



# **School Improvement Plan 2025/26**

## **Be More Marvellous!**

**To be read alongside: SST Improvement Plan**

## **Key Intentions of the School Improvement Plan 25-26**

### **Intent 1 – Curriculum and Developing Teaching**

#### **All learners will access a curriculum relevant to their needs and delivered by well-trained and responsive adults**

- *To embed staff skills and knowledge of child development to enable increased opportunities for learner-led discovery, initiation and play*
- *To use the principles of Informed Scruffy to develop an invitational and immersive approach to learning*
- *To strengthen all staff's understanding of engagement and involvement levels and how they influence the quality of teaching and learning*
- *For all the learning team to understand and refer to the new developmental levels associated with Rosewood learners*
- *To begin to gather rich data which will underpin the continued development of ImPACTS curricula*
- *To continue needs-led Functional Movement interventions for advice and guidance to teams, and to provide a Functional Movement Profile*
- *To continue to develop school-wide skills and knowledge of the impact of music and using music to control adults across the school and ensure support is embedded in the ImPACTS curricula documentation*
- *To develop staff's understanding of child development in conjunction with the Engagement Model, to inform observations and feedback about learning*
- *To ensure that all classes have a balanced and relevant timetable which enables the flow of the day to continue as individual needs are met*
- *To write curricula to support the ImPACTS assessments*
- *To work with the teaching team to explore how each learner's sensory diet can be implemented throughout their day*
- *To ensure that Preparation for Adulthood themes are woven into the curriculum*

### **Intent 2 – Behaviour, Attitudes and Achievement**

#### **All learners' involvement in the learning process will be challenged and supported**

- *To embed the understanding of how initial focus on wellbeing and regulation facilitates increased involvement and learning outcomes*
- *To develop the whole team's use of positive language when supporting a learner to regulate or co-regulate*
- *To develop staff awareness and skills of how to entice and provide meaningful learning opportunities and environments when an adult is not available*
- *To use ACA and staff observation to inform the development of an individual sensory diet for each learner*
- *To ensure that all staff to understand their role in leading learning for a child*
- *To develop the use of immersive and invitational environments which build curiosity and playfulness in staff and therefore increase involvement of learners*
- *To ensure that all staff implement the new Regulation and Communication Passports*
- *To use the Annual Review process effectively to ensure the correct level of support is in place for each learner, to maximise learning opportunities*
- *To analyse data collected by developmental level to interrogate trends and inform aspirational target setting*

### **Intent 3 – Personal Development and Well-being**

#### **The holistic needs of each learner, within the context of their family, will be developed through a transdisciplinary approach**

- *To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each*
- *To provide regular opportunities for growing shared understanding of key issues, with funders, impacting learners with complex needs*
- *To review and update the school's process for welcoming new learners and ensuring that appropriate learning and support begins promptly*
- *To re-visit and develop Island EHCP Annual reviews and develop teacher skills in open-ended questioning and facilitation of these reviews*
- *To continue work on supporting families at transition points for their child*
- *To provide training for teaching team on Advance Care Planning and difficult conversations*
- *To provide families with personalised information about how we are working with their child*
- *To develop a collaborative Functional Movement Passport which incorporates all areas of physicality*
- *To continue to support and develop the work of the Rosewood Sibling Youth Group*

#### **Intent 4 - Leadership and Governance**

##### **The wellbeing and personal development opportunities of all staff will be prioritised**

- *To continue supporting teachers to develop coaching and mentoring skills to empower, challenge, and develop their team's ability to lead learning*
- *To introduce the more regular use of debriefs following medical or other incidents that occur as part of school life*
- *To embed absence management processes, and to introduce conversations and challenge related to reasonable levels of dependency leave*
- *To continue supporting staff with Basic, Core, and Additional Training as well as individual CPD opportunities (HLTA, Apprenticeship, NPQs)*
- *To ensure that the policy and risk assessment review cycle is implemented in an efficient and secure way*
- *To review the impact of TLR holders and to further plan leadership priorities for the future*
- *To review the teaching structure across the school and capacity for growth*
- *To ensure that leaders of learning to understand their staff team and their learning styles, and to improve the use of the staff engagement scale by regular reference to its content*
- *To empower Governors to challenge and call leadership to account on quality of teaching and learning, curriculum provision and the safeguarding of all learners*
- *To evaluate the staff use of the Vivup platform and review Trust membership of Vivup*

#### **Intent 5 – Inclusion, attendance and Safeguarding**

##### **Knowledge of each learner and their individual needs will be used to inform all aspects of our work with them and their family**

- *To continue to offer relevant training to identified members of staff to meet exceptional health needs*
- *To continue to work with the LA and ICB, through the Annual Review process, to address needs-led funding issues*
- *To continue regular transdisciplinary team meetings so all professionals contribute to effective safeguarding*
- *To be able to signpost families where needed to appropriate support services and empower them about how to engage with these*
- *To continue to use attendance information to review achievement and progress data and raise with families as necessary*
- *To work with LA to monitor levels of attendance and compare with other specialist settings*
- *To work with SEND and School Transport teams to ensure that learner needs are known and met appropriately while travelling*

#### **Intent 6- Early Years**

##### **Children and their families will be well supported as their embark on their education journey**

- *To continue to strengthen families understanding of how we assess their child's needs*
- *To offer regular opportunities to network with other families*
- *To support families by signposting them to additional professional services that may be available*
- *To continue to develop how we explain the approaches and interventions we use with children*
- *To continue and build on relationships with community therapy team to identify children's needs and appropriateness for placement*
- *To develop communication with Portage to ensure we are aware of children appropriate for placement*
- *To ensure that the physical input for children under 7 years old remains a high priority and well supported by the wider professional team*
- *To ensure that children can access Early Years education by liaising with SEND and School Transport at the point of placement*

## **Intent 7 – Post 16 Education**

### **Young adults and their families will be effectively signposted and supported to transition into future adult placements**

- *To develop the Circle Plans and schemes of work used in Post 16 to ensure appropriate preparation for adulthood is evident*
- *To develop teaching and learning styles in the Post 16 to be reflect age and stage of older learners more explicitly*
- *To develop the learning environments in Post 16 classes, to be responsive to individual needs*
- *To engage all agencies in adult planning meetings from Year 12 onwards*

