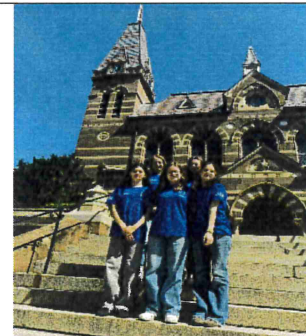




Heathlands School Development Plan 2026 – 2027



School Development Plan 2026/2027 – Contents

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Introduction 2026 – 2027

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 exceptional 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 the sharing of good practice enabling reflective teachers and learners, with a focus on:

- Behaviour for learning
- Adaptive teaching
- Literacy development for all.

Heathlands continues to develop 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 strong 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 2027. Within school the challenge is also managing the development of the post 16 residential provision and ensuring this will be ready for September 2026. 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 exceptional outcomes for pupils.

This year we have seven members of staff on Teacher of the Deaf courses and three 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.

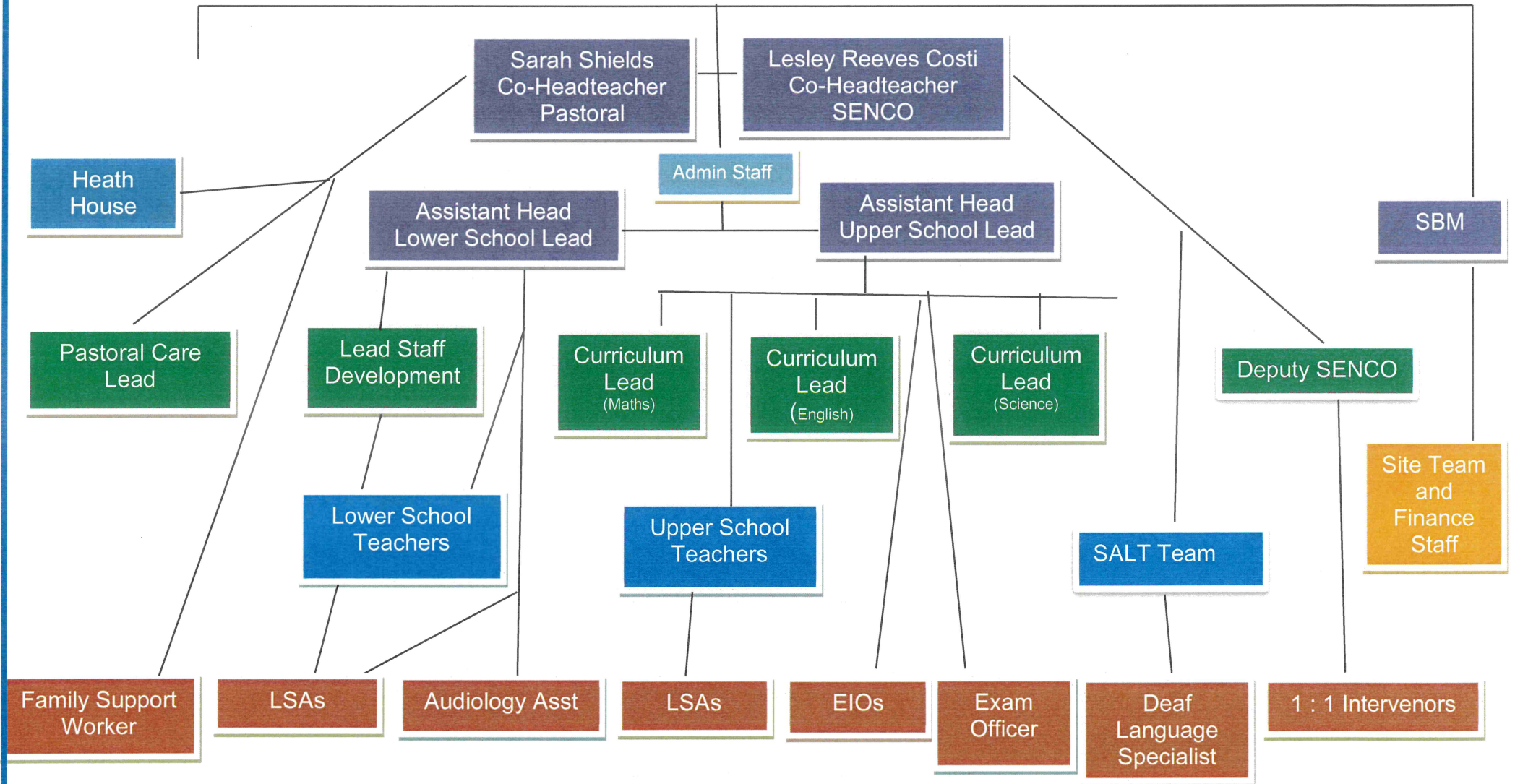
We want pupils:

