



Sunningdale School Development Plan 2022-24



be more

Sunningdale School Development Plan Overview of Previous Year(s) (2020-22)

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.

Sunningdale School Development Plan Overview 2022–24

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

1. Continue to develop the leadership of both curriculum pathways & individual subject areas across school.
2. The sourcing and recruitment of additional governors that can effectively contribute to and support the leadership and governance of the school.
3. Leaders and governors will engage in the academisation process and begin to prepare the school for transition into a multi academy trust.
4. The school will work with TfC and mainstream settings to provide support within mainstream settings to enhance inclusion and access for relevant pupils with SLD.
5. Develop community links at new site/location (Doxford Park).

Quality of Education

1. The development use of bespoke environments across school to support the effective delivery of the specific pathway based approaches.
2. The development and use of bespoke environments across school to support an interest in and development of:
 - a. Reading.
 - b. Thinking, Problem Solving and Maths.
 - c. Outdoor Learning
3. To develop practice and pedagogy related to early Physical Development.
4. To further develop the school's approach to supporting Preparation for Adulthood outcomes for all pupils.
5. To develop an early intervention and support programme for families of pupils in EYFS.
6. Develop & implement effective 'hybrid' curriculum approaches to support learners demonstrating characteristics across pathways.

Personal Development

1. Develop Pathway Specific Approaches to the School's Relationship Education Curriculum.
2. To extend opportunities to support pupils effectively transitioning from EYFS to KS1 and Key Stage 2 to 3.
3. The school will extend the range of extra-curricular activities and clubs available to pupils (post covid-19 pandemic) in order to further support pupils' pursuit of their interests and talents.
4. To create further opportunities for all pupils to develop their character – including their resilience, confidence, independence and sense of community.

Behaviour & Attitudes

1. Evaluate and extend the approach to parental support re: attendance & low-level concerns.
2. Develop the use of pupil Well-being champions across pathways to support pupils' confidence, resilience and emotional regulation.

Buildings & Administration

1. Review current staffing structure within the extended administration team to ensure effective and efficient operational support.
2. Evaluate the use & procedures in place at the new school site to ensure effective & safe use.
3. Support the development of Outdoor Learning Areas for access and use in Summer/ Autumn Term 2023.
4. To develop an effective business plan for the SENhub to support a strong and stable financial future for the main school.

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Leadership & Management

Target 1:	Continue to develop the leadership of both curriculum pathways & individual subject areas across school					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Further develop the role of Pathway Leaders across individual curriculum pathways.	<p>Pathway leadership reviewed.</p> <p>Roles and responsibilities are reviewed in the context of Curriculum Pathways.</p> <p>Ongoing leadership CPD opportunities to be available for middle leaders (including aspiring ML's/ SL) to develop skills and management strategies</p>	MLT supported by SLT	Oct 22- July 23	<p>Time: Meeting/ Evaluation/ Reflection/ Dissemination.</p> <p>Mentoring training developed by Education Development Trust (EDT)</p> <p>NPQ- - Currently funded via the Ambition Institute</p> <p>NPQEY NPQTL NPQSL</p>	<p>Leadership understanding and expertise supported and embedded in MLT.</p> <p>Increased support for staff within specific curriculum pathways and SLT.</p> <p>All staff have clear expectations and understanding of the roles of leaders.</p> <p>Strengthened leadership skills of middle leaders positively impact upon the effective management of the school: Leadership is key to most school improvement relating to QofE (Ambition Institute).</p>	
Further develop the role of subject leadership within individual subject areas.	<p>Curriculum area Roles and responsibilities are reviewed to reflect all subject areas.</p> <p>Subject area 'teams'</p>	SLT/ Teachers	Oct 22	Time: Meeting/ Evaluation/ Reflection/ Dissemination	<p>Subject Area Teams help develop 'buy-in' to curriculum delivery from the wider staff.</p> <p>Support for staff well-being</p>	

	<p>implemented (including TAs) to support subject leaders in monitoring and developing subject areas.</p> <p>Evaluate effectiveness and review processes.</p>		As required		<p>via clearer impact on teaching and learning developments for all classroom based staff.</p> <p>Individual subject areas closely monitored, evaluated and developed inline with needs of pupils.</p> <p>Effective engagement and progress for all pupils in individual subject areas.</p>	
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Target 2:	The sourcing and recruitment of additional governors that can effectively contribute to and support the leadership and governance of the school.					
	Implementation					
	Action	Who ?	Timescale	Resources	Impact	Progress
Identify relevant skills and/ or perspectives required to strengthen current governing board.	Evaluate and audit current skillset and perspective(s) represented by governing board. Identify relevant individuals and explore interest to engage with governing body.	HT/ Governing Board	Nov 22	Time: Meeting/ Evaluation/ Reflection/ Discussion	A more efficient, structure is implemented providing improved governance through a broader skillset and experience.	
Induct and develop relevant skills and understanding of new governors within the context of the school, its Vision, Ethos, Intent and Implementation.	Roles and responsibilities are reviewed and a more efficient, clear structure is implemented.	HT/ Governing Board	Nov 22- Apr 23	Time: Meeting/ Evaluation/ Reflection/ Dissemination	Leaders are supported and challenged by appropriately trained and resourced governors.	
Governor roles evaluated and developed to reflect and support curriculum model as well as wider school operation		HT/ Gov's	Oct 22- June 23	Time: Meeting/ Evaluation/ Reflection/ Dissemination	A more efficient, structure is implemented to ensure governors have a strong overview of the school. Develop confidence and expertise in governors. Leaders are supported and challenged by appropriately trained and resourced	

					governors.	
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Target 3: Leaders and governors will formally engage in the academisation process and begin to prepare the school for transition into a multi academy trust.						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Audit of Sunningdale School's strengths and needs	Reflection as SLT and governing board of the school's strengths and needs in relation to its phase, profile ethos and vision.	HT/ SLT/ Gov's	May 22- Jan 23	Time: Meeting/ Evaluation/ Reflection/ Dissemination SEF Intent, Implementation, Impact Document Headteacher's Reports	School has an understanding of 'capacity', skills and specialism it would bring to an academy trust. School is aware of its broader needs and benefits of joining a trust.	
Exploration of potential partners	Undertake informal SWOT analysis of types of academy trust (LA based, Specialist, multi-phase, local national etc...) Identify pre-existing relationships with school's locally, regionally, nationally.	HT/ SLT/ Gov's	Oct 22 June 22- June 23	Time: Meeting/ Evaluation/ Reflection/ Dissemination	School has an understanding of the 'type' or profile of Academy Trust that meets/ supports the needs of Sunningdale School. School identifies pre-existing strong relationships and explores the strengths or weaknesses of developing these formally. (Focus on Intent & Impact for pupils).	

