



School Development and Improvement Plan 2024/2025



Academy: Highfield Littleport Academy

Headteacher: Yvonne Skillern

Chronology of Inspection Findings and Current Evaluation and Priorities

Area of Improvement	OFSTED Inspection – Areas for Improvement 2024	Current Evaluation – External Review June 2024	Priorities 24/25
Leadership and Management	Good 2022	<p>Although attendance is above national average for SEN schools there are still some cases of persistent absence and holiday requests which could improve. Consider widening knowledge of codes to inform attendance marking.</p> <p>Due to the distance that some of our students travel it can be difficult to engage parents in school life.</p> <p>In order for the governing body to continue to challenge the school there needs to be a regular cycle of governor visits and involvement.</p> <p>Staff are proud to work at the school. Leaders are considerate of staff workload and ensure it is manageable.</p>	To further develop parent and governor partnerships in order for them to positively engage with the academy in raising standards and their own skills from an already good position.
Quality of Education	<p>Good 2022</p> <p>Implementation and Impact – Leaders have created comprehensive sequencing and clear progression within key subject areas.</p> <p>In a few subjects, leaders are new to their role and so some subject areas are not as fully developed as the ‘pathways’. There is expertise in the school that other leaders can use to build on. Leaders should ensure that the intended curriculum is communicated to others effectively in all subjects, to provide pupils full access at all levels to their intended small step curriculum.</p>	<p>Teachers have a secure level of knowledge to deliver an engaging curriculum. Leaders have reviewed these subjects to ensure there is progression, staff now need to develop technical expertise to ensure students are challenged appropriately. Newer subject leaders have not yet developed the confidence to articulate progress in their subjects however this is developing.</p> <p>There is a comprehensive approach to Preparing for Adulthood which is embedded within the curriculum and older students can explain the importance of this.</p>	To further enhance the curriculum to include opportunities for creativity and enquiry to ensure students are appropriately prepared for a variety of encounters within adult life.
Behaviour and Attitudes	<p>Good 2022</p> <p>Pupils are well supported on the playground, to improve their personal and social skills.</p>	<p>Staff apply a therapeutic approach to behaviour through the Therapeutic Thinking approach. Staff, particularly those who are new to the school need to ensure that approaches are consistent and levels of RPI remain low. Social interaction on the playground was recognised as positive and staff need to ensure that this is consistent throughout all school environments. Students are supported well to reflect upon incidents and adults help students to learn appropriate behaviours.</p>	To further improve attendance and behaviour to ensure there is a consistent therapeutic approach with continued respectful relationships at the centre.
Personal Development	<p>Good 2022</p> <p>Leaders work on developing the characteristics of learning such as independent thinking skills, and resilience is yet to be implemented fully. Leaders intend for their approach to be incorporated into and across the school day, so that pupils develop personally. Leaders need to fully implement their plans</p>	<p>Staff and students are aware of the learning values and are regularly applying them. This needs to be fully implemented and embedded within the Preparing for Adulthood Strategy so that learners apply these skills automatically and recognise why</p>	Develop well rounded, responsible and respectful citizens who play an active part in adult life and their local community to prepare them appropriately for transition.

	and check that all pupils benefit from and build their personal knowledge and skills.	they are important. This needs to be applied in every environment.	
Early Years	Not inspected due to low numbers of students in EYFS Pupils are well supported on the playground, to improve their personal and social skills.	Students have a wide curriculum with a variety of experiences tailored to their needs. Students are developing their independence as a basis for their ongoing learning and development. This needs to be embedded within everyday practice.	To provide a variety of opportunities for learners to develop self-regulation, independence and communication skills with a variety of peers
Sixth Form	Not inspected due to no students accessing 6 th Form provision.	Staff need to work to ensure the progression of learning follows through all pathways through to sixth form. Experiences must continue to be tailored to the learner. Learners need a clear 'menu' of qualifications achievable by the end of their time at Highfield Littleport.	We do not currently have a separate sixth form but planning and progression outcomes within other areas will take the development needs into account

