

Strategic Improvement Priorities over 3 year cycle Timescale: 2023-26

	Year 1	Year 2	Year 3
1.	<u>Inclusion and Equity</u> To explore the unique opportunities for inclusion in a shared campus with ASN school and Mainstream school. To build inclusive practices ensuring progression and all learners are included, engaged, and involved	<u>Raising Attainment and achievement</u> Technology curriculum linked to AAC and Communication (My technological world)	<u>Raising Attainment and achievement</u> Embedding technology skills across curriculum (focused on literacy especially writing)
2.	<u>Curriculum: Health & Wellbeing</u> To embed our current nurturing ethos in more formal assessment and tracking and whole staff training	<u>Raising Attainment and achievement</u> Curriculum: Health & Wellbeing (My healthy world)	<u>Raising Attainment and achievement</u> Curriculum: RME learning and ethos (My cultural world)
3.	<u>Curriculum: STEM</u> To build confidence and expertise in teaching of STEM through engagement in the SSERC PCP initiative with the Learning Community	<u>Curriculum: STEM</u> Embedding high quality learning and teaching in STEM priorities across the school: play-based, Interdisciplinary, and real-life.	<u>Raising Attainment and achievement</u> Curriculum: Expressive Arts Process & skills progression
4.			

Context of School

West Mains School is an ASN Stand-Alone School co-located with Halfmerke Primary School. We specialise in supporting children with complex communication and language differences, often related to extreme ASD. The needs of learners placed in West Mains are increasingly more complex and pervasive, affecting all aspects of life and learning, and long-term. Many of our learners are pre-intentional, pre-verbal communicators with significant and complex barriers to their learning.

Our beautiful spacious building provides lots of areas where children can engage with learning activities including a sensory room and a soft-play room. Classes have small numbers supported by a class team of a teacher and support staff. We have a nurture room, known as The Nest, where children are supported through more complex attachment or social development needs.

We have extensive outdoor spaces where children can play and learn. Our dedicated outdoor learning space is called The Willows. Here we have an orchard, and planters in an allotment for vegetables, flowers and sensory plants. We are also planting trees from the Woodland Trust to create a forest for the future.

In West Mains we ensure that the pupils are at the centre of all we do. Each learner is unique with individual support needs, talents, and interests. Each learner is supported to engage with learning in all aspects of the Curriculum for Excellence, differentiated to meet individual needs. We have high expectations and work to support each pupil to grow and develop within every aspect of the curriculum in their own way. This enables us to ensure their unique achievements and attainments are celebrated. Exciting Interdisciplinary contexts promote meaningful learning, organised around termly themes. This allows rich learning experiences based on pupil interest, and choice. We use a literacy rich environment using stories and rhymes as contexts for learning. Active, play-based learning and Outdoor Learning are widely used and visible in all curricular areas.

Digital technology is used to support learning and communication. In May 2023 we were delighted to be awarded a national Digital Schools Award recognising commitment to digital learning across the curriculum and supporting AAC. We strive to ensure West Mains is a Total Communication environment with visuals and communication support integrated across the school and all learning. All of this is set within rich nurturing approaches that support children to feel safe and ready to learn and where all behaviour is always treated as communication.

We value the importance of family engagement with all aspects of West Mains and learning and strive to provide opportunities for families to partner with us in supporting pupils to be the best that they can be.

West Mains is part of Calderglen Learning Community and we have developed strong links with other local schools, particularly those with specialist ASN provision.

