



## School Improvement Plan - 2018 – 2020

### Part 1

- informed by school **SEF** 2018
- consultation with staff, Governors, parents and children (school council)
- sets out **SIP** - strategy and development planning for the next 2 years 2018/20

### Part 2

- sets out specific **Action Plans** for the year ahead 2018/19
- updated/amended throughout the year & reviewed annually

## PART 1

### COMMUNICATION IS KEY

#### Our Ethos

*Our distinctive character, spirit and positive attitude will deliver a tailored, creative learning experience for every deaf pupil. Sustained by high professional and personal standards we will commit ourselves to the development of Royal Cross as a centre of excellence for deaf education.*

#### Our Vision

Our vision is to guarantee specialist provision which will empower deaf children and prepare them for the outside world.

#### Our Aims

- To nurture successful and confident learners.
- To develop independent and responsible citizens.
- To foster strong and positive family relationships.
- To build a strong, effective team of specialists in deaf education.
- To provide children with an excellent education in a caring & understanding environment through a creative curriculum.

#### Educational Partnerships

**We will work in partnership with parents and colleagues, supporting our children ...**

- To feel safe – online & in the world
- To do well – progress & achieve
- To be happy – well-being & self-esteem
- To be healthy – emotional & physical
- To be listened to – to have a voice & a language

#### School Context

Lancashire's school for deaf children is a community special school, based in Preston but with pupils from across the county. Royal Cross provides education for deaf children aged 3 – 11 and pupils with Speech Language Communication Needs (SLCN) who can benefit from our provision. Most our pupils have Hearing Impairment (HI) plus additional factors and therefore require specialist provision for their communication needs.

We are an outward looking school, willing to share our HI specialist skills and expertise with others to support the inclusion of HI pupils and training of Teachers of the Deaf (TOD). Our outreach service to mainstream and special schools was developed in line with Quality Standards 2012/13.

We also offer a range of courses to families and professionals to raise deaf awareness, basic communication skills and teaching strategies.

As a small school, we constantly review our commitments to ensure a balance between capacity to sustain high quality service delivery whilst maintaining standards within school. We are also aware of the need to ensure adequate funding is available given the fluctuating numbers of pupils within the school.

Our partnership working is a strength at every level, including leadership networks with mainstream and special schools, an inclusion programme, creative partnerships and collaboration between the Speech & Language Therapy (SALT), TOD and specialist Teaching Assistants' (TA) on pupils' individual communication targets. We are also involved in Teaching School Alliances & have links with Initial Teacher Training (ITT) (Edge Hill).

Royal Cross is a school that continually strives to improve the quality of teaching & learning and standards of educational attainment particularly Literacy, Numeracy and communication skills (including Computing).

We have developed a successful programme of home visits to increase parental engagement. In addition, we have developed a range of strategies to keep parents informed and in daily contact with children's' achievement. We have supported families to have access to instant messaging and photo news through Class Dojo, alongside text messaging services and individual class email accounts. This form of electronic communication has proven highly successful with parents and become the favoured mode of communication alongside home visits (Parental questionnaire feedback 2018).

## Awards

Fluctuating budgets means that we must be cautious in the number of awards we are able to subscribe to, but we maintain an outward looking focus towards celebrating school achievements.

- Arts Mark was awarded in 2014 and RCPS is working towards renewing this from September 2017.
- In 2014 RCPS achieved the 360\* Degree Safety Certificate for Commitment to Safety Online.
- In 2017 RCPS achieved the 360\* Degree Safety Certificate for Progression to Safety Online.
- In 2018 RCPS achieved the GOLD Award on the Woodland Trust's Green Tree School's Award.
- In 2018 RCPS achieved the We are Working Towards the Arts Award certificate.
- Currently working towards achieving the Online Safety Mark. This will be developed 2018/19.
- Currently working towards the Lancashire EAL Language Mark for schools in recognition of the high-quality language work that is embedded within our policies & practice.

