

Eden Park Academy, Muirkirk

School Handbook 2018-19



Eden Park Academy
Every Pupil Achieves

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Foreword from Head of Education

I have great pleasure in presenting this handbook to you. It is designed to provide key information about our educational provision for bodies such as Education Scotland, local authorities and our partners and care providers. It offers an insight into the life and ethos of the school while also offering detail about practical arrangements and curricular provision which will be helpful in decision making processes and supporting young peoples' education. Eden Park Academy is keen to work with all partners who can enhance the experiences of our young people. We are building a culture of continuous improvement and self-evaluation leading to outstanding outcomes for all young people. It is our vision that Eden Park Academy, Dunfermline is a sector-leading Social, Emotional and Mental Health school.

The school offers a broad general education from S1 to S3 in academic subjects which will ensure our young people can succeed in the job market and in further and higher education after leaving school as well as a rich vocational curriculum catering for all needs and interests. Wider Achievement opportunities offer the chance to enhance lives through exploring hobbies and individual interests, as well as therapeutic approaches to support health and wellbeing. In S4 pupils will have the opportunity to study a variety of National Qualifications and other vocational courses to enhance their learning.

Our overarching aim is simply that 'Every Pupil Achieves'. We aim for achievement in every sense and look to equip young people with skills for leading a successful life independently as well as a relevant and appropriate set of qualifications to enter the workforce. This is underpinned by our shared values of Excellence, Equity, Participation, Partnership, Pride, Aspiration, Ambition, Achievement. We expect excellence in everything we do and this will be evident in the outcomes of our young people.

Richard Graveling,
Head of Education.

August 2018.

Practical information

This section provides background information about our school. It details how our school day and school year are composed and contact details.

It deals with the practical aspects of young people's attendance at the school. It provides information on the following:

- Contact details
- About the school
- Timings of the school day
- Term dates
- Attendance and absence
- School uniform
- Catering and food
- Travel to and from school
- Supervision
- Security
- Unexpected closures
- Mobile devices
- ICT use
- Assessment and reporting
- GIRFEC

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About the school

The school provides education for boys and girls aged 11-16 who have social, emotional and/or mental health challenges. The school is equipped for and specialises in catering for young peoples' needs in a nurturing, supportive and professional way. Our vision is to build better futures for young people who have experienced significant challenges through an education suited to their needs. S1-3 experience a broad general education and S4 pupils have the opportunity to undertake qualifications from SQA and other providers. The school is non-denominational and we promote tolerance, respect and diversity. Our young people will reside in our residential care homes predominantly and there is capacity to accommodate day placements for young people who are looked after and accommodated elsewhere, or live at home and are unable to access mainstream education.

Timings of the school day

Young people will have a set routine depending on their level, so while there is a 'period' structure, young people know what to expect from day to day (reducing potential anxiety around traditional timetables). The timings are as follows:

Period/session	Timings
Settle in/transition	9.30 – 9.45
Lesson One	9.45 – 10.30
Lesson Two	10.30 – 11.15
Morning Break	11.15 – 11.30
Lesson Three	11.30 – 12.15
Lesson Four	12.15 – 13.00
Lunch	13.00 – 13.30
Reading/Quiet Time	13.30 – 13.55
Afternoon Sessions PE/Project/Wider Achievement/Community Engagement/Outdoor Ed/Food & Health/Independent Living	13.55 – 15.30

For details of how the day is structured for individual young people, see 'Curriculum' section below.

Term dates

School Term/Holidays	Starts	Finishes
Autumn First Term	20 Aug 2018 (Mon)	12 Oct 2018 (Fri)
Local Holiday	21 Sept (Fri)	Monday 21 Sept (Mon)
Autumn Holidays	15 Oct 2018 (Mon)	19 Oct 2018 (Fri)
Winter Term (in-service day 16 th Nov)	22 Oct 2018 (Mon)	21 Dec 2018 (Fri)
Christmas Holidays	24 Dec 2018 (Mon)	4 Jan 2019 (Fri)
Spring First Term	7 Jan 2019 (Mon)	8 Feb 2019 (Fri)
Spring Half Term Holidays	11 Feb 2019 (Mon)	15 Feb 2019 (Fri)
Spring Second Term	18 Feb 2019 (Mon)	29 Mar 2019 (Thu)
Easter Holidays	1 Apr 2019 (Mon)	12 Apr 2019 (Fri)

School Term/Holidays	Starts	Finishes
Summer Term (May Day hol 6 th May) (in-service 3 rd June)	15 Apr 2019 (Mon)	28 Jun 2018 (Fri)
Local Holiday	19 Apr 2019 (Fri)	22 Apr 2019 (Mon)
May Day	6 May 2019 (Mon)	

Attendance and absence

The school expects young people on its roll to attend school whenever possible. Given the situation many of our young people there are significant challenges.

There are strong daily links with our care homes and reasons for non-attendance are discussed. The multi-agency approach taken with our young people supports this process, and social work and corporate parents work closely with school staff to ensure academic and pastoral progress for all.

Attendance figures for individual young people are recorded, analysed and reported on and shared with placing local authorities and all stakeholders so there can be a concerted effort to ensure support for young people to attend and benefit from their educational experience.

School uniform

Eden Park Academy has a simple but clear expectation around school uniform. Young people are expected to wear the blue Eden Park Academy polo shirt whilst at school. They should wear black trousers to complement this. It is important that they conform to this as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing

Catering and food

The open space at the core of the school will be used as a flexible learning area, but also as an eating area. It is situated next to the kitchen.

Food and health is an integral part of the curriculum (see 'Curriculum' section below) and the approach to food within the school at breaks and lunch will reflect this. In this respect arrangements will complement the work being undertaken in the homes to support healthy choices and independent living.

Young people contribute to the planning and preparation of food for lunch, in partnership with their associated care staff who will be on site during school hours. As we move forward, the intention is to grow food (fruit, vegetables) onsite for mealtimes, this will obviously be dependent on season. This will be supported through the 'Employability/creativity and enterprise/PSE/PE/citizenship' and Health and Wellbeing components of the curriculum.

Travel to and from school

Young people will travel to and from school with the care staff they know from their respective homes. They will not travel independently unless this is planned beforehand as part of building capacity for independent living. For example, the joint target for a young person may be for them to travel by bus to a college placement and return to the school in the same way. There would be a detailed risk assessment and planning in advance taking into account the needs of the young person.

Supervision

Young people will be supervised at all times and will be encouraged to work independently. They will have the opportunity to socialise in the central area of the school but will not be allowed off site at any time. The green area around the school is available for outside socialising/breaks and young people will be supervised in this area. Provision will be made for 'time out' in individual cases depending on needs and behaviours.

Security

The school building is secure and safe for young people but is not locked during the school day. The school is contained on the first floor of Sovereign House and young people do not have access to the ground floor as this presents a safety and confidentiality risk. Young people will be able to access the stairwells

at either end of the building for purposes of using the fire exits if necessary. The front desk (at the only entry/exit point to the building) will be staffed at all times by the School Administrator so any movement into and out of the building will be monitored and recorded. A visitor/signing in/out book is maintained at all times.

