



Sunningdale School Development Plan 2021-22



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Sunningdale School Development Plan Overview

Leadership & Management

1. Evaluate the approach to and culture of safeguarding across school.
2. Evaluate, define and embed (distributed) leadership roles at all levels of the school.
3. Evaluate, define and embed structure and progression for teaching assistants (at all levels).
4. Enhance and develop the provision for staff health and wellbeing.
5. Development of an effective and relevant Early Career Framework for Early Career Teachers (ECTs) in Specialist Settings.
6. Re-establish and begin to develop community links.

Quality of Education

1. The implementation of a pathway based approach to meeting the needs of defined cohorts of pupils embedded securely and consistently across the school.
2. Implement an effective, rigorous and robust individualised assessment system to support pupils achieving the best possible outcomes.
3. Reinforce & develop the effective use of the Engagement Model to support teaching and learning across pre-formal, informal and semi-formal curriculum approaches.
4. To evaluate & develop a subject specialist offering to support the best possible outcomes for all pupils.

Personal Development

1. Introduce and embed a developmentally appropriate Relationships Education curriculum.
2. Evaluate & develop transition processes and curriculum to ensure that pupils are ready for the next stage of education.
3. Developing an inclusive environment (beyond the classroom) that meets the needs of all pupils.

Behaviour & Attitudes

1. Developing pupils' confidence, resilience and understanding so that they can keep themselves emotionally regulated and feel safe.
2. Developing a robust system to support pupil attendance (even for the most vulnerable).

Buildings & Administration

1. Review current working practice and whole staffing structure within the extended administrative team to ensure effective and efficient operational support.
2. Development of effective operational processes (including ICT) to support the ongoing growth and development of the school.
3. Support the provision, development and transition to the new school building.
4. To develop an effective business plan for the SENhub to secure a strong and stable financial future.

The School Development Plan (SDP) is not a fixed document. It is one that is flexible and adapts based on the needs of the school. The SDP is reviewed by senior leaders on a regular basis and updates are provided to staff and other stakeholders to ensure that they are aware of developments and any outstanding actions.

Leadership & Management

Target 1:	Evaluate the approach to and culture of safeguarding across school.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Evaluate the roles and distribution of responsibilities across Designated Safeguarding Leads.	Evaluate and breakdown current roles and caseloads of DSLs Reflect on safeguarding cases. Re-distribute and train as relevant	SLT/ DSL/ DDSLs	Oct 21	Time / Meetings Safeguarding link governor.	All staff have clear expectations and understanding of DSL roles & Pathways. Effective and thorough support for all pupils including those subject to CIN, CP, LAC.	
Ensure effective and robust safeguarding processes are in place across school.	Ensure a secure and robust system of signing in to the school building for staff is in place. Issue all staff with ID badges and ensure they are worn at all times Update all policies and procedures in line with PREVENT guidelines in collaboration with the Safeguarding First, Governors and other	DSL/ DDSLs/ Admin Team	Oct 21- Feb 22	Time: Reflection, Development and Dissemination. Safeguarding link governor. Lanyards and ID Cards (Approx £400). Training (£800)	Learners are safeguarded proactively by all staff in school Governors and other stakeholders such as parents, carers have advanced knowledge and understanding of broader safeguarding issues to protect their child and family.	

	stakeholders. Staff undertake E-Learning Modules on PREVENT/Radicalisation, Child Sexual Exploitation and face to face (virtual live) update on KCSIE.					
Evaluate and develop approach to remote education for pupils unable to attend school.	Evaluate the role of the Family Partnership Advisor (FPA) in school. Define role of SHLTA to support remote learning (see Target 3 below). in school Ensure attendance monitoring and support for is effective and maintains a high profile. Evaluate teacher/ HLTA role in supporting remote learning	SLT/ FPA/ Admin Team	DEC 21	Time: Reflection, Development and Dissemination.	High expectations of attendance and progress of learners unable to directly attend the setting. High level of support for the progress of learners unable to attend.	

