



School development plan priority - SEND 2021-2022

Leaders: J Frost and D Johnson.

Governor leaders: K. Webster

Key development priority	<ol style="list-style-type: none"> 1. Staff feel confident, supported and well trained to meet the needs of the varied needs of our SEN pupils. 2. Assessment supports early identification of pupil's and is easily accessed and recorded.
Evidence base/ SEF ref Why we need to address this and how we know	<p>A new engagement model has become statutory this year and needs implementing.</p> <p>The amount of children on our SEN register has gone above National figures for the first time in this school. Due to the pandemic, needs are greater or support has been delayed. More higher need pupils are joining our school.</p>
What is already effectively embedded in the school.	<p>Highly experienced SENDco in place and leads the subject well.</p> <p>Outside professionals and managers working in the school use our school as an example of good practise. We work well with outer agencies. Good relationships are in place with the parents of our SEND pupils and the school.</p> <p>SENDco monitors each learning plan and coaches and works well with colleagues in school.</p> <p>We have a highly effective learning mentor in place who is able to support staff and children and parents in school.</p> <p>School have financed a SALT who works in the school which means that children are identified and supported on entry and throughout the school.</p>



School development plan priority 2021-2022. Foundations of Literacy

Leaders: A Cooper, J Priest. Governor leaders: K Webster and J Broadhead

Key development priority	<p>To meet the expectations around early reading and develop life-long readers through:</p> <ul style="list-style-type: none"> Underpinning the importance of talk, stories and SSP Providing practical support for high quality teaching and assessment Evaluate practise in early reading and train and improve where required Continue to deliver phonics to older pupils at risk of failing to learn to read Work with parents to help their children learn to read. To continue to promote keep up, not catch up for children at risk of falling behind.
Evidence base/ SEF ref	<p>Reading and phonics remains a key priority at the heart of our school curriculum. We want to keep being evaluative and ensuring that this priority is maintained and further enhanced to aid all pupils.</p>

Why we need to address this and how we know	Audits on CLL have identified further work around language acquisition, which can be implemented to support this area. Drop ins have identified whole school training around pupils talk and strategies to further support this. The reading framework (July 2021) identifies practical areas to improve practise which can be implemented in school. To deliberately reduce the language gap in children from language rich homes and others
What is already effectively embedded in the school.	Ofsted Feb 2020 identified phonics and reading as a strength: 'The headteacher's passion for reading and phonics means pupils make strong progress. Staff believe that reading is the key to future success. Pupils and parents understand why reading is important. Teachers choose a wide variety of books for pupils to read. Staff read to pupils every day. Reading leaders enjoy sharing stories with younger pupils. Younger children get off to a great start in the early years. Children learn to sing a wide variety of well-chosen songs which contribute to the curriculum they study in later years. Teachers have high expectations from the start. By the end of the first week in Reception, teachers find out what sounds children can remember. Children read books that contain the sounds they know. Staff use assessment information well to help those children who need it. Teachers help weaker readers catch up quickly. Children remember their sounds and use them confidently.'



School development plan priority: 2021-2022. Early Years

Leaders: G Slater. Governor leaders: K Webster and L Payne.

Key development priority	To embed the new Early Years Curriculum. To use provision to explicitly increase vocabulary and language skills and use this in their writing. Continue to maintain excellence in phonics and reading. Ensure the knowledge of numbers to 10 is securely embedded in line with new expectations.
Evidence base/ SEF ref Why we need to address this and how we know	There is a new Early Years Curriculum September 2021. There has been a change in the team in Nursery due to staff retiring. Ofsted 2020 highlighted vocabulary as an area to further develop. To maintain and further support the progress made in phonics and reading.
What is already effectively embedded in the school.	Experienced Early Years leader in place and leads the team well. Children are always productive and engaged in all areas of the provision. Nursery and Reception curriculum is progressive and continuous provision is well planned and resourced. Phonics and reading is taught well and in line with rest of the school.



School Development Plan Priority 2021-2022. Climate Change – Let's Go Zero!

Leaders: J Frost, Y Shaw and pupil leaders. Governor leaders: J Walton and M Nawaz

Key development priority	To take action to cut our carbon footprint and Go Zero. To protect our climate and care for our Earth.
Evidence base/ SEF ref Why we need to address this and how we know	We all have a part to play in protecting our Earth. Small things make a big difference and if we teach children now, it will make a difference in the future.
What is already effectively embedded in the school.	We have an allocated member of staff who leads on Outdoor learning and Climate change. We are going to have Climate Change on the SDP every year and will be adding it to our long term vision. We are developing a group of pupils to drive climate change in our school and with their families at home. We have a pupil who has been accepted on the Children's Parliament who will have a voice to make a difference.