- 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 2026-2027



Heathlands School Calendar 2026-2027

Autumn Half Term (1) 2026				
Term Dates	Governors' meetings	School Events - Lower	Parent events	Key Tasks
September	Insert Day 19.26	Sign and Play – see website for dates	Form Tutor Parents Evening 16.9.26	Self-evaluation and final SDP
	Term Starts 29.26		Sixth Form Open Day 6.10.26	PMs initiated
October	Half Term Ends 16.10.26	Harvest Festival 14.10.26 at 2pm-3.30pm	Complete GCSE analysis (CLT) 9.10.26	Exams - January entry deadline
		US Parents Consultation Evening 14.10.26 at 3.45pm-6pm	Teen Brain Workshop 14.10.26 at 1.30pm-3.30pm	School Census 1.10.26
		Teen Brain Workshop 15.10.26 at 1.30pm-3.30pm	Year 11 & Year 13 1:1 Personal CAG Interviews (before 1/2 term)	KS3 and KS4 book look
	Two Week Half Term		US Teen Brain Workshop 15.10.26 at 1.30pm-3.30pm	
Autumn Half Term (2) 2026				
Term Dates	Governors' meetings	School Events - Lower	Parent events	Key Tasks
November	Half Term Starts 2.11.26	Sign and Play – see website for dates	Wellbeing Check-in w/c 9.11.26	Workforce Census 6.11.26
			KS3 Parent consultation evening 11.11.26 at 3.40pm-6pm	
			KS4 & KS5 Mock Exams 2.11.26-13.11.26	Student Tracker & Termly Monitoring
	RES 24.11.26		US Careers Fair 20.11.26	Exams - June entry deadline
December	Term Ends 18.12.26	FGB 1.12.26	US Christmas Play 11.12.26	
		US Christmas Lunch 16.12.26	US Christmas Lunch 16.12.26	
			US Enrichment Trip 17.12.26	
Spring Half Term (1) 2027				
Term Dates	Governors' meetings	School Events - Lower	Parent events	Key Tasks
January	Term Starts 4.1.27	Sign and Play – see website for dates	KS4 Parent Consultation 13.1.27 at 3.45pm - 6pm	School Census 14.1.27
			KS4 Parent Consultation 13.1.27 at 3.45pm - 6pm	Mid-year SDP progress review
		EYFS Annual Reviews 16.1.27		
		US Parents consultation evening 27.1.27 at 3.45pm-6pm	EYFS Annual Reviews 18.1.27	PM Lesson Observations
February	Half Term Ends 12.2.27	RES 9.2.27	Feel Good Week 1.2.27	STEP On Refresher training for all staff.
Spring Half Term (2) 2027				
Term dates	Governors' meetings	School Events - Lower	Parent events	Key Tasks
February	Half Term Starts 22.2.27	Sign and Play – see website for dates	KS3 Parent Consultation 24.2.27 at 3.45pm-6pm	Mid-year PM reviews
			KS4 & KS5 Mock Exams 1.3.27-5.3.27	US Timetable Planning & GCSE Options Planning
March			Wellbeing Check-in w/c 1.3.27	Student Tracker
	PWC 10.3.27	US Parent Twilight 3.3.27	US Parent Twilight 3.3.27	
	FGB 17.3.27		Year 11 Parent Consultation 17.3.27 at 3.45pm-6pm	
Summer Half Term (1) 2027				
Term dates	Governors' meetings	School Events - Lower	Parent events	Key Tasks
April	Term Starts 12.4.27	Sign and Play – see website for dates	KS3 Exams w/c 19.4.27	
May	Bank Holiday 3.5.27	RES 4.5.27	KS2 SATS 10.5.27-19.5.27	School Census 20.5.27
		FGB 4.5.27	KS4 & KS5 Exams May - June 2027	
	Half Term Ends 28.5.27		Year 11 Leavers Assembly 28.5.27	
Summer Half Term (2) 2027				
Term dates	Governors' meetings	School Events - Lower	Parent events	Key Tasks
June	Half Term Starts 7.6.27	Sign and Play – see website for dates	Year 10 Mock Exams w/c 7.6.27	4.6.27 Student Trackers & Termly Monitoring Completion.
		Year 4 Multiplication Test (in 2 week window) from 7.6.27	Wellbeing Check-in w/c 7.6.27	25.6.26 KS3 data analysis (CLT's)
		EYFS, KS1 and KS2 Annual Reviews 21.6.27 and 22.6.27	KS3 Annual Reviews 21.6.27 and 22.6.27	EYFS, KS1, KS2, KS3 Annual Reviews 21.6.27 and 22.6.27
		FGB 30.6.27	Year 10 Mock Experience w/c 28.6.27	Year 10 Mock Experience w/c 28.6.27
July	Term Ends 22.7.27	PGL Trip 5.7.27-8.7.27	Secondary Transition day 1.7.27	SDP Full Reviews
		US Sports Day 16.7.27	Year 10 Parent Consultation 7.7.27 at 3.45pm - 6pm	
			US Sports Day 14.7.27	
			US Rewards Trip 21.7.27	US Sports Day 16.7.27
			End of Year Assembly 22.7.27	PM Meetings