Target 2:	Evaluate, define and embed (distributed) leadership roles at all levels of the school					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Define and embed the roles of the Senior Leadership Team	Clear lines of accountability for leadership team are in place	SLT	Dec 21	Time: Meeting/ Evaluation/ Dissemination	Leaders set high expectations and relationships between leaders, staff and learners support the progress of	

	<p>Ongoing leadership CPD opportunities to be available for senior leaders to develop skills and management strategies (NPQ-)</p> <p>Moderation, Meetings and challenge with leaders from other settings.</p> <p>Engagement with SI service.</p>		<p>Jan 22</p> <p>Dec 21 (ongoing)</p>	<p>NPQ- - Currently funded via the Ambition Institute</p> <p>Time: Meeting/ Evaluation/ Reflection/ Dissemination</p>	<p>learners at school. All staff have clear expectations and understanding of the roles of leaders. Strengthened leadership skills of leaders positively impact upon the effective management of the school.</p>	
Evaluate the teaching and learning leadership of individual curriculum pathways	<p>Pathway leadership reviewed. Roles and responsibilities are reviewed in the context of Curriculum Pathways. Ongoing leadership CPD opportunities to be available for middle leaders (including aspiring ML's) to develop skills and management strategies</p>	SLT	Feb 22	<p>Time: Meeting/ Evaluation/ Reflection/ Dissemination.</p> <p>NPQ- - Currently funded via the Ambition Institute</p> <p>TLR2 £2,873 - £7,017. TLR3 £571 - £2,833.</p>	<p>Develop confidence and expertise in staff. Increased support for staff within specific curriculum pathways and SLT. All staff have clear expectations and understanding of the roles of leaders. Strengthened leadership skills of leaders positively impact upon the effective management of the school.</p>	
Evaluate, define and embed the substantial & sustained roles of teachers on the Upper Pay Scale (UPS)	<p>Roles and responsibilities are reviewed and a more efficient, clear structure is implemented.</p>	SLT	June 22	<p>Time: Meeting/ Evaluation/ Reflection/ Dissemination</p>	<p>UPS teachers have clear expectations and understanding of their roles and responsibilities across school. A more efficient, structure is implemented providing</p>	

					improved value for money.	
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Target 3:	Evaluate, define and embed structure and progression for teaching assistants (at all levels)					
	Implementation					
	Action	Who ?	Timescale	Resources	Impact	Progress
Evaluate and define the role of the Senior HLTA to support remote learning	Remote learning offer evaluated and refined. SHLTA role/ responsibilities reviewed and defined.	SLT	Jan 21	Time: Meeting/ Evaluation/ Reflection/ Implementation.	A more efficient, structure is implemented providing improved value for money.	
Define and evaluate the roles of HLTAs within curriculum pathways	Roles and responsibilities are reviewed and a more efficient, clear structure is implemented.	SLT	Sept 21	Time: Meeting/ Evaluation/ Reflection/ Dissemination	A more efficient, structure is implemented providing improved value for money. Staff at all levels are aware	
Establish effective professional development (linked to standards) for all teaching assistants.	Streamline current training structure to ensure essential training is completed and remaining training time focuses on teaching and learning. Ensure staff development meetings are meaningful, impactful and Effective. Implement professional appraisal structure for all staff (Research link: Professional Standards for Teaching Assistants). Ensure all staff have opportunity to access	SLT	April 22	Time: Meeting/ Evaluation/ Reflection/ Dissemination Teaching Assistant standards: http://www.skillsfor schools.org.uk/resources-research/professional-standards-for-school-roles/professional-standards-for-teaching-	of and maintain a high level of professional expectation regarding practice and conduct. Staff Development sessions allow for the sharing and dissemination of staff training and to showcase development work in key areas e.g. engagement, play etc... Develop confidence and expertise in staff. Pupils are supported by appropriately trained and resourced whole school staff	