### Effectiveness of SIP 2017/18

Key Priority	Targets achieved	Follow up action	Comments
<b>To increase parental attendance at EHCP review meetings &amp; to online safety workshops</b>	Achieved.	<ul style="list-style-type: none"> <li>• Focus on Online Safety workshops for parents with children. Involve Governors + PTFA</li> </ul>	<ul style="list-style-type: none"> <li>• We developed ways to improve partnerships with families, provided transport, held family groups and made termly home visits.</li> <li>• We developed Scouting within the school day &amp; held Saturday/ Sunday morning Scouting events 95% parents attended EHCP meetings held in school and 100% attended at least one school-based event.</li> <li>• Parental feedback (questionnaire) reported 90% felt well informed about their child's progress &amp; 100% felt school worked in close partnership with families.</li> </ul>
<b>To raise awareness of RCPS as a specialist provider of HI support and early intervention – increase uptake of places in the Early Years department – Raise profile of school across a range of Lancashire settings.</b>	Partially achieved.	<ul style="list-style-type: none"> <li>• Manage introduction of a pre-school/nursery assessment unit to promote long term financial sustainability.</li> <li>• Further develop school outreach &amp; training (balanced with in-school provision)</li> <li>• Attend PANEL meetings for East/North Lancashire.</li> </ul>	<ul style="list-style-type: none"> <li>• EY Stay &amp; Play sessions are well supported with up to 6 families from across the county attending.</li> <li>• Some families still elect for mainstream provision.</li> <li>• Uptake for Outreach support has increased.</li> <li>• Pre-school assessment place has been agreed with Lancashire SEND Service</li> <li>• Numbers in EY remain small – 1 new Reception pupil.</li> <li>• Increased awareness of provision through local publications &amp; attendance at PANEL meetings.</li> </ul>

<p><b>To evaluate 4-year programme of topics &amp; modify to match NC requirements &amp; ensure progression – respond to changes in Assessment across key stages.</b></p>	<p>Achieved.</p>	<ul style="list-style-type: none"> <li>Review Autumn 2018/Spring 2019/Sumer 2019.</li> </ul>	<ul style="list-style-type: none"> <li>Creative curriculum embedded - pupils experience an enriched curriculum.</li> <li>A broad &amp; balanced curriculum underpinned by an understanding of British Values reflected in the Celebration &amp; Faith Days held in school.</li> <li>Increased opportunities for Music/Movement/Drama established.</li> </ul>
<p><b>To raise attainment of reading and phonics from start points across all key stages – involve parents in supporting reading &amp; phonics at home.</b></p>	<p>Partially achieved.</p>	<ul style="list-style-type: none"> <li>Embed visual phonic teaching across key stages.</li> <li>Support parents in reading/phonics through more workshops.</li> <li>Support staff knowledge of reading/phonic strategies through regular training.</li> <li>Increase parent use of online resources at home.</li> </ul>	<ul style="list-style-type: none"> <li>Strong progress for pupils in writing/phonics from starting points- 100% KS2 made progress in writing over year.</li> <li>+ feedback from parents/staff around pupil’s understanding &amp; use of phonics to support writing/spelling.</li> <li>+ feedback from parents/staff around increased engagement with reading.</li> <li>School workshop on reading was well supported with + feedback.</li> <li>Bug Club online reading resources for parents – low uptake.</li> </ul>
<p><b>To develop a PHSE curriculum reflecting the specific communication needs of RCPS pupils - using Drama &amp; BSL to foster emotional literacy and well-being</b></p>	<p>Achieved.</p>	<ul style="list-style-type: none"> <li>Develop a BSL poetry/drama workshop for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>PHSE Policy &amp; scheme of work completed and in place.</li> <li>Drama sessions built into weekly timetable for school.</li> <li>2 successful performances completed 2017/18.</li> <li>+ feedback from children/parents &amp; staff around quality of drama provision.</li> <li>Partnership working between Drama subject lead /deaf BSL instructor.</li> </ul>
<p><b>To support strong leadership across school at all levels to safeguard high outcomes for all pupils and a whole school commitment to outstanding improvement</b></p>	<p>Achieved.</p>	<ul style="list-style-type: none"> <li>Recruit Deputy Head /Teacher of Deaf.</li> <li>Support continuous professional development for staff in new positions.</li> <li>Further develop distributed leadership across school – develop middle leadership to ensure sustainable leadership at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>Increased Governor membership to include 3 deaf adults &amp; experience from Finance, Education, Industry, Social Services, private business and local government - increased presence of the Governing Body across school life.</li> <li>Opportunities for all staff/middle leaders to engage in CPD to improve subject specific knowledge. Professional networks and inter-school moderation groups to support middle leaders.</li> <li>Weekly staff meetings ensured all staff had a ‘voice’ in developing policies &amp; practice.</li> <li>Staff Wellbeing Group established to look at ways to manage workload &amp; wellbeing.</li> <li>Regular ‘One2one’ sessions for all staff with Head - opportunities to discuss issues/concerns.</li> <li>A training bursary available to all staff in 2018/2019 - opportunities to pursue professional CPD &amp; improve pupil attainment &amp; compliment the SIP.</li> <li>Peer/peer mentoring took place to support new staff and share subject specific knowledge across key stages.</li> <li>SLT supported by membership to SLT networks &amp; SIP advisor mentoring.</li> </ul>