Subject: Leadership and Management

Lesley Reeves Costi and Sarah Aitken

Strategic Aim

To ensure leadership at all levels drives continuous improvement, sustains outstanding practice, and provides clear evidence of impact in preparation for inspection and future growth.

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Develop leadership capacity across all teams so that leaders at every level can demonstrate measurable impact on pupil outcomes, staff development and school improvement.	Clarify leadership roles, responsibilities and lines of accountability.	October 26	Heathlands continues to demonstrate the ambition described in its vision, <i>"Become the Best You Can Be."</i>
	Strengthen leadership capacity at all levels through targeted professional development, leadership training and succession-focused learning opportunities.	Ongoing	Leadership at all levels demonstrates measurable impact. Staff can clearly articulate their roles, responsibilities and accountabilities.
	Implement a termly leadership review process to evaluate progress against School Development Plan priorities, identify barriers and drive continuous improvement.	Termly	Quality assurance is systematic and drives improvement.
	Develop a robust succession planning framework across education, residential provision, site management, finance and support services to ensure organisational resilience and sustainability.	January 27	All leaders can articulate their impact using evidence.
	Continue and develop a culture of coaching and mentoring to support professional growth, leadership development and talent retention.	Ongoing	Leadership monitoring demonstrates improved consistency across departments. Succession plans are in place for key roles.
	Continue and develop collaborative culture of professional enquiry and shared practice, enabling staff to learn from effective approaches across the school.	Ongoing	Best practice is routinely shared through meetings, professional development and peer observation. Staff engage in collaborative problem-solving and professional dialogue.
	Consistent cycle of monitoring, evaluation and review that demonstrates the quality of education and provision across the school.	Termly	Effective practice is consistently adopted across the school.

	Complete learning walks, work scrutiny and communication environment audits. Triangulate pupil voice, parent voice and staff voice. Develop impact reports for governors. Use SEF updates as the basis for ongoing evaluation.	Summer 27 Ongoing Ongoing Ongoing	Staff voice reflects a culture of openness, trust and continuous improvement. Governors receive high-quality information that enables effective challenge and support. The school demonstrates a strong culture of continuous improvement, collaboration and organisational resilience.
Progress report February 2027			
Progress report June 2027			
Ensure leaders can clearly evidence impact against the Education Inspection Framework and National Minimum Standards.	Complete annual SEF update each term to provide a clear reflection of the school. Include LT reviews, SLT reviews, Governor visits and school improvement visits. Ensure all leaders continue to maintain up to date evidence base that demonstrates the impact of actions against pupil outcomes, the quality of the provision and school improvement priorities. Conduct annual and termly inspection-readiness reviews, including leadership interviews, communication environment audits, learning walks, work scrutiny, safeguarding audits and pupil, parent and staff voice activities. Use findings to validate self-evaluation, strengthen leaders' evidence portfolios and identify priorities for continuous improvement. Continue to monitoring and evaluate attendance, behaviour and safeguarding to demonstrate impact, identify trends and implement timely interventions.	Termly Ongoing SDP review Feb 27 Termly Termly	Leaders are confident in articulating strengths, areas for development and the impact of their actions. Inspection readiness maintained and updated. Self-evaluation is externally validated through mock inspection activity. Evidence gaps are identified and addressed promptly. Governors have a clear understanding of inspection strengths and priorities. Leaders can demonstrate impact through triangulated evidence. External reviews validate school self-evaluation.