	good quality CPD.			assistants/	to meet the specific needs of pupils.	
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Target 4: Enhance and develop the provision for staff health and wellbeing						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Establish a staff wellbeing team	To identify and develop Well-being pathway leads (inc admin) across school. Contribute to development of staff wellbeing policy. Highlight wellbeing strategies and signpost to support.	SLT	Jan 22	Time: Meeting/ Evaluation/ Reflection/ Dissemination	School embeds an ethos that encourages all stakeholders to develop their understanding of mental health and wellbeing issues. Highlight pre-existing good practice (e.g. PPA at home).	
Design and embed a staff wellbeing policy	Evaluate pre-existing wellbeing strategies. Leaders consider teacher workload and staff wellbeing Identification of Resources which promote good mental health are reviewed and updated. Senior Mental Health Lead Appointed.	SLT/ Wellbeing leads	June 22	Time: Meeting/ Evaluation/ Reflection/ Dissemination Senior Mental Health Lead (currently no cost-funded)	Leaders give greater consideration to teacher workload and staff wellbeing. Bank of high quality resources which promote good mental health Staff are developed and supported to manage their own mental health and wellbeing.	
Evaluate and implement strategies	Governors and SLT evaluate strategies for	Governing	Apr 22		Contributes to ethos that encourages all	

for supporting the mental health and well-being of the Senior Leadership Team.	supporting SLT with mental health and wellbeing. Embed and evaluate new processes and mechanisms for supporting Senior Leaders.	Board/ SLT			stakeholders to develop their understanding of mental health and wellbeing issues. Leaders better able to support mental health and wellbeing of others. Resilient & supported leaders are better able to provide clear strategic and operational management of school.	
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Target 5: Development of an effective and relevant Early Career Framework for Early Career Teachers (ECTs) in Specialist Settings						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Develop/ adapt ECF model relevant to ECTs in specialist provision	Evaluate current provision available to ECTs in specialist settings.	SLT/ ITT TLR	Dec 21	Time: Meeting/ Evaluation/ Reflection/ Dissemination	A Specialist Early Career Framework (ECF) that builds on Sunningdales's high-quality Initial Teacher Training (ITT) and Provides the necessary foundation of a successful career in specialist teaching.	
Provide support to delivery partners to deliver appropriately adapted provision to ECTs and mentors via a relevant ECF delivery partner	Identify gaps and provision to be adapted. Design and Implement relevant strategies. Deliver training to ECT/ Mentors in collaboration with National/ Regional delivery partners. Collect and reflect on feedback. Adapt programme as	SLT	Dec 21	Northern Lights Teaching School Hub Education Development Foundation		

	necessary.					
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Target 6:	Re-establish and begin to develop community links (post pandemic)					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Develop and build on links with local/ regional schools to ensure collaborative exchange between staff	Identification of and engagement with relevant settings across the region.	SLT/ Teachers	Oct 21- Apr 22	Time and Travel (£1000)	Develop confidence and expertise among staff and leaders. Provide/ receive support and feedback from local partners in curriculum and assessment developments.	
Administration Team develop and build links with local/ regional schools to ensure collaborative exchange of ideas and processes	Identification of and engagement with relevant settings across the region.	Office Manger/ Admin Team/ HT	Oct 21- Apr 22	Time and Travel (£500)	Provide/ receive support and feedback from local partners in current best practice and up to date administrative procedures/ software/ processes.	
Develop closer links and collaboration with parent support groups (e.g. Special Lioness')	Develop local community groups awareness of the school and begin to develop sustainable links.	SLT/ FPA/ Teachers	Oct 21- Apr 22	Time and resources (£500)	Develop an understanding of and strong relationship between parents, teachers and community. Community links complement and add to the value of the curriculum. School active in fundraising and creating peer support for Parents and Volunteers	
Continue to develop	Membership and	SLT	Oct 21- July	Time and travel	Develop confidence and	

