

School Improvement Planning (SIP)

2026-2027

Exeter House School



Exeter House School Improvement Plan 2026-27

Focus/Priority areas are drawn from the 'SEF toolkit', 26/27 internal & external quality assurance and ongoing school/provision level monitoring.

Focus area & Priority	Actions	Lead/s Responsible (Do)	Lead/s Informed (Tell)	Time scale (by when)	Success Criteria	RAG
Safeguarding						
Robust systems, processes and policies ensure that all staff, across all sites have a strong understanding of safeguarding and their role within it.	• DSL training for Department heads of Satellite Sites • Dedicated Safeguarding Email Box • Fortnightly safeguarding team meeting • Clear criteria and process for closing concerns • DSL/DDSs have key students they are monitoring • Training programme /key themes document devised • Weekly briefings highlight updates in a sequential manner from the training document • Department and class team meetings highlight updates in a sequential manner	DSL, DDSLs, SLT	DSL, SLT, Trust DSL,	Dec '26 & ongoing review	• Concerns are followed up in a timely fashion • DSL Team meetings evidence actions and all members know priority cases • There is a secure culture of understanding who/how to raise concerns with, including Department heads of Satellite sites • Training document devised and used in relevant meetings across the year • There is a secure culture of understanding when to raise concerns	
To ensure that students know how to keep themselves safe by having access to a well-planned curriculum	• Training for SoSafe for all staff • Opportunities for So Safe concepts and language to be explicitly taught in PSHE lessons identified on the curriculum • Glossary of SoSafe language produced and shared with staff to support use • Resources for key concepts produced	DHT DHT Subject leads Teachers	DHT Co-HTs SIP Review Trust Ed	Dec '26 Sep'26 Oct'26 July '27	• Monitoring of the curriculum and teaching and learning evidences that PSHE is planned and taught effectively; demonstrated by quality assurance and school improvement reviews over the course of the year	

and staff who know them well.	Teachers to explicitly teach key concepts appropriate for age/stage		Team Review		CYP communicate their understanding of how to keep safe	
Curriculum & Teaching						
To ensure there is a consistent, evidence-informed approach to teaching and learning across the school by developing staff expertise through high-quality induction, professional learning and ongoing CPD, enabling teaching and support staff to systematically use agreed pedagogical approaches.	- All teaching and support staff participate in an appropriate programme of induction and ongoing professional development focused on key pedagogical approaches. - Learning walks, lesson observations and Tier 1 quality assurance - Implementation of agreed pedagogical approaches/ Rubric across the school. - Department Heads cascade CPD within department areas of Tier 1 pedagogical approaches - Department Heads to feedback and promote areas of the Rubric.	AHT T&L SLT Teachers	SLT Trust	Dec '26	- All adults consistently use effective modelling, scaffolding and declarative language to increase pupils' independence, engagement and access to learning - Whole school approach for effective adult deployment established and embedded as evidenced by learning walks, pop-ins - Staff demonstrate a secure and shared understanding of the agreed pedagogical approaches and their application within the classroom - Staff know and use the Trust Rubric as a core reference for supporting evidence informed practice - Staff confidently use evidence-informed approaches to adapt teaching and support to meet the needs of all learners, including pupils requiring additional support - Professional dialogue and CPD evaluations demonstrate increased staff confidence and capacity to apply the agreed approaches effectively	
To ensure that curriculum design and teaching provide appropriate ambition, challenge	- Curriculum/pathway audit across KS2–Post-16 to identify where the curriculum is insufficiently ambitious or adapted - Adapt routes to learning - Adapt resources	DHT Subject Leads Teachers	SLT Co-HTs Trust	Dec '26	- Curriculum planning clearly reflects the different needs/pathways within classes - Learning intentions remain ambitious while access routes are adapted	

and engagement for pupils across different pathways.	• Adapt communication • Adapt the level of scaffolding • Increase/decrease challenge • Review curriculum sequencing within pathways • Establish expectations for differentiation/adaptation • Share strong practice between departments • Include curriculum ambition and engagement in monitoring cycles				• Tasks offer appropriate levels of challenge rather than a "one-size-fits-all" approach • Teachers use scaffolding and resources to enable access without unnecessarily reducing cognitive demand • Pupils are appropriately challenged within their individual pathways • Curriculum resources are purposeful, accessible and matched to learning intentions • Monitoring shows improved engagement, particularly for pupils who previously struggled to access learning • Subject leaders support teachers in delivering and resourcing a well-matched curriculum • Subject Leaders support/signpost support to teachers for delivering aspects of the curriculum • Subject Leaders identify CPD for their area • Regular attendance at Trust PLC meetings demonstrates a culture of support and development beyond the school • Teachers deliver a tailored curriculum to meet the needs of learners across different pathways	
Inclusion						
To ensure leaders and teachers undertake rigorous	• Establish termly review meetings • Create a monitoring schedule with a focus on PPG students across the school • Assessment data to specifically focus on PPG	SENCO	SLT Trust	Feb '27	• Termly review meetings demonstrate the PPG Strategy is effective and that students are monitored across the school	

