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| school logo **School Development Plan: 3-year Overview 2023-2026** school logo | | | | | |
| **Statement of Ethos**  At Rosstulla, we are committed to being a welcoming school in which everyone feels valued, respected and supported. We aim to provide a nurturing, inclusive learning environment where each child is enabled to reach their full potential. We will strive to develop the life skills each pupil needs to become a valued member of their community, celebrating individual success and achievement along the way.  **Values**  Safety & Security  Teamwork & Support  Respect & Kindness  **Vision statement**  At Rosstulla we strive to provide an inclusive, safe and nurturing environment with respect for the individual needs of each pupil. We aim to provide a flexible, holistic and fun curriculum which will help to build confident and happy young people, prepared for life beyond school.  **Mission statements**  We work collaboratively in staff teams, with parents & other agencies.  We take a supportive, nurturing and caring approach.  We centre all our decisions around the needs of the pupils.  We provide flexible, fun and skills-based learning opportunities.  **TAG: TOGETHER TOWARDS TOMORROW** | | | | | |
| **Areas of work** | **Classroom Management** | **Developing communication strategies** | **Developing indoor & outdoor play/ active learning** | **Curriculum Review including**  **Assessment & Accreditation** | **Wellbeing and support:**  **Pupils & Staff & Families** |
| ***What do we want to achieve?*** | **What do we need to do?** | | | | |
| ***Priority 1: Child Centred Provision***  ***• Decisions on planning, resources, curriculum and pastoral care reflect the needs and aspirations of the pupils within the school.***  ***•Equality of opportunity, high quality learning, a concern for individual pupils and a respect for diversity.***  ***• All pupils achieve to the very best of their ability.***  ***• Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.***  ***• Involve young people in discussions and decisions on school life that directly affect them and to listen to their views.***  ***• All children follow an educational pathway which is appropriate for them in a school or through a collaborative arrangement with another school, FE College or other providers***  ***• The highest standards of pastoral care and child protection are in place.***  ***• A healthy school, to supporting healthy children, who are better able to learn and develop and healthy staff better able to provide quality teaching and Learning.*** | Achieve better consistency across all classrooms but also taking the different groups needs into consideration.  Develop visual supports appropriate and specific to individual pupils.  Create safe spaces inside **all** classrooms both in general and for individual pupils who need.  Improve resourcing, layout and set up of classroom environments  Ensure supportive, safe and calm learning environments  Create flexibility in class routines to enable class teacher to base lessons on the interests and needs of the pupils. We need Fluidity in class timetables in Secondary | Build ‘Communication friendly environments’ across all classrooms and other areas such as dining hall, playgrounds, gym, specialist rooms.  Advocacy – helping people find their voice  Build our understanding of pupil's communication needs and limits of ability e.g., limited working memory, processing times, receptive language  Support pupils through restorative conversations to agree strategies for self-regulation and learning.  Support staff in the use of supportive language  Building pupil profiles | Integrate play into all aspects of learning  Involve pupils in play planning.  Include structured play sessions timetabled for KS3.  Install outdoor classrooms and develop programmes for KS3 and Primary pupils  Have clearly defined areas and zones in the playground  Develop play spaces around the school grounds. E.g., woodland trail,  Embed outdoor learning as part of the curriculum  Extend play opportunities both indoors and outdoors and through lessons. | Build a curriculum overview/framework in line with assessment tool  Reduce and simplify  Provide meaningful & connected learning  A baseline assessment of current in Secondary department.  Adopt a topic-based approach?  Develop life skills-based curriculum.  Embed outdoor learning as part of the curriculum | Celebrate success of pupils and staff  Establish realistic expectations of pupils  Develop use of circle time as a vehicle for building resilience; resolving conflict situations; agreeing boundaries  CALM Plan in place for pupils who need to develop skills in self-regulation.  Continue to build and embed Attachment and Trauma sensitive practice and nurture approaches.  Teach values(above)directly through LLW & Life skills, circle time, play,  Take 5 programme through EA Behaviour support service. |
| ***Priority 2: Teaching and Learning***  ***• Provide a broad and relevant curriculum is provided for the pupils with an emphasis on balancing academic needs with pastoral needs of our pupils.***  ***• Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.***  ***• Teachers use adaptable, flexible teaching strategies that respond to the diversity within the classroom.***  ***• Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.***  ***• A self-evaluative approach by teachers and the whole school, leading to sustained self-improvement.***  ***• Teachers reflect on their own work and the outcomes of individual pupils.***  ***-Support staff are employed as an effective resource to help improve the outcomes for students.*** | Set up clear and accessible information for sub staff.  Develop systems for preparing pupils for sub staff and staff changes.  Have positive agreed team approach across class teams; KS teams; Departmental teams and whole school.  