

Pitcheroak School Development and Improvement Plan 2018-2021

Priority 1: Leadership and Management					
1.1 Governors and senior leaders demonstrate an ambitious vision for the school and set high expectations for what every pupil can achieve.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Governors and senior leaders work in partnership to evaluate the school's strengths and weaknesses as part of the SEF.	SHO, Govs	-	On-going	Improved understanding of areas of strengths and weaknesses.	Comprehensive SEF.
Governors have a high level of strategic influence to shape decision-making and contribute to the SDIP ensuring that each sub-committee is clear about what is monitored and how progress is measured.	Govs	-	Dec '18	Improved understanding of the SDIP; Governors are able to articulate decisions that they have made that have improved outcomes.	SDIP with Governor reference; Governor questionnaire (knowledge and confidence levels).
Governor visits are refined to ensure that they are well organised, time-lined, focussed and effectively used to inform the FGB. Visit information is used to evaluate the judgements made in the SEF and gain objective information regarding the effectiveness of the school.	Govs	-	July '18	Confidence levels of increase; Governors operate with greater independence and less reliance on the HT to identify areas for improvement; Governors receive an independent view of the work of the school.	Governor audit; Governor visits documentation.
Governors continue to oversee and comply with their statutory responsibilities.	Govs	-	July '18	Governors are confident that the school is statutorily compliant.	Annual compliance visit reports on safeguarding; behaviour; health and safety; admissions SFVS etc.
Ensure that Governors continue to perform their three core strategic functions effectively.	Govs	-	July '18	Governors have clarity of vision, ethos and strategic direction; Governors will be able to hold leaders to account for the performance of the organisation and pupils.	Performance management of staff; SFVS; Termly self-evaluation and review of individuals' contribution to the board; Regular skills audits.

Ensure that leaders proactively tackle persistent absence for all students below 90%.	Govs	-	Sept '19	Pupils entitled to FSM will increase from 89.69% (July 2018) to 90% +	Internal monitoring meeting notes; Action plans; Reports to Governors; half-termly action plans for persistent absence.
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1.2 Launch SOLAR as the new assessment and recording system to track progress.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Launch SOLAR in Sept 2018 and ensure that the assessment frameworks selected are closely matched to the curriculum for each pathway of need.	PBA	£4,000	Sept '18	To ensure that the assessment tool(s) selected is appropriate for pupils. All staff are competent to use the agreed assessment tool.	Evaluation of SOLAR by teaching staff. Revised assessment tool(s) are in use by all staff.
Review and enhance the annual reporting format to parents/carers. Explore the potential of SOLAR for reporting progress.	CWA/ PBA	-	April '19	Parents/ carers feel more informed about how their child is progressing and how best to support them.	Moderation of reports used with other schools; Feedback from parents/ carers.
Gather examples of outstanding work in foundation subjects to further develop standards files and verify the consistency of judgements made by teachers.	PBA	-	July '18	Increased confidence of teachers of internal progress indicators.	Outstanding standards files in place for moderation and induction purposes.
Further refine the system for target setting and determining 'good' and 'outstanding' progress for pupils.	PBA/ CTs	-	April '19	Pathways are mapped out.	Defined assessment pathway map in place.
Teachers of KS1 and KS2 subject specific learners become more familiar with the Pre Key Stage standards and have a system by which evidence is gathered that demonstrate achievement at the relevant standard.	PBA/ ABR	Training costs	July '20	Subject specific learners are assessed against the Interim Pre Key Stage Standards.	Internal moderation and external moderation feedback.
Provide opportunities to share information with parents/carers about SOLAR and methods of tracking and measuring progress.	PBA/ CTs	-	July '19	Parents/carers have a better understanding of the revised process used in school.	Parent/carer questionnaire.