<p>greater links with relevant regional and national groups and bodies.</p>	<p>engagement with: Federation of Leaders of Special Education (FLSE); National SEND Forum; National Network of Special Schools (NNS); EQUALS; Medicine in Special Schools (MISS) Group; Schools North East (SNE).</p>		<p>22</p>	<p>(£2000)</p>	<p>expertise among SENIOR Leaders. Practice up to date, relevant and inline with best practice. External/ outward facing approach to staff development (disseminated internally) results in pupils benefitting from innovative and more diverse practice.</p>	
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Quality of Education

Target 1:	The implementation of a pathway based approach to meeting the needs of defined cohorts of pupils embedded securely and consistently across the school					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Define specific cohorts by developmental characteristics & specific approaches required to meet needs	Identify relevant curriculum approaches for individual pathways based identified characteristics Presentation of Pathways and defining characteristics based to staff. Identify staffing needs and allocated relevant staff to specific pathways.	SLT	Sept 21	Time: Meeting/ Evaluation/ Reflection/ Dissemination	Staff buy-in to the approach. Staff skills and aspirations matched to pedagogical approach. Pupil needs accurately met by staff motivated and skilled in working with pupils with specific learner characteristics.	
Introduce and embed a pre-formal curriculum pathway to meet the curriculum needs of pre-formal learners (yet to achieve autonomy across a range of contexts)	Identification and presentation of specific pedagogy related to overall approach and each pathway. Dissemination of EQUALS documentation relating to curricula:	SLT/ pre-formal teachers	Sept 21- June 22	Time: Meeting/ On going Evaluation/ Reflection/ Dissemination throughout year. EQUALS Curricula Docs (No Cost JW trustee of organisation).	All pupils access an approach led curriculum pathway based on their specific characteristics and needs (these are linked to individualised EHCP outcomes and Preparation for Adulthood). Pupils access an appropriate environment and imaginative resources and learning activities to promote their progress via high engagement.	
Introduce and embed an informal curriculum pathway to meet the curriculum needs of	Preformal Informal Semi-Formal Formal	SLT/ explore teachers	Sept 21- June 22	EQUALS		

informal complex learners (pathway now known as: Semi Formal Explore)	Staff attend relevant training specific to pathway: to include overview and strategy specific training.			Curriculum Training (Virtual – No cost).	Those accessing subject specific learning are supported to do this whilst continuing to develop their realisation and initiation in preparation for future learning and adulthood.	
Introduce and embed a semi-formal curriculum pathway to meet the curriculum needs of semi-formal learners (pathway now known as: Semi Formal Play)	Coaching and mentoring related to specific pathway approach undertaken by SLT.	SLT/ play teachers	Sept 21- June 22	Attendance at EQUALS Regional Curriculum Conference Cost per pathway Approx: Conf: £60- £100 Accom: £200-250	Pupil communication improves due to curriculum delivery focussed on their specific characteristics. Pupils are beginning to be effectively equipped for their transition to adult life, even in key stage 1.	
Introduce and embed a formal curriculum pathway to meet the curriculum needs of pupils fully engaged in subject-specific learning	Reflection on practice alongside ongoing developments to include all staff. Constant and dynamic evaluation of approach by SLT supported by teachers.	SLT/ formal teacher (GP)	Sept 21- June 22	Travel: £200-250 Food: £45- 75 Strategy Based Training: SCERTS (£0) Attention Autism (£TBD)) Intensive Interaction (£1000) Rebound Therapy (£1000) PMLD Festival (£150) Sensory Festival (£150) Engagement (£0) Consultation (PI) (Approx £2000)	Interventions are highly effective in ensuring outstanding pupil outcomes due to differentiated nature of pathway approaches. Internal and external learning environments are designed and presented in line with specific pathway approach to ensure effective learning and engagement opportunities for all pupils. Staff expertise is well matched to effectively support specific learning opportunities.	Sept 21- Beginning of year subject specific baselining assessment suggested that no pupils were yet ready to access a Formal Curriculum model in 2021-22