## Review of Premises Improvement 2017/18

	Follow up action	Comments
<b>Outdoor Provision</b>	<ul style="list-style-type: none"> <li>Maintain wildlife garden/planting.</li> <li>Landscape front of school borders.</li> </ul>	<ul style="list-style-type: none"> <li>Site security continues to – working in partnership with local community police to minimise local vandalism.</li> <li>Appointment of a new site supervisor &amp; cleaner</li> <li>Outdoor learning provision enhanced by the maintenance of a wild garden. Pupils/parents/Governors took part in gardening themed day to look after &amp; decorate the outdoor environment for Summer 2018.</li> <li>PTFA/Co-op funded a new covered outdoor seating/story telling area.</li> <li>EY outdoor provision had new equipment &amp; outdoor furniture – successful Lottery bid.</li> <li>Additional parking for staff /visitors; relocation of disabled parking to more appropriate position; relocation of the school entrance &amp; a ‘safe’ pedestrian path. Additional planting &amp; signage was purchased to entrance area.</li> </ul>
<b>Internal Provision</b>	<ul style="list-style-type: none"> <li>Redecorate KS2 classroom – replace carpet.</li> <li>Redecorate KS1 classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Additional signs were purchased for different rooms.</li> <li>Glass ‘risk’ areas were treated around school to maintain pupil/staff safety.</li> <li>H&amp;S policies have been updated as new guidance is published – including Legionella check.</li> <li>Safety checks completed for all key areas (see H&amp;S file).</li> <li>New visible fire alarms (flashing light)- &amp; class bell alarms fitted/repared – ‘Lock-down’ emergency.</li> </ul>
<b>Electronic equipment</b>	<ul style="list-style-type: none"> <li>Replace Smart Boards in 2 class bases with Clever Touch TV.</li> <li>Purchase additional iPads for class use.</li> </ul>	<ul style="list-style-type: none"> <li>4 x new laptops purchased for teaching staff - replacement/ updating programme.</li> <li>Additional mini-iPad purchased for school office use.</li> <li>School mobile phone card purchased for staff use on trips out (reduced need to use personal devices).</li> <li>Electronic signing in system purchased to ensure compliance with GDPR for visitors.</li> <li>Electronic signing in system purchased to ensure compliance with GDPR for visitors.</li> <li>New radio aid technology purchased 2017/18 as part of updating technology programme.</li> </ul>
<b>School Mini-Bus</b>	<ul style="list-style-type: none"> <li>Purchase new minibus.</li> <li>Train additional drivers (MIDAS).</li> </ul>	<ul style="list-style-type: none"> <li>The school mini bus failed its MOT in 2018 and was sent for scrap.</li> <li>Application submitted for the Royal Variety ‘matched funding’ scheme – awaiting decision.</li> <li>Use of the local ‘Gateway’ transport &amp; Deafway minibus.</li> </ul>

## Audit / Self-Evaluation

### Audit

- Health & safety walk-round
- Playground safety checks
- SFVS
- Premises Compliance
- Subject Leader walks
- Subject Development Plans
- Parental advice forms
- Parent questionnaires
- 360 Degrees Online safety self-audit
- Safeguarding (2017)