Refine the accreditation pathway for learners in Key Stage 4 to ensure continuity from 14-19 with particular focus on English.	CWA/ CVA	-	July '19	Pupils will continue to achieve positive accreditation outcomes that ensure transition is seamless between departments.	Defined accreditation pathway maps in place. Outstanding transitional arrangements KS4 - KS5.
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1.3 Ensure that CPD opportunities are planned for at all levels and promote whole school priorities and are linked to performance management targets.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
All new staff complete on-line 'Prevent' training as part of induction process.	SHO	-	On-going	Staff have heightened awareness of safeguarding procedures.	Training audit.
Audit staff knowledge base on SEND as part of PM process to inform CPD priorities for the next cycle.	SHO	-	Oct '18	Enhanced awareness of SEN strategies for pupils with additional needs.	Staff questionnaires (improved confidence, skills set).
Develop a programme of progressive core training elements that support staff knowledge and understanding of SEND. Training to include: PECS/ AAC/ narrative communication/ Communication aids/ word aware/ Workbox/ intensive interaction/ sensory integration/ TEACCH/ Signalong	SHO/ HTO	£5,000	July '20	Enhanced understanding of SEND; Improved knowledge and greater confidence and awareness when using a range of alternative communication methods. Pupils with complex needs have increased sensory integration opportunities to regulate emotions.	Staff audit and questionnaires (improved skills set); CPD report to Governors on the impact of training and development on T&L; CPD evaluations; SLEUTH reports; Observations.
Recruit a casual driver to support the enrichment programme of the school.	SHO	Salary	Dec '18	Pupils develop independence by accessing the local community more frequently.	Enrichment records and end of year report to FGB.
Evaluate effectiveness of current CPD programme to inform future training needs. Explore CPD mark.	SHO	-	Dec '18	CPD programme will be determined as a result of needs analysis.	External evaluation of CPD reported to Governors.
Further develop the appraisal procedures for AT's.	HTO	-	Dec '18	Revised appraisal procedures in place.	AT PM documentation. Distributed leadership model with teachers involved in monitoring outcomes.

Priority 2: Teaching, Learning and Assessment					
2.1 Maintain a high quality of teaching and learning to raise pupil achievements and standards in all subjects by ensuring the curriculum and pupil learning is personalised. (WORKING PARTY)					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Provide clear guidance to teachers re: planning for individual pupils (TEACCH and other strategies).	HTO	-	July '19	Pupils will have individualised learning tasks appropriate to need.	Evidence of TEACCH approach in planning; IEP target outcomes; Sensory studio planning/ guidelines
Develop the structure within lessons to ensure that activities have greater pace in order to increase the levels of engagement.	HTO	-	Oct '18	Pupils will benefit from individual support that maximises pupil outcomes and increases rates of progress.	Observation records;
Develop the induction process to include a mentor system for new teachers and AT's using identified Level 3 Assistant Teachers to support.	SHO	-	July '19	Teachers act as 'critical friend' and become skilled in giving advice.	Feedback from new members of staff.
Ensure focussed and rigorous intervention/ inclusion occurs for any pupil not making expected progress.	PBA	Salary costs	Sept '19	Individual pupils receive targeted intervention to achieve targets.	Analysis of pupil progress data (termly); Learning mentor records.
Subject leads to monitor own subject area and report findings to Governors annually.	SHO	-	July '19	High quality provision within all curriculum areas.	Subject lead reports to Governors; Observation records.
Establish peer support programme for reading with volunteers/ older pupils/ mainstream buddies for targeted pupils.	ABR	-	July '19	Improved levels of behaviour around school – SLEUTH tracking.	Analysis of pupil progress data – reading (termly).
Monitor and evaluate impact of PPG spending.	HTO	£500	Oct '18	Effective use of the pupil premium validated by external assessor.	External report in place – a review of pupil premium expenditure; PPG Action plan.
Ensure 'best practice' observation opportunities are planned into the induction process for new teachers.	JHO/ HTO	-	July '19	Colleagues feel supported and their practice valued.	Induction sign training sheet has opportunities signposted for new member of staff.