Progress report February 2027			
Progress report June 2027			
Further strengthen Heathlands' reputation locally and nationally through innovation, partnership and exceptional outcomes.	Establish and strengthen strategic partnerships with schools, local authorities, universities, Deaf organisations and community groups to enhance provision, share expertise and improve outcomes for children and young people. Actively contribute to local, regional and national professional networks by sharing effective practice, hosting visits, delivering training and supporting workforce development within Deaf education. Embed and disseminate research-informed approaches to Deaf education, language development and inclusion, ensuring practice remains innovative, evidence-based and responsive to emerging needs. Further develop academic, vocational and independent living pathways to strengthen preparation for adulthood and maximise positive post-16 and post-school outcomes. Showcase pupil outcomes and achievements. Celebrate and promote pupil achievements, successes and wider personal development outcomes to demonstrate the impact of specialist Deaf education and raise aspirations across the school community. Develop and promote robust destination tracking and impact data to demonstrate the long-term success of Heathlands pupils in education, employment and independent adulthood.	Ongoing Ongoing Ongoing Ongoing Ongoing Ongoing	Heathlands is recognised locally, regionally and nationally as a leading centre of excellence for Deaf education. Strategic partnerships contribute directly to improved opportunities and outcomes for children and young people. Staff actively influence developments within Deaf education, SEND and inclusion through professional networks, research and collaborative projects. Research-informed practice drives innovation and continuous improvement across the school. Pupils are exceptionally well prepared for adulthood and achieve sustained positive destinations. Pupil achievements and outcomes demonstrate the impact of Heathlands' specialist provision. Destination and alumni data provide compelling evidence of the long-term success of Heathlands pupils. External feedback, visits and professional engagement validate the school's reputation for excellence. School improvement officer reports.

<i>Progress report February 2027</i>	
<i>Progress report June 2027</i>	

Other issues to cover

Subject: SEN

Lesley Reeves Costi and Sarah Brinsden

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To support the sharing of good practice and reflective teaching approach by promoting adaptive teaching within the whole school.	Establish a structured programme of curriculum and professional development meetings throughout the academic year to enable staff to share, observe and evaluate effective adaptive teaching strategies. Sessions will include training, practical exemplification and collaborative reflection to build momentum, confidence and consistency across the school.	Sept 26	All curriculum meeting time is pre-planned and delivered across the academic year.
		26-27	Staff evaluations show increased confidence in implementing adaptive teaching strategies.
	Prepare and develop a training package and create exemplification of good practice within the Heathlands context.	Autumn 26	Adaptive teaching strategies are routinely discussed during curriculum meetings, lesson studies and professional dialogue.
	Embed adaptive teaching approach within teacher and classroom staff's performance management processes to support reflective practice, professional growth and the continual refinement of teaching strategies.	Ongoing	Learning walks and observations demonstrate increased consistency in adaptive teaching approaches across departments.
	Create, develop and maintain a centrally accessible bank of adaptive teaching resources, tools and exemplars to support staff in meeting the diverse learning, language and communication needs of pupils across the school.	26-27	Staff can articulate the school's agreed adaptive teaching strategies and expectations. Lesson observations demonstrate that agreed adaptive teaching approaches are visible in the majority of classrooms. Teachers consistently use adaptive teaching strategies to remove barriers to learning and maximise pupil participation. Observation feedback identifies sustained improvement in adaptive teaching practice. Staff demonstrate increased confidence in selecting and adapting strategies to meet individual learner needs.

