



School Improvement/Equalities/Accessibility Plan September 2025- August 2026

No missed opportunities, every moment matters.





Our Mission Statement

“Striving for excellence, valuing achievement”



Our school is a place where everyone is treated with **dignity**, with **respect**, and is of **equal worth**.

Our vision is to develop a **highly effective learning community**.



To achieve our vision, our aims are to:

- create a happy, safe, and secure learning environment where all pupils'/students' needs are met, where progress, achievements, and successes are recognised and praised.
- promote pupils'/students' spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- help pupils/students acquire the knowledge, skills and confidence, which enable them to lead as full, interesting and independent lives as possible.
- develop pupils'/students' personal responsibility and encourage decision making and choices, communicating through appropriate means.
- provide a wide range of personalised appropriate learning experiences, which are both exciting and challenging.
- provide pupils/students with experiences of their own and experiences of other religious and cultural backgrounds.
- listen to and respect pupil's voices and their contributions.
- offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- foster positive relationships with parents and other professionals.
- ensure that all the statutory curriculum guidance is delivered to all pupils/students.
- provide all staff with training and development opportunities to enable effective practice.



Bridge School Values

These values have been compiled by the staff with input from governors and parents through the governing body.

Pupils/Students are **respected for who they are**, with all staff striving for each individual to **make progress and achieve their potential**.



Staff show respect for pupils, ensuring that pupils:

- are the centre of every action, of everyone, at all times.
- are kept safe at all times.
- are never talked over and that all adult conversation is about supporting the learning of the pupils.
- learn in an environment that is appropriate to the needs of the pupils, e.g. bright and stimulating or low sensory arousal.
- work with adults who adhere to all school policies and procedures.
- work with staff who maximise all moments of the day to support pupil progress and achievement.
- have outstanding role models at all times.



Staff will work and support each other. They will:

- work together for the common goals of The Bridge School.
- always be focused on the pupils.
- have a 'can do' attitude.
- be confidential at all times about our work, our pupils, their families and each other.
- be positive about each other's strengths and achievements, and will help each other to improve constructively.
- be a positive role model for our pupils and our school.
- treat each other with respect and value each other.
- seek solutions to any problems positively and professionally.
- set and achieve high standards.
- celebrate the success of others.
- respect and value each person's individuality, differences and beliefs operating within the school policies and procedures.



Quality of Education

To sustain outstanding practice throughout the school and off-site class with all aspects of provision judged as good or outstanding over time.

Linked Governors: Sara Venn/Rachael Stopford/Liz Hyner/Claire Hollinshead

Linked member of SLT: Heads of Phase/Head Teacher

Teachers to ensure that they are secure in pupils' understanding and use of vocabulary to support assessment and future planning.

What do we want to achieve? Timescale	How will we achieve this?	Monitoring (What and by whom)	What is the impact? What difference will this make?	Evaluation (Termly) Autumn Spring Summer
<p>To review the vocabulary recording documents to ensure they link effectively with O and U documents to support wider planning and next steps for pupils.</p> <p>For teachers to use the revised curriculum knowledge vocabulary record (replacing old system) throughout the year. To be fully completed for agreed year groups by end of academic year.</p>	<ul style="list-style-type: none"> Curriculum and Assessment Lead to review the way vocabulary tracking is recorded in school and identify if there is a more succinct way to support future planning. Curriculum and assessment lead to revisit vocabulary bank with SALT prior to any changes. Planned time throughout the year for teachers to update and assess pupils against record in liaison with Curriculum and Assessment Lead. 	<ul style="list-style-type: none"> Head Teacher/Head of Phase to meet with Curriculum and Assessment Lead to agree any change to format and recording. Governors to sample pupil records and speak to teachers in relation to vocabulary tracking system. Curriculum and Assessment Lead/ Heads of Phase to monitor teachers tracking of vocabulary and ensure that data is inputted to O and U. 	<p>There is a consistent and concise record of pupils' understanding and use of vocabulary and teachers are able to articulate this.</p> <p>This record contributes to assessment showing pupil progress over time.</p> <p>The record contributes to future planning.</p> <p>Governors will be secure in their understanding of the vocabulary trackers used in school, their implementation and impact on pupil progress</p>	

To ensure that all areas of the curriculum have been externally validated by a subject specialist to ensure that they are well planned and sequenced to support pupils to make securely good progress across all areas of the curriculum.

<p>External verification of the curriculum in relation to content; sequencing and delivery.</p> <p>Focus areas on:</p>	<ul style="list-style-type: none"> Curriculum lead to liaise with advisors over QA visit. All sessions to be booked and take place 	<ul style="list-style-type: none"> Governors to meet with Head teacher/subject leaders for feedback on QA visits. 	<p>All areas of the curriculum are well planned and sequenced.</p>	
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<p>History Geography PE PSHE Design and Technology</p>	<p>during the autumn term and all advice implemented by spring term.</p>	<ul style="list-style-type: none"> • Heads of Phase to monitor the subject delivery through learning walks and observations. 	<p>All pupils are making progress in all areas of the curriculum in relation to their starting points. Curriculum adaptations have taken place as a result of QA feedback.</p> <p>Governors will be secure that the curriculum has been verified by external partners.</p>	
<p>To ensure that all staff are trained and are consistent in their implementation of a wide range of interventions to support pupil engagement and progress across all areas of the curriculum.</p>				
<p>All staff in school to access enhanced training in the areas of:</p> <ul style="list-style-type: none"> • Intensive Interaction (Autumn) • Attention Autism (Autumn) • TEACCH (Summer) • PECS (Spring) 	<ul style="list-style-type: none"> • Training revisit for all staff in the identified areas during the autumn and spring term. • Senior Teacher to create an action plan and liaise with training coordinator on sessions. • Teachers, HLTA's and STA's to model and coach staff in their implementation of the interventions. 	<ul style="list-style-type: none"> • Training coordinator will keep records of staff accessing training and will notify Heads of Phase coordinator of any staff who have not completed training. • Teachers, HLTA's and STA's to monitor the implementation of training and model/advise as necessary (Linked to whole school appraisal target) • Head Teacher/Heads of Phase/Senior Teachers to monitor impact of training through learning walks. • Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	<p>Sustained high standards promoting positive communication and vocabulary model/expansion for pupils.</p> <p>Pupils make the best possible progress linked to their engagement in activities.</p> <p>Staff are confident in their delivery of interventions and the purpose of all activities.</p>	
<p>To support the implementation of the English curriculum across school to ensure that pupils access an appropriate and wide range of activities that will support them to make progress.</p>				
<p>To update the English activity cards linked to the updated curriculum progression bands by end of the autumn term.</p>	<ul style="list-style-type: none"> • Subject coordinators to use curriculum development time to work on updating activity cards and provide a range of 	<ul style="list-style-type: none"> • Subject coordinators and Heads of Phase to monitor activities and teacher planning through observations linked to subject self-review and appraisals. • Linked Governor to meet with subject co-ordinators and view 	<p>Sustained high quality curriculum offer and implementation.</p> <p>All pupils are accessing age-appropriate resources and a</p>	

