliness. Learners now take responsibility for answering the phone, answering the door, managing the petty cash at Clifton Road.		Learner targets are now clearly linked with self and environmental management.  Learners make decisions that minimise the risk to theirs and others safety.
<b>6.Embed the work of the therapies through the learners learning journey.</b>	Develop the work of speech and language therapist, physiotherapist and psychologist so that teachers and learning support assistants fully understand how to integrate and reinforce the specialist techniques and activities into the learning sessions.	12 <sup>th</sup> April 2019	Therapists, with the exception of Psychology, have an awareness of the Databridge Management Information System and have set relevant targets that can be transferred into daily opportunities for learning.  Psychology will be trained on the use of Databridge on 21 <sup>st</sup> January 2019.  Physio, Speech and language, Psychology and Music Therapy Targets have been added to Databridge.  Music Therapy progress reports include clearer links to targets that have been set. Music Therapy Training will take place on 26 <sup>th</sup> February 2019.	Lindsay Harris  Lindsay Harris  Zoe Williams  James Duggan	100% of new learners have been assessed and receive therapy targets where appropriate. Therapists set targets in the style and format that link with Databridge and learners long term goals. 100% of learners' targets link clearly to therapies. 100% of staff can access therapy targets, know what learners are working towards and support individuals to develop the skills in all aspects of their curriculum.

			Speech, Language and Communication training and overview will take place on 26.03.2019.		
<b>7. Devise a Learner Annual Survey.</b>	Consult with the Learner Council for suggestions for the types of questions they would like included in the survey.	September 2018	<p>The Student Council have been consulted with and come up with ideas for questions. The survey has been compiled with some additional questions and will be presented at the October meeting of the Learner Council for approval.</p> <p>100% of learners who have capacity have completed these with feedback received and measured. The results of the survey went out to staff, parents and trustees.</p>	<p>Peter Hannah-Smith</p> <p>Phil Page</p>	<p>The learners have a voice in the service they receive by commenting on topics that are important to them. This will give them a voice in the running of the college by influencing decisions made at SLT and Trustee level.</p> <p>Parents, Trustees and Staff are better informed regarding the learners' values and views of life at college. These views will influence change within the service.</p>

## Teaching Learning and Assessment

College Improvement Priorities	Actions	Time Scale	Progress To Date	Person(s) Responsible	Impact/Success Criteria
<b>1.Embed the role of middle leaders in contributing to standards of teaching and learning.</b>	Schedule Professional Development Annual Reviews in conjunction with teacher, deputy teachers and learning support assistants.	29 <sup>th</sup> March 2019	Professional Development Reviews added to Quality Calendar in August 2018. 100% of staff Professional Development Reviews and include clear actions on how to improve performance against job role, identify professional challenges highlighted by individual performance and Ofsted.  3 month reviews were completed for all new staff by 21 <sup>st</sup> December 2018 and dates for 6 month probation reviews are booked.	Lindsay Harris	Senior Management and Middle Leaders have a clear understanding of the training requirements of staff to further improve Teaching, Learning and Assessment.
	Plan and carry out Learning Walks and Formal Lesson Observations for 2018-2019.	12 <sup>th</sup> April 2019	Learning walks planned and added to the Quality Calendar by 03.09.2018 Learning Walks took place in September and October Learning walks will continue through January 2019. Staff receive feedback collectively on what went well	Lindsay Harris  Sally Evans	100% of lesson observations are good or better by June 2019.

			and areas to develop. Action plan includes areas clear targets on how to improve standards of teaching. Lesson observations have been scheduled for 17,18, 24 & 25.01.2019		
	Embed What went well and even better if developmental feedback.	28 <sup>th</sup> June 2019	What went well and even better if marking scheme provided at staff meeting by 26.10.2018. Learner feedback information is now being uploaded onto Databridge	Lindsay Harris	100% of lesson observation reports highlight developmental feedback for learners in written or verbal form. 100% of learners have their feedback recorded on Databridge and as a result they know what they do well and how to improve further.
	Ensure clear curriculum guidance framework	21 <sup>st</sup> December 2018	Curriculum framework includes areas from Education, Health and Care Plans and Preparing for Adulthood. Completed on 03.09.2018. Learner long term outcomes are linked with Employability, friends, relationship and community, good health and independent living as of 21.12.2018.	Lindsay Harris	100% of all new learners' targets are linked through their Initial Assessment; Initial Education, Health and Care Plan Review; Individual Learning Plans; and Education, Health and Care Plan long term outcomes.