Accountability Map

Individual/Group	Accountable for	Reporting to
Middle Leaders	Standards in areas of responsibility	Headteacher
Headteacher (HT)	Standards and KPIs	LGB and CET
Local Governing Body (LGB)	Improvement	Trustees
Central Education Team (CET)	Standards and KPIs	Director of Education
Director of Education (DEd)	Standards and KPIs	CEO
Chief Executive Officer (CEO)	Standards and KPIs	Trustees

Leadership and Management	Last revision date: July 2024	Author: Senior Leadership Team					
Aim: To further develop parent and governor partnerships in order for them to positively engage with the academy in raising standards and their own skills from an already good position.							
Resourcing: Expansion of the leadership team to add two Assistant Head teachers, Leader Pastoral Focus, Governor visit time.							
Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG Rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
1. Promoting good attendance	1.1 To consider each case of PA and whether there are ways to further improve attendance 1.2 To continually improve attendance	<ul style="list-style-type: none"> - Add in first level soft warnings of attendance via class teacher - Regular attendance focussed information on school newsletter - Explore fining route for repeat offenders according to the Education Welfare Officer Attendance processes 	<ul style="list-style-type: none"> - Attendance is at 92% or more - Parents respond with 'love' reaction when attendance advice has been beneficial - Cases of persistent absence demonstrate strong multi agency working and steps to improve 		Reviewed half termly, ongoing throughout the year	1.1 Assistant Head teachers 1.2 Attendance Lead, Assistant Head teachers	

	levels by informing parents of expectations and levels and working collaboratively with them.	<ul style="list-style-type: none"> - Ensure coding is correct for learners who are late from transport which is out of their control - Termly reward for students attending 100% of the time - Use of fining for unauthorised term time holidays without valid reason 	<ul style="list-style-type: none"> - Reduction in the use of unnecessary U coding within attendance records 				
2. Improved engagement with Pupils, Parents and the Wider Community	2.1 Increase engagement with parents to support students with learning eg food tech lessons to develop parent confidence, how to write letters in English etc.	<ul style="list-style-type: none"> - Evidence for Learning home access session to aid set up and introduce new parents to the curriculum - Class Dojo 'like' comment from parents if posts have been useful to them (monitor half termly) - Half termly activities with parents invited and a focus on rotation sharing information for support services at the same time. - Class teachers to run shared sessions with parents. 	<ul style="list-style-type: none"> - Parent open event attendance above 50% - Over 80% users signed up to Evidence for Learning, 10% of parents begin to post on Evidence for Learning - 10% increase of engagement of posts each half term 		Reviewed half termly, ongoing throughout the year	2.1 Class Teachers, Assistant Head teacher (pastoral), Subject Leaders	
3. Increased effectiveness of the whole governing body / Trustees	3.1 To ensure that there are regular, focussed governor visits within different subjects and pathways so that governors know what needs to improve and how they can challenge staff to do this.	<ul style="list-style-type: none"> - Named governors for each subject on the governing body (by November) - Termly meetings according to a schedule linked to subject focus with reports completed (to commence no later than January 25) - Governor specific CPD training offered via the National College (December) - ALT Governor training sessions 	<ul style="list-style-type: none"> - Governors have named responsibility assigned by second govs meeting of the year - 75% of governor visits completed per term - Governor visit records questioning clearly linked to subject priorities - Training representation at each ALT governor training event 		Review at each half termly governors meeting	3.1 Chair Of Governors, ALT Head of Governance & Headteacher	
4. Staff workload and wellbeing	<p>4.1 To reduce staff absence by 10% improving morale and wellbeing through the Healthy Minds group</p> <p>4.2 To positively engage volunteers / helpers to build potential staff team ready for growth in Sept 25</p>	<ul style="list-style-type: none"> - Annual staff wellbeing survey - Healthy Minds network and staff wellbeing team to combine - One Monday meeting per term to be allocated to a wellbeing activity - Empowering staff to act on their own behalf to improve wellbeing e.g. Wellness Action plan to reduce staff absence - Parents invited to come into school to support with reading - Invite volunteer helpers 	<ul style="list-style-type: none"> - Wellbeing issues across staff team are well understood - HMN work to resolve current wellbeing issues raised in survey - Wellbeing activity plan in place - Emerging use of Wellness Action Plan - Notices on Class Dojo and Social Media to invite staff in to help and support 		Review staff attendance on half termly basis Termly check on volunteers	<p>4.1 Pastoral Assistant Headteacher, Healthy Minds Network, Department Leaders</p> <p>4.2 Business Manager, Headteacher</p>	

Quality of Education	Last revision date: May 2024	Author: Senior Leadership Team
----------------------	------------------------------	--------------------------------

Aim: To further enhance the curriculum to include frequent opportunities for creativity and enquiry to ensure students are appropriately prepared for a variety of encounters within adult life.