Strategic Priority 1 Improvement Planning and Standards and Quality Reporting for 2023/2024: INCLUSION

NIF Priority (select from drop down menus) Placing the human rights and needs of every child and young person at the centre of education NIF Driver School and ELC leadership Choose an item.	SLC Priority (select from drop down menus) Ensure inclusion, equity and equality are at the heart of what we do Improve Health and Wellbeing to enable children and families to flourish	SLC Stretch Aims Choose an item. Choose an item.	HGIOS?4 QIs (select from drop down menus) 3.1 Ensuring wellbeing, equality and inclusion Choose an item. Choose an item. HGIOELC QIs (select from drop down menus) Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> To explore the unique opportunities for inclusion in a shared campus with ASN school and Mainstream school. To reconnect and enhance more formal and targeted inclusive learning opportunities after COVID restrictions: Staff and parents have expressed inclusion as a development need across the campus. 	<ul style="list-style-type: none"> By June 2024 a shared understanding of equity and inclusion across the school by staff, families, and pupils: vision statement/rationale. By June 2024 all pupils will have access to wider social and learning experiences, and opportunities for educational and well-being progression. By June 2024, 25% increase in inclusive activities across the campus. By June 2024, identified pupils for intervention will have increased their engagement by at least 1 level on Leuven Scale. 	<ul style="list-style-type: none"> Joint clubs, joint events that include parents for targeted groups. Opportunities for pupil leadership and voice: link with Communication Literacy and AAC Clear rationale written with input from all stakeholders. Working Party Action planning and development 	<ul style="list-style-type: none"> Pupil wellbeing questionnaires and surveys, such as circle of friends show that pupils have more diverse social connections. Informal observations and staff judgement indicate more inclusive interactions. Follow up SDQ questionnaires show improvement in general wellbeing. (all pupils) HIGIOS self-evaluation 	HT/DHT PT HWB Lead with campus Working Party HWB lead with pupil working party
<p style="text-align: center;">Progress and Impact Inclusion Across the Campus:</p> <ul style="list-style-type: none"> Support staff have noted and observed more interactions in the playground between pupils in West Mains and Halfmerke, particularly between most children who attend inclusive clubs. Staff have observed more proactive interactions from Halfmerke pupils with West Mains complex learners due to increased familiarity due to breaking down of barriers through inclusive clubs Due to technical issues with the SDQ websites only one set of assessments was completed for the full school. This will be followed up after summer and data will be used as a baseline for the next steps. Initial SDQ assessments were completed for targeted children and informed grouping for nurture groups. Teacher judgement indicates almost all children with nurture group intervention demonstrate increased social and emotional abilities. Joint working between 2 schools during INSET training – Nurture training, and Inclusion audit from the Attachment Toolkit. This highlighted a joint inclusive ethos with almost all staff expressing satisfaction with the training offered and most articulated changes in attitude/behaviors more consistently aligned to the school's nurturing ethos and procedures. Targeted groups of children across the campus have been working together. The inclusive dance team (lunchtime club) performed together in Calderglen Dance Festival. Targeted pupils from Halfmerke and West Mains worked with the Dance Therapist. The culmination of this was a magnificent performance for their parents which was a brilliant portrayal of our inclusive ethos across the campus, with each pupil fully engaged and supportive of each other. All parents gave very positive feedback. More targeted West Mains pupils are accessing specific mainstream classrooms or smaller groups for learning and social inclusion, based on specific needs. Professional judgement suggested almost all targeted pupils are settled and engaged with tasks and within groups for most of their inclusion session. Management teams have jointly reassessed the impact of spaces within the school for nurture and have made modifications to ensure each space is used to meet needs across the campus. There are less pupils disengaged and roaming because they have access to designated and motivating spaces. There are now fewer incidences of distressed behaviors across the campus. For example, a child was overheard talking to his grandparent in one of these designated spaces; 'This is a great place, I come here to calm down'. <p style="text-align: center;">Inclusion Across West Mains School</p> <ul style="list-style-type: none"> The aim of the working party was to establish a shared understanding of inclusive principles and practice and embed this ethos across the establishment. Research was carried out into the theory of inclusion and a 'pillars' approach was established based on the principles of 'Presence', 'Participation' and 'Progress', all underpinned by 'support'. These statements were analysed further and broken down into areas of impact across the establishment. All staff expressed understanding of the principles when the draft info-gramme was shared with them. A mission statement was created along with an accessible version for pupils and this mission statement, and the info-gram will become embedded in daily practice (through sharing and implementing with pupils and staff) as well as being shared with our wider school community into 2024-25. Weekly activity sessions known as Fun 31 has promoted inclusion across the school as children from all classes have access to all activities jointly. This has progressed from classes staying together in a formal structure to where classes intermingling informally based on children's choices. Almost all children have experienced more friendships, interactions and more effective relationships with both peers and staff members, leading to a more inclusive attitude. It has also enabled some children to develop clear leadership skills as they lead activities, as well as independence and autonomy across the school. Parental involvement has been increased as some parent volunteers lead activities and groups. This has been shared with the parent body, with more parents expressing interest in coming into school to lead or support activities. Various inclusive activity groups have been established throughout the year within West Mains: Pamper group, sensory circuits, Outdoor Nurture Group, lunchtime clubs. Most children in West Mains have accessed at least one of these inclusive groups and interacted positively with less familiar peers and adults. Pupil voice has been enhanced as learners use symbols to choose clubs each week, some independently and some with adult support. Various pupil committees have been established such as Digital leaders, Pupil Council and Rights Steering Group. This has enabled more pupils to express their opinions and voice. It has also highlighted again the challenges when including children with a complex and severe communication profile to meaningfully express their voice based on observation of their behaviours and interactions. In conjunction with another ASN school we have begun investigations into links with staff at Dundee University to use play to elicit pupil voice across the school. 			<p style="text-align: center;">Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p> <p>Move to Maintenance agenda</p> <ul style="list-style-type: none"> Share Inclusion info-gramme and statement with all stakeholders. Revisit after this to ensure all aspects are current and evident in all areas of school life. Consultation using questionnaires to inform any possible modifications. Scheduling these questionnaires formally through the tracking and monitoring calendar. Audit of equalities resources within school to ensure inclusive attitudes/diversity reflected in resources. Investigations into using play and observations of behaviours to 'hear' pupil voice. Based on 'leading by Listening: A Playful Approach' developed as part of research project at Dundee University HWB lead teacher to Work with parents to investigate more opportunities to extend pupil access to extra-curricular activities that they are often excluded from within their wider communities. 	

