



FOX WOOD
SCHOOL IMPROVEMENT PLAN
1ST APRIL 2025 –
31ST MARCH 2026

<p>1. Leadership and Management – Lead Lucinda Duffy</p> <p>Link Governors: Trish Chapman, Andy Bowen</p> <ol style="list-style-type: none"> 1) To review the impact on pupil outcomes by the School Improvement Team 2) To review office systems; leading to streamlining of processes, enhancing the utilisation of technology, and improved efficiency. 3) To increase Cyber Security to ensure that we are as protected as possible and prepared in the case in the event of a breach. 4) To conduct a review of Governance; to strengthen and prepare the board to be equipped to lead Fox Wood through planned expansion and development. 5) To conduct a review of staffing structure, roles and responsibilities that takes into account planned growth and development. 	<p>2. Quality of Education – Lead Lianne Buchanan</p> <p>Link Governors: Mike Frost, Jon Howard</p> <ol style="list-style-type: none"> 1) To further develop and extend the Pre-formal PMLD Curriculum to incorporate EYFS and the Preparation for Adulthood strands 2) To further develop the role of subject leadership to quality assure provision and outcomes more widely. 3) To further develop the Digital Literacy Curriculum to ensure that pupils are able to develop their digital skills, knowledge and understanding. 4) To ensure that there is a choice of teaching resources and strategies which are age appropriate, with high expectations and accessible to the students. <p>EYFS – To work as part of the LA collaborative ‘Giving Warrington Children Strong Foundations’ and further develop Fox Cubs for the expected cohort for Autumn 2025.</p>
<p>3. Behaviour and Attitudes – Lead Jade Ashton</p> <p>Link Governors: Graeme Nixon, Phil Brammeier, Martin Smith</p> <ol style="list-style-type: none"> 1) To securely develop trauma informed practice within school and college ensuring all pupils are supported effectively following the key principles. 2) To develop individual behaviour programmes including risk assessment matrix to establish the individual behaviour programme design process 3) To further develop and effectively use pupil voice in a variety of ways across the curriculum that also promotes independence and wellbeing. 4) To develop - and use effectively - a clear set of principles and guidance for the four curriculum tiers including lesson structure with an emphasis on active learning. 	<p>4. Personal Development – Lead Louise Messham</p> <p>Link Governors: Jenny Southward, Dale Holden, Katie Jones</p> <ol style="list-style-type: none"> 1) Develop Core Vocabulary that is age/stage appropriate for pupils aged 14-19. 2) To ensure that pupils/students are developing and Preparing for Adulthood (PfA) in all areas of the curriculum. 3) To utilise teaching assistant experience and provide a vehicle for this to support all teaching assistants across school and college. 4) To promote preparation for adulthood and voluntary opportunities through helping others.

School Improvement Plan 2025 - 2026		Focus Area: Leadership & Management
SLT Lead: Lucinda Duffy Operational Lead: Lyndsey Phillips	Written by: Lyndsey Phillips	



Target 1: To review the impact on pupil outcomes by the School Improvement Team							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
To ensure that communication is embedded and consistent across school	To ensure that all staff use a consistent approach to communication and that pupils are able to improve their communication skills	The school improvement team will undertake a learning walk and EFL monitoring to ensure that communication is embedded and consistent across the school	Pupils will have access to consistent communication tools and strategies. This will impact on the pupils communication progress.	Lyndsey Phillips Lianne	Spring 2	Time	
The School Improvement Team will produce a communication report, focusing on pupil progress data to Governors/ SLT at the end of the year indicating actions for the communication action plan and staff training	Communication will be well evaluated. Staff, governors and SLT will be informed of next steps and staff training needs.	School Improvement Team will evaluate Communication across school and identify strengths and opportunities. These will be written in a report for governors and SLT and this will inform the action plan.	Communication will be enhanced across the school.	Lyndsey Lianne	Summer 2	Time	

Monitoring of progress towards targets: What has been started/ achieved during this term to successfully complete targets?		
Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Leadership & Management
SLT Lead: Lucinda Duffy	Written by: Lucinda Duffy	



Target 2: To review office systems; leading to streamlining of processes, enhancing the utilisation of technology, and improved efficiency.							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Review current office processes and procedures and identify and eradicate duplication where possible.	Gain a better understanding of current processes and procedures, and consider strengths and areas for development.	<ul style="list-style-type: none"> -Source a suitably qualified and experienced practicing external SBM to undertake a review. -Highlight strengths and consider if the potential of these are being maximised. -Create an action plan to address any identified areas for development. -Identify where tasks or records are being duplicated, explore the reasons for this, and eradicate where possible. 	<ul style="list-style-type: none"> - A more efficiently running office. - Pupils records and information will be managed efficiently and appropriately, despite their being an increased number of pupils. 	External Lead – Donna Kendal Lucinda Duffy	Summer 1 2025	Approx. £30 per hour (1 day review)	

Review and revise office roles and responsibilities, to aid workplace efficiencies.	Gain the opinions of all office-based staff regarding their roles, and how this works within the team.	<p>-SBM to work with Office team to review roles and responsibilities.</p> <p>-SBM to work with Office Manager and Head to review findings, and consider revising to streamline.</p>	<p>- A more efficiently running office, with a team who have clearer roles and responsibilities.</p> <p>-Office staff who are able to have a better work-life balance.</p>	<p>External Lead – Donna Kendal</p> <p>Lucinda Duffy and Allison Wright</p>	Autumn 2 2025	Approx. £30 per hour (1 day review) – Office Team time	
Introduce BACS system, to replace current payment processes.	Implement a system that will support the efficient management of payments for services and resources.	-SBM to guide school staff through the process and liaise with LA team as needed.	- More efficiency around payment processes will ensure pupils have access to resources and equipment in the most timely manner possible	<p>External Lead – Donna Kendal</p> <p>with Amy McN</p> <p>Lucinda Duffy and Allison Wright</p>	Summer 1 2025	£30 Finance Admin Assistant's time	
Develop and communicate clear revised procedures and expectations of all.	<p>Empower office staff to make changes that will promote ownership, and enhance procedures and related efficiencies.</p> <p>Ensure that all those who use office systems play their part in following expectations, so that office staff are not completing unnecessary tasks.</p>	-SBM and Office Manager to work together to devise and lead an action plan, that promotes clear communication of revised procedures and expectations of all.	<p>- A more efficiently running office, with a team who have clearer roles and responsibilities.</p> <p>-Office staff who are able to have a better work-life balance.</p>	<p>External Lead – Donna Kendal</p> <p>with Allison W</p> <p>Lucinda Duffy and Gova</p>	Spring 2026	-SBM charges and Office Managers time	

Monitoring of progress towards targets: What has been started/ achieved during this term to successfully complete targets?		
Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Leadership and Management
SLT Lead: Lucinda Duffy Operational Lead: Lianne Buchanan	Written by: Lianne Buchanan	



Target 3: To increase Cyber Security to ensure that we are as protected as possible and prepared in the case in the event of a breach							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Review current Cyber Security	Take a baseline of current cyber security practice and identify any gaps	-Meet with UTL to review current practice -Work with UTL staff to identify and reduce any risks as far as possible	-UTL will identify current risks and reduce these -All stakeholders, including pupils, will be safer in respect of cyber security.	Lianne Lucinda	Summer 1 2025	Time	
Cyber Security training to raise awareness	All staff and Governors will be more aware of cyber security and how to reduce risks	-Complete NCSC Cyber Security training -Strengthen password protocols and ICT Code of Conduct	-Increased password strength -ICT Code of Conduct to include Cyber Security protocols -All staff trained	Lianne Lucinda	Summer 2 2025	Cover time	
Meet the DfE Standards for Cyber Security	School and College to be as cyber secure as possible	-Work with UTL to audit Cyber Security against the DfE Standards and address any gaps -Complete a Cyber Security Risk Assessment -Achieve the DfE Cyber Security Standards	-Cyber Security Risk Assessment in place with clear protocols to follow in the event of a breach -School and College are as cyber secure as possible and risks reduced as far as possible	Lianne and Lou Lucinda	Summer 2 2025	Time	

Meet the 'Cyber Essentials' for Cyber Security	School and College to be audited externally to quality assure cyber security	-Work with UTL to audit Cyber Security for School and College against the 'Cyber Essentials' (mandatory for college) -Achieve the Cyber Essentials Standards	-School and College are as cyber secure as possible and external auditors have verified that risks are reduced as far as possible	Lianne and Lou Lucinda	Spring Term 1 2025	£800 Time	
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Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Leadership & Management
SLT Lead: Lucinda Duffy	Written by: Lucinda Duffy	



Target 4: To conduct a review of Governance; to strengthen and prepare the board to be equipped to lead Fox Wood through planned expansion and development.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Conduct a self-review of Governance – highlighting, and discussing, strengths and areas for development/potential gaps, and considering if a formal external review of Governance (ERG) is required. Ensure Governors' personal skills and experience are utilised to best effect, to maximise the potential of the board.	-To assess the effectiveness of the governance structure, processes and practices. -To empower all Governors to be confident and well-equipped to fulfil their roles through changing circumstances and priorities.	-Assessment of skills matrix -Questionnaires and discussions. -Consideration of strengths and areas for development/gaps -Consideration as to whether an ERG would add any additional value or insight to the review process -Sharing of findings	-A self-review has been completed, and the findings have been shared and discussed as a board. - A decision has been made regarding if a ERG is required, and the timelines around this. -Pupils will benefit from the most focused and effective leadership possible.	Mike Frost Trish Chapman	Autumn Term 2025	Possible cost of ERG	
Work with the School Improvement Advisor to create an action plan for training and further development to ensure that the board is ready for September 2026.	-To address any areas for development or training needs that have been highlighted. -To utilise the strengths and relevant experience of board members to support other members, and the effectiveness of the board.	- CoG and VCoG to meet with SIP to discuss outcome of review -Hold a focus SIP day for Governors led by SIP -Govs to create an action plan to support the key prioritise that Govs have identified, and to maximise the potential of the board.	-Pupils will have a well-equipped, effective, confident, and highly engaged Governing Board who ensure clarity of vision, ethos and strategic direction, and who are confident to hold the School Leadership Team to account	Mike Frost, Trish Chapman Cole Andrew	Spring Term 2026	Cole Andrew's time £600 Refreshments	

Monitoring of progress towards targets: What has been started/ achieved during this term to successfully complete targets?		
Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Leadership & Management
SLT Lead: Lucinda Duffy	Written by: Lucinda Duffy	



Fox Wood School

Target 5: To conduct a review of staffing structure, roles and responsibilities that takes into account planned growth and development for September 2026.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
SLT to map out and review current staffing structure and key roles and responsibilities	-To ensure that all statutory roles and responsibilities are met. -To identify strengths of the team. -To identify any gaps or areas that require strengthening within the team.	- Conduct a comprehensive audit. -Review strategic priorities, vision and aims to see how these are championed and supported by the current staffing structure, and identify any gaps or areas for development.	-Strategic alignment and a greater shared understanding of what is required, and how to balance this workload between the key personnel.	Lucinda with SLT Cole Andrew	Autumn 1 2025	SLT time Cole Andrew £600	
SLT to research and explore alternative staffing structures, and agree key priorities for each Fox Wood site and the overarching Senior Leadership roles and responsibilities to meet statutory requirements.	-Identify more effective ways to organise roles, improve operational efficiency, and better allocate resources. -Ensure that staffing decisions support the specific needs and objectives of different sites, and the organisation overall.	-Conduct a benchmarking exercise to compare staffing models used in similar organisations. -Review statutory requirements and legal obligations to ensure compliance. -Analyse current staffing data, including workloads, efficiency, and gaps.	-Roles will be better aligned with organisational needs, reducing inefficiencies and ensuring smoother workflows. -Tailoring staffing structures to individual sites will allow each to operate in a way that best serves its unique needs.	Lucinda with SLT Cole Andrew	Autumn 2 2025	SLT time Cole Andrew £600	

SLT to work with SIP to design a proposed revised staffing structure, role, responsibilities and associated job descriptions.	<ul style="list-style-type: none"> -Explore alternative models that enhance effectiveness and sustainability. -Assess the feasibility of recommended structural changes. -Discuss draft proposals and role descriptions. 	<ul style="list-style-type: none"> -Research alternative models and discuss pros/cons. -Consider how role and responsibilities can be designed to reflect key priorities and statutory requirements. -Develop draft proposals and role descriptions. 	With clearer roles and responsibilities, staff will be better positioned to provide targeted support and this will impact on staff morale, retention, and pupil experiences.	Lucinda with SLT Cole Andrew	Spring 1 2026	SLT time Cole Andrew £600	
SLT to present proposal to Governors, and explore a new staffing structure further with them in terms of purpose, intended impact, and viability.	- Ensure that the proposed staffing structure is thoroughly reviewed, refined, and aligned with governance priorities before implementation.	<ul style="list-style-type: none"> -Clearly outline the proposed staffing structure, including its purpose and intended impact. -Provide a detailed rationale, explaining why these changes are necessary. -Include a cost-benefit analysis, showing financial viability and efficiency improvements. 	<ul style="list-style-type: none"> -A well-structured staffing model ensures pupils receive consistent, high-quality provision, in all aspects of their learning, personal development and school life. -Efficient and consistent policies and procedures throughout all sites, ensuring fairness for all pupils. 	Lucinda with SLT Governors	Spring 2 2026	SLT time	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Quality of Education
SLT Lead: Lianne Buchanan	Written by: Lianne Buchanan	



Target 1: To further develop and extend the Pre-formal PMLD Curriculum to incorporate EYFS and the Preparation for Adulthood strands							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Ensure that all staff understand the definitions of PMLD, SLD, MLD	Increased awareness of the definitions of PMLD, SLD, MLD and how pupils at Fox Wood learn	-Training session created and delivered with definitions and real pupil examples -Training as part of induction	-Staff will have a greater understanding of pupils' needs and appropriate teaching and learning strategies -Pupils will benefit from staff who are aware of beneficial strategies	Lianne	Summer 1 2025	Time	
Develop EYFS PMLD Curriculum long term plans	EYFS pupils with PMLD to access appropriate, evidence-based teaching and learning strategies	- Research EYFS PMLD best practice -Visit good/outstanding EYFS SEND settings -Complete LTP's to combine EYFS and PMLD strands	-Information gathered from visits and research used to inform LTP's -LTP's resourced in preparation for September PMLD cohort	Lyndsey Lianne	Summer 1 2025	Time	
Re-model the school PMLD Curriculum	Broad and balanced Pre-formal PMLD curriculum in place with appropriate coverage	-Review rolling programme -Map onto new LTP proformas -Resource new themes	-New LTP's in place and resources ready for September launch -Pupil voice gathered to incorporate their interests/future goals	Lianne	Summer 1 2025	Time	

Develop knowledge of PfA and pupils with PMLD	Increased knowledge and understanding for curriculum leaders of the Preparation for Adulthood agenda and how this translates for the college PMLD learners	-Curriculum leaders to complete PMLD college specific curriculum training -College PMLD LTP's re-mapped to the PfA strands	- PfA strands well covered within PMLD curriculum offer - Gaps addressed -PfA opportunities extended for pupils with PMLD - Work experience opportunities extended for pupils with PMLD	College PMLD Teachers Lianne	Summer 2 2025	Time	
Review impact of curriculum	Quality assurance to ensure that pupils are benefiting from the changes made	-Pupil voice activities using appropriate communication systems Parent/carer questionnaires -Data drop termly	-Pupil voice gathered -Parent voice gathered -Data reviewed (hard and soft data) and any gaps addressed	PMLD teachers Lianne	Autumn Term 2025	Time	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Quality of Education
SLT Lead: Lianne Buchanan	Written by: Lianne Buchanan	



Target 2: To further develop the role of subject leadership to quality assure provision and outcomes more widely.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Train teachers on the role of the subject leader	Teachers will develop their understanding of the role of a subject leader and the expectations.	-Training session led by Claire Lynch -Subject leaders to identify and attend subject specific training and best practice visits	- Staff will have a good understanding of their role as a subject leader -Pupils will benefit from staff with specialist knowledge of their subject area	Claire L Lianne	Summer 1 2025	Time	
Subject leader triangulation exercise	Subject leaders will conduct a learning walk and review planning and EfL evidence to triangulate the provision and outcomes for their subject	-Time allocated to each subject leader to monitor planning, review EfL evidence and visit classes -Good practice shared and areas for development identified -New subject leader action plans introduced and completed based on findings	-Subject leaders will have a better understanding of how their subject is being taught across the curriculum tiers, information used to identify next steps in action plans -Pupils will benefit from staff who are well supported and development of the subject areas	Lyndsey Lianne	Summer 2 2025	Cover time	
Hold subject leader marketplace	Subject leaders will share their curriculum offer with a range of key stakeholders	-Subject leaflets prepared to share intent, implementation and impact -Market place planned, invites sent	-Subject offer is clear, presented as a marketplace to key stakeholders including parents/carers and LA	Lianne	Summer 2 2025	Time	

		-Subject leaders confident to share their sequence of learning	-Pupils, parents/carers will benefit from a greater understanding of the curriculum offer				
Subject leader observations	Subject leaders will complete lesson observations and review planning and EfL evidence to triangulate the provision and outcomes for their subject	-Subject leads will observe in opposite curriculum tiers to increase their knowledge and understanding -Subject leads will use this experience to plan clear sequences of learning	-Subject leaders will be able to plan informed learning sequences within their specialist subject areas -Pupils will benefit from cyclical, structured curriculum ensuring key subject knowledge is embedded	Lianne	Autumn Term 2025	Time	
Subject leader review meetings	Subject leaders to review curriculum evidence with SLT	-Gather pupil voice -Gather subject specific progress data and evidence from EfL to review outcomes -SLT to lead subject review meetings for their team -Populated QA reports shared with key stakeholders -Review action plan and progress towards targets set and identify areas for further development	-Subject leaders will be able to clearly evidence the positive impact of their action plans this year -Pupils will benefit from knowledgeable subject leaders who plan clear and well informed sequences of learning and ensure positive outcomes for all pupils	Curriculum Leads Lianne	Spring Term 2025	Time	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Quality of Education
SLT Lead: Lianne Buchanan	Written by: Lianne Buchanan	



Target 3: To further develop the Digital Literacy Curriculum to ensure that pupils are able to develop their digital skills, knowledge and understanding.							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Research Digital Literacy curriculum	Ensure up to date knowledge of developments in Digital Literacy curriculum	-Computing lead to access CPD and research reports -Best practice visit to other special school	-Computing lead will have up to date and thorough knowledge of digital literacy developments. -Pupils will benefit from a knowledgeable subject lead advising their teachers.	Alice Lianne	Summer 1 2025	Time £360 CPD cost	
Train teaching staff	Teachers to develop their own digital literacy through CPD.	-Computing lead to plan and deliver CPD for teachers focusing on the digital literacy themes presented by Teach Computing	-Teachers will have increased knowledge of digital literacy and identify where this can be mapped across the curriculum. -Pupils will benefit from increased planned opportunities for digital literacy.	Alice Lianne	Summer 2 2025	Cover time	
Increase digital literacy opportunities across the curriculum	Teachers to identify and increase opportunities for pupils to develop their digital literacy skills	-Teachers will incorporate digital literacy into their teaching through a high-quality curriculum	-Pupils should be able to exercise and demonstrate their digital literacy in all areas of the curriculum.	Alice Lianne	Autumn Term 2025	Time	

Share best practice for digital literacy	Teacher meeting to share best practice ideas, share evidence from planning and EFL	-Consider the 6 main themes from the NC and triangulate evidence to show how we can promote these within the curriculum: <ul style="list-style-type: none"> • Use of devices and applications • Handling and storing data and information • Design, creation, and editing of content • Communication using technology • Online safety • Moral and ethical behaviour relating to technology 	-Pupils will benefit from teachers sharing their best practice and further increased planned opportunities for digital literacy.	Alice Lianne	Autumn Term 2 2025	Time	
Review development of digital literacy curriculum	Review any gaps in provision and resource these to ensure that pupils can make continued and sustainable progress within the themes above	-Gather pupil voice, what have they enjoyed and what would they like to learn next -Gather staff feedback – what resources would they benefit from to develop things further? -Complete resource audit and purchase additional resources as required	-Further resources will lead to further progress -Pupils should be able to exercise and demonstrate their digital literacy in all areas of the curriculum.	Alice Lianne	Spring 1 2025	Time £400 for resources	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 – 2026		Focus Area: Quality of Education
SLT Lead: Lianne Buchanan	Written by: Lyndsey Phillips	



Target 4: To ensure that there is a choice of teaching resources and strategies which are age appropriate, with high expectations and accessible to the students.							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Research Nind and Hewitts work around making texts accessible to PMLD learners	PMLD pupils have access to resources that are age and stage appropriate.	-Re-writing the PMLD Reading curriculum sequence, identifying core books for pupils to access which are multicultural, age and stage appropriate	-Pupils will have access to and use texts that are accessible, age and stage appropriate. -Pupils will demonstrate engagement with the texts, showing consistent responses to familiar texts, building up responses over time	Lyndsey Lianne	Summer 1 2025	Time £160 x 2 Lyndsey and Louise £320 Messham (Age appropriateness CPD– NATSPEC)	
Map all core texts across all curriculum and key stages	Mapping of texts will ensure that pupils are exposed to a rich array of literature covering all key genres, cultures, fiction, non fiction and poetry	-TLR Lead to map key texts into the curriculum	-Pupils will have access to a wide variety of high quality texts that are accessible, age and stage appropriate.	Lyndsey Lianne	Summer 1 2025	TLR time	

To investigate and implement ALI (Aided Language Input)	Staff will be able to support pupils with communication, using the ALI approach.	-Lucy Kemp (SaLT) to provide training on Gestalt Language processing -Lyndsey to attend training on ALI approach and cascade to staff	-Staff will be trained in the ALI approach to support pupil's communication. Pupils will enhance their vocabulary with support from staff	Lyndsey Phillips Lianne	Summer 2 2025	Time	
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Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Behaviour and Attitude	
SLT Lead: Jade Ashton		Written by: Jade Ashton	



Target 1: To securely develop trauma informed practice within school and college ensuring all pupils are supported effectively following the key principles.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Further research opportunities for staff training in trauma informed practices	Whole School and college will be trained effectively on April inset day. Quality of training will be of a high standard.	To find and implement most effective training for staff to support our cohort of students and how to best support through trauma informed practices.	Staff will have a better understanding to support pupils who have experience trauma, support pupils through traumatic experiences and ensure strategies are in place to offer best practice to all pupils.	Jade Ashton Lianne Buchannan	Spring 2 2025	N/A	
University of Chester to deliver whole school and college understanding of trauma informed practice	Whole school and college will complete Inset day training including specific task work to be used within school to support behaviour and attitudes.	Claire Holmes Lead practitioner for trauma informed practice to lead whole school training for staff to gain more in depth understanding of trauma informed practice and how this will look within school.	All staff will gain an understanding of trauma informed practice and support pupils in the most effect way. Pupils who have experienced trauma will feel supported and best practice will be in place for all pupils.	Claire Holmes Lianne Buchannan	Summer 1 2025	Costing of training:	

To develop a Trauma informed practice team to support behaviour within Fox Wood School and College.	There will be a specific trained group of staff with a high quality of training and understanding to support pupils who have been through trauma and supported effectively.	Develop an effectively trained staff team who have further understanding of trauma informed practice to support pupils within school and college and further develop behaviour	Staff part of the trauma informed practice group will be able to share experience and strategies to support specific pupils to overcome trauma where possible, and to gain a better understanding of pupils experiences, difficulties and how to best support them.	Anita Laura Akers Jade Ashton	Summer 2 2025	Costing of course:	
Trauma informed practice team to meet regularly.	Team will develop over the year ensuring effective trauma informed practice is in place and following the key principles to support the pupils to the highest standard,	Team will meet every term to monitor effective practice and how pupils are supported.	Staff will meet regularly with specific agenda to support identified pupils and support staff as needed. Pupils will have additional support who have experiences trauma or in need of strategies.	Trauma informed team Anita	Autumn 1 2025	N/A	
To deliver direct work to pupils following trauma informed practice.	Pupils will be part of specific sessions following trauma informed practice and assessments on place to monitor impact on learning and behaviour and attitudes.	Trained staff to deliver 1:1 or small group direct work and activities for pupils who have experienced trauma following trauma informed practices.	Identified pupils will be part of regular sessions with trained staff to develop strategies to better understand experiences and difficulties. Pupils will develop relationships with staff to support them in the most effective way.	Trauma informed team	Autumn 2 2025		

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Behaviour and Attitude
SLT Lead: Jade Ashton	Written by: Jade Ashton	



Target 2: To develop individual behaviour programmes including risk assessment matrix to establish the individual behaviour programme design process

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review <div> R = Not achieved A = Partially achieved G = Achieved </div>
Design and produce risk assessment matrix to establish individual behaviour programme.	Risk assessment matrix will be designed and produced used effectively when develop behaviour programmes.	Use team teach guidance and risk assessment matrix in place in college to design new matrix to support with the development of behaviour programmes.	There will be a specific risk assessment matrix that all staff understand and use when developing. Behaviour plans will be developed for individual pupils following a specifically designed programme.	Jade Ashton and Louise Messham	Autumn 2 2025	N/A Timing to develop risk assessment matrix	
Deliver training to staff regarding the use of risk assessment matrix and how this is used.	Whole school will understand the use of the risk assessment matrix, how this is used and can then be used effectively to develop behaviour programmes with input of staff.	Deliver to whole school how risk assessment matrix will be used. Staff will be given this when looking at behaviour programmes to design which programme pupils need or if this is covered on their one-page profile.	All staff will understand the system and how this is used effectively when writing behaviour plans. All profiles and plans will be written following the same system and assessed initially using the risk assessment matrix.	Jade Ashton	Summer 2 2025	N/A Timing to plan and deliver training.	
Assess and review all behaviour profiles and plans using risk assessment matrix.	All current and new profiles and plans will be developed and implemented following the new matrix which will further support writing of new plans and understanding of when pupils are on a profile or plan.	Staff to review class profiles and plans using risk assessment matrix and develop further following design system. Make amendments/ changes as required.	There will be a specific risk assessment matrix that all staff understand and use when developing. Behaviour plans will be developed for individual pupils following a specifically designed programme	Jade Ashton and class teams Jade Ashton to monitor	Summer 2 2025	N/A Timing to meet with Emma and review behaviour plans.	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn**Spring****Summer**

School Improvement Plan 2025 - 2026		Focus Area: Behaviour and Attitude
SLT Lead: Jade Ashton	Written by: Jade Ashton	



Target 3: To further develop and effectively use pupil voice in a variety of ways across the curriculum that also promotes independence and wellbeing.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
To create a generic communication book including all updated visuals for staff to use as guidance when preparing visuals.	All staff have a consistent guidance to follow when preparing visuals making this more consistent across school.	Staff will use consistent visuals across school with the updated board maker symbols ensuring all pupils understand the symbols/ objects of reference for specific information.	All pupils will have consistent use of communication aids, staff will use the book as a generic guide to support visuals for pupils. Pupils will use consistent visuals to aid understanding.	Jade Ashton Laura Akers	Spring 1 2025	N/A Timing to prep	
To review lesson plenary's within and effectively develop to ensure all pupils are self-assessing in a purposeful way.	Plenaries within classes will be to a higher standard and more specific for pupils with an emphasis on self-assessment, pupil voice and meaningful discussions.	Meet with teachers to review plenaries within lessons, how these look and how they will look within each of the curriculum tiers.	There will be a consistent use of visuals for self-assessment, these will be used effectively across school to aid understanding and ensure there is a clear use within lesson plenary.	Jade Ashton	Spring 2 2025	N/A Timing to prep	
To create pupil sensory steps that are actively used within the school day including independence and understanding of sensory steps.	Pupils will have a more active role and involvement in the use of their sensory steps, understanding the visuals, what they need and how to request this.	Staff will use the sensory steps document to create a simplified visual for pupils to have ownership of their own sensory needs.	Pupils will be able to access their own sensory steps to help self-regulate rather than supported regulation where staff use the sensory steps. Staff will learn to give pupils more ownership and increase independence linked to sensory steps.	Jade Ashton Anita Barlett	Spring 1 2025	N/A Timing to prep	

To understand and actively work towards SaLT plans within classes, understanding the progress within the plans.	Pupils will be actively working towards SaLT plans and making progress which will be effectively reviewed regularly.	Staff will discuss with SaLT to understand why pupils are on specific equipment, targets and the progress being made. Staff will input plans to support pupils learning towards targets within lessons.	Pupils SaLT plans will be incorporated more often within their lessons and daily routines. Staff will increase confidence supporting SaLT plans to be worked on regularly and further progress will be made.	Class Teams SaLT Jade Ashton	Summer 2 2025	N/A Timing for training, meetings and prep	
Continue to develop school council particularly around spontaneous pupil voice, suggestions and changes to school in an effective way.	Pupils will feel empowered to spontaneously make suggestions and bring these to meetings or staff to make requests/ comments.	School council meetings will continue to run and will emphasis suggestions in between meetings, where these can be taken/ raised etc.	Staff support pupils to regularly make suggestions and contributions to school having a better understanding of their impact on school through school council.	Laura Akers Jade Ashton	Summer 2 2025	N/A Time to prep	
To introduce core vocab sessions within the curriculum to specifically teach and use core vocab across the curriculum.	Pupils will learn about the specific core vocab; what this means how this is used to then effectively use within their learning through specific sessions.	Staff will develop key sessions to deliver core vocab sessions within the week teaching a specific word, what this means and applying this to the lessons. Staff will model use of language within a variety of settings.	Pupils will specifically learn about the core vocab, what this means, how this is used and staff will effectively use and teach core vocab directly to aid understanding.	Class Teachers Jade Ashton	Summer 2 2025	N/A Time to prep and deliver	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Behaviour and Attitude
SLT Lead: Jade Ashton	Written by: Jade Ashton	



Fox Wood School

Target 4: To develop - and use effectively - a clear set of principles and guidance for the four curriculum tiers including lesson structure with an emphasis on active learning.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Meet with Teachers to feedback how lessons currently run within each tier of the curriculum.	Teachers will have the opportunity to discuss current sessions, receive feedback from NAS, Cole's learning walk and plan next steps. Teachers will play an active role in discussion.	Teachers will discuss and plan curriculum tier guidance and share with staff. This will be used to plan sessions, show difference between each tier and how pupils are effectively supported.	Each curriculum tier will have key guidance how sessions will look, how pupils will learn, and key points of teaching and learning followed specifically in tiers.	Lianne	Summer 2 2025	N/A Time to meet, prep and plan curriculum	
Meet with curriculum team following teacher feedback and discuss lesson structure within the curriculum and develop principles and guidance with the curriculum team for each of the tiers.	Curriculum team will meet using teacher feedback to produce guidance and support all staff to follow within curriculum tiers to ensure effective teaching and learning is in place for all abilities and needs.	Curriculum guidance will be produced shared with SLT, governors and Cole. This will then be shared with all teachers to support planning.	All teachers will follow curriculum guidance and ensure each tier has specific differences to support their pupils and their needs. Pupils will have effective lessons suitable for their ability and this will differ between curriculum groups.	Lianne and curriculum team Class teachers	Autumn 1 September 2025	N/A Time to meet and plan.	

Use principle and guidance when observing classes to ensure lesson structure is followed and effective for pupils within the class.	When observing SLT and middle leaders will have a guidance to follow ensuring each curriculum tier is specifically designed to support those pupils needs. SLT can provide effective feedback for specific pupils and groups to ensure effective teaching and learning is at a high quality linked to specific curriculum tier.	SLT will actively use guidance when observing this will be included within lesson observation feedback and documents so that lessons reflect the curriculum tier guidance.	Pupils will receive high quality teaching and learning, and staff will have feedback linked to the tier to ensure lesson structure is suitable for pupils.	SLT Jade Lianne Lou Lucinda	Autumn 1 2025	N/A Observation timing and feedback	
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Monitoring of progress towards targets: What has been started/ achieved during this term to successfully complete targets?		
Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Personal Development
SLT Lead: Louise Messham	Written by: Louise Messham	



Target 1: Develop Core Vocabulary that is age/stage appropriate for pupils aged 14-19.

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Evaluate the current key stage 4 and 5 vocabularies for pupils/students from 14-19	Improve range of vocabulary for all KS4 and 5 learners. Equip learners with key PFA related vocab to be able to navigate life beyond school.	Meet with the English Lead in school and college to recap on current key vocabulary. Share the vision of the key vocabulary lists.	New vocabulary will compliment and enhance the key vocabulary Improve life after school/college outcomes for pupils	Lyndsey P Kayleigh Lou M	Spring 2 2025	N/A	
Pilot a whole school research programme about PFA/age appropriate/useful vocab needed at each KS.	Gather current strengths and areas for improvement Gather and collate a strong core vocab to ensure all learners have skills for their futures.	Meet Teachers and TAs to set out vision and gain views Meet with PFA team member to discuss what they feel would be most appropriate for each KS	All staff will value the purpose and need for the additional vocab Staff will be empowered to deliver a high-quality addition to the already established phonic/reading scheme	Lou M Lianne	Summer 1 2025	N/A	
Devise Key Stage appropriate vocabulary lists and trial and monitor achievement	Vocabulary lists will be within long term planning and will be measurable to check progress.	Collate research completed by teachers, Tas and PFA team. Link with phonics tracker provider and see if the newly devised lists can be imputed onto original reading records. Teachers to record new vocab alongside progress of phonics learning and development.	Pupils and students will access and learn a high-quality range of vocabulary where appropriate. This will equip them for life beyond school and college.	Lyndsey P Claire L Lou M	Summer 2 2025	£	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn**Spring****Summer**

School Improvement Plan 2025 - 2026		Focus Area: Personal Development
SLT Lead: Louise Messham		Written by: Louise Messham



Fox Wood School

Target 2: To ensure that pupils/students are developing and Preparing for Adulthood (PfA) in all areas of the curriculum.							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Review Preparation for Adulthood coverage throughout the curriculum	Ensure that following the curriculum update there are lots of opportunities for PFA skills to be developed. This is woven throughout the curriculum and enhanced cross curricular.	Support Teachers to look for threads of PFA woven through all curriculum content. Share PFA overview with teachers to support this.	PFA will be supported through all areas of the curriculum. Pupils will have constant opportunities to gain skills and understanding of growing up into adult life.	Subject Leaders Lou Mesh	Summer 2 2025	£0	
Identify and address gaps in provision of PFA.	PFA will support pupils understanding of growing up throughout their time in school/college.	Subject Leads to review gaps in subjects. Utilise the support of the PFA overview document to plan exciting opportunities. Meet with PFA lead if further support is required.	All areas and subjects within the curriculum will offer a wealth of PFA opportunities. Pupils will progress through and leave school with PFA skills linked to their individual abilities.	Subject Leaders Lou Mesh	Summer 2 2025	£0	
Create a PFA provision map to showcase PFA across the whole FW curriculum	To give stakeholders from school a clear view of PFA development and show how pupils access this consistently.	Following review of PFA and new implementation within any gaps. Provision map to be designed around reviewed curriculum content to show diverse delivery to pupils.	PFA provision map will be available and part of the curriculum overview for any stakeholder to understand content of curriculum.	Lou Mesh Lianne	Autumn 1 2025	£0	

Monitoring of progress towards targets: What has been started/ achieved during this term to successfully complete targets?		
Autumn	Spring	Summer

School Improvement Plan 2025 - 2026

Focus Area: Personal Development

SLT Lead: Louise Messham

Written by: Louise Messham



Fox Wood School

Target: 3. To utilise teaching assistant experience and provide a vehicle for this to support all teaching assistants across school and college

Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
Teaching Assistants share appraisal targets share tasked with retrieving knowledge Meet again	To give value to the personalised appraisal targets set to ensure these are achieve by the end of the academic year.	Teaching Assistants to meet in small groups lead by a level 3 teaching assistant to share and discuss current PM targets. To devise a plan, seek out support in achieving the targets.	Tas will become confident in self-assessing and highlighting own areas for development. They will learn skills to self-seek support from others around them.	Lianne Lou Mesh	Spring 1 2025	£0	
Teaching Assistant Level 3s to demonstrate effective modelling and lesson support within lessons	All teaching assistants will have seen and put into practice effective modelling and lesson support. This will empower them to support teaching and learning.	TA3s will spend a lesson within each classroom to demonstrate consistent and effective modelling with the pupils and students. Teaching Assistants will share key learning points within	New/less experienced Tas will see first hand good quality pupils and lesson support. This will then be transferred into their own practice. Pupils will receive excellent support within lessons.	Teaching Assistants L3 Lou Mesh	Summer 1 2025	£250	
Teaching Assistants to promote active modelling and lesson support in all lessons	Teaching assistants to refer to TA3 practice develop skills and reliably implement these within all lessons.	TAs to complete a feedback sheet to show points learnt and things to take back to their own classes. Tas to implement new strategies within lessons.	Pupils will receive excellent support within lessons. Pupils will have excellent opportunities to support learning and progress.	Teaching Assistants Lou Mesh SLT-learning walks	Summer 2 2025	£0	

Monitoring of progress towards targets: What has been started/ achieved during this term to successfully complete targets?		
Autumn	Spring	Summer

School Improvement Plan 2025 - 2026		Focus Area: Personal Development
SLT Lead: Louise Messham	Written by: Louise Messham	



Target 4: To promote preparation for adulthood and voluntary opportunities through helping others							
Task:	What is the purpose of the activity/ resource? [INTENT]	Action(s) to be taken to achieve target: How will it be achieved? [IMPLEMENTATION]	Success criteria: What will have been achieved? What difference will it make to pupils? [IMPACT]	Lead and Monitoring	When will this be achieved by?	Cost: (£)	RAG rating: end of year review R = Not achieved A = Partially achieved G = Achieved
To promote a 'helping others' ethos throughout our work experience offer.	Pupils will feel a sense of achievement in helping others within their role, this will compliment the work related and life skills being gained.	Create a pre-work experience questionnaire to identify all aspects of help and skills being developed. To be reminded and visited throughout length of experience.	Pupils will have a sense of value and help as well as learning all the work-related skills. Pupils will have a record of all skills they are intending to develop and can review at the end of the experience.	Jane Vance Lou Mesh	Spring 2 2025	£0	
To implement a class 'helping others' challenge per term to be celebrated and evaluated by all.	Pupils will learn and celebrate the sense of helping others. The school community will embrace a helpful ethos and shared vision of helping each other.	Beginning of each term classes will decide on a way to help others for the term. This will be displayed within each class to remind and prompt staff and pupils.	Pupils will engage in activities that help others. Pupils will celebrate the helpful things that each other do. School will embrace a helpful and kind ethos.	Lou Mesh	Spring 2 2025	£0	
Celebration of helping challenges	To embrace and promote 'helping others' by celebrating achievements whole school. To promote motivation to succeed and a drive to helping others.	Class achievement certificated to be awarded during shine time to celebrate class efforts towards the challenges set.	Pupils will feel a sense of value and embrace positive behaviour changes. Behaviour within school/college will embrace positive changes that are celebrated regularly.	Class Teachers Lucinda Lou Mesh		£0	

Monitoring of progress towards targets:

What has been started/ achieved during this term to successfully complete targets?

Autumn**Spring****Summer**