Resourcing: Finance line and petty cash provision to expose students to life skills, comprehensive long term plans reviewed for Green and Yellow pathway by Department Leaders, resources for life skills flat near hub, space and resources to run cafe

	Objective	Actions (Timing)	Success Criteria	Progress RAG Rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
5. Progression in learning within Green and Yellow pathway into Key Stage 4 and 6 th Form embedding Preparing for Adulthood outcomes	<p>5.0 To ensure there is breadth of learning for more complex learners on the green pathway</p> <p>5.1 To continue to develop enquiry and creativity in all subjects</p> <p>5.2 To build upon existing knowledge and skills within preparing for adulthood applied to all subjects</p>	<ul style="list-style-type: none"> - Identification of gaps in learning to swiftly address with review of the curriculum to ensure there are aligned themes to demonstrate progression - Widen the Green pathway framework to encompass more complex green learners - Standardise timetables so that a set approach is in place across the pathway with a 'menu' on offer - Embed functional activities within the curriculum to prepare students for adult life - Embed enquiry based activities to promote investigation, questioning and creativity - Ensure subject area development feeds into learning at Key Stage 4. - Menu of available qualifications available for learners on each pathway <p>Detail within subjects below.</p>	<ul style="list-style-type: none"> - Complex Green branch of pathway to distinguish from Blue pathway learners - Themes across pathways demonstrate progression in all subjects with leaders able to articulate this - Learners observed to be gaining AQA units in KS4 linked to Preparing for adulthood themes - Pupil progress meetings demonstrate students making expected progress against their individual outcomes - Café/functional & practical elements to the curriculum evident through learning walks, visitor open events and continual monitoring - Key learner outcomes articulated for each pathway. 		<p>November 2024</p> <p>June 2025 – adjust and formulate curriculum accordingly</p> <p>Review each term at Pupil Progress meetings</p>	<p>5.0 Green and Complex Green EYFS leaders, Assistant Head</p> <p>5.1 Pathway leaders, Subject Leaders</p> <p>5.2 Senior Leadership Team, subject leaders</p>	
		Computing					
	5.3 To develop whole school challenges to break	<ul style="list-style-type: none"> - Whole school challenges or look at existing whole school events and look to maximize use of ICT skills 	<ul style="list-style-type: none"> - Students apply computing skills within everyday life – word excel etc 		Termly challenge review	5.3 5.4 Computing subject leader	

