Sladewood Academy

Personal Development & Wellbeing Approach

2024-2025

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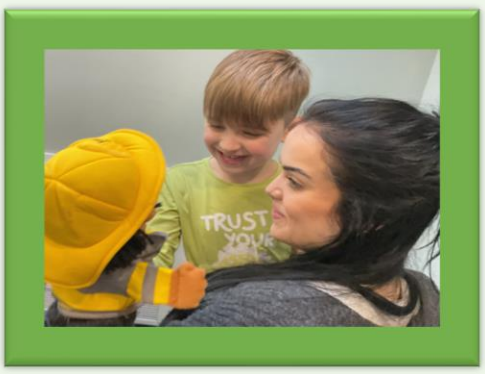


OUR VISION

To offer an inclusive and therapeutic community that commits to ensure pupils within our care are:

- *safe*
- *happy*
- *curious, and*
- *purposeful learners.*

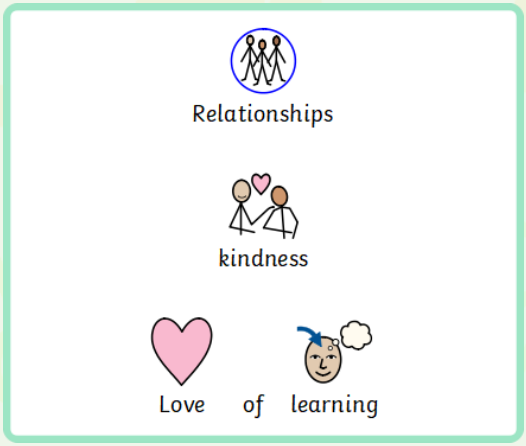
Every pupil must be provided with opportunities to progress academically, socially and emotionally to achieve the best they can.

"Together we will Thrive"

Where we will create a community of play, laughter, acceptance, curiosity, empathy and a love for learning where strong relationships are at the centre of what we do."

OUR VALUES

We champion our values by embedding them in the life of our school, and making them the focus of our assemblies, displays, and peer discussions. Our key values are:



On leaving the school, we will ensure children have been exposed to a broad and balanced education so they have the knowledge, social skills and confidence to *Thrive* in the next chapter of their journey.

We value everyone having a voice within our community, this is why around our school you will see a total communication environment enabling all to feel valued and able to voice their views, needs and wants.

OUR ETHOS

At Sladewood our vision and values are upheld by our ethos. Our commitment to these six areas below allows our students to thrive:

Total Communication - We ensure that communication is part of everything we offer, allowing everyone to have a voice within the school community. Whether this be through voice, sign, picture or symbol, low or high tech AAC.

Trauma Informed, relational school – provision of therapeutic practices to support the physical and emotional development of pupils that have been subjected to, or harmed by trauma. Restorative practices to build, maintain and repair relationships and resolve conflict in a relational manner.

Specialist interventions – delivered by highly skilled professionals to support and challenge the development of all children, removing barriers to learning to allow full access to the curriculum.

Curriculum – a specialist curriculum, with stages, designed to support the individual needs of the pupils and provide them with the knowledge and skills needed for growing independence and confidence to thrive in their next steps of education.

Teaching and Learning – high quality teaching delivered by dedicated practitioners to ignite young minds via an inspiring and relevant curriculum.

Community – to achieve high aspirations for our children, we recognise the essential need for strong partnerships with families, carers and all professionals and we will strive to ensure these.

Purpose of Personal Development:

Intent/ What:
At Sladewood Academy, we go beyond the expected so that pupils have access to a wide, rich set of experiences securing our Personal Development programme equips children with the knowledge, resilience, and character needed to make informed decisions and thrive. These qualities are nurtured through a well-structured curriculum and enriched by wider school experiences including opportunities for pupils to develop their interests/ talents including our values of SMSC as well as developing and maintaining a healthier lifestyle.

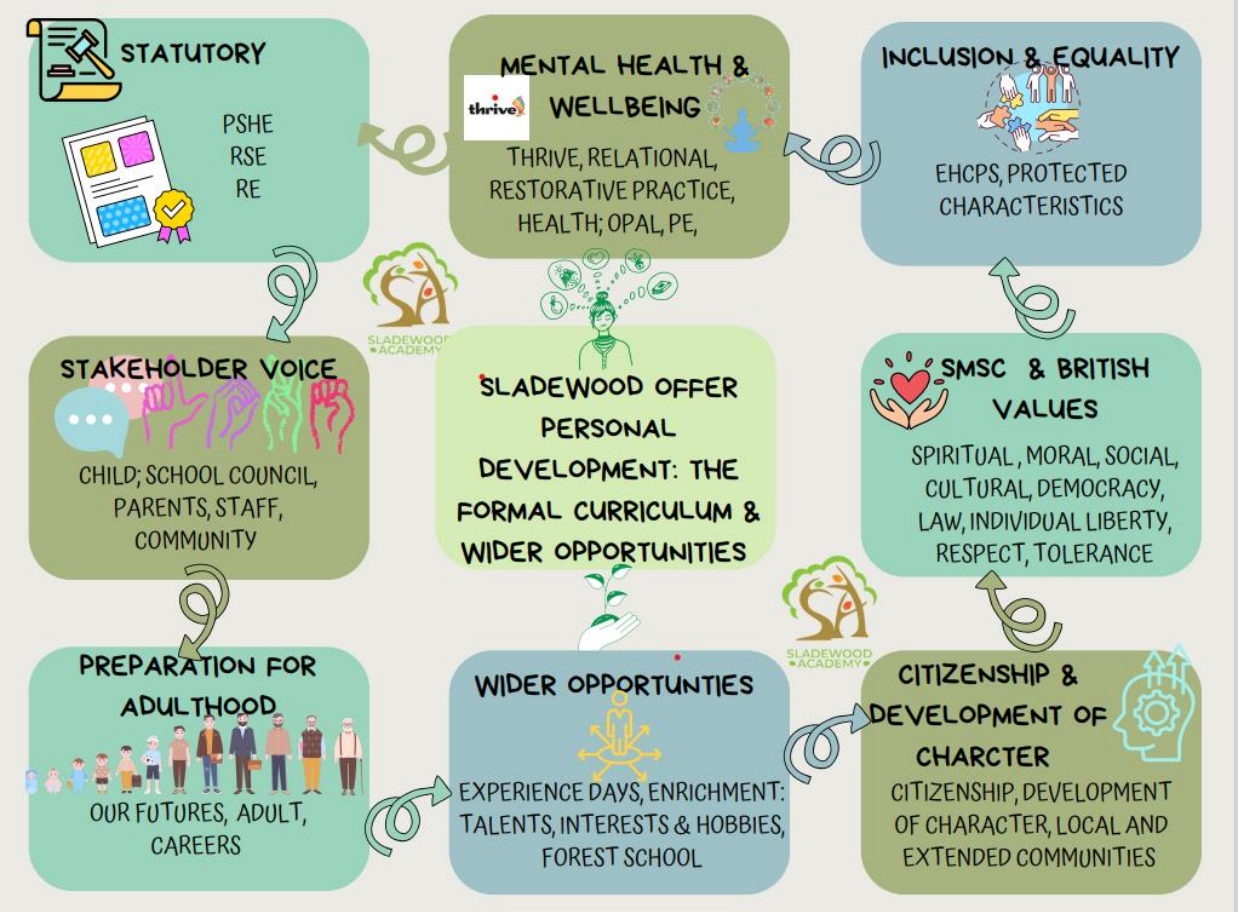
Our pupils develop a strong sense of self, contribute positively to society, and respect diverse perspectives. As they move on to secondary education, they carry with them the core values of kindness, meaningful relationships, and a love for learning.

Through our PSHE curriculum we cultivate responsible citizens deepening pupils understanding of their moral and social responsibilities. Our bespoke curriculum fosters personal growth, confidence, and a willingness to embrace challenges. Through elements such as growth mindset, we empower learners to take risks, learn from mistakes, and reach their full potential.

At Sladewood Academy, we prepare every child for a bright and successful future.

Implementation/ How:

At Sladewood Academy, our approach is embedded across the curriculum, PSHE, RSE, PE and Our Futures frameworks. Wider opportunities, including experience days, further enhance these essential life skills, ensuring pupils develop resilience, confidence, and a strong moral foundation for their future. Our personal Development curriculum includes the following:



Impact/ Why:

The aspiration for all pupils that attend Sladewood is to enable them to achieve their potential in all aspects of their development.

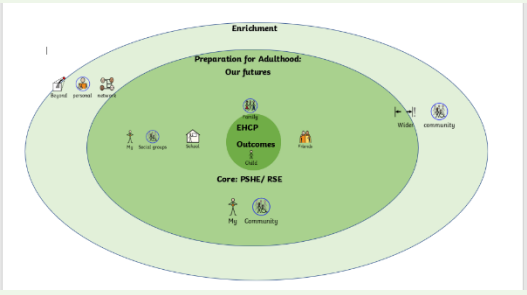
The impact of this approach at Sladewood Academy ensures we work towards shaping well-rounded, confident, and responsible individuals who are prepared for the challenges of secondary education and beyond. We endeavour to secure children will have further developed the strengths and transferrable skills in the following;

- **Resilient Decision-Makers** – Pupils grow in confidence, learning to make informed choices, adapt to challenges, and persevere through setbacks.
- **Active Citizens** – Children develop a strong moral compass, showing empathy, respect, and responsibility in their communities.
- **Academic & Personal Growth** – A rich curriculum, including growth mindset, nurtures ambition, self-belief, and a love for learning.
- **Future-Ready** – Pupil's transition to secondary school equipped with emotional intelligence, key
- skills, and a sense of responsibility.
- **Culture of Kindness** – Core values like kindness and inclusivity foster a positive, respectful school community.
- **Healthy Lifestyles** – Pupils gain a clear understanding of physical and mental health, and strategies to support their well-being.

Ultimately, this programme ensures that children leave Sladewood ready to make a meaningful impact in their next steps in education and within their wider community, beyond education.

