

The Smith Foundation Improvement Plan

<p><u>IT Infrastructure and Modern Digital Technology - CAB</u> The Foundation makes a commitment to improve digital literacy and information technology. Supported by strong Wi-Fi and mobile connection, suitable and high-class resources, platforms and software, and accessible staff-focussed learning, our approach helps scaffold and maximise our students' knowledge and skills and ensures a safe learning environment. We start to build immersive learning spaces using a variety of techniques and software tools, including simulation-based learning and 3D worlds. A focus on computer science and practical programming skills is built in the curriculum.</p>	<p><u>Quality Assurance – CAB</u> A comprehensive quality assurance and management framework across the three domains of the foundation ensures high quality standards of education, health, therapy, care and safeguarding, scaffolded by Central Services. All staff understand the purpose and drive around 'excellence', contribute to and exchange ideas. Monitoring undertaken by senior leaders and external consultants is a positive, transparent tool for celebrating strengths, identifying trends and opportunities for further growth and improvement.</p>	<p><u>Physical Development and Healthy Lifestyles - LCI</u> The Smith Foundation is a healthy place to grow, learn, play and work. There is a strong culture of physical and active pursuits grounded in scientific evidence that moving more can help lead to a healthier and happier quality of life, boosting self-esteem, concentration, and aiding sleep. Daily routines, healthy habits and a focus on nutrition is modelled by adults, and connects intrinsically to our curriculum, whole community celebration days and meal and snack times.</p>	<p><u>Policy, Procedures and Practice - GP</u> The Foundation's organisational ethos and values clearly define its policies, practices and purpose and are implicit in its values, ethos and culture. Safeguarding, and child protection are at the forefront and underpin all aspects of process and policy development, and practice. Policies as defined in the three domains, and operational procedures set out the functional activity and procedures, allowing for the uniqueness of each setting and clearly communicating roles, responsibilities and expectations. Various vehicles for sharing the information are considered to ensure effective communication and interpretation.</p>
<p><u>Enabling Environments - KA</u> Our environments, indoor and outdoor spaces, are of the highest of standards; they are impeccable in presentation. They are warm, welcoming and nurturing, promoting a sense of trust, calm, belonging and emotional safety. They consider all physical, emotional and sensory aspects, providing safe spaces and resources and strengths-based strategies, that aid regulation, and by design increase opportunities to explore, learn and play. Our Occupational Therapist works collaboratively with the wider staff team, in the areas of sensory processing and fine and gross motor development, linking the environmental aspects of learning with the physical requirement. Over time, our environments become universal, offering a standardised blueprint across the trust of inclusivity and accessibility, enabling maximum impact.</p>	<p><u>Workforce Learning and Development - TG</u> A highly skilled, compassionate and neurodiverse workforce drives our work across the foundation's priorities, embedded in a culture of work-life brilliance. Providing learning experiences supported by clinical supervision, coaching and practice-led research, staff develop themselves, and further enhance their professional practice. Clinical support and occupational health provide expertise and practical and responsive support regarding physical well-being and mental health. Through our local, regional and national connections, we provide opportunities for colleagues across non-maintained, independent and LA maintained schools and organisations to network through specialist interest groups, cluster activity, SEN surgeries and learning and development days. Our workforce is equipped with the knowledge and skills to focus this year on neuroscience, and trauma-informed practice. Speech, language, and literacy continues to hold high status for staff CPD, being the powerful influence on children's development and the foundation for most learning.</p>	<p><u>Developmental Trauma and Neuroscience - TG</u> A comprehensive whole foundation approach supports children to make sense of their experiences, find ways to help manage their emotions and feelings and builds a sense of control and empowerment, voice and choice. Creating and environment of safety, attuned communication, connection and compassion at all times, meaningful relationships and attachments are developed to focus on feeling safe, seen, heard, valued, and loved. Our focus on Developmental Trauma and neuroscience, led by the psychotherapy team, aids the development of the therapeutic care provision, and supports the model within our Care Home. Therapeutic resources aid learning and complement the existing curriculum, scaffolded by Positive Behaviour Support, our QoL model and clinical and practice-based research</p>	<p><u>Curriculum - KA</u> Our curriculum is an ambitious, knowledge and skills rich programme of study and the totality of all experiences across the 24-hour offer. Our curriculum is effectively designed and structured to address students' needs, interests, concerns, development and emotional maturity levels, experiences and knowledge and skills levels. It is relevant and applicable to students' daily lives, being flexible and adapting to ever changing needs and an evolving world. It is complemented by learning opportunities and experiences provided within our residential care, and children's home settings, creating memories and developing life skills and independence over time. Our college students focus on preparing for adulthood, with extra-curricular opportunities linked to employment, independent living, good health and friendships, relationships and community.</p>
<p><u>Equality, Inclusivity, Diversity, Participation and Community - DJT</u> Promoting equality, inclusivity, diversity, participation, and a sense of community is a commitment embedded in the foundation's ethos and culture, providing a positive learning, and working environment where everyone can thrive together and celebrate uniqueness. Representation of diversity and inclusion across the wider curriculum, in resources, through language, evident in learning and living areas, and through whole school celebration and focus days, ensures that all students, and staff, learn and work in an environment where all identities are recognised and respected, and where everyone feels safe and secure.</p>	<p><u>Assessment and Data-informed Decision Making - LCI</u> Meaningful assessment drives our learning, informs students and practitioners of progress, enhances practice and provides a vehicle for even better communication with families. A culture of data and informed decision making exists across the foundation, improving information utilisation and its analysis. Transparency and accountability and user friendly and accessible platforms are designed to maximise time-management, establish an audit trail and ensure prompt and effective decision making and ownership. Clear and identifiable trends and patterns inform practice and aid data literacy. Student voice and stakeholder feedback, and other mechanisms gather invaluable insights and identify areas of strength and areas for continued improvement.</p>	<p><u>Organisation Culture, Identity and Image - GP</u> The Foundation's culture is embedded across its three domains. It is evident in our practice, in leadership strategies, employee and stakeholder communications, relations and benefits, our environments, and our attitude. There is a clear authentic connection between the internal functioning and public and external relations, which includes how we market, purchase, recruit, communicate and strategically plan. Our USP and 'brand identity' is celebrated, promoted and protected, and there is a strong focus on ensuring that this is 'seen' and 'felt' through every interaction and communication, upholding our high standards and reputation.</p>	<p><u>Communication, Language and Literacy - KA</u> Communication and language provide the foundations for literacy development and are central to successful social and academic progress and enhanced life choices. A language rich environment to expand and explicitly teach new vocabulary, provides the foundations for advancing reading comprehension and consolidation of literacy learning. A total communication approach scaffolds speech, language and communication needs and dialogic teaching encourages reasoning, questioning and discussion to develop higher order think through oracy. Speech and Language Therapists support staff and target time to develop communication and interaction skills to achieve ambitious communication, language and literacy learning outcomes</p>
<p><u>Structure and Governance, Leadership and Management - SCA</u> A strong, dynamic, knowledgeable, creative and innately curious leadership team exists within all areas of the Foundation. Its leadership, supported by Governors and Trustees is guided by ambition and aspiration, with the 'child-first' at the heart of everything we do. Within the new structure, operational leaders (SDT) use embedded systems and process, to drive day to day management, taking ownership for decisions and making things happen, ensuring a flow of information to the staff they line manage and to the Senior Leadership Team.</p>		<p><u>Family Service - DJT</u> The family team, key workers, therapists and other significant staff work alongside parents, carers and families helping them to make sense of their experiences, regulate their own emotions and those of the children in their care. The Foundation's focus on Developmental Trauma aids the growth of therapeutic support for families, and Dyadic Developmental Practice including Play, Acceptance, Curiosity and Empathy approaches are used as well as Non-Violent Resistance and Therapy models. Scaffolded by Positive Behaviour Support, a QoL model and clinical and practice-based research, our systemic approach focusses on the whole system around the child, exploring relational patterns, and using the strengths of a curious, creative and solution-driven workforce.</p>	