







## Springside Primary Special School Development Plan Summary 2023- 2024 (in line with the financial year)

     
Improve outcomes for all learners

### Questions to shape the direction of the School Development Plan

         
Health and well being (mental health) Including working with other professionals

- 1a/ How can we continue to provide a positive, happy and healthy environment which supports the well-being of the entire school community both mentally and physically?
- 1b/How can we support all members of the school community to develop the skills they need to succeed while maintaining a positive well-being e.g. resilience and positive mindset-(building on the success of being calm enough to engage and alert enough to learn) ?
- 1c/How can we ensure successes continue to be recognised and celebrated in conjunction with championing diversity and inclusion?

### What we are planning to do (implementation)

#### Moving forward

- All leaders to be open minded and continue to look for creative and innovative solutions to promote positive well-being and reduce workload
- Collaborative working with triads of professionals in the School building as opposed to other clinic settings

#### Making it happen

- Tools to promote positive well-being trialled and signposted by practitioners and families (wellness team included) e.g. mindfulness, relax kids, special yoga, walking
- Create mentor opportunities at all levels and new staff members 'continuation of buddy system'
- Continue to encourage the use of outdoor learning with particular emphasis on gardening, wilderness and the fiveways to wellbeing for all
- Secure 'Gold' as a rights respecting school

- Seek views from stakeholders re well-being as ongoing priority, ensuring staff contribute to the bigger picture and school development
- Members of the Gateway team and early help team to support families emotionally with relevant appointments

In addition what have we done;

How we intend to celebrate the impact;



2a/ How can we ensure the curriculum offer is aspirational-designed to maximise opportunities for all learners and reflect the high expectations of all learners?

2b/How can we ensure colleagues use creative and imaginative strategies and techniques to engage, extend and challenge all learners?

2c/How can we further develop rich opportunities for professional learning within the school unit?

### What we are planning to do (implementation)



#### Moving forward






- All staff to recognise their role in ensuring the quality of the curriculum offer
- Build on cultural capital opportunities and facilitate activities out of the community with access to a School bus-trial of learners at the hub
- Nurture and enable partnerships to support staff members to engage in reflective practice
- Create space for experimentation and teacher /deliverer using continuous enhanced provision as a focus point to enhance inclusive learning opportunities
- Encourage staff to pursue enquiry for themselves
- Re-frame leader's roles in supporting professional development
- Ensure staff members understand what effective learning looks like for all learners










#### Making it happen






- Active learning communities to review environment, learning opportunities internal and external with an emphasis on the role within the group-timetable to be established
- Revise current proformas to evaluate great teaching, ensuring coaching and feedback approaches use descriptive rather than evaluative language linking to teaching toolkits and active research
- Review schedules for Planning, preparation and assessment time and offer paired planning opportunities

In addition what have we done

<ul style="list-style-type: none"> <li>•</li> </ul>	
How we intend to celebrate;	
  knowledge of the learner	3a/ How can we ensure we use positively framing language when describing learner's needs, attributes and personalities-ensuring we challenge any language which could hold any negative connotations? 3b/How can we ensure all learners are 'actively learning'-do we all know the difference between engagement and compliance? 3c/How can we ensure we provide relevant intervention at the 'key time'?
<b>What we are planning to do (implementation)</b> <b>Moving forwards</b> <ul style="list-style-type: none"> <li>• Review use of language when describing learners verbally and on paper in line with Children's services recommendations</li> <li>• Targeted interventions to be offered from Gateway team to learners and families and successes celebrated</li> <li>• Universal offer to be enriched through the use of appropriate pupil premium funds (enhancing cultural capital)</li> <li>• All colleagues to recognise progress is not linear and measure the full range of achievements of all learners</li> <li>• All learners to be consulted on the use of their recreation time and provide opportunities for appropriate games, structured play and interactions with others-discussion point for all stakeholders</li> </ul> <b>Making it happen</b> <ul style="list-style-type: none"> <li>• Curriculum teams to evaluate success of curriculum streams with all stakeholders and feedback to whole school</li> <li>• Colleagues to engage in the Think Equal programme and deliver relevant targeted sessions</li> <li>• Colleagues to engage in the Elklan for vulnerable children programme and deliver to a core group of learners within Investigative Phase encouraging the use of experimentation</li> <li>• Colleagues to ensure 50 things to do at Springside journey celebrates learner achievement in the widest sense, establishing opportunities for learners to discuss the content and be proud (link to learner voice)</li> <li>• Policies and guidance to be summarised as one page document in child friendly speak for learners-link to learner council, SEND ambassadors and hub</li> <li>• Review of how we capture learner voice</li> </ul>	