2.2 Further develop inclusive learning and social opportunities both internally and externally with mainstream partner schools.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Further identify opportunities for integrated learning to occur for CN groups across all Key Stages to promote social communication.	ABR	-	Sept '19	CN groups will have integrated learning opportunities on their timetable to develop communication skills.	Data analysis; Pupil observation.
Recruit intervention teacher and explore Inclusion Quality Mark.	SHO/ PBA	Salary costs	Jan '19	External verification of pupil outcomes as a consequence of IQM.	External verification achieved.
Liaise with local primary/ secondary schools to establish opportunities for collaboration.	Int CT	Release time	July '19	Further extend social opportunities for pupils to develop relationships/ friendships beyond the school.	PSHE B Squared data; Learning mentor records.
Continue to consult with Heads and teachers from partner schools to further develop inclusion and outreach opportunities.	Int CT	Release time	July '19	Extend learning to provide social and cognitive challenge.	Case studies; Feedback from mainstream partners; Learning mentor records of progress.
Develop focussed interventions for pupils in KS2-KS4 English.	Int CT	-	July '19	Pupils that require intervention receive targeted support.	Termly data analysis of pupil progress.

2.3 Continue to review and revise the curriculum to ensure it is creative and reflects new initiatives meeting the needs of the changing population preparing them for life beyond school .					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Develop the MTP proforma to include reference to the UN Convention on the Rights of the Child.	CVA	-	July '19	Pupils will gain greater understanding of own rights and responsibilities as a consequence of the Rights Respecting Award.	MTPs in place with reference to the Convention.
Further develop citizenship MTP's in light of the Convention and the Rights Respecting Award.	CVA	-	July '19	Pupils will gain greater understanding of own rights and responsibilities as a consequence of the RRSA.	Feedback from pupils.

Publish revised curriculum materials and LTP on website.	SHO/ PBA	-	Dec '19	Curriculum planning offers pupils greater breadth and coverage of subjects.	LTP evident.
Review/ revise objectives and success criteria within MTP's for pupils with ASD/ CN.	HTO	INSET Time	July '19	LO's are personalised and targeted to meet the most complex learners.	MTP's are clear and accessible for staff; Learning walks identify revised LO's.
Further develop the sensory and alternative curriculum.	HTO	INSET Time	Sept '19	Whole school curriculum framework assists lateral and early developmental progress.	Staff questionnaires (confidence of teaching pupils with ASD/CN).
MTP's include language/ communication development opportunities.	ABR	INSET Time	Sept '19	Pupils have explicit and frequent opportunities for communication.	Data analysis - English expressive; Planning review.
Following on from the recent safeguarding audit track opportunities where all aspects of e-safety and anti-bullying are taught across the curriculum.	JWO	-	April '19	Pupils are taught how to stay safe online. They are able to identify what to do if they are being bullied.	E-safety map of provision across all Key Stages; Map of provision for anti-bullying; Pupil questionnaires.
Review and promote 'so safe' lessons as part of PSHE. Audit what is currently taught for stranger danger, drugs, mental well-being.	JWO/ CWA	-	July '19	Pupils are explicitly taught a structured progressive programme that reinforces the importance of staying safe.	Audit of provision; Timetabled lessons.
Devise whole school approach to road safety, mapped onto the LTP (including ITT).	JWO	-	July '19	Pupils will receive a progressive education to develop road safety awareness.	PSHE Long Term Plan in place identifying road safety.

Priority 3: Personal development, behaviour and welfare					
3.1 Further develop strategies to promote positive behaviour for learning in lessons and during unstructured times. (WORKING PARTY)					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Whole school values are celebrated regularly to promote positive behaviour for learning.	Working Party	INSET Time	April '19	An improved understanding for all pupils as to what it is to be a British Citizen.	SLEUTH reports show a decrease in negative behaviour; Photos; Parent and pupil feedback.

