

School Development Plan 2026 – 2027

Key area 1: Inclusion

- Increase the enrichment offer from school through Believe, Belong, Become Fridays, after school activities and curriculum visits
- Develop and implement a targeted learning programme for pupils who use racist, homophobic or misogynistic language, enabling them to understand the impact and potential harm of discriminatory and harmful language, develop empathy and respect for others, and make positive changes to their behaviour and attitudes.

Key area 2: Curriculum and Teaching

- Embedding the curriculum across school with all staff
- All staff develop confidence to use creative teaching approaches to engage learners with a wider range of activities

Key area 3: Achievement

- Embedding the assessment cycle and how data is used following termly flight path meetings
- Develop systems for monitoring and reporting on EHCP outcomes and personal goals

Key area 4: Attendance and Behaviour

- Attendance across school is in line or exceeding that of comparable special schools nationally
- Embed and monitor impact of behaviour support systems and provision

Key area 5: Personal development and Wellbeing

- Weaving interventions and EHCP provision throughout the day alongside the curriculum offer
- A consistent focus on post incident learning, reflection and restoration
- Developing a consistent Staff appraisal and wellbeing offer

Key area 6: Early Years

- Staff training to support the increasingly complex needs
- Ensuring effective continuous provision for early years
- Early Reading and Writing outcomes will improve through a consistent, well-sequenced approach from EYFS into Y1

Key area 7: Leadership and Governance

- Recruitment and Named governor visits to challenge different areas in school

- Ensure succession planning is robust
- Improve parental engagement through clear and consistent systems and targeted events

Summary of the outcomes of this plan.

Key area 1: Inclusion

All Pupils will access a broad offer of enrichment experiences
There will be a reduction in pupils using racist, homophobic and misogynistic language

Key area 2: Curriculum and Teaching

All staff will have a solid understanding of all curriculum areas and be teaching effectively
Teaching approaches will show creativity and pupils will be engaged and excited by their learning.

Key area 3: Achievement

Data will consistently be used effectively in order to monitor pupil progress.
Pupil progress towards EHCP outcomes will be measurable

Key area 4: Attendance and Behaviour

Attendance levels will improve to above national average for similar schools
There will be effective behaviour support across school with continued reducing RPI and behaviour data

Key area 5: Personal development and Wellbeing

Interventions and EHCP outcomes will be an integral part of all pupils daily routines
Pupils will be able to reflect on their actions and all staff will be trained in, and effectively use restorative conversations
Staff appraisal and wellbeing offer will be consistent and supportive

Key area 6: Early Years

All staff will be trained to deal with complex communication and personal care needs
The EYFS curriculum, environment, assessment and teaching will consistently meet pupils individual needs, with a particular focus on communication, language, personal development and early literacy.

Key area 7: Leadership and Governance

There will be a full quota of governors and regular monitoring visits by named governors in all areas of school
Succession planning will be robust with training in place for identified staff
There will be an increased parental engagement offer

Key area 1: Inclusion

- Increase the enrichment offer from school through Believe, Belong, Become Fridays, after school activities and curriculum visits
- Develop and implement a targeted learning programme for pupils who use racist, homophobic or misogynistic language, enabling them to understand the impact and potential harm of discriminatory and harmful language, develop empathy and respect for others, and make positive changes to their behaviour and attitudes.

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation Met Developing Unmet
A broad offer of Believe, Belong, Become Friday activities across the year. All classes to organise and provide opportunities for curriculum visits After school team games club to be started and then reviewed	All pupils will access a range of activities and broaden their experiences All classes will have at least one curriculum visit per term Pupils will have the opportunity to access an after school club	All pupils will access a range of different activities and be able to discuss their learning and experience Curriculum learning will be enhanced with practical experiences An increased number of pupils will access after school club	R. Lamb Class Teachers J. Littler / J. Ritchie	Weekly offer July 27 December 26	Staffing allocation Subject specific resources ie food for cooking and gardening equipt Transport Available minibus drivers and first aiders	Believe Belong Become Fridays will have a floor book with activities and pupil voice in Evidence in pupil books and pupil voice about curriculum visit learning Review of numbers and on pupil / parent questionnaire	
Learning programme for racist language to be reviewed Targeted learning programme for homophobic language developed	Learning programmes will be appropriate for different age groups and their level of understanding The impact of the learning programmes will be measurable	No pupils / reduced number of pupils will need to access the learning programmes.	R. Lamb J. Pearce	July 27	Senior leader available to deliver the education programmes	Record of which pupils use and complete programme and impact through CPOMS data	