<p>In addition what have we done</p> <ul style="list-style-type: none"> <li></li> </ul>	
<p>How we intend to celebrate;</p>	
<div>      </div> <p>Social, community and family life</p>	<p>4a/How can we build on our already excellent positive and pro-active relationships with the families and a wide range of inclusive partners to ensure strategic engagement and effective use of all stakeholders related to evaluated needs of learners?</p> <p>4b/How can we continue to encourage meaningful social inclusion opportunities for all?</p> <p>4c/How can we increase our learners access within the community?</p>
<p><b>What we are planning to do (implementation)</b></p> <p><b>Moving forwards</b></p> <ul style="list-style-type: none"> <li>• Introduction to Gateway team as an intervention to support families with positive risk taking in the community</li> <li>• Review of current structure to ensure roles meet current learner need</li> <li>• Recruit bus driver to encourage learners accessing the hub initially to be active members of the community</li> <li>• Reinstate stay, play and learn opportunities across school with a clear focus</li> <li>• Review impact of temporary Teaching and learning responsibility roles</li> <li>• Review of family learning days for all</li> </ul> <p><b>Making it happen</b></p> <ul style="list-style-type: none"> <li>• Learners to access targeted interventions delivered by the gateway team and successes celebrated using variety of methods</li> <li>• Governing body to welcome partners with wealth of lived experience</li> <li>• Colleagues to review feedback from families and learners at regular intervals and link to universal and targeted offer for social opportunities</li> <li>• Families to be welcomed to attend recruitment process</li> <li>• Creation of family blog via new website design</li> <li>• Colleagues and family members to deliver stay, play and learn sessions alongside staff using rhyme and sign, build on successes and link with local community</li> </ul> <p>In addition what have we done</p>	
<p>How we intend to celebrate;</p>	

 Staff  development  skills +  and confidence	<p>5a/ How can we ensure all colleagues are provided with appropriate and effective support to ensure all expected standards are met?</p> <p>5b/How can we ensure all colleagues are set constructive and aspirational targets and leadership at all levels supports high performance?</p> <p>5c/How can leaders take advantage of the rich range of informal and formal professional learning opportunities for colleagues both within and beyond the school, using the collaborative (IPLCN) and Local authority initiative projects?</p>
<p><b>What we are planning to do (implementation)</b></p> <p><b>Moving forwards</b></p> <ul style="list-style-type: none"> <li>Review development events to ensure they encompass a variety of approaches to engage colleagues in energetic discussion, thoughtful activity and meaningful learning</li> <li>Apply research and ideas from reading literature to classroom practice and review results and share with range of stakeholders</li> </ul> <p><b>Making it happen</b></p> <ul style="list-style-type: none"> <li>Review whole school calendar in terms of staff meetings, INSET/twilight, team training and publish</li> <li>Review coaching and mentoring offer including appraisals for all members of support staff</li> <li>Visit colleagues in other Schools within the collaborative and hub schools with shadowing opportunities</li> <li>Colleagues and learners to join recruitment process with leaders and Governors</li> <li>Staff members at all levels to trial delivering to whole school and acting as deputies in both curriculum and working parties to enhance succession planning</li> </ul> <p>In addition what have we done</p>	
<p>How we intend to celebrate;</p>	
 Creating  an environment  conducive to  effective  learning	<p>6a/ How can we ensure the environment across School promotes learning for all and is stimulating, including elements of interactivity?</p> <p>6b/How can we ensure every space has a learning purpose and is inspiring for all learners?</p>

	6c/How can we provide opportunities for colleagues to collaborate to trial, evaluate and refine resources that are transferable both within and outside the School setting?
<p><b>What we are planning to do</b></p> <p><b>Moving forwards</b></p> <ul style="list-style-type: none"> <li>• Colleagues to create a continuous enhanced provision declaration</li> <li>• Colleagues to review teaching and learning framework and incorporate declaration and learner's ability to take risks</li> <li>• Colleagues to use the new shuttered areas and create joint learning opportunities for learners to access-link to physical sports and pp funding</li> <li>• Leaders at all levels to provide each action working set with relevant research</li> </ul> <p><b>Making it happen</b></p> <ul style="list-style-type: none"> <li>• Colleagues to review planning tools and incorporate learners motivators and interests</li> <li>• Colleagues to review use of each communal teaching space as a collective</li> <li>• Colleagues to review use of each learning space within the classroom and identify how they intend to encourage risk taking and independence</li> <li>• Colleagues to trial the use of 'planning in the moment'</li> <li>• Colleagues to review timetabling of shared areas</li> <li>• Creation of a learning for life skills hub in a mainstream setting</li> </ul> <p>In addition what have we done</p>	
How we intend to celebrate;	
     <p>Leadership including systems and processes</p>	<p>7a/ How can the leadership team provide a culture in which all colleagues are keen to improve their practice and excited about the potential for improvement?</p> <p>7b/How can the leadership team continue to break down the privacy of practice and create a culture of sharing ideas for improvement for all?</p> <p>7c/How can the School demonstrate their willingness to share and collaborate with colleagues beyond their School and location?</p>
<p><b>What we are planning to do (implementation)</b></p> <p><b>Moving forwards</b></p> <ul style="list-style-type: none"> <li>• Promote professional learning as a process-leaders become capacity builders</li> <li>• Leaders at all levels promoting and participating in teacher/deliverer learning and development</li> <li>• Continue to Initiate and support opportunities around new roles and challenges which will stretch the learning of colleagues allied to their needs and aspirations whilst promoting improved learner outcomes (linked to Delivering a better value for SEND in Rochdale)</li> <li>• Members of staff support professional learning of colleagues within other schools</li> </ul>	

**Making it happen**

- Staffing structure review to meet needs of whole school community
- Apply for grants for colleagues to engage in active research re mental health and emotional well-being
- School to act as a hub for professional learning and impact of colleagues work can be evidenced-link to work already started as outreach
- Creation of hub in mainstream setting
- Leaders teach on a regular basis throughout each week

In addition what have we done

How we intend to celebrate;