Unexpected closures

Most closures will be notified to registered managers in writing, in advance, but there are occasions when young people may be dismissed early without warning, e.g. as a result of power cuts or severe weather. This will be minimised as far as possible to ensure education provision, however health and safety is of utmost importance and on rare occasion the decision has to be made to close. As young people travel with their carers to and from school they will ensure they arrive at home safely. Regular communications with registered managers will be maintained at such times to ensure the safety of young people.

Mobile devices

Young people will not be allowed their own mobile devices within the school. This is to ensure safety and security and minimise disruption and distraction. Devices to be used for research activities will be provided so we can guarantee safety and security. Care staff will support this, so expectations are shared consistently and standards maintained.

ICT acceptable use

Eden Park Academy recognises that access to Information and Communications Technology (ICT) equipment helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for young people and staff to use. Staff will work closely with young people to outline the behaviours that pupils are expected to follow when using school equipment. The purpose of this is to protect young people online and to protect the school's equipment.

Assessment and reporting

Eden Park Academy assesses young people in a range of ways appropriate to the learner and the area of the curriculum/personal development focused on. The school informs stakeholders (homes and corporate parents, local authorities, social workers, etc.) of progress through:

- Parents' evenings twice a session
- Information sessions
- Termly reports
- Daily narratives available to registered managers at all times
- Home-school books/learning logs
- Reporting on joint targets
- Through homework and joint working on specific projects (e.g. John Muir Award)

For more detail, see the separate Assessment and Reporting Policy

Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed.

The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Eden Park Academy's approach to curriculum design and supporting our young people reflects GIRFEC and the pastoral care we provide is evaluated against the wellbeing indicators. This complements the work being undertaken within our homes and ensures a common approach to measuring young peoples' progress.

Support for Pupils

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes and may have already been identified and addressed previously and communicated through referring local authorities and detailed on a Coordinated Support Plan. This involves close co-operation between the carer (Registered Manager for young people accommodated in our homes), the young person and the staff in school – they are the core part of the Team Around the Child. The Team also draws up and reviews plans to meet the needs identified.

The school makes provision for pupils with additional support needs throughout their education:

- each teacher differentiates the curriculum within their group to provide educational targets and objectives suited to their age and stage of development
- the school has the expertise of a SENCO (based at EPA Carlisle) to draw upon for advice on meeting needs
- the school can ensure specialist 1:1 input to support learning through adequate staffing to meet individual needs

Young people are assessed to determine levels of ability and to assess any additional needs to ensure they can accelerate their learning once their needs are addressed. The school can access local authority services to cater for the needs of visually impaired or deaf young people. These needs will be detailed on the Coordinated Support Plan or ECHP (as appropriate).

Links to our homes and parental/carer involvement

We aim to provide truly wraparound care, involving a flexible and broad learning experience to equip young people with the skills, attributes and resilience to flourish as adults after leaving care.

In order to achieve this, our school needs to capitalise on the partnerships we have with our residential homes. This is achieved through regular contact with care staff and registered managers through conventional means (phone and email) and through daily narratives and reporting processes.

In addition to this, initiatives are being piloted to promote these links further:

1) John Muir Award

Young people will be introduced to the John Muir Award scheme and will Discover a wild place/space with the support of the school. They will then explore and conserve an area near their home (or through outdoor learning if their home is not in a rural location) and share their experience at school. This will result in the Discovery Award after year one and progressing to higher levels in subsequent years.

2) Joint targets and home-school book

The relevant Key Teacher at Eden Park Academy will facilitate, in partnership with care staff, setting, monitoring and reporting on joint targets for each young person. This will promote collaboration between home and school, informal and regular reporting on progress, and ensure continuous development in key areas to build capacity for independent living and resilience.

Joint targets could include:

- Cognition and learning
- Social, emotional and mental health
- Physical and sensory
- Communication and interaction
- Preparing for adulthood

School Ethos

The school values are:

- Excellence
- Equity
- Participation
- Partnership
- Pride
- Aspiration
- Ambition
- Achievement

The overarching aim of the school is that 'Every Pupil Achieves'. This recognises that each young person is unique and achievement takes many forms – academic, social and emotional, sporting and vocational.

The school works in partnership with young people and it values their input into self-evaluation and planning.

Learners' views are sought on their learning experiences and this adds to the overall evaluation of school progress.

Young people are encouraged to take on responsibilities including leadership opportunities, representing the school at various events and working with the wider community.

Teaching Staff

The table below shows school staff and their qualifications and experience.

Name	Position	Experience	Qualifications
Sharon Gault	Head Teacher Designated Child Protection Officer	Mathematics and General Subjects Teacher – Spark of Genius High School Offender Learning Lecturer – HMP/YOI Polmont, HMP Barlinnie, HMP Shotts – Responsible for curriculum and SQA verification Mathematics Supply Teacher – East Renfrewshire Mathematics Teacher – Auchinleck Academy	GTCS Registered PGDE Secondary Mathematics Teaching BSC(Hons) Actuarial Mathematics and Science NSPCC Child Protection Training
Darren Gavin	Teacher of Mathematics and Science	Teacher Eden Park Academy – Carlisle Residential worker – Radical Services Community based personal development worker Youth worker – Yip world	GTCS Registered BA(Hons) Maths and its Learning – Current student PTTLS - Preparing to Teach in A Lifelong Learning Sector SVQ Level 4 Management health and social care SVQ Level 4 Health and social care Coaching young people -SYFA approved SYFA First aider NSPCC Child Protection Training

David Hutchison	Teacher of English, Art and Design and Technology	<p>Teacher of Technical Subjects – Key Stage 2 Co-ordinator – Dubai School</p> <p>Head of Department – International School Dubai</p> <p>Head of Department – Design and Technology – Cedar Bridge Academy – Bermuda</p> <p>Teacher of Technical Subjects – Cedar Bridge Academy – Bermuda</p> <p>Head of Department – St Birinus technology College – England</p>	<p>GTCS Registered Diploma in Technical Education</p> <p>B.Ed Design and Technology City and Guilds -Mechanical Engineering – Technicians- Part 1,2 and 3 (Full Tech)</p> <p>City and Guilds – Mechanical Engineering Craft Certificates – Parts 1 and 2</p> <p>Engineering Industry Training Board – Turning 1 and 2 – Matching for Tool and Experimental Works</p> <p>NSPCC Child Protection Training</p>
John Mushet	Teacher of Physical Education, PSHE and RME	<p>Sports Scotland national Centre – Multi- Sports and Fitness Coach</p> <p>Glasgow Kelvin College – Sports and Fitness Lecturer</p>	<p>GTCS Registered</p> <p>BSC(Hons) Sports Coaching</p> <p>PGDE Tertiary Sport and Leisure Teaching</p> <p>CYQ Level 2 Exercise to Music</p> <p>National Governing Body Awards; Football, Basketball, Boccia, Table-tennis, Rugby, Short-tennis, Hand-ball</p> <p>NSPCC Child Protection Training</p>

Joyce Cameron	Teaching Assistant		NSPCC Child Protection Training
Kerry McLean	Teaching Assistant	Young Person Outreach Worker – Responsible for career guidance and health and wellbeing Yip World – Childcare Practitioner	HNC Social Care SVQ 3 Health and Social Care SVQ 3 Childcare and Play-work SVQ 4 Social Services and Health care Children and Young People Level 3 Award in Education and Training NSPCC Child Protection Training

Curriculum policy

The design of our curriculum

Our curriculum design originates in the vision and values underpinning our education services, and is designed specifically to reflect these and the unique ethos of our school.

