

# KTS Academy



- **Strategic Intentions**
- **School Development Plan Overview 2025-2026**
- **School Development Plan 2025-2026**

## **Our Vision**

Supporting lifelong learning, and happiness, through quality education, respect and equality for all.

## **Our Mission**

At KTS Academy we strive for lifelong success and happiness for every individual. Through high quality teaching, tailored support and a rich and varied curriculum that goes beyond the academic, we provide our pupils with the best possible educational experience. Every pupil is valued greatly, and their achievements are recognised and celebrated.

## **Our Values**

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning & Development**

## Strategic Intentions 2025-2028

1. Safeguarding	2. Inclusion	3. Curriculum & Teaching	4. Achievement
<p>To maintain a culture of vigilance where safeguarding is everyone's responsibility, ensuring that all pupils are safe, listened to, and supported to thrive. The school will embed proactive, robust safeguarding systems that identify and respond swiftly to concerns, promote pupil wellbeing, and ensure staff are well-trained, confident, and accountable in keeping every child safe—both in school and beyond.</p>	<p>To champion a culture of inclusion where every learner—regardless of age, need, or background—is valued, challenged, and supported to achieve ambitious outcomes, fully participate in school life, and lead fulfilling lives.</p> <p>Ensure that no child's educational experience or sense of belonging is limited by their family's financial circumstances, whilst maintaining dignity and reducing stigma.</p>	<p>To provide a curriculum that engages, excites and encourages a love of learning; ensuring all pupils have the provision they require from the start of their KTS journey through to when they leave.</p>	<p>To ensure that every pupil experiences a personalised, aspirational, and inclusive learning journey, where achievement is measured not only by academic outcomes but also by progress in communication, independence, and life skills.</p>
5. Attendance & Behaviour	6. Personal Development & Wellbeing	7. Early Years & Post 16	8. Leadership & Governance
<p>To provide high quality emotional and behavioural support for pupils whilst maintaining high expectations.</p>	<p>To ensure every pupil's journey through school is rich in opportunities that support their academic growth, personal development, and wellbeing, preparing them confidently for adulthood while nurturing their social, emotional, and life skills at every stage.</p> <p>To prioritise staff wellbeing by promoting mental health awareness, sustainable workloads, and a healthy work-life balance, creating an environment where staff feel valued, supported, and able to give their best to pupils.</p>	<p>To ensure that EYFS provision is fully compliant with statutory requirements and delivers a safe, inclusive, and high-quality learning environment, with well-managed transitions into Nursery and Reception that support pupils' learning, wellbeing, and families' engagement.</p> <p>To ensure that all pupils experience a broad range of careers opportunities, including an expanded Post-16 work experience offer, and that transitions from KTS Academy to the next provision are smooth and well-supported.</p>	<p>To have robust leadership throughout the school from senior, middle leaders and subject leaders. Strong and effective governance; where governors are reflective and support and challenge to drive improvement.</p>

# School Development Plan Overview 2025-2026

## Objective 1: Strengthen whole-school culture, wellbeing, and inclusion

- Sustain a rights-respecting school culture and achieve RRSA Gold reaccreditation
- Support pupil wellbeing through access to ELSA provision and provide trauma-informed CPD
- Reduce barriers to education and enhance wellbeing for pupils from families experiencing financial hardship through comprehensive, dignified support

## Objective 2: Enrich learning through creativity, play, and the arts

- Achieve Artsmark accreditation and broaden creative opportunities
- Embed play-based learning across pathways and explore OPAL to enhance outdoor learning

## Objective 3: Expand pathways, careers education, and post-16 progression

- Develop a three-year rolling programme for post-16 pathways
- Expand Careers Week to ensure progression across year groups
- Increase work-experience opportunities through partnerships with local businesses
- Ensure pupils leaving KTS Academy will have a smooth transition to their next provision

## Objective 4: Enhance facilities and long-term infrastructure

- Explore logistics and costs of building a sports hall
- Create environments and spaces that enable rich, varied learning experiences