	<p>appropriate activities across the bands.</p> <ul style="list-style-type: none"> Activity cards to be agreed and checked by Head of Phase and Curriculum and Assessment Coordinator. 	resources. Feedback to linked committee/Full governors.	<p>wide range of activities to support their progress.</p> <p>Teacher workload decreased due to shared planning ideas and activities.</p>	
To enhance outdoor learning opportunities for pupils across school linked to the curriculum.				
<p>Redevelopment of the Wildlife Area to enhance outdoor learning across curriculum areas.</p>	<p>Secondary HOP and HT:</p> <ul style="list-style-type: none"> Planned and costed extension to the area through Mitie and through application to inclusion and accessibility grant. Accessible paths created to ensure all areas of the Wildlife Area can be accessed Larger area created for access. Shropshire Wildlife Trust to enhance the area and provide training for staff to enhance outdoor learning. PE Lead to link with Shropshire Wildlife Trust to ensure training and activities best meet the needs of learners. 	<ul style="list-style-type: none"> Linked Governor to meet with Secondary HOP and PE Lead to review developments and impact. HOP's to monitor pupil engagement through planned activities and feedback to HT. School Council to observe enhanced provision and feedback views at meeting. Training coordinator will keep records of staff accessing training and will notify coordinator of any staff who have not completed training. 	<p>Increased access and consistent engagement of all pupils in the Wildlife Area.</p> <p>Staff trained in the implementation of outdoor learning resulting in high quality learning experiences and progress for pupils.</p>	
<p>Additional horticulture area to be developed in the Secondary Phase to give pupils wider access to activities that support their</p>	<ul style="list-style-type: none"> Planned and costed developments to the area agreed e.g. raised beds. 	<ul style="list-style-type: none"> Linked Governor to review developments through a learning walk. 	<p>Increased access and consistent engagement of all pupils accessing the horticulture curriculum.</p>	

<p>interests and preparation for adulthood.</p>	<ul style="list-style-type: none"> • Changes to horticulture area to be complete for autumn term. • Secondary HOP to plan opportunities for pupils to access additional space. 	<ul style="list-style-type: none"> • Teachers to monitor the impact on pupils accessing the additional space. • HOP to monitor the use and progress made by pupils through outcomes/annual reviews/curriculum reports. • School Council to observe enhanced provision and feedback views at meeting. 	<p>Pupils making progress in the areas of life skills and preparation for adulthood.</p>	
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To support staff subject knowledge across all curriculum areas to support pupil progress.

<p>Subject co-ordinators to provide updated training on their subject for staff by the end of the academic year including:</p> <ul style="list-style-type: none"> - providing a training session - providing online information pack to support subject knowledge and delivery. <p>To be delivered for the following subjects:</p> <p>PSHE Geography PE Computing</p>	<ul style="list-style-type: none"> • Ongoing work in relation to subject training for staff with Senior Teacher (Curriculum lead). • All subject coordinators to follow training model and produce own packs for delivery to staff. 	<ul style="list-style-type: none"> • Heads of Phase/ST will liaise with subject coordinators in subject meetings and through appraisals to monitor the training planning and delivery. • Training coordinator will keep records of staff accessing subject training and will notify curriculum coordinator of any staff who have not completed subject training. • Teachers to monitor implementation of training in class and through teacher led staff meetings and appraisals. • Governors to review staff feedback forms and speak to a sample of staff on impact of training. • Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	<p>All subject leaders are confident, have secure subject knowledge and drive systematic improvements for their curriculum area.</p> <p>All staff understand the curriculum as a progression model.</p> <p>Subject leaders have supported staff in developing strategies to help pupils know and remember more of their learning for their subject areas.</p> <p>High-quality teaching and learning is sustained through the curriculum and delivery.</p> <p>Teacher workload is reduced and there is flexibility in the delivery of high-quality training.</p>	
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To enhance the engagement and learning opportunities of pupils when accessing the sensory rooms.				
<p>Staff to understand the learning opportunities linked to activities within the sensory rooms that contribute to pupil outcomes.</p> <p>(Activity cards to be devised)</p>	<ul style="list-style-type: none"> • Sensory room working group to be identified with staff across different phases led by Senior Teacher. • Working group to collate ideas for activity cards. • Example activity cards to be devised by Senior Teacher and discussed with teacher group/Headteacher to be agreed. • Activity cards to be developed throughout the academic year. 	<ul style="list-style-type: none"> • Senior Teacher to monitor engagement from working group. • Heads of Phase/Senior Teacher's and Teachers to monitor implementation of activities within sensory rooms. • Linked Governor to review developments through a learning walk and sample activity cards. 	<p>Staff trained in the purpose of learning activities in the sensory rooms, resulting in high quality learning experiences and progress for pupils.</p> <p>Teacher workload supported due to shared ideas and resources related to the sensory rooms.</p>	
<p>Staff to be confident in using technology within sensory rooms to enhance pupil engagement</p>	<ul style="list-style-type: none"> • Training to be delivered by IT support and linked teachers. To be overseen by Senior Teacher. • Head Teacher to explore external training for specific pieces of equipment through liaison with Mitie. • Handbook to be devised for equipment in the sensory rooms by the IT team. 	<ul style="list-style-type: none"> • Senior Teacher to monitor engagement with training through monitoring walks and training records. • Teachers to monitor implementation of training within sensory rooms and highlight any further training needs. • Linked Governor to review developments through a learning walk and discussion with key staff. • Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	<p>Staff trained in the purpose of learning activities in the sensory rooms, resulting in high quality learning experiences and progress for pupils.</p>	

