



School Development Plan 2024/25

Our School Development Plan (SDP) has been created using last year's pupil attainment data and stakeholder feedback and aims to ensure the best possible outcomes for pupils at Red Gates School.

The plan clearly identifies how each intended outcome will impact each stakeholder and what their responsibilities are towards ensuring it is achieved. The plan is used to inform key role action plans across school.

The plan will be reviewed each half term and RAG rated to ensure successes are celebrated and future actions are identified.

Glossary

SEND – Special Education Needs and Disabilities

SEN – Special Educational Needs

ASD – Autistic Spectrum Disorder

ADHD – Attention Deficit Hyperactivity Disorder

LISS – One of Red Gates pathways, standing for Learning, Independence and Social Skills

EYFS – Early Years Foundation Stage

SOLAR – Online assessment programme, all class based staff upload evidence of learning towards intended outcomes. Parents have access to their child's assessment page.

TA – Teaching assistant

TA4 – Higher Level Teaching assistant, responsible for covering teachers

SLT – Senior Leadership Team

LMT – Leadership and Management Team

CSA – Communication Support Assistant

LTSA – Lunch Time Support Assistant

EHCP – Education Health Care Plan

HCP – Health Care Plan

PP – Personalised Plan. Document containing individual targets for each child.

HT – Head Teacher

DH – Deputy Head Teacher

AHT – Assistant Head Teacher

SBM – School Business manager

FLO – Family Liaison Officer

AAC – Augmentative and Alternative Communication

TEACCH - The TEACCH method provides pupils with structure and organisation

PECS – Picture Exchange Communication System

SoW – Scheme of Work

ZoR – Zones of Regulation

T&L – Teaching and Learning

ForGS – Friends of Red Gates School

SaLT – Speech and Language Therapist

OT – Occupational Therapist

CPD – Continued Professional Development

ECT – Early Career Teacher

ECF – Early Career Framework

CPOMS – Online safeguarding platform

Behaviour Watch – Online behaviour recording platform

SLP – Specialist Learning Partnership

SEP – Selsdon Education Partnership

RAG rating code:

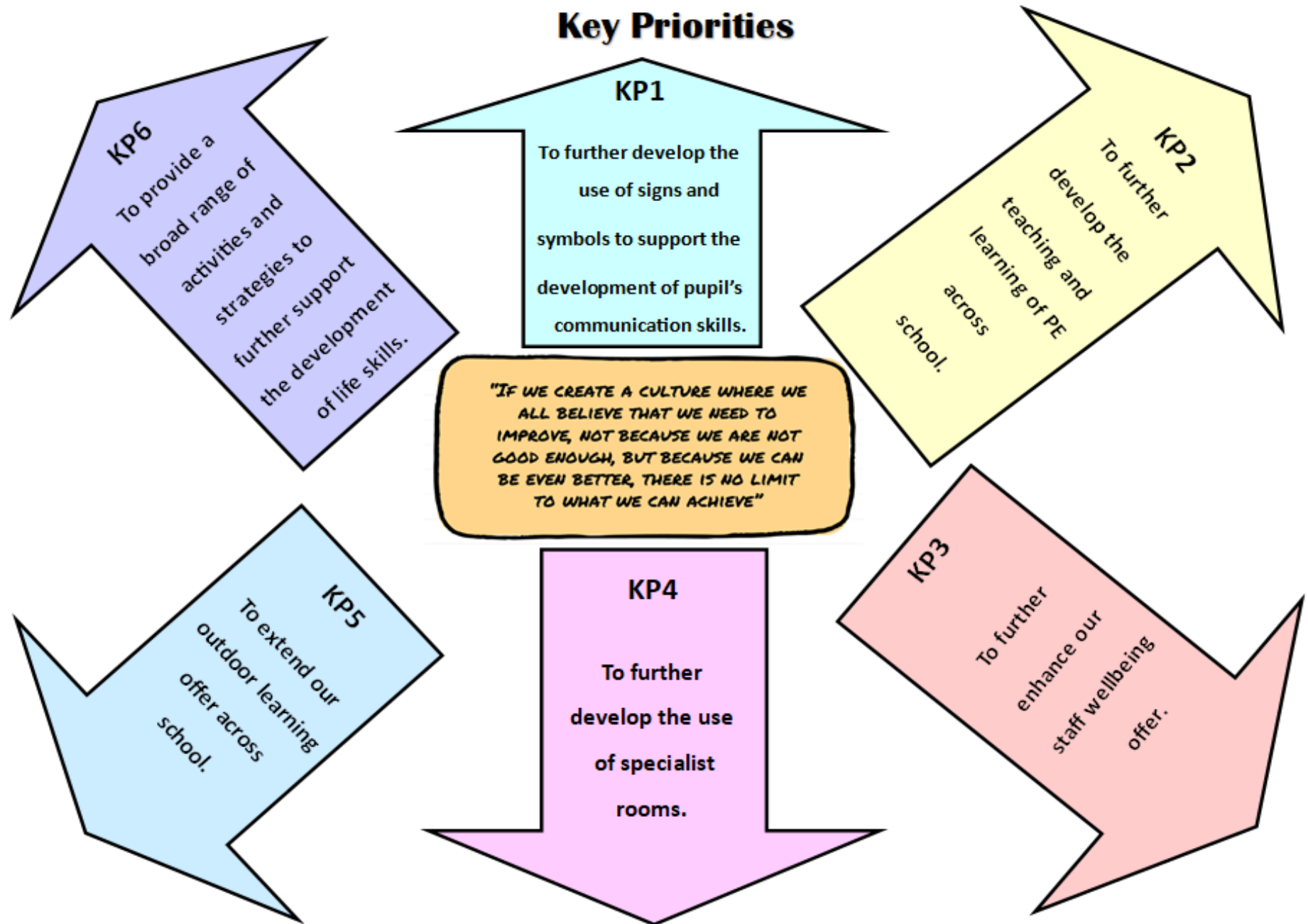
Green – Objective met

Amber – On track to meet objective by end of school year

Red – Action needed to ensure objective is met

Red Gates School Development Plan

Key Priorities



Objective 1: To further develop the use of sign to support the development of pupil's communication skills					
Pupils					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To use a wider range of signs to be able to communicate wants and needs.	<ul style="list-style-type: none"> - Staff to encourage pupils to use basic signs where appropriate at every opportunity. - Staff to model use of key signs throughout the day. 	<ul style="list-style-type: none"> - Pupils are able to communicate their basic needs and wants more effectively which will reduce frustration. - An increase in spontaneous communication from pupils. 	<ul style="list-style-type: none"> - Teachers and TAs trained to Level 2. 	VW	
Leaders					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
All Teachers and TAs to be trained to Makaton level 2 to ensure staff are skilled and confident in communicating using sign.	<ul style="list-style-type: none"> - Further Makaton licences to be purchased to ensure signs are accessible on more staff computers. - Spring term training sessions to focus on getting all staff to Level 1. - June training day – Level 2 	<ul style="list-style-type: none"> - All staff skilled at using sign to ensure consistency across the whole school. - Achievement of Makaton Friendly Award. 	<ul style="list-style-type: none"> - Level 2 training materials for all teachers and TA's. 	VW	
Teachers					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
For all teachers to use sign consistently across the day and provide a model to pupils and staff.	<ul style="list-style-type: none"> - Key signs for lessons to be shared with the team beforehand. - Sign of the week to be displayed on the back of toilet cubicles. 	<ul style="list-style-type: none"> - Teachers have high expectations of pupil's communication and provide them with consistent opportunities to develop their skills. 	<ul style="list-style-type: none"> - Makaton licences on computers across school. 	VW	
Teaching Assistants					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To have a sound understanding of individual pupils communication styles and how to support the development of them.	<ul style="list-style-type: none"> - Topic sign trainings sessions to be spilt into pathways to ensure staff have sufficient time to develop skills. - Sign of the week to be displayed on the back of toilet cubicles. 	<ul style="list-style-type: none"> - Staff confident to use sign to communicate with pupils across the school day. - Decrease in behaviour with pupils being able to express more of their basic needs and wants. 	<ul style="list-style-type: none"> - Frames for signs. 	VW	
Support staff					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
For pupils to be able to communicate their basic needs and wants to any member of staff across school using Makaton.	<ul style="list-style-type: none"> - DH to lead Makaton sessions with all non-class based staff across the year. - Sign of the week to be displayed on the back of toilet cubicles. 	<ul style="list-style-type: none"> - Pupils able to approach any member of Red Gates staff and have their very basic needs met. - All staff have a better understanding of the needs of pupils at Red Gates. 	<ul style="list-style-type: none"> - Sign of the week printed and updated across school each week. 	VW	