Strategic Priority 2 Improvement Planning and Standards and Quality Reporting for 2023/2024: NURTURE

NIF Priority (select from drop down menus) Improvement in children and young people's health and wellbeing NIF Driver Parent/carer involvement and engagement Choose an item.	SLC Priority (select from drop down menus) Improve Health and Wellbeing to enable children and families to flourish Ensure inclusion, equity and equality are at the heart of what we do	SLC Stretch Aims Choose an item. Choose an item.	HGIOS?4 QIs (select from drop down menus) 2.1 Safeguarding and child protection 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion HGIOELC QIs (select from drop down menus) Choose an item. Choose an item. Choose an item.	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead
<ul style="list-style-type: none"> To embed our current nurturing ethos with meaningful formal assessment and tracking for pupils. To facilitate this, more formal training for all staff and information and support for parents. 	<ul style="list-style-type: none"> By October 2023: Robust Assessment Calendar informing staged intervention approach in place. (Boxall) By June 2024: Staged intervention approach in place with formal records: all pupils SDQ, other specialist input By June 2024 Rights Respecting Schools Bronze Award achieved By June 2024 80% of staff express increased confidence in nurturing approaches. By June 2024 robust ASP paperwork and procedures in place 	<ul style="list-style-type: none"> Termly school wellbeing days in place. Assembly themes. Bronze award checklist and staff/pupil steering group formed. SDQ and Boxall assessments (staged intervention) Nurture and social groups timetable Staff nurture training Mental health awareness: SamH and SALT workshops for parents, staff and pupils Mind Marvels approaches in all classes: embed intervention 2022-23 Training ADHD/ Nurture for all staff Consultation with families to better understand needs in relation to well-being. Working Party Action Plan ASP re-evaluation to establish consistent approaches 	<ul style="list-style-type: none"> SDQ and Boxall assessment progression – 25% of pupils will have shown improvement. RRS bronze award data/report Data from staff, family and learner surveys Positive feedback of interventions from families, staff, and pupils. HGIOS self-evaluation 	HT/DHT PT with HWB Lead Parental focus group
Progress and Impact <ul style="list-style-type: none"> Assembly timetable has reflected termly wellbeing days Most staff have reported appreciation for focused staff wellbeing activities and signposting to supports available through the SLC Well-Being App. Staff have been given opportunities to reflect on their own health and wellbeing and signposted to supports. SAMH have attended and presented courses for parents and staff. Identified families have also been signposted to SAMH and other identified support networks. This has raised awareness of wellbeing support available and almost all attendees expressed positive feedback. Various Nurturing interventions and social groups were established based on assessment information and Staged Intervention. Staff observation and professional judgement indicate increased resilience and social/emotional literacy for almost all groups. Successful enhanced transition intervention for P7 through Nurture trained SSA and an art-based project by PT; with all pupils reflecting on changes and teacher professional judgements observing increased resilience and positive anticipation for the transition to high school for all pupils. New relationships policy has been written informed by nurturing and Rights Respecting principals. Introducing more Restorative Practices approaches based on the work of Bruce Perry – Regulate, Relate, Reason; to be rolled out September 2024, and with further evaluation and possible amendments after input in INSET training for all staff. SDQ and Boxall assessments administered and analysed meaning pupils have targeted social support where required. Further investigations into possibilities of using SDQ with all pupils dependent on technical issues with the website. Right Respecting steering group established and presented at assembly to share information on rights with the school. Bronze Rights Respecting Schools accreditation awarded, and parent information leaflet distributed. This has enabled us confidently to reflect on the articles and differentiate and group appropriately withing Rights Respecting Guidelines. All pupils, staff and stakeholders are aware of and use our focus right – The right to be safe; with usual visuals and other communication supports. Mind Marvels approaches introduced 2022-23 observed across all classes as part of diet of well-being interventions available. Family support survey administered for family learning and wellbeing and results informed interventions offered. Targeted groups have supported behaviour and relationship building. Eg Family cookery club. Parent/carer workshops have supported understanding of communication/diet/anxiety/sensory issues and sleep. UN Conventions and Nurturing Principles have been made accessible, adapted, grouped and displayed visually around the campus. All Staff attended workshops and have expressed increased confidence in applying nurturing principles. Key staff trained and attended 2-day SCERTS training and preparing input for August INSET training for all staff 			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda <ul style="list-style-type: none"> Continue as SIP priority: Linking Rights Respecting Schools and Nurturing Principles to the Health and Wellbeing Curriculum more formally Work Towards achieving silver accreditation for 'Rights Respecting School' Establish SCERTS principles and approaches across the school, share with parents and other stakeholders. Targeted pupils. SLC 'The Role of Rights, Equalities and Sustainability in our Curriculum' document to inform and be integrated into development of SIP. 	

Strategic Priority 3 Improvement Planning and Standards and Quality Reporting for 2023/2024: SCIENCE

NIF Priority (select from drop down menus) Choose an item. NIF Driver Curriculum and assessment Teacher and practitioner professionalism	SLC Priority (select from drop down menus) Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.	SLC Stretch Aims ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.	HGIOS?4 QIs (select from drop down menus) 2.2 Curriculum 2.3 Learning, teaching and assessment 3.3 Increasing creativity and employability	
Rationale for strategic priority	Outcome (Intended impact)	Operational activity	Measures	School Lead