To ensure that delivery of learning objectives and subsequent assessments are secure to support accurate judgements and summative assessment.				
<p>All staff to be confident in their understanding of the intention of Learning Objectives (LO's) and ensure recording is of a high quality to contribute to assessment.</p>	<ul style="list-style-type: none"> Curriculum and Assessment Lead to carry out audit of staff understanding. Training delivered to all staff at school by Curriculum and Assessment Lead relating to the purpose of LO's and effective recording. Class Teachers to run individual class training session focussed on pupil LO's. 	<ul style="list-style-type: none"> Teachers to monitor implementation of training in class and through teacher led staff meetings and appraisals. Monitoring by SLT to be carried out through sampling of work files. Linked governor to oversee the impact of the training and its implementation across school. Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	<p>Accurate assessments will be made across all areas of the curriculum which will inform summative assessment of pupils.</p> <p>Pupils progress will be demonstrated consistently due to high quality observations made by staff.</p> <p>Mentoring and coaching by experienced staff will highlight any further training needs.</p>	
To ensure that pupils who have EAL have consistently high-quality provision that meets their needs, promotes their identity and lead to positive outcomes.				
<p>A review of current EAL provision to be completed for all pupils in school.</p>	<ul style="list-style-type: none"> Secondary HOP (EAL Lead) to complete audit of home languages across school. Secondary HOP to complete a review of the resources, books, posters, activities available. Specific EAL support plan to be shared with Head Teacher to highlight any further support. 	<ul style="list-style-type: none"> Head Teacher to monitor the review to ensure all information is collated to support future developments. Linked governor to complete link visit and discuss current offer and any identified areas for development. 	<p>Audit of EAL provision will identify the diverse needs of learners across the setting and outline actions to strengthen this further.</p> <p>Further materials and direct support will have been identified which will support in the promotion of a wide range of cultures and identify for individual pupils.</p>	
<p>To enhance current resources and ensure that these are regularly accessed by pupils.</p>	<ul style="list-style-type: none"> EAL lead to liaise with Head Teacher in relation to purchasing further resources that 	<ul style="list-style-type: none"> EAL lead to monitor use of resources across school. Teachers to monitor and record the impact of resources used across the curriculum. 	<p>New resources in place that demonstrate a range of cultural backgrounds.</p>	

	<p>represent the wide range of diverse needs.</p> <ul style="list-style-type: none"> EAL lead to complete updated audit of parental preferences in relation to targeting of home language and staff who speak a language across the school. 	<ul style="list-style-type: none"> SLT to monitor and track EAL pupils across their phase to ensure that they are not disadvantaged in their access to the curriculum and wider experiences. Linked governor to complete link visit and discuss current offer and any identified areas for development. 	<p>Assessment recording demonstrated pupil engagement with resources and progress made.</p> <p>Pupils access a wide range of EAL support activities to support them to make progress across the curriculum.</p>	
<p>To ensure new staff receive high quality induction training so they are ready to work in classrooms across school and have a positive impact on pupil progress.</p>				
<p>To further enhance the induction programme of new staff (led by SLT) prior to them starting school</p>	<ul style="list-style-type: none"> Head Teacher and SLT to agree the enhanced content of the induction day. Senior Teacher to prepare resources for selected training. Senior Teacher to deliver induction training to new staff agreed through training coordinator. 	<ul style="list-style-type: none"> Head Teacher and SLT to monitor the impact of the training through observations in class and discussions with staff. Teachers to monitor the implementation and increased awareness of staff who are new to school. Governors to gain feedback from new staff and training coordinator to ascertain impact of induction training. 	<p>Staff feel more confident when joining classrooms and are able to implement basic strategies to support pupils from day one.</p> <p>Direct impact on pupil progress as staff are accessing priority training prior to working with pupils.</p>	
<p>To ensure that the swimming curriculum reflects the needs of all pupils within school and demonstrates small step progression.</p>				
<p>To revisit the swimming and water skills curriculum across school to link with the whole school skills and knowledge progression.</p>	<ul style="list-style-type: none"> A review of the current swimming curriculum and provision to be undertaken by PE Leads. PE Leads to feedback to SLT on areas of development. PE Leads to work with Whole School Curriculum and Assessment Lead to 	<ul style="list-style-type: none"> Head Teacher and SLT to monitor the impact of the training through observations and discussions with PE Leads. Teachers to monitor the implementation of the curriculum in terms of demonstrating pupil progress. Governors to gain feedback from PE leads and teachers to ascertain impact of the revised curriculum. 	<p>PE subject leaders are confident, have secure subject knowledge and drive systematic improvements for in relation to swimming and water skills.</p> <p>All staff understand the curriculum as a progression model.</p>	

	<p>ensure it sits within whole school curriculum.</p> <ul style="list-style-type: none"> • PE Leads to use development time to refine the knowledge and skills required. • PE Leads to provide training to all teachers and HLTA's on revised curriculum. 		<p>Subject leaders have supported staff in developing strategies in relation to swimming and water skills.</p> <p>High-quality teaching and learning is sustained through the swimming curriculum and delivery.</p>	
To build on the previous criteria work (EP service) to ensure pupils are accessing the appropriate placement.				
<p>To explore further assessment packages to support the assessment of change of provision e.g. MLD (BPVS, RENFREW language scales)</p>	<ul style="list-style-type: none"> • Head Teacher to identify further assessment packages and any linked costs. • Heads of Phase to identify appropriate pupils for extended assessments. • Head Teacher to discuss with SLT and implement assessments as appropriate with identified pupils. • Heads of Phase/Teachers to share outcomes of assessments with linked SLT for this to be discussed at annual review and formally reported on. 	<ul style="list-style-type: none"> • Head Teacher to QA impact of assessment packages in relation to number of pupils accessing these and results. • Head Teacher to QA information detailed in reports from assessments. • SLT to monitor effective implementation of assessments by staff working with pupils. • Head Teacher to present data to governors in relation to assessments and governors to monitor subsequent moves to MLD provision. 	<p>There are a wider range of tools to assess pupils working at a higher level with a common language across settings.</p> <p>The Bridge School will be secure in the evidence for recommendation of a change of placement.</p> <p>Pupils will access the appropriate school placement due to wider evidence collated.</p>	
<p>To work with the EP service to continue work on criteria linked with other special schools.</p>	<ul style="list-style-type: none"> • Head Teacher to liaise with EP over regular meetings relating to special school criteria. 	<ul style="list-style-type: none"> • Head Teacher to monitor direct impact of work on pupil provision and transition to other settings. • Governors to monitor engagement from LA an 	<p>Pupils will access the appropriate school placement due to a clear criteria established.</p>	