Everyone at Sladewood will ensure we will work towards are vision of "**Together we will Thrive". Where we create a school community of play, laughter, acceptance, curiosity, empathy and a love for learning.**

On leaving the Sladewood community pupils will have been exposed to a broad and balanced education where they have the knowledge, skills and confidence to thrive in their next steps of education.



PSHE & RSE

Intent, Implementation & Impact

Intent
The intent of the PSHE curriculum at Sladewood is to create a supportive and inclusive environment where pupils develop emotionally, socially, and academically. We aim to nurture a love for learning, promote strong relationships, and instil core values such as kindness, empathy, and respect. Through both planned and spontaneous learning opportunities, we empower students to understand themselves, their relationships, and the wider world. Our goal is to equip children with the skills, knowledge, and confidence to thrive in their future, while fostering a community of acceptance and growth.

Implementation:
Sladewood will provide a comprehensive PSHE curriculum that emphasises life skills, emotional development, and real-world application, integrated into the school's ethos and culture. This approach will foster the development of the 'whole child' through inclusive opportunities, celebration of achievements, and timely interventions. The PSHE curriculum will include key strands such as PSHE, Thrive, Interoception, and targeted interventions, ensuring every child progress based on individual needs and expectations. Staff will be trained in trauma-informed approaches, ACE Aware, and Restorative Practice, ensuring the curriculum supports the emotional and relational needs of all learners. Collaboration with multi-agency professionals (e.g., OT, SaLT) will ensure the PSHE curriculum is holistic and tailored to individual needs. The curriculum will respond to the specific needs of students, such as building relationships, navigating adolescence, and dealing with significant life events, ensuring learning is relevant, meaningful, and aligned with statutory Relationships and Sex Education (RSE) guidance.

Impact:
At Sladewood, each child's personal development, behaviour, and attitude are exceptional we know this through our targeted monitoring schedules (lesson observations, learning walks, book looks, progress meetings, Pupil progress maps). Monitoring evidences Teaching and learning within all aspects of the PSHE curriculum are outstanding, helping students achieve the best possible outcomes from their starting points. Assessment outcomes determine the next steps in learning and individual outcomes for our cohorts of children. The curriculum fosters the development of key skills needed to become active, responsible community members. Differentiation and targeted interventions effectively support students' progress, while assessment methods inform sequential planning, ensuring continuous, incremental progress for each child.

Extract of long-term plan

Stage/Class	Term 1 **Self-Awareness** Things we are good at Kind and unkind behaviours Playing and working together People who are special to us Getting on with others	Term 2 **Self-care, Support & Safety** Taking care of ourselves Keeping safe Trust Keeping safe online Public and private	Term 3 **Healthy Lifestyles** Healthy eating Taking care of physical health Keeping well	Term 4 **Feelings/Emotions/Mental Health** Identifying and expressing feelings Managing strong feelings	Term 5 **The World I Live In** Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community Money	Term 6 **Relationships, Growing Up & Changing** Baby to adult Changes in puberty Dealing with touch Different types of relationships
Potential Trips, Visits and Opportunities	**Forest School**- playing and working together **Special days** World Mental Health Day Jeans for Genes World Teachers Day Diwali **Harvest**- food bank	**Trip to Skillzone**- Owls Class **Into Film Festival –** annual occurrence, prospective links to topics of study **Forest School**-keeping safe **Be Kind Week (Anti-Bullying Week)** **Special days** Children in Need Firework safety PCSO visit Road safety Advent	**Visits to local providers who offer food-related experiences** **Visits to Supermarket** - Dine in the café - Shop and cook at school **Plant vegetables and fruits in school growing area.** **Special days** Children's Mental Health week Chinese New Year Safer Internet Day	**Visits to external providers to promote positive mental health:** e.g., Worcestershire Snoezelen Bournestream **Outdoor Education opportunities** – Oakbrook Farm **Special days** Ramadan World Downs Syndrome Mother's Day Eid Autism Week	**Litter pick** **Little City visit** **Cattle Country Trip** **Access to the local community** - Walks/trips to the park - Routine visits within the local area - Local libraries **Visits from different professionals** E.G., vets, nurses, fire fighters	**Residential opportunities?** **Wellbeing Week** **Special days** World Environment Day Father's Day Pride Month

Stage 3 Core	**Things we are good at** Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique. **Kind and unkind behaviours** Identify when people are being kind or unkind — either to us or to others. Give examples of how our feelings can be hurt. Describe how this may make us feel angry, worried or upset. **Playing and working together** Identify reasons why it is important to listen to other people.	**Taking care of ourselves** Identify some of the ways in which we may be cared for by our families, friends and other adults. Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.). **Keeping safe** Give simple reasons why it is important to help keep ourselves physically safe. Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends. Explain how we know when we might need to ask for help. Identify people at home, school and in other settings who are	**Healthy eating** Identify some examples of healthy foods. Identify some examples of foods that should only be eaten once in a while. **Taking care of physical health** Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy. **Keeping well** Explain what it means to be hurt, unwell,	**Identifying and expressing feelings** Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. **Managing strong feelings** Demonstrate vocabulary/ communication skills to express a range of different feelings. Recognise ways we can help ourselves to feel better if we are feeling sad or upset.	**Respecting differences between people** Describe things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). **Jobs people do** Identify some of the ways in which different adults who work in school contribute to school life. **Rules and laws** Explain how rules help us; rules we have in the classroom and at home. **Taking care of the environment**	**Baby to adult** Describe how our needs have changed since we were a baby. **Changes in puberty** Describe the main physical differences between male and female bodies. **Dealing with touch** Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it).

PSHE long term planning is taken from the PSHE association for special schools and adapted to meet the needs of our cohort of children. Our curriculum stages focusing on the following;

1. Encountering
2. Foundation
3. Core
4. Development
5. Enrichment
6. Enhancement

On a spiral curriculum through repetition and building on prior teaching and learning we focus on these 6 areas of PSHE;

1. Self- Awareness
2. Self-care, support and safety
3. Healthy Lifestyles
4. Feelings, emotions and mental health
5. The world I live in
6. Relationships, growing up and changing (RSE)

PSHE is a core subject for us and an element of our Personal Development/ PSHE education is taught every day.

For further information please see our full PSHE long term plan and RSE policy.

PSHE including RSE.docx

RSE-Policy.pdf

Mental Health & Wellbeing

Intent:
At the centre of our approach, we go back to our vision;

"Together we will Thrive"

"Where we will create a community of play, laughter, acceptance, curiosity, empathy and a love for learning where strong relationships are at the centre of what we do."

Through this are aims are:

1. Create a Nurturing and Emotionally Secure Environment

- Ensure every child feels safe, valued, and understood, recognizing the diverse needs of pupils with SEND.
- Embed **Thrive principles** to support emotional development, helping children regulate their emotions and build healthy relationships.

2. Support Emotional Regulation and Self-Awareness

- Use **Interoception** strategies to help pupils recognise and respond to their internal bodily signals, promoting self-regulation and emotional awareness.
- Provide tailored interventions to help children understand their feelings and develop coping strategies.

3. Foster Positive Relationships and Conflict Resolution

- Implement **Restorative Practice** to promote a culture of respect, accountability, and positive relationship-building.
- Encourage meaningful dialogue to resolve conflicts, repair harm, and strengthen social connections.

4. Develop a Relational Approach to Learning and Behaviour

- Embed **Relational Schools** principles, ensuring strong, trusting relationships between pupils, staff, and families.
- Prioritise emotional well-being and connection over punitive approaches, recognizing that behaviour is a form of communication.

5. Equip Children with Lifelong Wellbeing Strategies

- Provide structured wellbeing support through curriculum, interventions, and daily school life.
- Develop resilience, self-confidence, and emotional literacy, preparing pupils for life beyond school.

6. Support Staff Wellbeing and Professional Development

- Ensure staff have the training, resources, and support to effectively promote mental health and wellbeing.
- Foster a whole-school culture where staff wellbeing is prioritized alongside pupil support.

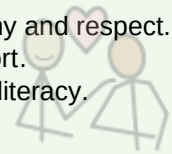
Implementation

Values & Ethos;

At Sladewood Academy, our values and ethos are embedded in every aspect of school life, ensuring a supportive, inclusive, and enriching environment for all Children. These core principles shape our curriculum, teaching practices, interventions, and school culture, fostering a sense of belonging and success for every learner.

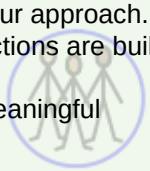
1. Kindness

- Kindness is modelled by staff and encouraged among pupils, creating a culture of empathy and respect.
- Celebrations of kindness are embedded through recognition, assemblies, and peer support.
- Staff use positive reinforcement to encourage compassionate interactions and emotional literacy.



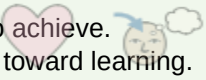
2. Relationships

- Strong, trusting relationships between pupils, staff, and families form the foundation of our approach.
- We implement **Relational approaches and Restorative Practice**, ensuring that interactions are built on mutual respect, understanding, and communication.
- Staff receive training in attachment-aware and trauma-informed approaches to foster meaningful connections.



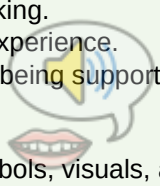
3. Love of Learning

- A dynamic and engaging curriculum inspires curiosity and a passion for lifelong learning.
- Teaching is personalised, ensuring all learners experience success and feel motivated to achieve.
- Growth mindset principles encourage resilience, problem-solving, and a positive attitude toward learning.



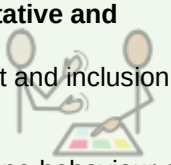
4. Having a Voice

- Pupil voice is central, ensuring every child is heard, valued, and involved in decision-making.
- School councils and pupil-led initiatives empower students to contribute to their school experience.
- Staff actively listen to pupils, using feedback to shape teaching, school policies, and wellbeing support.



5. Total Communication

- A **Total Communication** approach ensures accessibility for all, using speech, sign, symbols, visuals, and technology.
- Staff are trained in communication strategies such as **Makaton, PECS, AAC (Augmentative and Alternative Communication)** to support diverse needs.
- Environments are adapted to enhance communication, reducing barriers to engagement and inclusion.



6. Trauma-Informed Practice

- The school adopts a **trauma-informed approach**, understanding that past experiences shape behaviour and learning.
- Staff provide safe, predictable environments where pupils feel secure and supported.
- Emotional regulation strategies, safe spaces, and individual wellbeing plans ensure pupils feel understood and valued.

7. Specialist Interventions

- A range of **targeted interventions** support pupils' mental health, communication, and learning needs.
- These include **Thrive, Sensory Integration, Speech and Language Therapy, Occupational Therapy, drawing for talking and food is fun.**
- Staff work closely with external professionals to provide tailored support for each child.

8. Curriculum, Teaching, and Learning

- Our **bespoke curriculum** is designed to meet the unique needs of all learners, combining academic, social, and emotional development.
- A focus on **adaptive teaching** ensures accessibility, enabling every child to thrive.
- Opportunities for hands-on, real-world learning enhance engagement and skill-building

9. Community

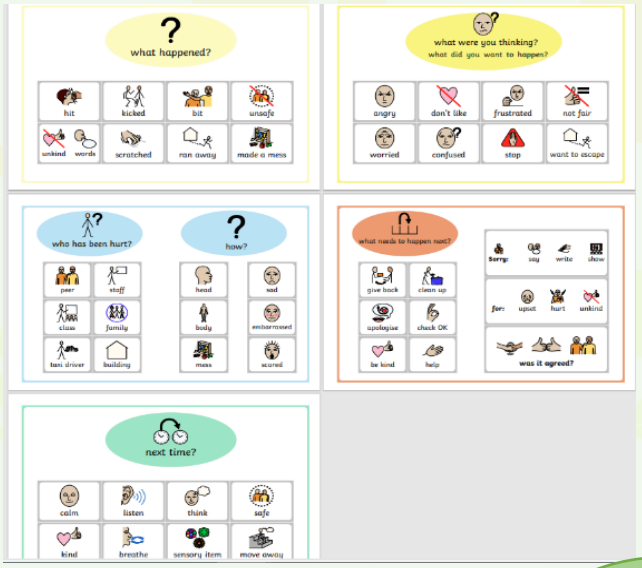
- We foster a strong sense of community within and beyond the school.
- Partnerships with parents, carers, and local organisations create a network of support and enrichment opportunities.
- Pupils develop an understanding of their role in society through community projects, experience days and inclusive events.

Relational school:
We prioritise **strong, trusting relationships** as the foundation for learning, wellbeing, and development. Sladewood creates a **safe, inclusive, and nurturing environment** where every child is valued, understood, and supported holistically. In essence, at Sladewood Academy we **prioritise connection before correction**, **relationships before rules, and understanding before action**, ensuring every pupil thrives academically, socially, and emotionally.

Thrive:
Thrive is a whole school intervention which is used to support pupils' emotional health and well-being, child development, emotional regulation, supporting self -identity/ belief and forming relationships with one another. All children will be assessed on thrive and classes build in a weekly thrive session to develop the sense of Place withing their classrooms. (Play, Love, Acceptance, curiosity and Empathy). Thrive focuses on 6 core strands and within a primary school setting we will be focusing on Being, Doing, Thinking, Power and Identity as well as skills and structure. We will be providing the children with the right foundations to build interdependence within their next stage of education. For those children who need more support socially and emotionally they will be identified for individualised Action plans and interventions for thrive. Such plans will be monitored to ensure they meet/ continue to meet pupils developing needs.

Interoception:
At our Sladewood, we use Interoception to help children develop a deeper understanding of their own bodies and emotions. By teaching students to recognise and respond to internal physical signals—such as hunger, tiredness, or anxiety—we support them in identifying their feelings and needs. This practice not only enhances self-awareness but also helps children build self-regulation skills, promoting emotional well-being and independence. Through Interoception, we create a safe space for children to connect with their bodies, improving their overall ability to manage their emotions and behaviours.

Restorative Practice:
At Sladewood we use restorative Practice (RP) to focus on **building, maintaining, and repairing relationships** in a way that is accessible, inclusive, and responsive to the diverse needs of our children. Instead of traditional punitive approaches, we foster **understanding, accountability, and social-emotional growth** through RP conversations, recognizing that behaviour is a form of communication. We have designed our own adapted RP resources to support children in reflecting upon their behaviour and communication.



1.What Happened?

2.What were you thinking?

3.Who has been hurt? How?

4.What next?

5.Next time?

Impact:

By integrating **Relational Practice, Restorative Approaches, Total Communication, Trauma-Informed Care, Specialist Interventions, and a Bespoke Curriculum**, Sladewood Academy **creates a safe, nurturing, and emotionally supportive environment**. The impact on mental health and wellbeing is profound, leading to positive outcomes for pupils, staff, and the wider school community.

Overall Long-Term Impact

- ☆ Improved mental health and emotional resilience for all pupils
- ☆ Higher levels of engagement, attendance, and academic progress
- ☆ A reduction in exclusions, restraints, and behavioural incidents
- ☆ Staff and pupils experience a calmer, more positive school environment
- ☆ Stronger relationships between pupils, staff, and families
- ☆ Pupils leave school with the confidence, skills, and emotional intelligence needed for lifelong wellbeing.

What Will Our Evidence Be?

Quantitative Data

- Academic progress and attainment data shown via Earwig.
- Attendance data and case studies
- Behaviour logs (reductions in incidents, restraints)
- Participation in extracurricular activities

Wellbeing & Personal Growth

- Pupil wellbeing surveys and self-assessments
- Observations of behaviour, peer relationships, and emotional regulation
- Thrive assessments and tracking tools

Pupil Voice

- Focus groups, school council feedback, and reflective journaling
- Pupil-led presentations, projects (enterprise days), or initiatives that demonstrate impact

Parental Feedback

- Parent/carer surveys and consultation events
- Anecdotal evidence from family support and pastoral teams

Staff Insights

- Staff reflections, CPD evaluations, and internal reviews/ feedbacks
- Case studies and success stories

Readiness for Transition

- Feedback from secondary schools on pupils' preparedness
- Tracking transition outcomes and follow-up with Year 7 staff

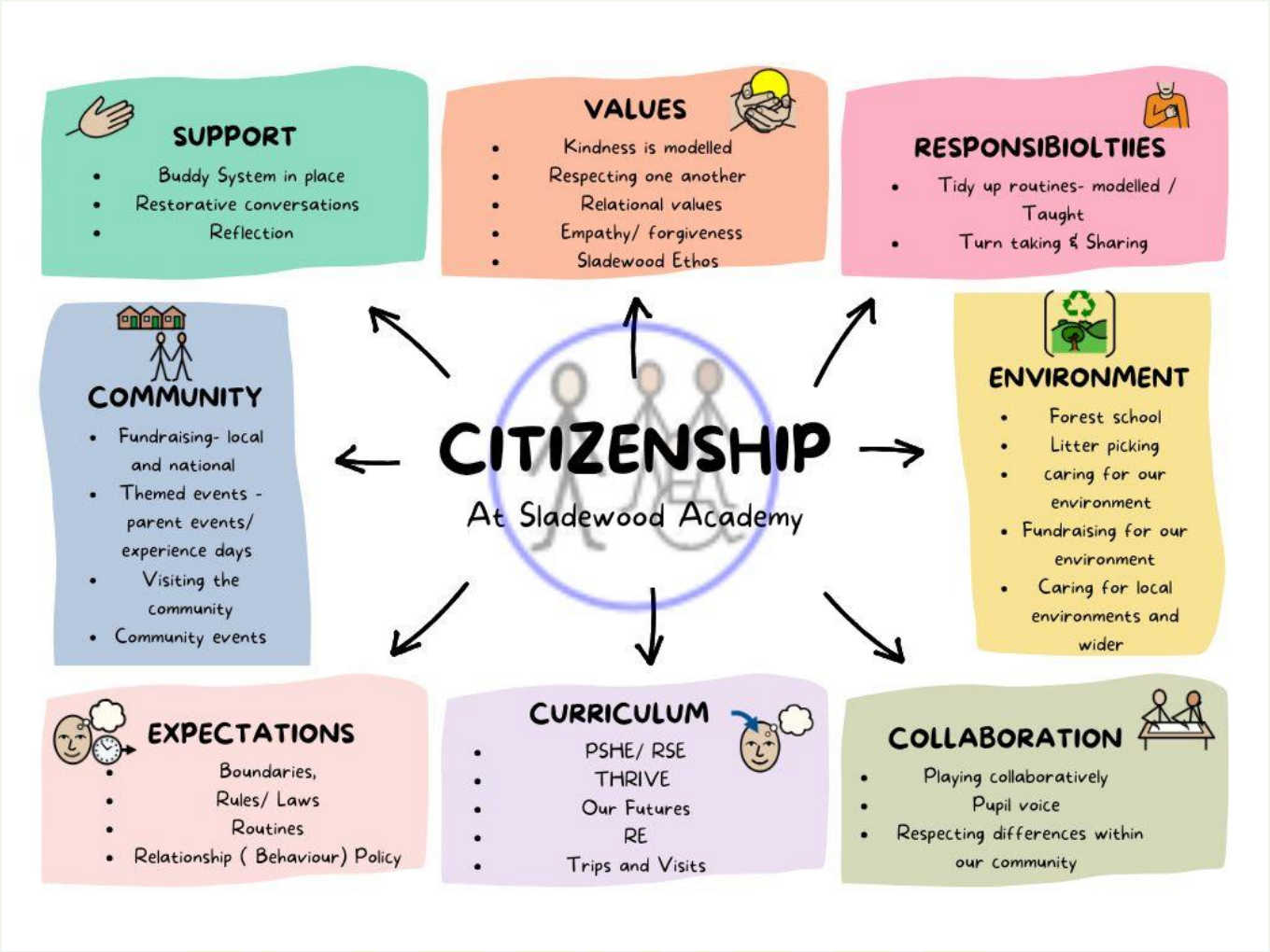
Citizenship

Intent

To empower children to explore and develop their attitudes and values, enabling them to become informed, engaged, and responsible citizens both now and in their future beyond school.