					<p>External/ outward facing approach to staff development (disseminated internally) results in pupils benefitting from innovative and more diverse practice.</p> <p>Develop confidence and expertise in staff.</p> <p>Pupils are supported by appropriately trained and resourced whole school staff to meet the specific needs of pupils.</p>	
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Target 2: Implement an effective, rigorous and robust individualised assessment system to support pupils achieving the best possible outcomes						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Develop and implement a range of relevant assessment frameworks to monitor pupil progress aligned to their specific curriculum pathway and needs.	Identify, introduce and embed relevant developmental assessment frameworks across curriculum pathways	SLT	Dec 21	Learning Journeys: Footsteps (No cost CB WDene collaborator) Learning Journeys: Stepping Out (No cost CB WDene collaborator) SCERTS MAPP (No cost JW EQUALS trustee)	Pupils make good and better developmental progress against their long-term outcomes (and related to Preparation for Adulthood) as defined in their EHC Plans and broken down in Personalised Learning Plans (PLPs).	
Develop partnerships	Identify relevant partners	SLT	Dec21	Time: Meetings/	Ensure teachers are	

with other schools to ensure robustness of assessment use and allow for effective moderation and calibration.	through external networks. Organise a range of virtual and in person practice sharing and moderation. Agree use and understanding of assessments across settings.		(& on going)	Planning/ Attendance and organization. Cost of materials (paper etc...) Hosting (no cost) Travel (£100-300)	instrumental in monitoring learner's progress. Ensuring pupils subject and non-subject specific attainment is moderated internally and externally via effective collaboration to promote consistency of understanding of pupils' development among staff	
Develop support for the understanding and assessment of Play based Learning	Identify and/ or develop relevant resources to support teacher understanding. Disseminate across staff in semi-formal pathways.	SLT (AHT)	Nov 21	Time: Research/ reflection/ development/ dissemination. Materials (£100-200).	Ensure consistency of approach and understanding of pupils' development among staff.	
Develop and embed the use of the Evidence for Learning App to capture evidence of engagement and learning.	Trial and Evaluate the use of Evidence for Learning App. Meet developers and discuss specific use in the context of above assessment frameworks.	SLT (DHT)	Jan 22	Time: Research/ reflection/ development/ dissemination. 1yr- £1195 3yr- £2495 5yr- £3495	Holistic pupil progress is captured, measured, recorded, reported and celebrated with parents/carers in accessible ways with learners and their families.	
To ensure an effective system of quality assurance is in place to track and quality assure pupil progress.	Development and trialing of a triangulated system of quality assurance across all aspects of teaching and learning (including assessment).	SLT	Oct 21	Time: Research/ reflection/ development/ dissemination.	Leaders have confidence in the quality of teaching, learning as well as overall progress and attainment as Outstanding. Any aspects of teaching and	

					learning felt to be less than Good are quickly identified and allocated appropriate resources to make improvements.	
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Target 3: Reinforce & develop the effective use of the Engagement Model to support teaching and learning across pre-formal, informal and semi-formal curriculum approaches							
Implementation							
	Action	Who?	Timescale	Resources	Impact	Progress	
	Develop understanding of the use and assessment of Engagement to support pupil learning.	Reinforce use of the engagement model as an assessment of the 5 areas of engagement for pre-subject specific learners. Embed the use of Engagement Motivators to support highly effective teaching and learning.	SLT	Nov 21	Engagement Model Training (No cost: developed internally) Engagement Model Lead Trainer (No cost: JW)	Increased understanding of engagement motivators for individual pupils. Due to highly engaging learning environment s/ resources/ activities etc.. pupils make good and better developmental progress against their long-term outcomes	
	Develop partnerships with other schools to ensure robustness of the use of engagement and the Engagement Model and allow for effective moderation and calibration.	Identify relevant partners through external networks. Organise a range of virtual and in person practice sharing and moderation. Agree use and understanding of areas of and use of engagement across settings.	SLT	Oct 21-July 22	Time: Meetings/ Planning/ Attendance and organisation. Cost of materials (paper etc...) Hosting (no cost) Travel (£100-300)	Ensuring the use of engagement and the Engagement Model is moderated internally and externally via effective collaboration to promote consistency of understanding of pupils' engagement among staff.	

