Heathlands School
Development Plan 2025 – 2026

School Development Plan 2025/2026 – Contents

Introduction	Leadership and Management
Vision Statement and Ethos	SEN strategy and Accessibility Plan
Staffing Structure	Teaching, Learning and Assessment - Lower School
School Calendar	Teaching, Learning and Assessment - Upper School
	Personal Development, Behaviour and Welfare
	Heath House
	Premises Projects

Introduction 2025 – 2026

Heathlands continues to be in a strong position as an outstanding school community with high pupil numbers, excellent staff team and sound finances. Interest in the school remains as strong from new parents, stakeholders and members of the Deaf community. The school environment and behaviour of students promotes outstanding teaching and learning and as a result, all students thrive from their varied starting points.

Our focus and drive remains on developing the school provision and ensuring that all learners are *becoming the best they can be*. The curricular and pupil focused aspects of this plan are further developments on developing students' learning through enhanced pastoral provision, sharing good practice to enhance learning and developing student use of the tracking systems to enable independence through learning. Heathlands remains committed to development and embedding good practice to ensure pupils achieve their full potential as readers and writers.

Additional challenges for the school this year is ensuring numbers stay consistent within the transfer from lower to upper school, ensuring the intake remains positive and allows for at least two year 7 groups for September 2026. Within school the challenge is also managing the development of the post 16 residential provision and ensuring this will be ready for September 20026. Externally the challenge remains with the Hertfordshire SEND review and how the outcomes of this will affect Heathlands school and education for Deaf students. During the year the focus remains to ensure the school thrives and retains staff. Heathlands has maintained and developed a strong, committed team of teachers and support staff who are committed to the school's vision, ethos and delivery of good outcomes for pupils.

This year we have four members of staff on Teacher of the Deaf courses and six staff members who are Early Career Teachers. The Heathlands staff team are valued and, being conscious that our skilled staff are hard to replace, we continue to develop our staff as leaders and experts in the field of Deaf education. As a school, we are utilising this strength through our Continuing Professional Development programme by establishing peer observations across all teachers in both Upper and Lower school so that teachers have access to peers within their own field in specialist Deaf education.

School Ethos: Aspiration and Achievement for All

"Become the best you can be"

At Heathlands our pupils are at the heart of all we do. We aim to equip our young people for life; to be flexible, adaptable, resilient and to relish a challenge. Pupils will develop respect, tolerance and all the skills necessary to make ~~a~~ positive contributions in their communities. Heathlands aims to create a learning community where everyone is valued as individuals.

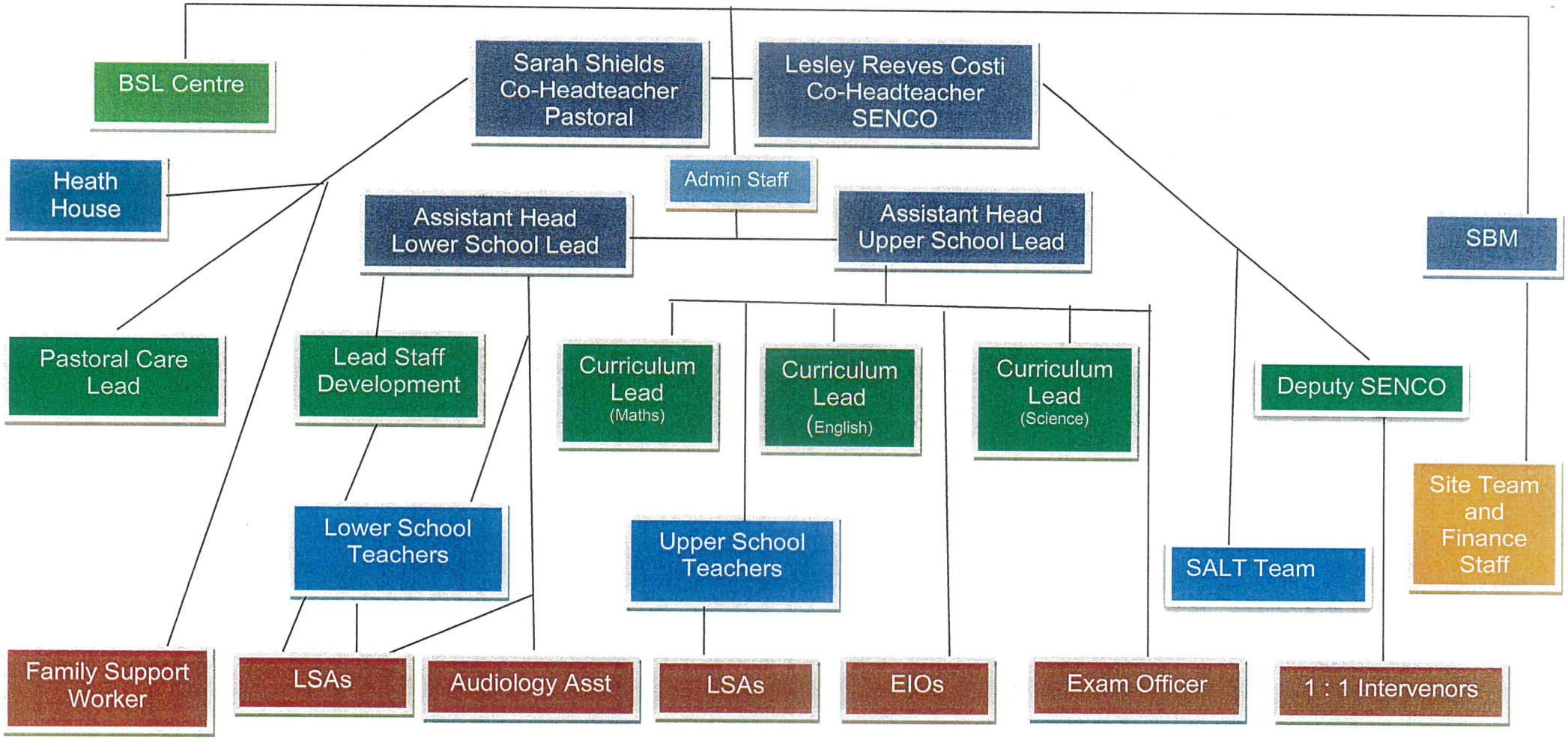
We want pupils:

- To have broad learning opportunities and appropriate accreditation.
- To develop learning habits which will ensure their future success: teamwork, the ability to be reflective, confident to take risks, accepting of feedback.
- To develop social skills, to support those who are vulnerable and to lead others.
- To be as independent as possible and be supported in their transition to adulthood.
- To learn how to manage change, innovation and the pressures of a modern world eg advancing technology.
- To feel good about themselves, secure in their own identity and to embrace difference in others.
- To know they are part of the Heathlands community.

Our school ethos is shown in three connected documents:

- **The Behaviour for Learning Framework** outlines the expectations of all in the Heathlands Community**: Respect, Responsibility, Attitude and Motivation.**
- **The WOW positive behaviour support procedures.**
- **The Heathlands Charter,** written by students as their agreed code of conduct.

Staffing Structure 2025-2026



Heathlands School Calendar
2025-2026

	Autumn Half Term 1 2025					
	Term Dates	Governors' meetings	School Events - Lower	School Events - Upper	Parent events	Key Tasks
September	**Inset Day 1.9.25**			Form Tutor Parents Evening 24.9.25	Form Tutor Parents Evening 24.9.25	Self-evaluation and final SDP
	Term Starts 2.9.25					PMs initiated
October	**Half Term Ends 17.10.25**	**FGB 8.10.25**	LS Parents Consultation Evening 15.10.25 at 3.45pm-6pm	Complete GCSE analysis (CLT) 10.10.25	LS Parents Consultation Evening 15.10.25 at 3.45pm-6pm	Exams - January entry deadline
	Two Week Half Term Trial Year 20.10.25 - 31.10.25		Harvest Festival 16.10.25 at 2pm-3.30pm	Year 11 & Year 13 1:1 Personal CAG Interviews (before 1/2 term)		School Census 2.10.25
						KS3 and KS4 book look

	Autumn Half Term 2 2025					
	Term Dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
November	**Half Term Starts 3.11.25**	**PWC 4.11.25**	Sign and Play – tbc	Wellbeing Check-In w/c 10.11.25	Sign and Play – tbc	Workforce Census 6.11.25
				6th Form Open Day 11.11.25	6th Form Open Day 11.11.25	
		RES 25.11.25		KS3 & KS5 Parent consultation evening 12.11.25 at 3.40pm-6pm	KS3 & KS5 Parent consultation evening 12.11.25 at 3.40pm-6pm	Student Tracker & Termly Monitoring
				KS4 & KS5 Mock Exams 17.11.25-28.11.25		Exams - June entry deadline
December		**FGB 2.12.25**	LS Christmas Play 11.12.25	Annual Reviews for Y10 Y11 – 11.12.25 & 12.12.25	Annual Reviews for Y10 Y11 – 11.12.25 & 12.12.25	
			LS Christmas Lunch 17.12.25	US Christmas Lunch 17.12.25		
	Term Ends 19.12.25			US Enrichment Trip 18.12.25		

	Spring Half Term 1 2026					
	Term Dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
January	**Teacher, SaLT, RSW Training Day 5.1.26**		Sign and Play – tbc	KS4 Parent Consultation 14.1.26 3.45pm - 6pm	Sign and Play – tbc	School Census 15.1.26
	Term Starts 6.1.26		EYFS Annual Reviews - 19.1.26 and 20.1.26		KS4 Parent Consultation 14.1.26 3.45pm - 6pm	Mid-year SDP progress review
			LS Parents consultation evening 28.1.26 at 3.45pm-6pm		EYFS Annual Reviews - 19.1.26 and 20.1.26	PM Lesson Observations
February	**Half Term Ends 13.2.26**	**RES 10.2.26**	Feel Good Week 2.2.25	Feel Good Week 2.2.25	LS Parents consultation evening 28.1.26 at 3.45pm-6pm	STEP On Refresher training for all staff.

	Spring Half Term 2 2026					
	Term dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
February	**Half Term Starts 23.2.26**		Sign and Play – tbc	KS3 Parent Consultation 25.2.26 at 3.45pm-6pm	Sign and Play – tbc	Mid-year PM reviews
				KS4 & KS5 Mock Exams 23.2.26 - 27.2.26	KS3 Parent Consultation via zoom 25.2.26 at 3.45pm-6pm	US Timetable Planning & GCSE Options Planning
March		**PWC 11.3.26**	LS Parent Twilight 4.3.26	Wellbeing Check-In w/c 2.3.26		Student Tracker
	Term Ends 27.3.26	**FGB 18.3.26**		Year 11 Parent Consultation 25.3.26 at 3.45pm-6pm	Year 11 Parent Consultation 25.3.26 at 3.45pm-6pm	

	Summer Half Term 1 2026					
	Term dates	Governors' meetings	School Events- Lower	School Events - Upper	Parent events	Key Tasks
April	**Term Starts 13.4.26**		Sign and Play – tbc	KS3 Exams w/c 20.4.26	Sign and Play – tbc	
May	**Bank Holiday 4.5.26**	**RES 5.5.26**	KS2 SATS 11.5.26 - 14.5.26	KS4 & KS5 Exams May - July 2026		School Census 21.5.26
		FGB 5.5.26				
	Half Term Ends 22.5.26			Year 11 Leavers Assembly 22.05.26		