	<ul style="list-style-type: none">• Head Teacher to involve representative from the LA to support the future placement of pupils.			
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Behaviour and Attitudes				
To sustain the high-quality provision to support emotional health and attendance levels of all pupils.				
Linked Governors: Liz Hyner				
Linked member of SLT: Head Teacher				
What do we want to achieve? Timescale	How will we achieve this?	Monitoring (What and by whom)	What is the impact? What difference will this make?	Evaluation (Termly) Autumn Spring Summer
To continue to have a strong focus on attendance so there are positive outcomes for all pupils and an increase in overall attendance.				
<p>Improved attendance of pupils at school to achieve the school target and ensure access to a full curriculum.</p> <p>Continued attendance levels to be above the national average for Special schools</p> <p>(2023-24 whole school year National Special 87%)</p> <p>(2024-25 90.2%)</p>	<ul style="list-style-type: none"> Daily tracking of attendance and liaison with families through admin support and Heads of Phase. Monthly meeting with Attendance Support Officer (LA) to analyse individual and group trends. Heads of Phase to follow up any identified concerns with families and support strategies to increase attendance. Implementation of new T&W attendance policy. Head Teacher and Attendance Support Officer to compare special school data on VYED when comparable school tool launched. 	<ul style="list-style-type: none"> Head Teacher to monitor implementation of the attendance tracking process and impact on levels of attendance. Feedback to committee and full governor meetings. 	<p>Termly updates of attendance show above national average for special schools.</p> <p>Meeting attendance target set by Governors by end of the academic year.</p>	
To ensure that pupil access early intervention to support their mental health and engagement in activities within school.				
<p>To increase PBS work within school to extend the earlier support to pupils experiencing a high level of dysregulation.</p>	<ul style="list-style-type: none"> PBS lead to provide training to identified HLTAs to enable them to carry out targeted observations with individual pupils who require an enhanced approach. PBS trained SLT to work with identified HLTA's to create capacity across school to observe and offer advice to 	<ul style="list-style-type: none"> PBS lead to monitor work of identified HLTA's to ensure PBS approach is effectively implemented. Identified HLTA's to monitor implementation of advice/strategies by staff and feedback to class teacher and PBS lead. 	<p>Positive outcomes for pupils in relation to their emotional needs due to early intervention and training of staff.</p> <p>Increased engagement and reduced dysregulation of pupils across school.</p>	

	<p>pupils experiencing a high level of dysregulation.</p> <ul style="list-style-type: none"> • PBS lead to provide enhanced training to class teams alongside HLTA where an enhanced support plan is required. 	<ul style="list-style-type: none"> • Head of Phase to oversee work in relation to individual pupils within Phase and impact. • Feedback to committee and full governor meetings including Head Teacher report on behaviour. 		
<p>Additional support and strategies for pupils with complex behaviour outlined in school behaviour policy.</p>	<ul style="list-style-type: none"> • Behaviour Lead and PBS trained staff to implement a 3-tier support system as an approach to support dysregulation across the school. • Behaviour Lead to update behaviour policy and disseminate to staff. 	<ul style="list-style-type: none"> • SLT to monitor impact of 3-tier approach to behaviour management across the school. • Head Teacher and Behaviour Lead to review the impact of 3-Tier system through analysing pupil data and reviewing case studies. • Linked governor to discuss impact of 3-tier system with Behaviour Lead and other school staff. 	<p>Pupils access appropriate support at the earliest opportunity to support them to regulate and for strategies to be put in place to support their engagement with activities.</p> <p>There is a reduction in the number of incidents being reported.</p> <p>Staff feel more confident in their approach to the management of behaviour and know when to access further support.</p>	
<p>Staff to access specific training in relation to pupil mental health such as anxiety, self-injurious behaviours etc.</p>	<ul style="list-style-type: none"> • Behaviour Lead/Senior Mental Health Lead and Heads of Phase to agree specific training sessions to support the training of staff in relation to pupil mental health. • Behaviour Lead/Senior Mental Health lead to liaise with training coordinator over training dates. • Behaviour Lead/Senior Mental Health lead to deliver bespoke training or plan external training through agreement with Head Teacher. 	<ul style="list-style-type: none"> • SLT to monitor impact of training across school through learning walks and discussions with staff members. • Behaviour Lead/Senior Mental Health Lead to monitor feedback given by staff following training. • Link governor to oversee training delivered and discuss its impact with Behaviour Lead/Senior Mental Health Lead 	<p>Staff have a wider understanding of factors that can impact pupil mental health and can identify pupils requiring intervention at an earlier stage.</p> <p>Pupil strategies are implemented at the earliest possible opportunity supporting their engagement within school and the curriculum.</p> <p>Pupil emotional wellbeing is improved.</p>	

To ensure that pupil voice is captured and impacts on provision within school.				
<p>To embed the participation of the school council and ensure that school council views are recorded and promoted effectively.</p>	<ul style="list-style-type: none"> • Pupil and Family Liaison Worker to link with PSHE leads to ensure that there is a continued wider representation of pupils attending the school council. • Pupil and Family Liaison Worker to ensure that school council/pupil views are recorded effectively and circulated widely e.g. across school/website/information screen in staffroom. • PSHE leads to devise a school council timetable for the academic year and share with this with class teachers. 	<ul style="list-style-type: none"> • PSHE leads to monitor the effectiveness of the school council group and its impact on wider pupil voice. • Heads of Phase to monitor impact through discussions with Pupil and Family Liaison Worker, PSHE Leads and through termly attendance at School Council meetings. • Governors to meet with Pupil and Family Liaison Worker/PSHE Leads/School council and linked governor to feedback to full governors. 	<p>Pupil voice is promoted across school/community and there is representation from across Primary and Secondary phases.</p> <p>Pupils share their views, make choices about themselves and school in a way that is appropriate to their needs.</p>	
<p>To achieve the next level in UNICEF Rights Respecting Schools. (Silver – Second Stage)</p>	<ul style="list-style-type: none"> • Head Teacher to identify key staff member to apply for Rights Respecting Schools. • Identified staff member to use checklist to ascertain progress towards Rights Respecting School outcomes. • Identified staff member to collate evidence in relation to application in conjunction with Head Teacher/ PSHE Leads. 	<ul style="list-style-type: none"> • Head Teacher through shared work through application to Silver level. • PSHE Leads through monitoring of evidence put forward for application. 	<p>Evidence that the rights of children are embedded into school ethos, practice and policy.</p>	
For all staff to have an understanding of the range of needs across school and how groups of pupils are supported to access the curriculum and make progress.				
<p>All staff to receive training and information about the varying pupil groups across the setting and how these might differ from the pupil group they work with on a daily basis.</p>	<ul style="list-style-type: none"> • Head Teacher to identify teachers to carry out training sessions on the needs of their class groups within their Phase and plan for opportunities for visits as appropriate. 	<ul style="list-style-type: none"> • Heads of Phase and teachers to monitor the impact of training in relation to cover across school. • Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	<p>All staff will have an increased awareness of pupil needs across school. This will support all pupils in their access to the curriculum which will support progress.</p>	

