




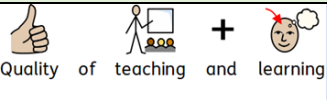
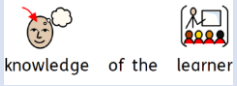
Spiralside Primary Special School Development Plan Summary 2024-2025 (in line with the financial year)

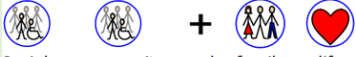
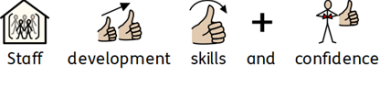

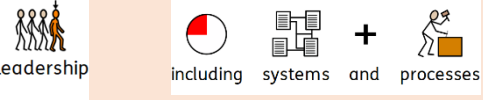


Believe, Enjoy, Achieve, Together

The school development plan is a multifaceted document, working towards the Framework for exceptional education, taking into consideration;

- The local context (including SEND cohort, demographic and Rochdale initiatives)
- National complexities around meeting the increasing needs of learners with SEND
- Springside specific context (including working within PFI parameters)

 <p>Improve outcomes for all learners</p>	<p>What we are planning to do (Implementation)</p>
 <p>Health and well being (mental health)</p>	<ul style="list-style-type: none"> • Creation of safe spaces for all members of the community • Promote digital wellness for all members of the community • Creation of Springside's own wellbeing charter for all members of the community • Endometriosis awareness and wellness • Creation of specialist provision spaces for some learners • Capture learner voice for learners accessing the range of pathways • Review relationships education package • Family safeguarding model
 <p>Quality of teaching and learning</p>	<ul style="list-style-type: none"> • Review curriculum design for universal and specialist provision including integrated therapies and learning for life events/themes • Create opportunities for collaborative learning for all members of the community • Review phonics approaches and programme • Review non negotiables including climate for learning, teaching approaches and learning behaviours-relevant training/updates/workshops
 <p>knowledge of the learner</p>	<ul style="list-style-type: none"> • Review communication strategies to facilitate 2-way communication for learners accessing universal offer • Communication charter with expectations • Review transition processes internally/externally

	<ul style="list-style-type: none"> • Re-establish learner council with representatives from each of the Phases as appropriate • Review existing systems capturing learner interest
 <p>Social, community and family life</p>	<ul style="list-style-type: none"> • Use the family safeguarding model • Parent empowerment team • Review transition processes and systems for all new learners with parent empowerment group • Communication charter for all community members • Informal/formal opportunities for networking-promoting training/support/written communication • Introduce access to public transport for learners accessing specialist provision with clear sequence • Review of recreation 'times' for all learners
 <p>Staff development skills and confidence</p>	<ul style="list-style-type: none"> • Training for evidence for learning • Creative opportunities for distributed leadership, engaging in leadership theory • Collaborative use of shared spaces • Review of cpdl offer-creation of online learning/workshops
 <p>Creating an environment conducive to effective learning</p>	<ul style="list-style-type: none"> • Review impact of current enabling environments • Trial new approaches in the classroom with an emphasis on child led learning-In the moment/using curiosity approach • Creation of inspiring interactive spaces (review mud kitchens etc) • Purchase relevant resources and liaise with GFM
 <p>Leadership including systems and processes</p>	<ul style="list-style-type: none"> • Continue with the innovation project to create specialist provision for learners • Review distributed leadership structure • Review of evidence based practice cross role parties • Review of content shared with community via all means