

The Children's Trust School (URN134902) Development Plan

School Leadership & Governance promotes the overall education, health, therapy and wellbeing of each child. This is the basis for the continued, relentless focus and drive on making necessary improvements for learners and staff.

We achieve and evidence evolving developments and their impact through the robust school development plan, aligned to budget, and reviewed through school self-evaluation

- School Mission - To support children to live the best life possible achieving excellence in Education, Health, Therapy and Care.
- Curriculum statement – Where curriculum and meaningful learning meet
- School Vision - The Children's Trust School will be a growth orientated, National Centre of Excellence for children & their families - in all environments promoting innovative, researched best practices through visionary, integrated EHTC

This year - Every member of staff is a Leader of Learning. Everything we do should improve outcomes for pupils. Every pupil should be Visible, Valued and Meaningfully Involved.



School Development Plan 2026 -2027

This year, everything we do links to four key priorities. Whether you're working in education, care, therapy, nursing, administration, volunteering, housekeeping or residential services, everyone has an important role to play in helping our pupils achieve their best life possible.

1. CONSISTENCY

Every child. Every day. Every team.

We want every pupil to experience the same high-quality support, teaching, care and communication, wherever they are in school.

This year we will:

- Launch and embed the updated IMPACTS Curriculum.
- Strengthen our shared understanding that everyone is a Leader of Learning.
- Use the Adult Engagement Scale to develop consistent practice across all teams.
- Continue developing communication approaches and the "Learn Like Me" project.
- Build on our work around emotional regulation, including music, yoga and sound bath opportunities.
- Ensure safeguarding practice is consistently strong across all services.
- Improve attendance, punctuality and smooth transitions throughout the day.

2. LEADERSHIP

Clear priorities. Shared responsibility. Visible impact.

Leadership is not just for senior leaders. We all have a responsibility to improve outcomes for children.

This year we will:

- Ensure all work links directly to SDP priorities.
- Align CPD, monitoring, budgets and appraisals with school improvement goals.
- Focus on the impact of our work, not just completing actions.
- Strengthen staff wellbeing through listening, learning and improving together.
- Continue developing strong partnerships with families and external professionals.
- Support governors to understand and challenge our work effectively.

What this means for staff: Know our priorities, understand how your role contributes to them and be able to show the difference your work is making.



What this means for staff: Consistency matters. Small actions by every adult make a big difference to pupil outcome

What this means for governors: Seek assurance that pupils experience consistently high-quality provision across all areas of the school and challenge effectively where variation exists.

What this means for governors: Understand, monitor and challenge progress against SDP priorities, ensuring leaders can evidence impact and accountability.

3. IMPACT

Making a difference that we can see, measure and celebrate.

We want to clearly demonstrate how our work improves the lives of our pupils.

This year we will:

- Improve assessment and progress tracking through the revised IMPACTS curriculum.
- Further develop staff understanding of child development.
- Continue expanding enrichment and preparation for adulthood opportunities.
- Develop a PMLD Wellbeing Observation Framework to support pupil wellbeing.
- Strengthen safeguarding culture across the school.
- Improve outcomes for our Early Years and Post-16 learners.
- Listen carefully to pupil voice and use it to shape school improvement.

What this means for staff: Everything we do should help pupils make progress, feel safe, develop independence and enjoy meaningful experiences

What this means for governors: Focus on the difference the school is making to pupil outcomes, wellbeing and preparation for adulthood, using evidence to evaluate impact.

4. CELEBRATE

Visible. Valued. Meaningfully Involved.

We are proud of our pupils, staff and community and want to share their achievements widely.

This year we will:

- Celebrate every pupil's personal best.
- Strengthen pupil voice and opportunities to influence decisions.
- Share more success stories through our website, YouTube and social media.
- Continue contributing to national networks, publications and conferences.
- Ensure every pupil feels visible, valued and meaningfully involved.
- Increase recognition of the incredible work happening across the school.

What this means for staff: Take every opportunity to notice, celebrate and share success, no matter how big or small.

What this means for governors: Champion the achievements, voices and experiences of pupils and staff, ensuring they are visible, valued and meaningfully involved.



