



### Context

Sladewood will have 32 children on roll in year 1 and will be full at 60 by year 3. There are 4 mixed aged classes, grouped according to learning style, age and peer interactions, in line with the curriculum. We have 2 HLLPs who take the lead on interventions and mental health and wellbeing roles including pastoral support. The school will be focusing on implementing a MALD curriculum and adapting it to meet the needs of the cohort of pupils we are working with. The curriculum will encompass the EYFS, active learning and holistic needs including OT and communication to ensure we are delivering a broad balanced curriculum with a breadth of subjects.

Subject leaders will take in subject areas to grow and develop to support the work in the Trust and make it Sladewood's curriculum. This academic year we have 5 teachers including the head and assistant Head. All experienced practitioners. Whilst Head and Assistant Head are new to these positions. There has been support allocated across the trust. We have a mix of experience of candidates who have worked in special schools previously and some are new.

The school site has been adapted purposefully to meet needs of a SEND cohort. But there will be areas of provision and premises that will need further development to ensure we meet the needs of the cohort of pupils.

This year it will be about implanting the strategies, policies, procedures and curriculum to Slade wood and analyse the impact and needs for change for year 2.

### Additional Note: new school

*This is a new school site with peers and staff who have had limited time together before September. Transition and CPD programs have had to happen in September. We will have an extensive CPD program this year focusing on teaching and learning and safeguarding.*

### Three year Aims [Enter dates]

By year 3 we will be- please see the 3-year vision document:

Sladewood will be full with a capacity of 60 pupils- totalling 6 classes. Max class sizes should be 10. Staff will have at least 3 members of staff 2 LPs and 1 teacher. There will be two Assistant Heads. Both will have 2.5 days of teaching. Inclusion head will have 2.5 days in the same class. The new Assistant Head will have responsibility of curriculum and assessment. The head will continue to oversee admissions, staffing and CPD. HLLPs will have an equal time between interventions and covering teaching. The curriculum and sladewood way will be embedded and we will continue to drive areas of improvement for future years looking at the Sladewood way and the whole MAT vision for moving forwards.

The ethos and culture of the school will be evident throughout with strong relationships with parents and wider community evident.

A clear Sladewood way will have been developed and the ethos will be evident through out

We will have a safe and secure site and our provision and premises will continue to support are learning and the successful progress of our cohort of pupils. Are curriculum will ever be evolving to meet their needs.

## School Improvement Priorities September [2023] - July [2024]

1. Establish the leadership team and LAB governing body with clear roles and remit of work within the school year. Working alongside the SIP to build on priorities for school development and focus moving forward.
2. Promote our relational school values, embedding our ethos, relationship policy, restorative practice approaches. Developing positive behaviour and attitudes. Ensure we have robust systems in place to record.
3. Whole school attendance
4. Implement a challenging, creative and sequential curriculum is being followed throughout the school providing maximum learning and development opportunities for children. Matched with assessment that can show progress over time impacting on their long -term memory
5. To successfully implement 'Teacher 360' to evidence and support outstanding practice and targeted CPD to develop the very best standards of teaching
6. To enhance school site and environment to impact on teaching and learning.

### Statement about when the SDP targets are reviewed

SDP targets are reviewed weekly at SLT meetings and at each LAB meeting, 6X/year. Chair of LAB attends the SDP Review meeting in Term 6.

<b>Priority 1</b> <a href="#">Successful School Leadership 2020 publication - Education Development Trust (edt.org)</a> focusing on the importance of school leaders setting the culture and vision of the school enhancing staff and pupil motivation and wellbeing. It finds that most leadership effects operate indirectly to promote student outcomes by supporting and enhancing conditions for teaching and learning through direct impacts on teachers and their work, and that successful student outcomes are defined more broadly than academic performance alone (including attendance, behaviour, engagement and motivation, etc.)	<b>Area to be developed and its derivation: Leadership and management</b>  <b>Establish the leadership team and priorities moving forward.</b>	
<b>September - Where we are starting from:</b> The leadership team will be newly formed together. The headteacher has worked in a MAT school as an assistant head and is familiar with the policies and procedures within the trust. The headteacher has been heavily involved in the set up and organisation of the school., ensuring plans and policies are in place. Head has been fully involved in the recruitment process. Key policies and procedures have been drawn up ready. SIP days for the year have been agreed and focuses will be agreed before each visit.		
Leader: Katy Hanna	Link on LAB:	
<b>Objectives</b>	<b>Success Criteria/Child Benefit</b>	<b>Evidence of success</b>
Establish a leadership team with clear roles and responsibilities within the school.	<ul style="list-style-type: none"> <li>- Create the role and responsibilities of SLT</li> <li>- Vision for middle leadership of HLLP and UPS teacher</li> <li>- Evaluate the effectiveness of leadership across the school.</li> <li>-External SIP to focus on leadership &amp; Management</li> <li>- Established roles within the LAB board and effective monitoring program in place.</li> </ul>	<ul style="list-style-type: none"> <li>- A well distributed leadership team with clear focus.</li> <li>- Roles are clear</li> <li>-Effective management and leadership of school.</li> <li>-An effective lab board will be in place with roles clearly identified.</li> </ul>

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Research across the trust for safeguarding systems and regular training for Safeguarding via GCC.		
<p><b>September - Where we are starting from:</b> School vision and values have been designed and are inline with the trust aims and vision. These have been shared with staff and initially with parents during transition meetings.</p> <p>CPD plans have been highlighted for this area to ensure all staff are aware of the vision and values.</p> <p>Our set up for Sleuth with regards to behaviour and attitudes and safeguarding has been set up and the safeguarding team have had initial conversations with Sleuth. We will continue this training in September. We have also included risk assessments and EHCA analysis for interventions on the sleuth system.</p> <p>We will ensure that thrive is rolled out across the school- initial induction training has been booked.</p>		
Leader: Katy Hanna & Sophie Collier-Hall		Link on LAB: Peter
Objectives	Success Criteria/Child Benefit	Evidence of success
<p>To develop our <b>Trauma Informed Relational School Values</b></p> <p>Look at best practice for recording behaviour and safeguarding concerns on online systems and implement in our setting</p>	<ul style="list-style-type: none"> <li>-Share vision, ethos and aims of this with our staff.</li> <li>-Training in these areas that inform values RP, Thrive, zones and circles.</li> <li>-Staff voice to create the Sladewood values.</li> <li>- Systems will have been identified- Sleuth.</li> <li>- Speak to leads across the trust to seek advice on set ups.</li> <li>- Training for leads and then train the rest of the team.</li> <li>-Evaluate systems and make changes where needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Value and ethos will be evident on learning walks and to external professionals <ul style="list-style-type: none"> <li>- The values and ethos will be well communicated by all stakeholders</li> </ul> </li> <li>Staff and pupils will feel happy, safe and secure at Sladewood</li> <li>- Sleuth will be successfully implemented across the trust.</li> <li>- Effective system where all staff can use well.</li> <li>-Clear reports and analysis can be done to evaluate processes trends and support change where needed.</li> </ul>

Priority 2					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
Sept 23	Ongoing	Training on Relational school values and the Slade wood ethos	KH	-	
Sept 23	ongoing	Circle training session and implement across the school	KH	-	
		Implementation of our school values, culture and ethos based on training	All STAFF		
		Sleuth system update and training – ensure this is purposeful monitoring throughout the year and training based on data.	KH, RD, SCH, FK	Sleuth costs	

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<b>Priority 3</b> We are looking at the EDF rapid interventions guidance for attendance . Considering the DFE guidance for this as well <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Working_together_to_improve_school_attendance.pdf">Working together to improve school attendance (publishing.service.gov.uk)</a>		<i>Area to be developed and its derivation: Behaviour and Attitudes</i>  <b>Target: Promote whole school attendance and attendance for individual pupils</b>	
<i>September - Where we are starting from:</i> Policies and procedures have been written for Sladewood in relation to attendance. Information has been shared with parents in our admission packs. Plans for regular attendance meetings will be present at our safeguarding meeting. We will look to actively promote this. There is potential for 2 pupils who are appealing placement who will not be on roll so I will be linking with GCC on how to proceed with this.			
<b>Leader: Sophie Collier – Hall</b>		<b>Link on LAB: Peter</b>	
<b>Objectives</b>		<b>Success Criteria/Child Benefit</b>	<b>Evidence of success</b>
<b>Whole school attendance</b> target has been set at 94%  Implement national changes to attendance expectations  Upskills new attendance officer		<ul style="list-style-type: none"> <li>- Clear policies and procedures in place for Attendance</li> <li>- Paperwork all up to date.</li> <li>- Parents/ carers are informed</li> <li>- Attendance officer in place and up to date with local training.</li> <li>- Clear policies and procedure being followed</li> </ul> All staff trained and updated by lead.	<ul style="list-style-type: none"> <li>- <b>Strong pupil attendance. Pupils feel valued at school and feel happy, safe and secure in the setting.</b></li> <li>- Procedures being well followed.</li> </ul> Links between the MAT are effective.