					Membership supports increased efficiency in execution of Vision and Ethos (Vision and Ethos to be central in any decision making).	
*Provisional Step: Engage identified partners (CEOs/ Trust Boards) in fact finding re: trust membership	Engage identified partners (CEOs/ Trust Boards) in fact finding re: trust membership. Meetings/ talks/ Q&A Consider specific strengths and weaknesses of identified trusts *Formal Due Diligence.	HT/ SLT/ Gov's	Oct 22 *Nov 22- May 23	Time: Meeting/ Evaluation/ Reflection/ Dissemination	As above: Membership supports increased operational and strategic efficiency in execution of Vision and Ethos (Vision and Ethos to be central in any decision making).	
*Provisional Step: Engage formally in academization process	Headteachers or chairs of governors of special schools should use the paper application form for special schools . Engage/ inform Local Authority (TfC) during the conversion process, particularly if your school has: <ul style="list-style-type: none"> major building works financed by the local authority *May have to go through	HT/ SLT/ Gov's	TBC Apr 23 (Financial Year) June 23 (Summer 2) Sept 23 (Academic Year) Jan 24 (Calendar Year) Consider	TBC Support from identified Project Lead	TBD: Based on above.	

	<p>elected members (or cabinet) to get your local authority's approval to convert to academy status, which can be time consuming</p> <p>Liaise and work with staff, parents, carers and families.</p>		<p>impact of timescale.</p>			
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Target 4:	The school will extend its provision of support for mainstream settings to enhance inclusion and access for relevant pupils with SLD.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Support School improvement in relation to pupils with SEND (Specifically SLD/ Autism).	<p>Continue to develop supportive links with the School Improvement Team (TfC)</p> <p>Audit & evaluate local/ regional expertise and need in partnership with School Improvement team.</p> <p>Evaluate local need.</p> <p>Develop support strategies- CPD/ Practice Sharing etc...</p>	SLT SIPs	Ongoing Apr 23 Apr 23 May 23- Jan 24	Time: Meeting/ Evaluation/ Reflection/ Planning	High expectations of progress of learners with SLD and Autism attending mainstream provisions. High level of support for learners with SLD and Autism attending mainstream provisions: Leading to better outcomes.	
Increase CPD Offering to support local schools	<p>Audit & evaluate local/ regional need for strategies, skills and understanding in partnership with a variety of stakeholders: parents, schools, SIPs, SENCOs.</p> <p>Design & Establish relevant CPD via SENhub</p>	SLT SENhub Manager	May 23 May 23- Jan 24	Time: Planning/ Delivery Resources: TBC Staffing: Time/ Cost (TBC)	High level of support for learners with SLD and Autism attending mainstream provisions: Leading to better outcomes. Pupils able to access mainstream education remain in mainstream education making relevant progress towards	

					meaningful outcomes..	
Explore the need and development of Outreach support available to local schools (beyond current 'ad-hoc' approach)	<p>Audit & evaluate local need in partnership with School Improvement team and mainstream partners.</p> <p>Consider capacity and strategies for developing and implementing a sustainable strategy.</p> <p>Design and implement relevant package or approach.</p>	SLT/ Local Authority	<p>May 23</p> <p>Oct 23</p> <p>Jan 24</p>	<p>Time: Planning/ Delivery/ Meeting/ Evaluation Resources: TBC Staffing: Time/ Cost (TBC)</p>	As above: Pupils able to access mainstream education remain in mainstream education making relevant progress towards meaningful outcomes.	

Target 5:	Develop community links at new site/location (Doxford Park).					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Develop links with local community groups e.g. Rotary Club and Friends of Doxford Park	<p>Identification of and engagement with relevant community groups.</p> <p>Develop local community groups awareness of the school and begin to develop sustainable links.</p> <p>Identify relevant Curriculum links. E.g. Independence or Outdoor Learning</p> <p>Programme of events (and identified partners) in place</p>	SLT/ Gov's/ Admin Team/ Teachers	<p>Oct 22- June 23</p> <p>Apr 23</p> <p>Apr 23</p> <p>Sept 23</p>	Time: research, planning, meeting & co-ordination.	<p>Pupils (as well as staff and families) develop a sense of being part of the community (Preparing for Adulthood (PfA)).</p> <p>Relevant community links (e.g. Secret Garden) support curriculum development. E.g. Outdoor schools, independence etc...</p> <p>Relevant community links support culture and ethos of the school (be more...).</p>	
Develop closer links and collaboration with local neighbour schools. E.g. Benedict Biscop	<p>Identification of and engagement with relevant local settings.</p> <p>Identify opportunities for joint working and engagement: extended curriculum events such as expressive arts.</p>	SLT/ MLT/ Relevant TLR holders or UPS teachers	<p>Oct 22</p> <p>Apr 23</p>	Time: research, planning, meeting & co-ordination.	Sunningdale School and mainstream settings locally develop relationships that support pupils to have a better understanding of having friends, relationships and being part of the community (PfA).	

	Programme of events (and identified partners) in place .		Oct 23			
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Quality of Education

Target 1:	The development of the access and use of bespoke environments across school to support the effective delivery of the specific pathway based approaches.
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Target 1A:	The development of the access and use of bespoke environments to support a <i>pre-formal</i> curriculum approach					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Establish effective use of 'breakout' spaces to support early developmental and/ or sensory learning	Evaluate Pre-existing Space	Pathway Lead/ Teachers/ TA	Oct 22	Time: Evaluation	Engaging environment is available for all pupils. This is relevant to the individual's sensory pathway for learning and stage of active learning to ensure the pupils are given the most opportunities to develop the exploration of their immediate environment.	.
	Ensure space is Safe and Fit for Purpose		Oct 22	Time: Risk Assessment		
	Evaluate need for additional resourcing	Support from SLT	Jan 23	Time: Audit		
	Resource environment appropriately.		Feb 23	£500		
	Develop Guidance for use of area.		Apr 23	Time: Authoring		
	Evaluate use of space.		Ongoing	Time: Authoring		
Establish plan for the effective use of new bespoke	Evaluate Pre-existing Space	Pathway Lead/ Teachers/	Feb 23	Time: Evaluation	Greater understanding of	

environments: Light Sensory Room Sound Therapy Room Rebound Therapy Room	Ensure space is Safe and Fit for Purpose	TA	Feb 23	Time: Risk Assessment	strategies to develop engagement and subsequent independent engagement for individual pupils.
	Evaluate need for additional resourcing	Support from SLT	Feb 23	Time: Audit	
	Resource environment appropriately.		Apr 23	£2000	
	Develop Guidance for use of area.		Apr 23	Time: Authoring	
	Evaluate use of space.		Ongoing	Time: Authoring	