Team Teach: regular workshops and clinics. Raising confidence in using strategies. Shared language and vocabulary around pupil management  Employ support staff to support individual and planned small group work according to pupil needs: both in classroom and in other learning spaces.  Teacher observations within school setting. | Explore communication programmes e.g., tac pac, sense ology, curiosity approach, other therapies e.g. music, play and art based.  Staff training in the above areas.  Introduce communication supportive programmes into the Secondary curriculum e.g., Attention Autism,  Create forum for staff to confidently self-reflect on own practice  Explore the use of assistive technology to help individuals access the curriculum. | Support LSA staff in guiding/leading play.  Teaching staff model and teach pupils the skills to play  Create opportunity for joint planning within KS teams for play.  Provide staff training e.g., through playboardni, forest schools, beach schools, curiosity approach, | Developing new teaching styles, strategies and approaches to better suit the changing needs of the pupils  Simple and effective methods of recording pupil’s achievements.  PLP’s & targets simplified and adjusted to better serve the needs of the pupils.  Class team approach including pupil voice  Accreditation Review  Area Learning Community links. Collaboration with other special schools.  Therapeutic approaches through creative subjects. | Building class teams pupils and staff  Clarify staff roles and responsibilities  Staff Health and Wellbeing team  Teacher workload: reduce and simplify  Child protection & Safeguarding  Continue on building Ethos journey.  Peer support (Buddysphere)  Further develop role of LSC and of learning space & Secondary Support Centre |
| ***Priority 3: Leadership and Management***  ***• An effective school development plan is in place, providing clear and realistic targets for improvement based on a sound vision for the school.***  ***-Governors understand their responsibilities and provide clear strategic direction as well as support and challenge to the principal.***  ***• School leaders demonstrate a commitment to providing professional development opportunities for staff, particularly teachers, and promote a readiness to share and learn from best practice.***  ***• Teachers are given the opportunity to share in the leadership of the school.***  ***• Resources at the disposal of the school are managed properly and effectively, with appropriate arrangements in place for financial management; attendance management; and working relationships.***  ***• School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself*** | Whole staff development programme ‘  Engage in ‘Better together project’ linking with Behaviour support service.  Whole school together programme through Primary behaviour support service.  Update school behaviour policy and practices.  Support for sub staff e.g. sub folder of information | Provide training for staff in using communication tools such as TAC PAC/ Makaton/Board maker visuals.  Nurture training for staff. Embed nurture approaches in every classroom.  Further develop sensory provision across whole school. E.g. explore immersive room  Create opportunities for Students' perception to be heard and understood. | Adopt Safe Sanctuaries/ spaces project  Review staff rotas  Progress role of play leader.  Minor works – play areas. Grass area resurfaced.  Develop all the available spaces within school to be used most effectively. | SLT involve staff/parents and pupils in review of curriculum.  Investigate alternative programmes of study for KS4 pupils.  Looking at different assessment tools e.g., quest, Boxall, Evidence for Learning  Flexible timetabling in particular for KS3 | SLT invite all staff to review meeting ensuring all voices are heard.  Inbuilt time for staff to work within KS teams to plan and work collaboratively.  Induction training programme developed for all new staff including attachment and trauma, Team Teach, Administration.  Empower staff to take responsibility and lead in area of own interest and in line with own skill set.  Trusted Colleague Network introduced after teaching strike action has ceased.  Create opportunities for staff to observe in each other's classrooms |
| ***Priority 4: Community Links***  ***• Good relationships that facilitate engagement and communication between the school and its parents and the wider community that it serves.***  ***• The school and staff are held in respect by parents and the local community who in turn actively support the work of the school.***  ***•Use particular programmes (for example Extended Schools or Shared Education) effectively in meeting the needs of the community and nearby schools.***  ***• Establish good relationships and ensure clear channels of communication are in place between the school and the education agencies that support it.***  ***• Work closely with other relevant statutory and voluntary agencies whose work impacts on education, in particular Health and Social Services and Allied Health Professionals.*** | Classroom support by OT  Staff training through OT  Teacher and staff exchange programme to other schools. | Enlist support form EA services to support the pupils e.g., Youth Service  Staff training through S&L Therapy team | Enlist further support through playboardni  Use community resources to support play and learning e.g. Loughshore  Further develop KS5 programme to give students experience within the community.  Develop connection with Newtownabbey and ARDs council | Continued afterschool's clubs though home to school funding.  Continued Shared Education dependant on funding. | Employ outside agencies to support the young people e.g.  Informing choices; Brighter beginnings; Mind wise  High 5 Fridays including parents where appropriate.  Wellbeing support for pupils through schools counselling service, music therapy.  Continued support for Parents and Friends of Rosstulla.  Build on Summer Provision: days out model.  Offer training programme for parents. |