Target 5: To evaluate & develop a subject specialist offering to support the best possible outcomes for all pupils						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Implementation of music therapy for relevant pre-formal learners.	Music Therapy for pupils not yet engaged in subject specific learning	SLT	Oct 21	Pupil Premium & Music Hub funding used to support specialist professional	Pupils better regulated to engage with learning. Development of communication and regulation skills for most profound learners.	
Physical development and play opportunities are Enhanced in lessons and across the semi-formal/ formal pathways	Recruit Physical Development/ PE Specialist to work alongside staff. Implement Physical Education for pupils beginning to engage with Subject Specific Learning	SLT	Dec 21	Sport Premium to support acquisition of specialist to provide CPD of staff via team teaching and modelling	Ensuring Staff are well trained to support the physical development of semi-formal/ formal learners. Pupils able to access high quality PE and Games in order to complement the development of secure play based learning including collaboration and team work.	

Behaviour & Attitudes

Target 1: Developing pupils' confidence, resilience and understanding so that they can keep themselves emotionally regulated and feel safe						
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Re-evaluate and develop the understanding of the Thrive approach across semi-formal pathways	Thrive trained staff deliver and support sessions on Thrive Approach. Areas are created in school for learners to reflect and practice mindfulness relaxation techniques. Development of outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces.	Thrive trained staff	May 22	Time: Meetings/ Planning/ Attendance and organisation.	All pupils' attachment and emotional regulation needs are addressed to the highest standard throughout the day, in order to facilitate improved well-being, health and readiness to learn.	
Re-introduce Family Thrive in order to support parents to develop their child's confidence and resilience in the home environment.	Identify relevant parents. Individually engage parents and explain benefits of the approach. Plan and run sessions engaging parents and disseminating best practice.	FPA/ HT	Feb 21	Time: Planning/ Attendance and organisation.	Further development of an holistic approach to meeting learners' and family's needs. Parents and carers actively involved in their child's learning 'Hard to reach parents' become more engaged with school	

Target 2:		Developing a robust system to support pupil attendance (even for the most vulnerable)				
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Evaluate and refine approach to remote learning	Evaluate the role of the Family Partnership Advisor (FPA) in school. Define role of SHLTA to support remote learning (see Leadership and Management 3). in school Evaluate teacher/ HLTA role in supporting remote learning.	SLT/ FPA/ SHLTA	Dec 21	Time: Evaluation/ Reflection/ Implementation Materials (£1000)	High expectations of progress of learners unable to directly attend the setting. High level of support for the progress of learners unable to attend.	
Develop bespoke and individualised timetables and access to facilities to encourage attendance	Roles and responsibilities are reviewed and a more efficient, clear structure is implemented.	FPA/ SHLTA	Jan 22	Time: Meeting/ Evaluation/ Reflection/ Implementation	High expectations of attendance of learners not attending the setting. High level of support for the reintegration of non-attending pupils.	
Evaluate and develop appropriate and effective system for monitoring pupil attendance.	Roles and processes are reviewed. A more efficient, clear structure is implemented. New system evaluated throughout implementation.	SLT/ FPA/ Admin Team	Jan 22		Ensure attendance monitoring and support for is effective and maintains a high profile. Support and Intervention for non-attenders is timely and effective.	

