



# **Self Assessment Report 2017/18**

## **Improvement Priorities 2018/2019**

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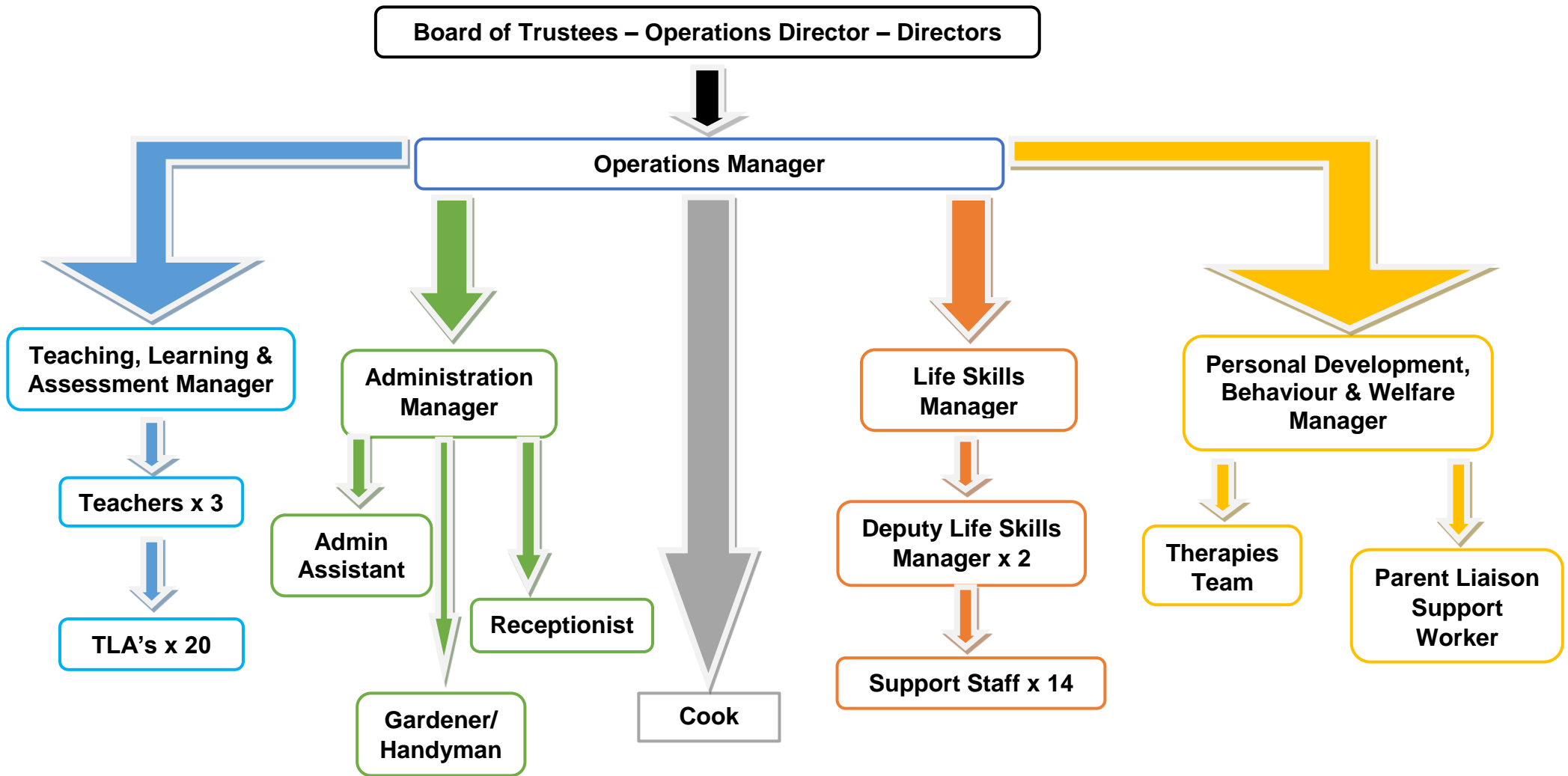
## **1.Introduction**

Trinity Specialist College is based in Sutton Coldfield and provides a 36 week Further Education day placement for learners aged 19– 25 years with learning difficulties and/or disabilities and Autistic Spectrum Condition. Broad spectrum learners have needs associated with physical and sensory impairments, medical conditions, social, emotional, behavioural and communication difficulties.

