



## Context

Sladewood Academy is in its second year of opening. We currently have 53 pupils across 6 classes. Our Pan numbers are 60. We meet the needs of children who are autistic with communication and interaction difficulties. Many of our cohort of pupils would be classed as pre-verbal. We have a Total Communication approach within school using Makaton, grids, AAC devices, tobsis, objects of reference and communication boards. Due to the complexity of needs some of the children may have secondary needs such as sensory & physical needs, emotional health and well-being. We ensure that we have access to regular sensory breaks and classroom environments that meet the sensory diet needs. Class sizes vary from 8-10 children. Classes are usually supported by 3 members of staff (1 Teacher and 2 Learning Partners). Our curriculum is based on I can statements building on from the Early years.

We have an experienced teaching team, comprising of 2 senior leaders, 3 middle leaders with UPS responsibility and 3 Teachers (including 2 ECTS). We have an experienced Middle management structure in terms of our higher-level learning partners who support safeguarding, PPA/ cover and Inclusive interventions.

We had a successful year 1 of opening with the challenges of recruitment that are being seen nationally. We have developed a core pedagogical approach to learning, A clear total communication ethos with our relational values across the school. We have been the school of choice for many parents and for year 2 have been requested and exceeded our projected numbers.

We have been successful in developing our school grounds and systems and have a clear direction of what comes next.

## Additional Note: Covid-19

*In year 2 we are 8 children over what are agreed numbers would be. This has meant we have had to increase to 6 classes in year 2, to be able to safely educate the children and keep numbers down. This will impact our future numbers for year 3 and 4. Due to this we will be impacted by potential year 2 shocks and maglocks and additional safety measures that will need to be put in school.*

*We are seeing increased supported needed for parents which could be impact of COVID and not knowing what support is out there for them. This means our family support and early help offer has had to be increased. We are also noticing an increased need for Communication and interaction support as they are pre verbal. This is why we have increased are support and offer around total communication within school and upskilled all staff within this area.*

## Three year Aims [Enter dates]

By year 3;

- Ofsted reading and preparing for a good/ outstanding Ofsted or in line with the new judgements/ framework
- A well established an effective broad and balanced curriculum in place to support the learning needs of our pupils

- School of choice
- Development of an accessible playground
- OPAL school
- Total communication school
- Successful completion of the Autism award
- Healthy Schools and Mental Health Awards (awarded or in process of)
- PTA will be in place
- Further distributed leadership team- successful AHT in place for the curriculum & assessment

Premises development – expansion of learning spaces/ meeting rooms, increased parking facilities, clear direction of use for our field area.

### School Improvement Priorities September [2024] - July [2025]

1. Trust: 'To build inclusive communities by developing relational and restorative practice across our Trust.'
2. *Quality of Education: Implementing & Embedding the Sladewood's curriculum (including foundation subjects).*
3. Quality of Education: Implementing and embedding the Sladewood expectations for a purposeful environment conducive for learning for all.
4. Quality of Education: Implementing and embedding Earwig as our assessment system and evidencing learning.
5. Leadership & Management: Potential Growth of school and impact on school community: Create a distributed leadership model, with mentoring, coaching and reflective supervision with increased accountability for all.
6. Behaviour & Attitudes: Embed the principles of the 5 foundations for Attendance and CPOMS for safeguarding & behaviour

#### Statement about when the SDP targets are reviewed

Our SDP targets are a standing item at our during SLT meetings and reviewed at each LAB meeting which happens 6 times per year. SLT have a strategic SDP meeting 3 times per year additionally to the regular standing item at SLT. Our chair of the LAB is invited to a review meeting of SDP in term 6. Our strategic documentation is regularly shared with senior members of the trust and spoken about at regular termly meetings with the director of education and CEO. This is also a regular area of focus for our SIP days which are 4 times per year.

<b>Priority 1</b> Research used: Relational schools work, Brene Brown, Restorative practice, thrive theory.		<b>Area to be developed and its derivation:</b> Trust: Behaviour & Attitudes  <i>To build inclusive communities by developing relational and restorative practice across our trust.</i>	
<b>September - Where we are starting from:</b> Sladewood have worked on school values, vision and ethos of the school. We have done work on staff voice, check ins and circles to enable us all to have a voice. We have looked at the colours of people and some Brene brown work as well as Restorative practice and relational values work. We have also built in some work on the interoception curriculum and how this feeds into our emotional wellbeing. Staff voice and feedback.			
Leader: Katy Hanna		Link on LAB:	
Objectives	Success Criteria/Child Benefit	Evidence of success	

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<p>Develop our coaching culture conversations and team working models to support effective team rumbles and constructive conversations to impact children’s progress.</p> <p>Implement coaching circles, group time facilitated reflective conversations</p> <p>Develop our parental community group work by offering more events and involvement from parents, coffee mornings, in school mornings, PTA.</p> <p>Develop the work we do within the local community</p>	<p>Staff teams will work effectively together and be able to understand how people work and what they need from one another to be more effective within their team. Ultimately the children will benefit.</p> <p>Staff will feel, safe, valued and happy within the workforce and this will increase staff moral and retention in the workforce. Increased staff attendance.</p> <p>Increased parental involvement within school. Increased family connections will benefit the children.</p> <p>Increased local community connections to build purposeful working relationships to benefit the whole community.</p>	
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Priority 1						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Spring/Summer Review	
Evaluation/Impact						
December 2024 Review		March 2025 Review		July 2025 Review		

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Priority 2						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
Start	End				Spring/Summer Review	
Evaluation/Impact						
December 2024 Review		March 2025 Review		July 2025 Review		

<p><b>Priority 3</b>  <b>Research used:</b></p> <ul style="list-style-type: none"> <li>Total communication classrooms- linking with Speech &amp; language</li> <li>OT research looking into sensory classrooms and how we can make them less overwhelming</li> <li>Autism research and their needs in terms of classroom spaces</li> <li>Trauma informed classrooms and spaces</li> </ul>	<p><i>Area to be developed and its derivation: Quality of Education</i></p> <p><i>Target: Implement &amp; embed the Sladewood’s expectations for a purposeful environment conducive to learning.</i></p>
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**September - Where we are starting from:**

Lots of work at the beginning of the year focusing on our environment and our total communication approach across the school. Most of our focus has been in developing a communication friendly school and ensuring we are using a variety of communication methods. We did do lots of work at the beginning of the school year with OT with regards to sensory circuits, DIR floortime and interoception and the environment of the class. Once the OT left and changes of staff in classrooms this did not remain top of the list for some of the priorities. Senior leaders have created our expectation document for classroom environment so that all staff members are clear. We have been to visit other special schools in relation to environments. We have been able to put on lots of CPD in year 1 but we need to find a way to continue to upskill Learning Partners with reduced CPD time. Coaching models now need to be explored.

Leader: Katy Hanna	Link on LAB:	
<b>Objectives</b>	<b>Success Criteria/Child Benefit</b>	<b>Evidence of success</b>
To agree, finalise and create the Sladewood expectations for a purposeful and conducive learning/ classroom environment that children and staff take pride in.	Learning environments will be conducive to learning. Everyone will be motivated by the classroom environment and take pride in it. The environments will consider the needs of the cohort of children.	

Priority 3						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
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Evaluation/Impact						
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<b>Priority 4</b> Research used: <ul style="list-style-type: none"> <li>Recognised the importance of how we evidence learning. DFE and Ofsted frameworks in relation to sequential learning.</li> </ul>	<i>Area to be developed and its derivation: Quality of education</i>  <b>Target:</b> Implementing and embedding earwig as our assessment system and evidencing learning.
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<ul style="list-style-type: none"> <li>Researched a variety of tools to be able to provide these and trailed in school, Class dojo, evidence for learning and Earwig- linked with other schools who use these frameworks.</li> </ul>	
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**September - Where we are starting from:**  
 We currently have pupil asset in place to track our curriculum. As we update our curriculum, we are updating our assessment frameworks. Some of these have been transferred to Earwig in preparation for this. Assessment UPS and Head have linked with Earwig on how we evidence and creating tags and an editable assessment tracker so we can evidence and track the progress against our EHCPs, SALT and OT outcomes better to show progress and learning against these.

Leader: Katy Hanna	Link on LAB:	
Objectives	Success Criteria/Child Benefit	Evidence of success
<p>Embed Earwig to evidence learning for EHCPS, SALT, OT and group time.</p> <p>Set up assessment frameworks for our curriculum, ready for embedding the following year to evidence and assess our curriculum.</p>	<p>Evidence of wider learning and a sequential learning journey will be evident via looking at records. Clear progress in learning and well evidence and recorded in a consistent manner across the teams.</p> <p>Assessment frameworks and training will have taken place for a complete roll out in September 25 of the assessment system to support clear progress tracking relevant to pupils starting points.</p>	

Priority 4						
Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
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Evaluation/Impact						
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**Priority 5**  
**Research used:**

- EEF coaching and mentoring- impacts on school attitudes, attendance and well being. Effective Mentoring & coaching empower employees to become more confident in their roles, self-aware, and able to problem-solve.
- Distributed leadership theory in education suggests that leadership responsibilities are shared among various individuals rather than being centralized with one person. This approach empowers teachers, staff, and even students to take on leadership roles, contributing to decision-making and school improvement.
  - ◆ Empowers teachers, staff, and students
  - ◆ Shares leadership responsibilities
  - ◆ Contributes to decision-making and school improvement

1. MAT training with Debbie Innes on reflective supervision, KSCIE approach, Supervision guidance.

*Area to be developed and its derivation: Leadership & Management*

Target: Develop a distributed leadership approach with accountability for all.

**September - Where we are starting from:**  
 Changes to the AHT role to ensure that leadership was distributed across the trust. Training of lead and experienced teachers with an increase of capacity. Core subject leads have been given more time to develop subject. UPS teachers have been given wider responsibilities. We have valued CPD and due to the first year of opening we have been able to give more CPD time to LPS but we now need to think more creatively in terms of this. Coaching mentor for the school has been linked with for our CPD for the next academic year using a strengths based personality coaching model. Senior leaders have been very operational with school set up and now need to develop more strategic thinking.

Leader: Katy Hanna & Kathryn Baker      Link on LAB: Peter

Objectives	Success Criteria/Child Benefit	Evidence of success
To develop the role and effectiveness of subject leaders	Subject leaders will be effective in leading and developing their subjects across the school. This will be evident throughout school life.	
Upskill our Learning partners through a coaching, modelling and thinking out loud strategies with our teachers in the classroom.	Teachers and experienced staff will feel confident in coaching and upskilling LPS. LPS will be receptive to instant advice, modelling and coaching and classroom practice will improve.	
Develop reflective supervision for Sladewood	A clear reflective supervision process will be in place for Sladewood with our approach to this.	
Senior leaders to prepare and be ready for Ofsted readiness.	Senior leaders will become more Ofsted ready and be able to share this with the middle leaders and rest of school.	

**Priority 5**



Timescale		Key Actions	Person responsible	Resources/ Cost	Evaluation/Impact	
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Evaluation/Impact						
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<p><b>Priority 6</b> Research used:</p> <ul style="list-style-type: none"> <li>CPOMS and category research linked across the trust and how other schools use this information in line with KCSIE updates</li> <li>Gloucester's RP approaches and relational schools, Circle research, colours of people understanding one another, Brene brown values.</li> <li><b>Reflective supervision can support critical thinking and analysis, enhance emotional wellbeing and is a core element in any learning organisation. Building these aspects of direct practice is linked to improved experiences and outcomes for children, young people, adults and carers.</b></li> <li>Five foundations of attendance approved framework- 5 foundations <ol style="list-style-type: none"> <li>1. Whole school- culture and climate</li> <li>2. Supportive policies- systems and processes</li> <li>3. Professional learning- staff development</li> <li>4. Implement targeted- programmes &amp; interventions</li> <li>5. Connect appropriately to behaviour management approaches</li> </ol> </li> </ul>	<p><i>Area to be developed and its derivation: Behaviour &amp; Attitudes</i></p> <p><b>Target:</b> Embed the principles of the 5 foundations for Attendance and CPOMS for safeguarding &amp; behaviour</p>
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**September - Where we are starting from:**  
Sleuth system was in place and working well for behaviour and safeguarding. System was well monitored by safeguarding team. Linking with MAT to make more consistent across the trust and ensuring we were recording all. AHT setting up CPOMS for a complete roll out in September 24. Restorative practice training and resources have been used in school- however with a change of staff and curriculum taking priority this has not remained as impactful as we would have hoped. Safeguarding team have all been on reflective supervision and created our policy and procedure of

this to be rolled out in this academic year. Absence tracking and interventions has taken place- with links and meetings forming across the trust- we will continue to develop our practice within this area linking with families.

<b>Leader: Katy Hanna &amp; Kathryn Baker</b>		<b>Link on LAB:</b>	
<b>Objectives</b>	<b>Success Criteria/Child Benefit</b>	<b>Evidence of success</b>	
<p>Implement &amp; Embed CPOMS for safeguarding and behaviour</p> <p>Develop further training and understanding of all staff on restorative practices and how it can be used effectively within the classroom.</p> <p>To create and implement the Sladewood’s approach for reflective supervision for all.</p> <p>To embed our monitoring and intervention strategies for persistent absence at Sladewood, using the 5 foundations of Attendance DFE approved framework.</p>	<p>System will be set up with staff confident in using and the data and system will provide us with the information and data analysis we need to protect children and staff.</p> <p>Staff will have an increased understanding of RP and relational practice and it will be evident within their practice which will support the emotional well- being, behaviour and progress of all.</p> <p>Staff will feel values, listened to and heard. Improved attendance and mental health of staff. This is turn will have a positive impact on the education of pupils.</p> <p>Reduction of persistent absence within school. Improved links with families. Attendance of the school will increase. Improved attendance across the school.</p>		

Priority 6						
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