



School SDP Summary

<u>Safeguarding</u>
<u>Quality of Education</u>
<u>Behaviour and Attitudes</u>
<u>Leadership and Management</u>
<u>Personal Development</u>
<u>Premises and Budget</u>



Brookfields School SDP Summary Document 2024-2025



“Engage, Empower and Inspire”

Our Mission

Together, we will prepare all our pupils for positive and fulfilling lives, as healthy and engaged individuals

Our Vision

As a result of inspirational teaching, personalised support, engagement and empowerment, our pupils will be able to make, communicate and act on safe, increasingly autonomous and informed choices and decisions, to enable them to live positive and fulfilling lives

Our Values

***Ambition* – we transform, innovate, inspire, challenge. We strive to provide our pupils and their families with the highest standard of teaching and learning, championing aspiration and ambition**

***Partnership* – we collaborate, harness opportunities, engage, empower, share, and work in partnership with pupils, families, schools, organisations and businesses to remove barriers and create opportunity for success**

***Caring* – we keep our pupils and school community safe so that they thrive and develop; we respect and celebrate the individuality and uniqueness with kindness to all our pupils and their families; we nurture, protect and support them on their journey with us as they prepare for life after school**

***Learning* – we support and promote lifelong learning for all. We evolve our approach to the education and support of pupils, their families and staff through high quality research and innovative practice**



Context

Our SDP is a 3 year one with a focus on ensuring that the high standards that we expect are being maintained and that our values are being lived out in school daily. As always, we have reflected on the previous year and assessed where the school is, at the start of this academic year. Each of our 3-year Outcomes have been broken down into specific, measurable, achievable and relevant targets for the year and shared within school.

Head of Strands, Heads of Departments/Services and Curriculum Leads are working in partnership with their teams to write specific actions to support the achievement of each target. The breakdown of all the SDP targets can be accessed on request. What follows on subsequent pages in table form, is a summary of the 3-year overarching desired Outcomes (Pink) plus targets for each of the 3 years (Blue).

Progress via the actions listed in the full SDP will be monitored termly by those leading on the actions required to achieve the targets, in conjunction with SLT and the governing board

Our 5 priority areas remain as follows:

Safeguarding

2024-25 target:

- All staff will implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding irrespective of staff movement and organisation around the school

Quality of Education

2024-25 target:

- Each Strand will have specific, targeted strategies, relevant to their pupil population embedded in their curriculum offer and delivered effectively by teaching staff

Behaviour and Attitudes

2024-25 target:

- Pupils will demonstrate an increased ability to regulate, either accepting adult intervention or, where appropriate, requiring less adult intervention



Leadership and Management

202-25 target:

- HR Policies and Procedures for Complaints, Sickness and Non-Sickness absence, Staff Discipline, Grievance, Communication and the staff Code of Conduct will be completed, consulted on and implemented in order to raise standards through increased staff attendance to ensure pupil progress is improved.

Personal Development

2024-25 target:

- All staff know what personal development means for pupils at Brookfields school, personal development opportunities are embedded effectively into the curriculum and parents/carers understand the links to the EHCP Outcomes for their child.

Premises and Budget

2023-26 targets:

- The school will operate within a three-year financial plan that does not go into overall deficit
- A premises plan will be followed which allows appropriate delivery of priorities and retains flexibility for changing needs
- Health & Safety and Financial propriety will underpin all the financial and premises plans.



Safeguarding

Safeguarding at Brookfields School will be effective

25-26 All staff will be aware of, be able to consistently implement, and hold collective accountability for the school’s standards regarding safeguarding

24-25 All staff will implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding irrespective of staff movement and organisation around the school

23-24 All staff are aware of their personal accountability and responsibility towards all children at Brookfields School and implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding

Performance Criteria

- There is a clear and updated Process communicated and shared with staff in order to increase clarity and consistency of reporting and recording concerns
- Thresholds for expected levels of behavioural incidents concurrent with the pupils learning disability and diagnoses will be established
- There will be a clear set of documentation that represents each pupil’s needs and up-to-date learning context. This must include recent half-termly PLP, therapeutic plan, transition documents, medical and care plans
- Feedback shared with the person who raised the concern when appropriate – when case closed, share rational with reporter