### Consultancy

- School Advisor
- Membership of networks
- EY Special Schools Progress Matters
- Preston Children & Family Wellbeing Advisory Board
- NWSSH group
- LSSHTA
- ACE cluster
- NAHT (SEND)
- NWSSAG

### Evaluation.

- Data analysis/tracking
- SEF
- Performance Management
- Target setting/tracking
- Scrutiny of pupil’s work/books
- Learning walks/lesson observations
- Monitoring records
- Subject leaders Plans
- National Strategies Progression Guidance Data Sets
- School to school moderation groups

## Discussion

- Staff INSET/Staff meetings
- SIP advisor
- Pupil Progress Meetings
- Whole school briefings
- Governing Body
- Parental questionnaires
- School Council meetings
- Parent workshops
- PTFA

## Parental issues.

- Areas for improvement identified from the feedback from discussion/ SEF etc. including OFSTED Report May 2015.
- Parental Questionnaires
- PTFA
- Home visits programme
- Annual Review meetings
- School based events (informal)

## Priorities for Improvements 2018/19

- *POST OFSTED – Parental Engagement*
- Personal Development & Welfare
- Teaching, Learning & Assessment
- Outcomes for Pupils – Reading
- Outcomes for Pupils – Mathematics
- Outcomes for Pupils – Communication
- SLT Leadership - CPD
- Middle/subject leaders - CPD

## School Development Plan - 2018 – 2020 - Overview

	<b>Parental Engagement <i>OFSTED ACTION</i></b>	<b>Future of RCPS</b>	<b>Effectiveness of Leadership &amp; Management</b>	<b>Quality of Teaching, Learning &amp; Assessment</b>	<b>Personal development, behaviour &amp; welfare</b>	<b>Outcomes for Learners</b>
<b>Key Priority</b>	<b>Increase parental involvement in Online Safety</b>	<b>Expand Royal Cross Educational Provision.</b>	<b>Distribute leadership across school &amp; provide leadership and management opportunities.</b>	<b>Strengthen &amp; embed whole school approach to the teaching of phonics.</b>	<b>Further improve safety &amp; wellbeing of pupils through Personal Social Educational Development Communication focus.</b>	<b>Improve learning outcomes &amp; attainment for all pupils.</b>
<b>Actions</b>						
<b>Year 2: 2018/19</b>	<ul style="list-style-type: none"> <li>• Identify a key member of staff to lead Computing in school.</li> <li>• Embed Termly Home Visits Programme to support parental IT confidence.</li> <li>• Questionnaire to identify barriers to attendance.</li> <li>• Provide Online Safety workshops in school.</li> <li>• Provide transport for families in receipt of PPG.</li> <li>• Stay &amp; Learn parent workshops to work on Online Safety events alongside their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Publicise RCPS as specialist provision for HI/deaf pupils.</li> <li>• Strengthen &amp; publicise successful Stay &amp; Play sessions.</li> <li>• Grow /publicise RCPS outreach provision/training.</li> <li>• SLT extend attendance at PANEL meetings to East &amp; North Lancashire.</li> <li>• Continue to invest in resources, projects &amp; staff CPD.</li> <li>• Maintain &amp; strengthen links with ITT providers to include Manchester</li> </ul>	<ul style="list-style-type: none"> <li>• Recruit full-time permanent Deputy Head &amp; teacher of the deaf.</li> <li>• Agree whole school vision and Ethos.</li> <li>• Promote CPD for staff in new positions.</li> <li>• Support staff into new roles through mentoring.</li> <li>• Support staff through the Wellbeing Action Group.</li> <li>• Support middle leadership through mentoring &amp; peer/peer opportunities.</li> <li>• Update coaching/ mentoring practice through staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Focus: Phonics/Reading; Number; Online Safety.</li> <li>• Focus on EAL resources.</li> <li>• Support teaching of Visual Phonics across key stages.</li> <li>• Regular training for staff</li> <li>• Appoint a Visual Phonics staff Champion.</li> <li>• Increase number of pupils working above phase 2 phonics (letters &amp; sounds).</li> <li>• Parent workshops to support teaching of Visual Phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop use of BSL/poetry as a creative form of expression.</li> <li>• Raise profile of PHSE curriculum through Theme Days.</li> <li>• Strengthen links with deaf studies curriculum</li> <li>• Develop use of case studies to describe emotional progress of pupils.</li> <li>• Timetable NDCS 'Healthy Minds' Programme for identified pupils.</li> <li>• Develop deaf theatre links with Dukes theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular training for staff in key curriculum areas, including audiology.</li> <li>• Parent workshops to support curriculum.</li> <li>• Purchase additional reading books.</li> <li>• Develop use case studies to identify barriers to learning.</li> <li>• Embed key dates assessment &amp; Pupil Progress meetings.</li> <li>• Introduce &amp; embed updated B Squared assessment tool.</li> <li>• Increase number of pupils working towards</li> </ul>