	Summer Half Term 2 2026					
	Term dates	Governors' meetings	School Events- Lower	School Events – Upper	Parent events	Key Tasks
June	**Half Term Starts 1.6.26**	**PWC 10.6.26**	Sign and Play – tbc	Year 10 Mock Exams w/c 8.6.26	Sign and Play – tbc	5.6.26 Student Trackers & Termly Monitoring Completion.
			Year 4 Multiplication Test (in 2 week window) from 1.6.26	Wellbeing Check-In w/c 8.6.26		26.6.26 KS3 data analysis (CLTs)
			EYFS, KS1 and KS2 Annual Reviews 22.6.26 and 23.6.26	KS3 Annual Reviews 22.6.26 and 23.6.26	EYFS, KS1, KS2, KS3 Annual Reviews 22.6.26 and 23.6.26	
		FGB 30.6.26		Year 10 Work Experience w/c 29.6.26	Year 10 Work Experience w/c 29.6.26	
July	**Term Ends 22.7.26**		LS Sports Day 16.7.26	US Sports Day 8.7.26	US Sports Day 8.7.26	SDP Full Reviews
			PGL Trip 5.7.26-8.7.26	Secondary Transition day 9.7.26	PGL Trip 5.7.26-8.7.26	
				Year 10 Parent Consultation via SchoolCloud 15.7.26	Year 10 Parent Consultation via SchoolCloud 15.7.26	
				US Rewards Trip 21.7.26	LS Sports Day 16.7.26	PM Meetings
				End of Year Assembly 22.7.26		

Subject: Leadership and Management

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Assessment process for potential new pupils to effectively measure if Heathlands meets need.	Audit key developmental areas needed for assessment of prospective pupils. Compare with other settings. Review internal staff to be involved, the suitability and practicalities of assessment days. Consider using external Educational Psychologist and investigate feasibility. Create assessment proformas including areas to measure. Trial with a range of students, including write up time of staff involved before beginning to use with prospective students. Train key staff on how to use the new assessment format.	Sept 25 Oct 25 Oct 25 Autumn 25 Spring 26 Spring 26	A designed and piloted assessment in place and can be used for a range of pupils of different ages. Assessments are measurable and informative with clear outcomes. Staff involved in administering the assessment are trained and confident in its use. Assessments guide both the school as well as parents and LAs as to whether Heathlands can effectively meet needs. Heathlands consultation process is more efficient and effective with evidence to back up professional judgement.
Progress report February 2026			
Progress report June 2026			
Guiding Heathlands through the new SEND Strategy and Specialist Provision Review to ensure best outcomes.	For all stakeholders to co-operate with the SEND sufficiency consultation phase. Work closely with other agencies including the BDA, NDCS, NATSiP and others to reinforce the position of Deaf education. Liaise with Local Authority Officers & Councillors – build constructive relationships, seek clarity, influence policy.	Summer 25 Ongoing Ongoing	All stakeholders to engage with consultation and make views known. Attendance at SEND Summit. The school's position is clearly articulated and included in consultation outcomes. Strong engagement and representation of pupils, parents, and staff in the consultation process.

	Attend strategic planning meetings, provision review meetings and work closely with SAP Exec to influence decision making. Prepare the school strategically for any agreed changes in provision, funding, structure or status.	Ongoing Summer 26	LA proposals reflect a commitment to maintaining or enhancing specialist deaf provision. Transition plans (if any) include adequate support, timelines, and resourcing. Staff morale and parental confidence are maintained or improved throughout the process.
Progress report February 2026			
Progress report June 2026			
3. To increase sixth form applications and enrolment by improving the visibility, communication, and appeal of the school's post-16 provision to internal and external stakeholders.	Promote sixth form prospectus and update curriculum offer. Lauch sixth form open day with enhanced format. Strengthen digital marketing. Arrange taster session for Year 10 and 11 students. Strengthen external partnerships by developing feeder schools. Review and track progress.	Sept 25 Nov 25 Sept 25 Nov 25 Ongoing Ongoing	A measurable increase in sixth form applications, especially external. Improved parent and student awareness with deaf education and the deaf community. Enhanced presence of sixth form in school and community communications. Acceptance level means a viable sixth form starting Sept 2026 is created. Students requiring a residential; placements are accepted.
Progress report February 2026			
Progress report June 2026			

Other issues to cover

50th Celebration Year. Celebration week in Sept/Oct. Old Heathlandians reunion. Art event in summer term.

Subject: SEN

Priority area for Improvement	Action Plan	Timescale	Success Criteria
1. To expand the Executive functioning Skills and strategies across the school.	Identify key executive functioning skills relevant to the school environment Determine specific strategies to support these skills within the classroom Collaborate with teachers and staff to share and implement these strategies Develop resources and activities to practice and reinforce executive functioning skills Integrate the strategies into daily routines and lesson plans Monitor and assess the effectiveness of the strategies being used Provide ongoing support and adjustments based on student needs and progress Differentiate EF learning to students Individual students to have strategies added to SEN profile and package of support as needed.	Sept 25 Autumn 25 Autumn 25 Autumn 25 Spring 26 Spring 26 Summer 26 Ongoing Ongoing	All teaching and support staff have received professional development on executive functioning within the academic year. At least 80% of staff report confidence in using EF strategies in the classroom (based on surveys or feedback forms). EF strategies (e.g., visual schedules, checklists, time management tools, Read and Write toolbar) are observed during regular classroom walkthroughs, book looks, or observations. Students can identify and use at least 2–3 EF strategies independently (e.g., goal setting, organization, planning). An increase in student self-monitoring and reflection and a decrease in missed homework, late assignments, or task avoidance (tracked by teachers or pastoral staff). Teachers include EF skill development as part of reflection time. Learning objectives or target setting. A common language and visual tools for EF are displayed across classrooms and shared areas.
Progress report February 2026			
Progress report			