Progress report February 2027			
Progress report June 2027			
To develop and refine the assess plan to review (APDR) process to better triangulate stakeholders and capture voice.	Conduct audit of current ADPR systems and documentation to identify strengths, gaps and areas for development.	Autumn 1	Current APDR process mapped and evaluated.
	Develop a standardised APDR framework, including agreed templates, timelines, recording systems and guidance to ensure consistency across all phases and departments.	Autumn term	Revised APDR model agreed by SENCo team. APDR documentation standardised across the school.
	Develop and implement a range of pupil voice and parent/carers voice tools to ensure meaningful participation within the APDR process. Consider how this best works for Heathlands parents.	Autumn 2	Staff report clarity regarding expectations and procedures.
	Review the effectiveness of APDR cycles in improving provision, engagement, participation and pupil outcomes.	Summer term	Communication and recording methods are adapted to individual needs.
	Use monitoring findings and stakeholder feedback to refine the APDR process and establish sustainable whole-school practice.	Summer term	Case studies demonstrate impact of APDR-informed provision. Staff can evidence adjustments made following reviews. Revised APDR framework fully embedded. Consistency evident across departments and phases.
Progress report February 2027			
Progress report June 2027			
3. To support the sharing of good practice and reflective thinking by	School Speech and Language Therapy (SaLT) team to deliver training to LSAs in their chosen area of focus: lip patterns, vocabulary development, or Reflect and Regulate/video interaction.	Autumn term	Relevant staff attend identified training and follow-up/refresher sessions.

promoting language, communication and interaction skills within the whole school.	Word Aware trainers to deliver a full-day Word Aware training session to identified teachers.	Autumn/spring term	Staff implement strategies from training within their everyday interactions with pupils and planned classroom activities.
	School SaLT team to deliver Word Aware refresher/review sessions for relevant staff.	Autumn/spring	At follow-up training sessions, staff provide evidence/examples of implementation, share practice with colleagues and reflect on the impact on pupils.
	School SaLT team to deliver lip-pattern training to relevant LSAs, teachers and EIOs.	2026/27	Staff identify what is working well, challenges and appropriate next steps or adaptations.
	School SaLT team to deliver Reflect and Regulate/video interaction training to relevant LSAs and other identified staff.	2026/27	Staff share effective strategies and good practice with colleagues, supporting greater consistency in language, communication and interaction approaches across the school.
	SaLT and teachers to meet to review Total Communication and audiological access in practice, identify what is working well and agree strategies or adaptations to trial in the classroom.	Throughout the year	SaLT and teachers review and adapt Total Communication approaches in response to individual pupils' communication and audiological needs. Staff can demonstrate positive impact on pupils' language, communication, interaction, engagement and/or access to learning.
Progress report February 2027			
Progress report June 2027			

Other issues to cover:

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Accessibility Plan: Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of Heathlands to maximise and increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. At Heathlands all pupils are profoundly deaf with a requirement to sign. Heathlands already offers a specialist environment offering expertise in this area.

The Heathlands plan aims to:

- ☐ Continue to enhance the extent to which pupils, including those with disabilities in addition to deafness can participate in the school curriculum.
- ☐ Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- ☐ Continue to expand the availability of accessible information, to ensure is readily available to all pupils and parents with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

Heathlands also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised regularly in consultation with:
 - The parents/carers of pupils
 - The co headteachers and other relevant members of staff
 - Governors
 - External stakeholders

This plan is reviewed annually and will take into account the changing needs of the school, its pupils, and staff.

Accessibility Plan 2026-2027

	Issue	What	Who	When	Outcome criteria	Review
Short term	Wheelchair accessibility – We have a new student who is the first to require wheelchair access.	Creating a wheelchair accessible school site by improving pathways, classroom access, fire evacuation. Developing PE and break time equipment as required/requested.	Site Team SENCo team	July 2027	Pupils in wheelchairs can navigate the school safely, independently, and with full participation in learning and social activities.	
Medium term	Access to Work	Access to Work has been an issue for many deaf staff with incorrect packages given and inaccessibility to gain further support or amendments.	LRC leading for individual deaf staff.	September 2026 ongoing	All staff have the correct Access to Work package that meet their needs in a timely manner. Staff manage their packages via the AtW portal.	
Long term	Heathlands does not have an indoor sports hall provision. It is difficult to teach PE and indoor sports effectively across all age groups.	Funds to build a sports hall are needed. Ideally we would have a sports hall ready by 2031.	Govs SLT Working party	2026-2031	Fundraising target is achieved and sports hall is built.	Pre planning was granted in summer 2026. Working party set up in July 2026.