The College was established in September 2011 by parents due to a lack of local post 19 provision for this cohort of young people in Birmingham. The need for specialist provision is a priority for young people to be included and contribute to their community, remain part of a family unit where possible and have the opportunity to develop greater independence. It was also important for the provision to support working parent/carers for the family's economic wellbeing.

The number of learners on role is 26, these are commissioned through Birmingham City Council, Walsall, Warwickshire, Coventry and Solihull and funded by the Education and Skills Funding Agency. The main site is at The Lindridge, Sutton Coldfield, but we also have a Classroom at Clifton Road Youth Centre, Sutton Coldfield. Also, we have 16 individuals funded by Social Care and Health participating in our Life Skills Service some of whom are based at the Lindridge Road site and others at the Clifton Road Youth Centre.

## 2. Organisational Structure



### **3. The College's objectives are:**

1. To enhance and improve the lives of learners by offering individually tailored educational programmes which will enable them to work towards achieving their full potential.
2. To prepare learners for the best that adult life can offer, enabling them to develop skills that support a successful transition and create greater independence in preparation for life after college.
3. To create opportunities for supported employment.
4. To use person centred approaches to meet the learner's individual needs.
5. To support learners to achieve greater independence, in all areas of their lives.
6. To make sure learners' rights and choices are sought so that we can effectively respond to their Educational, Social and Health needs.
7. To integrate learners into community life in a positive manner, giving the public a greater understanding of their needs and contributions to society, and at the same time giving the individuals greater skills and confidence to engage pro-actively and positively.

## **4. Summary of key Findings from Ofsted Inspection Report May 2017**

- 4.1 Managers have rectified many of the areas for improvement identified at the previous inspection, particularly in safeguarding and the appointment of teaching and specialist staff.
- 4.2 Learners with the most complex needs develop their communication skills very well as a result of the support they receive from the multi-disciplinary staff.
- 4.3 Staff use behaviour management strategies very effectively to enable learners to remain in learning.
- 4.4 Trustees are very experienced and provide managers with good levels of support; they have a good understanding of the complex needs of the learners, and of the strengths and weaknesses at the college.
- 4.5 The quality of teaching, learning and assessment is not consistently good enough to enable all learners to make good or better progress.
- 4.6 The curriculum does not meet learners' needs, prior learning, or extend their learning well enough.
- 4.7 Teachers do not consistently set learners sufficiently challenging or individualised targets.
- 4.8 Managers do not prepare learners for their transition from the college soon enough, so that learners fully understand their potential next steps.
- 4.9 Trustees do not receive sufficient information and data on learners' achievement and progress to enable them to challenge managers effectively and to hold them to account for improvements.
- 4.10 Managers have not ensured that the English and mathematics improvement strategy is consistently implemented across the college; as a result, learners do not make good enough progress in developing these skills.
- 4.11 Managers' observations of teaching, learning and assessment focus too much on what teachers do rather than on the skills learners develop and the progress they make.

## 5. Judgements

### Outcomes for Learners – Good

#### Where we are

- Learners improve their communication skills well during their time at the college and learn, for example, to introduce themselves to unfamiliar visitors and individuals at Clifton Road speak clearly about their long term aspirations.
- Learners improve their behaviour, and more effectively in college activities that lead to inclusion within the local community. This is a significant step forward for many of them.
- Staff capture overall progress in relation to learners starting points and provide comprehensible data that demonstrates improvement in aspects of their learning programme every six weeks as of April 2018.
- Leavers Outcomes: The seven leavers in June 2018 achieved the following outcomes:
  - All five learners studying an Award Scheme Development and Accreditation Network accredited course achieved successful outcomes; one learner achieved an Entry 1 Certificate in Personal Progress; two learners achieved Entry 1 Diplomas in Personal Progress; one learner achieved an Entry 1 Diploma in Life Skills; and one learner achieved an Entry 3 Award in Employability and also Level 1 Food Hygiene and Level 2 Food Safety.
  - Two learners were not enrolled on accredited courses but both completed 100% of their targets towards living as independently as possible.