	Ensure Education, Health and Care Plan target setting training for new staff is embedded.	3 <sup>rd</sup> September 2018	Ensure Education, Health and Care Plan Target setting added to staff induction checklist. All staff received training by 28.09.2018 – completed.	Lindsay Harris	100% of lesson observations demonstrate that targets link clearly to learners Education, Health and Care Plans.
	Peer mentoring opportunities. Create a peer mentoring form that measures the impact of the shadowing opportunities.	12 <sup>th</sup> April 2019	New staff have completed 3 month reviews and 50%. Peer mentoring is scheduled to take place during January, February and March for Teachers and Learning Support Assistants.	Lindsay Harris	100% of staff have an opportunity to observe and provide feedback in all classes. Teaching and learning will be standardised across the college with all staff having a consistent approach.
	Increase opportunities for partnership working across other colleges.	12 <sup>th</sup> April 2019	Some staff and learners will be attended the Natspec Parliamentary Reception with Baroness Gardner where networking opportunities will take place.	Lindsay Harris	100% of staff have an opportunity to visit other establishments and the quality of teaching and learning is good or better by June 2019.
	Identify good practice surrounding learners with the most complex needs to ensure equality of opportunity and in order to reduce progress gaps between groups of learners.	28 <sup>th</sup> June 2019	Staff are enrolled on training highlighted in their professional development reviews by June 2019. 100% of new learning support staff will complete the Award in Education and Training by December 2019. Good practice is discussed as a part of Teaching,	Lindsay Harris	Lesson observations are good or better by June 2019.  The progress gap between learners will be decreased.  Raises the standards of Teaching, Learning and Assessment by providing a shared and consistent

			Learning and Assessment meeting agenda. Good practice is highlighted in minutes of meetings.		approach across the whole college.
<b>2. Develop the ethos of Person Centred communication at every opportunity.</b>	Create group profile so information about communication can be shared amongst staff and visitors.	February 2019	Group profile designed and will be completed by 26 <sup>th</sup> October 2018 – complete. Three classes have a group profile available that will be shared with staff and visitors.	Lindsay Harris	100% of staff and visitors have access to relevant communication methods. This information is used to better understand the communication needs of the learners which increases the learners ability and confidence to communicate with others.
<b>3.Embedding British Values throughout the curriculum</b>	Evaluate the effectiveness of teaching of British Values and how well they are embedded into the curriculum.	28 <sup>th</sup> June 2019	This is being evaluated through lesson observation. Opportunities to embed British Values will be highlighted through session planning. Teachers have been provided with a new curriculum plan format that includes opportunities to embed British Values. The curriculum at Clifton Road is linked to British Values on 21.12.2018.	Lindsay Harris	Senior Leadership Team will be clear about how well these topics are being covered and to what extent the learners are able to demonstrate their understanding.
<b>4. Provide a personalised plan for every learner which incorporates</b>	Implement the use of individualised curriculum including learning technology.	21 <sup>st</sup> September 2018	Basic Key Skills Builder initial assessments are now in use as a part of the initial assessment process as of 21.09.2018.	Lindsay Harris	Individual learning plans identified strengths and areas to develop surrounding technology and English and maths.

<b>use and application of learning technology.</b>			6 iPads in use as of November 2018.  Two learners at Clifton Road are using grid player as an additional method of communication. 50% of learners have a personalised plan for the use technology.		100% of learning walks and observations include the use of technology for learners that it is relevant to.
<b>5. Continue to embed Recognising and Recording Progress and Achievement.</b>	Review and use new assessments to establish the learner's starting point	26 <sup>th</sup> October 2018	Initial assessment documents stored centrally on z-drive and training took place on 10 <sup>th</sup> July 2018 – complete.	Lindsay Harris	96% of learners have a set of initial assessments completed.
	Identification of appropriately challenging learning objectives: initial, renegotiated and revised	26 <sup>th</sup> October 2018	Objectives are clearly linked with Education, Health and Care plans and the Initial Assessments areas to develop as of 26 <sup>th</sup> October 2018 – completed.	Lindsay Harris	100% of learner targets are relevant to EHCP and long term outcomes and informs relevant teaching and learning activities.
	Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews	28 <sup>th</sup> June 2019	Recognition and recording of progress and achievement model shared with staff in July 2018. Photographic and video evidence now consistently uploaded at Clifton Road. Learners involved in feedback of their learning at	Lindsay Harris	External quality audit demonstrates effective RARPA process is in place.



			Clifton Road. Progress reviews take place every 6 weeks and learners at Clifton road reflect upon their termly progress by contributing to their report.		
	End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement	28 <sup>th</sup> June 2019	Formats are completed in readiness for information to be added at the end of the programme.	Lindsay Harris	Learners recognise their achievements and are able to feed this back.
	There is an effective quality assurance system for the review and improvement of the provision using the RARPA process	28 <sup>th</sup> June 2019	Staff are now receiving feedback on reports, Databridge targets. Trustees provided feedback on 24.09.2018.	Lindsay Harris	Quality and standards are improving. 100% of staff know what they are doing well and areas to develop.
	There is effective performance management and professional development in relation to RARPA	28 <sup>th</sup> June 2019	RARPA added to PDR documentation as of January 2019 in readiness for the PDR process that is scheduled to take place in March 2019.	Lindsay Harris	Quality and standards are improving. 100% of staff know what they are doing well and areas to develop will be recorded on their PDR.
<b>6. Develop Learning Support</b>	Create a training plan that links with Learning Support	12 <sup>th</sup> April 2019	Learning support lesson observation paperwork and	Lindsay Harris	Lesson observations highlight any training needs.100% of