Personal Development

Target 1:	Introduce and embed a developmentally appropriate Relationships Education curriculum					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Introduce and embed a developmentally appropriate Relationships Education curriculum	Identify, introduce and embed relevant developmental assessment frameworks across curriculum pathways.	SLT	Jan 21	Time: Evaluation/ Design/ Implementation Training RSE for SEND/ SLD – EQUALS (no cost) EQUALS documentation (No cost- JW)	Staff are able to teach a developmentally appropriate Relationships Education curriculum to pupils in semi-formal/ formal pathways. Pupils develop a developmentally appropriate understanding of relationships and) with peers, adults and family including strangers.	

Target 2:	Evaluate & develop transition processes and curriculum to ensure that pupils are ready for the next stage of education					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Evaluate & develop the year 6 curriculum to support transition to secondary school	Identification and presentation of specific curriculum/ topics/ activities related to	SLT Yr 6/ UPS Teachers /	Apr 22	Time: Evaluation/ Design/ Implementation	Pupils better prepared for transition. Pupils better able to	

(inc Paperless file transfer)	transition to next setting that are relevant to each pathway.	Admin Team			understand and better regulated through the transitional process to the next setting.	
Evaluate and develop transition processes in order to support more effective emotional regulation and confidence linked to transition to secondary school.	Identify, introduce and embed relevant operational processes to support effective transition and support for pupils and families during transitional process.	Yr 6/ UPS Teachers	Apr 22	Time: Evaluation/ Design/ Implementation		

Target 3: Developing an inclusive environment (beyond the classroom) that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
To develop pathway specific assemblies to meet the needs of specific groups of pupils	Reflect on the (community needs) of pupils within individual/ specific pathways. Design and implement relevant assembly opportunities bespoke to the individual pathway. Evaluate and refine.	Teachers	Feb 22	Time: Evaluation/ Design/ Implementation/ Reflection	Pupils will recognise their role as part of the school and wider community. Pupils develop British Values and SMSC.	
To develop the use of functional signage & communication strategies to support and develop	Evaluate current Communication Pathway and strategies. Develop functional signage to support 'real	SLT/ SALT	Feb 22	Time: Evaluation/ Design/ Implementation/ Reflection	Pupils will recognize themselves as an individual within the context of their role as part of the school and	

individual pupils communication needs	world' understanding and the development of relevant communication. Introduce system of preferred greeting.				wider community. Pupils will develop 'functional' communication in preparation for adulthood.	
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Buildings & Administration

Target 1: Review current working practice and whole staffing structure within the extended administration team to ensure effective and efficient operational support						
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Evaluate develop of the working practices and procedures of the administration team (in the broader context of the operational management of the school).	Evaluate the effectiveness of current practice and procedures of the administrative team. Design and refine practices as needed. Implement and evaluate practices and procedures.	HT/ Office Manager/ Admin Team	Dec 21	Time: Meeting/ Evaluation/ Reflection/ Implementation Software costs: TBD	More efficient processes and practices are implemented providing improved value for money. Compliance with regulations is assured and practices are up date and efficient in supporting staff, pupils and families.	
Evaluate and define administration team roles	Evaluate current roles Identify gaps in the structure of current team. Establish interests, strengths and skills within team. Allocate and embed roles as relevant. Refine operational roles of administration team	HT/ Office Manager/ Admin Team	Dec 21	Time: Meeting/ Evaluation/ Reflection/ Implementation. Discovery Insights training (£1000)	Administrative staff have clear expectations and understanding of their roles and responsibilities across school. A more efficient, structure is implemented providing improved value for money.	
Support the operational	Evaluate the effectiveness of current practice and	SENhub manager/	Feb 22	Time: Meeting/ Evaluation/	Efficient operation of the SENhub.	