Our vision is to offer a sector-leading service to vulnerable young people as a SEMH (Social Emotional and Mental Health) school. This requires a flexible, adaptable curriculum structure and the ability to personalise experiences and outcomes for individual learners.

Aims and values

Specifically, our aims are:

We aim to be the **best we can be** at all times. We are **resilient** and constantly look to improve, **supporting** each other and playing to our **strengths and interests**. We **learn** from our practice and **share** it with each other, supported by relevant and focused **professional learning**.

Everybody – our learners and professionals together – **contributes to our success** regardless of their circumstances, responsibilities and prior experience. **We all have a voice** and contribute to decisions.

We promote **rights and responsibilities** and support our young people to be **effective contributors** to society and **responsible citizens**. Our schools encourage active participation in local communities and wider society.

Our young people are supported to **build partnerships** within their school, their **local community**, **external agencies** and **local businesses/charities** to promote **citizenship** and develop them as an active part of the **future workforce**.

All our young people **achieve** the most they can supported by a **relevant, stimulating curriculum personalised** for them and offering the **choice** to allow them to improve their **life chances**. We create **effective** and **supportive learning environments** to ensure every pupil achieves their best. We place each **child at the centre**, with their **health and wellbeing** our priority.

We are consistently **compassionate** and **patient**, and skilfully apply our expertise to create a **caring** and **tolerant** ethos.

We are increasingly **proud of our achievements and celebrate** them regularly as part of a vibrant and dynamic learning community.

Our values are:

E den	Excellence	<ul style="list-style-type: none"> • Being our best and continuously improving • Visualising excellence and knowing how to get there
	Equity	<ul style="list-style-type: none"> • Equal opportunities to develop for all members of our community • Achievement for all regardless of challenges
P ark	Participation	<ul style="list-style-type: none"> • In enriching activities, communities, and society as a whole • Professional learning
	Partnership	<ul style="list-style-type: none"> • Across agencies and organisations • With communities • With care providers
	Pride	<ul style="list-style-type: none"> • In our learners' progress • In our achievements • In our ethos
A cademy	Aspiration and Ambition	<ul style="list-style-type: none"> • Creating a supportive and aspirational climate • Ensuring our young people see the possibilities for their futures • Prioritising health and wellbeing
	Achievement	<ul style="list-style-type: none"> • Developing excellent teaching practices to support learners • Building a personalised curriculum for individuals to ensure every pupil achieves • Managing data effectively to ensure we make sound judgements

Structure

We design our curriculum around the challenges, needs, context, rights and wellbeing of our individual learners. Our curriculum is themed around three key areas:

- Literacy, Humanities and citizenship
- STEM (Science, Technology, Engineering and Maths)
- Health & Wellbeing, Skills for life and work, and creativity

This structure allows the meeting of individual needs in a supportive and nurturing learning environment, ensuring that the capacities of Curriculum for Excellence are at the core of our everyday practice. Our learning experiences (focused on expert teaching using AifL, active learning and incorporating personalisation and choice to engage learners) ensure our young people develop learning skills through application, breadth and challenge. Celebrating achievements, regular feedback, a range of active and outdoor learning experiences, and attention to individual needs and wellbeing mean our young people develop self-esteem and confidence, and re-engage with learning as quickly as possible. We encourage discussion and cater for the interests of individual learners through flexibility to ensure they develop the ability to contribute effectively in their future lives as responsible citizens.

To ensure the integrity of our aims, we continuously evaluate against the principles of the curriculum, specifically:

- Challenge and enjoyment: for engagement
- Breadth: for flexibility and building capacity for the future
- Progression: through clear planning for an individualised curriculum
- Depth: specialisation depending on interests
- Coherence and clarity: based on our vision and values
- Relevance: to young peoples' lives, interests and future
- Personalisation and choice to engage all our learners in learning

Equity and flexibility

Equity, flexibility and compassion underpin our decisions about our young peoples' learning experiences. While the structure of our curriculum is clear, there is adaptability incorporated to meet the needs of our young people and change their experiences as required. As they have significant challenges in their lives and have suffered significant trauma in the past, Health & Wellbeing is a priority. The uniqueness of our setting requires more of a focus on this than in mainstream schools and our staffing, accommodation and curriculum structure reflects this. Our curriculum is designed to ensure young people's awareness of the diversity within society is developed and tolerance and compassion is built.

Review and development

Our curriculum is regularly reviewed and evaluated by all members of teaching staff, based on feedback obtained from our young people and a range of other evidence obtained from our self-evaluation framework. We take a collaborative approach to curriculum planning and the development of the curriculum offers a unique opportunity to build a responsive and relevant curriculum through a shared understanding based on our visions, the capacities of the curriculum and bound together by clear principles of curriculum planning. Daily meetings of the whole staff will bring together the experiences of the day and celebrate successes and address challenges. Regular peer observations will provide feedback on learning experiences for discussions and monthly meetings will focus on an area of self-evaluation with a strong focus on the curriculum. This will ensure the needs of our learners continue to be met going forward.

Health and wellbeing, confidence and self-esteem

Through our curriculum we aim to ensure personalisation for our young people in their experiences to truly engage them in their learning. This will undoubtedly lead to successes and achievements in a wide range of achievements; academically, in skills development, creatively and in independent living. These will be celebrated regularly. Compassion and understanding of peers will ensure our young people are prepared for life in a diverse society.

Depending on the young person's situation, the celebration of this achievement and success is appropriate for their prior learning and experiences. This will be celebrated in a range of ways appropriate to individuals and will ensure equity and the meeting of individual needs. It is vital that learning experiences facilitated by our curriculum build confidence and self-esteem to ensure engagement and inclusion.

Skills for life and work

Our curriculum is designed to develop skills for learning, life and work. These will be highlighted through day-to-day learning experiences. Independent living skills will be incorporated in our curriculum to ensure value is added to our young people so they can function as responsible and independent citizens and break the cycle of trauma and negative lifestyles which are detrimental to quality of life for our young people. There will be an overt focus on skills for work through a skills framework which focuses on specific skills throughout the school session. Our young people will be able to talk about the skills they have developed and how they are applicable to the world of work. They will develop an understanding of their strengths and interests and apply this to the

world of work and formulate an action plan for their future, appropriate to their situation and abilities. Young people will be encouraged to develop their creativity and enterprise skills: through enterprising learning activities and partnerships with local schools, community groups, potential employers, Drama, Art, Music, hairdressing/beauty, mechanics/technology and other activities relevant to their interests. These activities will be evaluated by learners and teachers against the skills framework to ensure activities are progressively challenging and build on prior learning.