Target : 1B	The development of the access and use of bespoke environments as part of an <i>informal</i> curriculum approach to support engagement and regulation.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Develop pupils' independence and autonomy throughout the semi-formal Explore pathway	CPD promoting pupil independence, ability 'to be' and pathway ethos Creation of a safe space with fobbed doors etc Planning effective use of environment including resource audit	SLT/ Pathway Lead SLT Teaching staff	Oct 22 Sept 22 Dec 22- half termly review	Time Time, Resource budget	Independence and autonomy increased Regulation increased Engagement increased Readiness to learn increased Functional communication increased Positive behavior increased	
Develop and embed an approach to room use according to individual needs	Creation of individual sensory integration profiles CPD video package Appropriate designation of rooms and rooms set up according to needs Creation of room maintenance timetable	Pathway Lead supported by Teaching staff alongside OT	Oct 23- reviewed at least yearly Oct 23- reviewed half termly Oct 23- reviewed half termly	Time Time Time Time	As above: Independence and autonomy increased Regulation increased Engagement increased Readiness to learn increased Functional communication increased	

		CSWs			Positive behavior increased	
Develop pupils ability to regulate across the pathway	Low demand approach embedded CPD- sensory integration, low demand approach Creation of Thrive profiles	Pathway Lead supported by Teaching & SLT MLT alongside OT Teaching staff	Ongoing- evaluation, reflection June 22- Feb 23 Oct 22- Feb 23	informal curriculum documentation Time Time	As above: Independence and autonomy increased Regulation increased Engagement increased Readiness to learn increased Functional communication increased Positive behavior increased	

Target 1c:	The development of the access and use of bespoke environments as part of a <i>semi-formal</i> curriculum approach to support cross-curricular and functional learning.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Develop understanding of the creative habits of mind (Bill Lucas) to support creativity and problem solving	CPD to deliver creative habits of mind theory and practice.	NECCN Leads	Mar 23	Time: Preparation and delivery	Development of Creative Habits of Mind Dispositions: Collaboration, Imagination, Persistence, Inquisitive, Disciplined Supports Preparation for Adulthood: Increased independence, collaboration and creative problem solving skills.	
	Pathway lead to engage with NECCN sessions.	Pathway Lead	Ongoing	Time: Attendance		
	NECCN lead to deliver a CPD session to staff.	NECCN Lead	Apr 23	Time: Preparation and delivery		
Develop bespoke environments that support the Independence Curriculum and Preparation For Adulthood.	Pathway teachers to visit Kidzania (Best practice bespoke environment)	Semi – formal play teachers	Mar 23	Travel/ Accommodation	Pupils access an appropriate environment and imaginative resources and learning activities to promote their progress via high engagement. Supports Preparation for Adulthood: Increased independence, collaboration and creative problem solving skills. Pupils are beginning to be effectively equipped for	
	Collaborate with Kidzania as Ambassador school to develop thinking around bespoke environments.	Pathway Lead/ HT	Ongoing	Time		
	Engage creative practitioner to work alongside pathway lead to develop areas.	NECCN Lead	Apr 23			

					their transition to adult life, even in key stage 1.	
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Target 2a: The development of the access and use of bespoke environments to support the development and interest in reading across pathways						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Staff and leaders in the Semi-formal Play pathway to evaluate, design and develop the best use of the new facilities available to them including 'reading nooks' and Ryming Station.	Evaluate current available spaces and how they could be utilized to support Reading Roads.	Pathway Lead/ Teachers/ TA	Dec 22	Time: Meeting/ On going Evaluation/ Reflection/ Dissemination throughout year.	Interventions are highly effective in ensuring outstanding pupil outcomes due to differentiated nature of pathway approaches.	
	Plan inviting reading areas.	Support from SLT SLT/	Dec 22		Increased engagement in Reading	
	Resource the areas appropriately (ensure fidelity to Little Wandle)		Feb 22	EQUALS Curricula Docs (No Cost JW trustee of organisation).	Increased engagement with reading for pleasure	
	Audit of current library resources.		Ongoing	Little Wandle Training £300	Pupils make excellent progress in reading and early reading skills	
	Develop rolling program of replenishing library stock.			Little Wandle Resources/ Books £2000		
	Develop a library system for home-school book borrowing.					

Target 2b:	The development and use of bespoke environments across school to support an interest in and the development of Thinking, Problem Solving and Maths.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Develop defined enhanced areas with a focus on specific elements of thinking, problem solving and math's.	<p>To use data (qualitative and quantitative) to identify developments of enhanced areas. To allocate use of spaces.</p> <p>Evaluate the impact of enhanced spaces in developing pupils thinking, problem solving and maths</p>	<p>Curriculum Lead/ Subject Leads</p> <p>Curriculum Lead/ Subject Leads</p>	<p>Dec 22</p> <p>Termly Pupil progress meetings.</p>	<p>Time</p> <p>Ordering of specific resources as identified.</p>	<p>Interventions are highly effective in ensuring outstanding pupil outcomes due to differentiated nature of pathway approaches.</p>	.
Develop guidance to support the teaching of defined areas within thinking, problem solving and maths via enhanced spaces.	<p>To develop documents to support the delivery of the curriculum in enhanced areas. Deliver CPD around the use of enhanced areas to support teaching thinking, problem solving and maths. Evaluate the impact of enhanced spaces in developing pupils thinking, problem solving and maths</p>	<p>Curriculum Lead/ Subject Leads</p> <p>Curriculum Lead</p>	<p>Apr 23</p> <p>Apr 23</p> <p>Termly pupil progress meetings</p>	<p>Time CPD</p>	<p>Increased engagement in Maths</p> <p>Pupils make excellent progress in reading and early Maths skills</p>	