management of the SENhub training centre	procedures of the administrative team in relation to SENhub. Design and refine practices as needed. Implement and evaluate new practices and procedures (including those related to finance- see Target 4 below).	Office manager/ HT		Reflection/ Implementation.	Effective and efficient support of the SENhub promotes CPD priorities within school and the wider region and sector (SLD/ PMLD)	
Evaluate and refine the roles and processes of the site supervision team	Evaluate current roles Identify gaps in the structure of current team. Refine operational roles of administration team. Evaluate and monitor roles.	HT/ Office Manager/ Admin Team/ Site Team	Feb 22	Time: Meeting/ Evaluation/ Reflection/ Implementation.	Site Supervision staff have clear expectations and understanding of their roles and responsibilities across school. A more efficient, structure is implemented providing improved value for money	

Target 2:	Development of effective operational processes (including ICT) to support the ongoing growth and development of the school					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
To develop the ICT infrastructure across the school to ensure maximum outcomes for staff and pupils.	All pupils are able to access appropriate ICT equipment. All staff are able to access appropriate ICT equipment and software.	SLT/ Admin Team	Feb 22	Time: Evaluation and determination. Resulting Software/ Hardware costs- TBD Training on new software/ hardware	ICT infrastructure is fit for purpose and meets the needs of the new Curriculum, admin processes and building.	

				systems (cost £TBD).		
To develop & publish a website that promotes the school's vision and supports stakeholders in effective engagement with the school and its processes.	Evaluate the school's current website in the context of the wider needs of the school, the needs of its stakeholders, the business of the school and compliance.	SLT/ Admin Team	Apr 22	Time: Evaluation and planning and meetings Resulting development costs- TBD Connected IT	Website is fit for purpose and meets the needs of the school including teaching and learning, stakeholder engagement and administrative processes.	

Target 3: Support the provision, development and transition to the new school building						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
To support the transition from the current school building to the new school building by September 2022	Liaise with Kier and Capital Projects and Infrastructure, Planning and Transportation team at Sunderland City Council regarding building timeline. Develop timeline/ table for relevant tasks. Allocate tasks and responsibilities. Undertake tasks in line with timeline to ensure smooth transition. Evaluate and refine as needed.	HT/ Office Manager	Oct 21 (and ongoing)	Time: Meeting & Implementation.	Effective transition of pupils, resources and overall curriculum approach to new school building. Effective transition supports minimal disruption to curriculum delivery. Effective transition increases ability to support pupil regulation through transition. Effective transition of infrastructure supports effective transition of all processes to new school	

					building.	
Develop a programme of pupil engagement with the new school building.	<p>Liaise with Kier.</p> <p>Identify pupil groups to visit and report on building site.</p> <p>Negotiate footage and photography of new site to share and engage stakeholders including governors and parents.</p> <p>Develop timetable.</p> <p>Evaluate and refine.</p>	HT/ SLT/ Admin Team/ Teachers	Oct 21 (and ongoing)	<p>Time: Meeting & Implementation.</p> <p>Transport (school minibus)</p>	<p>Pupils have better understanding of where they will transition in Sept 2022.</p> <p>Develop a strong relationship between pupils and the community involved with the new school building.</p> <p>Opportunity for functional (real world) curriculum links to made by pupils in the context of their own school.</p>	

Target 4: To develop an effective business plan for the SENhub to secure a strong and stable financial future						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
	<p>Develop a longterm (3 year strategy) for the SENhub to ensure stability, viability and sustainability.</p>	<p>SENhub Manger/ Finacial Partnership Adviser/ Office Manager/ HT</p>	Feb 22	<p>Time: Meeting/ Evaluation/ Reflection/ Implementation.</p>	<p>Financial stability ensures long-term viability of the SENhub offer.</p> <p>Effective and efficient support of CPD priorities within school and the wider region and sector (SLD/ PMLD)</p>	

	income generation opportunities to include development of a marketing strategy identifying main training streams based on demand in collaboration with partners.					
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