Parents/families					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To be skilled and confident in using signs to communicate with their children.	<ul style="list-style-type: none"> - Video of sign of the week to be uploaded to the website each week for families to learn. - Interpreters available to support EAL families. 	<ul style="list-style-type: none"> - All families able to access training and support. - Families will be able to understand their children more effectively. 	<ul style="list-style-type: none"> - Interpreted communication to families. - Interpreters. - Staff/pupil signing videos 	DS	
Governors					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To be confident to use sign to communicate with pupils during school visits.	<ul style="list-style-type: none"> - Each governors meeting to include a key sign for governors to use during their visits to school. 	<ul style="list-style-type: none"> - Governors able to interact in more meaningful ways during school visits. 	<ul style="list-style-type: none"> - HT or DH to lead key sign at governors meetings. 	MH	
Community					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
Staff in organisations visited regularly by Red Gates to develop understanding of our pupil's communication and have access to basic signs.	<ul style="list-style-type: none"> - Makaton session for transport staff. - Outreach lead to continue to offer training sessions for staff at external organisations. 	<ul style="list-style-type: none"> - Staff in organisations visited by Red Gates pupils are able to use basic signs to communicate. 	<ul style="list-style-type: none"> - Community outreach programme. 	DS	

Objective 2: To further develop the teaching and learning of PE across school.

Pupils					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation

To engage in a broad range of physical activities across the school week.	<ul style="list-style-type: none"> - Teachers to plan PE sessions across the week using the updated SoW. - T&L observations Aut and Sum to focus on PE. 	<ul style="list-style-type: none"> - Pupils to have regular opportunities to develop their gross motor skills. - Pupils to be provided with opportunities to engage in a broad range of physical activities. 	<ul style="list-style-type: none"> - Updated PE SoW - Physical activity timetable 	VW	
Leaders					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To upskill teachers and TAs in leading PE sessions through staff training.	<ul style="list-style-type: none"> - SLT to explore implementing rebound therapy into the PE curriculum. - Survey Monkey to staff to identify areas for development for staff training sessions. 	<ul style="list-style-type: none"> - Pupils to participate in rebound therapy sessions to support physical and emotional development. - Staff skilled and confident to lead purposeful PE sessions. 	<ul style="list-style-type: none"> - Survey monkey analysis - Trampoline - Rebound training 	MH	
Teachers					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To develop understanding of skills progression across different areas of PE and how to plan for this.	<ul style="list-style-type: none"> - Updated SoW to include clear skill progression. Staff to attend training on how to support pupils to develop. - PE lead to complete peer observations across school to moderate practice and inform action plan. 	<ul style="list-style-type: none"> - All teachers skilled to plan and deliver PE sessions that support pupils to develop their skills. - Pupils provided with opportunities to develop their physical skills over a series of sessions. 	<ul style="list-style-type: none"> - Equipment audit - Updated SoW 	VW	
Teaching Assistants					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To increase confidence and skill in supporting pupils to engage in PE activities.	<ul style="list-style-type: none"> - Workshops to upskill TAs in their knowledge and understanding of what PE looks like at Red Gates and how to best support pupils during activities. 	<ul style="list-style-type: none"> - TAs confident to lead learning during PE sessions to ensure all pupils are engaged at an appropriate level of challenge. - Pupils making progress with physical skills in line with their needs. 	<ul style="list-style-type: none"> - PE training programme for staff 	VW	
Support staff					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
LTSAs – To develop confidence and skill at supporting pupils to engage in meaningful physical activities during playtimes to generalise and consolidate skills.	<ul style="list-style-type: none"> - Training sessions for LTSAs to upskill on how to engage pupils in physical activities. - Playtime learning walks to moderate practice. 	<ul style="list-style-type: none"> - All pupils provided with opportunities to engage in motivating physical activity during playtimes. - Pupils demonstrating generalisation of skills during play times. 	<ul style="list-style-type: none"> - LTSA training sessions - Audit of playtime equipment 	LR	

Parents					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To further develop range of physical activities for their children to participate in at home.	<ul style="list-style-type: none"> - Physical activities to be the focus of a family learning session. - Survey Monkey to ask what physical activities parents would like to see in the curriculum. 	<ul style="list-style-type: none"> - Families have a wider variety of activities to participate in with their children. - Children are healthier as a result of increased physical activity. 	<ul style="list-style-type: none"> - Survey Monkey for parents - Family learning session 	DS	
Governors					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To extend understanding of what PE looks like at Red Gates and what skill progression looks like.	<ul style="list-style-type: none"> - Governors to attend governor engagement session on PE to develop understanding. - Link Gov to meet with PE lead termly to monitor progress. 	<ul style="list-style-type: none"> - Governors have an increased understanding of what PE looks like at Red Gates and how pupils make progress. - Governors able to provide appropriate support and challenge. 	<ul style="list-style-type: none"> - Governor engagement programme 	MH	
Community					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To reinitiate inclusion sessions with The Quest primary that focus on children joining together for physical activities such as playtime and PE.	<ul style="list-style-type: none"> - Meetings between outreach lead and LMT from The Quest to plan inclusion sessions. - Successes from previous inclusion sessions to be used to inform action plan and next steps. 	<ul style="list-style-type: none"> - Pupils from Red Gates engage in physical activities alongside peers from The Quest to provide opportunities to extend and generalise their social skills. 	<ul style="list-style-type: none"> - Meeting between both schools - Activity timetable - Training session for staff from The Quest 	DS	

Objective 3: To further enhance our staff wellbeing offer.

Pupils					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To be supported by happy and consistent staff across the year to support progress.	<ul style="list-style-type: none"> - Responsive staff training programme to continue to develop staff skill and confidence. 	<ul style="list-style-type: none"> - Consistent staff teams in place across the year. 	<ul style="list-style-type: none"> - Staff training programme 	MH	

	-	- Staff energised and performing at their best throughout the day.			
Leaders					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To continue to address and improve staff absence levels.	<ul style="list-style-type: none"> - Compose staff wellbeing survey, use data to inform future actions. - To plan teambuilding activities throughout the year to strengthen teams. - To continue to monitor workload. - Mental health first aider refresher. 	<ul style="list-style-type: none"> - Improved staff attendance. - Dedicated and motivated workforce. - Trained mental health first aiders onsite at all times to support when needed. 	<ul style="list-style-type: none"> - Survey Monkey - Staff wellbeing action plan - Staff wellbeing award 	EL	
Teachers					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To contribute to the creation of a wellbeing tool kit for staff to use to support their own wellbeing.	<ul style="list-style-type: none"> - To use mentor meetings to share thoughts and feelings regularly. - To complete staff wellbeing survey to share thoughts and feelings that will inform next steps. - Little Wandle training. 	<ul style="list-style-type: none"> - Staff confident in teaching phonics through Little Wandle. - Happy and content staff team - Open and honest communication between staff and leadership. 	<ul style="list-style-type: none"> - Staff wellbeing survey - Mentor programme 	EL	
Teaching Assistants					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To contribute to the creation of a wellbeing tool kit for staff to use to support their own wellbeing.	<ul style="list-style-type: none"> - To attend workshops on how to support your own wellbeing. - 1 training session a term to be dedicated to resourcing. 	<ul style="list-style-type: none"> - Staff to be equipped to take responsibility for their own wellbeing. - Happy and content staff team. 	<ul style="list-style-type: none"> - Wellbeing training sessions from external providers 	EL	
Support staff					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To contribute to the creation of a wellbeing tool kit for staff to use to support their own wellbeing.	<ul style="list-style-type: none"> - Share views by completing wellbeing survey. - LMT to support teams to further develop communication between staff members. 	<ul style="list-style-type: none"> - Knowledgeable and empowered staff. - Staff confident in using different strategies to support their own wellbeing and able to signpost others. 	<ul style="list-style-type: none"> - Staff wellbeing survey 	EL	
Parents					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To engage with parent surveys throughout the year to provide feedback on	<ul style="list-style-type: none"> - LMT to monitor parent attendance at school events. 	<ul style="list-style-type: none"> - Deepened collaborative approach to learning between school and home. 	<ul style="list-style-type: none"> - Parent surveys - Translated correspondence 	MH	

learning, school events and initiatives.	- All correspondence to parents to be available in any language.	- Increased parent attendance at school events/meetings.			
Governors					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To have a firm understanding of staff wellbeing at Red Gates looks like and support SLT to identify challenges and next steps.	<ul style="list-style-type: none"> - Link governor for KP3 to meet termly with lead to gain a better understanding of staff wellbeing. - Staff wellbeing to be a standing agenda item at FGB meetings. 	<ul style="list-style-type: none"> - Staff feel supported by a knowledgeable and present governing body. - Governors confident that staff wellbeing is being supported appropriately by leaders. 	<ul style="list-style-type: none"> - Governor engagement programme 	MH	
Community					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
For Red Gates to have a good reputation in the community for staff wellbeing to support with staff recruitment and retention.	<ul style="list-style-type: none"> - Website updated regularly to reflect the exciting programme of events at Red Gates - Red Gates outreach offer provides an insight into life at Red Gates. 	<ul style="list-style-type: none"> - Red Gates has a reputation as an excellent place to work. - Visitors to Red Gates share their positive experiences across the borough. 	<ul style="list-style-type: none"> - Website updated regularly 	VW	

Objective 4: To further develop the use of specialist rooms and areas.					
Pupils					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To generalise and consolidate skills across all areas of school.	<ul style="list-style-type: none"> - Learning walks to focus on the use of specialist rooms. - Teachers to ensure specialist rooms are incorporated into their planning and used regularly. 	<ul style="list-style-type: none"> - Pupils engaged in motivating learning outside of the classroom. - Pupils demonstrating generalisation and consolidation of skills. 	<ul style="list-style-type: none"> - Specialist room timetables 	AW	

Leaders					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To complete specialist room/area audit to identify current strengths and areas for development.	<ul style="list-style-type: none"> - Review timetables across school to ensure optimum learning time. - Training for staff on how to use specialist equipment. 	<ul style="list-style-type: none"> - Specialist room timetables effectively meet the needs of each class. - Staff skilled and confident to use equipment in specialist rooms. 	<ul style="list-style-type: none"> - Timetables - Audit 	AW	
Teachers					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To further develop planning for specialist rooms to ensure they are used consistently and appropriately.	<ul style="list-style-type: none"> - Subject leaders to incorporate the use of specialist rooms into SoW. - Planning moderated during teacher meetings to discuss and share challenges and good practice. 	<ul style="list-style-type: none"> - Pupils provided with regular opportunities to be able to generalise and consolidate skills. 	<ul style="list-style-type: none"> - Teacher meetings - SoW 	AW	
Teaching Assistants					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To confidently lead learning in specialist rooms and evaluate following sessions.	<ul style="list-style-type: none"> - TAs to complete SOLAR entries for learning that takes place in specialist rooms to evidence generalisation of skills. - Learning in specialist rooms to be discussed during team meetings to reflect and action. 	<ul style="list-style-type: none"> - Pupils engaging in effective learning in specialist areas. - TAs confident in delivering teachers planning in specialist rooms. 	<ul style="list-style-type: none"> - Teachers planning - Training programme 	AW	
Support staff					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
CSAs: To ensure appropriate and purposeful communication is available for use in specialist areas and for transition.	<ul style="list-style-type: none"> - AAC to be available in all specialist areas for pupils to access. - Individualised AAC available in all classes for pupils to transition to and from specialist rooms 	<ul style="list-style-type: none"> - Pupils able to communicate their basic needs and wants when in specialist areas. - LTSAs effectively support learning in specialist areas during lunchtime clubs. 	<ul style="list-style-type: none"> - AAC for specialist areas - Transition AAC 	VW	
Parents					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To develop understanding of specialist rooms and areas at Red Gates by joining activities during class visits.	<ul style="list-style-type: none"> - Teachers to plan for parents to join activities in specialist areas during class visits. - Families share places and activities visited outside of school. 	<ul style="list-style-type: none"> - Families have a better understanding of learning outside the classroom. - Families aware of a wider variety of motivating activities for their children. 	<ul style="list-style-type: none"> - Termly parent visits - Discussions at parent/teacher meetings 	VW	
Governors					

Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To develop understanding of the importance of specialist rooms and areas at Red Gates and the impact they have on pupil progress.	<ul style="list-style-type: none"> Governors to be made aware of what specialist areas Red Gates has. Governors to observe practice in specialist rooms on visits. 	<ul style="list-style-type: none"> Governors to have a better understanding of how and why budget is spent on specialist rooms. 	<ul style="list-style-type: none"> Governor engagement programme 	MH	
Community					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
Families to be invited to a 'Red Gates playground session' once a term.	<ul style="list-style-type: none"> SLT to explore legislation and action accordingly. Families and staff invited to join a playground session to create an inclusive experience for all. 	<ul style="list-style-type: none"> Families able to enjoy a safe and inclusive afternoon in a playground with their children. Staff families able to enjoy a safe and inclusive afternoon in the playground. 	<ul style="list-style-type: none"> Insurance Invites 	MH	

Objective 5: To extend our outdoor learning offer.

Pupils					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To engage in a wide variety of outdoor learning to learn new skills and generalise and consolidate existing ones.	<ul style="list-style-type: none"> LMT to lead school community in being an 'all weather' school and the importance of appropriate clothing for all. Teachers to plan for outdoor learning at all opportunities. 	<ul style="list-style-type: none"> Pupils provided with a broader range of opportunities to develop their skills and meet their intended outcomes. Pupils engaged in motivating activities outside of the classroom. 	<ul style="list-style-type: none"> All weather clothes available Outdoor learning grab bags 	LR	
Leaders					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation

To ensure all areas of school are utilised to support pupil progress.	<ul style="list-style-type: none"> - Audit the use of the science garden to ensure it is fit for purpose, action accordingly. - Review H&S of all outdoor learning areas. 	<ul style="list-style-type: none"> - All areas of school used effectively to support pupil progress. - Staff share good practice in outdoor areas. 	<ul style="list-style-type: none"> - Science garden audit - Resources to zone science garden 	LR	
Teachers					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To include outdoor learning in planning at all opportunities.	<ul style="list-style-type: none"> - Outdoor learning activity ideas to be included in subject SoW. - Outdoor learning lead to model good practice across school. - Good practice from other settings used to inform next steps. 	<ul style="list-style-type: none"> - Pupils engaging in a range of outdoor learning activities across the week. - Increased pupil independence during outdoor learning activities. 	<ul style="list-style-type: none"> - SoW - Peer observations 	LR	
Teaching Assistants					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To confidently and skilfully support learning in outdoor areas across school and beyond.	<ul style="list-style-type: none"> - TAs to ensure they have appropriate clothes to participate in outdoor learning in any weather. - Activity 'grab bags' to be available for outdoor learning areas. 	<ul style="list-style-type: none"> - Pupils to participate in regular community visits to support their social development and generalisation of skills. - Pupil's communication skills further developed. 	<ul style="list-style-type: none"> - Activity grab bags - Training programme 	LR	
Support staff					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
<p>LTSAs: To develop skills in leading activities outside.</p> <p>CSAs: To ensure appropriate and useable AAC is available in outside areas.</p>	<ul style="list-style-type: none"> - Programme of training sessions for LTSAs that focuses on outdoor learning. - CSAs to source appropriate and durable communication aids for outside. 	<ul style="list-style-type: none"> - All pupils able to communicate their basic needs and wants when outside using their preferred means of communication. - LTSAs skilled at engaging pupils in outdoor learning activities. 	<ul style="list-style-type: none"> - Training programme - AAC 	LR	
Parents					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To attend parent and family workshops to gain ideas of how to engage their child in outdoor learning out of school.	<ul style="list-style-type: none"> - Half termly weekend playground sessions. - Parents visits to include outdoor learning activities for parents to - Parents to send in the correct clothing to enable pupils to engage. 	<ul style="list-style-type: none"> - Families able to enjoy time with their children in a safe and inclusive environment. - Increased confidence of families to engage in meaningful outdoor activities with their children. 	<ul style="list-style-type: none"> - Outdoor learning family learning sessions. - School open 1 weekend afternoon per half term. 	MH	
Governors					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation

To develop understanding of what outdoor learning looks like at Red Gates and how it fits into the curriculum.	- Assign governor to take responsibility for outdoor learning. Governor to meet regularly with lead to develop understanding and monitor impact.	- Governors develop their understanding of outdoor learning at Red Gates and how parts of our budget are used to develop this area of the curriculum.	- Governor engagement programme - Governor visits	LR	
Community					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
Where appropriate Red Gates pupils to join play time at The Quest.	- Meeting with The Quest to rebuild inclusion links and create action plan.	- Reintroducing inclusion will support The Quest in achieving their Citizenship award. - Red Gates pupils have the opportunity to explore a new space. - Red Gates pupils provided with opportunities to develop their social skills.	- Regular meetings with The Quest.	DS	

Objective 6: To provide a broader range of activities and strategies to further support the development of life skills.					
Pupils					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To participate in a variety of lunch time clubs and golden time each week.	- LMT to lead teachers in reinstated whole school golden time on a Friday afternoon.	- Pupils to engage in motivating activities where they can generalise and consolidate their skills.	- Resources to support new activities.	VW	
Leaders					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation

To develop a programme of whole school events which includes cultural celebrations.	<ul style="list-style-type: none"> - LMT to support RE lead to create a meaningful programme of celebrations across the year that reflects our school community. 	<ul style="list-style-type: none"> - All families and staff feel valued and celebrated across the year. 	<ul style="list-style-type: none"> - Working parties for different events and celebrations. 	MH	
Teachers					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To develop understanding of Interception and how to support pupils to regulate.	<ul style="list-style-type: none"> - Behaviour team to lead Interception training for all class based staff. - Behaviour team to set up and lead a working party on Interception framework and evaluation. 	<ul style="list-style-type: none"> - Teachers and TAs have an increased understanding of Interception and how regulation develops in pupils. - The development of life skills are valued across school and planned for accordingly. 	<ul style="list-style-type: none"> - Behaviour training sessions. 	CC	
Teaching Assistants					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To develop understanding of Interception and how to support pupils to regulate.	<ul style="list-style-type: none"> - Behaviour team to lead Interception training for all class based staff. - Behaviour team to set up and lead a working party on Interception framework and evaluation. 	<ul style="list-style-type: none"> - Teachers and TAs have an increased understanding of Interception and how regulation develops in pupils. - The development of life skills are valued across school and planned for accordingly. 	<ul style="list-style-type: none"> - Behaviour training sessions. 	CC	
Support staff					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
LTSAs: To develop knowledge of how to support independence skills during lunch times.	<ul style="list-style-type: none"> - Targeted training sessions for LTSAs on supporting eating and drinking, supporting toileting and supporting play. 	<ul style="list-style-type: none"> - LTSAs confident to support pupils in the development of their independence and life skills. - Improved pupil progress in life skills. 	<ul style="list-style-type: none"> - Training programme for LTSAs. 	CC	
Parents					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
To collaborate with school to inform meaningful life skill targets for pupils that are individual to need.	<ul style="list-style-type: none"> - LMT and teachers to lead parents in discussion about life skills during parent meeting. - Parent views to be written into intended outcomes for pupils. 	<ul style="list-style-type: none"> - Families and school working on the same skills using similar strategies to support pupil progress in life skills. - Increased pupil progress. 	<ul style="list-style-type: none"> - Crib sheet for discussion starters for teachers. 	CC	
Governors					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation

To further develop understanding of life skills and the holistic approach at Red Gates.	<ul style="list-style-type: none"> - Governors invited to join staff training sessions. - Visits to classes to include times of the day where life skills are promoted. 	<ul style="list-style-type: none"> - Meaningful challenge provided during governor meetings. - Developed understanding of budget and spending across whole curriculum. 	<ul style="list-style-type: none"> - Governor engagement programme. 	CC	
Community					
Target	Actions	Intended outcomes	Resources	Lead	Evaluation
All pupils to engage in purposeful community visits across the year on a regular basis.	<ul style="list-style-type: none"> - DH to monitor class timetables to ensure planned community visits. - Whole school to take part in the schools mini Marathon in the community. 	<ul style="list-style-type: none"> - Red Gates pupils more visible and more accepted in the local community. - Pupils generalise and consolidate skills learnt at school in the community. 	<ul style="list-style-type: none"> - Walking harnesses. 	VW	