## Intent 1 – Curriculum and Developing Teaching

### All learners will access a curriculum relevant to their needs and delivered by well trained and responsive adults

- To embed staff skills and knowledge of child development to enable increased opportunities for learner-led discovery, initiation and play
- To use the principles of Informed Scruffy to develop an invitational and immersive approach to learning
- To strengthen all staff's understanding of engagement and involvement levels and how they influence the quality of teaching and learning
- For all the learning team to understand and refer to the new developmental levels associated with Rosewood learners
- To begin to gather rich data which will underpin the continued development of ImPACTS curricula
- To continue needs-led Functional Movement interventions for advice and guidance to teams, and to provide a Functional Movement Profile
- To continue to develop school-wide skills and knowledge of the impact of music and using music to control adults across the school and ensure support is embedded in the ImPACTS curricula documentation
- To develop staff's understanding of child development in conjunction with the Engagement Model, to inform observations and feedback about learning
- To ensure that all classes have a balanced and relevant timetable which enables the flow of the day to continue as individual needs are met
- To write curricula to support the ImPACTS assessments
- To work with the teaching team to explore how each learner's sensory diet can be implemented throughout their day
- To ensure that Preparation for Adulthood themes are woven into the curriculum

What we have already done 2024 - 25	What we intend to do this year 2025 - 26	Our long-term intentions
<p>Completed assessments for all Key Skill areas covering the 7 developmental levels</p> <p>Agreed the format to launch the assessments on the newly designed ImPACTS Platform</p> <p>Written the Communication and Cognitive Curriculum in 7 levels.</p> <p>Developed the style and format of the curriculum to enable improved access for Learning Assistants.</p> <p>Observed improvement in class practice of staff referring to learners' developmental levels.</p> <p>Re-established and identified further areas to review, the whole school approach to teaching and learning.</p> <p>Produced an easy-read poster of the developmental levels as a reference point for all staff.</p> <p>Baselined all learners on the new 7 level assessments</p>	<ul style="list-style-type: none"> <li>• Complete the writing of KS curriculum documentation in 7 levels</li> <li>• Finalise the online platform to integrate assessment, planning and data for each learner.</li> <li>• Ensure that Preparation for Adulthood is woven into all aspects of the curriculum for older learners</li> <li>• Use a music specialist to develop understanding, skills and knowledge of the team to develop music as a teaching strategy through the curriculum</li> <li>• Use the new Core, Basics and Induction training to revisit essential training aspects for all staff</li> <li>• Continue to monitor the language of learning and use of developmental levels by all staff</li> <li>• Continue to monitor how leaders of learning are supporting all team members to use and understand the engagement model to increase involvement in the learning process</li> </ul>	<p>To re-launch ImPACTS in seven developmental levels, encompassing the whole learner population.</p> <p>To create an electronic teacher platform that centralises access to all ImPACTS materials</p> <p>Our learners will have opportunities to lead learning, and we will focus on the process of learning that demonstrates progress through motivating and playful curriculum opportunities</p> <p>All staff will be trained and understand the seven developmental levels used to assess learners and understand the main teaching requirements of each level of need</p> <p>The learner profiles, developed by the school, will be used to influence and review the curriculum delivered and monitor individual learners' access to a relevant EHCP and adult destination</p> <p>To ensure that our data prediction reflects the changing complexity of need within the school population as well as the development of the curriculum.</p>

<p>Provided in-class training and support for identified teachers on functional movement.</p> <p>Observed changes in teaching practice and increased learning opportunities for functional movement.</p> <p>Integrated emotional regulation / co regulation into the learner's communication passports.</p> <p>Developed new Core and Basic training modules to launch next academic year.</p> <p>Delivered leadership training on coaching 7 mentoring to teachers and HLTAs.</p> <p>Delivered and evaluated INSET content and seen new knowledge and awareness being implemented in classes.</p> <p>Worked with a member of the GO team to improve their understanding of the 7 levels of learning. Delivered two INSET sessions to the GO Pathway 1 team.</p> <p>Assistant Head has been able to assess and profile individual teacher's skills, abilities and pace when undertaking academic research and working on curriculum innovation &amp; design.</p> <p>Introduced the Sensory Processing triangle and looked at how this links to the sensory diet we are offering learners and our planning.</p>	<ul style="list-style-type: none"> <li>• Support teachers to develop learning environments that support invitational and challenging learning opportunities</li> <li>• Analyse individual assessment data and monitor how the new assessments are informing teaching</li> <li>• Improve awareness and skills across the whole team on how to plan and implement functional movement opportunities for learners across the whole school day</li> <li>• Discuss at a staff meeting and consider approaches available to assess, plan and implement sensory diets across the school day bespoke for each learner's needs</li> <li>• Review the school's Lesson Observation format to reflect key developments achieved over recent years</li> </ul>	<p>The ongoing development of all staff's skills, knowledge and understanding of child development, meeting the needs of learner's with PMLD, and quality first teaching will be embedded throughout the year's planned INSET, class meetings and staff meeting schedule.</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1.	ImPACTS Curricula completed covering 7 developmental levels.	Rota of development days to include: Autumn: Self Advocacy & Self Help  Spring: Gross Motor & Environmental Control  Summer: Fine Motor  All will have PfA written in curriculum guidance	Ongoing throughout the year	KL and whole teaching team	Teams of teachers will work on researching & writing curriculum that expands assessment information and supports team to deliver high quality teaching & invitational learning environments	
2.	Develop the workforce's understanding of invitational presentation of learning	Initial introduction 2/9 30/1 Inset day focus alongside Intensive Interaction Part of teacher HLTA leadership sessions	Throughout the year	ZE and all staff	All staff to be skilled to present learning in an enticing, invitational way relevant to the age and stage of development of each learner	
3.	Produce baseline data to share with all teachers ahead of using the online assessment platform	Analysis of past data using groups of learners at similar developmental stages to inform predictions for the future	Baseline data shared per class and developmental level information gathered Staff Meeting 15/9	SLT	Data predictions and cycles will be reviewed, and any relevant changes noted for predictions in following years	
4.	Continue work with Benji to upload curriculum information and continue to develop platform	Throughout the year as assessments are completed with progress reviews half termly.	By the end of the academic year 25/26	KL	A bespoke platform to support the full use of ImPACTS and planning for learners' individual need.  Reduced teacher workload	
5.	Review of timetables and planning to allow better "Flow of the day"	Discussed and expectations set with teachers on 4/9	Ongoing throughout the year	SLT, teachers	Learners will have an appropriate curriculum offer that is bespoke and	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
		Teachers to implement new timetables from the start of term Teachers to discuss flow of the day at first two class meetings of the term		and whole staff	provides learning opportunities throughout the day with reduced "waiting/off task time"	
6	Support teachers in using the online platform for assessments	Launch of the online platform with the teaching team on 6/11/25 and review at subsequent staff meetings	Most assessments for 25/26 will be completed using the on-line platform	KL Teaching team	Reduced teacher workload Accurate and efficient system for assessment and data collection	
7.	Purchase additional support time from Ignacio (SOCCO) music to work with the teaching team and to inform curriculum development in EC	Initial letter of support for external matched funding Plan to be agreed with Ignacio to include availability in March to join Development Days	From the Autumn term, improving class practice  March 2026 Curriculum development & research	ZE GE and KL	Music as a teaching tool and an invitational approach to learning will be understood by the teaching team  Support information contained within curriculum documents will ensure accessible music opportunities for all learners from non-specialist music practitioners	
8.	Induction, Core training and Basic training will be scheduled throughout the academic year and teachers/ leaders to prioritise staff from their team to attend	Dates published at the start of the year to allow teachers/leaders to plan class activities to facilitate staff attendance	Throughout the year	Training leads have been identified & SLT to monitor	Skilled, trained workforce sharing the same underpinning approaches to learning Positive ethos to continual professional development across all levels of staff	