June 2026			
2. To ensure the school offers accessibility for Visually impaired students	Assess current accessibility features available in the school and identify areas where accessibility for visually impaired students can be improved Research best practices and available resources for supporting visually impaired students Consult with experts or organizations specializing in visual impairment assistance, as required. Train staff and faculty on inclusive practices and use of accessibility tools Work with the ordering team to ensure necessary modifications, such as signage, bright contrasting colours are thought about when purchasing new equipment. Ensure learning materials are accessible. Gather feedback from visually impaired students about the effectiveness of accommodations	Autumn 25 Autumn 25 Autumn/spring 26 Spring 26 Ongoing Ongoing Summer 26	Ensure the environment is modified to suit VI learners. Teaching materials are adapted to suit individual pupil needs. Staff and students are trained in assistive technologies (magnifiers, resource colours) Feedback sought from VI learners.
Progress report February 2026			
Progress report June 2026			
3. To support EYFS classroom staff members' self-awareness and use of interaction strategies to promote EYFS student's emotional regulation, communication and language skills.	EYFS staff to attend "reflect and regulate" meetings facilitated by the Speech and Language Therapy team (VERVE interaction). Each staff member to identify a child they would like to explore using interaction strategies with. At each meeting staff to bring videos to share, discuss and reflect on their interactions with their chosen child. Speech and Language Therapists to provide advice and rational on specific strategies to promote students' emotional regulation, communication and language skills. Where appropriate, students with additional needs in EYFS will be	Autumn 25 Ongoing	Feedback forms to be completed by EYFS staff before and after attending the meetings. Constructive feedback to be gained from staff on attending the meetings. EYFS staff to feedback improvements in student's emotional regulation, communication and language skills.

	offered “reflect and regulate” sessions with their parents alongside staff to promote consistency and generalisation of interaction strategies. EYFS student’s language and communication skills will be informally assessed before and after staff members attend the “reflect and regulate” meetings.	Ongoing	Improvement of student’s language skills to be reflected in before to after assessment scores.

Other issues to cover:
2025-2026 - Calming strategies to allow staff to support regulation of behaviour when students present as dysregulated. - Embedding use of Thinking Boxes across both departments for trial, feedback and impact analysis.

Work Subject: Teaching, Learning and Assessment - Lower School

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Induction of new staff. - Improvement of induction schedules - ECT/ TOD - Probationary procedures - LSA training	Induction: To roll out an induction checklist to support new staff during their first term of employment. To offer LSAs a folder with key policies to enable them to access the materials when accessing a computer is more challenging. Training for teachers to enable support for LSAs during their induction period and clearer understanding of probationary procedures. Regular check ins with new staff to ensure they are on track with their induction programme and offer support if required. LSA Training: Weekly training for LSAs following a range of topics, delivered by staff specialising in key areas. ECTs: Set ECTs up on the system and ensure they are all correctly registered. ECTs to attend face to face sessions rather than self-study as has been previously, to enable support from colleagues within the school and other local schools to support development of ECTs. ToDs- Set up a buddy system of ToDs who have studied at the same university to enable them to offer support from a course which they are familiar with.	By End of Summer Term 2025 By End of Spring Term 2025 By End of Spring Term 2025 By End of Spring Term 2025	New staff will feel supported and fully immersed in the school, confident with processes and procedures. New staff will be familiar with the school policies and where to find them if they are needed to refer back to. Teachers will have a clearer understanding of LSA probation procedures and what is required of them and when. LSAs will have weekly training to support knowledge and development from a range of subject specialist across the school. ECTs to have a smooth start to their induction and feel supported during their ECT training. ECT mentors to attend training in order to support ECTs. Face to face sessions instead of self-study online to give ECTs opportunities to meet and work with other ECTs from across St Albans. Teachers of the Deaf feel like they are supported and know who to go to for help if they need it with their course

STEM - Finalise Maths BSL vocabulary - Maths Channel set up - Assessment. **Humanities** - Resourcing - Review of RE scheme of work	To finalise and publish agreed Maths sign vocabulary: Use Maths vocabulary drafted from previous year. Liaise with Upper School staff to finalise. meet with staff team and SLT to agree and confirm. Finish green screen filming of agreed signs and edit. Upload to video and liaise with Lemongrass to add to school website. Research Maths assessment resources through DSPL (explore what is available in other settings and appropriateness for Deaf children) To review resources for humanities subjects to ensure they are fit for purpose and be appropriately used. Sort out the storage of resources. - Make sure staff are aware of the school has and what can be used. - Identify gaps in resource provision. - Sharing resources appropriately across school departments. To audit the RE curriculum in light of new Hertfordshire RE curriculum guidance - Coordinator to become familiar with guidance and any additional resources. - To analyse current scheme of work aligns with the new guidance and identify gaps. - Work with the staff team to amend the scheme of work to our pupils' needs.	By the end of Summer term 2025 Autumn Term 2025 Ongoing through academic year with changes implemented Sept 2025	Maths signs agreed and uploaded to website. To audit to current assessment systems for Maths and consider how they could be improved to be more objective. Resources are appropriate, easily accessible and well used. To begin the process to ensure RE scheme of work reflects the needs of our pupils and the current guidance.
Progress report February 2025	<u>Induction of new staff:</u> - New LSAs have received an induction folder within the first few days of starting and a checklist to support them through the induction process streamlined to their job role. - Key policies are available in a 'keep in staffroom' folder for volunteers, placement students and supply teachers as they do not have access to the staff drive or receive an induction folder. - New teachers supported with how to access the policies on the staff drive and are given a job role specific induction checklist. - Check-ins offered by CPD lead half way through induction to offer any specific support. - New staff are returning induction policies quiz at the end of their induction period. - Teachers have had training in order to support new staff through their induction and the probation procedures (for LSAs) <u>ECTs</u> - ECTs have weekly meetings (1st years) and fortnightly meetings (2nd years) with their mentors. - ECTs have moved to face to face training sessions (in replacement of remote sessions) where they can meet colleagues from local St Albans schools and share expertise.		