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Selflessness, Integrity, Accountability, Openness, Leadership, Trust, Kindness, Service, Courage

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 19, 23, 28, 29, 34, 36, 37, 39, 41

Success will look like:

Pupils feel safe, Pupils are safe, pupils know who to contact when this isn’t the case

All staff will have clear knowledge of the young people before them

Reduction in reported incidents to the CREST system relating to child-on-child abuse or harm



Quality of Education

All teachers will have effective skills, knowledge, competence and confidence to teach all curriculum subjects within their Strand

25-26 As a result of sequential and coherent planning, teachers will consistently demonstrate and deliver effective learning opportunities across all curriculum subjects within their Strand and all pupils will meet their EHCP outcomes.

24-25 Each Strand will have specific, targeted strategies, relevant to their pupil population embedded in their curriculum offer and delivered effectively by teaching staff.

23-24 All teachers will use the newly reviewed curriculum to implement sequential and coherent planning, providing accurately pitched vehicles and appropriate modes of delivery (pedagogy).

Performance Criteria

- Teaching staff select and utilise the right approach with confidence, at the right time to engage pupils appropriately, enabling them to make good progress
- Pupils will demonstrate high levels of engagement across all lessons.
- The Rainbow standards are clearly adhered to in all areas of teaching and learning; environments and pedagogy support learners in a developmentally appropriate way.
- 100% of teachers will engage with, understand and be able to present class data in pupil progress meetings, and relate progress
- Evidenced through assessment, planning, strand-specific curricular teaching

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Openness, Honesty, Leadership, Wisdom, Kindness, Service, Courage, Optimism

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 28, 29, 30, 31

Success will look like:

Right pupil, Right environment, right time, right pedagogy, right focus

Staff will be aware of and accommodate the impact of their pupils emotional safety needs when providing a relevant, sequential curriculum

Barriers to learning accurately identified (should direct us as to what strand the pupil accesses)

Pupils will meet their EHCP outcomes, specifically improved IEP success data from the 'behaviour and emotions' pillar of the EHCP



Behaviour and Attitudes

Pupils will be prepared effectively for an autonomous, independent and fulfilling life when they leave Brookfields

25-26 Pupils will demonstrate self-advocacy, through making choices related to their interests. This will inform both curriculum opportunities and future destinations.

24-25 Pupils will demonstrate an increased ability to regulate, either accepting adult intervention or, where appropriate, requiring less adult intervention.

23-24 Teachers working with pupils aged 14-19 will develop a robust study programme for individual learners and the ability to resource these effectively, including opportunities for greater engagement with adult community provision to ensure mastery of skills e.g. generalising in different contexts.

Performance criteria

- All leavers will be prepared for their transition to the destination by June of their final year at Brookfields.
- Policies will follow a trauma-informed model/approach

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Openness, Honesty, Leadership, Wisdom, Kindness, Service, Courage, Optimism

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 12, 13, 14, 15, 16, 17, 19, 23, 24, 28, 29, 30, 31, 41, 42

Success will look like:

Pupil voice will be strong and demonstrate clearly the skills of self-efficacy

Pupils will take responsibility for own actions where appropriate

Staff facilitate access to tools for self-regulation and pupils know how to use them

Staff demonstrate curiosity about the feelings behind pupil behaviour

Therapeutic Thinking will be embedded into the school and visible to all in the school Vision, Ethos, Policy and practice.

Reduction in reported incidents to the CREST system relating to child-on-child abuse or harm.

How are we challenging?

Curriculum provision will be personalised to meet needs-aspiration but Engagement for Learning



Leadership and Management

Brookfields’ distributed leadership model will be highly effective at all levels, and the new Leadership team will facilitate an increased consistency in the high standards of teaching expected at Brookfields

25-26 All pupils will receive consistently outstanding education through improved staff effectiveness managed by the improved Performance Management systems in place for all staff within the school.

