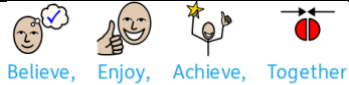





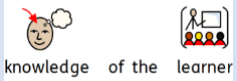


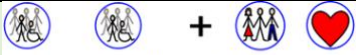


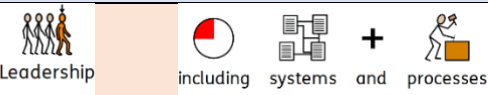
Springside Primary Special School Development Plan Summary 2025-2026 (in line with the financial year)



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-CYPP plan, SEND strategy)
- 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 continued (introduction of curiosity haven, climbing area, library, outside classroom) • Implement meditracker to monitor medical needs • Implement use of liquid listening • Review impact of specialist provision spaces for some learners • Capture learner voice of learners accessing the range of pathways through variety of means and thread through • Review impact of Family safeguarding model
 <p>Quality of teaching and learning</p>	<ul style="list-style-type: none"> • Review impact of changes to curriculum design for universal and specialist provision including integrated therapies • Create flexible offer for collaborative learning for all members of the community (use of technology, face to face) • Ensure all members of community understand what adaptive teaching looks like at Springside • Continue to review non negotiables including climate for learning, teaching approaches and learning behaviours-relevant training/updates/workshops and measure impact
 <p>knowledge of the learner</p>	<ul style="list-style-type: none"> • Implement behaviour smart • Launch Springside first signs • Review impact of changes to transition processes internally/externally (new roles and approaches)

 <p>Social, community and family life</p>	<ul style="list-style-type: none"> • Review impact of family safeguarding model-reinforce use of 5 C's when supporting families • Review impact of 'leader days', stay and play sessions using enabling environment areas • Implement face to face 'every one is a reader days' • Informal/formal opportunities for networking-promoting training/support/written communication • Measure impact of recreation 'times' for all learners (introduction to local parks)
 <p>Staff development skills and confidence</p>	<ul style="list-style-type: none"> • Training for evidence for learning • Training for behaviour smart/meditracker/ • Review distributed leadership, engaging in leadership theoryenquiry • Review impact of cpdl offer
 <p>Creating an environment conducive to effective learning</p>	<ul style="list-style-type: none"> • Review impact of creating spaces (enabling environments) through learner voice (sensory rooms, use of climbing frames, work stations, life skills area • Review approaches to learning in the classroom/interventions with an emphasis on child led learning-In the moment/using curiosity approach • Creation of inspiring interactive spaces with emphasis on motor control (see above) • Purchase relevant resources and liaise with GFM
 <p>Leadership including systems and processes</p>	<ul style="list-style-type: none"> • Review impact of creating specialist provision for learners • Engage in leadership coaching • Review distributed leadership structure, peer reviews across special schools in Rochdale • Measure impact of evidence based practice cross role parties (curriculum teams/working parties) • Create content to support community to learn alongside learners (videos/handouts etc)