<b>Assistant skills and knowledge to support learners' progress.</b>	Assistant Professional Development Reviews		training plan created. Training needs have been created.		Learning support assistants reviews record training needs.
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## Leadership and Management

<b>College Improvement Priorities</b>	<b>Actions</b>	<b>Time Scale</b>	<b>Progress to Date</b>	<b>Person(s) Responsible</b>	<b>Impact/Success Criteria</b>
<b>1. To continue to ensure the college SAR is robust to aid the college in achieving a 'Good' OFSTED grade.</b>	Rewrite the Self Assessment Report to reflect the current situation. All staff, parents & Trustees will have had an opportunity to contribute to it. Development and improvement opportunities or weaknesses in provision are identified and addressed.	September 2018	The Self Assessment Report is now complete and ready to be sent out for wider consultation.	Peter Hannah-Smith	Trustees and Senior management team will have a greater awareness of the strengths and areas for improvement in order to build a more robust, quality driven service underpinned by a continuous improvement programme.
<b>2. Produce a clear set of measurable standards that enables all staff to understand what "Good" quality provision</b>	To devise a framework and write a set of measurable standards that defines the expectations of Trinity.	28 <sup>th</sup> June 2019	Quality Standards have been completed. The year on year expected learner journey will be added into this. Consulted with staff team and obtained feedback to inform SLT of changes. Reminder to use these sent out to Teachers.	Peter Hannah-Smith	By October 2018 the College will have achieved a minimum of 80% of the standards.

<b>means for the College.</b>					
<b>3. Develop opportunities for partnership working with other Post 19 providers</b>	Develop links with other providers to support better outcomes for the learners.	28 <sup>th</sup> June 2019	CEO to continue to attend ISP Providers meeting. TLA Manager is visiting other providers to assure best practice and quality. Natspec membership was set up 12 months ago to support the College to make further improvements and develop future partnerships with providers. There has been a lack of communication from the ISP providers forum	Sally Evans  Lindsay Harris	The College will have good partnerships to support them to achieve the best outcomes for their learners - supported living/employment Voluntary work or greater independence.
4. Embed staff appraisal at every level	All PDR'S to be carried out with existing staff and new staff supervisions to be timetabled	December 2018	PDR's are all completed for the current staff. Supervision for new staff will be completed by December 2018.	Lindsay Harris	All staff are clear about their strengths and weaknesses and their role within creating a positive learner experience. The learner experience will be more positive, consistent and with clearly defined progress.
	SLT PDR'S to be completed during November 2018.	15 <sup>th</sup> February 2019	PDR's for the SLT	Darryl Jones Sally Evans	All staff are clear about their strengths and weaknesses and their role within creating a positive learner experience. The learner experience will be more positive, consistent and with clearly defined progress.

5. Continue to embed effective transition arrangements at every point in the learner's journey.	Prepare learners for their transition from college in good time so that they understand and agree to their progression opportunities and next steps.	28 <sup>th</sup> June 2019	Outcomes and destinations are determined at the initial EHCP Review and revisited at subsequent meetings. Transition options are discussed at an early stage and opportunities to visit other placements are built into the curriculum.	Peter Hannah-Smith	Destinations are clear from the start with all targets leading towards the successful completion of these. Transition arrangements form part of this and support learners to make informed choices about their future.
6. To continue to increase and develop the skills of the Trustee's Board.	To recruit more trustees and complete skills audit to establish any training needs required.	16 <sup>th</sup> October 2018	Interview with potential new trustee in October 2018. New trustee D.J will be attending his first meeting on October 16 <sup>th</sup> , he has skills in teaching learning and assessment and is currently an Ofsted inspector.	Sally Evans	The board will have all the necessary and appropriate skills to monitor the quality of the college with confidence. The board will support, guide and help develop the senior management team to have a good/outstanding provision.
7. To continue to develop the workforce.	Investment where possible for training to increase capacity of the college and give staff opportunities for increased responsibilities and staff development.	28 <sup>th</sup> June 2019	Training needs have been established from the PDR's. Staff surveys have all been returned and the information reviewed. 1 Teacher is in the process of completing their level 5. 1 deputy undertaking a PGCE course. Placement opportunities for learners on the supporting teaching and learning certificate. Training needs analysis has been completed for all staff.	Lindsay Harris	All staff are upskilled and qualified, so they can reach their full potential and deliver the best possible outcomes to our learners.

			The National Star Level 3 qualification is being considered and costs are being established.		
8. Continue to make increased use of Databridge to improve outcomes for learners.	Teachers to ensure learner progress to be made available to the Databridge Administrator to upload on Databridge.	31 <sup>st</sup> October 2018	Databridge meeting held on 9 <sup>th</sup> October and action plan completed to keep momentum on functional use.	Lindsay Harris	Progress will be available from Databridge for scrutiny and to demonstrate learner success.
	Continue to develop Databridge for its functional use	28 <sup>th</sup> June 2019	A Databridge action plan was created April 2018 and updated in October 2018. Meetings have been arranged on a termly basis.	Lindsay Harris	A Management Information System that covers all administration functions of the college and is accessible to staff.