From Databridge we can also determine that:

- Three learners also completed 100% of their objectives, one completed 98% and the other 92% of their overall progress targets.
- The destinations for the learners leaving the college in 2018 are positive: Two individuals are going on to further education – One is building on work experience skills by enrolling at Queen Alexandra College on a motor vehicle mechanics course. The other has been offered a place to continue to build on communication, life and independence skills. One learner has been accepted for a volunteer placement at a previous work experience placement that he attended with the college. One learner has secured funding to attend Life Skills at Trinity Specialist College. Two

individuals are awaiting re-assessment of their needs in order to provide a personal budget with which to progress their ongoing development.

- Behaviour outcomes: All learners had the benefit of access to psychology support on a weekly basis throughout the year. Of the seven leavers, five learners did not require behaviour support plans at all during their time at Trinity. Two learners, with more complex support needs, required a greater focus and more interventions occurred. However, one learner recorded just two incident sheets in the whole of the academic year 2016/17, and only three in the year 2017/18. None of these incidents led to restraint being necessary. The second learner raised nine incident sheets in the year 2016/17, but this was reduced to just four in her final year. Again, all of the incidents were well managed and none required physical restraint.
- Therapies outcomes: All learners had weekly access to psychology support if they needed it across the academic year.
  - Three of the learners required support from physiotherapy and the final physiotherapist reports on each learner showed that all had made progress in the exercise routines that had been advised and carried out, resulting in their ability to mobilise in the community and improved motor skills.
  - Three of the learners also benefited from input from Music Therapy and the final Music Therapy reports showed that all three demonstrated increased engagement, awareness, turn taking and growing confidence in their abilities to express themselves and investigate their feelings through music.
  - All learners had the support of Speech and Language Therapy with specific programmes tailored to their individual needs and abilities. All learners were able to make good or excellent progress with their communication skills across the ability range, with two of the learners being non-verbal and using eye contact, body language and PECS to communicate; one learner having English as a second language but going on to develop her comprehension and spoken use of English to a greatly improved degree; and four learners who were already verbal made good progress in their use of language and their ability to extend speaking beyond one word replies.
- Outcomes for all learners: Out of 22 learners, 50% achieved 100% of their overall progress targets, 32% achieved over 90% and 18% achieved less than 84%.
- Many learners on higher-level courses continue to develop their employment-related skills well in realistic settings such as a garden centre, a garage, a cafe and a farm, hairdressers and shop.
- Learners who prepare meals for the college lunch demonstrate high standards of work, producing food that is enjoyed by the whole college community.



- Destinations and outcomes for learners have been greatly enhanced by the addition of a Parent Liaison Support worker. The role includes involvement in Education, Health and Care Plan final Reviews and 100% of learner leavers will receive an 'after care' 6 monthly check to further check progress.
- Senior Management Team and the Trustees receive progress and achievement data on a termly basis, so that they can challenge managers effectively and hold them to account for improvements.

### **What the college needs to do to improve further**

- Learners need to develop basic concepts of numbers well enough across all activities. The introduction of Assessment and Qualifications Alliance Unit Award Scheme in November 2018 will provide an opportunity for all learners that have a outcomes in their Education, Health and Care Plans to further develop English and maths skills.
- Targets need to be sufficiently challenging for learners that are Entry Level and above, ensuring that individuals are highly motivated, stretched and reach their full potential.
- Data outcomes in relation to race, gender and disability need to be further developed with the use of Databridge Management Information System in order to identify gaps in performance.
- Transition planning and preparation requires clear guidelines. The Education, Health and Care Plan Review process that starts within the first term needs to clearly identify outcomes, destinations and starting points for all learners and needs to be fully embedded amongst all staff and the curriculum. Where destinations for learners are to move on to another Further Education provision, the college must ensure that a referral is made to Special Educational Needs Assessment and Review Service by the end of September during the learners final year.
- Teaching strategies that are appropriate to the needs of the learners need to be developed amongst the wider staff team alongside a culture of high expectations.