	down barriers of technical computing 5.4 To develop everyday computing skills to apply into adulthood (forms, CV prep, letters etc)	<ul style="list-style-type: none"> within everyday life at least twice per year - P4A functional computing within the curriculum - review 	<ul style="list-style-type: none"> - Termly computing challenges – write a letter/fill a form/decoding 		Annual Curriculum review		
		Art					
	5.5 To develop art progression steps skills knowledge document to inform parents and teachers of appropriate skill development 5.6 To engage with stakeholders sharing creativity through an annual art exhibition	<ul style="list-style-type: none"> - Develop progression steps in skills and knowledge document for different techniques for staff and parents to refer to - Incorporate exposure to artists across the Green pathway - Art qualification on offer for students if appropriate - To share artwork with a variety of audiences through exhibition and open lesson sessions 	<ul style="list-style-type: none"> - Art skills progression mapped to link with progressive curriculum to articulate appropriate skills needed in learners and those who support shared on website for parents - All learners introduced to artists work regardless of ability to act as a stimulus for own creativity - Community exhibition annually - Broad menu of qualifications for learners 		End of Autumn term Skill open session on a termly basis with an art focus Annual exhibition	5.5 5.6 Art subject leader, class teachers	
		English					
	5.7 To increase participation in home reading to boost skills and confidence 5.8 To develop inference and understanding of texts to a higher level through the use of guided reading	<ul style="list-style-type: none"> - Whole school reading particularly through peer and guided reading on a timetabled weekly basis - To engage parents and carers in reading development from home giving parents appropriate skills to do this – shared sessions - Lesson observations and constructive feedback - Structured training and follow up observations - Reading workshop for parents - Staff guided reading training - New guided reading resources for class use - New home reading books sent home with all students with crib sheet ‘what to look for’ 	<ul style="list-style-type: none"> - Quality of home observations increased which align with parent guides and Evidence for Learning framework - Parents and carers routinely supporting reading at home as evidenced in home school diaries - 70% attendance at home reading workshop 		Review reading records termly Half termly lesson observation and learning walks	5.7 Class Teachers, English Leader, parents and carers 5.8 English Leader, class teachers	
		Food Technology					
	5.9 To develop confidence in serving and preparing food within a café environment in preparation for career opportunities	<ul style="list-style-type: none"> - Pop up café events for parents and local community - Weekly tuck shop inviting builders - Allergen and food storage content in the curriculum to prepare for serving the public 	<ul style="list-style-type: none"> - Students engage in activities appropriate to age and stage - Open café - Review curriculum to add food hygiene/allergens - Broad menu of qualifications available to learners 		Termly events Weekly stakeholder engagement with	5.9 Food technology lead, KS4 students 5.10 Food technology	

	5.10 To develop allergen awareness and food hygiene skills to a level appropriate to serve the public	<ul style="list-style-type: none"> - Food qualification on offer for students if appropriate - Allergen signage and hygiene practices embedded in events 			reflection after event	lead, KS3 & KS4 students	
		Geography & Outdoor Learning					
	<p>5.11 To promote and encourage sustainable travel in staff and students making a positive impact upon the environment</p> <p>5.12 To review the Geography curriculum to ensure it encompasses independent and team work opportunities</p> <p>5.13 To incorporate annual residential trip with opportunities for all pathways and backgrounds providing new experiences for all</p>	<ul style="list-style-type: none"> - Stars travel plan - Review curriculum to ensure teamwork and independent elements are embedded - Organise a residential trip opportunity on a yearly basis to apply preparing for adulthood skills (rolling programme) 	<ul style="list-style-type: none"> - Students apply independent and team work skills in different settings - Students have an enhanced awareness of their actions on the environment - Rolling programme residential for Y10 students - Accessible Blue/Green pathway outdoor activity (day) 		<p>Annual review of residential trips</p> <p>Annual travel plan review</p>	<p>5.11 5.12 Geography subject leader</p> <p>5.13 Outdoor learning leader</p>	
		History					
	5.14 To develop historical enquiry skills developing students understanding to challenge, question and evaluate developing skills for adult life	<ul style="list-style-type: none"> - Review curriculum to ensure enquiry at the basis of curriculum - Provide enquiry challenge bank for teachers linked to curriculum overview - Subject leader CPD - Deliver teacher CPD illustrating ways enquiry in History can be promoted 	<ul style="list-style-type: none"> - Students posing and answering questions in learning walks and lesson observations. Progression demonstrated across pathways as well as within - Curriculum has enquiry thread throughout - Teachers using resources to pose questions during History lessons to engage and inspire - Formulation of enquiry vocabulary bank for staff 		<p>Half termly learning walks</p> <p>Challenge bank Spring Term</p>	5.14 History subject leader, class teachers	
		Maths					
	5.15 To build confidence in Maths and gain greater	<ul style="list-style-type: none"> - Introduce functional maths tasks to students in KS3 preparation 	<ul style="list-style-type: none"> - Functional maths over 75% pass rate 		Termly open event	5.15 Maths subject leader	