	- ECT Mentors are attending training through Alban TSH. TODs - Survey of where ToDs had studied to be able to direct current ToDs to someone who is familiar with their course for support. Investigation into ToD study routes options (current courses or the new apprenticeship courses) **STEM** Maths BSL vocabulary filmed Dec 2024 for KS1 and KS2 against green screen. This took longer than expected due to technical barriers; use of Apple Mac and awaiting support from ICT, e.g. removing background sound. Videos edited for KS1 Feb 2025. Awaiting sound and background noise to be removed. Liaison with Secondary Maths Lead – speed of videos to be slower to improve clarity of signing Maths Assessment materials for White Rose analysed Oct 2024 - deemed not appropriate as are not baselined and do not show progression. Therefore, we need to look at other platforms. Currently investigating online companies (cost and use of laptops rather than paper to assess) Twinkl has assessment baseline resources for KS2 which may be appropriate with questions and a tracker (pupils could be tested before and after teaching a specific area of maths to show progression) Next step – to trial with one class? A more bespoke approach for KS1 using images, rather than too much language/reading may be more appropriate for this age group. **Humanities** An audit of resources has been organised and some new resources for existing topics purchased e.g. Mayans. RE resources have been organised, with the staff team working together so they become familiar with what we have, obsolete resources have been disposed of. The history/ Geography cupboard has been sorted and better storage and organisation for existing resources means they can now be accessed and used more easily. Monitoring of the Humanities learning journey has begun with feedback to be discussed with the AHT and staff team during the Spring term. New curriculum lead has started to familiarise himself with the amended RE requirements and discussed / audited current with the AHT looking at how our RE both meets the needs of our pupils and how it can be improved ready for a Sept 25 roll out. **General.** Shortage of staff through several unavoidable long term sickness absences in addition to the difficulty of securing cover has meant that at times we have needed to be reactive as a department in meeting day to day needs, this has limited some of the proactive and strategic development work. For example, one LSA's DBS took more than a half term to come through, meaning we had to find cover for the class every day during this period. We started the year with 12 classes but staffing shortages mean we have had to combine one class, making it 11. While the provision for the individual pupils has continued to be good, staff shortages impact on existing staff needing to do more. Recruitment and retention of appropriate staff is therefore really important in the day to day running of the department and a number of different approaches have been tried.
Progress report June 2025	The new CPD lead role has improved the induction of staff into the school and a considerable work has been done to streamline the processes. These now need to be embedded and further enhanced across the coming year. **Induction of new staff:**

- All new LSAs have induction folders with policies and a folder is also available in the staffroom this means that LSAs are all following a standard format and all gaps can be identified and addressed.
- All new staff have induction checklist which are specific for their role in the school
- All new staff completed induction quiz- this was something that was not being done previously this allowed the CPD lead an oversight of staff's progression and understanding.
- Support to teachers who are supporting new LSAs with induction and probation paperwork within the required timeframe. There have however been a number of staff changes throughout the school year which means that LSAs do not always stay with the teacher they started with. This can sometimes impact on how streamlined the systems are and next year we will be looking at improving the probationary procedures.
- Check ins with new staff to see how they are getting on and if they need any support with anything has supported staff during their induction period.
- Feedback from staff regarding inductions and probation have been taken on board and will be addressed going forward.
- Staff feel they know who they can approach if they have a question during their induction programme

ECTs

- ECTs have weekly meetings (1st years) and fortnightly meetings (2nd years) with their mentors.
- 2 ECTs are at the end of their ECT programme
- 4 ECTs have completed the first year of their ECT programme
- Mentors have had access to ECT Best Practice Network and Alban TSH mentor training
- ECT programme is changing for new 1st years from next academic year to NiOT. We are expecting 2 ECTs to be starting their programme and one ECT moving from secondary to primary.
- Due to the role of the CPD lead, we now have a better understanding of the complexities of the ECT requirements which means we are better able to support staff through their ECT programme.

TODs

- ToDs from this academic year are due to graduate shortly from Manchester, Birmingham and Leeds courses.
- No new staff started their ToD training this academic year
- 4 members of staff are due to start their ToD next academic year. 3 will be studying at Manchester, with the hope to reduce isolation when studying and working simultaneously in order to be able to support each other.
- 1 member of staff was successful in gaining a bursary for studying their ToD course next year.
- 1 member of staff will be due to start their studies at Birmingham.
- Survey of where ToDs had studied to be able to direct current ToDs to someone who is familiar with their course for support in order to offer support for staff during their studies.
- Investigation into ToD study routes options (current courses or the new apprenticeship courses)- apprenticeship course seems to have been cut by the government (level 7) however in June 2025 this may have been reversed again- ongoing investigations into this route are being looked at.