Target 2c:	The development and use of bespoke environments across school to support an interest in and the development of Outdoor Learning					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Forest School	Evaluate Pre-existing Space	Subject Lead/ Curriculum Lead	May 23	Time: Evaluation	Increased opportunity for cross contextualised learning.	
	Ensure space is Safe and Fit for Purpose	Lead	May 23	Time: Risk Assessment	Increased resilience	
	Evaluate need for additional resourcing	H&S Governor	July 23	Time: Audit	Development of Problem Solving	
	Resource environment appropriately.		Oct 23	£3000	Appreciation of Nature	
	Develop Risk Assessments for use of the area.		Oct 23	Time: Authoring	Increased Well-being	
	Develop Guidance for use of area.		Oct 23	Time: Authoring	Development of Creative Habits of Mind: Collaboration, Imagination, Persistence, Inquisitive, Disciplined	
	Evaluate use of space.		Ongoing			
Edible Garden	Audit pre-built resources on site.	Subject Lead/ Curriculum Lead	Feb 23	Time: Evaluation	Increased opportunity for cross contextualised learning.	
	Evaluate need for additional resources. E.g. Poly Tunnel	Lead	Apr 23	Time: Audit	Development and increased contextualisation of Knowledge and Understanding of the World	
	Resource environment appropriately.		Apr 23	£2000		

	Develop Risk Assessments for use of the area.		Apr 23	Time: Authoring		
	Develop Guidance for use of area.		Apr 23	Time: Authoring		
	Evaluate use of space.		On going			
Sports Field	Evaluate Pre-existing Space	Subject Lead/ Curriculum Lead	May 23	Time: Evaluation	Increased physical development. Pupils able to access high quality PE and Games	
	Ensure space is Safe and Fit for Purpose		May 23	Time: Audit		
	Evaluate need for additional resourcing		May 23	£500		
	Resource environment appropriately.		May 23	Time: Authoring		
	Develop Risk Assessments for use of the area.		May 23	Time: Authoring		
	Evaluate use of space.		On going			

Wildlife Area	Evaluate Pre-existing Space	Subject Lead/ Curriculum Lead	Oct 23	Time: Evaluation	Increased opportunity for cross contextualised learning.
	Ensure space is Safe and Fit for Purpose	Lead	Jan 24	Time: Risk Assessment	Development and increased contextualisation of Knowledge and Understanding of the World
	Evaluate need for additional resourcing	H&S Governor	Jan 24	Time: Audit	
	Resource environment appropriately.		Feb 24	£500	Appreciation of Nature
	Develop Risk Assessments for use of the area.		Feb 24	Time: Authoring	Increased Well-being
	Develop Guidance for use of area.		Feb 24	Time: Authoring	Development of Creative Habits of Mind: Collaboration, Imagination, Persistence, Inquisitive, Disciplined
	Evaluate use of space.		On going		

Target 3: To develop practice and pedagogy related to early Physical Development.						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Develop greater understanding of early physical development amongst relevant staff.	<p>Audit and evaluate current understanding related to early physical development and pathways into movement and sport</p> <p>Identify key staff to undertake training</p>	SLT/ PD Lead	Apr 23- Oct 23	<p>CPD –</p> <p>Sherbourne Movement Intro (online) Dec 22</p> <p>Sherbourne Movement Feb 23</p> <p>Halliwick Feb 23</p> <p>Rebound Therapy Nov 22/ March 23</p>	<p>Pupils better regulated to engage with learning.</p> <p>Development of communication and regulation skills for most profound learners.</p>	.
Develop Physical development and Physical Education framework to support systematic development of early physical skills and their application to sports and games	<p>Extend PE Specialist role to work alongside staff.</p> <p>Develop structured framework and SoW to outline</p> <p>Implement Physical Education for pupils beginning to engage with Subject Specific Learning</p> <p>Implement Framework</p> <p>Ongoing monitoring & evaluation</p>	SLT/ PE Specialist	<p>Sept 22</p> <p>Oct 22</p> <p>Jan 23</p> <p>Jan 23- July 23</p>	<p>Sport Premium to support acquisition of specialist to provide CPD of staff via team teaching and modelling</p>	<p>Ensuring Staff are well trained to support the physical development of semi-formal/ formal learners.</p> <p>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.</p> <p>Subject is sequenced to towards cumulatively developing skills, knowledge and holistic development</p>	

Target 4	To further develop the school's approach to supporting Preparation for Adulthood outcomes for all pupils.
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Target 4a:	To develop the teaching of Independence to support progress towards Preparation for Adulthood outcomes for all pupils.
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	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
To raise the profile of preparation for adulthood across all areas of the school.	Case studies/exemplars of pupils from each pathway collated and produced. Deliver CPD to all staff	CB and pathway leads. JM	Spring 1 23 Autumn 2	Time	Pupils access an appropriate environment and imaginative resources and learning activities to promote their progress via high engagement. Supports Preparation for Adulthood: Increased independence, collaboration and creative problem solving skills. Pupils are beginning to be effectively equipped for their transition to adult life, even in key stage 1.	
To ensure that the	CPD from Equals	CB/curriculum	Spring 2 22	Time	To raise the profile of	

<p>four strands of the Independence curriculum are fully embedded in the classroom.</p>	<p>teaching independence.</p> <p>Internal cross class moderation of independence curriculum</p> <p>Monitoring of medium term plans.</p> <p>360 monitoring of the independence curriculum</p>	<p>lead</p>	<p>Autumn 2 22</p> <p>Termly monitoring.</p> <p>Dec 22</p>	<p>Time</p> <p>Time</p> <p>Time</p>	<p>preparation for adulthood across all areas of the school.</p>	
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Target 4b:	To develop greater understanding of <i>early developmental steps</i> towards the Preparation For Adulthood Outcomes.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Active Learning approach across the pre-formal	<p>Training made available for pre-formal teaching staff</p> <p>All staff to attend directed active learning CPD.</p>	Pathway Lead/ Pre-Formal teachers	Oct 22	Time: Planning TSBVI 'Active Learning Principles' course.	<p>Engaging environment is available for all pupils.</p> <p>This is relevant to the individual's sensory pathway for learning and stage of active learning to ensure the pupils are given the most opportunities to develop the exploration of their immediate environment.</p>	
Active Learning Identified for relevant pupils.	<p>Identify and map pupils individual pathways for learning and busy board stages.</p> <p>Continue termly moderation/practice sharing</p> <p>Consider how to incorporate pupils pathways for learning in recording and planning</p>	<p>Pre-Formal staff</p> <p>SLT/ Pathway Lead/ All</p> <p>Pre-Formal staff</p>	<p>Termly</p> <p>Feb 23</p>	<p>Time given in staff directed time</p> <p>Time given in staff directed time</p> <p>Time</p>	<p>Greater understanding of strategies to develop engagement and subsequent independent engagement for individual pupils.</p> <p>Development of Exploration for individual pupils</p> <p>Development of Initiation</p>	

