

Leadership and Management

1.1 To ensure the school remains well positioned to fulfil its moral purpose and accountabilities as a single school academy trust.

Rationale: Strategic Governors and in school leaders are committed to the school's current position as a single school trust and will work to ensure the school remains outward looking, connected and pro-active in its position.

1.2 Use the information gleaned from financial forecasting to maintain the school's financial stability.

Rationale: The school has been financially well led and managed over a number of years and has delivered an outstanding education to pupils whilst, at the same time, doing so within allocated funds. Work undertaken over the last 3 years has substantially improved the school's financial forecasting over a 3 year period. The school needs to maintain a position of financial viability to deliver its moral purpose and as such, work will continue to ensure that the cost of meeting *all* pupils' needs is addressed.

1.3 Ensure safeguarding continues to be effective

Rationale: The school sees this as central to its accountabilities and moral purpose. Last year the school completed the East Sussex SLES Safeguarding Audit and Safeguarding Review. To meet this development plan aspiration, the improvements highlighted in those pieces of work will be addressed alongside other safeguarding priorities (see Safeguarding Action Plan).

1.4 Ensure sustainability and strength of workforce through apprenticeship programmes including undergraduate and postgraduate teaching apprenticeships.

Rationale: The school has long enjoyed a skilled and stable teaching staff. As we approach a time when a number of these teachers may consider retirement, it is imperative that we actively commit to ensuring sustainability within this staff group. Our own experience and that of Special School Alliance schools, shows that work place based training alongside further education yields the greatest impact. These apprenticeships will be in addition to the school's own continuing professional development programme which will address team leadership training.

Quality of Education

2.1 To ensure that pupils using *all* and *any* mode of communication make best possible progress.

Rationale: Communication is *the* essential curriculum area for every pupil at Glyne Gap School. It is imperative that staff are skilled and consistent in their support of pupils' communication skills to ensure pupils make progress. It is necessary for school leaders to ensure staff training is of the highest quality and delivered systematically and sustainably and this development point will seek to address this. In addition, our commitment to working with families to enable them to support their child's communication remains. Furthermore, we will address communication opportunities at unstructured times of day (as highlighted through Governor monitoring Term 3 24/25).

2.2 To ensure opportunities for learning for individual pupils and groups of pupils are maximised throughout the day within 'informal' times

Rationale: Learning for pupils takes place throughout the day and not just at times which could be easily identified as lesson time. Given the range of needs and learning styles within each class group, it is vital that class based staff feel confident and skilled to lead such learning.

2.3 To ensure that pupils in key stages 1-4 continue to receive a diverse and motivating Tier 2 curriculum.

Rationale: Post-pandemic, our focus rightly turned to ensuring pupils' wellbeing and their Tier 1 (priority) learning (particularly any 'catch up' required). Our 22/23 and 23/24 pupil outcomes highlighted the impact of this approach. The development plans of the last 2 years have delivered an improved tier 2 approach ensuring a richness of curriculum for pupils. This development plan will seek to build on this with systematic whole school events and distributed leadership.

2.4 Ensure the continued highest level of teaching and learning

Rationale: We recognise that our school cohort continues to evolve and we serve a growing number of young children with autism and learning disability. Parallel to this, we recognise that there are changing thoughts around autism and neurodiversity. We want to begin to consider what this may mean for what and how we teach and how we support this group of pupils (we recognise that work in this area will be limited within this school

<p>1.5 Continue to work with other stakeholders to ensure accommodation for our Nursery and post 16 pupils meets needs and is secure in the mid and long term. Rationale: September 2024 saw Glyne Gap College (post 16) move to a property for a 5 year period. Planning for beyond this period needs to be addressed alongside security for our Nursery accommodation.</p> <p>1.6 Explore the demand for and opportunities to deliver a wraparound offer. Rationale: There is a national ambition for wraparound childcare which needs to address the needs of families with children with SEND. We recognise that we would be uniquely positioned to support this ambition of need exists and opportunity created.</p>	<p>year whilst we accommodate for maternity leave. It is expected that this thread will continue over subsequent development plans).</p>
<p>Behaviour and Attitudes 3.1 To enable pupils who use AAC systems to support their communication, behaviour and attitude to learning show the same levels of achievement and positive behaviour at home as they do at school. Rationale: This outcome was identified as pupils returned to school following the pandemic and this will be our fifth year of development activity to meet this aspiration. Our Covid catch up assessment suggested that a number of pupils who use augmented and alternative communication <i>and</i> who need consistent support to follow an adult-led agenda regressed in terms of behaviour and ability to access learning over lockdown periods. Parents/carers have responded to say they cannot always implement AAC systems that support communication and behaviour at home. 21/22 saw the implementation of a home learning practitioner within the Communication Team who can support families to understand and use AAC in the home setting through a 6 week block of home visits. 22/23 focussed on general themed training for families. 23/24 saw us work in partnership with ESCC to deliver parent training to support behaviour. This year (and next) we will endeavour to support parents/carers further through establishing a further home learning practitioner with a focus on behaviour strategies in addition to publishing a pathway of support.</p>	<p>Personal Development 4.1 To strengthen the support and guidance offered to students and their families through Benchmark 8 of the Gatsby Benchmarks. Rationale: All students left Glyne Gap Faculty in the last 3 years with an identified onward destination. However, this process can be extremely challenging for parents/carers and unwieldy for class teachers who have the primary role of managing curriculum for their students. The school seeks to review its preparation for adulthood work within the context of the local offer.</p>