	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
9.	Monitor the use of the language of learning, and evidence of all staff understanding child development, including next steps for learning	Class observations Governor Learning Walk	Weeks commencing: 29/9, 9/2, 16/3 1/6  Governor Learning Walk 19/11	SLT	Effective evaluation of the quality of teaching and learning, evidence to review impact of training, whole school & class improvement plans	.
10.	Refresh all teachers' awareness of how to use staff engagement and learner involvement levels to develop class practice and train support staff	Staff meeting time ahead of LA appraisals to look at ideas and support team to plan objectives that challenge and develop practice	Staff meeting: 29/9	ZE and teaching team	Appraisal targets set for all LAs will be relevant, challenging and directly impact quality of teaching & learning	
11.	Teachers & HLTAs to evaluate own and each other's learning environments and devise a resource plan that shares and identifies needs	Joint leadership session looking at whole school practice and developing joint plans for improvement	Staff meeting with HLTAs 12/3/26		Professional challenge and use of stories for change in a practical session	
12.	Observe functional movement opportunities across the whole school embedded into each learner's daily plan	Whole school INSET 13/4/26 Professional dialogue and working with therapy team and manual handling leads	Implement during the Summer Term of new Programmes/ passports	KL, Therapy, VD & SL	Staff will be upskilled and implementing functional movement opportunities alongside 24 postural management	
13.	Review with the class teacher what excellence looks like in a classroom	Staff meeting session	18 <sup>th</sup> September	SLT	Agreed standards and high expectations for teaching and learning across the school	
<b>Monitoring</b> <b>SLT Lead – Kata Lajko</b> <b>Governor Lead - Jane Williams</b>						

## Intent 2 – Behaviour, Attitudes and Achievement

### All learners' involvement in the learning process will be understood, supported and extended

- To embed the understanding of how initial focus on wellbeing and regulation facilitates increased involvement and learning outcomes
- To develop the whole team's use of positive language when supporting a learner to regulate or co-regulate
- To develop staff awareness and skills of how to entice and provide meaningful learning opportunities and environments when an adult is not available
- To use ACA and staff observation to inform the development of an individual sensory diet for each learner
- For all staff to understand their role in leading learning for a child
- To develop the use of immersive and invitational environments which build curiosity and playfulness in staff and therefore increase involvement of learners
- To ensure that all staff implement the new Regulation and Communication Passports
- To use the Annual Review process effectively to ensure the correct level of support is in place for each learner, to maximise learning opportunities
- To undertake an in-house research project looking at the impact of scheduled Intensive Interaction sessions on individual wellbeing and involvement levels
- To analyse data collected by developmental level to interrogate trends and inform aspirational target setting

What we have already done 2024-25	What we intend to do this year 2025 - 26	Our long-term intentions
<p>All class staff attended whole school INSET on typical child development</p> <p>All class staff trained on what makes a good communication partner, reflecting on the adult's responsibilities within communication</p> <p>Started discussion on the use of wellbeing levels and awareness of these as a vehicle to providing a learning opportunity not a goal in themselves</p> <p>Class teams attended external training on emotional regulation and in-house on sensory processing.</p> <p>Redesigned the communication passport to include how a learner regulates and/or how they need to be co-regulated</p> <p>Reviewed the timetabling across the school to ensure learning times and opportunities are maximised</p> <p>Identified next training needs for the team on invitational play and to review understanding of self-occupying.</p>	<ul style="list-style-type: none"> <li>• Revisit how we are using ACA and how the information gathered from forensic observation informs our profiles and understanding of a learner's needs</li> <li>• Introduce using ACA for movement opportunities to inform sensory diets</li> <li>• Raise the expectations and understanding of all staff that once well-being has been achieved, the aspiration is for a learning opportunity</li> <li>• All communication passports will include how a learner regulates or how an adult can support to by regulating</li> <li>• Continue to develop understanding of how development needs, sensory needs and emotional maturity impacts how a learner communicates</li> <li>• Monitor how the changes in the environment and presentation of learning impacts involvement levels for learners</li> </ul>	<p>Learners' involvement in the process of learning is recognised and always considered</p> <p>Learners will have positive, engaging and fun opportunities that allow learners to develop as much autonomy and control as possible.</p> <p>Individual motivators, alongside developmental assessment, will influence each learner's curriculum.</p> <p>Relationships and interactions between staff and learners will reflect the school's ethos to "Be who the learner needs you to be"</p> <p>Well-developed curriculum content will enable all staff to provide bespoke learning opportunities</p>