<ul style="list-style-type: none"> <li>• Enlist help of Governors &amp; PTFA in running Online Safety events.</li> <li>• Recruit 'outside' agencies to deliver Online Safety events.</li> <li>• Take part in SID 2019.</li> <li>• Pursue 360 Degree Online Safety Mark.</li> <li>• Update online safety awareness for school community.</li> <li>• Produce a termly Online Safety Newsletter for parents.</li> </ul>	<p>Teacher of the Deaf Training.</p> <ul style="list-style-type: none"> <li>• Maintain conversations with Lancashire SEND Services to explore possibilities.</li> <li>• Academisation – watching brief.</li> <li>• Develop/explore ways to support local secondary Deaf Resource Unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Involve children, parents Governors &amp; staff in key aspects of school vision.</li> <li>• Promote Governing body links with subject leaders.</li> <li>• Strengthen links with other schools to share data &amp; develop supportive networks.</li> <li>• Maintain membership of professional groups to share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve parental take up of online reading support.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop global links with the deaf community through Deafway.</li> <li>• Review/update safeguarding policies &amp; procedures.</li> <li>• Regular safeguarding/PREVENT updates &amp; briefings for staff.</li> <li>• Involve pupils &amp; families in school Faith Days to celebrate different cultures/beliefs within school community.</li> </ul>	<p>expected standard - Reading/Writing/Maths</p> <ul style="list-style-type: none"> <li>• Enhance curriculum through Forest school and Music/movement opportunities.</li> <li>• Support staff in Action Research projects - how to improve learning opportunities &amp; outcomes for pupils.</li> <li>• A training bursary - to engage staff in CPD that will improve outcome for pupils &amp; support SIP.</li> </ul>
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	<b>Parental Engagement</b>	<b>Future of RCPS</b>	<b>Effectiveness of Leadership &amp; Management</b>	<b>Quality of Teaching, Learning &amp; Assessment</b>	<b>Personal development, behaviour &amp; welfare</b>	<b>Outcomes for Learners</b>
<b>Year 3: 2019/20</b>	<ul style="list-style-type: none"> <li>Parents - fully engaged with all aspects of school life.</li> <li>Parents - confident to support Literacy &amp; Maths - pupil attainment improved.</li> <li>Web site - support/information for parents - showcase RCPS – profile raised, new families attracted, numbers increase, financial stability – new long-term projects.</li> </ul>	<ul style="list-style-type: none"> <li>Show case RCPS - centre of excellence for education of Hi children across all ages – improve attainment of Hi pupils across a range of settings.</li> <li>Establish outreach service &amp; provision of specialist training, including ITT – improve the outcomes of Hi pupils &amp; generate additional income to finance long term projects.</li> </ul>	<ul style="list-style-type: none"> <li>Improve transition process &amp; information sharing through closer working with secondary placements.</li> <li>Review the effectiveness of SLT Operational &amp; LMT Strategic Meetings</li> <li>Review methods of communication with parents.</li> <li>Increase amount of pupil &amp; parent input into SEF &amp; SIP.</li> <li>Develop role of school champions – sharing knowledge and supporting colleagues.</li> <li>Respond to ASP (RAISE) review internal tracking.</li> <li>Review Governing body – roles &amp; responsibilities.</li> <li>Strengthen links with Teaching School Alliance to develop CPD for middle &amp; Senior leaders.</li> <li>MATS – review.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum reviewed/updated to reflect changes in NC.</li> <li>CPD for all staff &amp; Governors. Development of Middle Leaders &amp; TLR responsibilities.</li> <li>Embed SMSC – community links across all faiths.</li> <li>Maintain links to support moderation judgements &amp; benchmarking.</li> <li>Subject focus – Science &amp; Maths</li> </ul>	<ul style="list-style-type: none"> <li>Respond to ICT developments – update online safety awareness for school community.</li> <li>Review impact of online safety within the curriculum.</li> <li>Develop parent/pupil activities to increase engagement through a variety of workshops.</li> <li>Pupil responsibilities/mentors.</li> <li>School council elections &amp; conferences.</li> <li>Review Deaf studies &amp; PHSE curriculum.</li> <li>Links with wider deaf community – deaf role models in school.</li> </ul>	<ul style="list-style-type: none"> <li>Review impact of 4-year topic cycle on pupil progress.</li> <li>Review assessment systems in place</li> <li>Review Communication/ Language Profiles</li> <li>Evaluate the impact of interventions for pupils.</li> <li>Develop internal moderation groups for broader range of subjects &amp; involve all staff.</li> <li>Evaluate pupil progress against standardised assessments</li> <li>Evaluate feedback from benchmarking groups &amp; identify any areas for development.</li> </ul>