<ul style="list-style-type: none"> Staff confidence in teaching, skills progression and assessment of STEM is expressed as lower than other areas of the curriculum. Staff have expressed interest in working collegiately to extend play-based and literacy-rich approaches to STEM. Staff expressed a desire for more formal leadership opportunities to develop curricular improvement projects. The SSERC model will provide a structured, evidence-based approach for Science Mentor to develop leadership skills that can be modelled for other developments. SSERC PCP offered to the Learning Community giving an ideal context for exploring improvements in STEM 	<ul style="list-style-type: none"> By June 2024 staff self-evaluation will evidence increased confidence and expertise in the teaching STEM in creative ways (50% of teachers) By June 2024 all staff accessed opportunities for high-quality, professional learning in STEM, supported by SSERC and Science Mentor By April 2024 Audit of resources completed and enhanced to support learning and teaching By June 2024 Guidelines/ progression written and in place By June 2024 Learning Trios process will evidence high quality learning and teaching in STEM for 50% of classes 	<ul style="list-style-type: none"> Engagement with the SSERC PCP initiative: CLPL/residential. A STEM mentor to support implementation of the SSERC PCP. STEM working party to support initiatives. Collaborative working and professional learning opportunities An audit completed in consultation with staff to evaluate current resources. Opportunities for family consultation and information sharing on STEM development. Opportunities created for parents and community to support the development of STEM through planned events: eg clubs, challenges, and stay and play. Pupil Voice and leadership opportunities 	<ul style="list-style-type: none"> SSERC reflection and evaluation-completed by mentor: Clear next steps for Year 2 SIP priority- STEM working party and action plan. Teachers' self-evaluation Paperwork for Learning Trios and STEM learning walks Self-evaluation feedback following Audit of resources pre and post SSERC PCP initiative Family feedback Evaluation of STEM clubs, challenges and competitions. 	<p>HT/DHT</p> <p>PT</p> <p>STEM Mentor with Working Party</p>
<p style="text-align: center;">Progress and Impact</p> <ul style="list-style-type: none"> A lead teacher was identified who participated in the SSERC programme. They attended all SSERC training and worked with the Learning Community Group effectively, delivering training across the Learning Community and within West Mains School. They also led discussions considering effective differentiation for pupils with ASN across the Learning Community and with ASN specific establishments. Staff training: All teachers attended SSERC workshops and expressed improved confidence in teaching STEM. All teachers attended INSET training within the learning community and as a staff discussed differentiations in approach needed to meet the needs of pupils in West Mains. Before training, only 40% felt they were confident in adapting to meet the needs within our school. After the training this had risen to 80%. Questionnaires were completed before and after the training programme. These show 70 percent were initially either neutral or unconfident in delivering science lessons. After training, 100 percent were either somewhat or extremely confident. Before resources were purchased and organised, 85% agreed that the lack of resources limited the type, number and quality of science lessons they could deliver. After resources were bought and organised, this number halved. Resources have been collated and centralised allowing easy access and to highlight the various resources available. This has increased usage with all staff expressing enthusiasm to use resources to support STEM learning. Applications for various grants have been successful, enabling us to purchase additional STEM resources. This has enhanced skills and experiences for most learners, enabling them to experience and acquire skills in different areas of STEM, while heightening motivation. Innovative approaches using science as a context for nurturing interventions have been very successful. Targeted groups of pupils demonstrating some avoidant behaviours with unfamiliar or non-structured learning have engaged in Engineering Clubs. Observations of learning behaviors suggest greater motivation, more persistence when faced with problem solving and an increase in co-operative learning skills. A social skills assessment before and after the intervention indicated all children have increased at least one level on the targeted indicators. Most children have increased 2 or 3 levels on some indicators. All children expressed enjoyment and increased confidence in using engineering skills by self-evaluating their progress verbally. All said they felt more able to work in a team. 			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or school maintenance agenda</p> <ul style="list-style-type: none"> To embed the STEM curriculum across the school to ensure a consistent approach to STEM learning and teaching in our school context. Consideration and development of using story-based approaches and integrating into IDL Worlds planning processes already established within West Mains Integrating/differentiating SLC Curriculum Mapping/Pathway into planning processes. Learning Trios and STEM Learning Walks as part of the Quality Assurance Calendar 	