Inter-disciplinary and themed learning

Our curriculum is based on inter-disciplinary learning and connections between curricular areas. Our focus on three areas of the curriculum and linked themes within them ensures this, and is appropriate for our young people to support the principles of curriculum design. For example, Literacy will be learned and assessed through themes related to Geography, History and Modern Studies themes as well as an individual subject (reading and writing) and Mathematics through themes in Science (volume, weight) as well as through life skills Maths (through experiential learning) and Mathematics in its own right (algebra, addition, subtraction, etc.).

The 'Timetabling and the school day' section below shows how this works on a practical level.

Development of our curriculum

The ongoing evaluation of our curriculum is central to ensuring excellent experiences for all our young people. This is supported by our self-evaluation framework which focuses on young people's experiences and ensures professionals are reflecting continuously on the curriculum and their practice. Fortnightly Head Teachers' meetings and monthly whole staff self-evaluation meetings ensure that this takes place.

Successful partnerships with other schools, community groups, colleges, potential employers and other partners will encourage us to look outside our own practice and share good practice with others to continuously improve our practice.

Our collegiate ethos ensures sharing of good practice and a mechanism for developing ideas and strategies for improvement in our curriculum. Daily meetings allow this and our supportive and inclusive culture encourages shared/distributed leadership of the curriculum.

Learning pathways

Our curriculum is flexible and adaptable to individual needs, and our procedures in place for tracking and monitoring individual achievements and progress will ensure there are numerous pathways available for young people to progress in their learning depending on their ability, prior learning and skills, interests and aspirations.

Our curriculum with the three overarching curricular areas, alternative accreditation through ASDAN and SQA NPAs and standalone units at all levels, and outdoor/experiential learning will ensure many possible pathways for young people.

High quality learning experiences facilitated through excellent teaching (achieved through validated self-evaluation and training where appropriate) will ensure that this flexibility is available to young people.

Skills for learning, life and work

Young people will gain a range of skills for learning, life and work as mentioned in 'The Design of our Curriculum' above. This will be complemented by independent living skills to support them as responsible citizens and effective contributors in later life. The skills framework to be implemented will supplement this and allow young people to reflect on their progress in this area.

Enterprise and creativity will further enhance progress in this area.

Timetabling and the school day

Young people will start their school day in a restful and reflective manner during 'transition time', taking place in the library/media centre. This will allow transition to the school day and a chance to integrate into the environment and socialise at the start of the day. As young people travel with their care workers/social workers, this allows a chance to acclimatise to the situation. During this time, there will be mindfulness, relaxation and quiet reading opportunities in a relaxing and supportive environment.

The day will be split into six sessions to support the formal curriculum. Each session will be devoted to a curriculum area or personal development focus, with flexibility to vary the subject/content/activities to reflect learners' needs within the session. There will be one 15 minute break and 40 minutes for lunch.

Young people will be grouped according to their general ability level: Early/First Level, Second and Third Level, and Senior Phase. This will allow learning to cater for differing needs. There will be further differentiation within groups if required.

The table below shows the structure of each day:

BGE – Senior Phase	BGE (S1 – S3)	Senior Phase (S4)
Morning Huddle (9.30 – 9.45)	Breakfast/Settling Time/Target Setting	Breakfast/Settling Time/target Setting
Lesson One (9.45 – 10.30)	Maths	English
Lesson Two (10.30 – 11.15)	English	Maths
Break (11.15 – 11.30)		
Lesson Three (11.30 – 12.15)	Science/Art/Projects	Social Studies/PSHE/IDL
Lesson Four (12.15 – 1.00)	Social Studies/PSHE/IDL	Science/Art/Projects
Lunch (1.00 – 1.30)		
Reading/Quiet Time/Walk (1.30 – 1.55)	Pupils work with Key Teachers	Pupils work with Key Teachers
Afternoon session (1.55 – 15.30) (Break time – time decided by teaching staff to suit the structure of the afternoon session)	Physical Education/Design and Technology/ Health and Well Being/Independent Study/ End of Day Reflection	Life-skill’s Group/Outdoor Learning/ Personalised Learning/Catch-up/ End of Day Reflection

The time-table is flexible and subject to change to maximise the teaching and learning experience that the school provides. The time table will also change from time to time to allow for educational trips, off campus outdoor learning, off campus activity days and other learning in the community that the school arrange.

Curricular content

In the Broad General Education, young people will experience a range of subjects under the Literacy and Humanities, STEM and HWB/Creative banners. Teachers and learners can plan their day's/week's activities within these areas to ensure their entitlement is fulfilled.

For example, curricular areas will contain the following:

Curricular area/level	Content
<p>Literacy and Humanities – Early level, Second Level, Third Level, Fourth Level</p> <p>Of the five sessions available throughout the week for each group: 3 sessions for discrete Literacy 2 sessions for Social Studies (block rotate 'organisers')</p> <p>Literacy will be developed throughout all experiences</p>	<p>Literacy: English language: reading, writing, listening, talking Literacy: English literature, film and media studies Social Studies: People, past events and societies Social Studies: People, place and environment Social Studies: People in society, economy and business Planned using benchmarks and Es and Os at the appropriate levels</p>
<p>Literacy and Humanities - Senior Phase</p>	<p>SQA qualifications – National 2, 3, 4, 5. Options from: English Geography History Modern Studies Social Subjects People and Society RMPS</p>
<p>STEM (Science, Technology, Engineering and Maths) - Early and First levels, Second Level, Third Level, Fourth Level</p>	<p>Maths and Numeracy: Number, money and measure Maths and Numeracy: Shape, position and movement Maths and Numeracy: Information handling</p>

<p>Of the five sessions available throughout the week for each group: 2 sessions for discrete Numeracy 2 sessions for Science (block rotate 'organisers', some of 'Planet Earth' with Social Studies) 1 session for CDT and Computing</p> <p>Food Technology will be delivered in HWB/Creative</p> <p>Numeracy will be developed throughout all experiences</p>	<p>Sciences: Planet Earth Sciences: Forces, electricity and waves Sciences: Biological systems Sciences: Materials Sciences: Topical Science Technologies: Digital Literacy Technologies: Food and textile Technologies: Technological developments in society and business Technologies: Craft, design, engineering and graphics Technologies: Computing science</p> <p>Planned using benchmarks and Es and Os at the appropriate levels</p>
<p>STEM (Science, Technology, Engineering and Maths) – Senior Phase</p>	<p>SQA qualifications – National 2, 3, 4, 5. Options from: Maths Lifeskills Maths Science Biology Chemistry Physics Computing Game design Hospitality Food technology Home Economics</p>
<p>HWB/Creative - Early and First levels, Second Level, Third Level, Fourth Level</p> <p>Of the five sessions available throughout the week for each group: 2 sessions for Art and Design</p>	<p>Expressive Arts: Art and Design Expressive Arts: Dance Expressive Arts: Drama Expressive Arts: Music Food and Health: The Food Experience Food and Health: Developing Healthy Choices</p>

