



School Development Plan

2022 – 2023 v.2

Priorities 2022–2023

Priority 1: To develop and strengthen Leadership and Management

Achieved through:

- Leadership development to support current leadership structure
- Maintaining current strengths in SLT and further strengthening middle leaders
- SENCO identified within SLT and appropriate accreditation achieved
- Review of leadership structure ensures effective succession planning and distribution of key leadership roles

Outcomes:

- Leaders maintain a clear, consistent and ambitious vision for providing outstanding provision for all
- Staff are well-led, managed and supported enabling them to meet learner outcomes and achieve the school vision
- Governors are confident and well-informed to formulate strategy with the SLT, with particular focus on the curriculum, and deploy resources to ensure an outstanding provision for students
- Students continue to be supported by appropriately and well-trained staff in meeting changing needs over time
- School staff are well-trained and skilled in supporting the wide needs of students to achieve their learning outcomes – in-house training ensures skilled staff to meet these needs
- An outward facing approach to school development ensure innovation and the development of more diverse practice

Priority 2: To maintain standards of high-quality teaching and learning that meets students' needs and secures learning outcomes alongside aspirational objectives within individual EHCPs

Achieved through:

- Ensuring termly monitoring of teaching and learning linked to identified areas of focus and development – all staff able to articulate what progress is being made and how it is demonstrated in specific areas of the curriculum i.e. Maths; PSHE; Reading
- Strengthening the roles; skills, knowledge and impact of Middle Leaders – distributed leadership and relevant CPD opportunities
- All staff effectively and consistently use assessment and progress evidence systems throughout the school – Evidence for Learning/Engagement Model – to demonstrate progress
- Effective leadership of specific provisions/interventions throughout the school e.g. ASD; MSI; Makaton; Total Communication; Literacy; Maths
- Ensuring the core principles and standards of the Autism Education Trust's Good Practice in autism education document are embedded within staff and school policy and practice and are regularly reviewed, monitored and developed.

Outcomes:

- Students access needs led and relevant curriculum pathways based on need, age and personal EHCP outcomes
- All staff participate in professional learning opportunities to understand and implement a range of approaches to meet the needs of learners
- Holistic progress is captured, measured, recorded and reported and celebrated with parents/carers
- Autistic students access a needs led and sensory-relevant curriculum to meet the specific needs in their EHCPs to ensure optimum engagement and progress.

Priority 3: To maintain high standards of behaviour and attitudes through a supportive and relevant provision

Achieved through:

- The GOLD achievement of the Well-Being and Mental Health Award – pupils and staff – maintaining and embedding a whole school ethos and good practice – aim for Gold Summer 2023
- The achievement of Gold Level award for MOVE Quality Mark (Summer 2023)

Outcomes:

- Students access a high-quality provision and learning environment which impacts positively on their well-being and mental health
- Students attitudes remain positive and emotionally well to learn and achieve
- Students feel safe and continue to be well supported pastorally by a committed team of staff
- Student/staff relationships remain positive and respectful

Priority 4: To maintain and enhance a coherent and relevant PSHE curriculum supported by an effective and embedded assessment framework

Achieved through:

- Effective leadership by Provision Team lead with all teachers following an agreed and embedded PSHE curriculum framework
- Whole staff awareness of the full PSHE curriculum and what is relevant for specific learners

Outcomes:

- A broad, balanced and relevant PSHE curriculum is understood by all staff and embedded in supporting all students' personal development
- Students continue to be well prepared for their next stages of learning and are encouraged to be active in being responsible and respectful adults in the wider community
- All students make good progress in PSHE which can be articulated and evidenced by all teachers through a consistent and agreed framework

Priority 5: To develop and enhance school premises and learning environments in supporting a fit for purpose quality provision and developing curriculum

Achieved through:

- Maintaining review of current use of all teaching space supporting range of provision/office spaces – all class bases appropriately resourced to meet the immediate needs of learners e.g. sensory integration development; scaled down green-screen facility
- On-going development of outside learning environments in particular – larger playground area; sensory meadow; outdoor classroom
- On-going enhancement of communal areas – classroom canopies; car parking canopies; main corridor enhancements; main admin office

Outcomes:

- Learning environments support a developing curriculum with fit for purpose accommodation and resources
- Opportunities for personalised learning are maximised
- Enhanced outdoor learning environments provide further opportunities to impact on the personal development of students
- Re-branding completed and in place across the whole school