Explore the well-being award for staff and students.	Working Party	£3,000	July '20	Staff will feel more valued and supported within the workplace.	Well-being award in place.
Review Fair workload charter and ensure logo is on adverts and school documentation.	SHO/SSO	-	Dec '18	Staff feel well supported with workload and not under pressure to work beyond reasonable hours	Staff questionnaire to assess workload
Introduce visual token tubes as part of house system for Lower School.	Working Party	-	July '19	Pupils with CN will understand how their positive behaviour will influence the House points.	An increase of positive SLEUTHs recorded.
Further develop play boxes for use on KS2, 3 and 4 playgrounds with buddy pupils in place to support lower year groups.	Working Party	-	Dec '18	Pupils engaged in purposeful play with role models modelling good behaviour.	Learning walks of unstructured times.
Implement strategies from the Anti-bullying award.	JWO	-	Dec '18	To support positive behaviour during unstructured times and support pupils with transition.	Anti-Bullying award and external report to validate own school evaluation.
Design and produce key stage slogans that promote positive behaviour during unstructured times with an anti-bullying message.	JWO	-	Dec '18	Pupils have accessible information that is easily understood and positive behaviour increases.	Slogans evident on playgrounds.

3.2 Further develop curriculum opportunities to support personal safety and prepare pupils for the changing world in which they live.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Develop pupil risk assessments to include SEMH/CAMHS.	SHO	-	July '19	Staff have knowledge of pupils at risk of mental health concerns and can respond appropriately.	All adults have knowledge and understanding of the safeguarding issues relating to SEMH.
Staff, governors, parents, carers and pupils (for whom it is appropriate) receive guidance and support on e-safety, cyber-bullying and 'so safe'.	PBA	-	July '19	Pupils experience a consistent approach to support positive practice and reduce risk of harm.	Curriculum plans; Newsletters; Department information.

All staff to receive in-house training on how to support individual pupils that may be at risk of harm including mental health.	SHO/ HWH	-	March '19	All staff have increased levels of confidence when supporting pupils with SEMH concerns and understand the importance of positive, therapeutic assessment, planning and practice.	Behaviour support plans to include strategies for pupils with SEMH; Training records; Individual case studies.
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3.3 Raise the profile of 'pupil voice' in order to influence the strategic direction of the school and promote whole school values.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
Clarify function of house teams/ pupil/ staff names and develop the house system to reflect the school's values.	SLT	-	Dec '19	Pupils are encouraged to develop positive relationships with other pupils from other KS's when working in their house teams.	Questionnaire feedback from pupils.
Review, share and promote the school values with pupils.	SLT	-	On-going	Pupils understand the importance of skills such as confidence, well-being, inclusion, independence, respect, teamwork and equality.	Teacher evaluation of values focussed activities.
Reinforce the school's values with a themed/ focus day/ activity using ideas from pupil voice.	SHO/ CVA	£1,000	July '19	Pupils feel more valued and know that their opinions matter and are acted upon. Increased awareness of the values that the school upholds.	Staff and Pupil evaluations.
In collaboration with School Council review reward system.	CVA/ PKI	-	July '19	Pupil council to revise the reward systems in each Key Stage so that they are motivational to all learners.	Evidence of pupil voice re: decisions made.

3.4 Continue to develop appropriate enrichment opportunities (including residential) so that all pupils can participate fully in extended learning and parents/carers feel involved in their child's learning.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation

Further develop the range of extra-curricular clubs after school.	HTO	Salary costs	Oct '18	Pupils have greater levels of engagement during unstructured times.	Observation; Reduction in negative SLEUTHs for individual pupils during unstructured times.
Continue to gather evidence for the LPPA to ensure ongoing commitment to working with parents/carers.	SHO/ PKI	-	July '19	Parents/carers will feel fully involved in the life of their child at school.	LPPA Award re-validation when due for renewal.
Develop rigorous evaluation of parent/carer responses across the school and keep parents/carers informed of the outcomes.	BCL	-	July '19	Parents/carers informed and able to feel their voice matters.	Parent/Carer questionnaire; Newsletters; Evaluations; Data sharing.
Analyse records of attendance of all meetings involving parents/ carers to enhance participation.	SSO	-	July '19	Parents/carers feel involved in the life of the school. Working relationships strengthened.	Consultation attendance data; EHCP attendance data; Information evening data; Assembly and parent/carer engagement feedback.
Further develop effective ways for involving parents/carers who show little response to the school and are deemed 'hard to reach'.	PBA/ SSO/ EWO	£150	July '19	Attendance data improves for identified students	Hard to reach parents/carers become involved in some school activities.
Provide a parent/carer partnership guide that identifies the aims of parent partnership and the benefits of parental engagement with their children's learning and holistic development	SHO/ PKI	-	Dec '19	Strengthened relationships with identified families.	Parent/carer handbook is in place.
Ensure 100% of classes experience at least one enrichment activity per term.	SHO	£1,500	July '19	All pupils will experience learning beyond the classroom.	Audit of enrichment; SEF.
Develop a programme of information workshops/ classes for parents and carers to attend. Workshops could include PECS, Signalong, CiP.	Family support worker/ FON	£750	July '19	Parents/carers will feel more confident to help their child at school using familiar strategies.	Parent/carer feedback from sessions
To collaborate with partner schools to gain access to a diverse range of languages used in the local area.	SHO	£500	July '19	Communication improves for identified students where the home language is not English.	EAL parents/carers feel more involved in the school.