Targeted learning programme for misogynistic language developed	through CPOMs data						
Monitoring impact of the targeted learning programmes							

Key area 2: Curriculum and Teaching

- Embedding the curriculum across school with all staff
- Creative teaching approaches to engage learners with a wider range of activities

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation Met Developing Unmet
Weekly teacher meeting with a curriculum focus Curriculum lead to work with all staff Targeted staff meeting time for core curriculum time	Teachers will feel confident delivering the full curriculum	All teachers will have a thorough in-depth knowledge of the curriculum All TA's will know how to support the curriculum offer effectively	J. Pearce S.Waite S.Meadows	Dec 26	Staff and teacher meetings	Lesson Observations Pupil voice Book monitoring	
Training sessions focusing on creative delivery Staff supported to take risks in their teaching	Staff will plan a range of activities to teach concepts and be willing to take risks	There will be evidence of creative learning through pupil voice, photos etc	J. Pearce Class Teachers	July 27	Use of TA time Classroom resources Lego	Book monitoring Pupil Voice Lesson Observations	

		Staff will feel empowered to try things out			Art supplies Ipad for photos		
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Key area 3: Achievement

- Data will consistently be used effectively in order to monitor pupil progress.
Develop systems for monitoring and reporting on EHCP outcomes and personal goals

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation Met Developing Unmet
Termly Data drops Teacher flight path meetings Teacher meetings focusing on using data effectively There will be identification of interventions needed and the impact of these Reporting to governors	Teachers will know and report where pupils up to Pupils who need targeted interventions will have these in a timely manner	All teachers will use data effectively Governors and Trustees will be aware of progress through the termly headteacher report Analysis of data will continue to be used to identify areas of strength and weakness across the school which will then be acted upon through targeted action plans.	J. Pearce R.Ritchie Named Governor (tbc)	Dec 26 March 27 July 27	Time for flight path meetings Staff meeting time for data drops	Termly assessment data Termly Assessment report Records of flight path meetings Headteachers report Governors minutes	
EHCP meetings Reporting to governors Named governor visits	Teachers will know which areas pupils need to work on	All pupils will make good or excellent progress against their EHCP outcomes	R.Ritchie	Dec 26 March 27 July 27	Time for EHCP assessment and meetings	Termly assessment data Termly EHCP update Records of EHCP meetings	

	Governors will be fully informed about pupil progress	The named governor will be able to feedback observations on pupil progress against their EHCP's in meetings	Named governor (tbc)			Headteachers report Governors minutes Governors monitoring report	
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Key area 4: Attendance and Behaviour

Attendance levels will improve to above national average for similar schools

There will be effective behaviour support across school with continued reducing RPI and behaviour data

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation Met Developing Unmet
Named SLT monitoring attendance daily Weekly Attendance awards and termly rewards Attendance focus on Newsletter Support for families struggling with attendance through a range of barriers	Named SLT will identify patterns and where support needed Pupils will be motivated to attend through awards and rewards (<i>link to curriculum outcomes as well</i>) School will support with barriers to attendance through a range of supportive measures	Attendance will continue to improve Barriers to attendance will be addressed effectively Pupils will be motivated to attend school	S. Meadows AAC – Philippa Boone	Ongoing	Weekly certificates Weekly class treat for attendance Termly Prizes for Bronze, Silver, Gold Home visits / Taxi journeys / AP where needed	Registers and attendance marks Record of weekly attendance Awards assemblies Meeting minutes	
Embed tweaked behaviour systems and the new behaviour support space Comparative behaviour data	Behaviour lead will develop the space and support staff There will be a few comparative data	There will be a continued improvement in behaviour Staff will be supported and empowered to deal appropriately with behaviour	R. Lamb Named governor (tbc)	March 27	Behaviour Support spaces Allocated member of SLT for behaviour support	CPOMs data Comparative data Behaviour support log ELSA log	

Comparative RPI data	months across the year	Comparative will show the level of reduction					
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Key area 5: Personal development and Wellbeing

- Weaving interventions and EHCP provision throughout the day
- Consistent focus on post incident learning, reflection and restoration
- Developing a consistent Staff appraisal and wellbeing offer