<p>Observed leaders of learning telling the learning journey and sharing learning; have identified how to extend this to the whole team</p> <p>Worked to support teachers to manage individual team members, empowering them to coach their team.</p> <p>Intervened to manage a tricky team dynamic and worked alongside the teacher to affect change in the class and team working</p> <p>Observed a cultural change in language surrounding “behaviour”, positive challenges from teachers to their teams to think of communication intent behind the behaviour. This has been supported by greater understanding of child development.</p>	<ul style="list-style-type: none"> <li>• Develop the range of self-discovery activities that are used with learners and how these are presented to facilitate exploration and autonomy</li> <li>• All staff to be skilled to invite, lead, join and sustain a learner’s involvement in learning</li> <li>• Contribute to holding a Trust training day focusing on teaching and learning strategies</li> <li>• Implement new timetables with increased flexibility for responsive learning environments</li> <li>• Analyse end of year data against Baseline data collected at the end of 24/25 and use to inform individual learning journeys and in addition looking for whole school trends linked to developmental levels</li> </ul>	
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Review with the teaching team how to ensure new understanding of Sensory needs is informing daily activities for each learner	Revisit sensory triangle, pulling together work on using FVAT, FHAT, ACA for movement and consider opportunities and how to plan these	Staff meeting discussion 22/1/26	KL	Holistic approach to sensory diet planning that will impact on wellbeing levels and therefore involvement in learning	
2	Review teachers' understanding and use of ACA and raise the profile of how the approach can inform wellbeing, regulation and involvement	Teachers to share how they are using ACA, highlighting top tips and challenges	Staff meeting discussion 22/1/26	KL NF	Forensic assessment will inform profiles and learning plans	
3	All staff to be able to tell the learning journey from ensuring wellbeing levels are considered to involvement in learning	Research and activities as part of the INSET day, taking from wellbeing and medical model to aspirational	Initial discussion 2/9 followed by INSET day 30/1	SLT	Aspirational and expectant learning environments will be observed across the whole school	
4	How each learner regulates or needs staff to co-regulate will be agreed and form part of the communication passport agreed at Annual Reviews with their family	Some passports have already been re-written, by the end of the academic year all learners will have the new style passport	Throughout academic year	SLT & Teachers	All learners will be supported to regulate and increase involvement in learning opportunities	
5	Increase learner involvement and wellbeing by developing invitational learning environments across the whole school	Teachers & HLTAs to do an initial audit (8/3) and then teacher review on impact & changes made	From March to June- development period with review 22 <sup>nd</sup> June	SLT & teachers	Consistently high quality and inviting learning environments across the school that reflect both age and stage of the learners	
6	Improve the range and relevance of self-discovery activities available in each class	Initial challenge at 2/9 INSET, follow up at staff meeting to share ideas as a teaching team	Staff meeting scheduled 2/2 As part of environmental audits and monitoring quality of self-discovery boxes will be reviewed	Class teams	Purpose and high expectations of discovery when learners are left to self-discover with motivational and relevant resources	
7	All staff to understand and be able to articulate their role in supporting learning and impact this has on the individual learner	Revisiting of underpinning approaches to teaching and learning as part of Trust INSET, with opportunities for challenge through school-based INSET on Invitational approaches	Trust INSET 17/11  Invitational INSET 30/1	KL	Staff can articulate how their engagement in learning directly influences learner involvement levels	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
8	New timetables will reduce whole class "downtime", will facilitate individual needs being met, and reduce waiting time.	All teachers have been given a new proforma for timetables, emphasising a return to routine needs being met over the day not at scheduled times	Introduce 2/9 and will form part of Planning Scrutiny w/c 22/9 and monitoring throughout the year	SLT & teachers	Improved flow of the day, where health and nutritional interventions are led by the needs of each learner and can be met during the running of sessions	
9	New 7 level assessments will inform accurate and relevant Learning plans that reflect developmental needs and learning zone for each learner	New assessment platform will be introduced to the teachers early in the academic year and will be rolled out for all learners over the year	Initial staff meetings 4/9 & 18/9 then throughout the year		Accurate and detailed assessments will increase involvement in learning and provide fun, meaningful and relevant learning opportunities for all	
<b>Monitoring</b> <b>SLT Lead – Kata Lajko</b> <b>Governor Lead -</b>						

### Intent 3 – Personal Development and Well-being

#### The holistic needs of each learner, within the context of their family will be developed through a transdisciplinary approach

- To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each
- To provide regular opportunities for growing shared understanding, with funders, of key issues impacting learners with complex needs
- To continue to work with the LA and ICB, through the Annual Review process, to address needs-led funding issues
- To continue to offer relevant training to identified members of staff to meet exceptional health needs
- To review and update the school's process for welcoming new learners and ensuring that appropriate learning and support begins promptly
- To re-visit and develop Island EHCP Annual reviews and develop teacher skills in open-ended questioning and facilitation of these reviews
- To continue work on supporting families at transition points for their child
- To develop our Preparation for Adulthood, offer and to take the lead in facilitating full attendance for joint planning from Y12 onwards.
- To continue regular transdisciplinary team contributions to effective safeguarding
- To provide training for teaching team on Advance Care Planning and difficult conversations
- To be able to signpost families where needed to appropriate support services and empower them about how to engage with these
- To provide families with personalised information about how we are working with their child
- To develop a collaborative Functional Movement Passport which incorporates all areas of physicality
- To continue to support and develop the work of the Rosewood Sibling Youth Group

What we have already done 2024 - 25	What we intend to do this year 2025 - 26	Our long-term intentions
<p>Worked with and delivered training to the Southampton Hospital School to raise their knowledge and skills to support children and young people in hospital with PMLD.</p> <p>Completed filming in-school of an education video for raising awareness of children's palliative care.</p> <p>Participated in training film for health / education / social care professionals who need to act as the role of Key worker following a child death.</p> <p>Completed a parental survey to understand which aspects of our work are having a positive impact and areas we could develop further.</p> <p>Launched the Siblings Youth Club</p>	<ul style="list-style-type: none"> <li>• Develop a library of Rosewood approaches to be shared with families</li> <li>• Work with teachers on improving how Annual Reviews are led and ensure that practice is family/ child centred</li> <li>• Continue the work on improving the quality of EHCP and develop long term outcomes under the 7 ImPACTS developmental stages</li> <li>• Change island colours to match new transition points (removing Avenues)</li> <li>• Work with teachers to look at how to effectively chair and where necessary lead an Annual Review</li> <li>• Ensure all EHCPs identify needs, provision and responsibility for provision</li> </ul>	<p>To develop Family focused working with and between all professionals involved with the school and individual learners</p> <p>To ensure joint working across all agencies to develop a robust EHCP process which ultimately facilitates transition into adulthood and ensures that needs and outcomes are correctly detailed in the statutory documents.</p> <p>To continue to promote joint points of review for families</p> <p>To ensure all learners are seen as individuals and their learning, health and social needs are reflected in their EHCP with due consideration to well being</p>