## Personal Development, Behaviour and Welfare – Good

### Where we are

- Most learners enjoy their time at college and the average attendance is 86% with eleven learners achieving greater than 90%; five achieving greater than 80%; four achieving greater than 70%, one achieving greater than 60% and one achieving greater than 50%. Attendance continues to be monitored and reasons for low attendance generally falls into the following categories: Ongoing health issues; Behaviour; Holidays.
- Behaviour management is very good. Teachers and support staff have all received training in Management of Actual or Potential Aggression, and this has resulted in them adopting very effective interventions to minimise and de-escalate behavioural incidents. The impact of this is that learners with behaviours that challenge can continue to learn in lessons, whilst the disruption to other learners is minimised so that they continue to learn too. The adoption of a Positive Behaviour Support ethos and increased staff training and awareness, has resulted in a steady decrease in the number of incidents that lead to the use of physical restraint. In 2016, there were 63 behaviour incident sheets raised, and 23 of these incidents resulted in restraint having to be used; in 2017 there were 108 behaviour incident sheets raised, but only 6 of these ended in restraint; in 2018 there were 55 ABC sheets recorded with just 2 recorded restraints. Staff recognise circumstances at an early stage that might trigger incidents and are skilful in taking appropriate action to avoid these.
- A psychologist, music therapist, physiotherapist and speech and language therapist support learners very well. The psychologist has worked very successfully with individual learners to enable them to manage their own behaviours with appropriate strategies, for example to manage anger or develop boundaries. The music therapist has worked very effectively with individuals and small groups to help them to communicate more effectively and to learn to listen to others and take turns. The physiotherapist has set challenging targets to improve learners' mobility and physical well-being and has ensured that staff continue to follow exercise programmes with learners during the week when she is not on site. The Speech and Language therapist has completed individual communication passports for all learners, has assisted in training staff to a universal level and has identified Communication Champions amongst staff who have been trained to an enhanced level. She has also carried out an environmental audit to ensure that there is continuity across the college with all communication methods and materials. All therapists work with the teaching staff so that their activities align with other strategies and goals

for individual learners. The therapists also ensure that learners' targets tie in with their Educations Health and Care Plans and take into account their individualised curriculum.

- Opportunities for work-related experience are extremely positive. All learners based at Clifton Road attended a realistic work environment which enabled them to develop employability skills. For example, up to 5 learners attend a local garden centre for one day a week throughout the year. A further 4 learners carry out work related activities at an allotment. Another 2 learners gain individual work experience opportunities in a hairdressing salon, and at a charity shop. Three learners gain animal care experience on a farm and another 3 learners gain experience in the college kitchen.
- One learner has worked successfully in a supported work placement in a garage, where they were being supported to confidently and competently undertake tasks such as assisting qualified mechanics while carrying out MOT work. This has resulted in the learner undertaking a motor vehicle mechanics course at Queen Alexandra College.
- Learners know how to keep safe and are able to refer to the training they have received, such as in e-safety. They know who to go to if they feel bullied by other learners. From the Learner Feedback Survey and Safety Awareness Questionnaires from 2018 we are able to state that:
  - 90% of learners feel safe at college.
  - 100% know who is responsible for keeping them safe.
  - 100% of learners know how to keep themselves safe.
  - 80% of learners know how to stay safe online.
  - 20% of learners know how to stay safe online sometimes but not all of the time.
- A Student Council is now in place and meeting on a monthly basis. This provides learners (via their elected representatives) to have a voice in the running of the college and also express any concerns they may have in a safe setting. This meeting is also used to check on how safe learners feel whilst at college and to reinforce safe practices such as online safety.
- Staff actively promote the importance of healthy eating to learners. This concept is reinforced by staff who support learners effectively to prepare a healthy lunch for themselves and everyone else at the college.
- All learners have the opportunity to go swimming or to visit a gym weekly. Those learners on pre-entry-level courses have access to a sensory swim.

- A Parent Liaison Support Worker, employed in December 2017, is offering support to learners and parents/carers as a part of the transition out of college. This role provides guidance and support to learners in general but more specifically in liaising with social services for assessment in the learners' last year and with a view to ensuring destinations are funded and achievable.

### **What the college needs to do to improve further**

- The newly appointed teacher at Clifton Road will develop further internal opportunities for work experience for learners for whom external work experience would not be appropriate.
- Develop external work opportunities and explore the possibility of supported internships or apprenticeships.
- Teachers must continue to ensure that all learners comply fully with health and safety requirements, for example wearing protective aprons in the kitchen.
- Provide more varied activities and individualised timetables to enhance learners' experience and outcomes further for pre-entry level students.
- Carry out an internal quality audit of the behaviour and therapeutic services in order to determine value for money, overall impact and future direction.