	<ul style="list-style-type: none"> Teachers to liaise with training coordinator to deliver sessions in the autumn and spring term. 	<ul style="list-style-type: none"> Governors to gain feedback from staff in relation to impact of sessions. 	There is a shared understanding of the complexity of need across the setting and a greater level of resilience from staff required to cover other classes.	
Teachers to visit classes with differing needs across all phases throughout the academic year.	<ul style="list-style-type: none"> Heads of Phase to ensure there are opportunities for teachers to visit other classes as part of their appraisal and own developments. 	<ul style="list-style-type: none"> Heads of Phase and Senior Teachers to monitor engagement from teachers through appraisal. 	Teachers will be able to plan more effectively for a range of needs which will support pupils to demonstrate progress.	

Personal Development				
To ensure that there is consistent access to opportunities for personal development across the curriculum and that pupils have the opportunities to develop skills to support them in later life.				
Linked Governors: Christine Robson/Rachael Stopford				
Linked SLT: Heads of Phase				
What do we want to achieve? Timescale	How will we achieve this?	Monitoring (What and by whom)	What is the impact? What difference will this make?	Evaluation (Termly) Autumn Spring Summer
To further promote British Values within school so that pupils demonstrate respect for others and have an understanding of the society they live in at appropriate level to support their preparation for adulthood.				
Training on British Values for all staff and how this is represented for pupils at The Bridge School	Curriculum and Assessment /PSHE/PSED Leads to develop and deliver a training sessions to all staff on British Values with examples on how this is taught throughout the curriculum.	<ul style="list-style-type: none"> SLT to monitor impact of training through monitoring walks and QA of summative assessments. Linked governor to complete link visit and discuss British Values and the teaching of them with staff across school. Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	Staff have a greater understanding of British Values and SMSC across the curriculum to support pupil progress. This will be demonstrated in pupil work folders and summative assessment reports.	

For pupils to have the best possible opportunities to enable them to live healthy lives and support their preparation for adulthood.

<p>To adopt the 'Eating as Learning' curriculum across school to support pupils who are restricted in their diets.</p>	<ul style="list-style-type: none"> • Healthy Eating coordinator to lead on the new curriculum through supporting and overseeing the use of plans and resources. • All Teacher's, HLTA's and STA's to receive training in the PD days by the Feeding Trust. • Teachers to agree use of curriculum for selected pupils with parents and notify other professionals as appropriate. • Healthy Eating Coordinator to deliver a session to parents/carers on the Eating as Learning Curriculum. 	<ul style="list-style-type: none"> • Heads of Phase to monitor implementation of curriculum through monitoring walks and outcomes/reports. • Teachers to monitor impact of individual activities and resources with pupils and feedback to Heads of Phase. • Governors to meet with Healthy Eating lead to ascertain impact of training and complete a learning walk. 	<p>Teachers, HLTA's and STA's are trained in supporting pupils with restricted diets meaning that there will be more opportunities for pupils to make progress in this area.</p> <p>Parents/carers will be aware on how the curriculum is being implemented across school and will implement this at home to support progress across a range of settings.</p>	
<p>Implementation of brilliant brushers for KS1 including a training refresh from Healthy Smiles Team.</p>	<ul style="list-style-type: none"> • EYFS/KS1 Senior Teacher to liaise with training provider to secure a training refresh for KS1 staff. • EYFS/KS1 Senior Teacher to support development of timetables to include brilliant brushers session. • EYFS/KS1 Senior Teacher to gain parental consent to engage with activity. 	<ul style="list-style-type: none"> • EYFS/KS1 Head of Phase to monitor implementation of programme through monitoring walks. • EYFS/KS1 Head of Phase to monitor impact through parental voice. • EYFS/KS1 Head of Phase and Head Teacher to monitor through summative reports. • Link governor to carry out learning walk and meet with EYFS/KS1 leads to discuss impact of intervention. 	<p>Pupil dental hygiene will be promoted including parental confidence in this area.</p> <p>Pupil independence will be promoted and life skill of teeth cleaning achieved/progress made.</p>	

To widen the social experience for pupils in other settings or through different activities to develop relationships.				
<p>To plan and implement inclusion sessions for pupils across school or settings to provide pupils with further opportunities to interact with others than those within their class groups.</p>	<ul style="list-style-type: none"> • Head of Phase to identify pupils appropriate for inclusion opportunities. • Senior Teacher/Pupil and Family Liaison worker to develop links with HLC and WWI site and sessions agreed from spring term 26. • Senior Teacher/Pupil and Family Liaison worker to timetable sessions and support staff in understanding their role in inclusion support. • Senior Teacher/Pupil and Family Liaison Worker to agree inclusion reporting system with Head Teacher. 	<ul style="list-style-type: none"> • Head Teacher to monitor the number of pupils accessing inclusion throughout the academic year and reporting. • Class Teachers and SLT to monitor the impact of individual pupils and report on this. • Link governor to meet with Senior Teacher and Pupil and Family Liaison worker to understand the impact on pupil outcomes. 	<p>Pupils' social skills will be developed through opportunities to interact with a wider range of peers and adults.</p> <p>Pupil communication skills will be enhanced through their application in wider contexts.</p>	
<p>To develop a lunchtime club offer and extend after school club offer to include KS1.</p>	<ul style="list-style-type: none"> • PE Leads to devise lunchtime club offer/after school offer across the Primary and Secondary Phase and agree this with Heads of Phase. • Pupils in KS2 will access lunchtime coach clubs. • PE Leads to contact and book external coaches as agreed with Head Teacher. • PE Leads to meet with Training Coordinator to agree timetable for the year and dissemination to parents. 	<ul style="list-style-type: none"> • SLT to carry out monitoring visits to after school clubs to ensure high quality offer in place. • PE Leads to quality assure the lunchtime/afterschool sessions to ensure they are pitched appropriately for pupils. • Governors to meet with PE Leads to monitor the access and impact of clubs. 	<p>Pupils KS1 and up will have access to an after-school club that will support them to develop wider relationships and interests.</p> <p>Pupils in KS2 will access varying sports and increased physical activity through promotion of lunch time clubs.</p> <p>Staff will be upskilled in their delivery of activities due to coach modelling which will support further pupil engagement and</p>	

