

- All teaching staff will participate in an Ambition Institute Transforming Teaching project, which is structured in 3 tiers:
 - Senior Leader sessions
 - Teacher Educator sessions
 - High Leverage Teacher sessions
- The Transforming Teacher programme will use a strong evidence base, including guidance from the Education Endowment Fund (EEF), developing knowledge of The Science of Learning, EEF 5-a-day, and EEF Implementation.
- Teaching staff will continue the work initiated last year towards achieving recognised National Professional Qualifications (NPQs).
- The school will collaborate with the Shaw Education Trust's (SET) Institute of Education (IoE) and engage with their hub-based support model, such as the Teaching & Learning hub, to further enhance practices within the school and offer professional development opportunities for staff.
- Other training opportunities will be identified and provided throughout the year.
- The Communication & Literacy Co-Ordinator will persist in providing training sessions for Read, Write Inc Phonics, PECs (Picture Exchange Communication System), and Pre-Requisite and Emergent Reading to the entire staff team.
- Two teaching staff members will participate in a two-day Read, Write Inc training, while all staff will undergo refresher training in the prerequisite reading pathway.
- The Well-Being Team will expand its membership and provide Mental Health First Aid Training for staff, enabling them to provide support to a larger number of families.
- One teaching staff member teaching staff will undergo PROACT-SCIPr-UK® Instructor Training to assist families manage challenging behaviour at home.



- Privately funded Occupational Therapists (OTs) will provide sensory assessments alongside a bespoke package of support for students who will work with the OTs.
- Staff will receive personalised training opportunities to learn from the OTs so that Sensory Integration (SI) strategies can be integrated into the rest of the curriculum.
- The OTs will support families to use the SI approaches to provide a holistic approach and further enhance its impact.
- 3 Music Specialists will work with students to develop their knowledge, helping to support teachers creating robust mental models encouraging them to improve their Communication and Cognition knowledge. The Music Specialists will work a total of 2 days per week.
- Teachers will further enhance Pre Requisite reading across the school and provide effective delivery of Read, Write Inc for students who are 'phonics ready'.
- The Communication & Literacy coordinator will provide effective training to ensure consistency of approach and purchase of additional resources. Additional resources purchased to support pupils working at a pre-phonics level. Appropriate books and audio books will be purchased for students to take home to encourage and foster reading for pleasure.

- A variety of Cultural Capital opportunities aimed at enriching students' cultural awareness through, literature, visual arts, dance, music and drama will be provided.
- Whole School/department/classes organise events to promote Cultural Capital through Music, Drama.
- Increased opportunities for families to engage with the school to support the holistic development of children.
- Workshops such as Online Safety, Sleep Management, Medication, Contenance, Reading, Sensory Integration, Makaton, PECs, Communication Aids, Story Massage etc. will be provided to families. Develop knowledge and skills to assess and teach pre-requisite reading skills.
- Behaviour Team to support with positive behaviour strategies at home.