<p>2 sessions for Drama/Music/Dance (flexible) 1 session for Food and Health (also in Wider Achievement)</p> <p>Creativity will be developed throughout all experiences</p>	<p>Food and Health: Nutritional Needs Food and Health: Keeping safe and hygienic Food and Health: The Journey of Food Food and Health: Food and Textile Technologies</p> <p>Planned using benchmarks and Es and Os at the appropriate levels</p>
<p>HWB/Creative – Senior Phase</p>	<p>SQA qualifications – National 2, 3, 4, 5. Options from: Art and Design Drama Health and Food Technology Hospitality</p>
<p>Employability, creativity and enterprise/PSE/PE/RME (session 4)</p> <p>‘Organic’ groups depending on roll and interests/abilities. 2 sessions PE, 1 session employability, 1 session PSE, 1 session citizenship (see Appendix 1 below)</p>	<p>‘Employability’ guided by Developing the Young Workforce and skills development. Benchmarks related to Health and Wellbeing (Personal and Social Education): Planning for choices and changes, Physical activity and health, Substance Misuse (if appropriate), Relationships, sexual health and parenthood and Health & Wellbeing (Physical Education): Physical Competencies, Cognitive Skills, Personal Qualities, Physical Fitness. Opportunities for SQA certification in senior phase: Personal Achievement Awards, etc. Also ASDAN. Citizenship experiences: John Muir Award, EcoSchools, outdoor learning. RME: Beliefs RME: Values and Issues RME: Practices and traditions</p>
<p>Wider Achievement (session 5)</p> <p>(see Appendix 1)</p>	<p>Wider Achievement electives will be devised to cater for a range of interests and abilities to promote engagement. Young people will be able to design these themselves. Examples could include: Transport, Space, Historical periods, Dinosaurs, Nature, Business Start Up, etc. Discussion around this area will take place during time with key teachers at either end of the day. This time also gives an opportunity to explore pastimes our young people may not have a chance to experience: model making, cycling, craft, etc. Also a chance to expand on art or music project work.</p>

APPENDIX 1 – Planning afternoon activities

Background and rationale:

To support engagement and inclusion, learners will experience their learning in ‘academic’ curricular areas in the mornings and experience activities developing literacy and numeracy, wider interests, outdoor learning, interdisciplinary learning, employability, creativity, enterprise and skills development.

There is a need to ensure structure for this and to provide framework for ensuring worthwhile activities contributing to learner progress.

The outlines for each of the afternoons below is flexible and the afternoons are ‘interchangeable’ to cater for individual needs and interests.

Afternoons can be repeated within a week to cater for needs and interests as appropriate.

The following principles should be adhered to:

- Flexibility to meet needs
- Personalisation and choice
- Challenge and enjoyment
- Relevance
- Developing literacy and numeracy
- Contributing to wellbeing and self-esteem
- Supporting interdisciplinary learning
- Raising attainment and achievement

Content:

Throughout the week, the following areas of the curriculum must be offered:

- Physical Education
- Wider achievement/personal interests
- Community engagement/outdoor learning
- Project work/interdisciplinary learning
- Employability, creativity, enterprise and skills development

Broadly speaking, one afternoon should be devoted to each of these areas throughout the school year.

Outline/composition:

Session/afternoon 1:-

Physical Education		
Content (high level)	Aspect of curriculum	Opportunities for recognition of achievement/ accreditation
BGE: PE curriculum as per benchmarks and Es and Os.	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: PE curriculum as per National 2, 3, 4, 5 PE qualifications.	Physical Education. Health and Wellbeing. Literacy and Numeracy.	SQA National 2, 3, 4 and 5 PE. Personal Achievement Awards. ASDAN.

Session/afternoon 2:-

Wider achievement/personal interests		
Content (high level)	Aspect of curriculum	Opportunities for recognition of achievement/ accreditation
BGE: Activities linked to personal interests. Supported by teaching and care staff to decide on interests to be explored. A bank of Wider Achievement areas to be developed to support choices.	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: Activities linked to personal interests. Supported by teaching and care staff to decide on interests to be explored. A bank of Wider Achievement areas to be developed to support choices. Leading to relevant/appropriate qualifications depending on outcomes	Health and Wellbeing. Literacy and Numeracy. Linked to relevant areas of the curriculum depending on choices made.	SQA National 2, 3, 4 and 5. Personal Achievement Awards. ASDAN. Relevant qualifications as per Appendix 2 below.

Session/afternoon 3:-

Community engagement/outdoor learning		
Content (high level)	Aspect of curriculum	Opportunities for recognition of achievement/ accreditation
BGE: Planned activities to engage learners in the local community and develop responsible citizens.	Health and Wellbeing. Literacy and Numeracy. Citizenship.	Banking evidence for SP.
Senior Phase: Planned activities to engage learners in the local community and develop responsible citizens. Leading to relevant/appropriate qualifications – evidence of	Health and Wellbeing. Literacy and Numeracy. Science/PE/Creative. Linked to relevant areas of the curriculum depending on outcomes.	SQA National 2, 3, 4 and 5. Personal Achievement Awards. ASDAN. John Muir Award, EcoSchools, etc. Princes Trust involvement.

outcomes should contribute to achievements in subject areas.		Relevant qualifications as per Appendix 2 below.
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Session/afternoon 4:-

Project/interdisciplinary learning		
Content (high level)	Aspect of curriculum	Opportunities for recognition of achievement/ accreditation
BGE: Planned interdisciplinary learning activities linking aspects of the curriculum. Es and Os to be 'bundled' to ensure a robust and varied curriculum throughout the year.	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.
Senior Phase: Planned interdisciplinary learning activities linking aspects of the curriculum. Leading to relevant/appropriate qualifications – evidence of outcomes should contribute to achievements in subject areas.	Health and Wellbeing. Literacy and Numeracy. Linked to relevant areas of the curriculum depending on outcomes.	SQA National 2, 3, 4 and 5. Personal Achievement Awards. ASDAN. Relevant qualifications as per Appendix 2 below.

Session/afternoon 5:-

Employability, creativity, enterprise, skills development		
Content (high level)	Aspect of curriculum	Opportunities for recognition of achievement/ accreditation
BGE: Learners to develop skills as per Skills Framework to ensure skills for learning, life and work. For example: <ul style="list-style-type: none"> • Problem-solving • Independent living • Enterprise and business/ entrepreneurialism • Practical abilities 	Health and Wellbeing. Literacy and Numeracy.	Banking evidence for SP.

<ul style="list-style-type: none"> • Work-based learning 		
Senior Phase: As per BGE, with accreditation where possible to recognise achievement.	Health and Wellbeing. Literacy and Numeracy.	Relevant qualifications as per Appendix 2 below.