## Teaching, Learning and Assessment – Good

### Where we are

- Teachers plan consistently to ensure that they meet the full range of learner abilities. They consistently challenge learners effectively and focus on skills development. As a result, learners make good progress in all lessons.
- Learners with the most complex needs make good progress. A range of assessment tools gather information and staff use it to identify strengths and starting points in order to meet learner individual needs effectively.
- Target setting is individualised and appropriate to the needs of the learner. This enables more defined progress from the learner towards achieving their long term outcomes.
- Staff consistently provide clear and constructive feedback to higher level learners in lessons and at work. A marking scheme that is used verbally and in written form informs learners of what they have done well, even better if and areas to improve.
- The Teaching and Learning Manager is fully qualified with a Post 16 Certificate in Education and two Level 5 Diplomas in Literacy and English for Speakers of Other Languages and the Personal Development, Behaviour and Welfare Manager has a BA Hons in Education. Two out of three teaching staff are fully qualified and one is currently completing the Level 5 Diploma in Education and Training. Two learning support assistant have a Teaching Qualification and one Deputy Teacher is enrolled on the Post Graduate Certificate in Education. Out of the sixteen Learning Support Assistants, four are qualified to level 3 (plus an additional level 3 learner placement), four are qualified to level 2, and two are fully qualified teachers.  
A training plan has been devised which outlines staff development and clear progression for 2018-2019.
- Learners continue to make the expected progress in lessons. The new appointment of a teacher for the higher level group means that learners are more accurately assessed and are now challenged sufficiently because resources match their individual needs.
- Staff and learners manage behaviour well. On higher level courses, learners support each other with their concerns and staff communicate well by providing choices to learners that benefit from a change of environment due to anxiety.
- An English and maths strategy supports learners to progress towards specific outcomes if relevant to their long term outcomes.

- Learners benefit from a staff team that have a range of skills and qualifications. Teachers are qualified or working towards a level 5 qualification.
- All staff have undertaken 'Prevent' duty training and have a good understanding of the risks involved to our learners. In order to better understand those risks, we risk assess their capacity to be radicalised as part of our responsibilities within the safeguarding of vulnerable young adults.
- Learners are making good progress in lessons. Starting points are assessed linked to functional skills – English, Maths, ICT, employability skills, personal and social development, health, emotional skills, soft skills, sensory, communication and health, using a wide range of activities and targets are set using information from the Education, health and care plans alongside information gained in initial assessments.
- Staff develop learners' communication skills well. In particular, in lessons for learners with the most complex communication needs, teachers plan learning and use communication resources well. As a result the learners engage fully in learning.
- Teachers work productively with skilled learning support staff, using visual prompts, signing and communication aids, so that all learners make good progress in developing their communication skills. Learners are respectful of each other, and teachers encourage turn-taking and promote the awareness of others very effectively. Staff training on initial assessments and the introduction of BKSB has resulted in resources that link with learners level of learning.
- Teachers set learner targets that are individualised and sufficiently challenging to enable them to achieve their medium and long-term goals in accordance with Education, Health and Care Plans and individual aspirations.
- Teachers and learning support staff plan for and maximise every opportunity to develop further learners' English and mathematics skills in all learning and social settings.
- A review of observation paperwork and processes means that the focus is on how well learners develop their skills, improve the standard of their work and make progress from their starting points, and assesses the quality of learners' targets and the range and appropriateness of their learning experiences.
- The pace of lessons means that learners are able to make progress albeit in small steps and learners experience a range of different activities.
- Tutorials provide opportunities for staff to monitor and support learner progress more effectively.

- Learners work towards an individualised curriculum and the introduction of Assessment and Qualifications Alliance Unit Award Scheme means that learners that wish to further develop functional skills have the opportunity to do so and it is of direct value to the learner and their future destination.
- Teachers have an opportunity to visit an outstanding college and lessons so it enables them to apply knowledge gained to their own planning and delivery.
- British Values has been planned as part of the curriculum and clear links are made to British Values in practice through a range of activities that acknowledge, celebrate and commemorate national events and anniversaries, support a number of charities that are selected by learners, invite members of the local community to attend College Events and have a termly focus on one British Value.
- Professional Development and a training plan means that all staff have an opportunity to undertake continuous professional development and specialise in specific areas.