	<p>documentation.</p> <p>Identify and map pupils individual pathways for learning and busy board stages.</p> <p>Ongoing monitoring and practice sharing sessions.</p>	<p>Pathway Lead/ Teachers</p> <p>Pathway Lead/ SLT</p>		Time	<p>for individual pupils</p> <p>Development of Realisation for individual pupils</p> <p>Increased Persistence for individual pupils</p>	
Ensure that classrooms are arranged and planned to allow the development of active learning for individuals.	Ensure that appropriate equipment and environments are available as identified for individual pupils	SLT/Pre-formal lead	Feb 23	Time Resources £1500 from MSB		
Reflect & Evaluate approach	<p>Audit staff and reflect on pupil impact as well as implications for staff workload.</p> <p>Consider aspects of approach to extend.</p>	SLT/Pre-formal lead	<p>May 23</p> <p>Sept 23</p>	Time		

Target 4c:	Develop teaching and learning inline with the 5 creative habits of mind to support the Thinking and Problem Solving Curriculum as part of Preparation for Adulthood.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Develop understanding of the creative habits of mind (Bill Lucas) (Collaborative, inquisitive, persistent, imaginative, Disciplined)	CPD to deliver creative habits of mind theory and practice.	NECCN Lead	Mar 23	Time	Development of Creative Habits of Mind Dispositions: Collaboration, Imagination, Persistence, Inquisitive, Disciplined Supports Preparation for Adulthood: Increased independence, collaboration and creative problem solving skills.	
	Pathway lead to engage with NECCN sessions.	Pathway Lead	Ongoing			
	NECCN lead to deliver a CPD session to staff.	CPD Lead	Apr 23			
Develop bespoke environments that support embedding 5 creative habits of mind.	Pathway teachers to visit Kidzania (Best practice bespoke environment)	Semi – formal play teachers	Ongoing through the year	Travel/ Accommodation (Parental Contribution)	Pupils access an appropriate environment and imaginative resources and learning activities to promote their progress via high engagement. Supports Preparation for Adulthood: Increased independence, collaboration and creative problem solving skills.	
	Collaborate with Kidzania as Ambassador school to develop thinking around bespoke environments.	Pathway Lead		Time		
	Engage creative practitioner to work alongside pathway lead to develop areas.	NECCN Lead	Apr 23		Pupils are beginning to be effectively equipped for their transition to adult life,	

Develop peer school enquiry based project to moderate practice.	Teachers to engage with peer from partner school Swiss Cottage. Enquiry based projects defined and planned.	Pathway Lead/Semi-formal play teachers	Ongoing Jan 23- Oct 24	Time	even in key stage 1.	
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Target 4d: To develop the teaching of independence to support progress towards Preparation for Adulthood outcomes for all pupils.						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Explore and develop opportunities for supporting former pupils gaining direct skills relevant to employment (PfA) through work experience schemes.	Explore and develop opportunities for supporting former pupils gaining direct skills relevant to employment (PfA) through work experience schemes in Sunningdale School. Programme in place	HT/ SLT/ Portland Academy Staff	Oct 23 Oct 24		Preparing for Adulthood (PfA): <ul style="list-style-type: none"> • having friends, relationships and being part of the community • opportunities for further education and employment 	

Target 5: To develop an early intervention and support programme for families of pupils in EYFS						
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
To establish a unique Sunningdale "Early Development" training program for parents and carers.	<p>Write & Develop training program, using background knowledge and understanding of Early child development, Portage techniques & Nurturing.</p> <p>Identify Parents who would benefit from training.</p> <p>Plan and set up sessions.</p>	EYFS Lead/ SHLTA	<p>Dec 22</p> <p>Jan/Feb 23</p> <p>May/June 23</p> <p>Sept 23</p>	<p>Time to plan and develop training program</p> <p>Planning & Hosting</p> <p>Time & Reflection</p> <p>Review & Evaluate</p>	<p>To up skill parents and carers with strategies that will help them to support their child's educational journey. In line with the ethos of the EYFS 'parents are children's first and foremost educators'</p> <p>Consistency of approach between home and school.</p>	
Re-establish Early Years stay and play sessions for parents & Carers.	Plan & run fun and interactive sessions for children and families within our Early Years setting	EYFS Lead & EYFS Team	May 23	<p>Time to plan session</p> <p>Planning & Hosting</p> <p>Time & Reflection</p> <p>Review & Evaluate</p>	<p>Re-establishing parent/school partnership</p> <p>Parents and carers are able to engage in a range of learning experiences with their children</p> <p>Parent/carer gaining skills and understanding, exploring a range of ideas and activities that are accessible to all pupils</p>	

<p>Re-establish working partnerships between school and external professionals.</p> <p>To create multi agency 'play sessions' for children & families within the communities who have been identified for specialist provision.</p>	<p>Invite professionals to share and discuss individual children in the community known to them and highlight needs</p> <p>Identify children in the community who are likely to be identified for specialist provision in the near future.</p> <p>Invite these families to attend these play sessions – which will also aim to provide multi professional support and activities.</p>	<p>NW & Early Years Team</p> <p>Invited Professionals</p>	<p>Summer Term</p>	<p>Time to plan session</p> <p>Planning & Hosting</p> <p>Time & Reflection</p> <p>Review & Evaluate</p>	<p>Early identification of children who are likely to be identified for a specialist provision</p> <p>Help & Support for parents/familiar in the community.</p> <p>Establish early parent/school partnership</p> <p>Parents and carers are able to engage in a range of learning experiences with their children</p> <p>Parent/carer gaining skills and understanding, exploring a range of ideas and activities that are accessible to all pupils</p>	
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Target 6:	Develop & Implement effective 'hybrid' curriculum approaches to support learners demonstrating characteristics across pathways.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Pre-formal/ Explore: Develop a 'hybrid- Pre-formal/ Informal curriculum approach to meet the curriculum needs of pupils at very early developmental levels but beginning to explore and engage autonomously.	Identification of specific learner characteristics that cross 'pathway profiles'.	SLT/ Pathway Lead	Apr 23	Time: Reflection and Planning	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. 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. Pupil communication improves due to curriculum delivery focussed on their specific	
	Consider relevant pedagogy or approaches required to meet bespoke need.		May 23	Time: Reflection and Planning		
	Staff attend relevant briefings/ training/ settings to develop understanding.	SLT/ Pathway Lead/ Identified teacher(s)	June 23	Time: Planning Cost: CPD/ Travel (accommodation) £1000		
	Coaching and mentoring related to specific pathway approach undertaken by Pathway Leads/ SLT.		Sept- Dec 23	Time: Meeting and feedback		
	Reflection on practice alongside ongoing developments to include all staff.		Jan 24 ongoing	Time: Planning, discussion and dissemination.		

curriculum approach to meet the curriculum needs of pupils not yet fully engaged in subject-specific learning	profiles’.					
	Consider relevant pedagogy or approaches required to meet bespoke need.		May 23	Time: Reflection and Planning		specific characteristics and needs (these are linked to individualised EHCP outcomes and Preparation for Adulthood).
	Staff attend relevant briefings/ training/ settings to develop understanding.	SLT/ Pathway Lead/ Identified teacher(s)	June 23	Time: Planning Cost: CPD/ Travel (accommodation) £1000		Pupils access an appropriate environment and imaginative resources and learning activities to promote their progress via high engagement.
	Coaching and mentoring related to specific pathway approach undertaken by Pathway Leads/ SLT.		Sept- Dec 23	Time: Meeting and feedback		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.
	Reflection on practice alongside ongoing developments to include all staff.		Jan 24 ongoing	Time: Planning, discussion and dissemination.		Pupil communication improves due to curriculum delivery focussed on their specific characteristics.

Behaviour & Attitudes

Target 1:	Extend the approach to parental support re: attendance & low-level concerns					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Evaluate and develop the Family Partnership Team (and administrative support) involved in parental and family support	Evaluate the role and scope of the Family Partnership Advisor (FPA) in school.	SLT/ FPA/ Admin Team	Oct 22	Time: Reflection, Discussion.	Extended & thorough support for families with low level difficulties.	
	Evaluate the effectiveness of the team and its scope.		Oct 22			
	Consider extending the team and administrative support for the team.		Nov 22			
	Discuss any proposed structural changes with Office Manager and Personnel Committee		Nov 22/ Mar 23	Time: Meeting/ Discussion of Proposals	Lower instance of low-level concerns escalating.	
	Re-structure and Appointments		Apr 23	Time: Recruitment/ Administration/ Relevant Checks etc..	High expectations of attendance and progress of learners unable to directly attend the setting.	
Implementation of new structure (and/ or roles)	Apr 23		High level of support for the school's remote learning strategy and the progress of learners unable to attend.			
Introduction of Family Group Conferences to support families to	Family Partnership Advisor to engage with TfC re: the establishment of Family	FPA	Nov 22	Time CPD/ Information	Families feel well supported to deal with some low-level difficulties	

plan their own strategies for support.	Group Conferences			gathering.	beyond school.	
	Identification of families that would benefit from Family Group Conference approach.	FPA	Nov 22		Families upskilled to develop solutions and work with professionals to address low level difficulties.	
	Support and direction undertaken to aid families in engaging with the process.	FPA	Feb 23	Time: Liaison with families.	Pupils able to have needs effectively met in the community as well as school.	
	Evaluation of system and development of an internal referral pathway.	FPA	May 23		Increased attendance and punctuality for pupils where low-level home difficulties present barriers to this.	

Target 2:	Develop the use of Mental Health & Well-being champions across pathways to support pupils' confidence, resilience and emotional regulation.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Continue to develop the understanding of the Thrive approach across staff at all levels (inc. Admin and lunch-time support staff.	Thrive trained staff deliver and support sessions on Thrive Approach. TA's Lunch-time Support Admin	Thrive Licensed Practitioners	Apr 23	Time: Planning and delivery of CPD (Whole school)	All pupils' attachment and emotional regulation needs are addressed to the highest standard <i>throughout the day</i> , in order to facilitate improved well-being, health and readiness to learn.	
Train Pathway based Licensed Thrive Practitioners	1 member of staff from each Pathway to be identified to undertake licensed Thrive practitioner training. Staff members undertake full Thrive licensed practitioner Training	HT/ FPA/ Pathway Leads	Feb 23 Mar 23- July 23	Time: Planning/ Attendance and organisation. Licensed Practitioner training £1, 342 pp.	Further development of a holistic approach to meeting learners' and family's needs. Approach evolved to meet specific needs of pupils within individual pathways. Classes supported in screening for and identifying wellbeing, attachment and trauma based needs.	
Implement Pathway Approach Specific Pupil Wellbeing Champions across all Pathways	Wellbeing Champions (Thrive licensed practitioners) identified. Wellbeing Champions support class teachers to undertake Thrive	FPA/ Pathway Leads/ Pupil Wellbeing Champions	Sept 23 Oct 23	Time: Wellbeing Champions & FPA to implement role and strategy Time/ Cover: Wellbeing	Staff more confident in supporting specific emotional regulation and	

Personal Development

Target 1: Develop Pathway Specific Approaches to the School's Relationships Education Curriculum						
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Pathway Leads develop the Relationships Education curriculum within each of their pathways in order to meet the specific learning characteristics of the pupils	<p>Curriculum & Pathway Leads reflect on the school's approach to relationships education</p> <p>Evaluate relationships education in the context of the learner characteristics of pupils within each pathway.</p> <p>Develop a document to support the delivery of relationships education relevant to the specific pathway.</p> <p>Implementation and monitoring of approach.</p>	<p>Curriculum Lead/ Subject Lead/ Pathway Leads</p> <p>Subject Lead/ Pathway Leads</p> <p>Subject Lead/ Pathway Leads</p>	Jan 23	<p>Time: Evaluation/ Design/ Implementation</p> <p>Training RSE for SEND/ SLD – EQUALS (no cost)</p> <p>EQUALS documentation (No cost- JW)</p>	<p>Staff are confident in identifying the relationship education needs of pupils accessing their curriculum pathway.</p> <p>Staff are supported to teach a developmentally appropriate Relationships Education curriculum to pupils based their learner characteristics and needs.</p> <p>Pupils develop a developmentally appropriate understanding of relationships and) with peers, adults and family including strangers.</p>	