			progress across the curriculum.	
To increase personal development opportunities within school that link to pupils' interests and talents e.g. Music group, choir, sports group.	<ul style="list-style-type: none"> Teachers to identify individual pupil interests linked to example themes and share with Head of Phase. Head of Phase to report back to Head Teacher on numbers. Linked Coordinators to plan half termly opportunities for pupils across school to join group activities. 	<ul style="list-style-type: none"> Heads of Phase to monitor impact of pupil groups. Teachers/Coordinators to monitor engagement by individual pupils. Linked governor to attend event and discuss impact of group sessions with lead. 	<p>Pupils will have the opportunity to develop relationships school wide based on their interests and favoured activities.</p> <p>Pupils will develop skills in a wider context.</p>	

Leadership and Management				
For the leadership and management of the school to be of a consistently high standard ensure that all pupils achieve positive outcomes.				
Linked governors: Liz Hyner/Terry Hewitt				
Linked SLT: Head Teacher				
What do we want to achieve? Timescale	How will we achieve this?	Monitoring (What and by whom)	What is the impact? What difference will this make?	Evaluation (Termly) Autumn Spring Summer
To extend the leadership team to create capacity for ongoing strategic and operational work in line with the increase in NOR and needs of children				
To continue to monitor effectively across the school and analyse the outcomes of this monitoring to impact provision across school.	<ul style="list-style-type: none"> Planned weekly monitoring walks by Senior Teachers/Heads of Phase/Deputy Head/Head Teacher e.g. curriculum areas, communication, leisure. Weekly monitoring discussed as an agenda item at weekly SLT meeting with any actions discussed and implemented as appropriate. Monitoring themes to be agreed as part of SLT meeting. 	<ul style="list-style-type: none"> Head Teacher to oversee monitoring schedule and themes to ensure coverage and impact of monitoring. Heads of Phase to oversee monitoring done by Senior Teachers and accompany for stated learning walks. Curriculum and Assessment Lead to oversee individual subject monitoring and identify any actions to Heads of Phase. 	<p>There is a clear monitoring schedule in place and leaders have a strategic view of whole school practice across the academic year.</p> <p>Areas for improvement are identified and acted on appropriately as necessary to support the development of school and individual pupil progress.</p>	

	<ul style="list-style-type: none"> • Subject Leaders to monitor subject areas in conjunction with subject action plan. 	<ul style="list-style-type: none"> • Monitoring Walks with linked governors agreed at committee meetings and feedback to full governing body. 		
To support increased parent/carer/family engagement and wellbeing leading to enhanced school/home links.				
School reports to be reviewed and simplified where appropriate to support them to be more accessible.	<ul style="list-style-type: none"> • Heads of Phase/Head Teacher/Deputy to research various report styles and feedback to SLT meeting. • Head Teachers to gain views of teachers and parents/carers. • Head Teacher/Deputy/ Curriculum and Assessment Lead to devise new format and disseminate to teachers. 	<ul style="list-style-type: none"> • Heads of Phase to monitor report writing through annual review checks. • Head Teacher to QA reports. • Link Governor/Parent Governors to feedback on report style and discuss impact on teacher workload across setting. 	<p>Teacher workload supported due to reduction in length of reports.</p> <p>Pupil progress is demonstrated to parents in a succinct way making it accessible.</p>	
To increase the number of parent face-to-face events throughout the year.	<ul style="list-style-type: none"> • Heads of Phase to share timetable of face-to-face events with Head Teacher/Deputy. • SLT to agree minimum number of face-to-face events for each Phase. • Heads of Phase to plan/increase events as necessary and sent out communication to parents/carers. 	<ul style="list-style-type: none"> • Heads of Phase/Pupil and Family Liaison Worker to monitor attendance at events and parent/carer feedback. • Head Teacher/Deputy to attend events scheduled throughout the year to quality assure offer. • Link Governor to attend events as necessary discuss impact of events with Heads of Phase. 	<p>Parent networking is increased due to more opportunities to liaise with other parents and professionals.</p> <p>Pupil wellbeing promoted due to shared activities in school with parents/carers.</p> <p>Parental confidence increased due to modelling by staff members.</p> <p>Increased participation in wider experiences by pupils due to increased offer.</p>	
To explore and agree an appropriate communication method for daily/weekly communication with families.	<ul style="list-style-type: none"> • Heads of Phase/Head Teacher/Deputy to research various communication systems and feedback to SLT meeting. 	<ul style="list-style-type: none"> • Heads of Phase/Pupil and Family Liaison Worker to monitor use of communication system and gain feedback from parents/carers and teachers. 	<p>Teacher workload supported due to reduction in information in diaries.</p>	

	<ul style="list-style-type: none"> • Head Teachers to gain views of teachers and parents/carers. • Head Teacher/Deputy/ IT Lead to devise new format and disseminate to teachers/parents/carers. • Deputy Head to write and disseminate guidance on use. 	<ul style="list-style-type: none"> • Head Teacher/Deputy to sample communication to ensure equitable offer. • Link Governor/Parent Governors to feedback on system and discuss impact on teacher workload across setting. 	<p>Teacher wellbeing protected and time limited to school hours to promote this.</p> <p>Parent/Carer communication increased with wider information shared by parent/carers to school.</p>	
<p>Young Carer support sessions to be planned and delivered by Pupil and Family Liaison Worker.</p>	<ul style="list-style-type: none"> • Pupil and Family Liaison Worker to devise plan and meet with Head Teacher to discuss. • PAFL Worker to agree communication to families with Head Teacher and disseminate offer across school. • PAFL Worker to agree after school sessions with SBM through Mitie. 	<ul style="list-style-type: none"> • Heads of Phase/Pupil and Family Liaison Worker to monitor impact of sessions through discussion with siblings and parents. • Head Teacher/Deputy to join session to quality assure content. • Link Governor/Parent Governors to feedback on group and discuss impact on families. 	<p>Further young carers identified in Telford and Wrekin.</p> <p>Family wellbeing promoted.</p> <p>Wider relationships developed between school and home.</p>	
<p>To further enhance internal capacity for further development so there is high quality CPD to promote positive outcomes for pupils and individual staff personal development/wellbeing.</p>				
<p>Train whole school trainers throughout the year linked to needs and succession planning in:</p> <ul style="list-style-type: none"> - Makaton Trainer 	<ul style="list-style-type: none"> • Head Teacher and Heads of Phase to identify staff. • Training Coordinator to book the courses and liaise with SBM over budget. • New trainers to begin delivery to staff as required. 	<ul style="list-style-type: none"> • Health and Well-being Co-ordinator to monitor the training and delivery and feedback to Head Teacher. • Impact of training monitored by Class Teachers link with Senior Teacher/Heads of Phase. 	<p>By July 2026: School continues to have in-house trainers to ensure high quality CPD across all phases of school that is compliant with regulations.</p> <p>There will be an increased number of in-house trainers which will increase the number of staff that can be trained and costs of external trainers will be reduced.</p>	