Priority 3					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
Sept 23		Strategic plan and documentation in place	SCH		
		Attendance officer training	SCH		
Sept 23	July 24	Regular monitoring of attendance	SCH/ KH		

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<b>Priority 4</b> EEF We will be using the implementation model to implement our curriculum successfully. <a href="https://d2tic4wvo1iusb.cloudfront.net">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a> . Using the implementation guidance for plan, explore, prepare, deliver, sustain. Creating a leadership environment that is conducive to good implantation.	<i>Area to be developed and its derivation: e.g., Quality of Education</i>  <b>Target: Implement a challenging, creative and sequential curriculum.</b>
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**September - Where we are starting from:** We have used a successful curriculum within the trust as our starting point with regards to long term planning, sequential learning and assessment. We have identified subject leaders and focus meetings for subject areas. We will be looking at implementing the curriculum this year and tweaking areas to further support the needs of our cohort of children. We are working closely with OT and SALT to ensure these areas remain a core part of our curriculum offer.

Leader: Katy Hanna & Sophie Collier-Hall	Link on LAB: Molly Macaulay
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Objectives	Success Criteria/Child Benefit	Evidence of success
<p><b>To ensure a challenging, creative and sequential curriculum</b> is being followed throughout the school providing maximum learning and development opportunities for children</p> <p>To establish assessment systems and protocols for pupils at Sladewood.</p> <p>Ensure progress of all pupils is strong</p> <p><b>To keep the gap closed between Pupil premium</b> and non-pupil premium pupils as well as other key groups within school.</p> <p>Identify and implement OT and SALT strategies successfully across the class teams.</p>	<ul style="list-style-type: none"> <li>- Staff meetings to share the curriculum vision and long-term plans</li> <li>- Subject leads to take ownership of curriculum with feedback from staff to ensure it's the most purposeful for the needs of our pupils.</li> <li>- Learning walks to ensure that learning is sequential</li> <li>- Clear moderation processes</li> <li>- External evaluation on our curriculum.</li> </ul> <p>Identify areas of CPD need</p> <ul style="list-style-type: none"> <li>- Put an assessment system in place- Pupil Asset with stages.</li> <li>- Train all staff in systems and protocols</li> </ul> <p>Monitor pupil progress thorough learning walks, data drops, observations and pupil progress meetings</p> <ul style="list-style-type: none"> <li>- Implement a pupil premium strategy of support.</li> <li>- Analyse Data and evaluate progress towards targets.</li> <li>- Share details to staff, wider stakeholders and parents.</li> </ul> <p>Publish Pupil premium on website.</p> <ul style="list-style-type: none"> <li>-</li> <li>- Audit classes for communication and interaction and OT needs.</li> </ul>	<p>A creative, sequential and purposeful curriculum will be being implemented across the school with clear areas of development being identified for year 2 of our plans.</p> <ul style="list-style-type: none"> <li>- All children will be making progress against their starting points and evidence of progress well documented and communicated to all stakeholders.</li> </ul> <p>Reports and processes on assessment are clear.</p> <ul style="list-style-type: none"> <li>- The gap will be closed with their peers.</li> <li>- Clear progress in identified areas of support.</li> </ul> <p>Well tracked and communicated strategy of support has been implemented for pupils</p> <ul style="list-style-type: none"> <li>- Provision will take into account OT and SALT needs to ensure the right curriculum is in place for all individuals</li> </ul>

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	<ul style="list-style-type: none"> <li>- Training and support plans to be programmed to support needs of cohort of pupils</li> </ul> CPD on areas to be implemented and delivered to class teams and whole school	Classrooms are trauma informed, OT and communication friendly to support learning for all.
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Priority 4					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
Sept 23	July 24	OT & SALT training for all staff and ongoing throughout the year	KH, AB, AC	Costs of staffing	
October 23	July 24	Pupil premium strategy is now in place- regular monitoring of progress and support	SCH	Budget for PP	
Sept 23	July 24	Pupil Asset set up with training regular data drops	MM, KH	Pupil asset costs	
October 23	July 24	Evaluating the impact of our curriculum and ensuring as a staff we create something that is purposeful for our pupils.	KH with staff team	-	
October 23	July 24	Link with other schools, arranging class visits and to look at provision and curriculum to support the development of ours.	KH with staff team	-	

<b>Priority 5</b> EEF – effective professional development strand will be looked at here, success happens when we, build knowledge, motivate staff, develop teaching techniques and then embed practice.	<i>Area to be developed and its derivation: e.g., Quality of Education, Leadership &amp; Management</i>  <b>Target: To successfully implement ‘Teacher 360’ to evidence and support outstanding practice and targeted CPD to develop the very best standards of teaching</b>
<b>September - Where we are starting from:</b> This documentation has been used across the trust this year. So, staff within the trust are familiar. This paperwork is going to be tweaked by the trust and we will then implement the newer version. Training for this element of work will be presented during the inset.	
<b>Leader: Katy Hanna</b>	<b>Link on LAB: Molly Macaulay</b>

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Objectives	Success Criteria/Child Benefit	Evidence of success
To successfully implement 'Teacher 360' to evidence and support outstanding practice and targeted CPD to develop the very best standards of teaching	<p>Successfully introduce the teacher 360 to all staff.</p> <p>Identify training needs for teachers and school</p> <p>Provide CPD offers and opportunities for all staff based on findings from Teacher 360</p>	<p>Teacher 360 will be successfully implemented across the school.</p> <p>It will identify CPD trends for individuals and for whole school.</p> <p>CPD plan will be successfully implanted across the school.</p>

Priority 5					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
Sept 23	July 24	Regular training with regards to professional development- calendar of when to expect parts of the 360	KH		
Sept 23	Ongoing	Signposting CPD needs for our staff / school team	KH		

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<b>Priority 6</b> With regards to sensory spaces, we have linked with our OT to design purposeful safe environments that cater for our pupils. We based the work around the Autistic National Society research. <a href="https://www.autism.org.uk" style="color: white;">https://www.autism.org.uk</a>  With regards to OPAL we have linked with the organisation and will undergo audits for our work around play <a href="#">The OPAL Primary Programme - Outdoor Play And Learning</a>	<b>Area to be developed and its derivation: e.g., Provision &amp; Premises</b>  <b>Target: Enhance the school site and provision to impact on teaching and learning</b>
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**September - Where we are starting from:** We have had a number of spaces included within the build. 4 key intervention areas, play areas for the pupils. One of the rooms we will need to focus in turning into a sensory room. Quotes for this room have been created. Grant applications have been made but this will be an area of focus for next year. We have also designed outside areas ready for our Opal work and outdoor learning approach. This will continue to grow and develop. Training will commence next year for an Opal Lead and forest school leader. OT and SALT will be running audits of the school environment and need to highlight areas of need for the school. Banding procedure is known and head has been working closely with GCC to highlight bandings and areas of need. This will continue to be monitored through pastoral meetings and banding changes will continue through the EHCP process.

Leader: Katy Hanna & Sophie Collier Hall	Link on LAB: Peter
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Objectives	Success Criteria/Child Benefit	Evidence of success
Develop key intervention and inclusion-based spaces for our pupils, Safe space, swings, outside play areas & sensory rooms based -on pupil needs           To implement the OPAL approaches to pay at Sladewood	Audit pupil needs and look at intervention suite to identify key areas of support.  Look at funding options for sensory room spaces.  Name and identify spaces that are needed to define for school staff and pupils.  <ul style="list-style-type: none"> <li>- Lead to be trained in OPAL</li> <li>- Action plan to be created for next steps</li> <li>- Staff training to be arranged</li> </ul> Parent training and support to get on board to approaches.	Successful intervention suite and interventions will be put in place to support pupils with regulating their needs to have a positive impact on behaviour and attitudes.           Opal play will be present during playtimes and a clear ethos will be seen.  Behaviour incidents will be minimal at playtimes  Children will be happy and use play as a learning experience where they can take safe risk.
Evaluate the staffing models and the impact on pupils' education.  Ensure that the banding process is efficient and working well for the cohort of pupils we have	Ensure the planned staffing models are sufficed and is safe for the education for all. – reevaluate with the budgets and banding income so informed decisions can be made.	Staffing models will provide safe care and education for cohort of pupils.

	Ensure the banding process and banding is sufficed for the needs of pupils	Banding process will be followed and students will be banded at the right levels getting the right support that has been outlined for them.  Banding to be followed up at ECHP Meeting
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Priority 6					
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact
Start	End				Spring/Summer Review
Sept 23	October 23	Sensory room fitted and sessions in place	KH		
October 23	Ongoing	Investigating sensory Garden and OT spaces	KH		
October 23	Ongoing	Put activities onto the playground to support social interaction time	SCH/KH		
October 23	ongoing	Training in banding and continue to look for funding of our pupils working with the MAT on these. Linking with finance on staffing	KH		

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