

Leadership and Management

1.1 To continue to explore the proposal of joining a larger MAT to ensure leadership and governance of the school remains effective and sustainable for the mid to long term, enabling the school to fulfil its moral purpose.

Rationale: Strategic Governors are keen to ensure the learning from last year's due diligence process contributes to decision making as they continue to explore the positioning of Glyne Gap School as an academy trust.

1.2 Use the information gleaned from financial forecasting to improve the school's financial stability beyond the next 3 year period

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. Financial forecasting identifies that school is not be able to run on current levels of income/expenditure and maintain a balanced budget. The school needs to maintain a position of financial viability to deliver its moral purpose. Work undertaken as part of the 22/23 and 23/24 plan has increased income and identified 2 further areas for exploration through this year's development plan.

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 of teaching staff through establishing a Teacher Apprenticeship and Graduate Intern pathway.

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 wields the greatest impact.

1.5 Develop a clear home/school offer for our youngest pupils and their families

Rationale: School leaders have considered the ongoing moral purpose, scope and impact of the school run portage scheme and created a draft

Quality of Education

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

Rationale: Over a number of years, our school cohort has changed with an increase in the number of pupils are working within or just beyond the engagement profile. These pupils will always require intensive support to facilitate **the bridge to intentional communication; attention and listening skills; and social interaction skills.**

In the last academic year, considerable work went in to staff training and development in understanding how to support pupils at the very earliest stage of Communication and Interaction, which was seen to have very positive impact on learning outcomes in particular with regards to pupils Early Expressive Communication. We would like to now extend this further to increase staff knowledge in Early Receptive Communication and supporting families to embed this learning at home.

2.2 To extend the skills of a group of pupils working towards subject specific skills within literacy and numeracy including for post16.

Rationale: Literacy and numeracy skills are a skill in themselves and provide a significant bridge to other learning, opportunities and outcomes. Over the last 3 years, significant input has gone in to developing the subject specific skills with particular focus on Early Reading for a small cohort of pupils with considerable impact on their learning. A number of these pupils transition into Key Stage 5 in Sept 24 and as such we want to ensure the Early Reading opportunities continue to be offered within their post-16 provision.

A new Curriculum and Assessment tool was introduced in summer 23/24 for subject specific Early Mathematics and as such work in the 24/25 academic year will focus on embedding this curriculum in the school and extending into the Post 16 provision.

2.3 To ensure that pupils in key stages 2-4 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 pupil outcomes highlighted the impact of this approach. Last year a new whole school approach to tier 2 planning to ensure the richness of the curriculum was develop. A very successful whole school sea themed creative arts was held providing a wealth of

<p>proposal that maximises impact for a wider group of families and other practitioners. A funding stream has been identified and work to ensure delivering of this offer needs to continue.</p> <p>1.6 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.</p> <p>Rationale: September 2024 sees 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>1.7 Explore the demand for and opportunities to deliver a wraparound offer.</p> <p>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>opportunities for pupils. As a result of the positive impact for pupils there will now be an annual creative arts week in term 6 as part of building cultural capital for pupils.</p> <p>This development plan will seek to embed this practice to ensure a richness of opportunities and the building of cultural capital for pupils are systematically planned, evaluated and recorded.</p> <p>2.4 Ensure the continued highest level of teaching of the curriculum</p> <p>Rationale: In September 24, our post 16 facility will move to new premises, we will establish a new class and 5 classes will experience significant change (new classroom or new teacher). Governors acknowledge the necessity for this and whilst there will be an impact for pupils and staff, are keen to ensure that this amount of change is managed and all aspects of teaching remain high with evidence seen in outcomes for pupils (see minutes of Governing Body meeting 17.6.24).</p>
<p>Behaviour and Attitudes</p> <p>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.</p> <p>Rationale: This outcome was identified as pupils returned to school following the pandemic and this will be our fourth 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.</p> <p>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 we will endeavour to support parents/carers further through establishing a further home learning practitioner with a focus on behaviour strategies.</p>	<p>Personal Development</p> <p>4.1 To strengthen the support and guidance offered to students and their families through Benchmark 8 of the Gatsby Benchmarks.</p> <p>Rationale: All students left Glyne Gap Faculty in the 22/23 and 23/24 cohorts with an identified onward destination of the highest quality. 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>

Post 16

5.1 Continue to work with other stakeholders to ensure accommodation for Post 16 pupils meets needs and is secure in the mid and long term. (included on detailed plan as 1.6)

In September 2024, our post 16 facility will move to new premises. Our efforts will focus on ensuring a smooth transition for students, their families and staff and maintaining a curriculum that supports students' needs and aspirations. The systems and structures to achieve and monitor this are all in place and as such, there is no need of a further development plan. Quality of Education outcomes for post 16 students will be reported to the Governing Body on a termly basis via the Teaching and Learning Committee.

5.2 To strengthen the support and guidance offered to students and their families through Benchmark 8 of the Gatsby Benchmarks.(included on detailed plan as 4.1)

Rationale: All students left Glyne Gap Faculty in the 22/23 and 23/24 cohorts with an identified onward destination of the highest quality. 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.

5.3 To extend the skills of a group of pupils working towards subject specific skills within literacy and numeracy including for post16. (included on detailed plan as 2.2)

Rationale: Literacy and numeracy skills are a skill in themselves and provide a significant bridge to other learning, opportunities and outcomes
Over the last 3 years, significant input has gone in to developing the subject specific skills with particular focus on Early Reading for a small cohort of pupils with considerable impact on their learning. A number of these pupils transition into Key Stage 5 in Sept 24 and as such we want to ensure the Early Reading opportunities continue to be offered within their post-16 provision. A new Curriculum and Assessment tool was introduced in summer 23/24 for subject specific Early Mathematics and as such work in the 24/25 academic year will focus on embedding this curriculum in the school and extending into the Post16 provision.

Early Years

6.1 Develop a clear home/school offer for our youngest pupils and their families (included on detailed plan as 1.5)

Rationale: School leaders have considered the ongoing moral purpose, scope and impact of the school run portage scheme and created a draft revised proposal that maximises impact for a wider group of families and other practitioners. A funding stream has been identified and work to ensure delivering of this offer needs to continue.