			Consistent long-term impact on Leadership and Management capacity as further whole school trainers release SLT to work on strategic aims	
An additional Senior Mental Health Lead to be trained to support the wellbeing of pupils and staff across school.	<ul style="list-style-type: none"> • Senior Mental Health Lead Identified. • Senior Mental Health Lead to engage in training and submit coursework. • Senior Mental Health Lead to promote role and disseminate information across school as appropriate. 	<ul style="list-style-type: none"> • Head Teacher to monitor ongoing training and engagement with course. • Link governor for wellbeing to ascertain impact of role. • Impact of training monitored by Class Teachers link with Senior Teacher/Heads of Phase. 	<p>There will be an increased number of staff trained in wellbeing support which will have direct impact on staff/pupil wellbeing for support.</p> <p>Consistent long-term impact on Leadership and Management capacity.</p>	
For key staff to be trained in coaching and mentoring to support consistent modelling of good practice across school (HLTA's and STA's)	<ul style="list-style-type: none"> • Head Teacher/Deputy/ Heads of Phase to identify staff to be trained in coaching and mentoring. • Deputy Head to deliver in house training to support identified staff members with coaching and mentoring model in the autumn term with a revisit in the summer term. 	<ul style="list-style-type: none"> • Impact of training and role to monitored by Class Teachers link with Senior Teacher/Heads of Phase. • Link governor for wellbeing to ascertain impact of role. • Head Teacher to obtain staff views through survey and feedback. 	<p>Staff voice will be heard as 'mentors' was a common theme in staff feedback.</p> <p>Staff will feel confident in their roles and promote progress across pupil group.</p>	
For the school provision to continue to be high quality so that pupils consistently have positive outcomes.				
Strategic work with LA and Governors on ongoing capacity issues to ensure that pupils who attend the Bridge continue to receive high-quality education and provision.	<ul style="list-style-type: none"> • Head Teacher attendance at LA meetings (including School Forum/Pathways) and in liaison with other Special School Heads. • Information on consultations and enquiries is collated on a whole school document by admin. 	<ul style="list-style-type: none"> • Head Teacher/Deputy to monitor through consultations, pathways meetings and through whole school information sheet. • Chair of Governors through regular communication and governors meetings. 	<p>By end of academic year: High quality provision and appropriate ratios in classes are sustained to meet individual pupil needs.</p> <p>There are no increased capacity issues that impact on high quality provision so there are consistently</p>	

	<ul style="list-style-type: none"> • Discuss predicted numbers and possible pupil groups for the next academic year in the Spring term 26. • Heads of Phase to notify Head Teacher/Deputy of any pupils for MLD consultation and through AR process. • Offsite provision to be monitored and evaluate for the following year. 		positive outcomes for pupils in relation to progress over time which is evident in annual reviews, curriculum reports and progress against 12 monthly outcomes.	
To work with mainstream colleagues to ensure that there is a proactive approach to meeting the needs of pupils with complex learning difficulties.				
To support complex needs in mainstream settings through training and monitoring of the implementation of skills and knowledge progression through STSA. This will include the sharing of other subjects.	<ul style="list-style-type: none"> • Curriculum and Assessment Lead to liaise with Head Teacher and STSA Lead over training plan and network meetings. • Curriculum and Assessment Lead to devise training materials and prepare other subjects for sharing. • STSA to send out communications in relation to training and events. 	<ul style="list-style-type: none"> • STSA Lead and Head Teacher to quality assure materials. • STSA/Head Teacher to monitor engagement with sessions through number of bookings and feedback. • STSA/LA to monitor direct impact of pupils in mainstream settings. 	<p>Pupils with complex needs in mainstream settings have their needs met.</p> <p>Colleagues in mainstream settings are able to demonstrate small step progress for pupils with complex needs.</p>	
To ensure that governors are able to succinctly identify and report on the strategic work of the school and the impact for pupils and families.				
To review the way in which the school reports to governors on linked areas, committees and the SDP to ensure that it is accessible and highlights key points.	<ul style="list-style-type: none"> • Head Teacher to review current documentation shared with governors and its accessibility. • Head Teacher to trial varying formats at committee and full governor meetings throughout the academic year. 	<ul style="list-style-type: none"> • Head Teacher to gain governor feedback on reporting methods throughout the academic year. • Head Teacher to monitor governor engagement with documents through meetings. 	<p>Governors are able to retain information and articulate succinctly relating to school development which support the challenge of leaders.</p> <p>There will be a positive impact on Head Teacher workload as there will be a model format for report writing/sharing of information.</p>	

EYFS

To sustain the high quality EYFS offer to ensure that all pupils have the best possible start to their school life which supports transition through other phases.

Linked Governor: Carl Bailey

Linked SLT: EYFS Head of Phase

For all staff to be confident in their understanding and delivery of the EYFS curriculum to support pupils to make the most progress possible.