	<p>depth in concepts to solve functional problems</p> <p>5.16 To develop secure functional skills in maths to achieve recognised qualifications and accreditation</p>	<ul style="list-style-type: none"> - Fun maths activities involving parents posted on Class Dojo - Link maths in the classroom to real life situations giving opportunities to apply skills - Participation in maths mastery programme 	<ul style="list-style-type: none"> - Trip to the shops weekly, role play opportunities, KS3 tuck shop observed within learning walks and Evidence for learning observations - Maths open sessions with parents modelling different topics 		<p>Maths Mastery course over 1 year</p> <p>Exam results Summer Term</p>	<p>5.16 Maths subject leader, class teachers, examinations officer</p>	
		MFL					
	<p>5.17 To ensure creative approaches to MFL are embedded across curriculum to widen understanding of our multi-cultural society</p> <p>5.18 To introduce a structured approach to assist teachers in developing language skills</p>	<ul style="list-style-type: none"> - Cultural themes embedded across all pathways - Theme Day annually - Review language programmes and introduce structured practice activities via Duo Lingo, training and introduction of Duo Lingo 	<ul style="list-style-type: none"> - Exposure to different cultures through language and cross curricular approach to learning - Language day engagement - Increased staff confidence in MFL 		<p>Annual theme day</p> <p>Half termly review KS3 Pupil Progress</p>	<p>5.17 5.18 MFL Subject Leader, Class Teachers</p>	
		Music					
	<p>5.19 To develop confidence in performance skills to engage themselves and the wider community in music</p> <p>5.20 To increase our ability (adults and students) to listen to a range of music and to discuss what we hear sharing opinions confidently</p>	<ul style="list-style-type: none"> - Whole school performance engaging community on an annual basis - Form a rock band - Opportunities to perform within the community and beyond - Music listening time daily - Music vocabulary modelled 	<ul style="list-style-type: none"> - Confident individuals able to engage with society in a variety of different ways through the arts - Develop group skills and shared interests - Enhanced social interaction skills and team work - Discussion of emotions and feelings linked to music, introduction of music appreciation - Improved mental health 		<p>Annual performance</p>	<p>5.19 Music Subject Leader, Band Leader</p> <p>5.20 Class Teachers, Music Subject Leader</p>	
		PE					
	<p>5.21 To ensure the curriculum links the development of skills and how they are linked to</p>	<ul style="list-style-type: none"> - Review curriculum to ensure skills learnt can then be applied within team games and disciplines, 	<ul style="list-style-type: none"> - Widened social interaction - Sports skill development evident when playing team games 		<p>Termly review</p>	<p>5.21 5.22 PE Subject Leader, Assistant</p>	

	different sports and disciplines 5.22 To apply sports skills in a variety of different team contexts	ensure direct links exist across all pathways - Participate in cross school and network sport activities			Initiate team games Spring term	Head via Deputies group	
	5.23 To articulate the design process explicitly to learners to apply in practical contexts	DT - Staff meeting on design, make, evaluate skills - Visuals created for each pathway to use as reference materials for staff and students	- Design and make process observed within learning walks - Enhanced purpose given to objects with design process articulated		Autumn Term	5.23 DT Subject Leader	
	5.24 To embed practical opportunities for investigation into the curriculum to develop enquiry skills	Science - Review PoS for all pathways - Establish where practical work will aid learning (skills and knowledge) - Select 'core' practical learning activities – linked to resources available - Monday meeting times for inset slots – timings linked to topic rotations	- Staff confident in a core set of practical demos or experiments - Staff clear about the learning before / during / after practical work. - Demonstrable progress within investigation framework		Half termly on a rolling basis	5.24 Science Subject Leader	
	5.25 To incorporate 'big questions' and 'thought points' into the RE curriculum to promote thinking and reflection skills	RE - Review curriculum to add 'big question' thinking prompts yellow pathway - Use question words in Green pathway 'why' 'what do you think?' and share focus items to spark engagement	- Students begin to add own opinions as appropriate within teaching and question why observed in learning walks - Pupils in green and blue pathway demonstrate expression of preferences through basic choices and exploration of objects		Autumn Term	5.25 RE subject leader	
	5.26 To ensure there is regular curriculum coverage in PSHE and RSE to ensure gaps in learning are minimised	PSHE / RSE - Initiate training package for new PSHE lead and staff - Sign up to PSHE update service - Member of the special school PSHE cluster	- Students able to recall concepts more readily - Staff confident to address all concepts		Autumn Term Spring Term	5.26 5.27 PSHE subject leader	