Priority 4: Positive outcomes for children					
4.1 Further develop a whole school approach to meet the needs of Pupils with autism and complex needs .					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
To further develop teaching and learning within the complex classes to ensure that there is a sharper focus on pace and variety in all lessons.	HTO	-	Oct '18	Pupils with CN are more engaged; Teachers have greater confidence teaching pupils with a variety of needs; Lesson outcomes and pupil progress measure.	Internal monitoring showing improved teaching and learning over time.
To enable teachers of CN groups to collaboratively work together to share ideas about effective practice within CN classes.	HTO	-	July '19	Good practice shared more widely; support systems in place.	Internal monitoring showing improved teaching and learning over time.
Implement ICT Development plan to enhance provision for CN pupils.	DWI/ Govs	£80,000	July '19	All pupils will benefit from latest ICT software/ hardware to support learning and aid communication.	Governors – Finance and Premises Report.
Visit other special schools to see outstanding use of switches to aid communication/ learning.	HTO/ FON	Release time	April '19	Staff gain skills and are more confident with the use of AAC to support learners.	New devices evident in class to support learners.
Develop the role of 'teacher as coach' to provide specialist support to teachers.	HTO/ JHO	-	July '19	Improved confidence of staff when using specific approaches for pupils with autism.	Learning walks; Planning; Lesson observations; Analysis of IEP targets; Teacher evaluations.
Work towards achieving the AET standards at basic level.	SHO/ HTO	£3,000	July '19	Pupils will benefit from individual support that maximises pupil outcomes and increases rates of progress.	AET standards achieved; Data analysis.

4.2 Develop **communication** through interaction and ensure individual needs of all pupils are consistently met by promoting and using identified communication strategies. **(WORKING PARTY)**

Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
All staff know and promote each pupil's primary mode of communication and these are well resourced.	Working Party	£1,000	Sept '19	Pupils will benefit from a consistent approach to communication in all settings.	Communication display boards in every class; Analysis of IEP targets.
Further develop the knowledge set of each AT2 to ensure that these departmental leads are able to focus on developing resources for communication.	Working Party	Release Time	Sept '19	Pupils will benefit from a consistent approach to communication in all areas of the school.	Assistant teachers (Level 2) assume responsibility for communication and manage resources effectively.
Develop the use of word mats to accompany 'signalong' manuals and ensure that they are accessible on the staff shared area.	Working Party	-	July '19	Pupils will benefit from subject specific vocabulary as a visual in lessons.	Lesson observations.
Ensure all lessons have a 'talking' element within short term planning to encourage pupils to engage in communication.	CT's	-	On-going	Pupils will access structured opportunities to develop their language skills.	Short term planning; Lesson observations.
Further promote 'word aware' as a strategy for improving social communication.	ABR	-	On-going	Pupils will develop their vocabulary skills.	Short term planning; Lesson observations; Learning walk outcomes; CFE audits.
Further promote colourful semantics.	ABR/ JHO	INSET Time	July '19	Pupils will access structured opportunities to develop their language skills.	Short term planning; Lesson observations.
Ensure pupils that need specific communication support have a 'passport' in place that identifies what needs to be done in the classroom to develop their language and communication skills.	Working Party	-	Jan '19	Pupils are able to express themselves more effectively in different settings with different staff.	Pupil passports in place; Lesson observations; CFE audits; Learning walk outcomes.

