



Curriculum/Learning & Teaching

- Curriculum leader roles to support monitoring of T and L.
- Continuously evaluate and review/update the curriculum to ensure it reflects the pupils needs.
- Covid recovery – support pupils affected by Covid, academically and emotionally. Pupils accessing community again through the curriculum.
- Engagement Model. Embed this approach for appropriate pupils.
- Development of vocational pathways post 16.

Self-Evaluation/Review

- Develop middle leaders to support the curriculum, to review and evaluate and lead on improvements
- Review school website
- Review SEF annually
- Revise the student council agenda, ensuring involvement in school improvement
- Develop links with coordinators from other schools (Challenge Partners) to lead to school improvement.

Leadership & Management

- Develop middle leaders – TLR positions with increased responsibilities
- Work towards 'Better Health in the Workplace' award. Continuing to support wellbeing and health.
- Continue to develop coordinator roles, so that they deliver high quality CPD to all. Share co-ordinator roles to enable peer support.
- Develop links with coordinators from other schools (Challenge Partners) to lead to school improvement.
- Support Early Career Framework as necessary.
- Ensure conversations are held regarding the MAT process and deciding what is in the best interests for the school.

Partnerships/Links

- Develop links with coordinators from other schools (Challenge Partners)
- AET Hub – delivering training to other settings.
- Early Years SEN team – attend training, attend Portage groups.
- PFA partnerships – local colleges and service providers
- Parent partnerships – continue with Academy Parents Links group. Set up group for Upper school.
- Community links with Senses centre, Beyond Boundaries, JCUH.
- Working parties – Challenge Partners, Bsquared (Chaired by Sunningdale School), Engagement Model (Chaired by Sunningdale School), moderation – maintaining standards, sharing good practice
- Ensure conversations are held regarding the MAT process and deciding what is in the best interests for the school.

CPD/Training

- Training on Engagement Model. Embed this approach for appropriate pupils.
- EHCP training within the LA to inform staff on correct procedures – writing outcomes and reports.
- AAC training – all staff have basic Makaton, upskill unqualified teachers to be able to deliver this.
- Continue to use technology to deliver aspects of CPD – reaching more staff.
- Induction programme – ensure the programme is reflected on and updated to reflect needs i.e. as curriculum changes.
- Manual Handling, Team Teach, Rebound Therapy, AET
- Participation in Early Career Framework

Building and Resources

- Develop High Hills and KTS+ buildings to reflect needs.
- Kitchens/dinners issue to be resolved
- Develop use of classrooms at KTS3 and KTS2 – additional purposeful space due to relocation of previous class groups.
- Develop outdoor spaces – mud kitchen, allotment areas, spaces linked to specific class groups.