	5.27 To ensure newer topics and trends are incorporated into curriculum planning	<ul style="list-style-type: none"> - Review curriculum to ensure coverage is regular within long term plans of each pathway and progression across pathways 	<ul style="list-style-type: none"> - Shared resources with other special schools 				
6. Preparing for Adulthood	6.1 To identify potential careers and give practical experiences within them	<ul style="list-style-type: none"> - Open café sessions to the public (link with food technology) - Invite in/work collaboratively with local café - Independence skills development in Early Years students - Ensure learning values are explicit in all teaching 	<ul style="list-style-type: none"> - Timetabled sessions with use of life skills flat in KS4 utilising cooking opportunities - Developed social skills in working with the public and others 		<p>Termly café open events</p> <p>Weekly serving of builders and reflection</p> <p>Half termly review during Pupil Progress meetings</p>	6.1 Class teachers, subject leaders, teaching assistants, Key Stage 4 staff and students	
7. Continuing Professional Development	<p>7.1 To ensure professional development activities link to appraisal outcomes</p> <p>7.2 To ensure all statutory training and competencies are met for supporting learners within a specialist environment.</p>	<ul style="list-style-type: none"> - Trust CPD offer circulated to all members of staff - Objectives and areas for development linked to school development targets for staff - Subscription to National College Training modules to widen staff subject knowledge - Opportunities to visit other schools and settings to gain information to improve practice, collaborative working with other trust schools with subject specialists - Mandatory medical training 	<ul style="list-style-type: none"> - Talk and share demonstrates 4 or more positive points linked to allocated training modules - Individualised appraisal process linked to school development plan for all staff - Shared training opportunities and resources in specialist setting evident - Staff deemed competent and confident in specialist training 		<p>Annual statutory training</p> <p>Review of appraisal outcomes at least twice per year</p> <p>Ongoing professional discussions</p>	<p>7.1 Headteacher, Assistant Head teachers. all staff</p> <p>7.2 Medical Coordinator, Assistant Head responsible for CPD</p>	
8. Relationships and Sex Education	<p>8.1 Regular cycle of teaching of RSE reinforcing concepts to prepare students for adult life</p> <p>8.2 To inform and engage parents in RSE teaching to support both home and school</p>	<ul style="list-style-type: none"> - Yearly curriculum review - Parent open session - Updates on learning half termly via Class Dojo - Program of study to be adjusted to include RSE throughout the year. - Resources/training for staff on supporting social interaction, relationships and sensitive topics - Audit RSE provision across the year via drop ins 	<ul style="list-style-type: none"> - learning walks reflect revised and revisited RSE content - student safeguarding discussions reflect updated learning during evaluations - student surveys reflect increased levels of feeling safe at school (over 80%) - Parent attendance at open sessions at least 50% - Parental messages in response to teaching are positive - Drop ins indicate effective RSE learning and confidence to discuss subjects if required 		<p>Half termly review during Pupil Progress meetings</p> <p>Annual curriculum review</p> <p>Termly talk and share</p>	<p>8.1 PSHE Subject Leader</p> <p>8.2 Assistant Headteacher (pastoral), PSHE Subject Leader</p>	

Behaviour and Attitudes	Last revision date: May 2024	Author: Senior Leadership Team
--------------------------------	------------------------------	--------------------------------

Aim: To maintain consistent high expectations in attendance and behaviour to ensure there is a consistent therapeutic approach with continued respectful relationships at the centre.

Resourcing: 2 additional STEPS tutors trained, ELSA provision with dedicated time on a weekly basis for groups and individuals, shared lunch and reading sessions between classrooms, proactive sharing of online safety information.

