

Quality of Education

- To fully review and assess the impact of our newly-launched curriculum for all stages of education from Early Years to Post-16. To ensure that all stakeholders are fully aware of the intent of our curriculum, how we implement it and how we monitor the impact.
- To develop the continuity and progression, across all complex needs class in the whole school, from Early Years to Post-16.
- To further develop our students' interest in 'reading for pleasure' and understanding the enjoyment that students of all abilities can gain from books and a wide range of reading material.
- To ensure that the 'Skills for Life' Assessment system is fully aligned with new curriculum, ensuring that it captures holistic progress efficiently and effectively.
- To fully develop our use of the Engagement Profile and Scale across the school as an effective method of assessment, which can provide a foundation for learning and ensure our students make even greater progress.
- To more fully involve parents and carers in the assessment system and ensure that they fully understand its relevance and how it can capture progress, and highlight areas for development that can be worked on outside of school.
- To develop a greater understanding of multi-sensory impairments, visual impairments and hearing impairments; and a wide range of effective strategies that can be fully embedded in all areas of the curriculum, including the development and training of a fully-qualified Makaton tutor.
- To further embed the use of complementary therapies, including virtual training sessions for staff and parents.

Behaviour and Attitudes

- To further focus on students' emotional health and wellbeing, especially those students with the most complex needs and most significant communication difficulties. To continue with the research group and share developments widely with the whole school population.

Personal Development

- To fully embed the key principles of So Safe across the school and fully implement our Relationships and Sex Education Policy in line with new guidance.
- To build on all outdoor learning opportunities, including Forest Schools, and maximise progress through such activities. To ensure the wide sharing of innovative ideas across the whole school and to maximise the use of all the new play resources.
- To develop our students' confidence in attending vital appointments, such as: hairdressing, doctors, dentists and hospitals.

Leadership and Management

- To continue to promote the well-being of all colleagues, ensuring that staff morale remains high, workload is managed and staff attendance is improving.
- To review the effectiveness of the newly-formed middle leadership structure, including key stage leaders, curriculum leaders and area champions.
- To work with all stakeholders to develop a clear career stage profile and expectations of NQT, RQT, MPS and UPR, in order to maximise whole school impact and student outcomes across the school.
- To further develop a coaching culture within the school, encouraging an involving, self-evaluative and reflective approach to all appraisals.
- To further develop a 'finding-out' culture where all colleagues share good practice in order to maximise student progress.
- To further promote parental engagement and to explore enhancing such opportunities through innovative means, due to visits and face to face contact being limited this year, e.g. online training sessions, online Webex meetings, webcasts, podcasts, Facebook Live, greater use of website etc.
- To explore and purchase an online program for sharing and celebrating progress and achievements with parents, e.g. 2Build a Profile, See-Saw etc.
- To conduct a full external safeguarding audit of all practice, procedures and policies.