Implementation:

Citizenship will be spread through our curriculum, ethos and culture as well as our wider opportunities throughout the school week, term and year.



Impact:

Sladewood equips children with the knowledge, attitudes, and values needed to be **informed, engaged, and responsible citizens**, the curriculum fosters **social, moral, and emotional growth**, preparing pupils for life beyond school. This will have a direct impact on their futures, their family and their wider community.

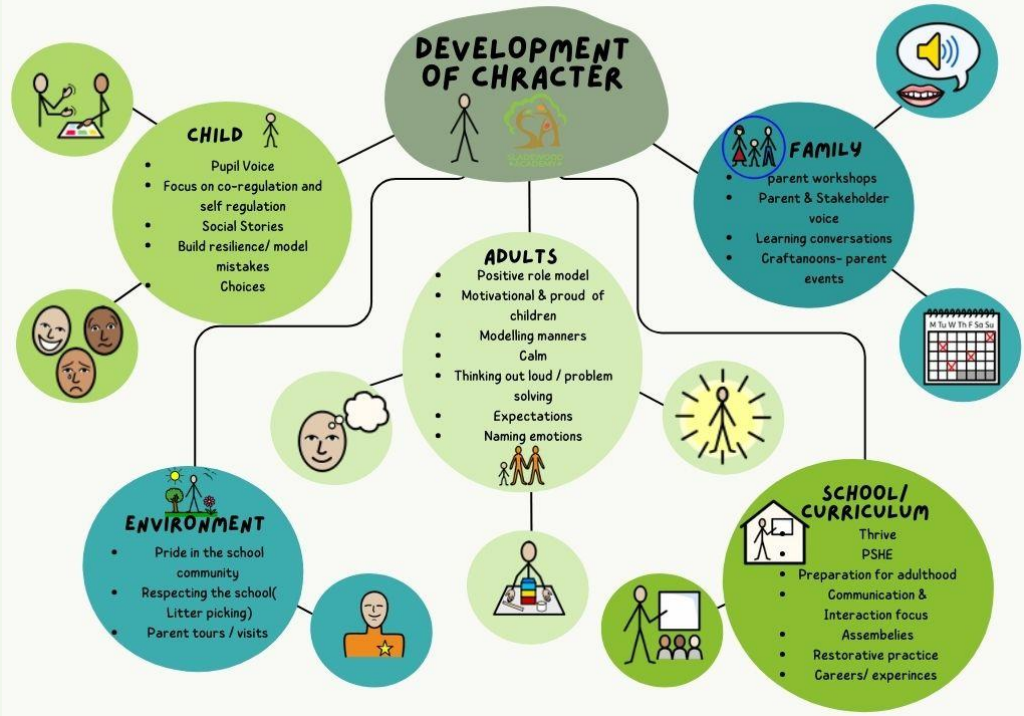
Longer term impacts include:

- ☆ Children transition into society as **confident, informed, and responsible individuals**.
- ☆ Communities benefit from **more engaged, socially aware young people**.
- ☆ Schools become hubs of **inclusion, democracy, and responsibility**.
- ☆ Future generations benefit from a **legacy of kindness, respect, and active citizenship**.

Development of Character

Intent:
At Sladewood the intent of "character development" is to create the foundations to **nurture well-rounded, resilient, and socially responsible individuals** who can begin to navigate life with confidence, integrity, and a strong moral value. Our curriculum goes beyond academic success, focusing on **building the values, attitudes, and behaviours** that shape children to become positive members of their community groups.

Implementation:
"Development of character" will be spread through our curriculum, ethos and culture as well as our wider opportunities throughout the school week, term and year.



Impact:

- ☆ children will begin to develop **a strong sense of self, integrity, and responsibility**.
- ☆ They become increasingly **resilient, confident, and capable of handling challenges**.
- ☆ A positive school culture is created, where **relationships, respect, and kindness thrive**.
- ☆ Pupils leave Sladewood with key skills ready to **contribute to their community.**

How We Will Measure this:

At Sladewood, we recognise that measuring impact goes beyond academic outcomes. We will assess progress through holistic, meaningful indicators tailored to the needs and strengths of our pupils.

- **Development of Self, Integrity, and Responsibility**
  We will observe and track how children develop a sense of identity, self-awareness, and accountability through reflection, behaviour, and social interaction.
- **Resilience and Confidence**
  Evidence will be gathered from observations, staff assessments, and pupil voice activities showing increased independence, perseverance, and emotional regulation when facing challenges.
- **Positive School Culture**
  We will monitor relationships, behaviour, and emotional wellbeing indicators to ensure that respect, kindness, and positive interactions are embedded in everyday school life.
- **Community-Ready Pupils**
  We will track the acquisition of life skills, communication, and self-advocacy, as well as participation in community-based learning or service projects, to ensure pupils are prepared to contribute meaningfully to society after leaving Sladewood.

By embedding character development into **all aspects of personal development**, Sladewood **equips Children with the emotional, social, and moral foundation they need for lifelong success and wellbeing**

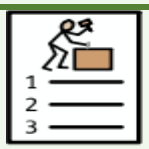
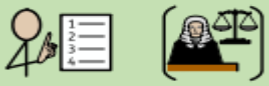
British Values

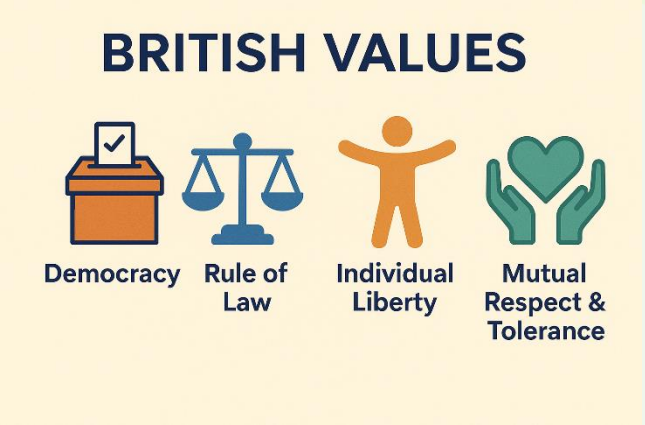
Intent:

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who can make a positive difference to modern Britain.

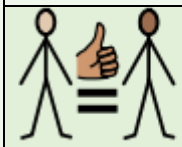
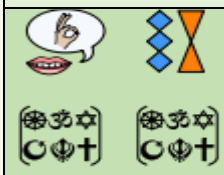
Implementation:

We embed fundamental British Values into our school's ethos and curriculum, particularly through RE, PSHE, and assemblies, fostering awareness and understanding. Our approach nurtures creativity, individuality, open-mindedness, and independence, encouraging pupils to respect themselves, others, and the wider world.

British Value	**Definition**	 **Implementation- How we do it?**
Democracy	Democracy is when a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. It can also refer to the way in which we vote for the person or group we want to represent us.	• Child/ student voice • Providing choice- options- in chosen communication method • Student council • Pupil feedback forms • Attendance coins • Children Advocating for themselves • Staff tuning in to pupil needs • EHCP contributions • Environments where it is safe to make a mistake. • Special helper, jobs and buddies. • Advocating sharing.
 **Rule of law**	Rule of Law means that all people and groups are ruled by the same laws which help to keep us all safe and happy.	• School values • Routines • Boundaries • School rules / class rules • PSCO visits • Restorative practice conversations • Choices • Recognition board and assemblies • Social stories • Monitoring jobs • Right & wrong teaching
Individual Liberty	Individual liberty is when people have the freedom to choose their faith, beliefs, likes and dislikes which are outside Government control. Protection of your rights and the rights of others around you	• RE awareness days • Special occasion assemblies • Looking at similarities and differences • Thrive • Mindfulness • Sensory breaks • Choices • Opal play choices • Enrichment choices • Total communication/ AAC provide children with a voice • Uniform choices within the belonging. • Wow wall- recognition • RE stories & Celebrations • Choosing time • Interoception • Child centred approach • Emotionally available adults



Intent/ what:

British Value	**Definition**	**Implementation- How we do it?**
 **Mutual Respect**	Mutual respect is showing respect and tolerance towards people whose beliefs, traditions, ethnicity, culture and opinions may be different to our own, which is then shown back to us. Finding out about each other will help us to understand and to treat others in the way we would wish to be treated.	• School rules and values- Kindness, Respect, safe, ready • Sharing • Recognising and celebrating differences • PSHE & RSE • Modelling from adults • Listening • Restorative practice • Relational work • Thrive • Peer work • Cooperative play • Role play • Inclusion • Celebration assemblies • Class recognition boards • School council and pupil voice • Pupil well being • Thrive • Interventions
 **Tolerance of different faith and religions**	Tolerance of those with different faiths and beliefs is showing respect towards people who share different beliefs and traditions to our own.	• RE curriculum- experience days of values and beliefs. Explore multi- cultural faiths of school. • Inclusive school • Assemblies- celebrations • Trips & Visits • Anti- bullying/ kindness week • SEN experience week • Charity days • International days • Morals and beliefs- child voice • Diversity & families • PSHE curriculum • World awareness days

Impact:

By embedding **British Values** into our ethos, curriculum, and wider school life, we create an inclusive, respectful, and socially responsible school community. The impact of this approach is seen in **pupils' personal development, school culture, and long-term contributions to communities.**

- **Impact on Pupils:** Greater respect & Tolerance, Active Citizenship, stronger moral values, Greater confidence in expressing views & opinions, greater independence and individuality.
- **Impact on school culture:** Safe, inclusive environment, embedded in our school culture and increase community links
- **Long term Impacts on community:** Children leave with an increased understanding of responsibility within their capabilities. They live by their personal values with positivity. They embrace a love for learning beyond Sladewood Academy.

Our approach ensures that British Values are not just concepts but principles that **shape pupils' character, attitudes, and actions, preparing them for success in school, life, and beyond**.

How will we measure impact?

☆ *Impact on Pupils*

- **Pupil Voice**: Confidence, individuality, and expression through surveys and discussions
- **Teacher Observations**: Behaviour, values, and social interaction
- **Participation**: Involvement in school council and community projects

School Culture

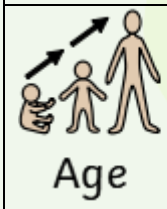
- **Behaviour & Wellbeing Data**: Fewer incidents, stronger peer relationships
- **Feedback**: From staff, parents, and visitors on school environment
- **Community Links**: Evidence of partnerships and local collaboration
- **Ethos in Action**: School audits showing values lived daily

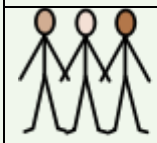
Community Impact

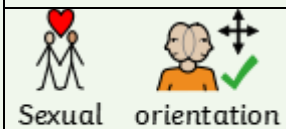
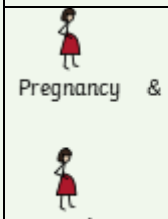
- ***Alumni Follow-Up**: Long-term responsibility, ambition, and lifestyle*
- ***Case Studies**: Stories from pupils and families*
- ***Secondary Feedback**: Preparedness and values beyond Sladewood*

Inclusion & Equality

At Sladewood Academy we focus on the 9 Protected Characteristics to ensure we remain an inclusive setting promoting equality:

	Intent	Implementation	Impact
	As a school, we ensure age equality by preventing discrimination, harassment, or victimization, promoting equal opportunities, and fostering positive relationships across our school community.	We ensure all children are respected equally, with age-appropriate learning, well-planned transitions, and inclusive teaching free from stereotypes. Events like Craftanoons Lunch and school/ trust activities foster intergenerational connections, while our Rights Respecting Education and core values promote equality and mutual respect.	Children will develop self-awareness, a sense of belonging, and respect for others while experiencing non-discrimination and being challenged on biases. They will confidently express their needs, wants, and views. This impact will be evident in EHCP reviews, pupil voice through AAC and communication, and their engagement with learning on age-related inclusivity.
	We ensure equality by preventing SEND-related discrimination, harassment, or victimisation, promoting equal opportunities, and fostering inclusive relationships across our school community	Learning is personalised, accessible, and fully inclusive, with resources and environments that support all needs. EHCP requirements are met, diversity is respected, and intolerance is challenged. High expectations, a growth mindset, and a strengths-based approach are embedded, reflecting a wide range of abilities. Our ethos is guided by Rights Respecting Education and core school values.	Pupils will develop self-awareness, belonging, and respect while experiencing non-discrimination and being challenged on biases. They will confidently express their needs and views. This impact will be seen in EHCP reviews, pupil voice through AAC and communication, and their engagement with SEND-related learning and awareness.

	Intent	Implementation	Impact
Gender	We ensure gender equality by preventing discrimination, harassment, or victimisation, promoting equal opportunities, and fostering inclusive relationships across our school community.	Learning is gender-neutral, with inclusive interactions, stereotype-free resources, and equal access to all subjects, sports, and interests. Uniform options are flexible, and gender-based discrimination is not tolerated. Our approach is guided by Rights Respecting Education and core school values.	Pupils will develop self-awareness, belonging, and respect, while experiencing non-discrimination and being challenged on biases. They will express their needs and views. This impact will be reflected in EHCP reviews, pupil voice through AAC and communication, and their engagement with gender-related learning and awareness.
Gender Reassignment	We ensure equality by preventing discrimination, harassment, or victimisation based on gender identity, promoting equal opportunities, and fostering inclusive relationships across the school community.	Pupils are treated with privacy, dignity, and respect for their gender identity. We foster understanding of diverse perspectives, use sensitive language, and encourage positive discussions while addressing negativity. Mental health and wellbeing are prioritized, with tailored PSHE, SRE, SEN support, and safeguarding tools in place. This approach aligns with Rights Respecting Education and our core values.	Pupils will develop self-awareness, belonging, and respect, while experiencing non-discrimination and being challenged on biases. They will express their needs and views. This impact will be reflected in EHCP reviews, pupil voice through AAC and communication, and their engagement with gender reassignment-related learning.
 Race	We ensure equality by preventing discrimination, harassment, or victimisation based on race, heritage, colour, or ethnicity, promoting equal opportunities, and fostering positive relationships across the school community.	We reflect diverse family heritages through resources, learning tasks, and the curriculum, Intolerance is challenged, and positive action is taken to address disadvantages. Pupils are not segregated by race, nationality, or heritage. Our approach aligns with Rights Respecting Education and core school values.	Pupils will develop self-awareness, belonging, and respect, while experiencing non-discrimination and being challenged on biases. They will express their needs and views. This impact will be reflected in EHCP reviews, pupil voice through AAC and communication, and engagement with race-related learning.
Religion	We ensure equality by preventing discrimination based on culture, faith, beliefs, or non-beliefs, promoting equal opportunities, and fostering positive relationships across the school community	Our PSHE and RE curricula celebrate diverse beliefs through multi-sensory learning, themed weeks, and visits to places of worship. We respect cultural and religious requirements, challenge intolerance, and align with Rights Respecting Education and core school values.	Pupils will develop self-awareness, belonging, and respect, experience non-discrimination, and be challenged on biases. They will express their needs and views. This impact will be reflected in EHCP reviews, pupil voice through AAC and communication, and engagement with learning on religion, culture, belief, and non-belief.

	Intent	Implementation	Impact
	We ensure equality by preventing discrimination, harassment, or victimisation based on sexual orientation, promoting equal opportunities, and fostering positive relationships across the school community.	Our PSHE and SRE curricula ensure that gay, lesbian, and bisexual pupils, or those with LGBTQ+ parents, are treated equally. We use the Hackett Continuum: for safeguarding, and align with Rights Respecting Education and our core values.	Pupils will develop self-awareness, belonging, respect, and non-discrimination, while being challenged on biases. They will express their needs and views. This impact will be reflected in EHCP reviews, pupil voice through AAC and communication, and learning on sexual orientation.
	We ensure equality by preventing discrimination, harassment, or victimisation based on family arrangements, promoting equal opportunities, and fostering positive relationships across the school community.	We teach about diverse family types through PSHE, SRE, and RE, reflecting families in the school and beyond. Safeguarding is supported with the Hutton tracking and our approach aligns with Rights Respecting Education and core school values.	Pupils will develop self-awareness, belonging, respect, and non-discrimination, while being challenged on biases. They will express their needs and views, with impact shown in EHCP reviews, pupil voice through AAC and communication, and learning on marriage/civil partnership.
	We ensure equality by preventing discrimination, harassment, or victimisation of pregnant staff/ stakeholders promoting equal opportunities, and fostering positive relationships across the school community	We provide PSHE/SRE, liaise with relevant agencies, and align with Rights Respecting Education and core school values.	Pupils will develop self-awareness, belonging, respect, and non-discrimination, while being challenged on biases. They will express their needs and views, with impact shown in EHCP reviews, pupil voice through AAC and communication, and learning on pregnancy & maternity.

Spiritual, Moral, Social, Cultural (SMSC)

Intent; To foster self-awareness, personal values, social skills, and cultural understanding through a tailored, inclusive approach that promotes independence, respect, and a sense of belonging for all pupils.

Area	Definition	Implementation- how it looks at Sladewood?
Spiritual	Spiritual development in schools' nurture's identity, purpose, and life's meaning by fostering self-reflection, respect for diverse beliefs, curiosity, creativity, and appreciation of personal values and the world.	• Embedded in our values and ethos • Daily routines & lessons • Respecting the beliefs of others • Educated in others' views/ beliefs/ opinions • Mindfulness • Yoga • Affirmations • Enriching their views, beliefs, values & Morals • Mental health & well-being work • Thrive • Reflection, Meditation • Interoception • Emotions and feelings work • RE & PSHE curriculum
Moral	In SMSC, moral development fosters a sense of right and wrong, respect for the law, and ethical decision-making. It promotes empathy, integrity, and responsibility, helping pupils become ethically conscious individuals	• Embedding School values and cultures • Daily routines and lessons • Respect • Role modelling • Turn taking activities • Restorative practice • Proactively teaching right and wrong- linking this to our choices • Play skills- thinking out loud • Teaching and modelling morals • PSHE curriculum • Charity Days & experience days • Thrive • Social stories
Social	Social development in SMSC focuses on building relationships, teamwork, communication, conflict resolution, and understanding social norms. It fosters active citizenship, respect for diversity, and prepares students to contribute positively to society	• Inclusivity- ethos of our school • Learning about similarities and differences • Relational practices- emotionally available adults • Values and ethos of the school • Playtimes – OPAL school • Social support modelled- using thinking out loud • Thrive • Interventions and therapies including OT/ SALT • Social skills • ECHP outcomes- short term targets • PSHE curriculum • Community events • Group time work- sharing attention • Social stories.
cultural	Cultural development in SMSC fosters appreciation and understanding of diverse cultures, traditions, and values. It promotes cultural awareness, participation in the arts, respect for British values, challenging prejudice, and recognizing cultural influences, helping students develop their identity and thrive in a multicultural society.	• Embedded in our ethos and values within the school • Lessons and routines • Staff have been educated in awareness of other cultures • Curriculum • Assemblies- celebration, religious and topical to time of year • Experience days • International days • School council and pupil voice • Impendence skills • Parental and pupil voice within the EHCP aspirations • Community days

Impact: The impact of SMSC in a special school is seen in pupils' confidence, independence, respect for others, social engagement, cultural awareness, and ability to make informed moral choices, fostering their personal and community development.

Wider Opportunities

Intent:
At Sladewood, we aim to provide a broad range of opportunities beyond the core curriculum, enabling children to develop independence, confidence, and key life skills. Through access to diverse activities, hobbies, and experiences, we support their personal growth, ensuring they are well-prepared for life beyond school and empowered to reach their full potential.

Implementation:

*Our wider opportunity offer is reviewed continuously dependent on the cohort of children and their interests and opportunities within the local community. Our aim is to ensure that the wider opportunities we provide could be sustained within their family life.

Impact:
The impact of this approach at Sladewood is that children gain essential life skills, increased confidence, and greater independence. They develop a range of interests and hobbies, enhance their social and emotional well-being, and are better equipped to transition successfully into adulthood, enabling them to lead happy, fulfilling lives.

HOW WE MEASURE IMPACT

Life Skills & Independence
- Pupil reflections and staff observations
- Participation in enrichment and leadership activities

Wellbeing
- Wellbeing surveys and pastoral records
- Behaviour and engagement trends

Interests & Enrichment
- Club and activity involvement
- Pupil feedback and skill portfolios

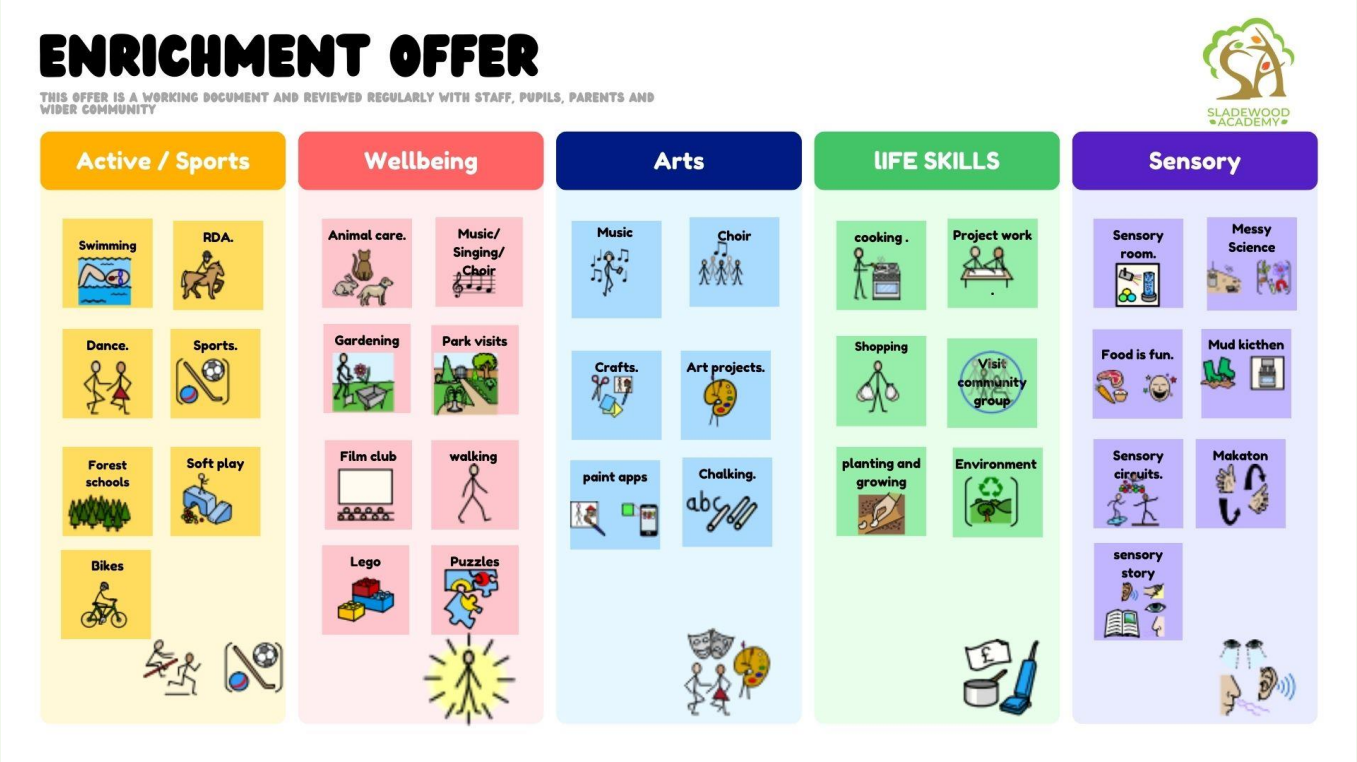
Transition Readiness
- Readiness checklists and EHCP outcomes
- Parent, secondary, and alumni feedback

Enrichment

As part of our wider opportunities offer, we provide a dedicated enrichment afternoon to broaden pupils' experiences. This initiative fosters social interaction, nurtures personal interests, and builds confidence, communication, and transferable skills to support pupils in the wider community.

Our enrichment offer is reviewed termly, incorporating the voices of children, families, and staff to ensure it remains engaging and meaningful. Activities are carefully designed to align with EHCP outcomes and provisions, enriching each pupil's individual development.

Below is some of the enrichment opportunities;



Impact:

The impact of our enrichment offer is that pupils develop greater confidence, communication skills, and social interaction, fostering independence and engagement in the wider community. By aligning activities with EHCP outcomes, pupils gain meaningful experiences that enhance their personal growth, broaden their interests, and equip them with essential life skills for their future.

How we will measure the impact:

Confidence & Communication • Pupil voice and feedback • Staff observations of communication and engagement • Participation tracking	*Social Skills & Independence* • Social interaction checklists • Progress on EHCP communication and independence goals • Group leader reports
Personal Development • EHCP review evidence • Portfolio work (photos, journals) • Case studies	*Community Engagement* • Feedback from external providers • Records of visits and activities • Transition readiness indicators

Preparation for Adulthood

Intent: At Sladewood, *Preparation for Adulthood* (PfA) starts in primary, building essential life skills that empower our pupils to thrive as they grow. Our approach is tailored to individual needs, ensuring every child develops confidence, independence, and a sense of belonging.

Our Focus Areas:

- **Independence & Life Skills** – Encouraging self-care, routines, and problem-solving.
- **Communication & Social Development** – Supporting interaction, self-expression, and relationships.
- **Emotional Wellbeing & Resilience** – Building confidence, self-regulation, and coping strategies.
- **Aspirations & Future Thinking** – Exploring interests and strengths through real-world experiences.
- **Community Engagement & Safety** – Learning to navigate different environments and understand the world around them.
- **Practical Literacy & Numeracy** – Developing functional skills for daily life.

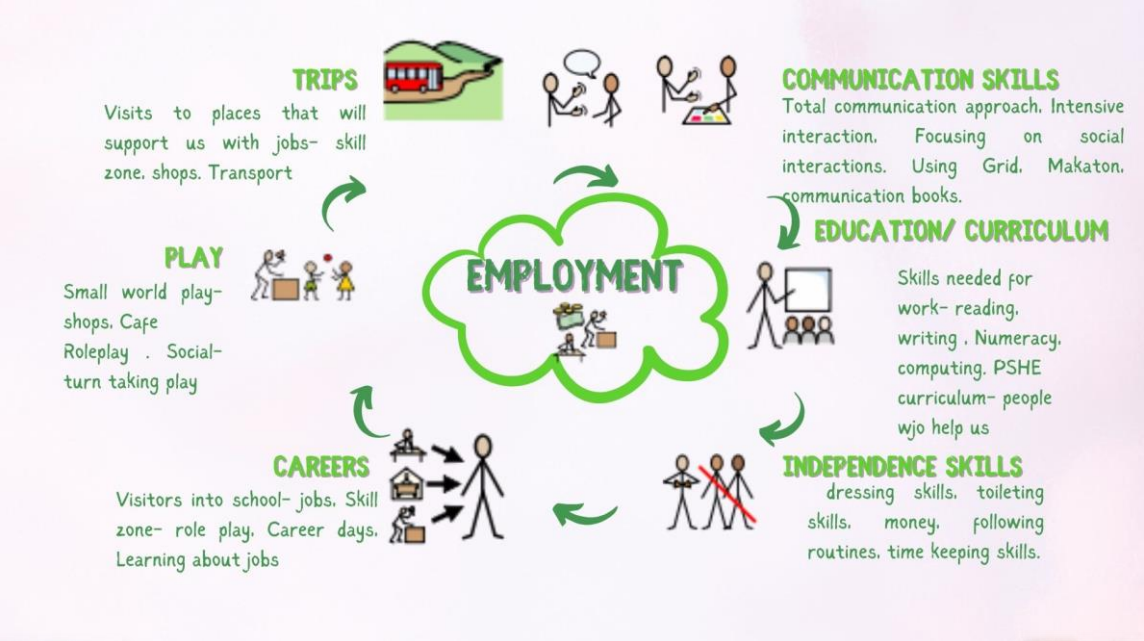
By embedding these foundations early, we prepare our pupils for a future of greater independence, confidence, and opportunity.

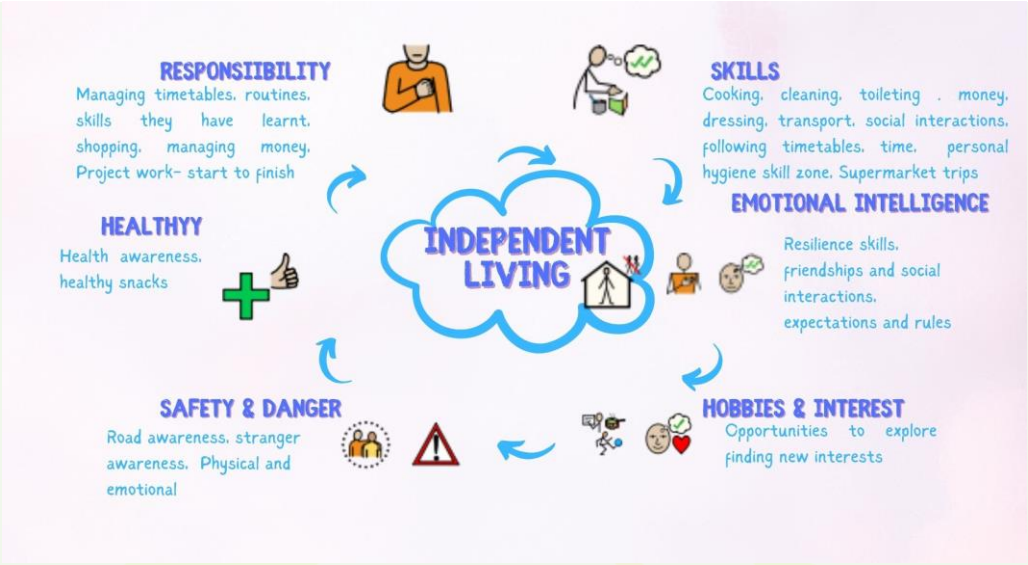
Implementation:

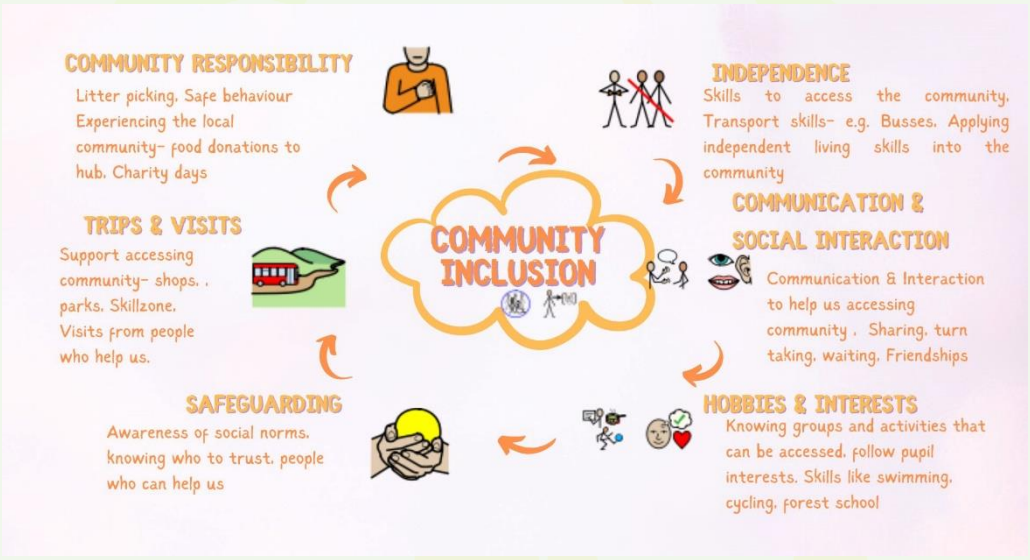
Our *Preparation for Adulthood* (PfA) is embedded across the curriculum, but we also deliver it through *Our Futures*—a dedicated subject focusing on Employment, Independent Living, Community Inclusion, and Health.

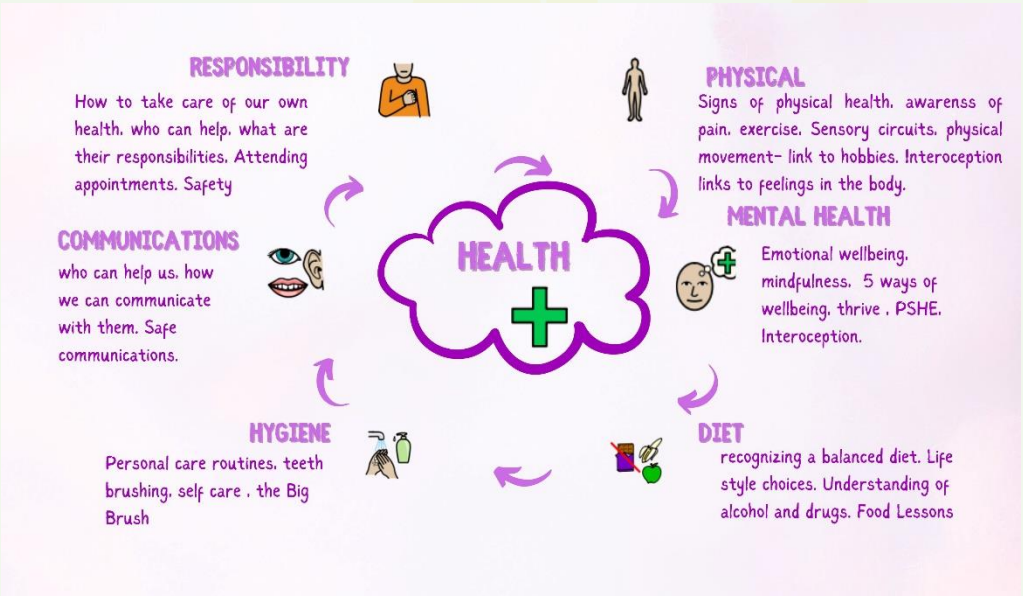
We tailor the focus of each area to match pupils' developmental needs, ensuring the right balance for individual classes and learners. While *Our Futures* has a dedicated slot on the timetable, PfA is integrated throughout our curriculum and reinforced through each pupil's EHCP outcomes.

Below outlines how each area of Pfa is covered within our curriculum:









Impact: At Sladewood, *Preparation for Adulthood* ensures pupils develop the confidence, independence, and life skills needed for their future. Through a tailored approach, pupils make progress in; Independence & self-care, communication & social skills, emotional wellbeing & Resilience, Engagement with the community and Future aspirations.
By embedding these skills throughout the curriculum and EHCP outcomes, we empower our pupils to achieve their full potential in adulthood.

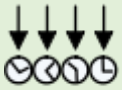
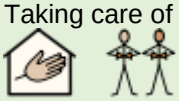
How we will measure impact:

Independence • Progress on daily living skills • EHCP independence targets • Family feedback	*Communication & Social Skills* • Communication assessments • Group interaction observations • Pupil voice/self-advocacy
Wellbeing & Resilience • Wellbeing tracking • Staff observations of coping strategies • Pupil reflections	*Community Engagement* • Participation in visits or volunteering • Community feedback • Confidence in real-life setting
Future Aspirations • Career action plans • Transition reviews • Secondary provision provider feedback	

Our Futures (Including our Careers offer)

Intent: The intent of *Our Futures* is to ensure we proactively plan to meet each child's needs—now, in their next steps, and into adulthood. By focusing on the skills, they need to be successful, happy, and active citizens within their capabilities, we equip them with the confidence and independence to thrive in their future lives.

Whilst designing our bespoke approach to Preparation to adulthood we have use and researched other guidance such as Step forward for SEND and the CDI framework. Below we have outlined the coverage;

My Employment	My Independence	My Community	My Health & Wellbeing
Time management Communication Self-awareness Being Responsible Career/ aspirations 	Routines  Resource management Independent Travel Self- Care Household tasks Money Management 	Social skills/ responsibilities Collaborative tasks Emotional awareness & resilience Community 	Taking care of ourselves  Staying safe Keeping Healthy Growing up

For further information on this area of our curriculum can be found within our curriculum documentation. Which will break down the areas of the curriculum into further details outlining the coverage within the long- term plan.

Impact:
The *Our Futures* curriculum equips pupils with the skills, confidence, and independence needed for adulthood. Its impact includes:

- **Personalised Progress** – Pupils achieve meaningful milestones tailored to their needs.
- **Greater Independence** – Improved self-care, decision-making, and daily living skills.
- **Enhanced Communication & Social Skills** – Stronger self-expression and relationships.
- **Emotional Wellbeing** – Increased resilience, confidence, and adaptability.
- **Community Engagement** – Safe and active participation in society.
- **Future Readiness** – Practical skills for employment, independent living, and lifelong learning.

Measuring Impact: Our Futures Curriculum

Personalised Progress • EHCP-linked targets and milestone tracking • Pupil portfolios and individual learning journeys	*Independence* • Observations of daily living and decision-making skills • Self-care assessments and family feedback
Communication & Social Skills • Staff observations of interaction and self-expression • Communication plans and peer engagement tracking	*Emotional Wellbeing* • Wellbeing assessments and pupil reflections • Evidence of resilience and coping strategies
Community Engagement • Participation in community visits and projects • Feedback from external providers and support staff	*Future Readiness* • Careers and life skills portfolios • Transition plans and post-16 provider input

By embedding *Our Futures* across the curriculum and EHCP outcomes, we empower pupils to lead fulfilling lives

Pupil Voice

Sladewood Academy is committed to ensuring that all children have the right to have their voice heard, listened to and taken seriously. Children's voice is valued and nurtured to ensure all children, regardless of their age, ability and needs, have the opportunities to share their needs, wants, views and ideas, to support their wider personal development and to enable change to happen. Pupil voice is integral to all learning at Sladewood. Please also see below for information regarding our school council to enable pupil voice in all aspects of school life.

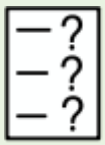
Total communication: At Sladewood, we adopt a total communication approach to ensure every pupil can express themselves and engage with their learning. This includes using a combination of verbal communication, Makaton (at least level 1), visual aids, symbols, and technology like AAC devices, tailored to individual needs. We provide consistent support, focusing on developing communication skills through various strategies, helping students access the curriculum and build meaningful interactions both in school and the wider community. Our speech and language therapist ensures a universal approach is applied consistently inline with our school ethos.

Augmentative and Alternative communication (AAC): Children are encouraged to express their likes and dislikes, make requests, make comments and share feelings. This can take the form of both low-tech and hi-tech resources matched to the pupils' individual needs. Staff are effective communication partners, allowing processing time and being an active listener in responding to a pupils' feelings and views through AAC and non-verbal cues.

Pupil Voice: Although we do not have a formal school council, we place great importance on valuing the voice of our children and actively involve them in various school projects. We ensure their views, thoughts, and opinions are taken into account in decision-making. Examples of their involvement include contributing to the planning of charity events like our bake sale, participating in playground design with our oldest class, and playing an active role in our recruitment process.

Curriculum: Our curriculum prioritises giving pupils a voice and respecting the views and opinions of others. Pupils' voices are captured through their learning experiences, reflected in their learning books, earwig assessments, and through their expressed views, choices, and ideas.

Mental health & wellbeing: To support emotional health and well-being, we ensure pupils' voices are heard through the use of AAC and communication resources, aiding in regulation and co-regulation. Restorative practice visuals and scripts are also utilized to empower children to reflect on and repair relationships, learning from their choices and actions while actively contributing their thoughts and feelings.



Questionnaires: We conduct pupil feedback surveys to ensure children can share their views on school life, well-being, and learning, allowing us to listen to their opinions and make improvements based on their input.