Implementation and delivery:

Note:

- Activities can be delivered by Teachers, Teaching Assistants and Care staff (planning and assessment supervised by teaching staff).
- With the utilisation of care staff for Wider Achievement one-to-one support and individualised learning is possible.
- Afternoon sessions can be duplicated depending on needs and interests (for example, if a learner is engaged in a project and wants to finish it two afternoons can be devoted to it in one week – rather than risk disengagement).
- Accreditation and recognising achievement is paramount, a flexible approach to qualifications is vital to ensure learners achieve all they can.
- Literacy, numeracy and wellbeing are overarching all activities.

Possible models for delivery, depending on numbers, needs and interests of learners:-

One group:

Monday	Tuesday	Wednesday	Thursday	Friday
Wider Achievement.	PE.	Project/IDL.	Employability, creativity, enterprise, skills development.	Community engagement/ outdoor learning.

Two groups (for example):

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Wider Achievement.	PE.	Project/IDL.	Employability, creativity, enterprise, skills development.	Community engagement/ outdoor learning.
2	Employability, creativity, enterprise, skills development.	Wider Achievement.	PE.	Project/IDL.	Community engagement/ outdoor learning.

Three groups (for example):

Group	Monday	Tuesday	Wednesday	Thursday	Friday
1	Wider Achievement.	PE.	Project/IDL.	Employability, creativity, enterprise, skills development.	Community engagement/ outdoor learning.
2	Employability, creativity, enterprise, skills development.	Wider Achievement.	PE.	Project/IDL.	Community engagement/ outdoor learning.
3	Project/IDL.	Employability, creativity, enterprise, skills development.	Wider Achievement.	PE.	Project/IDL.

Note – flexibility is key to meet needs and engage learners. These are purely examples. Groups can be merged for some experiences as appropriate.

APPENDIX 2 - Possibilities for accreditation within afternoon sessions

Along with accreditation in the senior phase within Literacy & Humanities subjects, STEM subjects and HWB/Expressive Arts, the wider achievements of our young people will be recognised through qualifications from various awarding bodies as appropriate to the individual young person. Examples of accreditation could be:

- CoPE (Certificate of Personal Effectiveness) awards (ASDAN) – levels 1 and 2
- NPA (National Progression Awards), Enterprise and Employability – SCQF levels 4 and 5
- Steps to Work award – SCQF levels 3 and 4
- John Muir Award
- Personal Development Award (community involvement) – SCQF levels 2, 3 and 4
- Volunteering awards at various levels in the Senior Phase
- EcoSchools – recognition for the school community
- Uniformed Emergency Services – SQA level 4 award
- SQA awards linked to interests at various levels – e.g. mountain biking
- Creative Industries Steps to Work awards – SCQF level 5

This will be flexible depending on the needs and interests of individual young people and likely to be evolutionary depending on the develop of individual young people.

School improvement

Eden Park Academy is committed to continuous improvement. Each session a Standards and Qualities Report is written highlighting the improvements made over the previous session. We use a range of information from numerous sources to inform our improvement priorities and these are detailed in the School Improvement Plan for 2018-19 below.



Eden Park Academy
Every Pupil Achieves

Eden Park Academy Muirkirk – School Improvement Plan 2018-19

Our aim is to be a...

'...Consistently outstanding wraparound care/education service leading to sustained positive destinations and successful, independent lives; closing the gaps in experience, achievements and future opportunities for our young people leading to brighter futures for all...'

VISION

The EPA 'Big 6' represents the vision over the next five years to ensure we meet our aim. Our Service Improvement Plans, School Improvement Plans and self-evaluation will be built around this vision.

- Expert staff – driving excellence through best teaching practice, shared leadership, self-evaluation and empowerment
- Unlocking potential through literacy – age appropriate (not ability appropriate) reading and 'reading for enjoyment'
- Excellence in STEM and new technologies, careers and positive destinations
- Outdoor learning and application of skills – John Muir Award, ASDAN
- Health and Wellbeing – awareness of ACEs, attachment theory driving practice, trauma sensitive schools, nurture, Trauma Pathway
- 24-hour curriculum – synergy across care and education, working together (we all want the same for our YP)

VALUES

Each school will formulate and live by its own values specific to its young people, teaching staff, community, carers and partners. Young people should be heavily involved in deciding the school values and should feel pride and ownership in their school.

Our overarching values, across the four Eden Park Academies, are:

E den	Excellence	<ul style="list-style-type: none"> • Being our best and continuously improving • Visualising excellence and knowing how to get there
	Equity	<ul style="list-style-type: none"> • Equal opportunities to develop for all members of our community • Achievement for all regardless of challenges
P ark	Participation	<ul style="list-style-type: none"> • In enriching activities, communities, and society as a whole • Professional learning
	Partnership	<ul style="list-style-type: none"> • Across agencies and organisations • With communities • With care providers
	Pride	<ul style="list-style-type: none"> • In our learners' progress • In our achievements • In our ethos
A cademy	Aspiration and Ambition	<ul style="list-style-type: none"> • Creating a supportive and aspirational climate • Ensuring our young people see the possibilities for their futures • Prioritising health and wellbeing
	Achievement	<ul style="list-style-type: none"> • Developing excellent teaching practices to support learners. Building a personalised curriculum to ensure every pupil achieves

How are we going to improve how we ensure the best possible outcomes for all learners?

*- blanked out columns denote the inclusion of these tasks within another QI or theme.

Raising attainment and achievement (3.2)						
Aim	Improvement task	Theme(s)	Measures of impact	Who by?	When by?	Progress?
Improve learning and teaching.	Continue in-house CPD – AifL strategies and collaborative support.		Improvements in learning experiences as per monitoring calendar.			
Track progress and make interventions.	1) Implement and maintain new tracking and monitoring system.	Attainment in literacy and numeracy.	Better interventions and learner progress.	SG/RG.	Fully implemented by end September 2018.	
Strengthen staff team.	2) Induct new staff into team and support as appropriate.	Attainment over time.	Cohesion and positive working relationships.	SG/RG.	Ongoing.	
Share good practice to improve learning and teaching and leadership.	Develop partnerships with other schools to ensure improvements in progress in Literacy and Numeracy.	Overall quality of learners' achievement. Equity for all learners.	Improvements in learning and teaching and shared leadership. Increased confidence.			
Meet the needs of all learners and ensure	Implement new curriculum to facilitate development of		Progress of all learners over time.			

progress and equity for all.	literacy and numeracy across the curriculum.					
Recognise all achievements.	3) Ensure accreditation for all achievements (PAAs, PDAs, Employability Awards, vocational qualifications, Princes Trust, etc.)	Attainment in literacy and numeracy.	Achievements for all learners, whether academic, skills-based and/or vocational.	RG/SG.	Ongoing.	
	4) Ensure accreditation for citizenship, wider achievement, community engagement and work-based learning e.g. JMA, EcoSchools.		Relevant qualifications gained for all learners to prepare them for the world of work.	RG/SG.		Review at each tracking meeting and in December 2018 and May 2019.
Develop skills for learning, life and work.	Implement and maintain a skills framework to identify, recognise and track skills development.	Attainment over time.	Confidence of learners to talk about their skills development.			
Prepare for work and independent living.	5) Build relationships and engage with local employers/EAC/Princes Trust to develop DYW.	Overall quality of learners' achievement.	Vibrant and relevant opportunities for learners to experience positive work-based learning.	RG/SG/DG.	Ongoing. Regular review through meetings.	

