

# WHOLE SCHOOL IMPLEMENTATION PLAN: PERSONAL DEVELOPMENT

Equality of opportunity between children is prioritised, equality is advanced and no child is adversely impacted by a protected characteristic.

New and enriching learning experiences across the school provision result from the implementation of the 'Enrichment Passport' programme.

Problem - Context (why?)	Intervention Description - Intent (what?)	Implementation Activities (how?)	Final Outcomes - Impact (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Development of the Physical Development (PE) curriculum and the positive contribution this makes to pupils personal development.</p> <p>Development of learning outside of the classroom experiences <b>- for all</b>. The tracking of this is not established.</p> <p>Quality assuring personal development and recording across whole school.</p> <p>Ensuring equality, in particular equal opportunities for pupils for their time at CHS. Ensuring poverty proofing is taking place across all areas. A pupils path up through school is dependent upon teacher, class and/or cohort and may adversely impact or limit the opportunities they are given.</p> <p>An increasing population of pupils with a range of complex and neurodivergent needs has led the school to reassess the way in which we collect and use pupil voice within school.</p> <p>Building and maintaining strong links within the school and wider community to ensure positive outcomes for young people.</p>	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>Young people have greater opportunities for life-changing learning experiences beyond the classroom – socially and culturally. Experiences that would not ordinarily be accessible to them will be prioritised.</p> <p>To promote effective physical development for learners and adapt the curriculum to meet the physical, social and emotional needs of all learners.</p> <p>Equality of opportunity between children is ensured by the use of the 'Enrichment Passport' to plan, track and build upon experiences.</p> <p>To develop the effectiveness and impact of pupil voice within core and engagement pathways, embedded within curriculum planning and focused around the 5 areas from the Enrichment Passport. Fostering a sense of agency around the experiences in the passport to make it as meaningful and fulfilling as possible.</p> <p>To develop links between the school, local community and external providers, whilst prioritising parent/carer involvement.</p> <p>To develop a policy to support a whole school approach to poverty proofing provision ensuring equality of opportunity. Policy will include key principles of operation and families will be involved in understanding how school will support.</p>	<p>How will it be done?</p> <p>What blend of activities are required?</p> <p>Metacognitive enquiry/approaches to learning.</p> <p>Adapting and evolving the curriculum to utilise and integrate robust programs and approaches designed to meet developmental goals and be functional for the young person. (e.g. Smart Moves/curriculum refresh – DM/SS) The integration of therapeutic approaches and goals would be integral to this.</p> <p>Creating links with other specialist settings and reviewing the curriculum offer in relation to our own in order to make positive changes.</p> <p>Class leads and support staff engage young people in the Enrichment Passport experiences in a robust way, ideally linked to areas of the curriculum related to PSHEE, e.g. KS3 Living in the Wider World - 'to review their strengths, interests, skills, qualities and values and how to develop them' or KS2 example - Ourselves: Growing and Changing H28. 'to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth'.</p> <p>Using the Enrichment passport goals, class leads plan and weave experiences into their planning, organising and creating well-matched, high-quality experiences.</p> <p>Sharing ideas, best practise and young people's input into passport experiences, with the wider pathway and /or phase. Presenting and sharing experiences with other in assemblies.</p> <p>Maintaining and making new links with local business and enterprises to access both opportunities and/or funding.</p>	<p>How will pupils, teachers and the school benefit?</p> <p>Teachers and learning leads are equipped to plan to meet the physical needs of all pupils in relation to the needs identified in their EHCP.</p> <p>High quality provision is maintained and pupils have access to a wide range of experiences which improve cultural capital, providing opportunities for learners to practise taught skills in functional situations. Where relevant and to differing degrees, pupils will develop their communication skills in relation to experiences they have, particularly narrative skills and indicating preferences and views.</p> <p>Pupils develop decision-making skills and can create meaningful change and better personal outcomes from this. They use their 'voice' to facilitate a sense of empowerment and inclusion within the school setting as well as in the wider community.</p> <p>Pupils will have input and responsibility for own targets and outcomes, PLIMs etc.</p> <p>Every pupil's passport will show the experiences they have had across 5 areas, with a 'stamp' and short description of the activity. With shared working, staff can utilise the experiences chosen by others for their own and upcoming cohorts.</p>