	<ul style="list-style-type: none"> <li>• Develop and implement a response to the findings from the parental survey</li> <li>• Look at how to secure funding to run the Sibling Youth Club.</li> <li>• Review leadership structure to develop an additional teaching responsibility for family work</li> <li>• Continue to improve the transition planning for leavers and ensure families are well informed and empowered throughout the process</li> <li>• Work with SSNs to ensure that all staff training is completed and appropriate competency sign off by health professional</li> <li>• Develop an integrated education and physiotherapy approach to functional movement</li> <li>• Look at how KITTENS is integrated into INDUCTION training</li> <li>• Develop and share a timeline with all teaching staff on expectations for assessment and applying for EHCP (if required).</li> <li>• Work with teachers to ensure that the voice of the child and their assessed needs are balanced and presented alongside the aspirations of the family at Annual Reviews</li> </ul>	<p>To ensure that all members of the Rosewood Community are treated with dignity and respect, aligned to the British Values the school holds on equality and diversity</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Assemblies scheduled to ensure celebrations match diversity of the school community	Weekly themes each Friday and each week a DoJo post will share celebrations with all families	Over the year	Teachers	Families will feel valued and part of the Rosewood community	
2	Train, support and debrief as required, teaching team to lead effective and meaningful annual reviews	Series of staff meetings and leadership training on effective communication	Staff Meetings: 16/10 13/11	SN & teaching team	Meaningful reviews where families feel able to express aspirations, concerns and hold professionals to account	
3	Share information cards with families about aspects of teaching and learning, the curriculum and the Rosewood way	These will be produced over the Autumn term and launched after February half term	Initial work until December 25 launch at staff meeting 5/2	SLT	Families feel informed, knowledgeable and skilled to support their child's education in and out of school	
4	Functional Movement passport to be written for all relevant learners	Initial collaboration, professional discussion between therapy team and school-based staff to agree priority. Trialling across classes and agreement of new format by summer term.	Autumn term onwards INSET 13/4	KL and therapy team	Increased opportunities for functional movement and equity of priority alongside 24-hour postural management	
5	All EHCPs and Annual reviews to show how needs require provision and identify correctly funding responsibilities	Continued work with SCC SEND Team and Health commissioners to audit, review and develop EHCP and Annual Review content.	All year	SN ZE	Provision and needs are identified and used to inform funding by both SCC and Health commissioners	
6	Long term outcomes in EHCPs will reflect the seven developmental levels of ImPACTS	Current long term outcomes match previous developmental stages and need to be rewritten and expanded to support current RWS population of need	Jan 26	SLT	New resource available for teachers for Annual review writing and for when applying for initial EHCP assessment	
7	Continue engagement and contribution to developments in palliative care and the development of a training platform.	Engage with palliative working group to look at and pilot the online training with teaching staff.		ZE	Development of teachers' skills to have difficult conversations and support families when they are particularly vulnerable.	



	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
8	Improve communication and working relationships with health	Reintroduce meeting with health managers, at least termly Weekly health meeting with school-based team	All year	ZE SN Health team	Shared working approaches and understanding of workloads across the whole provision.	
9	Meet agreed health needs of learners as part of an integrated education and health plan	All class-based staff to complete training on core health tasks All staff, previously trained, to have competencies checked by SSN team	1/9  Over the Autumn Term	SN and SSN Team	Appropriate delegation of agreed tasks completed for all class-based team members	
10	To continue to provide a youth club for siblings	To review funding streams available to ensure the sustainability of the club Continue to use Friends of Rosewood to employ two staff to run activities	Over the year, monthly meets	SLT, OJ & KB	To provide opportunities for siblings to meet in an open and safe space and feel able to talk about (or not) their siblings and life at home	
<b>Monitoring</b> <b>SLT Lead</b> – Sarah Neusinger <b>Governor Lead</b> -						

## Intent 4 –Leadership and Governance

### The wellbeing and personal development opportunities of all staff will be prioritised

- To continue supporting teachers to develop coaching and mentoring skills to empower, challenge, and develop their team's ability to lead learning
- To introduce the more regular use of debriefs following medical or other incidents that occur as part of school life
- To embed absence management processes, and to introduce conversations and challenge related to reasonable levels of dependency leave
- To continue supporting staff with Basic, Core, and Additional Training as well as individual CPD opportunities (HLTA, Apprenticeship, NPQs)
- To ensure that the policy and risk assessment review cycle is implemented in an efficient and secure way
- To review the impact of TLR holders and to further plan leadership priorities for the future
- For leaders of learning to understand their staff team and their learning styles, and to improve the use of the staff engagement scale by regular reference to its content
- To empower Governors to challenge and call leadership to account on quality of teaching and learning, curriculum provision and the safeguarding of all learners
- To evaluate the staff use of the Vivup platform and review Trust membership of Vivup

