



ROSSMAR SCHOOL

School Development Plan
2025-2028

TOGETHER WE GROW, LEARN, SUCCEED



Marjorie Boxall
Quality Mark
Award 2023



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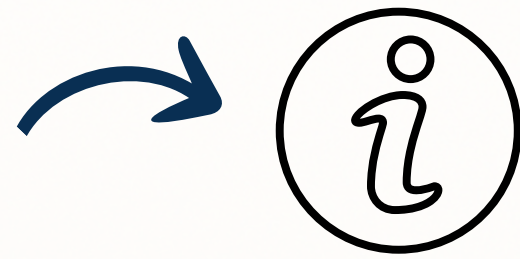
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About Us



Rossmar School is a co-educational Special School in Limavady for pupils aged 3-19. We provide a nurturing learning environment for pupils who have a Statement of Special Educational Needs. We cover a wide catchment area with pupils travelling from Coleraine, Portrush, Ballymoney, Maghera, Ballykelly, Dungiven and Derry/Londonderry as well as those who are local to the town.

During the last School Development Plan cycle, the school went through a period of change with the new build being officially opened in October 2022, the appointment of a new management structure, prolonged periods of industrial action and a sharp increase in pupil numbers which has led to the school being added to the DE School Enhancement Programme.

The school continues to see a change in the profile of pupils which in turn requires new approaches to curriculum and the increased need for staff professional development and a focus on emotional health and wellbeing.

Budgetary constraints can be a challenge for the school and as such additional funding such as SEND, Extended Schools, Early Years Support Funding the Outdoor Learning Project and Friends of Rossmar continue to be essential in offering the highest quality of provision that our pupils deserve.

This School Development Plan has been written in consultation with all key stakeholders and it marks the continuation of an exciting journey where pupils are supported to, 'Grow, Learn and Succeed.'



Our School Ethos

Rossmar School fosters a welcoming, inclusive and nurturing environment where every child is valued and supported to reach their full potential. The school values respect, kindness and individuality, promoting independence and positive experiences within a safe and caring community.



Our Core Values

S Support: We lift each other up and grow together.

H Harmony: We celebrate differences and work as one.

I Independence: We encourage confidence and self-belief.

N Nurture: We care for every learner's heart and mind.

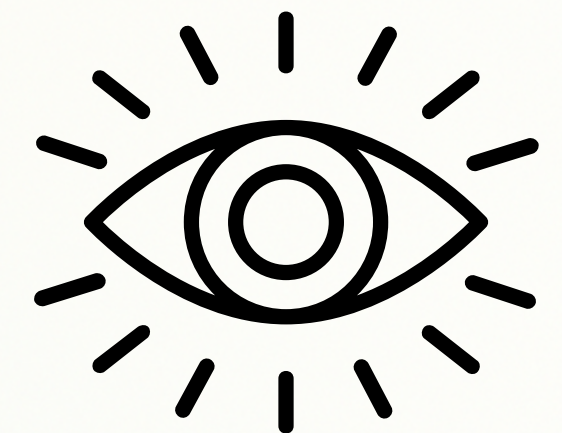
E Empathy: We lead with kindness and understanding.



**Let Every
Child
Shine**

Our Vision

Our vision is to provide a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential.



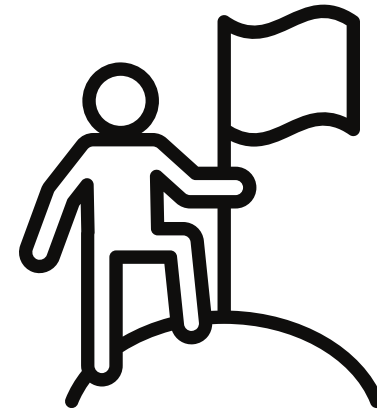
Our Mission

The School Community will work together in a happy, safe, secure and nurturing environment where each individual's pastoral, medical and therapeutic needs are met through supportive structures in school.

We will embrace the learning opportunities and experiences of our pupils by giving them access to resources and facilities, where available, in the local community to help them become responsible citizens both locally and globally.

We will give pupils opportunities to show their peers in other schools empathy and mutual respect and build friendships through our school links.

We will strive to meet and develop every child's individual strengths, interests and learning preferences through consultation with pupils, parents, carers and outside agencies and through ongoing staff professional development.



Learning experiences will incorporate knowledge and skills to help our pupils prepare for the demands of the modern world and our changing society. We will provide diverse learning opportunities which are creative, supportive, stimulating and challenging.

Staff work together feeling valued in a nurturing environment with consideration for mental health and wellbeing.

Success will be widely celebrated and respect for differences will be developed through the fostering of an inclusive and accepting culture.



