

SIP Summary 2025.26

Quality of Education – exemplary

Ref.	What is the objective?	Why was this chosen?
1.1	Embed Assessment for Learning (AfL) to Identify starting points and inform next steps. Use assessment to drive Planning and Curriculum adaptation.	Further embedding Assessment for Learning (AfL) is crucial to ensure teaching is tailored to each pupil's unique needs and abilities. It helps identify precise starting points and informs next steps, enabling personalised learning pathways. AfL promotes continuous feedback, allowing for timely interventions and curriculum adjustments. This approach supports engagement, progress, and confidence, ensuring all learners are included and challenged appropriately. Ultimately, AfL drives effective teaching and maximises outcomes for pupils with diverse learning needs.
1.2	To ensure that clear reading pathways are evident and identified for all students and that all students receive a consistent and confidently delivered curriculum to further develop their literacy skills.	Implementing a flow chart integrating Read Write Inc, See & Learn, and Fresh Start provides SEND teachers with a clear, structured pathway for delivering targeted literacy interventions to ensure students are following a pathway that matches their individual learning styles. A consistent and confidently delivered literacy curriculum provides SEND students with structure, repetition, and clarity, supporting their individual learning needs. It builds confidence, reinforces key skills, and ensures equitable access to literacy development, laying a strong foundation for communication, independence, and lifelong learning.
1.3	Further develop consistent high quality delivery of the curriculum across all phases through collaboration and sharing of good practice – drawing on individual staff strengths.	Choosing to further develop consistent, high-quality curriculum delivery across all phases through collaboration and sharing good practice is vital in a SEND setting to ensure continuity, equity, and personalised learning. By drawing on individual staff strengths, the school builds a united, skilled workforce equipped to meet diverse needs. This priority enhances learner outcomes, fosters staff development, and supports smooth transitions across key stages, ensuring every pupil receives the best possible education throughout their journey.
1.4	To further embed our robust universal Total Communication (TC) environment across the school and college.	A robust Total Communication environment in a SEND school is vital for meeting diverse communication needs. By combining speech, signs, symbols, gestures, and technology, it ensures all pupils can understand and express themselves effectively. This inclusive approach reduces barriers, supports emotional wellbeing, and enhances learning, independence, and social interaction, enabling every pupil to engage fully and meaningfully in both education and everyday life.

Three Year Plan:

Over the next three years, we will embed Assessment for Learning (AfL) across our SEND provision to accurately identify students' starting points and inform their next steps. Assessment will be central to driving curriculum planning and adaptation, ensuring learning is personalised, meaningful, and ambitious for all. We will establish clear and progressive reading pathways tailored to individual needs, guaranteeing that every student receives high-quality, consistent literacy instruction to build essential reading and communication skills. A focus on staff development and collaboration will support the consistent delivery of a high-quality curriculum across all phases. We will draw on individual staff strengths, sharing good practice through regular peer observation, joint planning, and professional dialogue. This collaborative approach will ensure continuity, support reflective practice, and secure improved outcomes for all learners by creating a cohesive, confident, and responsive teaching community.

Behaviour and Attitudes – exemplary

Ref.	What is the objective?	Why was this objective chosen?
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2.1	Providing a framework for staff to follow to support all students to demonstrate and recognise valued behaviour through the introduction of a Behaviour curriculum.	Providing a framework for staff to further support all students in demonstrating and recognising valued behaviour through the introduction of a Behaviour Curriculum promotes consistency, clarity, and a shared understanding of expectations, helping students feel secure and understood. A structured approach supports emotional regulation, social development, and positive relationships. This priority empowers staff, reduces behavioural incidents, and ensures all students can thrive in a safe, respectful, and supportive learning environment tailored to their individual needs.
2.2	To support SEND students in developing emotional literacy by providing structured, inclusive opportunities to recognise, understand, and express emotions effectively, enhancing their social interactions, self-regulation, and overall wellbeing.	Supporting SEND students to develop emotional literacy through structured, inclusive opportunities enhances students' ability to recognise, understand, and express emotions, leading to improved self-regulation and reduced behavioural incidents. Strengthened emotional awareness fosters positive social interactions and relationships, contributing to a more inclusive and supportive learning environment. This focus also promotes mental wellbeing, builds resilience, and empowers students with lifelong skills that support both academic progress and personal development across all phases of their education.
2.3	Staff to feel confident in supporting the mental health and wellbeing of our learners.	Supporting staff to develop their confidence in addressing the mental health and wellbeing of students in a SEND setting is vital for creating a safe, responsive, and inclusive environment. Confident staff can better identify needs, provide timely support, and build strong, trusting relationships. This not only improves student outcomes but also promotes a positive school culture where both learners and staff can thrive emotionally and socially.

Three Year Plan:

During the next three years, we will implement and embed our whole-school Behaviour Curriculum which provides a clear, consistent framework for staff to support all students in demonstrating, recognising, and celebrating valued behaviours. This structured approach will ensure that behavioural expectations are explicitly taught, modelled, and reinforced in a way that is accessible, meaningful, and inclusive for our SEND learners. In parallel, we will prioritise the development of students' emotional literacy by creating safe, structured opportunities to recognise, understand, and express their emotions. Through targeted programmes and integrated classroom practices, students will enhance their self-awareness, emotional regulation, and social interaction skills, leading to improved wellbeing and readiness to learn. To ensure a consistent and confident approach, all staff will receive ongoing training and support in mental health, wellbeing, and trauma-informed practice. We will embed a shared language and toolkit for emotional support across the school. By building staff confidence and capability, we will foster a nurturing, emotionally literate school culture that supports every student's personal development, resilience, and long-term wellbeing.

Personal Development and Wellbeing – exemplary

Ref.	What is the objective?	Why was this objective chosen?
3.1	To continue to increase work experience / vocational opportunities preparing for new training college cafe / shop.	Increasing work experience and vocational opportunities at the college supports personal growth, confidence, and independence. It prepares learners for real-world environments such as college cafés or shops, helping them gain practical, transferable skills. This pathway fosters social interaction, responsibility, and routine, while identifying individual strengths and interests. It also enhances readiness for further training or employment, promoting a smoother transition into adulthood and increased long-term outcomes.
3.2	To further develop Student Voice.	Further developing Student Voice at Beaucroft promotes inclusion, dignity, and empowerment. It ensures all learners, regardless of ability, are heard through adapted communication methods. This objective enhances engagement, informs

		practice, and fosters a person-centred culture, ultimately improving wellbeing, staff responsiveness, and the overall quality of the educational experience.
3.3	For students to further participate in and experience PfA and Personal Development opportunities.	Students further participating in and experiencing Preparation for Adulthood (PfA) and Personal Development opportunities promotes independence, dignity, and quality of life. It ensures a holistic, person-centred approach tailored to individual needs, building communication, decision-making, and life skills. This target supports meaningful engagement, improves outcomes beyond education, and helps each student reach their full potential in adulthood and the wider community.
Three Year Plan: We will continue to expand high-quality work experience and vocational learning opportunities to ensure our students are well-prepared for adulthood. A key priority will be developing provision linked to our new training college café and shop, enabling students to gain real-life experience in customer service, hospitality, retail, and enterprise. These experiences will be tailored to individual strengths and interests, promoting independence, confidence, and employability. We will also further embed and amplify Student Voice across all areas of school life. Students will be given meaningful, accessible opportunities to contribute to decision-making, shape their learning experiences, and express their views through structured forums and leadership roles. Additionally, we will broaden participation in Preparation for Adulthood (PfA) and personal development activities. Through targeted programmes and inclusive experiences, students will explore independent living, community inclusion, relationships, and future pathways. Our aim is to ensure all learners are supported to develop the skills, knowledge, and confidence they need to thrive in their next stage of life.		
Leadership and Governance – exemplary		
Ref.	What is the objective?	Why was this objective chosen?
4.1	Further support the wellbeing and productivity of staff team to help attendance and practice.	Further supporting the wellbeing and productivity of the staff team as a school improvement objective helps enhance attendance, morale, and the quality of teaching and learning. A focus on staff wellbeing fosters a positive working environment, reduces burnout, and increases retention. Empowered and supported staff are more engaged, collaborative, and effective, leading to improved student outcomes and a stronger, more resilient whole-school culture
4.2	Support Mainstream colleagues to develop inclusive environments and support specialist appropriate children within their local community.	Choosing to support mainstream schools in running a SEND class helps address the rising demand for specialist places, easing pressure on the local authority. It promotes inclusive practice, enabling students with additional needs to access appropriate support within their local community. This objective builds school capacity, enhances staff skills, and fosters a more adaptable education system, ultimately leading to better outcomes for pupils with SEND
4.3	Develop middle leadership and plan for succession.	This was an objective from last year, but we were unable to meet it due to budget constraints. We wish to invest in our staff and provide more opportunities for developing leadership skills, alongside recognising the increasing workload for Deputy Headteachers. This will also support staff retention during a nationally challenging time for recruitment.
Three Year Plan: We will continue to prioritise the wellbeing, resilience, and productivity of our staff team, recognising that a supported workforce is central to high-quality provision and improved attendance and practice. Through regular wellbeing initiatives, supervision, workload management strategies, and targeted professional development, we will continue to build a positive, reflective culture where staff feel valued, confident, and equipped to meet the needs of our learners.		

We will also strengthen our outreach and partnership work with mainstream settings, supporting colleagues to develop inclusive environments and practices. By sharing our specialist expertise and promoting adaptive strategies, we will help mainstream schools meet the needs of children with SEND within their local communities, reducing exclusions and promoting inclusion.

Developing middle leadership will be a key strategic focus to ensure sustainability and continued school improvement. We will identify and nurture emerging leaders through coaching, mentoring, and leadership training, creating clear succession plans that build internal capacity and ensure the long-term stability, consistency, and growth of our provision and vision.

Success Criteria:

Behaviour Curriculum being followed, as well as high up take of CPD opportunities, impacting on staff practice, evident through observations, audits, planning scrutiny and observations. Termly data supports this.

Workload Working group successfully identified and smarter working shared – evident in Staff Questionnaire feedback and teacher attendance and retention.

Clear Reading Class and individual profiles in place highlighting pathways and next steps with teachers demonstrating consistent delivery of early reading skills evident in termly Reading data which reflects continued exemplary progress.

Specialist Mainstream classes established through pilot with positive feedback from host schools regarding impact from Beaucroft. Pupils make good progress which is evident in school data.