PEF Improvement Planning and Standards and Quality Reporting for 2023/24

SLC Stretch Aims						
ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined Cost of the School Day						
Rationale for PEF / PB Spend	Allocation of PEF / PB spend	Outcome (Intended impact)	Operational activity	Measures	Mid year review RAG	End of year review RAG
Large proportion of budget spent on additional staffing to facilitate interventions as evidence has suggested this has the biggest impact on successful nurture interventions. This includes opportunity and time for 1:1 intervention and mentoring and supporting other staff April-June 1 FTE Aug-Apr 0.6 Aug-Apr 0.2 Daily Rate	£53658.00 STEM resources £3000	<ul style="list-style-type: none"> PT Non class committed to facilitate Nurture intervention. Increase in pupil engagement with learning and social interactions and HWB as evidenced by Boxall (targeted learners) and SDQ (all pupil) progress on about half of indicators/teacher judgement 	Nurture group, Nurture interventions, Movement groups and sensory groups and clubs.	SDQ and Boxall profile scores show 25% of targeted children making progress..	A	G

<p>Analysis of attendance session showed that 10 learners had an attendance of less than 85% with 3 siblings less than 50% There was a rise in the number of families taking holidays during the school term-times, with families citing the impact of rising cost of living on holidays as justification for the absence. The impact of poor attendance, on individual learners has been observed</p>	<p>£1140.00</p>	<ul style="list-style-type: none"> Weekly monitoring of attendance data and sharing this with parents impacts attendance by an increase of 10% for half of the targeted learners. Personalised plans to support attendance increases attendance to above 70% Raise awareness: whole school messaging campaign to ensure that families know the value of good attendance. Positive feedback from families and increased attendance to 10% above their own baseline. 	<p>Family come and play/learn clubs Parental support group Let's Connect mental health awareness Enhanced resources to support attendance Creative interventions: family consultation of which activities may bring them into school with their child. Formal intervention in line with staged intervention guidelines in OP A5 for families with very high absence, especially for stages 3 and 4</p>	<p>Family feedback Attendance data</p>	<p>A</p>	<p>A</p>
<p>Extra-Curricular Activities: Many of our families cite poverty of opportunity when accessing community resources for their ASN children with challenges. Creative Arts projects have been successful in promoting enhanced communication opportunities and widening experiences for learners. A particular concern is many of our pupils have a self-restricted diet often linked to complex ASD (often unbalanced, unhealthy and more expensive brands) Creative ways to support families could include extra-curricular family cooking club, workshop with a specialist dietician and/or ideas for food based home learning opportunities.</p>	<p>PB: £3675.00 £14455.00</p>	<p>Targeted intervention for literacy and numeracy with progression evidenced by B-Squared data Family engagement with extra-curricular activities 50% targeted families attend at least 1 event</p>	<p>Movement groups and sensory groups and clubs. Expressive Arts groups. sports events Family cooking club Offer opportunity for residential experience <ul style="list-style-type: none"> Gowanbank Inverclyde ASN sports camp Outdoor and forest school opportunities</p>	<p>Pupil and family feedback PB consultation process data and records</p>	<p>G</p>	<p>G</p>
	<p>TOTAL SPEND (incl carry forward) £75928.00</p>					
<p>Progress and Impact</p> <ul style="list-style-type: none"> There has been an increase in the number of different types of nurturing interventions provided for different groups of targeted children. Staff observations have indicated improved engagement, social skills and resilience. It has also been noted that most of the children have increased these skills within the classroom context. These groups have also increased the opportunities for inclusion across West Mains. Building on the success of this approach, two inclusion groups were established with targeted groups of vulnerable children from Halfmerke Primary and West Mains school. Staff observation noted improved relationships and social interactions across the groups. Children from both schools expressed greater understanding