To create calmer, more ordered classrooms by reducing noise levels using a soundfield system.	SHO	£10,000	Sept '19	Pupils improve their listening and comprehension levels.	Soundfield in all teaching spaces.
Standardise all objects of reference.	FON	£1,000	Sept '19	Enhanced understanding of the world around them; reduced anxieties.	Objects of reference around the school to support transition.

4.3 Develop the independence of all learners by embedding a whole school approach to working walls to reinforce learning and key vocabulary.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation
TEACCH strategies used consistently to promote pupil 'independence'.	HODs/CT's	£3,000	Sept '19	Pupils understand the importance of independence as a life skill.	Teacher evaluation, feedback.
Staff participate in paired observations where they evaluate the level of support offered to pupils and draw conclusions on how effectively pupils are facilitated to do as much for themselves as possible.	SHO	Release Time	July '19	Pupils benefit from developing independence skills in all lessons. Teachers will enhance their ability to see the potential for pupil independence in learning situations.	Lesson observation feedback with a focus on independence.
Develop an action plan to embed and extend independent learning from the 'values' activities into integrated learning sessions across all key stages.	ABR	-	July '20	Pupils understand the importance of independence as a life skill and have opportunities to develop their skills.	Action plan in place.
Develop independent learning opportunities for lower ability pupils by ensuring short term PSHE planning includes opportunities for pupils to practise self-help skills.	JWO	-	July '20	Pupils will benefit from increased opportunities to develop their own self-help skills. Pupils will make outstanding progress in PSHE 'self-help'.	PSHE MTPs; Learning walk outcomes.
Ensure collaborative planning includes time to share ideas as to how to teach independent skills.	JWO	INSET Time	July '19	Pupils will benefit from increased opportunities to develop their own self-help skills. Pupils will make outstanding progress in PSHE 'self-help'.	Termly IEP targets analysed.

Priority 4: Positive outcomes for children					
4.4 Further develop links both internally and externally to develop work related learning opportunities for pupils with complex needs.					
Actions	Lead	Costs	Time Scale	Impact/Success Criteria	Monitoring and Evaluation

Review WEX programme and evaluate all off-site opportunities by visiting all providers.	CWA	Release Time	Dec '19	Pupils will benefit from WEX opportunities that are appropriate to the learning needs and level of support that pupils require to engage in meaningful WRL.	WEX evaluations; Senior leader observation records of placements; Feedback from placement providers
Review Post 16 curriculum to identify opportunities for individuals/ pairs of pupils to access the wider community.	SHO/ CWA	-	Dec '19	Learning is extended and pupils with higher needs are given opportunities to learn beyond the classroom and develop their life skills; Pupils gain resilience and learn how to behave appropriately in the community.	SEF of Post 16 provision (2.4 & 4.7); Visits documentation of other Post 16 curricula; STP's to include clear LO's and challenging targets for community participation.
Work with independent IAG co-ordinator and local employers to promote careers awareness and develop employability skills.	TLY; CWA; Tom	Release Time	Sept '19	Pupils will have support to identify own career aspirations and determine a transition pathway that is appropriate.	Careers MTP's; Life Beyond School Event; Analysis of post school outcomes.
Develop the Post 16 curriculum to support complex needs pupils on positive alternatives to work placements.	CWA	-	Sept '19	Pupils with CN will benefit from experiencing alternative provision to work related opportunities.	Enrichment record; Teacher evaluation of opportunities; Individual case studies.
Transform expectations of employment through internal WEX opportunities.	CWA	-	Sept '19	Pupils will access on-site opportunities for WRL.	WEX evaluations; Senior leader observation records of placements; Feedback from staff in school.
Achieve the Careers and Information Award.	TLY; Tom	£1,000	July '20	Pupils will benefit from clear guidance that is progressive to aid transition into Post 16 and Post 19 provision.	MTPs in place for Careers for 14-19; External award for Careers.