What we have already done 2024 - 25	What we intend to do this year 2025 – 26	Our long-term intentions
<p>Continued to work with Benji Aarons- Richardson to develop online portal. This is on time to be launched as an assessment only version in November 2025.</p> <p>Given additional PPA time to all teachers to re-assess learners and collect a baseline on the 7 developmental levels.</p> <p>Discussed with the teachers changing to the timetable to increase learning opportunities and support their management of staff.</p> <p>Changed the structure of lunchtimes, giving teachers greater autonomy to manage their staff over the lunch period and ensuring all staff are potentially available when learners eat lunch.</p> <p>Worked with teachers and HLTA to look at how to manage more challenging staff.</p> <p>Delivered training on neurodiversity and seen teams discuss aspects of their own learning needs with each other more openly.</p> <p>Early years teacher has started NPQL in Early years.</p> <p>Assistant Head is completing NPQH.</p>	<ul style="list-style-type: none"> <li>• Refresher training for Mental Health First aiders</li> <li>• Use teacher and HLTA meetings to look at “story telling” leadership and having challenging conversations</li> <li>• Rework the definitions and expectations for Key Skill leadership with teaching team</li> <li>• Teachers to use the Learning Assistant Profile to inform supervision and appraisal meetings with their teams</li> <li>• Improve the CPD offer to individual staff members, using appraisal targets and looking at strategic development of the work force</li> <li>• Support the leaders of learning to think strategically about their in-class development and write a class action plan.</li> <li>• Use Staff engagement scale and situational leadership to assess class teams and support teachers to develop a class improvement plan</li> </ul>	<p>To be a Mentally Well School</p> <p>To support staff to develop techniques for sustaining a healthy work-life balance</p> <p>To have a strong ethos of continual professional development opportunities for all, whether internally or externally provided.</p> <p>To improve recruitment and retention of a high quality and motivated staff team</p> <p>To support staff development through access to the Trust Staff Guarantee, including externally provided benefits platform.</p> <p>To empower and develop the Governing Body as critical friends reviewing the overall quality of Teaching and Learning in the school</p> <p>To improve two-way challenge and conversation between the LGBs and Trustees Be open to and contribute to critical challenge from outside professionals/educators</p> <p>To ensure the school has a sustainable succession plan by identifying and investing in future leaders</p>

<p>Reviewed use of HLTAs and how they work alongside part time teachers, clarifying the expectations of planning.</p> <p>Held absence review meetings, set improvement targets and issued warning letters.</p> <p>Refined the use of the incidents and accidents recording and reviewed at health and Safety Committee meetings.</p> <p>Produced a report from Appraisals to review teacher CPD requests</p> <p>Worked with SCC to quality control EHCP and look at how health needs are identified clearly and the provision from health and/or education clearly evidenced.</p> <p>Worked with GO and HR Business Lead to improve storage and reviewing of Trust and school policies</p> <p>Appointed DHT as lead for Training Hub development and already developed online offer.</p> <p>Vivup has been used by the team, and we are regularly sign posting staff to the well-being resources available.</p> <p>Mental Health first aiders are known by the team and used appropriately. Risk Assessments are completed if felt appropriate by MH First aiders. Signposting to GP and online support services has also been well received.</p> <p>Reviewed and redesigned INDUCTION, CORE TRAINING and BASIC TRAINING</p>	<ul style="list-style-type: none"> <li>• Repeat appraisal schedule that allows Head to meet with leaders ahead of class teachers</li> <li>• Establish annual cycle of training, offering Induction, Core and Basic training weeks throughout the year.</li> <li>• Explore apprenticeship options for HLTA and Post 16 unqualified teachers to achieve QTS</li> <li>• Use debriefing meetings more frequently across the school for lower-level incidents e.g. medical emergencies/ calling an ambulance to develop the culture of talking and group problem solving</li> <li>• Review leadership structure and appoint new EY Lead for September 2026 and possibly an additional TLR for Family support (subject to funding)</li> <li>• Recruit new class teacher</li> <li>• Ensure Risks associated with efficient and effective running of Rosewood are included on the Trust Risk register</li> <li>• Implement a robust system of reviewing and ensuring relevance of school and Trust wide policies</li> <li>• Use story telling style to develop governors' confidence to challenge leadership and interrogate reports presented at meetings</li> <li>• Design a staff survey to evaluate the use of the Vivup platform, and subsequently review the Trust subscription to this</li> </ul>	<p>To continue to raise staff members' personal responsibility for their standard of practice</p> <p>To continue to impact and influence the national agenda on the education of learners with PMLD</p>
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	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	To continue provision of mental health first aid team, and increase knowledge for signposting	Deliver refresher training as appropriate Continue MHFA team meetings Local initiatives and information received by SLT to be shared with team	Ongoing over the year	SN, KL, VD, SL	MHFA team will be well skilled and support one another in their role. Information given to staff will be current and relevant	
2	Continue to offer Vivup platform to offer 24/7 counselling helpline for mental health support	Business leadership team to implement system Leadership team to encourage take-up and use	Ongoing over the year	KJ	All staff will have access to immediate mental health support	
3	Debriefing offer to be used following all medical emergencies	Following any medical emergency a debriefing will be called at the earliest and most respectful time. Staff involved, including health colleagues will be invited to debrief and all will adopt a positive approach to developing future practice	Throughout the year	SN, ZE	Staff culture of talking and professional challenge is cultivated and valued	
4	Leadership and management training for teachers and HLTAs	Working through positive conversation and how to post-action reflection narrative, "A story to share", to manage staff and set expectations. Allow and support teachers/HLTAs to write a class development plan that looks at longer term goals and objectives to achieve this with their team.	Launching approach and initial time for action planning 16/10 Staff meeting		Leaders of learning take ownership and responsibility for development of the skills of their team. Individuals take responsibility for identifying areas for personal development. Raised expectations of impact on learning due to team development. Increase in the consistent quality of teaching and learning	
5	Regularly hold absence review meetings and evidence the impact absence is having on individual teams and the school.	Diarise regular absence review meetings with staff who have met absence triggers	Ongoing throughout the year	ZE, SN, KJ, KL	Attendance will improve or disciplinary procedures followed to maximise staff attendance. Number of staffing changes required daily will be reduced.	
6	Use the information collected via performance management/ appraisal meetings to look at whole school	Work with HR to run a report on performance management targets in order to identify workforce needs	Reports run after each	SLT and KJ	Targeted CPD will be considered and whole school needs will be identified.	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
	needs and individual needs when prioritising CPD.	Plan and prioritise training as appropriate	appraisal cycle			
7	Work as part of the Trust to develop a training centre for both internal and external staff use.	Joint endeavour with GO to establish external and improve internal training offer by and across each school		SN leading with SLT	Profitable training hub that supports ongoing investment in Trust staff team's CPD	
8	Continue ongoing project work with Benjy Aarons-Richardson to support electronic ImPACTS platform	Review work completed, trial, give feedback, and complete admin tasks linked to the project.	Ongoing prior to each school holiday	SLT with BA-R	One-stop electronic platform to support the delivery of the ImPACTS approach and reduce teacher workload.	
9	Ensure that policies are organised and stored in an efficient and secure way.	Annual cycle of reviewing and by whom to be implemented	Over the year	SN KJ	Policies stored securely in once place with clear procedures agreed for updates.	
10	Fully trained and skilled workforce	Cycle of Induction, Core and Basic training  Review apprenticeships available to get into teaching	Over the year	SLT	All staff see themselves as learners and value opportunities to improve practice Invest in high quality, home-grown staff	
11	To review effectiveness, workload, and succession planning an investment in middle and senior leaders	Changes in funding have facilitated some opportunity to expand leadership. A variety of models need to be considered and reviewed with Governors as possible investments	Autumn Term	SLT LGB	Robust, affordable and future proofed leadership team Release capacity for Family Support Work	
12	Use "The power of storytelling" with the LGB to promote open conversations and challenge				School leaders are called to account by a well informed and skilled governing body	
13	Review and strengthen the teaching team across school, raising capacity for growth	Recruit full time class teacher from Jan 26 (sooner if ECT) Review teaching structure ahead of September 2026, including recruitment for EY Lead and new teacher if internal	Sept 2025  March 2026	SLT/ELT  SLT	Release skilled teacher with TLR for additional leadership capacity/ focused time on training hub Skills and working patterns of teachers will be matched to groups and need of learners.	