STEM

	KS1 Maths Vocabulary BSL signs agreed with Secondary Maths lead and uploaded to school website where a Maths teaching page has been set up. KS2 Maths vocabulary has been filmed – videos awaiting to be edited, agreed and uploaded to website, this should be done and uploaded to the website by the end of term. Headstart Maths Assessments Test B for Addition, Subtraction, Measure and Geometry completed in the Spring Term and marked – trialled with Year 2 class. The main issues are the language heavy questions requiring BSL interpretation for the pupils. Test C materials have been disseminated and will be used to test pupils (wb. 16.06.25) Tests will be marks and assessed against Test B to show progress. Year 2 Class teachers to evaluate and feedback delivery of the Headstart assessment materials. Follow up discussion with STEM lead for effectiveness in showing progress. The possibility of trying to source an assessment that looks at children's number/ numeracy skills only, across the department, has been discussed and will be explored next year. **Humanities** Since February, two meetings have been held between the lower Humanities lead and the secondary school department, to rationalise the use of shared resources across the department and to look at the progression in STEM subjects across both departments. Concerns were raised that the RE cupboard was not being consistently maintained and organised (especially the books, and that the resource boxes were being unused across school). There is also a PSHE cupboard in the secondary school area full of primary school resources which are rarely used. Actions were put in place to ensure staff know what resources we have so that they can be being fully utilised, and are the returned them to the right place after use. Also discussed History/Geography resources (both lower and upper), and agreed which were needed and were not needed. Time has been made to re-organise, clear out unnecessary resources and order further needed resources as and where they are missing for subjects taught are taught. Joint discussion focused on the curriculum being taught during primary and secondary schools, whether staff were confident in curriculum use ~~we were using the curriculum properly~~ and if there was any overlap between departments. Agreed to continue with the current curriculum with no changes needed for now. The Humanities lead has been invited to be involved in a proposed cross school RE/ BSL project planned to start in late 2025 and we are now awaiting further information on this. Examined the current RE curriculum cycle and the SACRE document 2023-2028 continues to align with the current curriculum cycle we have. Therefore, any further amendments are not necessary for now. This can be reviewed again as needed at a later date. **General** Staff shortages due to unavoidable, and significant absences, and some staff leaving mid-year (in the case of LSAs for better paid jobs), has impacted on a range of classes this year and has meant that existing staff have needed to be flexible to accommodate the needs for covering classes either at short notice or when a staff member has needed to return to work on a reduced timetable. Cover has generally needed to be organised on a day by day basis, prioritising groups. While we would wish to give parents as much notice of changes as we can, this is not

	always possible and we greatly appreciate parents understanding and support. We have been fortunate to be able to secure an increased pool of cover QTOD's who have experience, but they are not always available when/ where needed. Thanks go to existing staff for their flexibility, dedication and commitment, so that the children continue to receive the high level of education we aspire to at Heathlands.		
Supporting Emotional Literacy across the Department	To support pupils in developing emotional resilience and self-regulation by empowering the staff team - Staff Training (curriculum Meetings for Teachers and LSA training on how to use ELSA resources and little Spot Books) - Consistent approach and method across the school day - (Use of playground posters displayed in the playground 'Small, Medium, Big problem)	Ongoing	Staff are increasingly confident in supporting children's emotional resilience Children are empowered to sort out small problems themselves
Progress report February 2025	**Supporting Emotional Literacy across the Department** Staff training for ELSA resources, where to find them, what is available and how to use these in class with LSA's as an intervention. However not having a specific ELSA means we no longer have that resource available for lower school pupils to access and we will need to consider how best to plug this gap going forward. Posters for playground ordered and displayed and in use to support emotional resilience discussion at playtimes and following LSA training delivered on use of small, medium, big problems Jan 2025 are now being used to support children address playtime issues. A lot of emotional and behaviour issues that staff deal with in school seem to be originating outside school due to social media/ smart phone use. In order to support and empower parents we are organising a visiting speaker to address the topic of Smartphone Free Childhoods to a twilight meeting in March. This will be opened to all KS1 and 2 parents.		
Progress report June 2025	**Emotional literacy** Staff have continued to use the small, medium and big problems with pupils and children have been seen referring to the posters on the playground fence themselves. LSA training has also focused on promoting positive behaviours with prosocial behaviours and how to encourage them being highlighted in staff training. We have, however, continued to need to deal with issues regarding some children's behaviour, which stem from inappropriate phone or internet use at home and spilling over into school. The speaker on Smartphone Free childhood was well received by parents and found to be eye opening for many. The presentation was videoed and sent to parents and as a result a number of parents signed up to the Parents Pact re SMART phone free childhood. Some individual LSAs have used the ELSA materials to good effect with some individual pupils, however the lack of whole school ELSA with an ongoing case load has been felt this last year. Positively, the counsellor being used by school is now able to take children from the age of 9 years old. While this is a positive step, there is a gap in the support we are able to give students who are struggling with their emotional literacy. Like all schools in the country we are seeing a percentage of children who are struggling with the behaviours required for learning. The proposal is that the next SDP focuses on behaviours for learning and continues to focus on emotional literacy support, particularly how playtimes can impact on children's readiness for learning.		

Other issues to cover:
Continued focus on Reading and tracking reading progress across the year. Continued support for teachers teaching literacy through a book based approach.