### **What the college needs to do to improve further**

- 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.
- SMART target training is now part of the College induction and will greatly improve teaching practice which should be measurable during lesson observation and learning walks.
- Consistent standards of work need to be further established across all of the learning provision. The Teaching, Learning and Assessment Manager will focus her efforts on direct support and feedback through lesson observations, informal walkthroughs and setting clear objectives via the Professional Development Review process.
- All work experience activities will be planned, recorded and reviewed. This will provide the evidence required to demonstrate progress.

- All work experience goals will be suitably challenging and linked to Education, Health and Care Plan outcomes; they will be regularly reviewed and revised. This will ensure that all work experience opportunities are progressing the learner to their chosen destination.
- All targets set will be monitored and agreed with the Teaching, Learning and Assessment Manager to ensure that they are sufficiently challenging for each individual.
- Baseline Assessments take place within the first 6 weeks of the learner taking up placement with the college.



## Leadership & Management – Good

### Where we are

- The Trustees and Managers have worked diligently to rectify many of the weaknesses identified at the two previous inspections in March 2016 and May 2017.
- Safeguarding is now effective with staff understanding having evolved and the vast majority of concerns being raised are proportionate to ensuring the safety and well-being of the learners. This has resulted in fewer concerns being raised but with a higher referral rate. In addition, the introduction of a Safeguarding and Prevent Screening Process ensures that any previous history is identified and checked for common themes or patterns which can be acted upon.
- Given the complex needs of the young people we support, the management of learners' behaviour continues to be a priority and something that is managed extremely well. This has resulted in a significant reduction in the number of behaviour incidents that require intervention and increased engagement in learning.
- Staff have high ambitions for the learners, want them to do well and are proud of what learners achieve at the college. Teachers of learners with the most complex needs use information about their starting points to plan learning well and provide individualised learning activities and effective support. The majority of learners improve their skills development and increase their levels of confidence, particularly on pre-entry-level courses. However, we recognise that a few learners on higher-level courses do not make good enough progress.
- We have implemented a new curriculum which is individualised and focuses appropriately on developing learners' independence skills. This approach builds on previously learned skills and uses naturally occurring opportunities in the college and in the community to extend and/or add variety to learning.
- The use of data to monitor the performance of different groups of learners and to inform improvements is improving. Information to monitor the number and range of learner behavioural issues and safeguarding incidents continues to be effectively used. Information to monitor the rate of progress and achievement made by different groups of learners is improving.
- Managers observe classroom-based teaching and learning frequently throughout the year. This information is used to feedback to the teachers and measure the impact on learning.
- Effective performance management strategies continue to be used to tackle staff underperformance and have resulted in a key member of staff moving on. Performance review improvement targets are now sufficiently specific and detailed and are

linked to the observations of learning and support. They are monitored by managers to ensure that they are achieved in a timely manner and improve the quality of provision.

- Managers support teachers and learning support staff by providing them with ongoing high-quality training and by working with other practitioners to develop their skills and practices.
- The staff development program has clear links to the weaknesses identified in the Ofsted report and has focused on developing the skills and knowledge of staff in a wide range of topics, such as Teaching Learning and Assessment, Autism and Communication, Safeguarding, Mental Capacity Act and Deprivation of Liberty Safeguarding, the Prevent Duty, the Safe Handling of People, First Aid and Behaviour Management. The training was delivered in a week's block this year, and the regular monthly twilight training sessions are set to continue throughout the year along with two further inset days that will focus specifically on improving provision.
- Improvement action plans are reviewed and updated regularly. They provide us with clear measures and milestones by which we can review the effectiveness and evaluate thoroughly the impact of our actions.
- Implementation of the English and mathematics strategy is now fully effective. Learners develop their communication skills well, and the development of other English skills and mathematics is improving.
- Leaders and managers have a clear and ambitious vision for the college. This includes working with partners to provide learners with a wider range of progression opportunities in the future, such as participating in community social enterprise activities and living in supported accommodation.
- Managers and staff promote a culture of mutual respect and tolerance for others in the college community; this has resulted in learners demonstrating these attributes well when engaging with each other and listening to staff.
- We have contracted with specialist external agencies such as an educational psychologist, a music therapist, a physiotherapist and Speech and Language Therapist to provide effective support for learners with physical, behavioural and communication needs. This specialist support has contributed to a reduction in the number of learner behavioural incidents and to improvements in the levels of learners' confidence and skills development.
- The board of trustees is well established having been introduced in May 2016. The five trustees are well qualified and have wide ranging expertise and skills that are supporting the development of the college.
- Trustees have a clear understanding of their strategic role. They have a good understanding of the strengths and weaknesses at the college and of the complex needs of the learner cohort. We are in the process of recruiting new trustees.
- Trustees are very committed to making improvements at the college. They meet frequently and managers provide them with regular reports on learners' behaviour, safeguarding and the curriculum. These reports are now improving and provide