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
Monitoring SLT Lead – Zoé Evans Governor Lead - Bill Shanker						

## Intent 5 – Inclusion, attendance and Safeguarding

### Knowledge of each learner and their individual needs will be used to inform all aspects of our work with them and their family

- To continue to offer relevant training to identified members of staff to meet exceptional health needs
- To continue to work with the LA and ICB, through the Annual Review process, to address needs-led funding issues
- To continue regular transdisciplinary team meetings so all professionals contribute to effective safeguarding
- To be able to signpost families where needed to appropriate support services and empower them about how to engage with these
- To continue to use attendance information to review achievement and progress data and raise with families as necessary
- To work with LA to monitor levels of attendance and compare with other specialist settings
- To work with SEND and School Transport teams to ensure that learner needs are known and met appropriately while travelling

What we have already done 2024 - 25	What we intend to do this year 2025 – 26	Our long-term intentions
<b>This area was previously integrated throughout the SIP</b>	<ul style="list-style-type: none"> <li>• Proactively manage attendance and work with families and external respite, hospital and other providers to maintain consistent access to education</li> <li>• Offer support to families to navigate services and advocate for families when required</li> <li>• Monitor attendance and support teaching team to record and challenge late arrival, early leaving, as well as poor attendance</li> <li>• Ensure that the nursing team follow the correct protocol for sending a learner home and work to agree definitions of “unwell”</li> <li>• Work with nursing team to plan any additional training to meet an individual learner’s needs and ensure an appropriate number of trained staff are available</li> <li>• Continue to ensure that levels of funding to meet complex health needs are not a barrier to a child accessing the curriculum</li> <li>• Revisit with the Early Help team how our families can best be supported</li> <li>• To work with LA to continue to monitor key factors impacting attendance</li> </ul>	<p>To ensure deeper understanding of complex health needs and how this improves our understanding of educational provision for PMLD learners</p> <p>To continue raising awareness of the unique contexts of each family and respect the diversity of faiths, cultures and traditions of each</p> <p>Barriers to learning, whether Behavioural, Health, Social, or Sensory are understood, and appropriate interventions are designed to overcome these</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Hold termly multi-disciplinary safeguarding meetings prior to end of term breaks, to RAG rate family needs and look at which professionals can support over holidays	Invitations to be sent out early at the start of each term to agree a date and ensure attendance from health and social care	Start and end of each term	SN	Eyes on and where necessary interventions available over the holidays when required	
2	Continue effective referrals of families to support systems and revisit Early help offer for families with a child with profound needs.	Part of annual KCSiE training to include referrals, alongside update, Prevent and cyber security. Engage with Jigsaw and Social Care to look at parenting courses and Early Help available and discuss/ raise awareness of the needs of RWS families	2/9 and over the year	SN	Families signposted to the right service at the right time Families will have the opportunity to attend appropriate parenting courses with relevance for their PMLD children, delivered by professionals with understanding of their situation	
3.	Continue high quality advocacy for learners, alongside efficient joint agency working to support each child or young person's holistic needs	Class MDT meetings to continue Individual MDTs to be convened when needed Termly Safeguarding MDT meetings to continue Integrated EHCP and CiN reviews to be implemented as much as possible	Ongoing over the year	SN oversight. Health team, social care & class teachers	Learners' needs are effectively met, from the correct agency, in a timely fashion	
4.	Core team of staff trained to meet exceptional health needs (beyond core offer)	Where needs are identified, funding agreed a plan of training and competencies will be agreed with the nursing team for a core team of staff (at least 3 people for each skill)	As and when required		Inclusion into full school life for learners with exceptional health needs	



## Intent 6- Early Years

### Children and their families will be well supported as their embark on their education journey

- To continue to strengthen families understanding of how we assess their child's needs
- To offer regular opportunities to network with other families
- To support families by signposting them to additional professional services that may be available
- To continue to develop how we explain the approaches and interventions we use with children
- To continue and build on relationships with community therapy team to identify children's needs and appropriateness for placement
- To develop communication with Portage to ensure we are aware of children appropriate for placement
- To ensure that the physical input for children under 7 years old remains a high priority and well supported by the wider professional team
- To ensure that children can access Early Years education by liaising with SEND and School Transport at the point of placement