Subject: Teaching, Learning and Assessment – Upper School

Priority area for Improvement	Action Plan	Timescale	Success Criteria
1.To ensure students are active participants in their learning, with good knowledge of their progress and next steps.	Set up student friendly trackers in all subjects to go into exercise books. Set and maintain robust deadlines for tracker updates CLTs to analyse trackers (Autumn 1; Spring 1 and Summer 2) and set targets. All MTPs show where the skills and objectives in the tracker can be assessed. CLTs to complete regular Book Looks and Spot checks (targeted staff/ students) Ensure all WJEC units of work from year 10 are submitted for the January series. Set up a system of feedback and recording learning for Deaf+ students. Key Dates and Curriculum meetings schedule shared at the start of the year. Year 7 students complete an induction (to include core assessments in September. Student targets (taken from EHCPs) are set and reviewed every half term	Autumn 2025 Set Sept 2025 Ongoing 3 x through the year Ongoing Ongoing Autumn 2025 Spring 2025 Sept 2025 Sept 2025 Ongoing	Student friendly trackers in all exercise books. Most students can self-assess and identify next steps. MTPs allow students to make good progress against the tracker. Student books reflect the skills and objectives in the trackers Feedback in student books is up to date and appropriate and has been actioned in DIRT. Student books show consistent progress and effort across the curriculum Units for WJEC assessed in both January and June. Deaf+ students able to access feedback and respond in a meaningful way. Staff know assessment dates and deadlines. Year 7 students are set correctly and learn at the right pace. Staff have a clear idea of strengths and weaknesses of individual students. Students know what their EHCP targets are and how they can achieve them Form tutors are able to report accurately at Annual Review meetings.
Progress report February 2026			
Progress report June 2026			
2. To achieve Curriculum Action Plan Targets	CLTs to set up Department Action Plans (areas of strength and development for each subject) Regular CLT Team meetings to work on targets CLTs to monitor progress towards targets	July/ Sept 2025 Ongoing	All departments have an Action Plan. All staff within Upper School are aware of Curriculum Team targets and how these will be met. Targets regularly assessed and reviewed by CLT and AH

	AH to regularly monitor progress at CLT meetings <u>English, Media & French:</u> 1. Continue embedding a targeted approach to reading skill development (VIPERS) and strengthen alignment with whole-school reading strategy (reading time). 2. Develop French curriculum, including the introduction of French GCSE at KS4. <u>Humanities & Arts</u> 1. To develop the KS3 History curriculum that balances knowledge and skills-based progression. 2. To develop the BSL & Deaf Studies curriculum. <u>STEM</u> 1. To develop students' written language skills by enhancing their understanding of command verbs (as used in exam questions) and improving their ability to apply subject knowledge effectively 2. To improve students' understanding and recognition of subject specific signs by implementing targeted activities and measuring their effectiveness through pre- and post-assessments 3. To embed effective assessments in technology schemes of work. 4. To increase participation in PE lessons 5. To strengthen pupils' problem-solving skills in Maths		
Progress report February 2026			
Progress report June 2026			

Other issues to cover:

Subject: Personal Development, Behaviour and Welfare

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the leadership opportunities for students as part of their preparation for adulthood.	A: **Continue to develop the student leaders' ability in planning, leading and evaluating activities.**		
	To maintain effective teamwork. Students to have skills targets linked to the ASDAN certification.	Through the year	The Student Leadership Lead to maintain the smaller group to produce good dynamic teamwork within. Students Leaders are to be given a skills target to be achieved by the end of the year.
	To ensure all selected students are agreed by the Co-heads, and activities are approved by the Co-heads before starting.		The Programme Lead to lead the assembly to explain the new structure and in encouraging new applicants.
	To plan, monitor and evaluate all the activities planned.		A variety of activities will be implemented by the student leaders through feedback from the Programme Lead to enhance students' understanding, impact, responsibility, and unity in the school.
	To support on students' personal targets on the development of leadership skills in relation to leading activities.		Student leaders will develop the skills of planning, leading and evaluating activities as part of their leadership training and their personal targets will be reviewed by end of year. This is done in scheduded meetings throughout the year.
	To reflect on the new progress in termly meetings with SLT.	Dec 2025	
	B: Improve the new development of the leadership programme.		
	Review the new structure to ensure that group dynamics are fair, productive and working well. They all will focus on achieving the ASDAN Leadership certification evidence gathering.	Feb 2026	Through the leadership meetings, students will become independent, confident and demonstrate positive leadership behaviour.
	To place a greater focus on planning, leading and evaluating activities as part of developing leadership skills by having only one group this year to enhance quality of running them.	Half termly and through the year	Student leaders will receive feedback with the assistance of the Programme Lead and support to develop their leadership skills and achieve their personal targets. Students will be encouraged to collect a portfolio of evidence for the award of the ASDAN leadership qualification.

	To ensure student leaders have a greater presence in school by being responsible for specific tasks following their leadership meetings.	Throughout the year	They will be monitored by the Programme Lead in completing activities.
	C: Increase school connection and whole school culture through developing house groups and Lower School. Students to engage and involve each year group for each activity throughout the year. Student leaders to plan and lead at least two inter-house competition activities. Students to become role models for Lower School students by leading Hertfordshire Eco Sustainability activities overseen by the Student Leadership Programme Lead and the Year 5&6 teacher.	Ongoing	Students will have the opportunity to participate in inter-house competitions to increase their esteem, confidence, and teamwork. Students to lead activities/ teaching opportunities for Lower School classes. Students to have opportunity to do activities in the Eco Sustainability project in collaboration with Lower School's Year 5 & 6 classes.
	D: Run smiLE therapy (strategies and measurable interactions in Live English) KS4 groups as part of 'preparation for adulthood' for specific students. Speech and Language Therapy team to deliver smiLE therapy modules with specific year 10 and year 11 pupils. Offer of year 10 students the module "work experience - meeting your supervisor meeting" and offer for year 11 students the module "Year 11 remote job interview module". Speech and Language Therapists and classroom/ residential staff to work collaboratively to support student's transition to KS5.		Year 10 and 11 pupils attending smiLE therapy modules to demonstrate improved communication and independence skills from their baseline assessment to after therapy assessment videos and scores. Parents/ carers and form tutors to be offered workshops to review students' baseline and after therapy videos. Opportunity to discuss generalisation of taught communication skills into school life. Feedback to be gathered from pupils attending these modules. Positive feedback from KS4 students on their readiness for KS5.
Progress Report **February 2026**			
Progress Report			