Ensure inclusion and equity for all, regardless of challenges.	6) Implement system and procedures for planning for inclusion (moving towards a full-time timetable).		Work towards full inclusion for all learners, regardless of challenges.	RG.	By October 2018.	
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How are we going to improve the quality of care and education we offer?

Safeguarding and child protection (2.1)							
Aim	Improvement task	Theme	Measures of impact	Who by?	When by?	Progress?	
Ensure CP policy is fit for purpose and ensures safeguarding.	7) Review and update CP policy.	Safeguarding.	Continued safety of young people.	SG.	End of August 2018.		
Ensure knowledge of CP, safeguarding and procedures.	8) Ensure all staff receive refreshed CP training.			RG.	End of August 2018.		
Prepare young people to deal with societal threats to wellbeing.	9) Review and update scheme of work for PSHE to address societal issues and threats to wellbeing.		JM.	End of October 2018.			
Identify barriers to progress and implement interventions.	Track wellbeing indicators using new tracking and monitoring system.						
Ensure staff and identify and react to possible radicalisation/ extremism.	10) Ensure extremism/PREVENT training is undertaken by all staff.			Reduced threat of radicalisation.	DM (Training Manager).	16/11/18.	
				Improved wellbeing.			

Curriculum (2.2)						
Aim	Improvement task	Theme	Measures of impact	Who by?	When by?	Progress?
Shared values which impact positively on learning experiences.	11) Embed newly updated vision, values and ethos are evident in daily experiences.	Rationale, design and development of the curriculum.	Observation: living our values daily? Regular discussion and review.	All.	Ongoing.	
Meet the needs of all learners and ensure progress and equity for all.	12) Implement new curriculum as per policy and self-evaluate to ensure excellence.		Progress of all learners over time.	SG/RG/All.	End of August 2018.	
Learners see links across the curriculum and this strengthens engagement and progress through improved relevance.	13) Continue to develop IDL through a clear strategy to bundle Es and Os through naturally occurring links and project work.		Improved engagement and progress.	DG.	Ongoing.	
Share good practice to improve learning and teaching and leadership.	Build partnerships with local organisations and to enhance relevance of curriculum.		Improvements in learning and teaching and shared leadership. Increased confidence.			

Ensure progress for all using reliable progress data.	14) Formalise initial and regular assessment of all learners to ensure consistency and effective tracking of progress.	Learning pathways and skills development.	Improved attainment and achievement and overall progress through clear pathways.	SG.	October 2018.	
Consistency of experience and a clear framework for progress.	15) Implement and embed progression pathways for literacy and numeracy.		Increased knowledge of learners' progress through pathways.	SG/All.	October 2018.	
Develop skills for learning, life and work.	16) Implement skills framework to ensure learners identify and build on skills for learning, life and work.		Confidence of learners to talk about their skills development.	RG/SG.	December 2018.	

Learning, teaching and assessment (2.3)						
Aim	Improvement task	Theme	Measures of impact	Who by?	When by?	Progress?
Improve learning and teaching.	17) Implement and monitor the		Improvements in learning	SG/RG.	Ongoing.	

	impact of AifL strategies.		experiences as per monitoring calendar.			
Make more informed professional judgements leading to improvements in progress.	18) Develop and implement strategies for more effective use of benchmarks for professional judgements.	Learning, teaching and assessment.	Use of GLOW. Evidence from lesson observations shows improved engagement and progress for learners.	SG/RG/All.	Ongoing, by June 2018.	
Improve variety of assessment data and improve engagement in assessment tasks.	19) Fully implement 'SAY, WRITE, MAKE, DO' 'Assessment Menu' to support more varied assessment evidence and increased personalisation and choice.		More varied and informative assessment data. More engagement for learners in more stimulating assessment activities.	SG/RG/All.	By December 2018.	
Improve quality of teaching.	Develop pedagogy through sharing good practice/CPD concentrating on LIs and SC,		More engagement and increased progress.			

	definition of lessons (beginning, middle, plenary), questioning, (AifL strategies) personalisation and choice, challenge and enjoyment.	Quality of teaching.				
Ensure learners' individual strengths, needs and interests are catered for to ensure equity and progress.	20) Implement revised IEP to support individualised learning and targeted support.	Planning, assessment and tracking and monitoring.	More individualised learning, engagement, better progress and increased equity.	SG.	Ongoing, new IEP for each new admission.	
Track progress and make interventions.	Implement and maintain new tracking and monitoring system.		Better interventions and learner progress.			

Partnerships (2.7)						
Aim	Improvement task	Theme	Measures of impact	Who by?	When by?	Progress?

Enhance relevance of curriculum and improve employability.	21) Develop partnerships with employers and local organisations through EAC and Princes Trust.		Improved positive destinations.	RG/SH.	Ongoing. Regular review at meetings.	
Share good practice to improve learning and teaching and leadership.	22) Develop partnerships with other schools – Muirkirk PS, Cumnock Academy and Auchinleck Academy.		Improvements in learning and teaching and shared leadership. Increased confidence.	DG.	Ongoing. Regular review at meetings.	
Systematic self-evaluation of impact of partnerships.	23) Enhance system for evidencing impact of partnerships.		Data shows impact of partnerships on progress.	All.	By end of November 2018 through meetings.	
Increase capacity of shared leadership through partnerships.	24) Look for opportunities for leadership development (learners and staff) through partnerships.		Increased leadership capacity, collegiality and confidence.	All.	Ongoing.	
Ensure partnerships are relevant.	25) Audit current partnerships to ensure relevance		Evidence of positive impact of partnerships.	All.	By end of November 2018	

	to new curriculum.				through meetings.	
Ensure learners are aware of their skills development and continuous progress secured.	Develop pathways (skills framework) for learners to progress in their skills development in collaboration with partners.		Evidence of skills development and increased employability through partnerships.			

How are we going to improve our approach to school improvement?

Self-evaluation for self-improvement (1.1)						
Aim	Improvement task	Theme	Measures of impact	Who by?	When by?	Progress?
Ensure continuous improvement, involvement of all staff and increase capacity to improve.	26) Implement regular, focused staff meetings devoted purely to school improvement, driven by SIP and monitoring calendar.	Collaborative approaches to school improvement.	More involvement and increased knowledge/capacity for improvement.	All. SG to ensure schedule is adhered to.	End of August 2018.	
School improvement is informed by parents and partners.	27) Develop and implement processes for involving parents and partners in school improvement.		Evidence of the assertions of parents and partners being used to improve the school.	RG/SG.	End of February 2019.	
Learners have a voice and are involved in planning for improvement.	28) Develop pupil voice to ensure learners' views inform school improvement.		Evidence of pupil voice being used to improve the school.	RG/SG.	End of February 2019.	
	Implement tracking and					

	monitoring system (as above).					
Staff have the opportunity to discuss their practice and gain confidence through professional dialogue.	29) Raise awareness of staff professional judgement through improvement/moderation meetings.	Analysis of intelligence and data.	Record of meetings and self-evaluation records show the impact of staff discussion on learning and teaching and learner progress.	All. SG to ensure schedule is adhered to.	Ongoing.	
Staff have the opportunity to discuss developments in Scottish education to inform their practice.	30) Schedule meetings to discuss developments in Scottish Education as required.		Record of meetings and self-evaluation records show the impact of staff discussion on learning and teaching and learner progress.	All. SG to ensure schedule is adhered to.	Ongoing.	