All actions, monitoring and CPD are explicitly aligned to these priorities, with no activity sitting outside the SDP.
Full list of specific actions, owners, timescales are located on SchoolIP

PRIORITY 1: CONSISTENCY OF PROVISION		
Ensure that pupils experience consistently high-quality provision across all settings, underpinned by agreed non-negotiables		
Key Intent: To eliminate variation in practice so that every pupil, in every setting, experiences the same high-quality teaching, care, communication, safeguarding and routines.		
Core KPIs for the identified need	Success Criteria / Targets	Objective
1. Consistency of Practice	≥90% of observed practice meets agreed non-negotiables across education, residential and therapy - No significant variation between teams (education, care, therapy, nursing) - All staff recognise themselves as a 'Leader of Learning' - All staff understand their role in leading learning for a child	Embed across teams the non-negotiable role of every staff member as a Leader of Learning — “So I Can Learn... I Need You To Be...” — to ensure consistent adult engagement, learner-centred practice and positive learning outcomes.
2. Consistent Curriculum Implementation	≥90% of practice reflects consistent delivery of the IMPACTS curriculum 100% of pupils' learning is explicitly linked to curriculum intent and targets	Embed the revised IMPACTS curriculum through a two-year implementation programme, ensuring all staff understand the 7 Types of Learner and can accurately identify and respond to individual learning pathways



3. Consistent Use of Assessment	• ≥90% of staff use agreed assessment systems accurately • Assessment informs planning in 100% of observed sessions	Embed the use of Tapestry for EYFS assessment and monitoring, ensuring all EYFS staff are confident in its use through training, support and regular quality assurance.
4. Communication & Engagement	• Total communication approaches (AAC / Interaction) used consistently in 100% of observations • Adult engagement is consistently effective in ≥90% of observed practice, resulting in positive impacts on learning • In 100% of observations, adults demonstrate an understanding of how the individual child learns and use appropriate use appropriate approaches to support them to achieve	Support the making of 'LEARN LIKE ME' (third in the <i>like me</i> series of innovation training projects) Embed the Adult Engagement Scale across Education, Health, Therapy and Care to ensure all adults use consistent supportive qualities that maximise learner engagement and participation – includes communication qualities
5. Emotional Regulation	• ≥90% of staff consistently apply agreed approaches (e.g. Zones of Regulation) • Reduction in incidents linked to inconsistency • Increased access to interventions (Music / Special Yoga / Soundbath) that support emotional regulation across school and rehabilitation settings	Build on the success of our music outreach provision with Rehabilitation pupils by extending the offer to include specialist yoga and sound bath. Recognise all three as internal experts at hand
6. Safeguarding in Practice	• 100% of staff follow safeguarding procedures consistently • Safeguarding actions are timely and compliant in all audited cases • Staff demonstrate vigilance and understanding of safeguarding expectations	Embed a comprehensive understanding of KCSIE 2026 across all staff through a structured programme of training, updates and quality assurance Embed interface between CPOMS (school) and Vantage (TCT) ensuring required safeguarding incidents are appropriately shared to support effective transdisciplinary safeguarding.



7. Attendance, Punctuality & Transitions	• ≥85% pupil attendance (or improved from baseline for context) • ≥90% punctuality to learning • ≥90% of transitions are smooth and timely	Strengthen school and residential working practices to improve punctuality to learning and ensure all pupils access the full learning day 1. Develop use of InVentry to use real-time registration and monitoring to improve on-time arrival. Build on work with LA's to monitor levels of attendance and compare with other specialist settings
8. Consistency of Pupil Experience	• Reduction in variation in pupil experience across the day • Increased time-on-learning and engagement • All staff understand their role in leading learning and therapy for a child	Support CSA staff as leaders of learning through training and feedback using the Adult Engagement Scales to develop a shared language and strengthen practice. Build on collaborative working between therapists, teachers and CSA staff to strengthen the delivery of therapeutic programmes within everyday learning opportunities.
Monitoring	• Joint learning walks (cross-team) • Observations (teaching, care, therapy, governors) • Safeguarding audits • Attendance & transition tracking • QA moderation across teams	



PRIORITY 2: LEADERSHIP (PRECISION, ALIGNMENT, ACCOUNTABILITY)

Ensure leadership drives improvement through clarity, alignment and demonstrable impact

Key Intent:

To ensure that all leaders at all levels consistently drive improvement, with precise focus, strong accountability, and aligned systems.

Core KPIs for the identified need	Success Criteria / Targets	Objective
1. Strategic Clarity	100% of leaders can clearly articulate: - SDP priorities - key barriers - intended impact 100% of SDP priorities uploaded and maintained on SchooliP by September 2026	Update the SDP 2026-27 on SchooliP as the central, accessible platform for all priorities, success criteria, barriers, milestones and intended outcomes. Embed SDP priorities into leadership routines - SDP review continue as standing agenda item at all SMT and U middle leader meetings. Strengthen leaders' ability to articulate and evidence impact within their area of responsibility.
2. Alignment of Systems	100% of school systems (CPD, monitoring, budget, policies, PDR) aligned to SDP priorities - No initiative sits outside strategic priorities	Update staff PDR objectives to align with SDP priorities.