June 2026	

Priority area for Improvement	Action Plan	Timescale	Success Criteria
1. To embed consistent positive behaviour management across the school aligning with our therapeutic philosophy.	Three-part positive behaviour management course for Lower School team, US Early Career Teachers and selected Heath House staff to be delivered as early as possible this academic year. ECT teachers to use self-assessment Red Amber Green tool to continue to develop their skill set in behaviour management throughout the year. Therapeutic thinking training to be prioritised for January INSET, despite constraints on INSET time. Positive behaviour management training to be included in LSA meetings. Knowledge check quizzes on IBPS in briefings and curriculum meetings.		Staff to demonstrate use of positive behaviour management strategies in their lesson observations. Support staff to demonstrate proactive approach to managing behaviour around school and on break duties. Staff to demonstrate awareness of IBP differentiations in their interactions with key pupils. Therapeutic behaviour management philosophy to be evident in all areas of the school e.g. greater emphasis on positive seen in number of house points vs behaviour points, assembly shout outs from a wide range of staff etc.
Progress report February 2026			
Progress report June 2026			
2. To embed new behaviour curriculum across the school.	Behaviour curriculum included in Behaviour Policy update. New enhanced induction programme for Year 7 to support their development and adoption of transition to secondary expectations. New US end of lunch line up routine introduced.		Updated policy and new behaviour curriculum approved by governors and uploaded to website. Positive Year 7 behaviour and attendance data.

	New parent guide to behaviour management developed. Staff coached in how to set up routines that teach our expectations in the Behaviour Curriculum. Reflection time themes, assemblies, curriculum meetings, LSA meetings etc. to all refer to aspects of the behaviour curriculum.		Less behaviour incidents logged during end of lunch transition. Department specific routines followed consistently e.g. US line up meet and greet, LS movement around school
Progress report February 2026			
Progress report June 2026			

Other issues to cover

Subject: Heath House

Priority area for Improvement	Action Plan	Timescale	Success Criteria
1.To develop students independence targets by enhanced working with SaLT.	For all RSWs to work in conjunction with SaLT staff to set appropriate independence and social targets for all students. To create target groups and identify an appropriate RSW for each target group. To baseline assess students To work collaboratively with SaLT to develop resources and a scheme of work aimed at developing students' independence and social skills. To develop staff knowledge of creating resources. To create opportunities for students to develop independence and social targets. To assess students progress and update the CSD tracker. To communicate with parents about targets and update parents regularly on progress.	Sept 25 Sept 25 Sept 25 Sept 25 Throughout the year Dec 25 Oct 25, Dec 25, Feb 26, April 26 and July 26.	Enhanced working will further develop students' skills and give RSWs the knowledge to fulfil these criteria. All students will have equal and regular opportunities to develop independence and social skills. Assessment is thorough and shows the need and progress made. Tracking is completed regularly. Resources made and shared amongst the team to develop staff knowledge and improve residents outcomes. Staff become more confident with developing student's independence through the support of the SaLT. Students have regular opportunities to develop needed skills and build on these. Parents are kept well informed about targets and progress and can continue to develop them in the home setting as well.
Progress report February 2026			
Progress report June 2026			
2. To develop students' contributions within Heath House	To continue developing the new individual care plans to include student voice. To empower students to participate in decision making at age-appropriate levels.	Sept 25 Nov 25	High level of information is collected from families and students about wishes. Students feel listened to and ideas accommodated where possible.

	To promote student leadership in Heath House by introducing House leadership roles. To schedule regular student meetings but rebrand to student / House forum to discuss and review key issues, food, activities and facilities. Could have one student rep from each year group. Implement a student voice /suggestion digital platform to share feedback and ideas. Regularly update the You said, We did feedback. Introduce some service-learning projects within the activities timetable. Celebrate student initiatives and achievements through the learning logs. Use more frequent student voice surveys. Implement a Heath House Vlog / podcast.	Nov 25 Nov 25 Dec 25 On going On going On going Dec 25, Feb 26, April 26, May 26.	Students feel empowered in their residential experience. A culture of collaboration, mutual respect and shared responsibility is formed. Students can give ideas and feedback confidentiality. Students understand their feedback is listened to and is acted on where possible. Dialogue between students and staff is enhanced. Students feel the value of giving to others. Shared achievement with parents and families reinforces positive contributions. More students feel secure in expressing views. Students have a shared responsibility to support each other and develop skills.
Progress report February 2026			
Progress report June 2026			

Other issues to cover: On going staff training including NVQ qualifications Development of residential Post 16 provision.

Premises Plan **School Business Manager: Carol Bush**

Projects	Aim/Desired result	Date	Cost	Update/Outcomes
Gatehouse – plan for additional staff and 6th form boarders' accommodation	This will provide boarding for residential 6th form students and more staff accommodation to attract teachers. Plans have been agreed and awaiting HCC planning approval. Aim to have a completed build by autumn 2026.	January to Oct 26.	£600k	
First Aid room	Provision of a suitable and dedicated first aid room (currently a cupboard).	Oct 25	£6-8k	
KS1 shared area	Refurbishment including new ceiling, flooring and lighting to bring it up to date with the rest of the school.	Summer 26		
Sports Hall	A much needed linked sports hall to suit the age of our pupils. Plans to be drawn up and agreed to enable accurate fundraising and planning.	Plans Oct 25 Build likely 2030	£1.8M	
Ariston building development plans - ongoing	Liaise with all relevant parties to ensure Heathlands is considered in HCC plans as a priority. Parking and safety will be a major factor for staff, parents and pupil drop off. If no parking allocated – request portion of the field to be allocated as an overflow car park.			

Other issues to cover: