

Context

Belmont specialise in supporting children with communication and interaction difficulties and complex needs. Each year the school leaders reflect on the previous years' work, gather feedback from children, parents, staff and members from the school Local Advisory Board and set targets for the next year to ensure Belmont remains an outstanding place to learn and work. This is a summary of the agreed targets for the year 2024-25. For more information on this important work, parents, carers or interested parties can contact the schools leadership team.

The school vision statement is, '**Be the best you can be**' supported by three simple expectations; Be Safe, Be Ready to Learn and Be Respectful.

The whole school curriculum has been carefully and specifically designed for Belmont cohort by the Deputy Headteacher with wider stakeholder engagement to ensure it:

- Unlocks learning potential and meets the needs of all.
- Is a personalised, aspirational curriculum inspiring excellence for all, preparing for the next phase of education and life.
- Equips all pupils with the skills for independent living and active citizenship.
- Attendance (2023-24): The total attendance was 92.50%, well above the national level for special schools (children want to attend and family are very supportive).
- Behaviour and Inclusion: Belmont is highly inclusive and this is achieved via 'Relational school' and whole school 'Restorative Practise'.
- Safeguarding is always a priority for the school leaders. The Assistant Headteacher (DSL) is supported by a non-teaching DDSL, a pastoral team of three, a Family Support Worker, the SAND Trust Safeguarding Lead, and the Local Advisory Board Safeguarding Member. External audits reflect very high standards of best practice and a strong and robust culture around safeguarding and child protection.

Vision and Values

Belmont's vision, "**Be the best you can be**", is underpinned by three core expectations: Be Safe Be Ready to Learn Be Respectful

Curriculum Design

The Deputy Headteacher, with stakeholder input, has developed a personalised, aspirational curriculum that:

- Unlocks learning potential and meets individual needs: - Inspires excellence and prepares pupils for the next stages of education and life.
- Equips pupils with skills for independent living and active citizenship.

Three year Aims 2024 - 2027

Driven by dynamic governance and strong leadership, the school will continue to develop a strong and resilient structure, where each child is a powerful learner and adults can learn and develop as teachers and leaders. To assist with this vision, Belmont leaders, staff and community will:

- Provide an **exceptional quality of education that is ambitious yet attainable**, enabling every pupil to thrive and achieve their full potential, while continuously **adapting Belmont's curriculum to meet the evolving needs of its cohort**. This ensures a broad and balanced education that promotes future health and happiness
- Build on the strong foundations of our Relational School approach to **enhance pupils' emotional and social skills**.
- **Strengthen partnerships with families and the community to foster collaboration that supports pupils' growth and success**.
- Ensure Belmont's buildings and facilities **provide an ideal learning environment for pupils with SEND**, inspiring learners, meeting the physical needs of the evolving cohort, and enabling full access to the curriculum.

School Improvement Priorities September 2024 - July 2025

These targets are based around the whole school self-review from the previous academic year and informed by research from EEF and many other credible sources.

1. Leadership & Management

Further development of skills and capacity of Middle Leadership Team. This target has been agreed because of the growth of the staff team, and the essential needs for all leaders to be highly skilled to support both other staff and the children. Belmont will secure an additional Senior HLLP, appointment of a new post Medical Lead and offer further specialist training to all middle leaders.

2. Quality of education

Further enhance Belmont student life skills offer. This target has been recognised to support the more complex young people who are now starting to join Belmont. School leaders will further improve this area via audit of skill developments, review of school facilities to best meet developing needs of cohorts, links to curriculum and career progression and linked with families and Post 16 providers.

3. Quality of education

Further development of the curriculum to meet the needs of more complex children. This will be achieved via reviews of assessments, outcomes for students in addition to feedback from families and staff. Leaders will also conduct a review of learning environments and make changes to support learning and the curriculum.

4. Behaviour & Attitudes

To build inclusive communities by developing relational and restorative practice. Relational Restorative School values are completely embedded, whole school aspirations remain high and consistent around management of behaviour and high quality professional development for all staff. The aim is to bring further positive impacts on attendance, wellbeing and learning engagement and academic progress.

5. Personal Development

Belmont to secure reaccreditation of Healthy Schools Award & Mental Health Award. These awards and recognised standards have had a very positive impact on the Belmont children and staff during the past 5 years and school leaders want to maintain these very high standards in the future. Following Covid 19 and national challenges around the physical and mental health of young people Belmont leaders want to ensure we have the best staff team and welcome the external review and challenges these awards bring.

6. Behaviour & Attitudes

Embed the principles of the 5 foundations for Attendance and introduce CPOMS for safeguarding. Following Covid 19 and a drop in national levels of school attendance school leaders want to continue to break down barriers to attendance, but do this work with families and carefully considering the specific needs of the children.

7. **Even higher engagement with parent /carers** to provide further skills and specialist training/guidance to include Specialist sessions on Read Write Ink and Reading, Healthy lifestyle, Safeguarding, Autism, Communications, Sleep, Anxiety and Attendance.

8. Further development of **school council and student voice** via the introduction of school parliament, closer links to school leaders and the Local Advisory Board. In addition, a focus on further opportunities for student leadership linked to Our Futures curriculum.

School Development Plan targets monitoring and review

SDP targets are discussed during SLT meetings and reviewed at every LAB meeting which happens 6 times per year. Leaders have a strategic SDP meeting 3 times per year. Our strategic documentation is regularly shared with senior members of the trust and spoken about at regular meetings with the Director of Education and CEO. This is also a regular area of focus for our SIP days which are 4 times per year. School leaders' welcome feedback on the SDP at anytime so please do contact us to contribute.

SAND Academies Trust

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Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk