School Improvement/Equalities/Accessibility Plan
September 2026- August 2027

'Every moment matters'

'Achieve more together'

Our Mission Statement

"Striving for excellence, valuing achievement"



Our school is a place where every-one 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.



1) For the curriculum offer and the quality of teaching and learning to be exceptional across all Bridge School sites.

2) For all pupils to have access to appropriate activities within the school community and build relationships with a range of other people.

3) For all pupils to make small step progress against their intended 12 monthly outcomes linked to their EHCP that will support them into adulthood.

4) To further enhance the strong safeguarding culture across the school.

'Every moment matters'

The Bridge School

Our 'Top Ten'

5) To further strengthen provision to support the emotional wellbeing and attendance levels of all pupils.

6) To ensure that there is an enhanced curriculum offer for pupils that promotes their wellbeing, independence and relationships with others.

7) To ensure that leadership and governance is strong across all school sites so that pupils are safe, happy and achieve the best possible outcomes and that staff are well supported.

8) To further strengthen the EYFS induction and supervision of staff so that they are confident in their understanding and delivery of the EYFS curriculum.

9) To further enhance the KS5 offer for pupils in their preparation and transition to adulthood.

10) **'Achieve more together'** It is our collective responsbility to work on the priority areas together to provide the very best to our pupils.

Curriculum and Teaching				
Priority 1 - For the curriculum offer and the quality of teaching and learning to be exceptional across all Bridge School sites.				
Linked Governors: Sara Venn/Clare Hollinshead				
Linked member of SLT: Heads of Phase/Head Teacher				
To review the knowledge and skills of identified curriculum areas to ensure that they are evidenced based and provide opportunities for small step and cross curricular progress. (History, Geography and RE)				
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 review the skills and knowledge of the curriculum areas in the autumn term including research and national updates linked to each individual subject. (Autumn and Spring term) To gain external verification of these curriculum areas in relation to content, sequencing and delivery. (Summer term)	• Curriculum and Assessment Assistant to work with Subject Coordinators to review current progression documents. • Research national guidance and evidence-informed practice recommendations. • Adapt progression pathways to ensure learning is sequenced into achievable small steps for all learners. • Provide staff training on any curriculum developments and expectations. • Curriculum and Assessment Assistant to liaise with advisors over QA visit. • All sessions to be booked and take place during the summer term with advice implemented for next academic year.	• Curriculum and Assessment Lead and Heads of Phase to review implementation of progression documents. • Subject Leaders to monitor implementation through moderation, pupil work and learning walks. • Teacher feedback collected through staff meetings and curriculum reviews. • Headteacher to meet termly with the Curriculum and Assessment Lead to review progress against the action plan. • Governors to meet with Subject Leaders and Curriculum Lead to review developments and sample curriculum evidence.	• All areas of the curriculum are well planned and sequenced and enhanced based on updated guidance and research. • The skills and knowledge for individual subject areas contributes to future planning and demonstratable progress for pupils. • 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. • Governors will be secure that the curriculum has been verified by external partners and any necessary actions are planned.	
A revision of the whole school training offer to ensure that all staff are equipped to meet the needs of all pupils across the setting and can apply this training to their practice.				
To review the training schedule and materials for: • TA induction (including second day induction on appointment to post)	• Senior Teacher to create an action plan and liaise with Co-Head Teachers over developments (in liaison with Heads of Phase) • Senior Teacher to review current training timeline and materials	• Training coordinator will keep records of staff accessing training and will notify Heads of Phase coordinator of any staff who have not completed training.	• Sustained high standards promoting positive communication and vocabulary model/expansion for pupils. • Pupils make the best possible progress linked to their engagement in activities.	

• Teacher induction • Weekly staff training (Autumn term)	alongside Heads of Phase and research new material. • Once agreed, Senior Teacher to liaise with Training Coordinator on organisation of sessions. • Co-Head Teacher to liaise with School Business Manager over funding for TA Induction.	• Training Coordinator to receive evaluation from sessions and share with Senior Teacher/Heads of Phase. • Teachers, HLTA's and STA's to monitor the implementation of training and model/advise as necessary. • Head Teacher and SLT to monitor the impact of the training through observations in class and discussions with staff. • Deputy Head and Heads of Phase to attend training sessions to quality assure materials and delivery. • Governors to gain feedback from new staff and training coordinator to ascertain impact of induction training.	• Staff are confident in their delivery of interventions and the purpose of all activities. • Staff feel more confident when joining classrooms and are able to implement basic strategies to support pupils from day one.	
Subject Coordinators and teachers to have a collective responsibility for the training of staff through the induction and refresher programme alongside the Senior Leadership Team. Specific areas highlighted by staff: • Intensive Interaction • TACPAC • Sensology • Dance Massage • Musical Interaction • Attention Autism • PECS (Planned throughout year linked to training timetable)	• Subject Coordinators to lead TA and teacher induction sessions as appropriate to their role. • Teachers who have received specific training or have a specific interest to take responsibility on specific induction sessions as appropriate to their role. • Senior Teacher and Training Coordinator to agree calendar for TA induction sessions so that Subject Coordinators/Teachers can effectively plan and deliver the sessions.	• SLT, Subject Coordinators, and mentors will meet half-termly to review the induction programme, ensuring all elements are being delivered consistently and collaboratively. • Training Coordinators will maintain records of training sessions delivered, attendance, and follow-up support. These logs will be monitored by SLT to check coverage and quality. • New Staff Feedback — Surveys, informal check-ins, and structured induction reviews will gather feedback from new staff on the training provided. This will be done by teachers and SLT. • Teachers will observe new staff to evaluate how well training is	• New staff feel supported and secure in school systems and expectations and there will be a higher staff confidence. • Coordinators and teachers ensure new staff follow subject-specific expectations which will result in consistent subject practice. • Coordinators and teachers take shared ownership of induction which will create a more distributed leadership model. • New staff meet expectations more quickly due to effective training which will improve the direct quality of teaching.	

		being applied in practice, identifying strengths and areas needing further support. • Governors will receive termly updates on induction processes, staff development, and the effectiveness of distributed leadership in training.		

Inclusion				
Priority 2- For all pupils to have access to appropriate activities within the school community and build relationships with a range of other people.				
Linked Governors: Rachel Stopford				
Linked member of SLT: Heads of Phase/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
For all pupils to have wider access to community activities.				
To review the wider curricular offer including educational visits offsite and links with the local community. (Autumn term review with visits in place in spring/summer)	• Heads of Phase to audit current provision in conjunction with teachers. • Heads of Phase to map existing community links, trips, and enrichment opportunities against the curriculum. • Heads of Phase to identify any gaps in access in conjunction with teachers. • Heads of Phase to establish links with: Local clubs/coaches(sports, arts), Charities and support services, Businesses and employers to support the interaction with a wide range of others. • Pupil and Family Liaison Worker to create a community directory of opportunities for staff and families.	• Heads of Phase to monitor the implementation of activities, events and visits. • Phase Leaders and Subject Coordinators to track pupil participation and inclusion. • Class teachers to monitor individual pupil engagement and impact. • Headteacher to monitor implementation and impact through termly Head of Phase reports. • Link Governor (Inclusion) to receive termly updates and monitor impact.	• Increased number of pupils accessing community activities both in and out of school. • Improved pupil confidence, independence and social interaction. • Positive feedback from pupils, staff, and families.	

	• Headteacher and Deputy Head to review the way that wider curricular activities are demonstrated.			
To support pupils with the most complex needs to access increased activities alongside their peers.				
Pupils who access a highly personalised curriculum and individual workspace to have regular opportunities to interact with a wider peer group. (Planned throughout year linked to class/Phase timetable)	• Teachers to plan and timetable regular structured opportunities for pupils to join peers for learning, play and enrichment activities as appropriate to individual needs. • Teachers to adapt activities and environments to enable successful participation. • All staff to support social communication strategies to facilitate positive interactions through individual pupil outcomes as directed by class teacher.	• Learning walks and observations by all SLT. • Heads of Phase to monitor timetables and achievement of outcomes. • Link Governor (Inclusion) to receive termly updated and monitor impact. • Pupil voice monitored in relation to responses and parent feedback.	• Pupils develop meaningful relationships with a wider range of peers and are able to tolerate others in a variety of environments. • There is a greater sense of belonging and inclusion within the school community.	

Achievement				
Priority 3 – For all pupils to make small step progress against their intended 12 monthly outcomes linked to EHCP that will support them into adulthood.				
Linked Governors: Christine Robson				
Linked member of SLT: Heads of Phase/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 introduce a specific preparation for adulthood target for all pupils across the school.				
Pupils to make measurable progress towards Preparation for Adulthood outcomes (Autumn–Summer) Outcomes clearly linked to 12 monthly EHCP targets and real-life skills (ongoing through reviews)	• Format of the outcomes to be agreed through conjunction with teachers. • Teachers to embed life skills across curriculum and enrichment opportunities. • Where possible teachers to use community-based learning and real-life contexts.	• Heads of Phase to track progress at 6 monthly and 12 monthly outcome meetings. • Head/Deputy to monitor progress at 12 monthly annual review meetings. • Class Teachers to monitor individual progress against	• Pupils demonstrate progress in independence, communication and life skills which is clearly identified as their preparation for adulthood. • With specific linked outcomes in place, there is common language and understanding that there is a collective responsibility to support pupils into adulthood. • Pupil outcomes are meaningful and support future pathways.	

	• 12 monthly EHCP targets to be regularly reviewed with parents/carers.	outcomes throughout the year. • Governors to meet with Head teacher/teachers and receive termly updates.		
To provide a range of work experience opportunities to pupils in KS4.				
Pupils in KS4 to access a wider range of work experience activities across the curriculum. (Planned in autumn with activities taking place through spring and summer term)	• Head of Phase and KS4 teacher to develop partnerships with a range of non-class-based staff, local employers, and community organisations. • KS4 teacher to embed work-related learning opportunities across curriculum areas in agreement with Head of Phase e.g. laundry, snack trolley. • Provide personalised work experience placements linked to pupils' interests, and strengths as appropriate. • Track and celebrate pupil participation and achievements in work-related activities and add to reports so they are clearly captured.	• Termly review of work experience opportunities by KS4 Lead and Head of Phase. • Headteacher and Deputy Head to monitor access and impact through annual review and curriculum reports. • Governors to meet with Headteacher/teachers and receive termly updates.	• Pupils develop greater confidence, independence and employability skills. • Increased understanding from parents and staff of different career pathways and future opportunities that support independence. • Pupils are better prepared for adulthood, further education, training and employment as appropriate to their needs. • Increased engagement and motivation through learning linked to real-life contexts.	

Safeguarding				
Priority 4- To further enhance the strong safeguarding culture across the school.				
Lead Governor: Clare Hollinshead				
Linked member of SLT: Heads of Phase/Head Teacher				
To implement a new whole school online safeguarding system to report, record and monitor concerns.				
Effective implementation of a new safeguarding system (Autumn)	• Headteacher/Lead DSL /SBM to implement the new safeguarding system and migrate all relevant records securely. • Deputy DSL to deliver training for all staff, governors and designated safeguarding leads.	• Weekly monitoring of safeguarding records by DSL and Deputy DSLs. • Termly safeguarding audits by the DSL to ensure consistency and compliance.	• Staff confidently and consistently record and respond to safeguarding concerns. • Improved accuracy, quality and accessibility of safeguarding records. • Stronger safeguarding culture across the school.	

	• Deputy DSL's to provide refresher sessions and ongoing support throughout the autumn term and induction sessions as new staff start. • Clear expectations for recording, reporting and monitoring safeguarding concerns to be written into safeguarding policy by Lead DSL.	• Monitoring of staff training by Lead DSL and Training Lead. • Governor safeguarding visits and termly safeguarding reports to governors. • Staff surveys to evaluate confidence and effectiveness of the new system. • Complete regular audits of safeguarding records	• Increased confidence of staff, governors and external agencies in safeguarding processes. • Improved outcomes for pupils through more effective monitoring and support.	

Attendance and Behaviour				
Priority 5- To further strengthen provision to further support the emotional wellbeing and attendance levels of all pupils.				
Linked Governors: Sara Venn				
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 widen the PBS work across school to support a pathway for pupils in crisis				
To create a clear pathway of support for pupils in crisis. (Planned in autumn and disseminated to staff)	• Behaviour Lead to develop and implement a clear Positive Behaviour Support (PBS) pathway for pupils experiencing crisis and dysregulation. This to include a flowchart to support teachers to know when to request increased support. • Provide further staff training on de-escalation, regulation strategies and therapeutic approaches. • Behaviour Lead to support teachers in the development of individualised PBS support plans for identified pupils. • Behaviour Lead to work closely with families and external professionals such as CAMHS Intensive Support Team to ensure a consistent approach.	• Behaviour Lead and SLT to monitor implementation of the pathway. • Behaviour Lead to conduct a termly review of pupils accessing enhanced support and feedback to Headteacher. • Behaviour Lead and Heads of Phase to undertake learning walks and observations to monitor consistency of practice. • Headteacher and Deputy Head to review individual pupil support plans and outcomes. • Governors receive termly updates from Behaviour Lead.	• Staff respond consistently and confidently to pupils in crisis. • Earlier identification and intervention in place to reduce escalation. • Reduction in the frequency and severity of behavioural incidents due to enhanced provision and strategies. • Improved emotional regulation, wellbeing and engagement for pupils. • Increased confidence among staff and families in the support available.	

To identify an online recording system for behaviour to strengthen the tracking and pro-active response dysregulation.				
Improved tracking of behaviour Researched in autumn for dissemination in spring term)	• Behaviour Lead and Heads of Phase to research CPOMs online behaviour recording system and agree implementation plan. • Behaviour Lead to Train all staff in consistent recording and reporting procedures. • Teachers to support staff in their classrooms to effectively input the information into the system. • Teachers and Heads of Phase to use data to identify patterns, trends and pupils requiring additional support. • Teachers to review behaviour data regularly to inform interventions and PBS plans.	• Behaviour Lead and SLT to monitor system usage and data quality. • Termly analysis of behaviour trends and incident reports by SBM, Behaviour Lead and Headteacher. • Teacher to monitor of staff compliance with recording procedures and identify training needs as necessary. • Governors receive termly reports on behaviour patterns and outcomes.	• Improved accuracy and consistency of behaviour recording. • Earlier identification of triggers, patterns and emerging concerns. • More proactive and targeted support for pupils.	

Personal Development and Wellbeing				
Priority 6- To ensure that there is an enhanced offer for pupils that promotes their wellbeing, independence and relationships with others.				
Linked Governors: Beccy Holder/Terry Hewitt				
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
Pupils to access to lunchtime clubs to support their social development outside of their usual class group.				
Increased participation in lunchtime clubs across Primary and Secondary Phase.	• Leisure Lead to develop a range of inclusive lunchtime clubs that reflect pupils' interests.	• Heads of Phase to monitor participation on a termly basis.	• Increased numbers of pupils participating in clubs and enrichment activities.	

(Planned throughout year)	• PAFL Worker/School Council Lead to gather pupil voice to inform club choices and activities. • Leisure Lead and teachers to ensure appropriate staffing, resources and adaptations are in place to enable participation for all pupils. • Review and adapt the offer in response to participation data and pupil feedback.	• Class Teachers track individual pupil engagement and attendance. • Headteacher and Deputy Head review participation data and pupil voice. • Link Governor receives updates on participation and impact. • Regular reviews of the club offer by Leisure Lead to ensure it meets pupil needs.	• Improved social interaction, communication and relationship-building skills. • Greater opportunities for pupils to develop interests, talents and independence. • Improved wellbeing and engagement with school. • More pupils accessing a broad and enriched school experience.	
Pupil voice and views to be captured more effectively across school so there is a clear understanding by all of pupil views and preferences.				
To review the template for gaining and recording individual pupil views. (Autumn term)	• Heads of Phase to review the current pupil voice template alongside PAFL Worker to ensure it is accessible and meaningful for all pupils. • PAFL Worker to consult with staff and families on the most effective ways to capture pupil views. • PAFL Worker to provide training to teachers on gathering and recording pupil voice consistently. • Embed new pupil voice template within EHCP reviews.	• Phase Leaders monitor the quality and consistency of pupil voice records. • Headteacher/Deputy to sample pupil views on a monthly basis. • PAFL to gather feedback gathered from families and staff. • Governors receive updates on pupil participation and voice.	• Pupil views are captured more effectively and consistently. • Provision and planning better reflect pupils' preferences, interests and aspirations.	

Leadership and Governance				
Priority 7-To ensure that leadership and governance is strong across all school sites so that pupils are safe, happy and achieve the best possible outcomes and that staff are well supported.				
Linked governors: Sara Venn/Carl Bailey				
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 ensure that governors are seen to be part of the whole school community.				
To ensure that all staff are aware of Governors and their role in school. (Throughout the year)	• Headteacher to introduce Governors to staff, pupils and families through newsletters, displays, training days and the school website. • Establish a programme of Governor visits across all school sites at the start of the academic year and communicate these with staff. • SBM and Heads of Phase to ensure Governors are invited to and attend school events, celebrations and key meetings where appropriate. • Create further opportunities for pupils, parents and staff to meet and engage with Governors. • Head of Phase/Headteacher to share updates about governor visits with parents/carers and staff. • Governors to provide feedback detailing an overview of their visit into school that can be shared as appropriate with staff.	• Headteacher and Chair of Governors monitor Governor visibility, attendance at meetings and engagement. • SBM to record and review Governor visits termly including any feedback submitted. • Governors receive feedback on their involvement and impact by Headteacher.	• Increased awareness of Governors and their role across the school community. • Stronger relationships between Governors, staff, pupils and families. • Increased confidence in governance arrangements. • Governors have a deeper understanding of the school's strengths, priorities and challenges. • Governance is more visible, informed and effective in supporting school improvement.	
To work with Local Authority colleagues to update The Bridge School criteria to ensure that any new pupils to The Bridge School are the most complex.				
A clear admissions criteria to The Bridge School to ensure that pupils are appropriately placed.	• Review and refine the school's admissions criteria in collaboration with the Local Authority. • Clearly define the needs, profiles and provision available across each school site through admissions policy.	• Headteacher and SLT to monitor admissions and placement decisions. • Governors to review admissions arrangements and outcomes annually	• Pupils are placed in the most appropriate provision to meet their needs. • Improved outcomes, engagement and wellbeing for pupils. • Reduced need for placement changes and transitions.	

	• Ensure admissions decisions are informed by robust assessment and evidence of need. • Regularly review placements to ensure they remain appropriate for pupils' needs. • Communicate admissions criteria clearly through policies, the website and stakeholder meetings.	• Regular meetings with the Local Authority regarding referrals and placements. • Monitoring of pupil progress, attendance and wellbeing following admission. • Feedback from families, staff and external professionals.	• Greater confidence among families and professionals in the admissions process. • School resources and expertise are matched effectively to pupil need. • Consistency and fairness in admissions decision-making.	
To ensure that all school sites are seen as one staff community.				
To ensure that there is an awareness of all Bridge School sites and the staff within them.	• Headteacher and Admin to update staff handbook including roles, responsibilities and site locations • Headteacher, Deputy Head and Assistant Head to provide opportunities for cross-site collaboration through joint training, meetings and professional development. • Deputy Head to develop regular communication updates celebrating practice and developments across all sites. • Headteacher/Heads of Phase to organise opportunities for staff to visit other sites and learn about different provisions where possible. • Introduce new staff to the wider school community through induction and networking opportunities.	• Headteacher and SLT monitor staff engagement and participation in cross-site activities. • Staff surveys to assess awareness of colleagues, roles and provision across sites. • Feedback from staff regarding communication and collaboration. • Governors receive updates on whole-school development and staff engagement.	• Increased awareness of the range of provision and staff across all Bridge School sites. • Stronger professional relationships and collaboration between teams. • Greater consistency in practice, systems and expectations across the school. • Staff feel part of one whole-school community. • Enhanced provision and outcomes for pupils through collaborative working.	
To review the school vision and values with all members of the school community.				
There is an updated vision and values statement that is written by the school community.	• Headteacher/Deputy to consult with pupils, staff, governors, parents and	• Headteacher and SLT monitor stakeholder engagement and participation.	• A shared vision that reflects the aspirations and values of the whole school community.	