of each other's needs through their interactions, verbally and behaviorally. Parental showcase. A wide range of Extra-Curricular activities available for pupils within school. Community based activities: increase in travel costs has reduced the number of trips out. Visiting Dance therapist has continued to have positive impact on learners, especially those with complex learning profile. Evaluation and feedback discussions with staff and parents suggest that despite this, we want to reduce sessions and increase the variety of visiting extracurricular provider, emphasizing Expressive Arts. Links and discussions with Universal Connections have also begun. Sensory Integration sessions with a teacher have had positive impact on all targeted learners with increased engagement and during the sessions and an increase in staff using the approaches during daily routines. This has increased levels of engagement and reduced levels of dysregulation for all targeted pupils. Teacher professional judgement has also noted an increase in levels of communication for most of preverbal/emergent communicators involved in the programme, with an increased level of intentional social interaction during activities. Increased use of public transport to be investigated, including applying for a Young Scot Card for every pupil. Attendance: there has been an increase in the number of families taking holidays during term time over this session which has impacted the whole school attendance profile. There has also been an increase in the number and length of absences due to anxiety. Support has been given in line with NAIT Anxiety Related Absence: A Guide for Practice. Some learners' attendance has improved over the session, in response to personalized Nurture Interventions. One pupil has refused to attend school due to anxiety since March. She has agreed to come to school for Drawing and Talking Intervention sessions, to play Minecraft with the head teacher. She has also read and discussed some non-fiction books with the Headteacher at a local cafe. Participatory Budget consultation resulted in an increase in digital hardware being purchased, including a class VR headset kit. Staff training increased awareness of opportunities and confidence in using them. Several Robotic resources were also purchased which enabled an increase in coding skills and interest. The ICT Co-Ordinator has supported these after training. 			<p>Next Step(s) and rationale to inform PEF spend session 2024/2025.</p> <ul style="list-style-type: none"> Extra staffing employed to continued Nurture and other interventions to be used to support learning and resilience Continued support for extra-curricular activities within West Mains and the community. Many of the learners in West Mains School have limited opportunities to access clubs and activities within the community, due to the reduced number of suitable activities available and the perception of parents. Increased awareness raising of opportunities within the local and wider community and opportunities for parents to access these with their children during the school day, to increase confidence. Investigate resources to support access to community amenities. Targeted attendance support in line with guidance available. It appears that children with ASD are highly motivated by digital technology and demonstrate good problem-solving, literacy, numeracy and other learning behaviours when using I.T. This means that we will investigate and access a wider range of resources. Appointment of a Principal Teacher with interest and experience with digital and low-tech AAC has meant that there is a greater interest and motivation among staff to support children with complex and severe learning profiles more effectively, especially with social communication. Research has also led to possible links with Dundee University staff on using play to support listening to pupil voices. 2 members of staff have been trained in using SCERTS to support learners with complex learning profiles. Employing extra staff will enable permanent staff time out of class for observation and support in using SCERTS, AAC, STEM and Nurturing Approaches across the school. Observation, experience and professional judgement have shown that once we had extended literacy and numeracy resources, the biggest impact on learners' progress in West Mains is having sufficient people to support learning and teaching, leading to a decision to spend the majority of PEF funding on staffing. 			

Maintenance Agenda

Key actions	Relevant stakeholder involvement	Timeline for completion
Numeracy: pathway shared with all staff. Increase access to high quality resources to support learning and teaching. Piloting targeted interventions <i>Continue this: Health issues have meant that the pathway has not been shared or embedded as well as planned.</i>	Numeracy co-ordinator to support learning and teaching	<i>August 2023-June 2024</i>
Planning Procedures: Embed Responsive planning and planning dialogue processes	Teaching staff	<i>August 2023-June 2024</i>
Play pedagogy across the school	Teaching staff	<i>August 2023-June 2024</i>
ASP: ensure all aspects are consistent and monitored to impact learning: <i>Reflect on supporting more personalised support using SCERTS and B-Squared Autism toolkit for ASP emphasis on HWB.</i>	Teaching staff/families	<i>August 2023-June 2024</i>
B-Squared and Evisense : enhanced evidence of assessment recording. Enhanced use of data. Rationalise reporting: <i>Continue this as difficulties with the software has meant that there has been insufficient time to embed this fully across the school.</i>	HT/PT Teaching staff	<i>August 2023-June 2024</i>
AAC: increased access to high quality AAC approaches and resources: <i>Continue this, appointment of experienced PT will bring further opportunities to extend and build on improvements made</i>	AAC Ambassador	<i>August 2023-June 2024</i>