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| **Exemplar School Development Plan:** To Promote Attachment Awareness within the school setting | | | |
| **What are we trying to achieve?** | **What needs to be done to deliver this achievement?** | **By**  **Whom?** | **What has been achieved? Termly review : Spring Term** |
| **To support good learning outcomes for children with attachment difficulties.** | Personalised curriculum, considering attachment needs.  Assessment of gaps in understanding by reviewing regularly the additional support in relation to progress and outcomes. (Comparison of base line assessment). |  | *Following observations and talking to the pupils, individual timetables and action plans were drawn up, to accommodate the attachment styles. Each attachment style recognises the need for a different level of interactions and approach to the task. This is documented and evidenced in an Individual Action Plan for each child.*  *An achievement and progress file are updated fortnightly where all standardised data is recorded as well as formative and summative assessments. Intervention outcomes are also evaluated and changes to strategies are recorded for evaluations and modifications to approach.* |
| **To support proactive behaviour strategies that afford the children containment and builds resilience.** | Consistently use “positive scripts” to modify behaviour.  Connect the emotional experience of the child using PACE model.  Training in reframing the behaviour; adopt a behaviour -holistic approach, to plan a timetable where the child feels secure. |  | *All staff has been trained in using an agreed script - to be used in structured and non- structured times of the school day. The consistency of approach has led to fewer periods of disruption and a greater number of days within the classroom. The number of disruptive incidents recorded ,a decrease of 50% over a term, evidence the success of the approach; there has been an increase of 30% attendance at school and no exclusions during the term.*  *All staff has attended training on the PACE model and pupils have responded positively to this approach. Support staff meet fortnightly to discuss the outcomes of the model and to also use the time as supervision, to ensure all staff are emotionally supported.*  *The behaviour policy has been evaluated and is now referred to as a Relationship Policy.*  *Regular observations are made to ensure the child’s specific emotional needs are being met – the personised timetable is regularly modified to accommodate changes in the child’s emotions and self -esteem.* |