	carers to gather views on the school's vision and values. • Headteacher to review existing vision and values to ensure they reflect the school's ethos, ambitions and community. • Co-produce an updated vision and values statement with representatives from across the school community. • Communicate and promote the revised vision and values through displays, policies, induction and the website.	• Governors review and approve the updated vision and values. • Staff surveys assess collective understanding and ownership. • Monitoring through learning walks, assemblies and school documentation. • Termly review by governors of how the vision and values are reflected in school practice.	• Increased sense of belonging, ownership and pride among pupils, staff and families. • Stronger whole-school identity across all sites. • Vision and values are understood, visible and embedded in everyday practice.	
To further enhance communication with parents and carers through consistent, accessible and effective systems.				
To explore and agree an appropriate communication method for daily/weekly communication with families.	• Heads of Phase/Head Teacher/Deputy to research various communication systems alongside IT and feedback to SLT meeting. • 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.	• Heads of Phase/Pupil and Family Liaison Worker to monitor use of communication system and gain feedback from parents/carers and teachers. • 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.	• Teacher workload supported due to reduction in information in diaries. • Teacher wellbeing protected and time limited to school hours to promote this. • Parent/Carer communication increased with wider information shared by parent/carers to school. • Parents and carers report high levels of satisfaction with school communication.	

Early Years				
Priority 8- To further strengthen the EYFS induction and supervision of staff so that all are confident in their understanding and delivery of the EYFS curriculum to support pupils to make the most progress possible.				
Linked Governor: Carl Bailey				
Linked SLT: EYFS Head of Phase				
To enhance supervision practice to provide support, coaching, and training for the staff in the EYFS Phase to support self-development and the achievement and wellbeing of all EYFS pupils				
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
All staff feel confident in their delivery and support to pupils in the EYFS Phase.	• Head of EYFS to provide EYFS-specific training focused on curriculum, pedagogy, communication and developmental needs as part of staff induction. • Disseminate the enhanced EYFS handbook outlining expectations, routines and approaches. • Facilitate coaching, mentoring and opportunities to observe effective practice across the Phase. • Head of EYFS to ensure that supervision of staff takes place by class teachers and also SLT throughout the school year. • Provide targeted support for new staff and those requiring additional development.	• EYFS SLT to monitor staff confidence through surveys and discussions and feedback to Headteacher. • Learning walks, observations and provision reviews. • Monitoring of staff participation in training and professional development. • Regular evaluation of planning, assessment and classroom practice. • Feedback from staff, parents and carers. • Governors receive updates on EYFS development and outcomes .	• Staff demonstrate increased confidence and consistency in EYFS practice. • Improved quality of teaching, learning and provision across the phase. • Enhanced understanding of child development and individual needs. • Pupils are more engaged, make strong progress and access an enabling learning environment. • Consistent approaches support smooth transitions and positive outcomes for pupils. • Staff feel supported, valued and equipped to meet the needs of all learners.	

Sixth Form				
Priority 9 - To further enhance the 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) Autumn Spring Summer
For Sixth Form students to access a wider range of community activities and experiences.				

To provide further visits for pupils to give them access to opportunities they may not have previously experienced that are fully accessible.	• KS5 teacher to plan a programme of educational visits, community experiences and enrichment activities that are fully accessible to all pupils, identifying opportunities that broaden pupils' experiences beyond their usual environment e.g. fully accessible Forest School, whole day trips. • Ensure appropriate risk assessments, staffing, transport and adaptations are in place to support participation. • KS5 Teacher in liaison with Head of Phase Work with community organisations and venues to increase accessible opportunities. • KS5 teacher to use pupil voice to help plan visits that reflect pupils' interests and aspirations. • KS5 teacher to evaluate each visit to inform future planning and ensure equality of access.	• Head of Phase and KS5 teacher monitor participation and accessibility. • Head of Phase to conduct termly review of visits, attendance and pupil engagement. • Pupil voice and parent/carer feedback collected following visits. • SLT monitor inclusion and equality of access across all pupil groups. • Governors receive updates on enrichment opportunities and participation.	• Pupils experience a wider range of opportunities and environments. • Increased confidence, independence and resilience. • Improved social, communication and life skills through real-life experiences. • Enhanced cultural capital and understanding of the wider community. • Reduced barriers to participation for pupils with additional needs. • Pupils are better prepared for adulthood and future opportunities.	

In addition to our overall priorities for the academic year, staff have expressed particular training that they are interested in or would like to access to support their professional development. We will try to timetable opportunities for this training to be accessed throughout the academic year and can also be supported through appraisal on an individual basis.

<u>Staff Training Wish List</u>

- Swimming (including warm swim)
- IT – SharePoint, Inprint, individual equipment and sensory rooms.
- CAMHS
- Sensory swings by OT
- External inspirational speaker
- Medium and High needs feeding (for specific staff)