Whole school: Teaching, Learning and Assessment

Sara Head, Nicola Jacskon and CLTs

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To enable sharing of good practice to ensure: - reflective teaching. - effective planning taking into account student targets and development with a focus on: - Differentiation ('adaptive teaching') - Classroom routines • Literacy development for all.	Whole School meetings planned to cover all the Year 1 action Points (Leadership Team) and who will deliver. Separate US/ LS Team meetings as follow up to review training points and share examples.	Sept 2026 Sept 2026	Action Points shared with staff at the start of the year so they are aware of what will be covered and when. Teachers become more reflective in their practice. Learning outcomes are strong for all.
	Good practice sharing in Curriculum meetings (within and across Key stage groups/ subject areas.	Ongoing	Good practice is evident and embedded throughout the school.
	Introduce Votes for Schools for all US groups in reading times.	Sept 2026	US students have an enhanced general knowledge and awareness of current affairs.
	Ensure Reading across lower school is optimised and parental support for reading encouraged (twilight sessions on reading/ video materials sent home/ reading 'initiatives' to encourage motivation.)	Ongoing	All students make at least good progress in reading Parents of lower school pupils aware of how to support with reading at home and increased engagement shown.
	Implement changes to reading in US for KS4 students for better engagement (link to Votes for Schools topic of the week)	Sept 2026	Improvement in reading progress for KS4 pupils compared to previous years. (KS4 students making excellent progress in reading).
	Training for lower teachers in the new Primary Literacy Framework Foundational skills and how these are appropriately adapted at Heathlands for deaf pupils (identifying and building on current good practice) Strengthening teachers' ability to plan literacy teaching based around a book, sharing good practice among the team.	Autumn term 2026 Ongoing	Teachers are able to recognise and share their own good practice confidently, and take on board good practice from others in their own teaching.

Behaviour for learning and emotional regulation	- incorporating key foundational skills and existing resources/ toolkit. - Develop supportive Key stage working groups - Support for planning/ reflecting on progress with a 'no blame' culture (?) Adapt MTPs in US to include Behaviour for Learning, Assessment points, homework and reflection opportunities. Review whole school homework policy to match the needs of all students. (to reflect the growing impact of AI on the types of tasks that can be set) OPAL at lower school break times introduced - Training for LSAs as 'Play Team' - Biweekly assemblies - Enhanced play provision - Leading to fewer playtime incidents and pupils returning to classrooms 'ready to learn' and well regulated.	Sept 2026 Spring 2027 Ongoing from Sept 2026	Staff show greater awareness of students' learning profiles, resulting in more effective learning. Students show greater independence in both learning tasks and emotional regulation. All students show clear evidence of effective learning. Homework is set regularly according to the timetable and builds on learning. Assessment points built into the planning cycle and students get regular feedback (2 stars and a wish) US MTPs show adaptations clearly and CLTs can more easily monitor progress. Students using AI effectively in homework tasks to support learning. OPAL principles implemented across school. LSAs showing increased confidence to lead and managed playtimes. Impact: children demonstrate better ability to self-regulate. LS children 'ready to learn' on return to classrooms.
Progress report February 2027			

Progress report June 2027			
To ensure tracking is consistent and all stakeholders are aware of student targets and progression	Re-established termly lower school TAPPS meetings for teachers re their class within their key stage to reflect with 'critical friends' on individual pupil progress (Groups KS1, LKS2, UKS2). ECT / new teachers to reflect with AHT on an individual basis.	Termly	Teachers regularly reflect on progress for all pupils.
	Targets displayed in lower classrooms for all pupils.	Sept 2026	Pupils, parents and all staff aware of targets and they are regularly addressed and monitored, being adapted and updated regularly as children progress. US students feel they have ownership of their targets and can show how they are making progress.
	Targets stuck into Student Planners (US) and reviewed with form tutors every half term.	Sept 2026	
	Further strengthen reading tracking to support teachers identify and reflect on progress.	Ongoing	
	Return to face-to-face lower school parents evenings for Autumn term and reviews.	Autumn 2026 July 2027	
	Parents to be knowledgeable about set targets and how they can support their child achieve these.	Ongoing	
	Staff to regularly discuss targets with students.	Every half term	
	Investigate new White Rose Assessment for maths within LS to consider how it can contribute to pupil target setting and attainment tracking.	Autumn 2026	
Progress report February 2027			
Progress report June 2027			

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Subject: Personal Development, Behaviour and Welfare

Naomi Jarret and Michelle Goodwin

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 AQA certification. To ensure all selected students are agreed by the Co-heads, and activities are approved by the Co-heads before starting. To plan, monitor and evaluate all the activities planned. To support on students' personal targets on the development of leadership skills in relation to leading activities. To reflect on the new progress in termly meetings with SLT.	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. The Programme Lead to lead the assembly to explain the new structure and in encouraging new applicants. 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. 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 bi- weekly meetings throughout the year.
	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 AQA Leadership certification evidence gathering.	Dec 2026	
	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.	Feb 2027	Through the leadership meetings, students will become independent, confident and demonstrate positive leadership behaviour.
		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 AQA leadership qualification.

	To ensure student leaders have a greater presence in school by being responsible for specific tasks following their leadership meetings. 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. The Eco project is a chance for the students to make an impact on the school's sustainability efforts. The club will give them a chance to voice their views and opinions on how they believe we can improve the school. It will also involve any feasible practical projects like a school garden or anything else they want to add or change for the school. A Student Leader to become role model for Lower School students by leading Eco activities overseen by the Student Leadership Programme Lead and Bobby Carty the Eco-lead.	Throughout the year Ongoing	They will be monitored by the Programme Lead in completing activities. 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. One Student Leader to have opportunity to do activities in the Eco Sustainability project in collaboration with Lower School's Year 5 & 6 classes.
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Priority area for Improvement	Action Plan	Timescale	Success Criteria
To use difficult conversations training to support where colleagues are not consistent with expected behaviour routines and policies	New logging behaviour instructions sheet Staff behaviour quick check handbooks updated for each department HH, LS and US Individual staff forgetting to follow instructions challenged to complete it correctly.	Throughout the year.	Data input on Arbor to have less gaps or issues for pastoral team to have to chase up. New staff all have behaviour booklets in first week of starting Staff quickly learn correct procedure.

	Individual staff supported to reflect on and follow policies where needed e.g. Anti-bullying policy and/or best practice differentiation e.g. Individual Behaviour Plans.		Staff are consistently using policies and practices.
Progress Report February 2027			
Progress Report June 2027			

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To work more collaboratively with the wider leadership team to embed behaviour for learning in everyday practice.	Behaviour for learning included as part of the whole school curriculum meeting focus. Separate US/ LS Team meetings as follow up to review training points and share examples. Good practice sharing in Curriculum meetings (within and across Key stage groups/ subject areas. Adapt MTPs in US to include teacher reflection on Behaviour for Learning e.g., Individual Behaviour Plans, SEN adaptation etc.) Informal learning walks OPAL at lower school break times introduced ○ Training for LSAs as 'Play Team' ○ Biweekly assemblies ○ Enhanced play provision	Across the year	Behaviour for learning good practice sharing in meetings across the school at all different levels (e.g. science meeting, STEM curriculum team, US/LS wider curriculum team). Consideration of behaviour for learning demonstrated in planning and classroom practice. LS staff report feeling empowered to proactively manage playtime Fewer playtime incidents in LS.

<i>Progress report February 2027</i>			
<i>Progress report June 2027</i>			
Develop the whole school specialist support offer for mental health and wellbeing	Develop the mentoring team through a programme of specialist training delivered by our Mental Health Support Team practitioner. Facilitate and support the Mental Health Support Team practitioner to develop the Peer Champion student ambassadors. Induct and support the freelance Play Therapist to work with pupils, staff and parents. Facilitate and support the freelance counsellor to continue to develop effective practice for working with teenagers. Work with the finance team to secure more sources of funding to allow the above to continue.	Across the year	Mentors report increased confidence in running mentor sessions. Peer champions leading wellbeing awareness and activities. Play therapy up and running. Improved engagement of teenagers with counselling.
<i>Progress report February 2027</i>			
<i>Progress report June 2027</i>			

