



## Manor Green School Development Plan

### Vison

To create a nurturing school community where everyone feels valued, supported, and empowered to explore, grow, and achieve their full potential."

### Aims

To ensure outstanding outcomes for all within our community

#### **To Recognise and Celebrate the Uniqueness of Every Student**

We aim to understand and nurture each child's individual strengths and needs, creating personalised learning opportunities that empower them to thrive.

#### **To Provide Enabling Environments That Support Holistic Learning and Development**

We aim to create safe, accessible, and inspiring spaces that encourage curiosity, independence, and skill-building across all areas of development.

#### **To Foster Positive Relationships Within the School and Beyond**

We aim to build strong, trusting partnerships among students, staff, families, and the wider community to promote well-being and collaborative growth.

#### **To Lead Innovation and Inclusion Within the Wider Community**

We aim to actively engage with local organisations and initiatives, promoting innovative practices that enhance inclusion, awareness, and opportunities for our students beyond the classroom.

### Mission Statement

Our school is committed to *person-centred learning* that supports everyone to thrive. We provide a *safe, supportive and stimulating environment* where *diversity* is valued, and *everyone is empowered to reach their full potential*.

Through a *holistic and inclusive* approach, we aim to *develop a love for learning*, build *resilience*, and spark *curiosity*. We focus on *breaking down barriers* to learning by delivering *high quality and inclusive* education for all.

We *nurture, build meaningful relationships*, and *support our community* in developing individual talents, skills and understanding—preparing all for future *education, employment and life*.

### Focus

The focus of this development plan is on maintaining and improving our specialized provision, using an educational and therapeutic model, and becoming a "flagship" for expertise in areas like SLCN and ASD. It is a plan for sustainable change, a with clear focus on curriculum, teaching quality, staff professional development to build expertise, resource management, and ensuring SEND pupils achieve exceptionally well. The SDP is a living, adaptable document that is regularly reviewed, providing direction and accountability for school improvement. Regular reviews by senior leaders and governors ensure progress is monitored, and actions remain relevant.

### School Priorities

- Ensuring the curriculum is coherently planned, sequenced, and embedded consistently across the school.
- A focus on high-quality, consistently good teaching that is informed by assessment for learning to meet diverse student needs
- Staff Development: A strong commitment to professional development, including training for all staff, subject leaders, and teaching assistants to enhance their skills and knowledge.
- Resource Management: Auditing current resources to identify gaps in provision. Investing in new resources to fill those gaps and monitoring their impact on learning outcome
- A focus on developing students' understanding, skills, and confidence to achieve their "next steps" that promotes responsible, respectful, and active citizens, focusing on inclusivity and equality of opportunity.
- Implementing a trauma-informed approach in the curriculum and behaviour policies that helps create a calm, supportive, and consistent learning environment.
- To provide structured avenues for leadership

### Executive Summary

Our trust is in its infancy and as an educational charity, our key aim as stated in our articles of association is to advance education for public benefit. We are learning from other more established trusts and accessing the expertise of the [Confederation of School Trusts](#). We have been mindful of their document [Building strong trusts - assurance framework 2024-09-10.pdf](#) in order to identify our key objectives for the next three years. We do this at a time of likely significant change to SEND education and the wider national educational landscape as a whole. It is important Trustees identify their appetite for risk in the various areas, whilst acknowledging the overall landscape has inescapable risk that comes with the significant change on the horizon.

**SDP KPIs – 2025-2028**

<p><b>Planned outcomes:</b></p> <p>How well the curriculum is followed and its impact on student outcomes.</p> <p>To increase teachers' passion, enthusiasm and subject knowledge</p> <p>To continue to increase achievements across the whole curriculum</p>	<p><b>1.1 Curriculum development</b></p> <p>Development of a new PMLD/PSAD curriculum that supports and develops student progress and increases outcomes by reducing educational barriers to learning. Improved identification and understanding of individual barriers to learning for students with complex autism, leading to more targeted support strategies and improve student engagement and progress.</p> <hr/> <p><b>1.2 Assessment Review</b></p> <p>Review of assessment in line with curriculum, development and triangulation of data.</p> <hr/> <p><b>1.3 Communication, Cognition, Reading &amp; writing</b></p> <p>Students receive consistent high-quality education in cognition, learning, communication and interaction and reading and writing where applicable</p> <hr/> <p><b>1.4 Training</b></p> <p>All teachers will have effective knowledge and skills to teach the curriculum and understanding of different barriers to learning To focus upon maintaining the excellent high-quality teaching and learning of the structured curriculum provided for all students in the MGS community</p> <hr/> <p><b>1.5 Therapy</b></p> <p>To further develop and embed our integrated therapies offer</p>
<p align="center"><b>Planned Outcomes:</b></p> <p>For attendance and punctuality to continue to develop and improve overall for all groups of pupils across the whole school.</p> <p>Students will be prepared effectively for adulthood.</p> <p>Students will demonstrate self-advocacy which will inform curriculum and future destination</p> <p>Students have positive attitudes to their education and are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements</p>	<p><b>2.1 Safeguarding</b></p> <p>All staff will implement policy and practice to ensure the highest possible standards of individual and contextual safeguarding irrespective of staff movement and organisation around the school</p> <hr/> <p><b>2.2 Attendance</b></p> <p>Aside from students deemed as 'Medically Vulnerable', strive for an overall attendance rate of 95%</p> <hr/> <p><b>2.3 Behaviour</b></p> <p>Students will demonstrate self-advocacy, through making choices related to their interests. This will inform both curriculum opportunities and future destinations.</p> <hr/> <p><b>2.4 Nurture</b></p> <p>To successfully re-accredit our Nurturing school's qualification.</p> <p>To develop staff confidence and safety through engagement of all staff in a program of general and focused training in recognition of an expanding and increasingly complex ASD population of pupils, including attachment, personalised de-escalation strategies, wellbeing approaches resulting in a reduction of RPIs</p>
<p>Planned Outcomes:</p> <p>The new PMLD/PSAD curriculum supports and develops student progress and increases outcomes by reducing educational barriers to learning.</p> <p>Curriculums across the school help all of our young people/learners to develop their personalities, values and attitudes.</p>	<p><b>3.1 Enrichment</b></p> <p>Students participate in an extensive range of weekly enrichment activities and projects that broaden their interests and extend their ambition and life opportunities</p> <p>To ensure we offer high quality community outings and educational residential visits to enrich the innovative curriculum we offer with a focus on the preparation for a fulfilling adulthood</p> <hr/> <p><b>3.2 Risk Management and Environment</b></p>