What we have already done 2024 - 25	What we intend to do this year 2025 – 26	Our long-term intentions
<p><b>This area was previously integrated throughout the SIP</b></p> <p><b>The content of Intent 1-5 remains applicable to the Early Years.</b></p>	<ul style="list-style-type: none"> <li>• Prepare for the retirement of current Lead for EY Department by reviewing all aspects and expectations of the post</li> <li>• Plan interviews and JD for new Post holder</li> <li>• Review EY Offer for 2026 and create a timeline for consultation and expansion</li> <li>• Develop our process for applying for EHCP assessments</li> <li>• Work with the LA and Health and formalise a process for gathering information about potential nursery learners</li> <li>• Promote the use of Stay and Play more widely with the multi-disciplinary team</li> <li>• Improve parental understanding of the interventions and curriculum offer at Rosewood</li> <li>• Prioritise functional movement and access to physical support for the Early Years children</li> <li>• Work with Portage, SEN Health Visitors and the LA SEND team to ensure that there are no barriers to children accessing their educational provision</li> </ul>	<p>Positively introduce education and strategies parents can use with their children at home</p> <p>Empower parents to seek additional support and understand agencies available and what they can offer</p> <p>Ensure every nursery child is assessed and equipped with specialist equipment to fully access the curriculum offer.</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1	Re-write the EY Lead Job description	Meet with current post holder and look at all aspects of current post	By Feb 2026	SLT and TB	JD will reflect aspirations and ensure recruitment of new lead delivers the right person.	
2	Formalise EY professional network meetings with MDT	Develop a contact list of all professionals currently working with under 3s in the community  Discuss with SEND re: EY panel and how cases are being referred.	By April 2026	SLT and TB	Early identification of nursery learners and signposting to Stay and play	
3	Improve the quality of initial EHCPs and timeliness of applications submitted by the school team	Working with EY teachers to share new timeline Initial application with key information and a synopsis Assessment data to be included in the assessment phase not application	Ongoing throughout the year	SN and EY team	All nursery pupils will have an application in for an EHCP withing first half term of being offered a place at RWS	
4.	Review the Early Years offer considering changes in mainstream nursery offers and equality of access for SEND children	SLT to devise a costed model to expand the provision to 5 days and still allow for Stay and Play sessions Consultation with all staff impacted by any proposed changes Appointment of EY Lead Appointment of F/T EY teacher	March 26  April 2026  April 2026 April 2026	SLT  EY Team/HR  SLT SLT	Nursery offer extended to 5 days  Stay and play to continue to be offered Monday afternoons  Sufficient staffing to provide consistent offer to all nursery children	
5.	Work collaboratively with professional network and School Transport to ensure that children can access their educational provision	Build questions linked to travel and transport into initial information gathering. Ensure that travel teams have notification immediately if transport is needed.	Ongoing throughout the year	SN and EY team	All nursery children will be able to attend / access an entitlement to transport. Geographical and social factors will not be barriers to early intervention.	

## Intent 7 – Post 16 Education

### Young adults and their families will be effectively signposted and supported to transition into future adult placements

- To develop the Circle Plans and schemes of work used in Post 16 to ensure appropriate preparation for adulthood is evident
- To develop teaching and learning styles in the Post 16 to be reflect age and stage of older learners more explicitly
- To develop the learning environments in Post 16 classes, to be responsive to individual needs
- To engage all agencies in adult planning meetings from Year 12 onwards

What we have already done 2024 - 25	What we intend to do this year 2025 – 26	Our long-term intentions
<p><b>This area was previously integrated throughout the SIP</b></p> <p><b>The content of Intent 1-5 remains applicable to the Early Years.</b></p> <p>Visited all local adult day services and reviewed relevance to PMLD learners</p> <p>Delivered training to the staff team at Sembal House (SCC adult provision) and identified future support and training needs.</p> <p>Successfully transitioned all Avenues leavers and worked closely with families who have appealed the ceasing of the EHCP.</p> <p>Registered as an alternative education provider with HCC to support future adults who still need an educational component in their adult day service</p> <p>Developed a parent family support document to explain the transition process, identifying the need to start earlier than previous years now we have not transitioned to Avenues.</p>	<ul style="list-style-type: none"> <li>• Ensure joint working across all agencies to develop a robust EHCP Annual Review process which ultimately facilitates transition into adulthood and ensures that needs and outcomes are correctly detailed in the statutory documents.</li> <li>• Develop Post 16 team to develop a clearer curriculum offer that reflects age and stage of learners</li> <li>• Improve timelines of transition</li> <li>• Engage all services in earlier planning meetings to prepare for transition into adult services.</li> <li>• Ensure all members of Post 16 staff team understand and value the aims of Pathways to Adulthood and can articulate the priorities for each learner</li> </ul>	<p>To ensure that our learners are prepared for adulthood and priority areas of learning are given appropriate weighting in planning their individual curriculum plan</p> <p>To empower and support parents through the transition of their child into adult services</p> <p>To work proactively with adult day providers to raise the use and adherence to the National Standards of Excellence for supporting adults with PMLD</p>

	INTENT	IMPLEMENTATION	TIMESCALE When	LEAD & OTHERS Who	PLANNED IMPACT	ACTUAL IMPACT
1.	Revisit and update all the teaching team on the content of Preparation for Adulthood and implications for learners from Year 9 in terms of planning & Annual Reviews	Areas and links to ImPACTS discussed  Transition arrangements and expectations for Annual reviews shared with teaching team	20 <sup>th</sup> November staff meeting	SN Teaching team	All teachers will understand the destinations and priorities for learners as they move into Post 16 education Post 16 staff team will plan more destination relevant learning opportunities and support transitions to adult placements more effectively	
2	For teachers & HLTAs to evaluate their own and each other's learning environments and devise a resource plan that shares and identifies needs	Joint leadership session looking at whole school practice and developing joint plans for improvement	Staff meeting with HLTAs 12/3/26		Professional challenge and use of stories for change in a practical session	
3	Review Circle Plans and activities with the Hub team, and how these facilitate Pathways to Adulthood	Initial meeting with class teachers and then joint class meeting with both Hubs	October 25		Developmental stage and respect for age will be evident in planned activities	
4	Review teams working in the Hub and ensure growth of skills and longer strategic planning for an improved Post 16 offer	As part of auditing leadership and teaching team due consideration given to developing a stronger identity for Post 16 education	March 26	SLT	Strengthened Post 16 offer that supports transition into adult services and effectively signposts families through the process	
5	Improve timelines for transition – changes at age 18 and to provision after Rosewood	Meet with other agency managers in Health and Social Care Advocate need for earlier action Ensure clarity for families on their responsibilities at each stage Ensure that all Y14 Annual Reviews are planned early in the Autumn term, with follow up termly meetings for the team around the young person	Autumn 25	SN	Learners will move more smoothly into their next placements / settings, with all the necessary equipment.  Families will feel empowered and in control about decisions being made  Actions/provision will be taken in the best interests of the young people  Next settings will understand the needs of each young person fully and be able to meet those needs.	