## Objective 5: Strengthen collaborative partnerships

- Strengthen subject leadership through purposeful collaboration with leaders from other schools
- Participate in peer reviews with other schools
- Strengthen collaborative partnerships with other providers

## School Development Plan 2025-2026

### Objective 1: Strengthen whole-school culture, wellbeing, and inclusion

Intent	Implementation	Personnel	Budget Implications	Impact	Status <i>Not started, In progress, Completed, Cancelled, Deferred.</i>
Pupil premium and pupils premium plus spending is carefully planned to ensure disadvantaged pupils are supported to achieve the best possible outcomes.	<ul style="list-style-type: none"> <li>CIOC and previously looked after children/young people such as access Blue Cabin Workshops and ELSA sessions</li> </ul>	AG		<ul style="list-style-type: none"> <li>Pupil Premium funding is strategically deployed to remove barriers, enhance equity, and provide all disadvantaged pupils with the support, opportunities, and resources needed to achieve ambitious outcomes and thrive within and beyond the school.</li> </ul>	
To embed and sustain a whole-school culture of children's rights, ensuring that all pupils, staff, and the wider school community actively demonstrate, promote, and advocate for the rights of every child, in order to achieve reaccreditation of the RRSA Gold award.	<ul style="list-style-type: none"> <li>Conduct regular pupil and staff surveys to monitor awareness and understanding of rights.</li> <li>Integrate rights-respecting principles into the curriculum, assemblies, and pastoral support.</li> <li>Establish and maintain pupil councils, committees, or ambassador programs to lead rights-focused initiatives.</li> <li>Provide ongoing CPD for staff on embedding rights-respecting approaches in teaching and school culture.</li> <li>Celebrate and share successes in promoting children's rights internally and with the wider community.</li> </ul>	BW		<ul style="list-style-type: none"> <li>Pupils demonstrate and understanding of the UNCRC rights and can articulate how these are upheld in school life.</li> <li>Rights-respecting language and practices are embedded consistently across all classrooms and communal areas.</li> <li>School policies and practices reflect and promote equality, inclusion, and the participation of all pupils in decision-making.</li> <li>Active pupil-led initiatives and school council contribute to the school's rights-respecting culture and wider community impact.</li> <li>Evidence of impact is clearly documented and monitored through pupil voice, staff feedback, and parental engagement.</li> </ul>	
To reduce barriers to education and enhance wellbeing for pupils from families experiencing financial hardship through comprehensive, dignified support that enables full participation in school life.	<p><b>Nutritional Support</b> Partner with Magic Breakfast to provide free, nutritious breakfast provision for all pupils who need it</p> <p><b>Essential Items Support</b> Establish partnerships with local charities to provide bedding, winter</p>	BW, AG, ET, LP		<ul style="list-style-type: none"> <li>Pupils access breakfast provision</li> <li>Zero pupils miss educational visits due to cost</li> <li>All families in need receive timely support with essential items</li> <li>Leaver cohort attends prom</li> <li>Feedback from families indicates support is provided with dignity and without stigma</li> </ul>	

	<p>clothing, and other essential household items to families in need  Create a discreet referral system for families to access support without stigma  Develop a 'warm bank' of winter coats, shoes, and weather-appropriate clothing</p> <p><b>Celebration and Seasonal Support</b>  Work with charitable organisations to ensure all pupils can access Christmas presents and participate fully in seasonal celebrations  Provide gift vouchers or hampers to families during holiday periods when free school meals are not available</p> <p><b>Educational Visits and Experiences</b>  Subsidise or fully fund all educational visits to ensure 100% participation  Use pupil premium and other funding streams strategically to cover costs  Plan trips with affordability in mind, seeking free or low-cost enrichment opportunities</p> <p><b>Leavers Prom Access</b>  Provide a free prom for all leavers and their class group, funded through school budget, fundraising, or charitable partnerships  Offer prom outfit support (dress/suit hire or purchase assistance) through discreet channels  Ensure transport to and from the venue is provided if required</p>				
<b>Monitoring/Evaluation</b>					