Trustees with sufficient information to enable them to challenge managers effectively and to hold them to account for improvements.

- The arrangements for safeguarding remain effective and with the addition of another Deputy Designated Safeguarding Lead. Arrangements to safeguard learners are appropriate and focus on the needs of the learners.
- Managers have ensured that learners are protected on work-experience placements, for example, by ensuring that employers have employers' liability insurance cover, and thorough risk assessments are undertaken in each setting and for each individual attendee.
- A set of measurable standards have been developed to help staff understanding of how we can achieve a 'Good' or better Ofsted grade.
- Staff are now trained in, and follow the correct protocols for, the administration of medication to learners.
- Education staff management has now been devolved to the Teaching, Learning and Assessment Manager and teachers.
- Staff and trustees participate in regular training and updating on safeguarding. As a result, they have a good understanding of the potential risks to learners and take the necessary measures to ensure that they are safe.
- Staff use the My Concern online system for referring safeguarding concerns effectively. Although not high, the concerns being raised are balanced and appropriate, and quite often result in referrals to social services.
- Staff and Trustees have had 'Prevent' duty training and most have a good understanding of how to keep learners safe from harm. The Board of Trustees receive a termly safeguarding update report. External monitoring of internet activity using Policy Central quickly identifies any inappropriate use by staff and learners, and continues to be highly effective.
- Checks on staff, including criminal records checks, are up to date and accurate and all updated on the Single Central Record.

### **What the college needs to do to improve further**

- Ensure the college Self Assessment Report is robust and sufficient to aid the college in achieving a 'Good' or better Ofsted grade.
- Ensure that the Senior Leadership Team and Trustees have access to more detailed information, particularly progress and achievement data, so that they can challenge managers effectively and hold them to account for improvements.
- Develop partnership working and links to other providers to support better outcomes for learners.

- Prepare learners for their transition from college in good time so that they understand and agree to their progression opportunities and next steps. This will ensure a smooth transition for learners which will reduce the risk of a post college placement or destination breakdown.
- Support teachers to take better ownership of managing their staffing teams to improve the effectiveness of teaching support staff to better improve the learning experience for learners.
- Continue to make increased use of Databridge to improve outcomes for learners.

## **6. Our College Improvement Priorities 2018-19**

### **Outcomes for learners**

1. Ensure all Learners make good/ outstanding progress from their starting points through personalised programmes.
2. Continue to develop the effective system that links Education, Health and Care Plan outcomes with personalised assessment of progress and termly monitoring.
3. Develop the outcomes of high ability learners through the curriculum, functional skills and work experience opportunities.
4. Prepare learners for the transition to adulthood.

### **Quality of Teaching and Learning**

1. Embed the role of middle leaders in contributing to standards of teaching and learning.
2. Develop the ethos of Person Centred communication at every opportunity.
3. Provide a personalised plan for every learner which incorporates use and application of learning technology.
4. Continue to embed Recognising and Recording Progress and Achievement.
5. Develop Learning Support Assistant skills and knowledge to support learners' progress.

### **Personal Development, Behaviour and welfare Behaviour for learning**

1. Embed the positive approach to behaviour management through developing staff skills in using behaviour data and recording.
2. Enable learners to develop thinking skills and informed decision making.
3. To embed a culture where learners and staff take active responsibility for their environment.
4. To continue to make the learners safety online and within the community a priority.
5. Embed the work of the Therapies through the learners learning journey.

## **Leadership and Management**

1. Embed effective transition arrangements at every point in the learners learning journey from pre-admission to transition to adulthood.
2. Develop opportunities for partnership working with other post 19 providers.
3. Embed staff appraisal at every level.
4. Increase and develop the skill base of the Trustee's Board.