What do we want to achieve? Timescale	How will we achieve this?	Monitoring (What and by whom)	What is the impact? What difference will this make?	Evaluation (Termly)
<p>All staff in school to access enhanced training in the areas of:</p> <ul style="list-style-type: none"> • Intensive Interaction (Autumn) • Attention Autism (Autumn) • TEACCH (Summer) • PECS (Spring) 	<ul style="list-style-type: none"> • Training revisit for all staff in the identified areas during the autumn, spring and summer term. • Senior Teacher to create an action plan and liaise with training coordinator on sessions. • Teachers, HLTA's and STA's to model and coach staff in their implementation of the interventions. 	<ul style="list-style-type: none"> • Training coordinator will keep records of staff accessing training and will notify Heads of Phase coordinator of any staff who have not completed training. • Teachers, HLTA's and STA's to monitor the implementation of training and model/advise as necessary (Linked to whole school appraisal target) • Head Teacher/Heads of Phase/Senior Teachers to monitor impact of training through learning walks. • Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. 	<p>Sustained high standards promoting positive communication and vocabulary model/expansion for pupils.</p> <p>Pupils make the best possible progress linked to their engagement in activities.</p> <p>Staff are confident in their delivery of interventions and the purpose of all activities.</p>	
<p>Specific bespoke EYFS induction for new staff to the department including enhanced update linked to the reforms in safeguarding in statutory framework.</p>	<ul style="list-style-type: none"> • EYFS SLT to liaise with training coordinator to identify new staff as they join throughout year • Rolling programme in place identify need for EYFS specific training 	<ul style="list-style-type: none"> • EYFS SLT to monitor impact of induction through engagement with training. • Teachers, HLTA's and STA's to monitor impact of training through daily work. 	<p>Staff are upskilled and confident in the delivery of EYFS specific activities/interventions that support pupils to make progress.</p>	

	<ul style="list-style-type: none"> All EYFS staff to access training in PD Day on reforms inclusive of Health and Wellbeing Team. Staff that join throughout the year to access as part of induction process. 	<ul style="list-style-type: none"> Training Coordinator/EYFS SLT to gain feedback from staff in relation in induction. Link Governor to meet and discuss impact of bespoke training and safeguarding update. 	<p>Health and Wellbeing Team will be updated in terms of statutory requirements and qualifications.</p> <p>Staff will be confident in articulating and implementing any safeguarding updates.</p>	
Continue to identify training opportunities that are EYFS specific	<ul style="list-style-type: none"> Head of EYFS to continue engagement with network meetings to identify any specific training. Head of EYFS/Senior Teacher to liaise with training coordinator over budget and course availability. Training Coordinator to book sessions as agreed. 	<ul style="list-style-type: none"> Training Coordinator and EYFS SLT to monitor access and feedback from courses. Link Governor to monitor access to training and its impact and feedback to full governor meeting. 	Staff are upskilled and confident in the delivery of EYFS specific activities/interventions that support pupils to make progress.	
To strengthen the implementation of the EYFS curriculum to ensure that pupils access a wide range of learning activities to support them to make progress.				
Build on bank of focused plans linked to half termly / termly themes	<ul style="list-style-type: none"> EYFS Senior Teacher to meet with coordinators and lead on the development of further templates across the EYFS curriculum. To be developed and implemented by learning and development co-ordinators and linked to subject action plan and deep dive cycle. 	<ul style="list-style-type: none"> Head of Phase and Senior Teacher to monitor implementation of planning templates over time. Coordinators to monitor use across Phase and impact. Linked Governors to complete learning walks and meetings with Senior Teacher to monitor the use and impact of the planning proformas. 	<p>Teacher workload is reduced due to shared planning.</p> <p>Staff knowledge of the curriculum areas is increased and staff understand how to implement activities appropriately with pupils e.g. modelling of language etc.</p> <p>Pupils will make increased incidental progress at child-initiated activities recorded on incidental learning outcomes and in annual review reports</p>	

<p>To build on the already strong cultural capital opportunities and enrichment through educational visits in and out of school</p>	<ul style="list-style-type: none"> • Head of Phase, Senior Teacher and Coordinators to explore further activities and locations linked to themes that are appropriate to pupil and will support wider personal development. • Head of Phase and Senior Teacher to liaise with Head Teacher over planned activities throughout the year. 	<ul style="list-style-type: none"> • Head of Phase and Senior Teacher to monitor range of activities accessed across the year. • Head of Phase, Senior Teacher and Coordinators to monitor pupil engagement and impact of events. • Linked governor to attend event if possible and discuss impact of group sessions with Head of Phase and Senior Teacher. 	<p>Pupils will have the opportunity to interact with external visitors/people in the community.</p> <p>Pupils will develop skills in a wider context.</p> <p>Feedback to parents/carers in relation to pupil engagement will support pupils access to activities in the community.</p>	
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KS5				
To sustain the high-quality offer for pupils in their preparation and transition to adulthood.				
Linked Governor: Christine Robinson				
Linked SLT: Secondary Head of Phase				
What do we want to achieve? Timescale	How will we achieve this?	Monitoring (What and by whom)	What is the impact? What difference will this make?	Evaluation (Termly)
To ensure that there are continued positive learning outcomes for all pupils in their preparation for and transition to adulthood.				
<p>To develop closer working relationships/deliver training with adult social care settings to ensure that pupils have the best possible outcomes when they transition from school and continue to build on the knowledge and skills they have developed.</p>	<ul style="list-style-type: none"> • Head of Secondary Phase and KS5 Project Lead to contact adult social care settings to develop links. • Head of Secondary Phase/KS5 Project Lead to discuss training opportunities and devise training plan to be agreed with Head Teacher. • Head of Secondary Phase/KS5 Lead to provide further opportunities for staff from adult social care settings to visit The Bridge. 	<ul style="list-style-type: none"> • Head Teacher to monitor number of visits and training schedule. • Deputy Head to attend training session to quality assure content. • Link governor to meet with KS5 Project Lead to discuss outcomes of training for sessions. 	<p>Progress to be sustained and enhanced for pupils as they transition to adult social care.</p> <p>Relationships are further developed across settings with a greater understanding of pupil needs and required provision.</p>	

To widen the out of school activities offered to KS5 pupils to further enhance the curriculum and opportunities.

<p>To access weekly sessions across a range of community activities that are wheelchair accessible and will promote transition into adulthood.</p>	<ul style="list-style-type: none"> • KS5 Project Lead to research further accessible activities. • KS5 Project Lead to agree visits with Head of Phase. • Visits to be planned on a termly basis. • Examples and impact of visits to be collated by class teacher to shared with future settings and parents/carers. 	<ul style="list-style-type: none"> • Head of Phase to oversee recording and impact of visits for individual pupils. • Head Teacher to oversee development of KS5 offer and impact for pupils. • Link governor to meet with KS5 project lead and class teacher to discuss outcomes of visits. 	<p>Wider community access for young adults with complex medical and physical needs.</p> <p>Parents/carers/settings supported to access environments based on interests to strengthen offer when pupils have left school.</p> <p>Wider social opportunities for pupils to interact with those wider than their peer and staff group.</p>	
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