		Embed (through PDR) the Adult Engagement Scale as a shared framework for developing high-quality teaching, learning and leadership practice
3. Quality of Monitoring & Evaluation	100% of monitoring reports identify: strengths, areas for development and impact - All leaders use a consistent evaluation framework focused on impact (not activity)	Embed the strategy (SDP) workshops (with identified leaders) to evaluate priorities, barriers and evidence of impact. 1. Use case studies and scenario discussions to deepen understanding. 2. Provide opportunities for leaders to present their area contribution to the SDP 3. Develop the Post-16 impact story 4. Develop the Early Years impact story
4. Leadership Impact	≥90% of identified areas for development lead to measurable improvement within 6–8 weeks	Embed SDP priorities into leadership routines, ensuring identified areas for development are monitored, acted upon and demonstrate measurable improvement.
5. Impact of CPD	≥90% of staff demonstrate implementation of training in practice within 6 weeks - CPD is explicitly linked to SDP priorities - CPD makes a difference	Support staff through Basic, Core and Additional Training, alongside individual CPD opportunities (QTVI / QTS / IMPACTS new updates / peer working)
6. Governance & Accountability	- Governors can clearly articulate: school priorities, risks, impact of actions - All governor monitoring aligns with SDP priorities - Governors see & articulate that all our children have the opportunities for 'best life possible'	Support governors to challenge and hold leaders to account for teaching, learning, new curriculum developments, inclusivity and safeguarding through evidence-based monitoring. 1. Set governor protected time for child-centred monitoring, following a pupil's journey from EHCP outcomes to classroom impact and achievement. 2. Reshape the headteachers report/agenda for the Educational Governance Committee



7. Staff Wellbeing, Attendance & Culture	- Staff report feeling supported and valued (survey baseline → improvement) - Staff retention and absence are stable or improving	Strengthen staff wellbeing through regular protected staff voice meetings, responsive action planning and clear "Listening, Learning, Improving" communication about the positive changes being made together
8. Partnerships (Parents & External Stakeholders)	- Positive parent/carers engagement increases (survey/participation data) - Effective collaboration with external agencies supports pupil outcomes - Evidence of effective external partnership working	Build opportunities for co-production with families and external partners to strengthen pupil outcomes, transition planning and school improvement. Strengthen the systematic collection, analysis and evaluation of parent/carers voice, social care and multi-agency feedback to demonstrate how partnership working influences provision, decision-making and outcomes for pupils.
9. Inclusion & System Leadership	- Pupil Premium strategy is clearly defined, implemented and impactful - Leaders demonstrate readiness for SEND/EHCP developments	Strengthen use of the Pupil Premium reporting platform to monitor impact and inform strategy. Support Senior leaders to engage with the SEND/EHCP briefings, networks and sector events to anticipate developments, guide colleagues and ensure provision and processes are ready for change
Monitoring	Leader interviews Document scrutiny (SDP, PP, SEF, CPD plans) Governor visit reports Staff voice Family voice External review/validation	

PRIORITY 3: IMPACT (PUPILS & PROVISION)

Ensure the school demonstrates clear, measurable impact on pupils' outcomes, experiences and life chances

Key Intent:

To ensure that all school improvement activity results in demonstrable improvements in pupil outcomes, engagement and wellbeing.

Core KPIs for the identified need	Success Criteria / Targets	Objective
1. Measurable Pupil Progress	Pupils make sustained progress against: IMPACTS curriculum, SOI, EHCP outcomes	Support staff with dedicated time to baseline pupils against the revised IMPACTS skill areas, ensuring accurate assessment and progress tracking.
2. Assessment Leads to Improved Outcomes	Evidence that assessment leads to: Changes in planning, changes in delivery, and improved pupil outcomes	Support staff to develop their understanding of child development, alongside new IMPACTS developments, to enhance the quality of observations that informs teaching and learning.
3. Disadvantaged Pupils	Clear evidence of barriers, targeted actions, and measurable impact on progress and engagement	Revisit the definition of disadvantage within the school's specialist context to inform targeted provision, Pupil Premium spending and strategic evaluation.
4. Personal Development	≥95% pupil participation in enrichment opportunities - Personal development programme (including RSE) is well-matched to pupil need	Build on the opportunities for enrichment, community participation and preparation for adulthood to support every pupil in achieving their best life possible



	Evidence of impact on confidence, independence and wellbeing	SUPPORT improved pupil wellbeing outcomes through the development and implementation of a PMLD Wellbeing Observation Framework (PWOFF) to enhance the early identification, monitoring and discussion of wellbeing and mental health needs across home and school.
5. Safeguarding Culture	100% of staff understand and fulfil their safeguarding responsibilities. - Safeguarding concerns are identified, reported and acted upon in a timely manner - Evidence that pupils are safer because adults know them well, recognise changes in presentation and respond effectively to need.	Strengthen the culture where safeguarding is everyone's responsibility through training, audit, pupil voice, family engagement and transdisciplinary working across education, health, therapy, care and residential services
6. EYFS Outcomes	- Curriculum (DEYO) enables effective sequencing and progression - Assessment (Tapestry) approach is embedded - Strong parental engagement supports learning	Revisit Tapestry with families to strengthen understanding of how their child's needs, progress and achievements are assessed, recorded and shared.
7. Post-16 Outcomes	- High-quality study programmes meet individual needs - Students show progress towards independence and next steps	Support all post-16 learners to achieve their best life possible through meaningful preparation for adulthood, community inclusion, independence and communication opportunities Build a sustainable approach to evaluating transition outcomes for learners with PMLD, capturing evidence of their continued quality of life beyond school, where appropriate.
8. Consistent High-Quality Pupil Experience	- Pupils experience high-quality provision across all aspects of the school day - Reduced disruption, improved engagement	Build on the successes of school council in analysing pupil voice and demonstrating how pupil preferences and views influence whole-school priorities, provision and decision-making.



9. External & Stakeholder Validation / Outreach	• Positive feedback from: Parents, staff, external visitors • External review validates school impact • Evidence that feedback and external validation have informed changes to provision and improved pupil outcomes.	Increase external moderation, peer review and specialist school partnerships to validate outcomes and identify next steps for improvement 1. Establish a systematic process for capturing, analysing and acting on stakeholder and external feedback. Build on our national outreach including publication, evidence sharing, professional networks, peer visits and external presentations, to share exemplary practice and strengthen external validation.
Monitoring	Progress and assessment data Annual reviews / EHCP outcomes Pupil voice / school council Parent/carers feedback External reviews	

PRIORITY 4 : CELEBRATE (VISIBLE, VALUED & MEANINGFUL)

Ensure that the achievements, voice, contributions and impact of pupils, staff and the wider school community are recognised, celebrated and shared

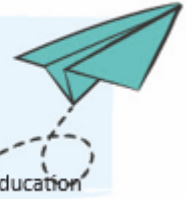
Key Intent:

Ensure that the achievements, progress, voice and contributions of every pupil and member of staff are recognised, celebrated and shared, so that pupils are visible, valued and meaningfully involved in their school and wider communities.

Core KPIs for the identified need	Success Criteria / Targets	Objective
1. Pupil Progress	100% of pupils have progress (personal best) recognised through annual reviews and personalised progress evidence	Build on the whole-school approach to celebrating "Personal Best" achievements through Annual Reviews, ClassDojo, assemblies and pupil progress stories.
2. Pupil Voice	- Evidence that pupil voice influences decisions in all classes - School Council demonstrates measurable impact on school improvement 100% of pupils have opportunities to express preference, choice and opinion	Strengthen meaningful pupil voice through School Council, communication passports, voting opportunities and "What Makes a Perfect Week for Me" activities, ensuring pupil views influence provision and strategic decisions Revisit and celebrate 'sensory consultants' in pupil role in research / enterprise
3. Achievement, Inform & Success	- Increased sharing of individual success stories with families, stakeholders and with wider audience - School website and digital platforms regularly showcase pupil achievements, curriculum impact and innovation.	Build and publish content for school YouTube platform / LinkedIn Update school website



	Pupil achievements, contributions and impact are recognised locally, regionally and nationally	
4. National Recognition (links to objective priority 3)	- Increased publication, presentations and external sharing - School achievements recognised externally - Increased staff knowledge and expertise	Build capacity across the sector through the sharing of expertise, professional development, and collaboration, enabling others to achieve success and improve outcomes.
5. Belonging & School Culture	- Pupils, staff and families report feeling valued and part of the school community - Strong evidence of pupil pride and belonging	Embed every pupil is "Visible, Valued and Meaningfully Involved" through celebrations, displays, assemblies, transition events and everyday interactions.
6. Visibility, Influence & Recognition	- Minimum 2 external communications shared per month. - School represented at ≥3 regional or national events annually. ≥4 pupil impact stories/case studies shared annually. - Increased engagement with school communications from baseline. - External recognition achieved through awards, publications or presentations. - Evidence of influence on practice beyond TCT	Increase the visibility of pupils, staff and the school's innovative practice through a structured communications and outreach programme, including publications, conferences, professional showcases, social media, awards and sector partnerships, ensuring the achievements of pupils with PMLD are recognised locally and nationally
Monitoring	Implementation Monitoring (Are we doing the activities?) Impact Monitoring (Is it making a difference?) Evidence Collection (What proves it?) CPD influence	



Each specific activity has several subsequent actions, time bound and held by an identified owner. Monitored through School IP

Three Things We All Need to Remember

- Every member of staff is a Leader of Learning.
- Everything we do should improve outcomes for pupils.
- Every pupil should be Visible, Valued and Meaningfully Involved.

In short: this year's SDP is about delivering a consistently excellent experience for every pupil, strengthening leadership at all levels, evidencing impact and celebrating success across our whole community