	<p>Staff will promote risk taking and to foster resilience and confidence, build a sense of accomplishment, which increases confidence in their abilities. Risk taking encourages creative thinking and the development to cope with life's challenges</p>
	<p><b>3.3 PFA</b></p> <p>Students and their families are empowered to make smooth transitions from early years to adulthood, supported by the four Preparing for Adulthood outcomes: education and employment, independent living, friendships and community inclusion, and good health</p>
<p><b>Planned Outcomes:</b></p> <p>The effectiveness of the leadership team is demonstrated through continued growth and development.</p> <p>The school implements a structured and collaborative change management approach that empowers staff, engages stakeholders, and results in sustainable improvements to teaching, learning, and wellbeing</p> <p>Leadership ensures their vision for the school is clear and ambitious.</p>	<p><b>4.1 Distributed Leadership</b></p> <p>MGS distributed leadership model will be highly effective at all levels, and the Leadership team will facilitate an increased consistency in the high standards</p>
	<p>of teaching expected. Staff are supported through change with clear communication, targeted professional learning, and leadership that fosters a culture of adaptability and innovation.</p>
	<p><b>4.2 Accountability</b></p> <p>Leaders at every level are accountable for pupil progress and understand the necessary steps to achieve this at an exceptional level</p>
	<p><b>4.3 Structured Reflection</b></p> <p>Promoting staff to regularly engage in structured reflection to evaluate learning experiences, leading to continuous improvement in teaching and learning outcomes.</p>
	<p><b>4.4 Apprenticeship and ITT</b></p> <p>Increased number of new and existing staff undertaking apprenticeships Produce apprenticeship guidance and extended marketing to extend the provision Help to develop the ITT route across the MAT</p>
<p><b>Planned Outcomes:</b></p> <p>To prioritise the emotional wellbeing and belonging of all individuals in the MGS community, including students, families, staff. Ensuring that everyone feels valued, listened to and supported.</p> <p>To continue to improve staff wellbeing and staff attendance</p>	<p><b>5.1 Well being</b></p> <p>Promote staff wellbeing through...a supportive and inclusive environment for all</p>
	<p><b>5.2 Recruitment</b></p> <p>Recruit and retain staff with the skills and temperament to support students with diverse and complex needs</p>
	<p><b>5.3 Staff attendance</b></p> <p>Strengthen staff resilience and well-being to reduce sickness absence</p>
	<p><b>5.4 Staff Training</b></p> <p>Ensure all staff are trained to meet the complex learning, emotional, and behavioural needs of students</p>
<p><b>Planned Outcomes:</b></p>	<p><b>6.1 Finance</b></p> <p>Plan and maintain balanced budgets for MGS and The Link in partnership with SLT, ensuring spend prioritises student progress, maintains financial compliance, and supports sustainable reserves and investment in school facilities.</p>
	<p><b>6. 2 Estates</b></p>

<p>To ensure a high level of financial, operational, and procedural compliance. Creating a culture and environment that provides high quality and value for money resources and assets</p>	<p>Ensure robust and compliant management of school assets/facilities, including life cycle management and development of outside learning spaces.</p> <p>(Link to Trust Development plan objective 6.1 and 6.2)</p> <p><b>6.3 Health and safety</b></p> <p>Ensure a school culture which consistently puts Health and Safety considerations as the top priority.</p>
<p><b>Planned Outcomes:</b></p> <p>To prioritise the emotional wellbeing and belonging of all individuals in the MGS community, including students, families, staff. Ensuring that everyone feels valued, listened to and supported.</p>	<p><b>7.1 Families</b></p> <p>Parents are actively involved in their child's learning through strong communication and support at home, helping to improve outcomes, especially for children with SEND or additional needs.</p> <p>Links with family support team to build family resilience: visiting families. Parent feedback setting up and delivering training and support groups for parents</p> <p><b>7.2 Outreach</b></p> <p>In-line with the training and support needs of local schools/provisions, continue to provide individualised and universal outreach services.</p> <p><b>7.3 The Link</b></p> <p>To further grow and adapt the LINK provision in line with the profiles of students needing Alternative Education and have external QA in place.</p>
	<p><b>7.4 The Hive</b></p> <p>Given the ever increasing medically complex needs of some our students, develop and expand our HIVE offer.</p>