24-25 HR Policies and Procedures for Complaints, Sickness and Non-Sickness absence, Staff Discipline, Grievance, Communication and the staff Code of Conduct will be completed, consulted on and implemented in order to raise standards through increased staff attendance to ensure pupil progress is improved.

23-24 Leaders at every level are accountable for pupil progress and understand the necessary steps to achieve this at an outstanding level

Performance Criteria

- All teachers will use four pillars (assessment frameworks) to set next steps and inform planning to ensure pupil mastery of skills and knowledge
- Training will be appropriate and successfully delivered, enabling all relevant staff to implement knowledge and skills learnt, successfully in the classroom
- Performance Management process is clarified and expectation monitoring cycle will be shared with transparency
- All leaders model the Ethical Leadership Framework enabling consistent application of the new HR related Policies

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Selflessness, Integrity, Objectivity, Accountability, Openness, Leadership, Justice, Service, Courage, Optimism

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 28, 29, 30, 31

Success will look like:

All HR policies will be updated, then following staff consultation, policies will be implemented

Psychological safety will be created in the first instance through clarity in HR policies.

All staff will feel able to engage in challenging conversations, raise standards and improve teaching and learning to ensure pupils achieve their EHCP outcomes.

Challenge for pupils will be balanced to give consideration of what ‘too far’ looks like for pupils unable to articulate this

Its ok to be wrong culture



Personal Development

Every pupil will leave Brookfields with a hobby or leisure activity for life

25-26 Staff facilitate effective development of personal resilience and skills linked to making choices and expressing opinion safely

24-25 All staff know what personal development means for pupils at Brookfields school, personal development opportunities are embedded effectively into the curriculum and parents/carers understand the links to the EHCP Outcomes for their child.

23-24 All staff know what personal development means for pupils at Brookfields school and all teachers successfully plan for and sequence personal development growth opportunities at the appropriate level and style for their strand

Performance Criteria

- Pupils at all levels are supported to follow rules and safety guidelines in school.
- All staff use a therapeutic model to support pupils to regulate.
- Personal development opportunities are embedded across the curriculum provision and can be clearly identified by the teaching staff.
- Staff challenge pupils to acquire new hobbies through the curriculum provision offered.
- Pupil voice is routine at AR meetings, Strand Council meetings and evaluations of curriculum provisions and is used to shape school development
- Staff carry out their responsibilities in a timely manner

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Leadership, Wisdom, Justice, Service, Courage, Optimism

Link to United Nations Rights of the Child

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Articles 1, 2, 3, 4, 5, 6, 19, 23, 28, 29, 34, 36, 37, 39, 41

Success will look like:

Development of the skill and ability of pupils to be challenged

Development of perseverance, motivation, emotional resilience, acceptance of co-regulation

Social impact...fewer behavioural challenges

Mediation accepted and utilised by pupils

Boundaries understood, effectively implemented by staff and adhered to by pupils of all ages



Premises and Budget

The school will operate within a premises and budget plan that facilitates the delivery of the goals of the school development plan

The school will operate within a three-year financial plan that does not go into overall deficit

A premises plan will be followed which allows appropriate delivery of priorities and retains flexibility for changing needs. Health & Safety and Financial propriety will underpin all the financial and premises plans.

Performance Criteria

- The Leadership team will agree a 3-year financial plan that retains a positive balance within stipulated parameters.
- The SBM, working with the Site and Finance staff will develop and maintain a 12-month rolling premises plan detailing all planned projects together with costings.
- Plans will be regularly reviewed and updated to reflect changing priorities and operational practicalities and constraints

Ethical leadership links

<https://www.ascl.org.uk/ASCL/media/ASCL/Our%20view/Campaigns/Framework-for-Ethical-Leadership-in-Education.pdf>

Accountability, Leadership, Wisdom, Justice, Service, Courage, Optimism

Success will look like:

Obtaining appropriate levels of funding from the relevant LA's to pay for the appropriate levels of staffing to meet pupils requirements
 Working within the restricted budget
 Pupils having needs met
 Staffing levels being appropriate
 Successful recruitment and then retention of staff to maintain outstanding provision
 Premises remain safe and fit for purpose

Long term Outcome

Yearly Target