Priority Area	Objective	Actions (Timing)	Success Criteria	Progress Rag Rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
11. Expectations of Behaviour and Conduct	<p>11.1 To continue to secure consistency in therapeutic approaches across all members of staff including those new to the school</p> <p>11.2 To support and engage parents in management of behaviour at home</p>	<ul style="list-style-type: none"> - 1 additional Therapeutic Thinking trainer at school - Therapeutic Thinking specialist practitioner role continues - Refresher meetings for Therapeutic Thinking scheduled termly - Emotion of the week continued - Individual and class ELSA interventions running - Pupil worries outlet available - Parent open session to support with how to guide/escort - Provision of parent behaviour management strategies from Triple P resources 	<ul style="list-style-type: none"> - Continued reduction in RPI to 5% - Therapeutic Thinking principles observed around school during learning walks - Positive responses from pupil questionnaires that behaviour is good in over 80% - Positive engagement in Therapeutic Thinking refreshers for staff throughout the year - Incident tracking, reduction in trends - Student voice expressed through class discussion, anonymous box, ELSA sessions 		<p>Ongoing over the year, reviews at periods stated Weekly RPI review</p> <p>Half Termly learning walks</p>	<p>11.1 Therapeutic Thinking Tutors, Class Teams</p> <p>11.2 Assistant Headteacher (behaviour), Headteacher (Triple P Resources)</p>	
12. Relationships Among Pupils and Staff	<p>12.1 To continue to promote positive relationships between student groups through collaboration across ages and phases sharing common interests</p> <p>12.2 To develop and increase student voice to seek advice and support if needed.</p>	<ul style="list-style-type: none"> - older students buddy younger students - shared parent/carer open afternoons within each department - Lunch clubs are chosen and initiated by students - Student feedback recorded on evidence for learning to gain student voice and reflection on learning (green thumbs, yellow comments) - ELSA provision to support learners to clearly articulate concerns through discussion and referral forms 	<ul style="list-style-type: none"> - An improvement in conflict resolution skills demonstrating understanding of others actions (playground, classroom) seen within learning walks - Deeper understanding of each other's needs when responding to and observing behaviour reflected on incident forms - Developed confidence and communication skills as observed in learning walks 		<p>Ongoing over the year, reviews at periods stated Weekly monitoring of incident forms</p> <p>Half termly learning walks</p>	<p>12.1 Department Leaders and Class Teachers</p> <p>12.2 Class Teachers, Students, ELSA</p> <p>12.3 Class Teachers and Department Leaders, class TA's</p>	

	12.3 To develop students reflection on learning to plan for next steps with adults		- Pupils expressing concerns openly for staff to support - Pupils evaluating their work where possible (thumbs, feedback on Evidence for Learning) positive and demonstrate progress				
13. Feeling Safe Online	13.0 To ensure online safety strategies are regularly revisited to ensure students apply principles particularly out of school	- Complete review of curriculum to ensure it relates to Connected to a Digital World - Run parent workshop on online safety within class open session - Weekly online safety tips shared on newsletter - Current and topical risks shared on Class Dojo - Whole school 'awareness' days, Safer Internet Day	- Over 80% of pupil responses to survey demonstrate they know how to stay safe online - Pupils raising concerns with teachers - Class Dojo 'loves' demonstrate that parents have found information useful - Over 5 families to attend parent sessions		Yearly curriculum review Half termly monitoring of dojo Yearly surveys Half termly observations made during learning walks	13.0 Computing Lead, Headteacher, Class Teacher	

Personal Development	Last revision date: May 2024	Author: Senior Leadership Team
-----------------------------	------------------------------	--------------------------------

Aim: Continue to develop well rounded, responsible and respectful citizens who play an active part in adult life and their local community to prepare them appropriately for transition.

Resourcing: Work experience placements, WEX coordinator to establish links with community projects

Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG rating	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
14. Developing responsible, respectful, active citizens	14.1 To build upon existing community experiences with a wide variety of different citizens, parents and stakeholders linked to Preparing for Adulthood Outcomes	- Work experience placements for all year 10 students - Key Stage 4 students volunteering at the Food Bank and other local organisations - Visiting shops on a weekly basis with increasing independence - Engagement in community projects e.g. Adams Heritage	- Pupils observed to be more confident and independent in the community – Evidence for Learning observations - Pupils demonstrate safety in community – Evidence for Learning observations - Pupils have confidence when making choices for		Work Experience Summer Term Experiences embedded half termly	14.1 Assistant Headteacher (curriculum), Work Experience Coordinator 14.2 Food technology	