Monitoring calendar

The school uses its detailed monitoring calendar to quality assure experiences and outcomes for young people, performance and to inform self evaluation and school improvement.

Monitoring/improvement calendar – August 2018 to June 2019

w/b	HofE visits	Activities	Notes
20/8/18			
27/8/18		HT Learning Walk	
3/9/18			
10/9/18		HT/HofE observations	
17/9/18		Peer observations	
24/9/18		Monthly tracking meeting	
1/10/18		Pupil reports SIP progress meeting	
8/10/18			
15/10/18			
22/10/18		HT Learning Walk	
30/10/18		Monthly tracking meeting	
5/11/18			
12/11/18		HT/HofE observations Sample of pupil work	
19/11/18		Peer observations	
26/11/18		Monthly tracking meeting	
3/12/18		SIP progress meeting PDP/PRD	
10/12/18		HT/HofE observations PDP/PRD	
17/12/18		Monthly tracking meeting Pupil reports PDP/PRD	
24/12/18			
31/12/18			

7/1/19		HT Learning Walk	
14/1/19		Peer observations	
21/1/19		Monthly tracking meeting	
28/1/19			
4/2/19		SIP progress meeting	
11/2/19		HT/HofE observations Sample of pupil work	
18/2/19			
25/2/19		Monthly tracking meeting	
4/3/19		HT Learning Walk	
11/3/19			
18/3/19		HT/HofE observations	
25/3/19		Monthly tracking meeting Pupil reports	
1/4/19			
8/4/19			
15/4/19		Peer observations	
22/4/19		Monthly tracking meeting	
29/4/19		SIP progress meeting	
6/5/19		HT Learning Walk	
13/5/19		HT/HofE observations Sample of pupil work	
20/5/19		HT Learning Walk	
27/5/19		Monthly tracking meeting	
3/6/19		SIP progress meeting/S&Q PDP/PRD	
10/6/19		HT/HofE observations PDP/PRD	
17/6/19		Monthly tracking meeting PDP/PRD	
24/6/19		Pupil reports	

		Finalise S&Q Priorities for SIP 2019-20/ PRD/PDP	
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Policies

ADMISSIONS POLICY: Eden Park Academy – Muirkirk

Rationale: Eden Park Academy is a service provided for young people who are in the residential care of Radical/Pebbles/Partners Services. The young people may not be placed within their home area. However, the school will also accept students who are not in the care of the company as day placements if it is considered that their needs can be met. The young people in the care of these companies present a range of educational needs and requirements.

This policy sets out the levels of provision we can provide to our clients.

Aims:

- To allow all young people to maximise their potential regardless of their circumstances.
- To accommodate the young people's needs and behaviour wherever possible, provided the education of others is not compromised.
- To meet government legislative regulation and statutory guidance regarding the education of children looked after (CLA) this policy reflects the requirements of the admission policy.

This, in terms of admissions, would mean that students should be admitted in a timely manner.

Provision: The school provides appropriate education for a maximum of twenty pupils aged 11- 16 years. We are seeking registration to provide a curriculum to pupils at CfE levels 2,3,4 and senior phase. This curriculum is broad and is made up of a number of strands and subject areas, including the opportunity to study subjects such as Social Subjects, ICT and Health and Wellbeing alongside core subjects such as English, Maths and Science.

Pupils will be admitted with the aim of engaging with them fully in the education process as often the young people who are admitted to Eden Park Academy have not attended school for a sustained period of time or have had multiple placements. A relationally rich practice is utilised to support achievement and for this we use a child centred approach. Each child/young person follows a curriculum tailor made to their needs. On arrival at Eden Park Academy (see earlier steps on admissions procedure) the young person will be entered in the Admissions/discharge book and will appear on the school register.

A checklist is followed with each new referral to ensure that all required information is collected and tasks completed. We will attempt to provide education for pupils who are unable to access the core curriculum provided at the school. Pupils with challenging behaviour that may prevent them from attending school can still access our services. The exact make up of these services will vary but can include elements of home tuition, education delivered by care staff with education staff in support.

Education, Health, Care Plan (EHCP):

Where a child who has Education, Health and Care Plan (EHCP) needs joins our school, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the (EHCP), including the full National Curriculum if this is specified. This ensures that planning and delivery of “the child young person outcomes” identified in Sections E, F of EHCP are met. This is reviewed and monitored through EHCP trackers.

Additional Support for Learning/Co-ordinated Support plans

In accordance with Revised Additional Support for Learning Act 2009, Eden Park Academy assumes that looked after children and young people have additional support needs (ASN). We therefore, provide a tailored Curriculum of Excellence that ensure the skills and capabilities of pupils are developed with regard to Local Authority co-ordinated support plans.

We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will always make reasonable adjustments to meet the needs of children with an EHCP and ASN.

Admissions Procedure

- Referral made to company this should include what has been agreed.
- An admissions pack will be issued that will include timetable, home school agreement, school expectations, school contact details, staff structure and other general information.
- Home Manager to then contact Head Teacher if more information required on school/meet and discuss proposal.
- Referral accepted head office to inform school or Head of Education of confirmation of student’s education package.
- Pre-admission planning meeting with timetable/pep discussion.
- Initial information sent to Head Teacher with basic information – home, full name, date of birth, local authority, social worker details, previous education background (contact details).

- Head Teacher to call previous education placements to discuss requirements/levels/support.
- Head Teacher to meet with young person to set short/long term targets.
- School staff meeting to inform staff of new pupil.
- Young person to have a tour of the school and meet staff (handbook given/checklist completed/consent forms signed).
- Risk Assessments sent to schools for pupil by home manager.
- Afternoon inductions session/form tutor given.
- Pupil placed on roll.
- GL Assessment & Diagnostic Screeners/previous educational placement assessments completed/used to determine the pupils baseline ability
- IEP meeting with Manager/Social Worker and pupil (within first month).
- Termly progress reports given.

Additional Policies published by Eden Park Academy

In line with Freedom of Information law, Eden Park Academy has adopted the Model Publication Scheme and our Guide to Information is displayed on our website at <http://edenparkacademy.org.uk/eden-park-academy-muirkirk/freedom-of-information/>.

This allows all members of the public to easily access all publications and policies pertaining to Eden Park Academy.

The policies available to access at this address are:

- Admissions policy (as above)
- Health and Safety policy
- Child Protection Policy
- Child Sexual Exploitation Policy
- Code of Conduct
- Anti-bullying policy
- Missing child policy
- Safer caring, Privacy and confidentiality policy
- Behaviour Management policy