## Objective 2: Enrich learning through creativity, play, and the arts

Intent	Implementation	Personnel	Budget Implications	Impact	Status <i>Not started, In progress, Completed, Cancelled, Deferred.</i>
Ensure all pupils across school have access to high quality Expressive Art and Design teaching and experiences	<ul style="list-style-type: none"> <li>• Achieve Arts Mark accreditation.</li> <li>• Implement Moo Music in EYFS, Engagement &amp; Pre-Formal Pathways.</li> <li>• Explore opportunities to work with external providers to provide pupils with the widest range of opportunities and experiences.</li> </ul>	LR		These actions strengthen the creative and cultural dimension of the academy's curriculum, ensuring pupils benefit from high-quality arts provision, engaging learning experiences, and a broad range of opportunities that enhance personal development and wellbeing.	
Continue to embed play based learning throughout school.	<ul style="list-style-type: none"> <li>• All teachers in EYFS &amp; Engagement pathways have "Planning in the Moment" training.</li> <li>• Explore OPAL as a means to improve outdoor learning and QA the excellent work already happening.</li> <li>• QA planning to ensure that all pathways have a practical &amp; playful approach to learning activities as much as possible.</li> </ul>	FJ, ET,		These actions enrich the academy's learning environment by embedding playful, practical, and responsive approaches, fostering engagement, creativity, and holistic development for all pupils.	
<b>Monitoring/Evaluation</b>					

### Objective 3: Expand pathways, careers education, and post-16 progression

Intent	Implementation	Personnel	Budget Implications	Impact	Status <i>Not started, In progress, Completed, Cancelled, Deferred.</i>
Ensure careers week will provide a range of opportunities and challenges for all pupils (across the academy)	<ul style="list-style-type: none"> <li>Map out careers week to ensure that experiences are not repeated year on year and there is progressions throughout school =.</li> </ul>	LP, SS, ET		<ul style="list-style-type: none"> <li>Pupils experience a carefully sequenced Careers Week and repetition of activities is minimised, allowing pupils to encounter new opportunities and pupils are better informed.</li> <li>Overall, Careers Week contributes to raising aspirations and supports pupils in making meaningful choices about their next steps.</li> </ul>	
Ensure work experience offer for Post 16 pupils will be expanded.	<ul style="list-style-type: none"> <li>Quality assure current work experience placements.</li> <li>Explore new opportunities for pupils with local businesses.</li> <li>Liaise with Independent Travel trainers to explore more pupils having the opportunity to access this training.</li> </ul>	LP, SS, ET		<ul style="list-style-type: none"> <li>Pupils benefit from high-quality, meaningful work experience placements.</li> <li>Expanding opportunities with local businesses increases the range of experiences available.</li> <li>Collaboration with Independent Travel trainers enhances pupils' independence and readiness for post-school life.</li> </ul>	
Ensure Post 16 Pathways continue to deliver high quality learning and development for our pupils.	<ul style="list-style-type: none"> <li>Write a three-year rolling program for each pathway to ensure that each is of equal quality to the others and is well sequenced.</li> </ul>	LP, SS, ET, FJ, BW		<ul style="list-style-type: none"> <li>This action strengthens the academy's curriculum integrity by delivering equitable, coherent, and progressive learning experiences across all pathways, supporting sustained pupil development and success.</li> </ul>	
Ensure pupils leaving KTS Academy will have a smooth transition to their next provision.	<ul style="list-style-type: none"> <li>Hold 2/3 leavers reviews for pupils and parents</li> <li>Co-ordinate visits to relevant further education and/or Day Service providers.</li> <li>Host a parent's event in school where they can meet various Day Service/Further education providers.</li> </ul>	LP		<ul style="list-style-type: none"> <li>Overall, these actions ensure that pupils leaving KTS Academy experience well-planned, supported transitions into the next stage of education, training, or care, enhancing independence and long-term outcomes.</li> </ul>	

#### Monitoring/Evaluation

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### Objective 4: Enhance facilities and long-term infrastructure