Target 2:	To extend opportunities to support pupils effectively transitioning from EYFS to Key Stage 1 and Key Stage 2 to 3.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
<p>Implement new EYFS assessment system within Early Years to record and monitor individual pupil progress.</p> <p>Re-evaluate new assessment system and make adaptations where needed - to ensure this new system is effective and meet the needs of our pupils.</p> <p>Develop partnerships with other schools and implement moderation sessions to assess effectiveness of this new assessment system.</p> <p>Evaluate & Update</p>	Introduce New Document to Early Years Staff Team.	NW LW	Sept 22	New EYFS Documentation	A much more personalised and very specific Early Years assessment profile, which centres around the child.	
	Discussions with team on how best to use the document.		Oct 22			
	Review new assessment techniques with Cass Team – share thoughts and ideas.	NW	Dec 22	Time & Reflection	An approach that enables the identification of which future pathway approaches will be appropriate for each child.	
	Discussions with other pathway teachers to share thoughts on usefulness on information recorded in the document.		Apr 23	Research & Review	Information recorded will be more useful and relevant, ensuring a much more streamlined transition into new pathways.	
	Set up moderation sessions with other Early Years settings using similar assessment systems.	Curriculum Lead/ EYFS Lead	Apr 23	Planning & Hosting Time & Reflection		
	Discuss understanding and usage of document and across settings.		May 23	Research & Review	Share best practice with similar settings, promote consistency of approach	

documentation based on feedback	Liase with Elaine Ellis (Equals) Explore opportunities for wider moderation & Feedback with pre-existing regional and national networks. E.g. Learning Shared, FLSE, Equals		Sept 23 Oct 23			
Continue to develop greater links with our main feeder Secondary Settings (Portland Academy).	Identify opportunities for joint working and engagement: extended curriculum events such as expressive arts. Plan a joint timetable of events and opportunities	SLT/ MLT/ UPS teachers within Pathways.	Jan 23	Time: research, planning, meeting & co-ordination.	Pupils better prepared for transition. Preparing for Adulthood (PFA): <ul style="list-style-type: none"> • having friends, relationships and being part of the community • opportunities for further education and employment 	
Identify extended transition opportunities for year 6 pupils: extend opportunities to support pupils effectively transitioning from Key Stage 2 to 3.	Develop opportunities for Year 6 pupils to engage with Key Stage 3 pupils and staff: E.g. Sports Leadership, Enterprise etc... Programme in place	Pathway Leads & UPS Teachers in Key Stage 2	Apr 23- Apr 24 Apr 23		Pupils better prepared for transition. Pupils better regulated through transition. High engagement in Key Stage 3 curriculum.	

Target 3:		The school will extend the range of extra-curricular activities and clubs available to pupils (post covid-19 pandemic) in order to further support pupils' pursuit of their interests and talents.				
		Implementation				
	Action	Who?	Timescale	Resources	Impact	Progress
Identify interests of pupils to extend and identify clubs	Using pupil voice consider pupil interests and identify potential extra curricular opportunities	SHLTA/ HLTAs	Dec 22	Time: Evaluation/ Design/ Reflection	Pupils will recognise their role as part of the school and wider community. Pupils have opportunity to engage with interests beyond the school curriculum. Pupils develop talents beyond those directly within the school curriculum	
	Staff volunteers decide on clubs to facilitate	SHLTA/ Tas	Dec 22	Cost: resources (£500)		
	Planning clubs including resources and timing.	SHLTA/ TAs *SLT Support	Feb 22			
Initiate and establish AFTER SCHOOL clubs	Times defined	SHLTA/ TAs	March 22	Time: Evaluation/ Design/ Reflection	Pupils develop British Values and SMSC. Developing their understanding of diversity; celebrating what we do well, have in common. Promotes respect and Self esteem.	
	Parents informed- pick-up arrangements confirmed	*Admin Team Support	March 22			
	Initiate Clubs		March 22	Agreement to reward for facilitation (in co-ordination with Wellbeing Lead/ Team)		
	Evaluation		Ongoing			
Initiate and establish lunch time clubs	Engage Club co-ordinators	SLT/ Pathway	Sept 22	Time: Evaluation/ Design/ Reflection		

	Planning clubs including resources and timing.	Leads Club Leaders/ Coaches	Sept 22	Cost: resources (£500)		
	Links made to pupil interests or Curriculum Areas	Pathway Leads/ Teachers	Sept 22	Time: Planning		
	Club Start via Provision mapping of access via interests (pupil voice)	Club Leads	Oct 22	Time: Planning		
	Evaluation	SLT/ Pathway Leads	Ongoing	Time: Reflection and reporting		

Target 4:	To create further opportunities for all pupils to develop their character – including their resilience, confidence, independence and sense of community.					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
To develop pathway specific assemblies to meet the needs of specific groups of pupils	<p>Reflect on the (community needs) of pupils within individual/ specific pathways.</p> <p>Design relevant assembly opportunities bespoke to the learner characteristics individual pathway: based on School Games Values Passion, Self-Belief, Respect, Honesty, Determination and Teamwork</p> <p>Evaluate and refine.</p>	Pathway Leads supported by Teachers	<p>Feb 23</p> <p>April 23</p> <p>Ongoing</p>	<p>Time: Evaluation/ Design/ Implementation/ Reflection</p>	<p>Pupils will recognise their role as part of the school and wider community.</p> <p>Pupils develop British Values and SMSC. Developing their understanding of diversity; celebrating what we have in common and promoting respect.</p> <p>Developed understanding of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.</p> <p>Increased Self Esteem.</p>	
The School will (post-pandemic) re-engage with external-residential visit opportunities in Year 5 and 6 across all pathways.	<p>Reflect on the (community needs) of pupils within individual/ specific pathways.</p> <p>Identify appropriate opportunities including times/ length.</p>	Year 5 and 6 class teachers with Pathway Leads/ SLT	<p>Dec 22</p> <p>Feb 22</p>	<p>Time: Evaluation/ Design/ Implementation/ Reflection</p> <p>Time: Research</p>		

	Undertake Information gathering online/ in person	Pathway Lead	Feb 23	Time: Visit and/ or Research		
	Plan itinerary	Pathway Lead/	Feb/ March 23	Time: Meetings		
	Undertake Risk Assessment	Teachers / SLT	April 23			
	Share with Parents and explain cost and related pay system.	Pathway Lead/ Admin Team	Feb 23	Time: Planning & Meetings		
	Consider financial support for those in need.	Pathway Lead supported by Family Partners hip Team and Admin Team	Jan/ Feb 23			
	Initiate Residential Visit(s)	SLT/ Pathway Leads	May/ June/ July/ Sept 23			
	Evaluate success and plan for future.		Oct 23			

