

# Priority #1



## Quality Indicators

2.3 Learning, Teaching & Assessment

3.1 Ensuring Wellbeing, Equality & Inclusion

3.2 Raising Attainment & Achievement

## To develop & embed SCERTS @ Prospect Bank

We aim to support social emotional competencies & create predictable learning environments

## Resources

Inservice Days

CDT Sessions & Working Parties within WTA

School & Team Meetings within WTA

Multi-disciplinary team support

## Responsibility

Kate Varona (HT)

**Embedding**  
SCERTS & developing moderation approaches

- ✓ Partner Teachers for joint planning & moderation
- ✓ SCERTS in Action Assessments for all children
- ✓ SCERTS in Action Targets in place for all children

**Implementing**  
Appreciative Enquiry & Transactional Review Approach

- ★ Appreciative Enquiry Approach for SMT visits
- ✓ Partner Teachers in Appreciative Enquiry
- ✓ Team Transactional Support Reviews

**Developing**  
Prospect Bank's Evidence Based Toolkit

- ✓ Working Group: PECS
- ✓ Working Group: Object & Song Signifiers, Signalong
- ✓ Working Group: Visual Supports

# Priority #2



## Quality Indicators

- 1.3 Leadership of Change
- 1.4 Leadership and Management of Staff
- 3.1 Ensuring Wellbeing, Equality & Inclusion

## Resources

- Inservice Days
- CDT Sessions
- School & Team Meetings within WTA

## Responsibility

- Kate Varona,
- Fionnuala Hamill
- Sandra Ali