Other issues to cover

Subject: Heath House

Sarah Aitken

Priority area for Improvement	Action Plan	Timescale	Success Criteria
Strengthen the measurement and evidence of the impact of residential experiences on pupils' personal development, communication, independence and preparation for adulthood.	100% of ICPs reviewed and updated each term. 100% of pupils have clearly identified residential outcomes linked to Preparation for Adulthood. Termly data demonstrates progress against residential targets for all pupils. Pupil voice evidence shows increased participation in target setting and review. Each pupil accesses a minimum number of enrichment opportunities each half term. Community-based activities increase across the academic year. Evidence of achievement is regularly shared with families through learning journals, newsletters, displays and celebration events. Residential provision demonstrably contributes to improved independence, communication, wellbeing and social development outcomes.	Termly October 26 Termly Termly Ongoing Monthly Ongoing Ongoing.	ICPs accurately reflect pupils' current needs, strengths, aspirations and residential targets. Residential outcomes provide a clear pathway for personal development and independence and is measured and reviewed termly. Evidence demonstrates how residential experiences contribute to EHCP outcomes. Leaders can demonstrate the impact of residential provision on pupils' development. Pupils contribute meaningfully to discussions about their progress and next steps. Pupil voice influences planning and target setting. Pupils demonstrate increasing ownership of their personal development. All students access a range of enrichment activities. The annual programme provides a broad range of experiences that build progressively on pupils' skills and interests. Residential experiences actively contribute to the development of independence, community participation, health and wellbeing, and future aspirations. Increased opportunities for leadership, travel training and life skills. Student participation rates exceed previous year levels.
Progress report February 2027			

Progress report June 2027			
Increase pupil participation in decision-making and ensure pupils play a central role in influencing the development of Heath House.	Establish regular Children and Young People (CYP) meetings to provide meaningful opportunities for pupils to influence residential provision, activities and the residential environment.	Weekly	Pupils feel listened to, respected and empowered to influence decisions affecting residential life.
	Develop staff expertise in facilitating inclusive and effective pupil voice forums, ensuring all pupils can communicate their views.	Ongoing	Pupil voice is embedded throughout residential practice and informs planning, evaluation and improvement.
	Implement a structured programme of termly pupil voice surveys to gather feedback on residential experiences, wellbeing, activities and provision.	Termly	Pupils can identify how their views have influenced change within Heath House.
	Embed a ‘You Said, We Did’ approach to demonstrate how pupil feedback directly informs decision-making and service development.	Ongoing	Residential provision reflects the needs, interests and aspirations of pupils.
	Develop independence pathways linked to age and need. Ensure passport targets are being used appropriately and these are assessed and reviewed.	Ongoing	Pupils demonstrate increasing independence, confidence, responsibility and leadership skills.
	Increase opportunities for pupils to take leadership roles within residential life, including leading activities, supporting peers and contributing to events.	Ongoing	A culture of co-production is evident across all aspects of residential provision.
	Pupils contribute to policy review, environment development and activity planning.	Ongoing	
	Residential representatives take part in governor visits where appropriate.	Ongoing	
Progress report February 2027			
Progress report June 2027			

Other issues to cover:

Strengthen partnerships with parents and carers to maximise the benefits of residential placement.

- Weekly communication standards are embedded.
- Parent engagement events are increased.
- Parent satisfaction surveys demonstrate further improvement.
- Families report increased understanding of residential progress.

Focus on staff recruitment and succession planning for Lead RSW

Premises Plan

School Business Manager: Justine Daly

Projects	Aim/Desired result	Date	Cost	Update/Outcomes
Gatehouse	Gatehouse completion of project including landscaping planning. Allocate tenancies including rent reviews and new Residential Policy.	Dec 26		
Sports Hall	Create a fundraising team, incl. if apt, external support, define strategy, start fundraising (grant applications + sponsorship) + PR plan for local community	Fundraising Sep 26-Jul 27 Build cira 5 years	£1.8m to £3m	
Re design the Heath House playroom	Make it more warm and friendly, including furnishings. To design a deaf friendly homely space for primary aged children.	Summer 27	TBC	
Playground: Improve accessibility + OPAL stage, storage and sandpit	Promote outdoor play through all seasons as part of the OPAL programme for primary.	Easter 27	TBC (OPAL FOC)	

Other issues to cover:

Refurbish 2 Heath House bedrooms – decoration and carpets on a rolling basis.

