



1. Ethos		
A Statement and Evaluation of Ethos		
Statement (This is what we have been doing/aspire to)	Evidence (This is where its impact is evident in our practice)	Evaluation (This is the difference it is making)
<p>The last SDP looked at ETHOS, how the school 'Lives and breathes', now we want to establish how the Ethos lives within the school community.</p> <ol style="list-style-type: none"> <li><b>Quality of Provision:</b> <ul style="list-style-type: none"> <li><b>Creative Teaching:</b> Teachers are creative in their teaching methods, which enhances student engagement.</li> <li><b>Individual Needs:</b> The Northern Ireland Curriculum is tailored to meet individual student needs.</li> <li><b>Parental and External Links:</b> Strong connections with parents and external agencies support the school's ethos of community involvement.</li> <li><b>Shared Education:</b> Established links with other schools promote shared education and collaborative learning.</li> </ul> </li> <li><b>Outcome for Learners:</b> <ul style="list-style-type: none"> <li><b>Holistic Development:</b> The school focuses on the holistic development of each child, emphasizing both academic and life skills.</li> <li><b>Student Engagement:</b> Students are actively engaged in their learning activities and have a voice in school decisions through councils and social outings.</li> <li><b>Celebration of Success:</b> The school celebrates student achievements through awards and assemblies, fostering a positive and encouraging environment.</li> </ul> </li> <li><b>Leadership and Management:</b> <ul style="list-style-type: none"> <li><b>Strategic Planning:</b> The school development plan (SDP) and ethos are well-defined and involve the entire staff, promoting unity and a shared vision.</li> <li><b>Supportive Environment:</b> There is a strong sense of support among colleagues, and the school accesses external support when needed.</li> <li><b>Resource Management:</b> The school is well-resourced, and self-evaluation processes are in place to inform planning and improvement.</li> </ul> </li> <li><b>Care and Welfare:</b> <ul style="list-style-type: none"> <li><b>Safe Environment:</b> The school provides a safe and nurturing environment for students.</li> <li><b>Staff Collaboration:</b> Staff work well together, and there is effective communication with parents.</li> <li><b>Behavior and Communication Strategies:</b> The school has appropriate strategies in place to manage behavior and support</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Self evaluation and planning for Improvement process. Oct 2024</li> <li>Stakeholder surveys relating to 'Ethos' on Microsoft Forms were sent to all stake holders in October regarding the Ethos of the school. The data generated will determine how the Ethos statement is reflected and 'lived out' in the school. On 22<sup>nd</sup> January all stakeholders will come together to discuss and establish the schools collective 'Vision, Values and Mission. Statement. STAFF <a href="https://forms.office.com/e/vtK9KZ9BCJ">https://forms.office.com/e/vtK9KZ9BCJ</a> <a href="https://forms.office.com/e/xELgAUSbBD">https://forms.office.com/e/xELgAUSbBD</a> <a href="https://forms.office.com/e/xUcezidsCT">https://forms.office.com/e/xUcezidsCT</a> <a href="https://forms.office.com/e/kj9aYfjsgv">https://forms.office.com/e/kj9aYfjsgv</a></li> <li>BOG <a href="https://forms.office.com/e/kj9aYfjsgv">https://forms.office.com/e/kj9aYfjsgv</a></li> <li>Parent Voice Survey- were completed in December 2024. <a href="https://forms.office.com/e/2yfDFv7uFp">https://forms.office.com/e/2yfDFv7uFp</a>  <a href="https://forms.office.com/e/nTuwb5f619">https://forms.office.com/e/nTuwb5f619</a></li> </ul>	<ol style="list-style-type: none"> <li>Enhanced Curriculum and Provision: <ul style="list-style-type: none"> <li>Life Skills Pathway: Developing a life skills pathway from primary to secondary to better prepare students for real-world challenges.</li> <li>Collaborative Planning: Increasing collaborative planning for specific areas and more opportunities for other classes to avail of shared education links.</li> <li>Assessment and Planning: Revisit nursery planning and assessment to ensure it meets current needs.</li> </ul> </li> <li>Improved Outcomes for Learners: <ul style="list-style-type: none"> <li>Life Skills Programs: More opportunities for life skills programs and alternate programs for students unable to access the standard curriculum.</li> <li>Communication and Social Skills: Continued focus on developing communication, social skills, and life skills for all students.</li> </ul> </li> <li>Leadership and Management Enhancements: <ul style="list-style-type: none"> <li>Shared Planning: More shared planning within key stages and better induction for new staff.</li> <li>Promoting Shared Education: Promoting shared education links on social media and ensuring all staff are aware of these opportunities.</li> </ul> </li> <li>Care and Welfare Improvements: <ul style="list-style-type: none"> <li>Quiet Spaces: Creating more quiet and safe spaces for students to support their well-being.</li> <li>Behavior Management: Reinforcing behavior strategies and communication to ensure a nurturing environment.</li> </ul> </li> <li>Governance and Community Engagement: <ul style="list-style-type: none"> <li>Governor Involvement: Encouraging governors to be more involved and regularly visit the school to see the work being done.</li> </ul> </li> <li>Community Links: Strengthening links with local employers and outlining the valuable contributions students can make to society</li> </ol> <p>These efforts and aspirations reflect the school's commitment to fostering a positive and supportive learning environment, promoting student engagement and achievement, and maintaining strong leadership and management practices</p>

<p>communication, ensuring a positive learning environment.</p> <p>5. <b>Governance:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative Leadership:</b> The Senior leadership Team (SLT) and Board of Governors (BOG) work collaboratively, with regular meetings and input from teachers.</li> <li>• <b>Resource Sharing:</b> The school is good at sharing resources and ensuring that staff are guided by management regarding finances.</li> </ul> <p>These strengths highlight the school's commitment to fostering a positive and supportive learning environment, promoting student engagement and achievement, and maintaining strong leadership and management practices.</p> <p>The school has engaged in the CSSC Ethos Module 1 as part of the last SDP. The school explored Ethos and it's definition for Willowbridge and all stakeholders.</p> <p>Governors- Our school Governors will complete the CSSC "Governors and Ethos One- Improvement of Ethos" as part of the CSSC Toolkit and will complement the training above.</p>		
<p><b>To what extent has this helped to meet our objectives in our last SDP?</b></p> <p>We have established our Ethos, 'who we are', which is the personality of the school'. Now we need to establish how we 'live out' the ethos.</p>	<p><b>Areas for ongoing development</b></p> <p><b>Continue work on Ethos by establishing "Values, Vision and Mission Statements. Complete the CSSC School Ethos Module 2- "Values, Vision Mission" (links with Requirements 2c)</b></p> <ol style="list-style-type: none"> <li><b>1. Whole school training to establish how we live out our Ethos, the Values we use to interact with others and how to model these values. (links with Requirements 2d)</b></li> <li><b>2. Create visual displays of these 'Value statements'</b></li> <li><b>3. Focus events on Values- e.g. Word of the week- link with Student Council</b></li> <li><b>4. Update the reception area to make it 'more welcoming'</b></li> </ol>	

**2A: Learning, Teaching and Assessment**  
**A Summary and Evaluation of the schools strategies for learning, teaching and assessment and promoting the raising of standards of attainment among pupils in particular in Communication, Mathematics and ICT**

<p align="center"><b>Statement</b> (This is what we have been doing/aspire to)</p>	<p align="center"><b>Evidence</b> (This is where its impact is evident in our practice)</p>	<p align="center"><b>Evaluation</b> (This is the difference it is making)</p>
<p>1. <b>Quality of Provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Creative Teaching:</b> Teachers are creative in their teaching methods, which helps engage pupils.</li> <li>• <b>Individualized Curriculum:</b> The Northern Ireland Curriculum is tailored to meet individual student needs, with Personal Learning Plans (PLPs) and new assessment templates in place.</li> <li>• <b>Assessment Integration:</b> New assessments such as Q Skills and Quest are embedded, supporting continuous monitoring and improvement.</li> <li>• <b>Digital Technology:</b> The school uses and deploys as much digital technology as possible, recognizing its importance in enhancing learning, particularly for students with special needs.</li> </ul> <p>2. <b>Outcome for Learners:</b></p> <ul style="list-style-type: none"> <li>• <b>Focus on Numeracy and Literacy:</b> PLPs emphasize numeracy and literacy, providing targeted support for pupils.</li> <li>• <b>Engagement Strategies:</b> Teachers use various strategies, including repetition and visuals, to engage pupils, particularly those who are nonverbal.</li> <li>• <b>Life Skills Development:</b> The school focuses on developing communication, social skills, and life skills, which are crucial for pupils with special needs.</li> <li>• <b>Celebration of Success:</b> The school celebrates pupil achievements through awards and assemblies, fostering a positive and encouraging environment.</li> </ul> <p>3. <b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school has strong links with external services and is well-resourced, providing a supportive environment for pupils.</li> <li>• <b>Self-Evaluation:</b> Continuous self-evaluation informs planning and helps maintain high standards in teaching and learning.</li> <li>• <b>Strategic Planning:</b> The school development plan (SDP) and ethos are well-defined, promoting a unified vision and continuous improvement.</li> </ul> <p>4. <b>Collaborative Learning:</b></p>	<ul style="list-style-type: none"> <li>• Self-evaluation and planning for Improvement process. Nov 2024</li> <li>• Teachers completed ETI- "ISEF Effective Practice and Self Evaluation Questions for Special Education" and completed a SWOT Analysis in Post Primary and Primary Departments using the information generated from these questions.</li> </ul>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Not all teachers are confident with digital technology, which impacts communication strategies and there is sometimes a lack of feedback from professional bodies supporting the children, affecting communication about progress.</li> <li>• There needs to be better use of social media for sharing achievements and promoting shared education links and more joined-up planning and sharing of ideas across key stages, and better communication lines between staff and parents.</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>• The broad curriculum limits focus on life skills, including practical mathematics and there is a need for more discussion around pathwaying children in mathematics to ensure appropriate support and progression.</li> <li>• More collaborative planning for specific areas, including mathematics and the development of clear pathways for different needs in mathematics, such as academic, moderate, and nurture pathways.</li> </ul> <p><u>ICT</u></p> <ul style="list-style-type: none"> <li>• Not all teachers are confident with digital technology, limiting the strategic use of ICT and there is a need to enhance the use of ICT across the school, and more iPads and access to appropriate software are required.</li> <li>• More play-based learning and life skills pathways that incorporate ICT and better use of digital technology as a powerful aid, and development of topic webs for each key stage to outline what is being taught, including ICT.</li> </ul> <p>Continuous Professional Development</p> <ul style="list-style-type: none"> <li>• High turnover of staff impacts learning and professional development and there is a need for more support and training to implement a consistent approach across the school.</li> <li>• Better induction for new staff and a buddy system with key information on specific areas and enhanced professional development aligned to the school development plan, and opportunities to share good practice and observe colleagues.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Shared Education Links:</b> Established links with other schools promote shared education and collaborative learning, providing new opportunities for pupils.</li> <li>• <b>Parental Involvement:</b> PLPs are discussed with parents, who have input into target setting, ensuring that learning goals are aligned with pupil needs and parental expectations.</li> </ul> <p>5. <b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Continuous Improvement:</b> The school emphasizes the sharing of good practices and observing other colleagues, which leads to better outcomes and continuous professional development.</li> <li>• <b>Training and Support:</b> There is a need for more support and training to implement a consistent approach across the school, with a focus on enhancing the use of ICT and other teaching strategies.</li> </ul>		
<p><b>To what extent has this helped to meet our objectives in our last SDP?</b></p> <p>Monitoring the impact of whole school SDP target from previous plan on the impact of the “Sounds Write” programme.</p> <p>Curriculum provision from Nursery to Post 16 is outdated and in need of review and does not reflect the development of learning routes which have taken place.</p>	<p><b>Areas for ongoing development</b></p> <ol style="list-style-type: none"> <li><b>1. Total Communication</b>  <b>An audit of communication methods in school will be completed.</b> <ul style="list-style-type: none"> <li>- Literacy Strategies defined “Literacy Hour”.</li> <li>-reinforcement of Makaton during lessons for all pupils</li> <li>-audit of impact of Sounds Write</li> <li>-training provided by SALT</li> <li>-investigation of AAC and communication Apps for identified pupils (links with Requirements 2d)</li> </ul> </li> <li><b>2. Assessment</b> <ul style="list-style-type: none"> <li>-Purchase assessment folders for each teacher</li> <li>-Organise staff training and meetings on assessment</li> <li>-policy development</li> <li>- Review Foundation Stage and Multi-sensory</li> <li>- review the online Quest and Q skills assessment programme</li> <li>-introduce the Assessment of Functional Skills (AFALS) Programme</li> <li>- Accredited courses to be reviewed in line with Assessment review</li> </ul> </li> <li><b>3. Curriculum</b>  Curriculum mapping for learning Pathways  Foundation Stage Programme development  The sharing of expertise and good practise using assessments will take place.</li> <li><b>4. Timetable</b>  Explore timetable options for 30-minute periods and dedicated literacy and numeracy periods for differentiated classes to be taught at the same time.</li> <li><b>5. Mathematics</b>  Pilot the ‘Maths for Life- A differentiated Approach’ programme which is a clear logical structured programme which is inclusive, highly visual and age neutral</li> </ol>	