## Premises Development – 2018 – 20 Overview

	Year 2: 2018/19	Year 3: 2019/20
<b>Playground development</b>	<ul style="list-style-type: none"> <li>• Additional seating areas for children.</li> <li>• Communication friendly spaces.</li> <li>• Sensory area</li> </ul>	<ul style="list-style-type: none"> <li>• Covered seating areas for children, communication friendly spaces.</li> <li>• Forest School building</li> <li>• Playground equipment review/update</li> </ul>
<b>Outdoor area</b>	<ul style="list-style-type: none"> <li>• Maintain wild garden area &amp; living willow</li> <li>• Maintain hanging baskets around school</li> <li>• Tree maintenance</li> <li>• Forest School areas</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain wild garden area &amp; living willow</li> <li>• Maintain hanging baskets around school</li> <li>• Tree maintenance</li> <li>• Forest School building</li> </ul>
<b>School entrance area</b>	<ul style="list-style-type: none"> <li>• New planters with all year-round colour.</li> <li>• Additional planting &amp; hanging baskets.</li> <li>• Landscaping to front school - borders.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional signage to entrance.</li> <li>• Maintain planters with all year-round colour.</li> <li>• Re-mark parking bays</li> </ul>
<b>Ongoing decorating and refurbishment</b>	<p><b><u>Classroom decorating KS2</u></b> Skirting boards Ceilings Carpet</p> <p><b>Repair roof leak KS2</b></p> <p><b><u>Classroom decorating KS1</u></b> Skirting boards Ceilings Carpet</p> <p><b>EAL resources/posters around school.</b></p>	<p><b><u>Classroom decorating KS2</u></b> Skirting boards Ceilings Carpet</p> <p><b><u>Classroom decorating EY</u></b> Skirting boards Ceilings Carpet</p> <p><b>Communication friendly spaces around school.</b></p> <p><b>Refurbish library</b></p>
<b>IT Equipment</b>	<ul style="list-style-type: none"> <li>• 4 x new lap tops – teachers</li> <li>• Purchase new radio aid equipment – KS1/2.</li> <li>• Clever touch TV – EY &amp; KS1 class</li> <li>• Replace office PC &amp; install Network (server)</li> </ul>	<ul style="list-style-type: none"> <li>• Replace class laptops x 2</li> <li>• Clever touch TV – 2 x KS2 class</li> <li>• Purchase new radio aid equipment.</li> <li>• Additional/replace iPads</li> </ul>
<b>Furniture</b>	<ul style="list-style-type: none"> <li>• Replace damaged / old tables &amp; chairs.</li> <li>• New seating for BSL room/staff wellbeing room.</li> </ul>	<ul style="list-style-type: none"> <li>• Replace damaged / old tables &amp; chairs.</li> <li>• New seating for staff room.</li> </ul>