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation and evidence Met Developing Unmet
All class staff to be aware of interventions needed by their pupils Class staff to identify and utilise opportunities for intervention All staff will have training to deliver interventions	All staff will know what the pupils in their class need to work on Class staff will deliver interventions	Pupils will have timely interventions that enable them to achieve within the curriculum Staff will weave personalised interventions as part of the classroom daily routines	R. Ritchie S. Waite	October 26 December 26 December 26	EHCP information and curriculum data Time for training	Class timetables Staff voice Pupil progress – both curriculum and EHCP	
All staff to have training in using restorative conversations Post learning reflection captured and recorded on CPOMS	All staff will be able to lead on restorative conversations with pupils All staff will support pupils with post learning reflection and	Pupils will be able to reflect on their actions Staff will feel confident and empowered to hold restorative conversations	R. Lamb S.Waite	Dec 26 Ongoing	Training time and lead trainer cost Staff voice Post incident learning sheets on CPOMS	Staff voice Post incident learning sheets on CPOMS Training record	

	record this on CPOMS						
All staff will have appraisal recorded on Sam People	All staff will have a consistent and equitable appraisal	All staff will have a consistent and supportive appraisal offer	S. Waite	October 26	Time and cover for senior leader training	Staff appraisals on SamPeople	
Senior Leaders training on appraisal	Senior leaders will feel confident in leading appraisal			September 26	Time and cover for appraisal meetings	Completed staff suite	
All staff will have timely and realistic appraisal	Staff will feel supported	All staff will have a consistent and supportive wellbeing offer	S. Waite S.Meadows R.Lamb R.Ritchie J.Pearce	October 26	Time to sort resources	Staff voice	
Development of staff suite and wellbeing opportunities	There will be a staff area unaccessible by pupils with all resources, work spaces and social spaces in one area			December 26	Furniture costs	Absence record	
					Wellbeing offer training time and activities	Wellbeing offer posters	

Key area 6: Early Years

- All staff will be trained to deal with complex communication and personal care needs
- There will be an excellent continuous provision Early Years offer

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation Met Developing Unmet
Staff training around complex / alternative communication methods	Staff will have greater knowledge of alternative communication and be able to use this more effectively within the classroom setting	All pupil's communication needs will be effectively met	S, Waite S. Meadows R.Ritchie School Nurse	Dec 26	Purchase of changing mat and nappy bin	Pupils intimate care plans	
Early years to have changing mat and nappy bin		All pupils intimate care needs will be met		Sept 26	Training time and trainer cost	Staff training log	
All pupils with intimate care	There will be appropriate			Sept 26	Intimate care policy	Parental permissions	
					Intimate care plans	Use of communication methods in class	

needs to have a signed permission slip from parents All pupils with intimate care needs to have a care plan in place	equipment for intimate care needs All parents will have a signed permission slip which will support staff in feeling comfortable dealing with these			Oct 26		Lesson observations	
Thematic continuous provision to be further developed in line with curriculum planning Early years staff will have a clear plan Development of the outdoor area	Early years provision will be well planned and thematic Planning will accommodate evolving and more complex needs The play area will be set up with resources linked to the themes in class	There will be an outstanding Early years offer with a well developed area	S.Waite S.Meadows J Pearce K Quayle-Sutcliffe	December 26	Visits to other provisions Resources for thematic approach	Lesson Observations Early years assessment Provision Planning	
Focus on communication and language across the curriculum, environment and teaching. Focus on early literacy across the curriculum, environment and teaching Termly progress tracking	There will be a consistent, high quality approach to developing early reading, phonics and writing skills across EYFS and Y1 Progress will be tracked termly and used to identify and address gaps in learning	The EYFS curriculum, environment, assessment and teaching will consistently meet pupils' individual needs, with a particular focus on communication, language, personal development and early literacy.	S.Waite S.Meadows J Pearce K Quayle-Sutcliffe	July 26	Visits to other provisions	Termly flight path meetings Termly assessment data Planning Lesson Observations Wellcomm assessments	

Gaps identified and addressed promptly.							
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Key area 7: Leadership and Governance

- There will be a full quota of governors and regular monitoring visits by named governors in all areas of school
- Succession planning will be robust with training in place for identified staff

Action	Outcome	Impact / Success Criteria	Lead	Timescale	Resources	Monitoring and evidence	Evaluation Met Developing Unmet
Governor recruitment Governors meetings Governors visits	There will be a full quota of governors for AAC meetings. AAC members will have a named area and do monitoring visits into school	There will be rigorous monitoring of school and governors will be well informed and challenge practice in school	S. Waite	Sept 26 Ongoing Termly	Class Dojo to recruit parents	AAC meeting minutes Governors visit logs	
Establish school succession plan and identify training needs Training needs addressed Training senior leaders around funding and budget	There will be a clear succession plan and staff trained to support seamless handovers	There will be a smooth transition when key staff leave and a consistent approach to school	S. Waite	December 26 December 26 Spring term 27	Time to meet with leaders to address identified training needs	Succession plan Training record Appraisal	