<b>2B. Pupils with special, additional and other needs</b>		
<b>Statement</b> (This is what we have been doing/aspire to)	<b>Evidence</b> (This is where its impact is evident in our practice)	<b>Evaluation</b> (This is the difference it is making)
<p>1. <b>Quality of Provision:</b></p> <ul style="list-style-type: none"> <li>• Creative Teaching: Teachers employ creative teaching methods to engage pupils with special needs.</li> <li>• Individualized Curriculum: The Northern Ireland Curriculum is tailored to meet individual student needs, with Personal Learning Plans (PLPs) and new assessment templates in place.</li> <li>• Assessment Integration: New assessments such as Q Skills and Quest are embedded, supporting continuous monitoring and improvement.</li> <li>• Links with Parents and Agencies: Strong connections with parents and external agencies enhance the support available to pupils.</li> <li>• Shared Education Links: Established links with other schools promote shared education and collaborative learning.</li> </ul> <p>2. <b>Outcome for Learners:</b></p> <ul style="list-style-type: none"> <li>• Focus on Numeracy and Literacy: PLPs emphasize numeracy and literacy, providing targeted support for pupils with special needs.</li> <li>• Engagement Strategies: Teachers use various strategies, including repetition and visuals, to engage pupils, particularly those who are nonverbal.</li> <li>• Life Skills Development: The school focuses on developing communication, social skills, and life skills, which are crucial for pupils with special needs.</li> <li>• Celebration of Success: The school celebrates pupil achievements through awards and assemblies, fostering a positive and encouraging environment.</li> <li>• Social Outings and Roles: Social outings and roles/jobs within the school provide practical experiences and opportunities for pupils to develop social skills.</li> </ul> <p>3. <b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• Supportive Environment: The school has strong links with external services and is well-resourced, providing a supportive environment for pupils with special needs.</li> <li>• Self-Evaluation: Continuous self-evaluation informs planning and helps maintain high standards in teaching and learning.</li> <li>• Strategic Planning: The school development plan (SDP) and ethos are well-defined, promoting a unified vision and continuous improvement.</li> <li>• Access to Support: The school accesses support when needed, ensuring that staff have the resources and</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and planning for Improvement process. Nov 2024</li> <li>• Teachers completed ETI- "ISEF Effective Practice and Self Evaluation Questions for Special Education" and completed a SWOT Analysis in Post Primary and Primary Departments using the information generated from these questions.</li> </ul>	<p>1. <b>Quality of Provision:</b></p> <ul style="list-style-type: none"> <li>• Digital Technology Confidence: Not all teachers are confident with digital technology, which can hinder the effective use of ICT in teaching.</li> <li>• Awareness of Shared Education Links: Not all staff are aware of the shared education links in the school, limiting collaborative opportunities.</li> <li>• Transition Challenges: The transition from primary to secondary is challenging for many pupils, as moving around classes does not suit all students.</li> <li>• Sensory Stories: Sensory stories should be central to all activities, even outside multisensory environments.</li> <li>• Play-Based Learning: More play-based learning is needed in Key Stage 1 (KS1).</li> <li>• Life Skills Pathway: There is a need for a life skills pathway from primary to secondary to better prepare students for real-world challenges.</li> <li>• Collaborative Planning: More collaborative planning is needed for specific areas and opportunities for other classes to avail of shared education links.</li> <li>• Nursery Planning and Assessment: Nursery planning and assessment should be revisited to ensure it meets current needs.</li> </ul> <p>2. <b>Outcome for Learners:</b></p> <ul style="list-style-type: none"> <li>• Life Skills Program: A better life skills program is needed throughout the school.</li> <li>• Engagement Barriers: The nature of pupils' diagnoses and disabilities can make it difficult to keep them engaged in activities, becoming a barrier to learning.</li> <li>• Shared Education Limitations: Shared education is limited to certain classes, restricting opportunities for all pupils.</li> <li>• Alternate Programs: More alternate programs are needed for pupils who are unable to access the standard curriculum.</li> <li>• Communication with Parents: The use of Dojo is time-consuming and often a one-way system, with little feedback from parents.</li> </ul> <p>3. <b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• Reality Check: Management needs to see the reality of what is happening in classrooms on a daily basis.</li> <li>• Sharing Learning: There is a lack of sharing individual and collective learning among staff.</li> <li>• Speech and Language Therapy (SALT): The current SALT provision is poor and not beneficial.</li> <li>• Mentorship for New Staff: New staff need a set mentor or person to</li> </ul>

<p>assistance required for their professional growth.</p> <p>4. <b>Care and Welfare:</b></p> <ul style="list-style-type: none"> <li>• Safe and Nurturing Environment: The school provides a happy and safe environment for pupils with special needs.</li> <li>• Staff Collaboration: Staff work well together, and there is effective communication with parents.</li> <li>• Behavior and Communication Strategies: The school has appropriate strategies in place to manage behavior and support communication, ensuring a positive learning environment.</li> <li>• Pastoral Monitoring: Good pastoral monitoring and follow-up ensure that the well-being of both staff and students is prioritized.</li> </ul> <p>5. <b>Governance:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Leadership: The senior management team (SMT) and board of governors (BOG) work collaboratively, with regular meetings and input from teachers.</li> <li>• Resource Sharing: The school is good at sharing resources and ensuring that staff are guided by management regarding finances.</li> <li>• Parental Involvement: PLPs are discussed with parents, who have input into target setting, ensuring that learning goals are aligned with pupil needs and parental expectations. These strengths highlight the school's commitment to supporting pupils with special, additional, and other needs through personalized planning, creative teaching, strategic use of resources, and continuous professional development.</li> </ul>		<p>link with for better support.</p> <ul style="list-style-type: none"> <li>• Classroom and Breakout Spaces: More classrooms and breakout/quiet rooms are needed to accommodate the needs of pupils.</li> <li>• Promotion of Shared Education: Shared education is not promoted enough, and some staff are unaware of the shared education notice board.</li> <li>• Induction for New Staff: Better induction processes are needed for new staff, including a buddy system with like classes.</li> </ul> <p>4. <b>Care and Welfare:</b></p> <ul style="list-style-type: none"> <li>• High Staff Turnover: High turnover of staff impacts continuity and quality of care.</li> <li>• Class Sizes: Large class sizes can hinder individualized attention and support for pupils.</li> <li>• Accommodation: There is a need for more appropriate accommodation, as some rooms are not suitable as classrooms.</li> <li>• Behavior and Mental Health: There is a massive link between behavior and health or mental health, and staff are not qualified to address these issues adequately.</li> <li>• Quiet Spaces: There are not enough quiet or safe spaces for pupils to calm down when needed.</li> <li>• Behavior Protocol: There is a need for a clear school protocol for behavior, including defining when a pupil is in crisis.</li> </ul> <p>5. <b>Governance:</b></p> <ul style="list-style-type: none"> <li>• Governor Involvement: Governors should be more involved and regularly visit the school to see the work being done.</li> <li>• Resource Allocation: Staff ratios can hinder the availability of resources, and the budget for class-based resources is not enough.</li> </ul> <p><b>Conclusion</b></p> <p>Addressing these areas for improvement will help the school better support pupils with special, additional, and other needs. By enhancing digital technology confidence, improving transition processes, developing life skills pathways, and ensuring better communication and support systems, the school can create a more inclusive and effective learning environment for all pupils.</p>
<p><b>To what extent has this helped to meet our objectives in our last SDP?</b></p>	<p><b>Areas for ongoing development</b></p> <ol style="list-style-type: none"> <li><b>1. Complete the 4 Phases of the MCA whole school programme.*</b></li> <li><b>2. Establish a core team and assign roles</b></li> <li><b>3. Agree Implementation plan</b></li> <li><b>4. Review and agree all policy and procedure documentation between school and MCA</b></li> <li><b>5. collate information for assessment baseline and identify while school objectives</b></li> <li><b>6. Deliver training and disseminate the whole school programme</b></li> <li><b>7. Assist school staff in the promotion of collaborative working practices between all stakeholders.</b></li> </ol>	

<b>2C. Pastoral Care including Child protection and Safeguarding</b>		
<b>Statement</b> (This is what we have been doing/aspire to)	<b>Evidence</b> (This is where its impact is evident in our practice)	<b>Evaluation</b> (This is the difference it is making)
<p>1. Supportive Environment:</p> <ul style="list-style-type: none"> <li>• Sense of Family: There is a strong sense of family among the staff and students, fostering a positive and caring atmosphere.</li> <li>• Staff Collaboration: Staff work well together, creating a supportive environment for both students and colleagues.</li> </ul> <p>2. Policies and Procedures:</p> <ul style="list-style-type: none"> <li>• Robust Policies: The school has excellent policies in place that form the basis of how staff look out for each other and take care of the students.</li> <li>• Complaints Procedure: There is a robust complaints procedure, ensuring that any issues are addressed promptly and effectively.</li> </ul> <p>3. Training and Development:</p> <ul style="list-style-type: none"> <li>• Effective Training: Training is kept up to date, ensuring that staff are well-prepared to handle various situations, including challenging behavior.</li> <li>• Induction for New Staff: New and temporary staff are provided with a comprehensive induction, which has been noted as particularly informative and supportive.</li> </ul> <p>4. Communication and Engagement:</p> <ul style="list-style-type: none"> <li>• Good Communication Lines: There are good communication lines between staff and parents, ensuring that everyone is informed and involved in the well-being of the students.</li> <li>• Regular Meetings: Regular staff meetings, feedback sessions, and sharing of practice help maintain a cohesive and informed staff body.</li> </ul> <p>5. Facilities and Resources:</p> <ul style="list-style-type: none"> <li>• Soft Play and Sensory Rooms: The school has soft play areas and sensory rooms to enable children to calm if required, which also supports staff in managing student behavior.</li> <li>• Mood Boards and Trackers: Use of mood boards and trackers for non-verbal students helps staff understand and support the emotional well-being of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Self evaluation and planning for Improvement process. Oct 2024</li> <li>• Pupil voice questionnaires distributed in November 2024</li> </ul>	<p>These points highlight the areas where the Primary and Post Primary Departments can focus their efforts to improve pastoral care, child protection, and safeguarding.</p> <ul style="list-style-type: none"> <li>• High turnover of staff impacts the consistency of pastoral care and large class sizes and accommodation issues limit the effectiveness of pastoral care.</li> <li>• Time constraints and workload pressures affect the ability to provide comprehensive pastoral care.</li> <li>• Staff are not qualified to handle mental health issues, which are closely linked to behavior.</li> <li>• Lack of quiet spaces/safe spaces for pupils.</li> <li>• Improve the induction for new staff to ensure they are well-prepared for pastoral care responsibilities.</li> <li>• Buddy system with like classes to share key information on specific areas of pastoral care.</li> <li>• Opportunities for pupils to be seen in clinic by health professionals when school strategies are exhausted.</li> <li>• Launch of Rights and Respecting awards to embed school values and improve interactions within the school community.</li> <li>• Concerns about the effectiveness of outside agencies in supporting pastoral care.</li> <li>• Lack of facilities, such as breakout rooms, impacts the ability to provide effective pastoral care.</li> <li>• Enhanced professional development to improve pastoral care skills.</li> <li>• Better space for staff to support their wellbeing and ability to provide pastoral care More staff wellbeing initiatives to support those involved in pastoral care.</li> </ul>
<p>To what extent has this helped to meet our objectives in our last SDP?</p> <p>The school has a strong foundation in providing a supportive</p>	<p><b>Areas for ongoing development</b></p> <ol style="list-style-type: none"> <li><b>1. School Council to lead the school through the ‘Social Impact Awards Initiative’</b></li> <li><b>2. Use new school Hub Moodtracker to monitor pupils emotional health and wellbeing</b></li> <li><b>3. Develop the Rights Respecting Schools RRS Awards and work towards the recognition that</b></li> </ol>	

<p>and caring environment, with robust policies and effective training in place. However, challenges such as high staff turnover, large class sizes, and limited funding need to be addressed to further improve pastoral care and safeguarding. By leveraging opportunities for enhanced training, improved facilities, and staff well-being initiatives, the school can continue to provide a safe and nurturing environment for all pupils.</p>	<p><b>they have embedded children’s and young people’s rights in their school’s practice and ethos. (links with Requirement 1)</b></p> <p><b>4. Establish an electronic Sign In system through the installation of a “School Hub” including a Visitor Sign In System to monitor visitors in the building to support safeguarding systems and Health and safety procedures in the event of an evacuation.</b></p> <p><b>5. Appoint and train new safeguarding team in line with new management structure.</b></p> <p><b>6. Develop core skills to ensure best practice when working with pupils and to better support their mental health and wellbeing</b></p>
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<b>2D. Staff Development</b>		
<b>Statement</b> (This is what we have been doing/aspire to)	<b>Evidence</b> (This is where its impact is evident in our practice)	<b>Evaluation</b> (This is the difference it is making)
<p><b>1. Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> Work colleagues are supportive, creating a positive atmosphere for staff development.</li> <li>• <b>Access to Support:</b> The school accesses support when needed, ensuring that staff have the resources and assistance required for their professional growth.</li> <li>• <b>Self-Evaluation:</b> Continuous self-evaluation informs planning and helps maintain high standards in teaching and learning.</li> <li>• <b>Professional Development Links:</b> As the school development plan (SDP) comes into focus, there will be clearer links to professional development, enhancing staff skills and knowledge.</li> </ul> <p><b>2. Quality of Provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Creative Teaching:</b> Teachers are creative in their teaching methods, which is supported by ongoing professional development.</li> <li>• <b>Individualized Planning:</b> The Northern Ireland Curriculum is tailored to meet individual student needs, with Personal Learning Plans (PLPs) and new assessment templates in place.</li> <li>• <b>Assessment Integration:</b> The integration of new assessments such as Q Skills and Quest supports continuous monitoring and improvement.</li> </ul> <p><b>3. Collaborative Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Education Links:</b> Established links with other schools promote shared education and collaborative learning, providing opportunities for staff to learn from each other.</li> <li>• <b>Parental Involvement:</b> PLPs are discussed with parents,</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and planning for Improvement process. Nov 2024</li> <li>• Teachers completed ETI- “ISEF Effective Practice and Self Evaluation Questions for Special Education” and completed a SWOT Analysis in Post Primary and Primary Departments using the information generated from these questions.</li> </ul>	<ul style="list-style-type: none"> <li>• High turnover of staff impacts learning and professional development leading to lack of training opportunities for staff.</li> <li>• Time and resource constraints hinder staff development.</li> <li>• New staff lack a set mentor or person to link in with and there is insufficient mentoring for new staff. There also need to be a better induction for new staff to ensure they are well-prepared for their roles with a buddy/peer system with like classes to share key information and support new staff.</li> <li>• Lack of shared learning and collaboration among staff and there is a need for more support and training to implement a consistent approach across the school. There needs to be opportunities to share good practice and observe other colleagues as a key priority.</li> <li>• Union actions and time constraints limit opportunities for staff development.</li> <li>• Financial constraints affect the availability of resources for staff development.</li> <li>• Enhanced shared planning within key stages to promote collaboration and professional growth.</li> <li>• Promotion of shared education links on social media to facilitate professional development.</li> <li>• Enhanced professional development aligned with the school development plan.</li> <li>• Development of clear pathways for professional development, including the use of ICT.</li> <li>• Better use of high-quality resources and time for staff to get them together and in the correct rooms for use.</li> </ul>

<p>who have input into target setting, ensuring that learning goals are aligned with student needs and parental expectations.</p> <p><b>4. Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Continuous Improvement:</b> The school emphasizes the sharing of good practices and observing other colleagues, which leads to better outcomes and continuous professional development.</li> <li>• <b>Training and Support:</b> There is a need for more support and training to implement a consistent approach across the school, with a focus on enhancing the use of ICT and other teaching strategies.</li> <li>• <b>Induction for New Staff:</b> New and temporary staff are provided with a code of conduct and induction, ensuring they are well-prepared and supported in their roles.</li> </ul> <p><b>5. Care and Welfare:</b></p> <ul style="list-style-type: none"> <li>• <b>Safe and Nurturing Environment:</b> The school provides a happy and safe environment, with staff working well together to support pupils with special needs.</li> <li>• <b>Effective Communication:</b> There are good communication lines between staff and parents, ensuring that the needs of pupils are met.</li> <li>• <b>Behavior and Communication Strategies:</b> The school has appropriate strategies in place to manage behavior and support communication, ensuring a positive learning environment.</li> </ul> <p>These strengths highlight the school's commitment to staff development through supportive leadership, continuous professional development, collaborative learning, and effective communication.</p>		
<p><b>To what extent has this helped to meet our objectives in our last SDP?</b></p>	<p><b>Areas for ongoing development (links with Requirements 2A)</b></p> <ol style="list-style-type: none"> <li><b>1. Training to be provide by MCA (Link with Requirements 2A/2B)</b></li> <li><b>2. Complete 'Sharing Good Practice' Audit and build capacity in both teachers and classroom assistants. (Links with requirement 2A and 2B)</b></li> <li><b>3. Build leadership capacity of senior and middle leadership.</b></li> <li><b>4. Link with SALT regarding specific training on AAC and Makaton and Braille(Link with Requirement 2B)</b></li> <li><b>5. Relevant training for assessment including Training on AFLS, Q Skills online. (Link with Requirement 2A)</b></li> <li><b>6. Training on 'Maths for Life'</b></li> <li><b>7. Improve induction for staff</b></li> </ol>	

<b>2E. Health and Well being of staff</b>		
<b>Statement</b> (This is what we have been doing/aspire to)	<b>Evidence</b> (This is where it's impact is evident in our practice)	<b>Evaluation</b> (This is the difference it is making)
<p>1. <b>Supportive Environment:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative Staff:</b> Staff work well together, creating a supportive and collaborative environment.</li> <li>• <b>Sense of Family:</b> There is a strong sense of family among the staff and students, fostering a positive and caring atmosphere.</li> </ul> <p>2. <b>Training and Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Effective Training:</b> Training is kept up to date, ensuring that staff are well-prepared to handle various situations, including challenging behavior.</li> <li>• <b>Induction for New Staff:</b> New and temporary staff are provided with a comprehensive induction, which has been noted as particularly informative and supportive.</li> </ul> <p>3. <b>Communication and Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Good Communication Lines:</b> There are good communication lines between staff and parents, ensuring that everyone is informed and involved in the well-being of the students.</li> <li>• <b>Regular Meetings:</b> Regular staff meetings, feedback sessions, and sharing of practice help maintain a cohesive and informed staff body.</li> </ul> <p>4. <b>Policies and Procedures:</b></p> <ul style="list-style-type: none"> <li>• <b>Robust Policies:</b> The school has excellent policies in place that form the basis of how staff look out for each other and take care of the students.</li> <li>• <b>Complaints Procedure:</b> There is a robust complaints procedure, ensuring that any issues are addressed promptly and effectively.</li> </ul> <p>5. <b>Support Systems:</b></p> <ul style="list-style-type: none"> <li>• <b>Team Teach:</b> Effective use of Team Teach techniques helps staff manage challenging behavior and deescalate situations.</li> <li>• <b>Pastoral Monitoring:</b> Good pastoral monitoring and follow-up ensure that the well-being of both staff and students is prioritized.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff health and wellbeing Audit of staff took place 2023-24</li> </ul> <p>The survey had a return rate of approximately 40%, The survey aimed to assess staff wellbeing, perception of stress, and overall satisfaction with their work environment.</p> <p><b>Wellbeing and Perception of Stress:</b></p> <ul style="list-style-type: none"> <li>• <b>Positive Aspects:</b></li> <li>• 95% of staff have been able to make up their minds about things.</li> <li>• 90% have been feeling close to other people.</li> <li>• 95% have been thinking clearly.</li> <li>• 92.5% have been dealing with problems well.</li> <li>• 80% have been feeling relaxed.</li> <li>• 100% have been feeling useful.</li> <li>• 95% have been feeling optimistic about the future.</li> </ul> <p><b>Stress Factors:</b></p> <ul style="list-style-type: none"> <li>• <b>Never/Almost Never/Sometimes:</b></li> <li>• 92.5% haven't felt difficulties piling up.</li> <li>• 85% haven't been angered because of something outside their control.</li> <li>• 37.5% haven't been able to control irritations.</li> <li>• 82.5% have felt things going their way.</li> <li>• 65% have felt nervous or stressed.</li> </ul>	<p>The survey results indicate a generally positive perception of staff wellbeing and work environment, with high levels of satisfaction in areas such as feeling useful, optimistic, and close to others. However, there are notable areas for improvement, particularly in recognizing staff contributions, promoting an inclusive environment, and addressing workload and staff shortages.</p> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. <b>Enhance Staff Wellbeing Initiatives:</b> <ul style="list-style-type: none"> <li>• Increase the visibility and accessibility of wellbeing resources.</li> <li>• Promote a culture of open communication about mental health.</li> </ul> </li> <li>2. <b>Improve Recognition and Support:</b> <ul style="list-style-type: none"> <li>• Implement regular recognition programs to acknowledge staff contributions.</li> <li>• Provide more opportunities for professional development and collaboration.</li> </ul> </li> <li>3. <b>Address Workload and Staffing Issues:</b> <ul style="list-style-type: none"> <li>• Review and adjust workloads to ensure they are manageable.</li> <li>• Address staff shortages to reduce stress and improve the work environment.</li> </ul> </li> <li>4. <b>Foster an Inclusive Environment:</b> <ul style="list-style-type: none"> <li>• Ensure all staff feel supported and included in the school community.</li> <li>• Implement initiatives to promote diversity and inclusion.</li> </ul> </li> </ol>

<p><b>6. Facilities and Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Soft Play and Sensory Rooms:</b> The school has soft play areas and sensory rooms to enable children to calm if required, which also supports staff in managing student behavior.</li> <li>• <b>Mood Boards and Trackers:</b> Use of mood boards and trackers for non-verbal students helps staff understand and support the emotional well-being of the students.</li> </ul> <p>These strengths highlight the school's commitment to the health and well-being of its staff through supportive practices, effective training, clear communication, robust policies, and appropriate facilities</p>	<p><b>Work Environment:</b></p> <ul style="list-style-type: none"> <li>• <b>Positive Responses:</b></li> <li>• 92.5% enjoy their work.</li> <li>• 97.5% feel like they make a difference with their job.</li> <li>• 80% feel their contribution is recognized at work.</li> <li>• 75% feel there is good communication between SLT and staff.</li> <li>• 80% feel the school has an inclusive and supportive environment.</li> <li>• 75% feel staff wellbeing is a priority.</li> <li>• 85% feel they have a good work-life balance.</li> </ul> <p>Other evidence from:</p> <ul style="list-style-type: none"> <li>• Self-evaluation and planning for Improvement process. Nov 2024</li> <li>• Teacher completed a Teacher Voice questionnaire on Microsoft Forms</li> <li>• Teachers completed ETI- "ISEF Effective Practice and Self Evaluation Questions for Special Education" and completed a SWOT Analysis in Post Primary and Primary Departments using the information generated from these questions.</li> </ul>	
<p>To what extent has this helped to meet our objectives in our last SDP?</p>	<p><b>Areas for ongoing development</b></p> <ol style="list-style-type: none"> <li><b>1. Provide a package of support which includes a BWDW " Being Well Doing Well Programme" Toolkit, advice, resources, and training to assist them to improve the holistic outcomes of the whole school by addressing their emotional health and wellbeing needs.</b></li> <li><b>2. Agree dates for committee to meet and continue with monthly draw.</b></li> <li><b>3. Create treat timetable- 'Treat Tuesdays' and 'Coffee trailer Thursdays'.</b></li> <li><b>4. Introduce a staff coat for collective identity and practicality</b></li> <li><b>5. Reestablish SHWB committee with newly appointed senior teacher leading,</b></li> </ol>	

<b>2F. Promoting links with Community</b>		
<b>Statement</b> (This is what we have been doing/aspire to)	<b>Evidence</b> (This is where its impact is evident in our practice)	<b>Evaluation</b> (This is the difference it is making)
<p>1. <b>Quality of Provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Great Links with Parents:</b> The school has established strong connections with parents, which supports student learning and well-being.</li> <li>• <b>Links with Outside Agencies:</b> There are good relationships with external agencies, enhancing the support available to students.</li> <li>• <b>Shared Education Links:</b> The school has established shared education links with two other schools, promoting collaborative learning and resource sharing.</li> </ul> <p>2. <b>Outcome for Learners:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Education Opportunities:</b> Shared education provides new opportunities for pupils, broadening their learning experiences and social interactions.</li> <li>• <b>Social Outings:</b> The school organizes social outings, which help students develop social skills and engage with the wider community.</li> <li>• <b>Parent Toddler Group:</b> The successful Parent Toddler Group fosters early engagement with the school community and supports family involvement in education.</li> <li>• <b>The Extended School Programme:</b> The programme continues to provide opportunities for pupils to attend the School Youth Club, trips to eg Dublin Zoo, Ardhowen Theatre. It provided opportunities for Saturday morning 'Play therapy' ('Messy Play") for Early years pupils and their families to attend.</li> </ul> <p>3. <b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• <b>Supportive Work Colleagues:</b> Staff members are supportive of each other, creating a positive work environment that benefits from strong community links.</li> <li>• <b>Links with Other Services:</b> The school maintains productive links with other services, such as nursing teams and external support agencies, which enhance the overall provision for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and planning for Improvement process. Nov 2024</li> <li>• Teachers completed ETI- "ISEF Effective Practice and Self Evaluation Questions for Special Education" and completed a SWOT Analysis in Post Primary and Primary Departments using the information generated from these questions.</li> </ul>	<p>Many staff members are not fully aware of the shared education links within the school, and this lack of awareness is compounded by the fact that shared education is limited to certain classes. The promotion of shared education is insufficient, with some staff members having never seen the Shared Education Notice board. Additionally, the high turnover of staff disrupts the consistency of community engagement efforts. Time constraints and workload pressures further hinder the ability to effectively promote community links.</p> <p>Outside agencies are sometimes slow to respond, leading to delays in children receiving necessary services such as speech and language therapy or occupational therapy. Feedback from these agencies is not consistently available to staff, which affects the continuity of care and support. The scheduling and links for shared education are poorly managed, and there is a lack of clear pathways for severe ASD children, which impacts their community engagement. Financial constraints also limit the ability to fund community-related activities and support.</p> <p>To address these issues, there should be more collaborative planning for specific areas, including community engagement. Other classes should be given opportunities to avail of shared education links, and these links should be promoted on social media to enhance community awareness. Better induction processes for new staff can ensure they are aware of community links, and a buddy system with like classes can help share key information on community engagement. More joined-up planning and sharing of ideas across key stages can promote community links, and the development of clear pathways for different needs, including community engagement, is essential. Enhanced professional development can improve community engagement skills, and establishing better links with local employers can provide more opportunities for students. Finally, there should be a concerted effort to afford students as many opportunities as possible to link in with other schools and enhance their social interaction capabilities.</p>

<p>4. <b>Care and Welfare:</b></p> <ul style="list-style-type: none"> <li>• <b>Good Relationships with Parents:</b> The school has good relationships with parents, facilitated by effective communication tools like Dojo, which keep parents informed and involved.</li> <li>• <b>Engagement with Parents:</b> Regular engagement with parents through activities and programs ensures that the school community is well-connected and supportive.</li> </ul> <p>5. <b>Governance:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative Leadership:</b> The senior management team (SMT) and board of governors (BOG) work collaboratively, with regular meetings and input from teachers, ensuring that community links are maintained and strengthened.</li> <li>• <b>Resource Sharing:</b> The school is good at sharing resources and ensuring that staff are guided by management regarding finances, which supports community initiatives.</li> </ul>		
<p>To what extent has this helped to meet our objectives in our last SDP?</p> <p>The production of our School Prospectus was in last SDP but not completed</p>	<p><b>Areas for ongoing development</b></p> <ol style="list-style-type: none"> <li><b>1. Organise a Transition Evening in a more Central location for all SEN students in Fermanagh and their parents.</b></li> <li><b>2. Develop the content of new school App with the help of a professional company to help with the design and set up of the App and the Prospectus. The app will provide better communication systems between the school and parents. Content will be developed for the app to allow easy accessibility to the messaging service and links to policies and procedures.</b></li> <li><b>3. Create a new Facebook page to share experiences of our pupils to parents and the wider community.</b></li> <li><b>4. Assign Senior teacher with responsibility of Parental and community links</b></li> <li><b>5. Transitions and Post 19 Provision Open Day for pupils with SEN from Willowbridge and other schools in Fermanagh in SWC. Will be organised. The school will liaise with the SWC Coordinator to provide a full overview of the courses and facilities available in SWC at all levels for our pupils and all those SEN students in Fermanagh. The school will liaise with other centres, student Services, Careers and Transition Services.</b></li> <li><b>6. Continue to pursue grant applications to support the Extended Schools Programme, use cluster group funding to continue Play Therapy</b></li> </ol>	
<p><b>2G. Promoting the effective use of ICT</b></p>		
<p><b>Statement</b> (This is what we have been doing/aspire to)</p>	<p><b>Evidence</b> (This is where its impact is evident in our practice)</p>	<p><b>Evaluation</b> (This is the difference it is making)</p>
<p>1. <b>Quality of Provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Creative Teaching:</b> Teachers are creative in their teaching methods, which includes the use of ICT to</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation and planning for Improvement process. Nov 2024</li> <li>• Teachers completed ETI- "ISEF</li> </ul>	<p>Many teachers in the Primary Department are not confident with digital technology, which limits the effective use of ICT in teaching. This lack of confidence is compounded by time and resource constraints that hinder the integration of ICT into the curriculum.</p>

<p>enhance learning experiences.</p> <ul style="list-style-type: none"> <li>• <b>Digital Technology Integration:</b> The school uses and deploys as much digital technology as possible, recognizing its importance in enhancing learning, particularly for students with special needs.</li> </ul> <p>2. <b>Outcome for Learners:</b></p> <ul style="list-style-type: none"> <li>• <b>Engagement Strategies:</b> Teachers use various strategies, including digital tools, to engage pupils and support their learning.</li> <li>• <b>Use of Visuals:</b> The use of visuals, supported by ICT, helps engage nonverbal pupils and supports their communication development.</li> </ul> <p>3. <b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school has a supportive environment with strong links to external services and a well-resourced infrastructure, which includes ICT resources.</li> <li>• <b>Self-Evaluation:</b> Continuous self-evaluation informs planning and helps maintain high standards in teaching and learning, including the use of ICT.</li> </ul> <p>4. <b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Continuous Improvement:</b> The school emphasizes the sharing of good practices and observing other colleagues, which includes the effective use of ICT in teaching.</li> <li>• <b>Training and Support:</b> There is a need for more support and training to implement a consistent approach across the school, with a focus on enhancing the use of ICT and other teaching strategies.</li> </ul> <p>5. <b>Collaborative Learning:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Education Links:</b> Established links with other schools promote shared education and collaborative learning, providing opportunities to share and develop ICT practices.</li> <li>• <b>Parental Involvement:</b> PLPs are discussed with parents, who have input into target setting, ensuring that learning goals are aligned with student needs and parental expectations, including the use of ICT.</li> </ul> <p>6. <b>Governance:</b></p> <ul style="list-style-type: none"> <li>• <b>Collaborative Leadership:</b> The senior management team (SMT) and board of governors (BOG) work collaboratively, with regular meetings and input from teachers, ensuring that ICT initiatives are supported and promoted.</li> <li>• <b>Resource Sharing:</b> The school is good at sharing resources and ensuring that staff are guided by management regarding finances, which supports ICT</li> </ul>	<p>Effective Practice and Self Evaluation Questions for Special Education” and completed a SWOT Analysis in Post Primary and Primary Departments using the information generated from these questions.</p> <ul style="list-style-type: none"> <li>• Pupil Voice Audits completed in December 2024</li> </ul>	<p>Additionally, the high turnover of staff disrupts the consistency of ICT implementation, and there are insufficient training opportunities for staff to improve their ICT skills. New staff also lack adequate mentoring regarding the use of ICT, which further impacts the effective promotion of ICT.</p> <p>In the Post Primary Department, there is a need for more support and training to implement a consistent approach to ICT across the school. Financial constraints affect the availability of resources for ICT, and union actions and time constraints limit opportunities for staff to collaborate on ICT initiatives. Outside agencies are sometimes slow to react, affecting the timely integration of ICT support, and feedback from these agencies is not consistently available to staff, which impacts the effective use of ICT.</p> <p>To address these issues, there should be more collaborative planning for specific areas, including ICT. Promoting shared education links on social media can enhance ICT awareness, and better induction processes for new staff can ensure they are well-prepared to use ICT. Implementing a buddy system with like classes can help share key information on ICT, and incorporating ICT into play-based learning and life skills pathways can further promote its effective use.</p> <p>In the Post Primary Department, more joined-up planning and sharing of ideas across key stages can promote the effective use of ICT. Developing clear pathways for different needs, including ICT integration, is essential. Enhanced professional development can improve ICT skills, and better use of digital technology as a powerful aid in teaching can be beneficial. Establishing better links with local employers can provide more opportunities for students to use ICT, and there should be a concerted effort to afford students as many opportunities as possible to link in with other schools and enhance their ICT capabilities.</p>
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initiatives.		
To what extent has this helped to meet our objectives in our last SDP?	<b>Areas for ongoing development</b> <b>1. Source relevant AAC apps and Investigate the use and purchase of AAC devices and relevant app for identifies pupils.</b> <b>2. Identify additional staff to complete Braille training.</b> <b>3. Install and monitor the use of the Moodtracker App installed by ePrinting company to monitor the emotional health and wellbeing of pupils</b> <b>4. Purchase an Interactive sports Wall for inclusive learning experiences including PE.</b> <b>5. Braille training- Identify staff to complete Braille Training for identified pupil</b>	

<b>3. An Assessment of our Finances</b> <b>-The school's current financial position and the use made of its financial and other resources</b> <b>-The planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvement in Standards.</b>			
Willowbridge School has a Partially Delegated Budget			
<b>4. An assessment of progress towards targets identifies in the last 1 year plan- Summarised below</b>			
<b>Effective Leadership</b> Reconstitution of the BOG in September 2024 Board of Governors shared and offered training F Wallace (Senior Teacher now VP)attended training for Senior Leadership Pathways Programme Department meetings took place (with ASOS these weren't as often due to one meeting a month) Training took place in April 2024 on "Microsoft One Note, Forms and Calendar" The use of I Movie is to be continued New toilet block completed in January 2024	<b>Child Centred Provision</b> Embedding Ethos is to be continued Music therapist employed September 23 to June 2024- individual and group sessions EA music service delivered music sessions to all primary classes. One to one music therapy sessions for identified pupils took place. Teacher Justine Magee delivered training to staff on Charanga and the programme was	<b>High Quality Teaching and Learning</b> ASD coordinator completed an audit in the Primary department and visited each room to monitor. Sensory toys/resources purchased and kept as stock when required. Life skills programme still to be agreed and completed Curriculum development for all pupils in Music. EA Music Pathways (Primary) and Charanga (Whole School) was implemented. The coordinator for forest schools taught throughout the school. Tony Smith led training for all staff in August 2023 Audit completed: OCN will remain the exam body for Adult Literacy and Numeracy (Essential Skills) CCEA is in place for Extended Studies. Level 1 will be accessed through SWC when required Trialled briefly by Head of Department but ASOS it will need continued. Head of Department attended training on self evaluation and identified the use of I movie to improve teaching and learning.	<b>A School connected to its community</b> "Class Dojo" communication system adopted by most teachers Form class coffee mornings will continue Fun night took place on September 2023-"Return to school" funding used Face to face parent teacher meetings Oct. Review of PLP Feb via telephone achieved Parent support group room to be introduced next year Parents were invited in for 1 class assembly over the year.

<p>Raised beds, raised herb beds installed in Forest School area Ground in Forest school cleared and re seeded.</p> <p>Car park went to EA for approval.</p> <p>Security perimeter fence installed .</p>	<p>purchase for the year.</p> <p>Links established with Enniskillen Nursery School. 3 visits to Willowbridge and 3 visits to Enniskillen Nursery (Jo Jingles led the sessions)</p> <p>Post 16 half zip introduced</p>	<p>Training of teachers completed Training for CA will be arranged for August 2024</p> <p>Difficulty with Q Skills/ Quest online this will be continued next year and a hard copy kept until online is accessible again.</p> <p>Well established. 2 new staff who were newly appointed were training in Sounds Write programme</p> <p>Teacher sickness and absence means this will be continued next year.</p> <p>The review of Literacy teaching in KS 3 to be continued next year</p>	<p>Development the PTA to be in next years plan</p> <p>Continue to Examine ways to raise the profile of the school in the community.</p> <p>Continue to develop links with EIPS and the wider community through the shared Education programme.</p>
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\*\* Writing in red colour are targets from last years plan to be continued in this years plan

<p><b>5. An Assessment of the Challenges and Opportunities we face.</b></p>
<p><b>Primary Department Opportunities</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of Provision:</b> More play-based learning, life skills pathway from primary to secondary, and more collaborative planning.</li> <li>• <b>Outcome for Learners:</b> More life skills opportunities, alternate programs for curriculum access, and better use of social media for sharing achievements.</li> <li>• <b>Care and Welfare:</b> Better induction for new staff, buddy system, and more quiet spaces for pupils.</li> <li>• <b>Leadership and Management:</b> Enhanced shared planning, better promotion of shared education links, and improved staff placement.</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of Provision:</b> Financial constraints, high staff turnover, and large class sizes.</li> <li>• <b>Outcome for Learners:</b> Nature of pupils' diagnoses and disabilities, and limited shared education.</li> <li>• <b>Care and Welfare:</b> High workload, time constraints, and lack of qualified staff for mental health issues.</li> <li>• <b>Leadership and Management:</b> Limited space, insufficient funding, and time constraints.</li> </ul> <p><b>Post Primary Department Opportunities</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of Provision:</b> More joined-up planning, focus on life skills, and clear assessment for each subject.</li> <li>• <b>Outcome for Learners:</b> Better links with local employers, more opportunities for social interaction, and development of clear pathways for different needs.</li> <li>• <b>Care and Welfare:</b> Launch of Rights and Respecting awards, better space for staff, and more staff wellbeing initiatives.</li> <li>• <b>Leadership and Management:</b> Enhanced professional development, better use of high-quality resources, and improved assessment focus.</li> </ul> <p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of Provision:</b> Financial constraints, union actions, and time barriers.</li> <li>• <b>Outcome for Learners:</b> Lack of clear pathways, insufficient funding for outside agency support, and challenges in proving the effectiveness of pathways.</li> <li>• <b>Care and Welfare:</b> Lack of facilities, no staff planning, and insufficient accountability from SLT and OT.</li> </ul> <p><b>Leadership and Management:</b> Limited space, time constraints, and financial limitations.</p>

**6. A Statement regarding who we have consulted in our planning**

<p>Questionnaire sent out on Microsoft forms to the following:  Teaching staff  Non-teaching staff (classroom based)  Non-teaching Staff (Non classroom based)  Governors  Allied Health professional that attend the school regularly  Parents.  Pupils-(3 types of questionnaires in hard copy according to level of ability)  I Matters Staff health and Wellbeing Questionnaires</p>	<p>STAFF  <a href="https://forms.office.com/e/vtK9KZ9BCJ">https://forms.office.com/e/vtK9KZ9BCJ</a>  <a href="https://forms.office.com/e/xELgAUSbBD">https://forms.office.com/e/xELgAUSbBD</a>  <a href="https://forms.office.com/e/xUcezidsCT">https://forms.office.com/e/xUcezidsCT</a>  <a href="https://forms.office.com/e/kJ9aYfJsgv">https://forms.office.com/e/kJ9aYfJsgv</a>  BOG  <a href="https://forms.office.com/e/kJ9aYfJsgv">https://forms.office.com/e/kJ9aYfJsgv</a>  • Parent Voice Survey- were completed in December 2024.  <a href="https://forms.office.com/e/2yfDFv7uFp">https://forms.office.com/e/2yfDFv7uFp</a>    <a href="https://forms.office.com/e/nTuwb5f619">https://forms.office.com/e/nTuwb5f619</a></p>
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<b>7. Identification of our priorities for the next 3 year period with Targets and detailed action plans for the current year (including planned outcomes in Learning, Teaching, and Standards of Attainment)</b>	
STRATEGIC DIRECTIONS	HOW
<b>OUTCOME FOR LEARNERS</b>	
Improve School Assessment programme	Review Q skills and quest assessment programme and agree a programme of assessment
Create an Autism friendly environment which optimises the Learning, social and emotional individual needs of pupils with ASD.	The school will take part in the Middletown Centre for Autism (MCA) Accreditation Award to enhance the knowledge and increase experiences among staff parents, and pupils.
<b>CURRICULUM PROVISION</b>	
Improve Maths/numeracy provision for pupils for whom the standard maths curriculum structure is 'unattainable'	Pilot the 'Maths for Life'- a Differentiated Approach programme which is a clear logical structured programme.
Improve Functional Living Skills	introduce AFALs Programme
<b>LEADERSHIP AND MANAGEMENT</b>	
Appoint and empower a new management structure 2 Senior teachers	Complete relevant training in 'Senior Leadership Pathways' and define roles of new Heads of Primary/Post Primary
Appoint and empower a new middle leaders	Complete relevant training in 'Steps' or 'Building Capacity in Middle Leaders Programme'
<b>WELLBEING AND CARE</b>	
Establish school Values, Vision and Mission Statements	Engage in CSSC Ethos Toolkit Part 2 and audit all stakeholders
Improve links with community and parents	Create a new School Hub App and improve communication on social media
Promote Rights respecting School	Embed children's rights in the school's practice and ethos
Being Well- Doing Well Programme'	Embed approaches to develop and build resilience in our pupils



New management structure to include Head of Primary and Head of Post Primary	Appoint and empower a new management structure 2 Senior teachers through internal recruitment process	<ul style="list-style-type: none"> <li>Complete relevant training in 'Senior Leadership Pathways' and define roles of new Heads of Primary/Post Primary</li> </ul>	Dec 2024	Principal BOG	2xTA3 on salary scale9 funding recommended by EA for management structure for Willowbridge school	Principal VP	
New management structure to include Head of key Stage 1-4, Post 116 and Multi-sensory Learning.	<p>Appoint and empower a new middle leader through internal recruitment process.</p> <p>To Build Capacity in leadership at all levels particularly amongst the new management structure in order to improve whole school teaching and learning.</p>	<ul style="list-style-type: none"> <li>Complete relevant training in 'Steps' or 'Building Capacity in Middle Leaders Programme'</li> <li>Complete the EA SDS training for First Time Principal and VP training.</li> <li>Newly appointed Middle Leaders to engage with the EA SDS 'Building Capacity of Middle Leaders Programme'.</li> <li>One newly appointed Senior Teacher to complete the 'Senior Leadership Pathways' Programme and 3 middle leaders to complete the Steps into Leadership Programme both facilitated by EA SDS.</li> <li>Appoint new Middle leaders TA1. Head of Key Stage 2 Head of Key Stage 4 and Head of Post 16</li> </ul>	<p>June 2025</p> <p>June 2025</p> <p>June 2026</p> <p>June 2025</p> <p>Dec 2025</p>	Principal BOG	6 xTA1 on salary scale - approved from EA	MLT SLT	Leadership Teams working together in a cohesive way to improve learning and teaching
Establish school Values, Vision and Mission Statements	To agree statements for each area and make them visible in school communications and in the entrance hall.	<ul style="list-style-type: none"> <li>Engage in CSSC Ethos Toolkit Part 2 and audit all stakeholders.</li> <li>Improve Ethos of Reception area. Add music, mat for floor and plants.</li> <li>Decal for Reception area of agreed "Vision. Values and Mission statement"</li> </ul>	<p>June 2025</p> <p>June 2025</p>	J Gray SLT	Wall Decal £500 Mat £1000 Plants £300	Principal	Vision values Mission embedded into school Ethos
Improve links with community and parents	A school visible in its local community.	<ul style="list-style-type: none"> <li>Create a new School Hub App and improve communication on social media.</li> <li>Senior Teacher responsible for Parental links and Community links appointed.</li> <li>Improve Facebook page.</li> <li>Create a new prospectus.</li> <li>Reestablish PTA</li> </ul>	<p>Sep 2025</p> <p>June 2026</p>	Mrs C Ratchford	Purchase School Hub from "printing" Company and £1545 and Prospectus - bespoke pricing approx. £800??	Mrs C Ratchford	

Promote Rights respecting School	Complete Bronze level- "Rights Committed"	<ul style="list-style-type: none"> <li>Embed children's rights in the school's practice and ethos.</li> <li>Implement the 'Rights Respecting Schools' initiative.</li> </ul> <ul style="list-style-type: none"> <li>Provoking Thought Workshops for Staff- The 'Provoking Thought' course for key contacts in a young person's life and aims to increase awareness and understanding of mental health issues, equipping them with the tools they need to support those within their care. <ul style="list-style-type: none"> <li>-develop core skills to ensure best practice when working with young people and to better support their mental health and wellbeing.</li> <li>-Provide guidance on how to access further help and information on mental health services.</li> </ul> </li> </ul> Bronze Award- June 2026 Silver Award- June 2027 Gold Award- June 2028	Start in Sep 2025 June 2026  June 2027/ 28	Mr R Keenan	£2/pupil=£382	R Keenan	Children are healthier and happier. Children feel safe. Children have better relationships. Children become active and involved in school life and the wider world.
Emotional Health and Well being and Care	Complete the 'Being Well- Doing Well Programme' To develop an approach will provide participating schools with a framework to assess current policy and practice and implement actions to develop EHW in school	<ul style="list-style-type: none"> <li>Register to be accepted on to programme</li> <li>Begin five year process Year 1- Audit and baseline and establish link with assigned officer in EA Year 2- Develop programme for whole school and set up team and 'Well Being champion'. Year3-5- Embed process and evaluate and involve all stakeholders</li> </ul>	June 2025  June 2026 June 2027 +	Mrs F Wallace	No cost	Mrs F Wallace Mr R Keenan Staff health and Well Being team	Children will be more building resilient and be able to cope with challenges they may face in life and providing early and enhanced support for those who may be at risk or showing signs of needing further help.
Total Communication	A whole school environment will be created which effectively supports and values ALL methods of communication.	<ul style="list-style-type: none"> <li>Training provided by SALT</li> <li>-investigation of AAC and communication Apps for identified pupils and training provided.</li> <li>Makaton refresher Training</li> <li>Review communication systems for each child- audit and data capture.</li> </ul>	Sep 2025  June 2027	SALT SLT Mrs C Ratchford	Purchase of an electronic AAC device. Each costing approx. £1000	SLT	Each child will have a preferred means of Communication