School Culture: Our school motto, "Together We Thrive," reflects our commitment to creating a community built on play, laughter, acceptance, curiosity, empathy, and a love for learning, where strong relationships are at the heart of everything we do. Our ethos values every individual's voice, and as a Total Communication school, we ensure that all voices are heard and respected.

Advocacy: All staff are advocates for the pupils, amplifying pupil voice and providing the necessary support to enable pupils to be heard.

Partnership working: We work closely with parents and carers to support pupils' communication and interaction, ensuring a consistent approach that allows their voices to be heard and valued.

For further information on our Total communication offer enhancing pupil voice please go to our website; Total Communication - Sladewood School Makaton Signs, where you will find newsletters, Communication Guarantee and a SALT provision overview.

School Council

What is the School Council?

Our school loves hearing what children think. That's why we have a School Council! The School Council is a group of children from varied classes across the school, who speak up for the rest of the school. They share ideas and suggestions with the school's leaders to help make our school the best it can be.

What Does the School Council Do?

- Helps make our school even better.
- Listens to what children in school think and feel.
- Shares ideas with teachers and school leaders.
- Helps everyone feel safe and know what to do if they feel worried.
- Thinks of ways to help others and be kind citizens.
- Plans fun events for the whole school (like charity days).
- Works with people outside of school to help our community.
- Learns new skills that help with schoolwork and life.
- Helps the Head Teacher choose special recognitions and areas to focus on.
- Makes sure everyone enjoys coming to school!

How Does the School Council Work?

- The School Council meet twice every half term.
- A teacher, a school leader, and a school governor join each meeting.
- One child will be chosen as the Chair to help lead the group.
- There is always an agenda (a list of what we'll talk about).
- Notes from the meeting (called minutes) will be shared on the school website and notice board.
- A School Council newsletter is made each term and shared with families and friends.
- Each term, the School Council will focus on one big project and tell the governors what difference it made.

What the Teacher Does to Help

- Makes sure the School Council is ready and has what it needs.
- Keeps the School Council display is up to date and easy to read.
- Prepares things for the meetings.
- Shares School Council news on the website and board.
- Works with school leaders and helpers to support School Council work.
- Helps plan fundraising events.
- Looks after the School Council budget.
- Helps find helpful resources for the School Council (like for charity days).
- Update the school staff, classes and parents on the school plans.

Reviewing the Plan

The teacher and Head Teacher will check this plan now and then. If any changes are made, they'll tell the school governors.

SLADEWOOD SCHOOL COUNCIL

Stakeholder involvement & Voice

At Sladewood, we value the voices of all stakeholders in shaping our practices, decisions, and provisions. Alongside pupil voice, we actively engage with staff, parents, carers, the SAND Trust, our local community, special school networks, multi-professionals, and our School Improvement Partner. This collaborative approach enhances children's personal development and equips them with lifelong learning skills.

Examples of how we include stakeholder voice and work within our school;

Family coffee mornings: At Sladewood, we host termly coffee mornings to provide support and guidance for our families. These sessions offer opportunities for multi-professionals, such as CAMHS LD specialists and speech and language therapists, to deliver training on topics like sleep, toileting, and Makaton. They also serve as a valuable space for building relationships with families, ensuring consistent approaches to support pupils' learning and future outcomes. This also provides opportunities for parents to mix with other families to increase their support network.

Class dojo Communication: Daily updates and weekly in-depth communication with families provide a clear picture of each child's well-being at home and school, ensuring their voice is heard and valued. Through strong partnerships and consistent approaches, we offer tailored support. Class Dojo serves as an effective platform for facilitating purposeful two-way communication and information sharing.

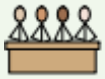
Learning conversations & EHCPS: Our learning conversations and EHCPs are structured as two-way discussions that prioritise the child's voice. All stakeholders advocate for the child's needs, wants, and preferences, ensuring that next steps in personal development, education, and outcomes are tailored to support their independence, confidence, communication, and socialization skills

Drop in afternoons: We hold termly family afternoons, inviting families into the classroom to engage in activities with their child. This provides insight into classroom strategies, routines, and approaches that support academic progress, personal development, communication, socialisation, independence, and emotional well-being. These sessions empower families to implement similar strategies at home, fostering consistency and further supporting their child's growth. This also provides opportunities for parents to mix with other families to increase their support network.

Multi-agency partnerships: We collaborate with a range of agencies to support both the holistic and academic development of our pupils. These include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Play Therapists, Social Care, CAMHS LD, and Advisory Teachers, ensuring a comprehensive approach to each child's needs.

SAND Trust & Schools collaboration: We actively collaborate with the trust and other special schools, both locally and beyond, to ensure our provision effectively meets the personal development needs of our students. This partnership provides both support and challenge, helping us refine our approach. Additionally, we engage with potential feeder schools to ensure our curriculum prepares pupils for their next steps in education.

School Improvement: We collaborate with school improvement partners to externally verify our pedagogical approach and curriculum, ensuring they meet the holistic needs of our pupils. This supports their next steps in education while also laying the foundations for life beyond school.



LAB: We meet termly with our Local Advisory Board, which provides constructive challenge and support to ensure the best opportunities and outcomes for our children. Board members also conduct termly link visits in key areas to quality assure and validate discussions from meetings.

Community links: We have strengthened our engagement with the local community, including the PCSO and Top of the Town Community Hub, to foster collaboration and encourage active pupil involvement. By sharing resources like our biodome and contributing food and supplies to local initiatives, we are building meaningful connections and promoting community participation. The school is actively working with the top of the town community group to see how we can act as active citizens for the local area.

Outcomes and Assessment

What does assessment look like at Sladewood?
Whilst the pupils are learning and having fun, the teachers are continuously assessing their progress within lessons, this will also be the case for their personal development and preparation for adulthood.

How this is monitored?
EHCPS: EHCPs serve as our primary assessment tool, with short-term targets set three times a year to align with long-term goals, which are reviewed annually. These targets focus on personal development, and evidence is uploaded to Earwig. Target sheets are also used to visibly track progress and demonstrate achievements to the children. The data collected is then analysed to set new outcomes and plan appropriate activities and work that will support the pupils' next steps in their development.

SALT & OT targets: All children are set termly SALT targets, which are reviewed in collaboration with the speech and language therapist, teacher, and families to ensure alignment with the children's preparation for adulthood. This approach is similarly applied to children working with other professionals, such as OT, ensuring a holistic and coordinated approach to their development.

PSHE curriculum: Our PSHE curriculum is a key part of our personal development offer, regularly assessed to ensure that we support children at the appropriate stage of their development. As a core subject, PSHE targets are set and reviewed to monitor progress and ensure right-time development.

Thrive: Thrive assessments are conducted for all children to ensure we are addressing their emotional well-being at the right time. Based on these assessments, action plans and interventions are implemented to support their progress.

Stakeholder voice: A key method for assessing our work in this area is through observation and gathering stakeholder feedback from pupils, teachers, families, and the LAB. This helps us identify our strengths and areas for development, ensuring we continuously improve our personal development and preparation for adulthood offerings, while keeping them aligned with children's interests, hobbies, and family context.

How do we use the assessment data?
The assessment data is used to plan targeted personal, social, and emotional support, ensuring children receive the right support at the right time to develop life skills and transferable skills for their future. Progress on short-term EHCP targets is reviewed each term, with adjustments made to ensure continued progress toward long-term outcomes, ultimately supporting their transition to life beyond school.

How do we monitor and maintain our assessment?
Throughout the year, we hold pupil progress meetings between teachers and senior leadership to track children's progress against their annual targets. Additionally, we conduct regular book looks, learning walks, and class visits to moderate learning in books and assess teaching and learning in classrooms. We also collaborate with our trust and external improvement partners for moderation and verification across schools, ensuring consistency and high standards

Who do we share our students progress with?
We share the children's progress data with our parents during our learning conversations, in EHCP annual reviews and in our end of year reports. We also share progress data with wider professionals as appropriate. We share our whole school progress with our LAB, and they analyse and challenge our results.
Moreover, our data is shared within our trusts who also support and challenge the school to ensure that we are allowing our children to thrive in all areas.

For further information on our assessment policies and practices, please see the link to our website page.

Assessment & Achievement - Sladewood School

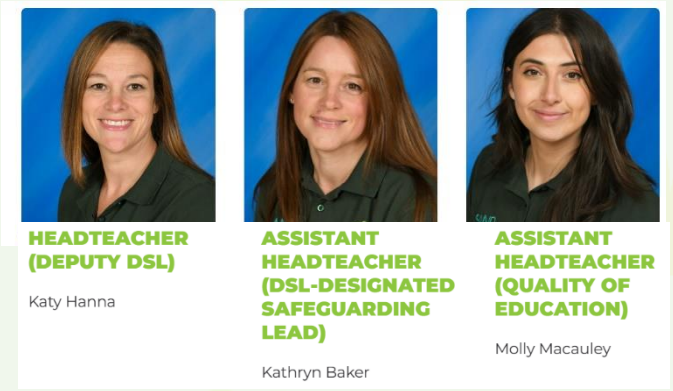
CONCLUSION AND CONTACT DETAILS

At Sladewood, our vision is simple: ‘Together we will Thrive’. We are dedicated to helping every pupil achieve their potential, not just academically, but in all aspects of their development. Through a curriculum that is inclusive, therapeutic, and continuously reviewed, we ensure that each student is prepared for their next steps, both in education and in life. Our tailored teaching approach and sequential curriculum has been embedded - ensuring that students leave us with the skills, knowledge, and confidence needed to face the future independently and successfully.

We celebrate every achievement and step of progress, creating an environment where pupils feel safe, valued, and empowered. By providing opportunities for academic growth alongside emotional and social development, we equip our students with the life skills necessary for lifelong success. When our pupils leave the Sladewood community, they do so not only with academic knowledge, but with the self-assurance to thrive in whatever comes next. Through play, curiosity, acceptance, empathy, and a love for learning, we prepare every child to face their future with confidence. Together, we are shaping a generation that will thrive—now and in the future.

Contact details:

For general enquires please contact our admin team: 01453 709300 admin@sladewood.sandmat.uk
For more specific enquires about the school, safeguarding and our curriculum:



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Sladewood
Together we Thrive!