	<p>14.2 To facilitate open events shared with parents and/or related community members</p> <p>14.3 To further articulate learning values sharing examples of kindness and teamwork to minimise incidents of bullying</p>	<ul style="list-style-type: none"> - Half termly open session for parents/builders café - Key stage 4 to provide refreshments to parents at all larger events - Highlight and articulate learning values in all lessons - Break it down restorative conversations where an incident has occurred 	<p>their future – voice at annual reviews, school council</p> <p>Voiceability</p>		<p>Open events at least termly</p> <p>Weekly review of tuck shop</p>	<p>leader, Class Teachers</p> <p>14.3 Class Teachers, TA's, ELSA</p>	
<p>15. Teaching Environment and Resources – Preparing for Adult Life</p>	<p>15.0 To review and implement life skills elements to the curriculum to ensure breadth of knowledge in home management</p>	<ul style="list-style-type: none"> - Complete TITAN Travel training within KS4 - Weekly community visits for all classes - Use of the life skills flat with timetabled sessions for students in KS4 - Life skills and learning values embedded within curriculum and regularly referenced - Accredit learning within life skills flat to AQA units for KS4 students - Website area refined so that explicit information on Preparing for Adulthood is present Preparing for adulthood framework formulation and introduction 	<ul style="list-style-type: none"> - Pupils leave school with the skills to live as independently as possible - Students observed in learning walks as being more resilient and independent within tasks - Progress demonstrated within Preparing for Adulthood outcomes in line with other objectives. Teachers assessing progress towards Preparing for adulthood outcomes 		<p>Half termly pupil progress meetings</p> <p>Annual curriculum review</p>	<p>15.0 KS4 Staff, Class teachers</p>	

Early Years		Last revision date: May 2024		Author: Senior Leadership Team			
Aim: To provide a variety of opportunities for learners to develop self-regulation, independence and communication skills with a variety of peers							
Resourcing: Shared EYFS area with appropriate resources, Communication TA time and resources							
Priority Area	Objective	Actions (Timing)	Success Criteria	Progress RAG Review	Outcomes Completed by	Owner / Accountability	Progress towards Outcomes
<p>16. Curriculum Development and Independence</p>	<p>16.0 To ensure the curriculum develops independent skills in preparation for adulthood</p>	<ul style="list-style-type: none"> - Assessment scale measuring independence in core EYFS areas - Progression of learners on to appropriate pathway to meet 	<ul style="list-style-type: none"> - Progression in independence scales - Movement on to appropriate pathway to 		<p>Implement Autumn term</p>	<p>16.0 EYFS/Complex Green Pathway Lead</p>	

	16.1 To ensure there is a robust curriculum and assessment system within the EYFS to develop independence in all areas.	<ul style="list-style-type: none"> - their needs according to individual stages of development - Use and promotion of independence in curriculum activities 	<ul style="list-style-type: none"> - meet needs at different times of the year - Independence scales demonstrate growing independence in each area 		Review on a half termly basis		
17. Communication and Language	17.0 To promote enhanced communication skills through the use of a variety of Alternative Augmentative Communication (AAC) to improve student independence and help regulate behaviour	<ul style="list-style-type: none"> - Communication rich environment with a variety of AAC devices (switches, communication boards, Eyegaze, iPad, Communication Books, Makaton, vocalisation, Intensive interaction, core boards & PECS) - Provide targeted communication sessions to help students develop key skills of picture exchange and different methods of communication - Playground and specialist room communication boards to provide a range of opportunities to communicate - Staff modelling appropriate communication strategies following training 	<ul style="list-style-type: none"> - Progress demonstrated against individual outcomes in communication on Evidence for Learning - Entry and exit reports for communication sessions demonstrate individual steps of progress - Communication attempts demonstrated on learning walks - 		Half termly review June 2025 Learning Walks and PP meetings Entry and exit progress over course of intervention (6-12 weeks)	17.0 Communication Lead, EYFS Teacher 17.1 Complex Green/EYFS Department Leader, Class Teacher	