































Spiralside Primary Special School Development Plan April 2019-April 2020


 Believe, Enjoy, Achieve, Together

|     Improve outcomes for all learners | Questions to shape the direction of the School Development Plan (Written in line with PMLD and ASC standards) |
|---|--|
|      Health and wellbeing including mental health | 1a) How can we prevent or reduce the high levels of stress, anxiety and depression in all of our learners in the Experiential, Exploratory and Investigative Phase 1b) How can we ensure the curriculum offered to all of our learners in each Phase provides them with an opportunities relevant to their needs on adolescence |
|     Quality of teaching and learning | 2a) Do our curriculum pathways address the learning needs of all of our learners in the Experiential, Exploratory and Investigative Phase? (including preferred learning styles and uneven ability profiles) 2b) Does the current curriculum address the social, emotional wellbeing, communication needs and life skills for all of the learners in the Experiential, Exploratory and Investigative Phase? 2c) Does the current curriculum provide the learners in each Phase with the necessary skills to function as an active member of society with as much independence as possible? |
|  Communication | 3) Do we consistently use a range of communication strategies to facilitate two way communication for all learners in the Experiential, Exploratory and Investigative Phase? |
|      Social, community and family life | 4a) How can we provide more opportunities to listen to Parents, carers and learners and exchange information and ideas? 4b) How can we provide all learners with the opportunity to practice and use their knowledge and skills across a range of situations in the local community? 4c) How can we measure the progress in the areas of social and emotional awareness, communication and autonomy? |

| | |
|---|--|
|  Staff  development  skills +  and confidence | <p>5a) How can we use qualitative and quantitative data to measure the impact of CPDL?</p> <p>5b) How can we raise staff (both teachers and teaching assistants) including personal care assistants and lunchtime support staff confidence levels, understanding and knowledge of how to meet the needs of all learners in each of the Phases?</p> <p>5c) How can we encourage all staff members to adopt a calm, empathic approach and give learners in each Phase time to process and respond to instructions?</p> <p>5d) How will we create time for staff to reflect on, discuss and evaluate their practice in relation to learners in each Phase and agree a consistent consensus to move forward?</p> |
|  Physical  environment | <p>6) How can we help learners in each Phase to understand and navigate the environment through the promotion of visual cues?</p> |
|  Leadership | <p>7a) How will we ensure we are true to our values?</p> <p>7b) How will we ensure teaching and learning meets need?</p> <p>7c) How will we ensure we model a good life/work balance?</p> |