Intent	Implementation	Personnel	Budget Implications	Impact	Status <i>Not started, In progress, Completed, Cancelled, Deferred.</i>
Explore logistics and costs of building a sports hall	<ul style="list-style-type: none"> <li>• Conduct feasibility study including costings, planning requirements, and potential funding sources</li> <li>• Consult with pupils, staff, and governors on design and usage priorities</li> <li>• Explore partnership opportunities with local sports organisations</li> </ul>	SG, RA, AG		<ul style="list-style-type: none"> <li>• Clear feasibility report produced with costings and timescales for sports hall development</li> <li>• Improved facilities support enhanced physical education and wellbeing provision</li> <li>•</li> </ul>	
Explore possible uses of additional buildings	<ul style="list-style-type: none"> <li>• Liaise with LA and Galileo</li> <li>• Review current and potential uses of additional building</li> <li>• Consult with staff and pupils on how the space could best support learning and wellbeing</li> <li>• Develop a plan for refurbishment or repurposing if needed</li> </ul>	SG, RA, AG		<ul style="list-style-type: none"> <li>• Additional building usage plan developed and implemented</li> <li>• Additional physical capacity within school</li> </ul>	
<b>Monitoring/Evaluation</b>					

## Objective 5: Strengthen collaborative partnerships

Intent	Implementation	Personnel	Budget Implications	Impact	Status <i>Not started, In progress, Completed, Cancelled, Deferred.</i>
To strengthen subject leadership through purposeful collaboration with leaders from other schools, sharing best practice, moderating standards, and developing curriculum expertise to enhance provision and outcomes for all learners.	<ul style="list-style-type: none"> <li>Continue to establish termly networking opportunities with subject leaders from other schools.</li> <li>Engage in peer review or joint learning walks to evaluate curriculum quality and impact.</li> <li>Share insights and good practice within the school to support continuous improvement</li> </ul>	ET, FJ, AG, SG		<ul style="list-style-type: none"> <li>Subject leaders demonstrate improved confidence and clarity in their roles.</li> <li>Curriculum intent, implementation, and impact are strengthened through shared expertise.</li> <li>Evidence of external collaboration informs school self-evaluation and curriculum development</li> </ul>	
To strengthen the school's quality assurance processes through participation in peer reviews with other schools, engaging in reciprocal evaluation to share best practice, validate self-evaluation, and drive continuous improvement.	<ul style="list-style-type: none"> <li>Join a peer review partnership with other schools within the local network.</li> <li>HT and DHT to conduct review of another school within the network.</li> <li>Attend half-termly meetings with network</li> <li>Host an external peer review of KTS to provide objective evaluation of current strengths and areas for development.</li> <li>Share outcomes from peer reviews with stakeholders and inform school improvement planning.</li> </ul>	AG, SG		<ul style="list-style-type: none"> <li>Peer reviews provide independent validation of the school's self-evaluation and improvement priorities.</li> <li>Leadership demonstrates openness, reflective practice, and commitment to continuous improvement.</li> <li>Evidence from peer reviews contributes to enhanced teaching, curriculum quality, and pupil outcomes.</li> <li>Stronger professional partnerships are established, creating a sustainable network for collaboration and challenge.</li> </ul>	
To strengthen collaborative partnerships with other providers enabling the sharing of best practice, joint service delivery and support strategic development.	<ul style="list-style-type: none"> <li>Contribute to LA strategic groups</li> <li>Deliver CPD with Early Years Team</li> <li>Provide outreach support for other schools and providers</li> <li>Link with schools to visit KTS and share good practice</li> </ul>	AG, SG, ET, BW, LP, AD, FJ, LR		<ul style="list-style-type: none"> <li>KTS Academy contributes meaningfully to local authority strategic planning for SEND provision</li> <li>Stronger partnerships with parents, carers and professionals are established, creating a sustainable network for collaboration</li> <li>Other schools and providers benefit from KTS Academy's expertise in SEND provision, improving their own practice and outcomes for pupils with SEND</li> </ul>	
<b>Monitoring/Evaluation</b>					