monitoring of the Pupil Premium Strategy so that it is effective and linked to an evidence base.	• Key leaders to report regularly on impact of PPG Strategy including identification of emerging/changing needs • Leaders track and monitor PPG students progress towards their personal learning goals. Staff are supported to implement strategies to support PPG students to further develop their targets.	Co-HT (Ass Lead) Dept Heads Teachers	LGC		• Teachers differentiate PPG students from the rest of the cohort and track any changing needs • PPG Strategy is updated to reflect changes • PPG students make equal progress to that of their peers.	
To ensure that therapies are accessed equitably by students and effectiveness of impact is assessed.	• Track therapies accessed by students and monitor their effectiveness eg. RDA, Music • 'Therapy Group' established to ensure that therapy provision is equitable across the school and the sites. • Regularly liaise with visiting therapists, review reports and triage students from referrals • Ensure impact of therapies is referenced through Annual Review Meetings	SENCO Teachers	SLT	April '27	• Careful monitoring highlights the level of success of therapies accessed by students across the school • Annual Review Meeting minutes reflect appropriateness of therapies accessed • Tracking of therapies show students are accessing a range of appropriate therapies that are needs based	
Achievement						
Effective and regular tracking of assessment and PLGs identify appropriate rates of progress for individuals.	• Teachers monitor progress, record evidence and outcomes • Aspects of learning are evidenced in a range of ways, including EfL (online platform) • Staff teams have access to PLGs and information	SENCO Co-HT (Ass Lead) Teachers	SLT Trust	Dec '26 & Ongoing	• Termly assessments inform PLGs and small steps • Structured conversations evidence effective targets agreed with parents • Teachers and leaders know, use and understand what assessments are showing and how to support CYP to make progress • EfL Learning Journeys support reporting to parents	
All students are well prepared for the next stage in their education, training or employment.	• Develop PfA Framework • PfA Framework to be evidenced within planning and curriculum for each department • Access to the community eg. trips, visits, work experiences to be planned regularly • Develop the range of AQA and other awards available at an appropriate level	SENCO Co-HT (Ass Lead) Post-16 Lead	SLT Trust LGC	June '27	• Teachers recognise appropriate pathways for CYP ahead of key transition points eg. Annual Reviews • PfA Framework shows a clear progression as CYP move up through the school	

	• Ensure that criteria for achieving AQA awards is embedded into the curriculum • CYP are involved in decision making about preferred pathway choices	Teachers			• Access to the community eg. trips, visits, work experiences are evidenced as part of a well-planned curriculum • All students entered for awards, achieve at the expected level • Increased numbers of CYP achieve DofE awards, or at least sectional awards • Programme developed to enable access by more CYP with more complex needs eg. PMLD, ASC	
Attendance & Behaviour						
To embed Trauma Informed practices and assess their effectiveness	• Schedule follow-up training from last academic year • Identify the language used for trauma informed working practices • Attend WASSH pilot for 'Relational Inclusion' (Trauma Informed) • Complete audit for assessing effectiveness	SLT Co-HTs	Co-HTs All Staff	Mar '27	• All staff will have completed a minimum level of Trauma Informed training • The language for Trauma Informed/Relational Inclusion is evident in practice and demonstrated between staff/staff and staff/CYP	
Attendance monitoring procedures, policies and processes are robust and consistently applied across all sites	• Ensure staff are using the correct register codes consistently • Student absence is followed up on the day if reason for absence is not known • Attendance analysed in conjunction with Safeguarding concerns, behaviour and categories of disadvantage to give a holistic approach to improving attendance • Monitoring of students with under 90% with relevant support put in place in a timely fashion to improve attendance	AHT, Admin, Teachers SLT	SLT Co-HTs Trust	Weekly Termly	• Registers codes are consistently used • Reasons for student absence are known and filled in on registers on the day • Attendance of over 90% is achieved for students unless specific medical reasons prevent this	

Personal Development & Well-Being

To continue the implementation of a programme of PSHE across the school and all teachers know what and when to deliver it at a level appropriate to age/stage.	• Develop PSHE Subject Leaders across all phases • Ongoing PSHE and SoSafe training across the year • Identify which strands of PSHE need to be taught and when (including physical)	DHT PSHE Lead Teachers	Dept Heads T&L, Curric Leads Co-HTs	Dec '26	• Teachers know what to teach, how and when as relevant to the CYP in their classes • Teachers are confident in teaching the content and know where to ask for help when needed • QA Reviews evidence the implementation of an effective programme for teaching PSHE	
To develop and embed the PfA framework across the whole school.	• Update the PfA framework and ensure all stages are represented • Develop understanding that PfA starts from the very early years • Ensure that all classes have strands from the PfA framework woven into their curriculum • Staff from all phases contribute to the framework • Ensure all statutory requirements are met	PfA Lead DHT Teachers	SLT Trust LGC	Feb '27	• The updated PfA framework clearly identifies all stages from EYFS to Post-19 • Each stage has age-appropriate expectations and outcomes that align with pupils' EHCP outcomes • Teachers can articulate how their teaching contributes to PfA outcomes • Real-life contexts and functional activities are used to develop PfA skills	
EYFS						
To establish a new satellite provision and ensure consistency in approaches and equity of offer to CYP and staff development.	• Recruit additional teachers and support staff • Ensure appropriate training is in place to support CYP with complex learning and medical needs • Provide appropriate technology to engage with training and meetings • Set clear timetable for induction and training which shows equity of offer to staff • Provide feedback mechanisms to gauge staff feelings to training and support approaches	EYFS Leads DHT SLT	SLT Trust	Mar '27	• EYFS provision meets the need of students • Teaching team established • Effective leadership of both Dept and wider school • Staff feel 'connected' to the whole school	

6th Form						
To continue to develop partnerships with local employers to increase the number of students having experience in the workplace.	- Develop formal relationships with local employers who understand and are committed to supporting CYP with SEND - Develop a graduated approach to work experience - Equip employers with the knowledge and confidence to work effectively with CYP with SEND - Liaise with Wiltshire College to explore potential offer that may be available for CYP	Post 16 Lead KS4 Lead	SLT Trust LGC Post-16 PLC	April '27	- Relationships established with local employers - Employers trained, as appropriate, to support CYP with SEND - Students have a positive association with the college and make frequent visits - Students are aware of work-based opportunities and show interest in exploring these	
To strengthen curriculum design from KS4 through Post-16 so that learning is increasingly purposeful, ambitious and explicitly connected to pupils' preparation for adulthood, independence and future destinations	- Review KS4/Post-16 curriculum pathways. - Map learning against the school's PFA framework. - Identify opportunities for: independence, communication ,community participation ,employment/work-related learning living skills,decision-making. - Review adult deployment in PFA contexts. - Increase opportunities for pupils to apply skills in authentic contexts. - Ensure curriculum adaptations retain a clear link to intended personalised outcomes	AHT (T&L) Dept Head Post 16 Lead KS4 Lead	SLT Trust LGC	May '27	- Curriculum pathways have clear links to PFA outcomes. - Teaching explicitly develops independence and functional application of learning. - Pupils understand the relevance of their learning to their lives beyond school. - Opportunities for generalisation and transfer are built into curriculum planning. - Staff consistently identify opportunities to develop independence rather than over-supporting pupils. - Curriculum pathways provide appropriate progression towards identified destinations	
Leadership & Management						
To embed the newly revised 'School Values' across the school.	- Ensure values are shared via communications to all stakeholders eg. newsletters, reports for LGC - Staff meetings and training refer to values - Modelled by leaders at all levels - Identify curriculum strands that run across subject areas that reflect core values	SLT All Staff	SLT Trust LGC	Mar'27	- The school's aims, priorities, vision and values are firmly established and known by all - Staff and other stakeholders are able to refer to the school's vision and values	

Leaders share learning and best practice with other schools, both externally and from within Brunel.	• Identify mentors for staff in key roles • Identify good practice and share this at all levels • Work with other leaders across the Trust to support wider initiatives and develop approaches • Attend PLC meetings for leaders in key roles across all phases • Engage with development opportunities with colleagues from the Local Authority and other agencies • Offer training and support to colleagues in the local area eg. outreach, resource base networks, SEN specialists	SLT Dept Heads	SLT Trust Leads LGC	Ongoing	• Positive feedback from external parties eg. training and support, Trust and external reviews (SIP) • Recognition of effective leadership at all levels • Meeting minutes evidence regular attendance at PLC groups across all areas of leadership • Feedback from Trust colleagues indicates support and expertise shared beyond school	
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