Buildings & Administration

Target 1:	*(Due to new staff in place) Re- review current staffing structure within the extended administration team to ensure effective and efficient operational support					
	Implementation					
	Action	Who?	Timescale	Resources	Impact	Progress
Evaluate and define administration team roles	<p>Evaluate current roles Identify gaps in the structure of current team.</p> <p>Establish interests, strengths and skills within team.</p> <p>Allocate and embed roles as relevant.</p> <p>Refine operational roles of administration team</p>	HT/ Office Manager/ Admin Team	Apr 23	<p>Time: Meeting/ Evaluation/ Reflection/ Implementation.</p> <p>Discovery Insights training (£1000)</p>	<p>Administrative staff have clear expectations and understanding of their roles and responsibilities across school.</p> <p>A more efficient, structure is implemented providing improved value for money.</p>	
Support the operational management of the SENhub training centre	<p>Evaluate the effectiveness of current practice and procedures of the administrative team in relation to SENhub.</p> <p>Design and refine Admin Roles related to SENhub.</p> <p>Advertise SENHub Administrative Roles (if Required)</p>	SENhub manager/ Office manager/ HT	<p>Oct 22</p> <p>Oct 22</p> <p>Dec 22</p>	Time: Meeting/ Evaluation/ Reflection/ Implementation.	<p>Efficient operation of the SENhub.</p> <p>Effective and efficient support of the SENhub promotes CPD priorities within school and the wider region and sector (SLD/ PMLD)</p>	

	Implement new role and practices (including those related to finance- see Target 4 below).		March 23			
	Monitor and Evaluate		Ongoing			

Target 2:		Evaluate the use & procedures in place at the new school site to ensure effective & safe use.				
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Site Team to be inducted and carryout relevant training on all new equipment/ facilities including Plant room.	Site Team attend all relevant induction training. Complete any mandatory training with a system for all relevant checks in place.	SLT/ Admin Team	Sept 5 th 2022	Time: Training attendance Cost: TBD	School Building is fit for purpose and meets the needs of the school including teaching and learning,	
All manuals and Risk Assessments in Place for new site facilities and equipment.	Ensure all operating procedures and risk assessments are in place. System of Ongoing Monitoring and Checks in Place Evaluation and Update	SLT/ Admin Team	September 12 th 2022* Ongoing Termly (as needed). (*or before equipment space is accessed).	Time: Evaluation and planning Editing Support from H&S at Sunderland City Coucil (P. Elliot)	School Building is fit for purpose and meets the needs of the school including teaching and learning, visitors and training. Building safe for use Pupils have access to all facilities to support bespoke interventions (supporting personalised progress & regulation)	
Evacuation procedures in place at new site.	Site Team to be inducted and carryout relevant training on alarms and fire systems Relevant Policy and Procedures defined and		Site Team/ SLT/ Office Manager (Supported by Health and Safety	Time: Attendance Time: Evaluation and planning	School Building & site is fit for purpose and meets safety requirements. Staff aware of evacuation procedures.	

	<p>in-place.</p> <p>(Fire) Assembly Point Identified.</p> <p>Staff briefing on Fire/ evacuation procedures</p> <p>Fire evacuation/ test(s)</p> <p>Evaluate procedures and assembly point location.</p> <p>On going evaluation.</p>		Governor.	<p>Time: CPD</p> <p>Time: Testing</p> <p>Support from H&S at Sunderland City Council (D. Aitkenhead/ P. Elliot)</p>	Pupils and staff safely access teaching and learning.	
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Target 3: Support the development of Outdoor Learning Areas for access and use in Summer/ Autumn Term 2023. *To support Quality of Education Target 2c						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Forest School	Evaluate Pre-existing Space	Site Team/ SLT	Feb 23	Time: Evaluation	Increased opportunity for cross contextualised learning.	
	Ensure space is Safe and Fit for Purpose	Site Team/ SLT	Apr 23	Time: Audit	Increased resilience	
	Develop Risk Assessments for use of the area.	Subject Lead/ Site Team/ SLT	May 23	Time: Risk Assessment	Development of Problem Solving	
	Dynamic and continuous evaluation use of space.	Teachers/ Site Team/ H&S Governor	June 23 ongoing		Appreciation of Nature Increased Well-being Development of Creative Habits of Mind: Collaboration, Imagination, Persistence, Inquisitive, Disciplined	
Edible Garden	Audit pre-built resources on site.	Site Team/ SLT	Feb 23	Time: Evaluation	Increased opportunity for cross contextualised learning.	
	Evaluate need for additional resources. E.g. Poly Tunnel	Curriculum Lead	Apr 23	Time: Audit	Development and increased contextualisation of Knowledge and Understanding of the World	
	Resource environment appropriately.	Subject Lead/ Site Team/ SLT	May 23	Time: Risk Assessment		
		Teachers/ SLT	June 23			

	Develop Risk Assessments for use of the area. Evaluate use of space.	Site Team/ H&S Governor	ongoing			
Sports Field	Evaluate Pre-existing Space Ensure space is Safe and Fit for Purpose Develop Risk Assessments for use of the area. Evaluate use of space.	Site Team/ SLT Site Team/ SLT Subject Lead/ Site Team/ SLT Teachers/ Site Team/ H&S Governor	Feb 23 Apr 23 May 23 ongoing	Time: Evaluation Time: Evaluation & Reflection Time: Risk Assessment	Increased physical development. Pupils able to access high quality PE and Games	

Target 4: To develop an effective business plan for the SENhub to support a strong and stable financial future for the main school. *To support Leadership & Management Target 4						
Implementation						
	Action	Who?	Timescale	Resources	Impact	Progress
Develop a longterm (3 year strategy) for the SENhub (to meet demand)	Audit offer against local and sector needs.	SENhub Manger/ Office Manager/ HT	Apr 23	Time: Meeting/ Evaluation/ Reflection/ Implementation.	Financial stability ensures long-term viability of the SENhub offer.	
	Develop plan based on need.		May 23			
	Continue budget profiling to producing a finance plan to ensure stability and sustainability.		May 23- Ongoing			
	Evaluate impact and evolution of need.		Sept 23- On going			
					Effective and efficient support of CPD priorities within school and the wider region and sector (SLD/ PMLD).	
					Supports the future financial stability of the main school.	
					Promotes staff development.	
					Promotes good practice and reflection on in-school practice.	