Consultation



Pupils

Pupils from the Eco Team, School Council, and Kindness Ambassadors shared largely positive views about school life, with 87% saying they enjoyed school due to strong friendships, supportive staff and engaging subjects. They also appreciated the school's mental health support, with some expressing complete satisfaction. All pupils felt listened to and knew who to approach for help, reflecting a school culture rooted in kindness, respect, happiness, and helpfulness. (Full Report - Appendix 3)



Staff

93% of staff feel that the school's motto is evident in classroom practice and 100% feel that staff reach out to parents to share pupil successes. 70% of staff who responded to the survey feel supported by senior staff in managing challenging behaviour. 20% of staff felt unsure or disagreed that they had received adequate training to carry out their role. 20% of staff also felt unsure or disagreed that they have positive mental health and wellbeing (Full Results - Appendix 4)



Parents

100% of the parents who responded to the SDP consultation reported that they feel Rossmar staff care about the children and that pupils are praised and rewarded when appropriate. 97% feel that the school has a good reputation locally and that they feel welcome in the school. 11% feel that communication of information could be improved and 49% require more information about who the parent representatives on the Board of Governors are. (Full Results - Appendix 5)

Strategic Overview

Following the evaluation of the impact of the previous School Development Plan, consultation with key stakeholders and a whole school review of ethos, we have created this evidence based overview which summarises our high-level strategic objectives to deliver our vision over the next three years.

All Special schools now receive funding for a management structure. During 2024 recruitment exercises took place and these posts were all appointed. All members of the management team attended twilight training sessions with EA School Improvement Professional, Julie Troy. The agreed outcome of this training is that all managers will produce action plans, informed by the SDP, using the same format and that Self Evaluation Schedules will be created at the beginning of each academic year to enable meaningful evaluation of progress and impact. During the staff consultation, and through Key Stage meetings, staff have asked for better clarification and communication around these roles and referral routes.

It was announced by the Education Minister on 30 April 2024 that Rossmar School was being placed on the DE School Enhancement Programme with plans for a 5 classroom permanent extension. On 10 December 2024, 4 modular classrooms opened for Primary One pupils to provide capacity in the interim. Provision for the growing pupil population has been supported by additional funding streams but it is agreed by the management team that a more strategic approach is needed when planning how this funding will be delegated.

Following the end of Action Short of Strike in April 2024, planning began for a whole-school approach to assessment. A baseline assessment tool was created and a return to QUEST/Q Skills/Levels of Progression planned. Feedback from teachers indicated that more time and training was required to facilitate assessment. A steering group was created with members attending EA training. Approaches were discussed through Key Stage meetings with feedback given to SLT. SLT met with leaders from other schools and attended training and conferences to explore options. PRSD for 2024-2025 had assessment as the focus. Progress was impacted by Action Short of Strike resuming and as such, assessment remains a strategic objective for 2025-2026.

Strategic Overview

Rossmar School continues to see a change in profile profile. As such, the Northern Ireland curriculum does not meet the needs of the vast majority of pupils, even with adaptations. The current Key Stage 4 and Post 16 Pathways enable pupils to follow a curriculum tailored to their needs whether that be recognised formal accreditation or EQUALS. It is felt that for these pupils, the curriculum is currently working well but moving forward, the increase in pupils in the SLD and PMLD range will require further curriculum redesign. In 2023-2024, teachers began work on planning for a bespoke curriculum, however, a during a meeting on 9 October 2024 with the former Deputy Secretary for Education Policy and Children's Services at the Department of Education, it was advised that an announcement on curriculum was 'imminent' and that the Minister was very interested in how a curriculum for SEN could be firmly rooted in the National Curriculum. SLT were concerned about moving too quickly on a bespoke curriculum until details of the Northern Ireland Curriculum Review were available. At the Transform Ed conference on 8 May 2025, Lucy Crehan updated that the review would be published in June 2025 with implementation set for September 2026. The report published on 3 June 2025 recommended that, 'The new curriculum framework should draw upon the expertise ... to design bespoke strands that are more appropriate, to sit alongside strands from the main framework and sometimes to replace them.' Therefore, as a curricular strategic objective for 2025-2026 Rossmar will develop meaningful play, outdoor learning and Special Olympics as part of the curriculum. Focus on these key areas will enable the school to move forward with delivery of a meaningful curriculum in the interim.

In line with the increase in pupil numbers, Rossmar's total workforce is now well over 100. Increase in pupil need has seen growing need for staff to access timely and meaningful Staff Professional Learning; one of ten key priorities identified in the Transform Ed NI Strategy. At a seminar on 8 May 2025, Dr Harold Hislop (Dublin City University) talked about an approach to TPL in some schools in the South which focused on teachers having 'personas'. He recommended schools develop comprehensive training plans for staff which will vary depending on how much experience the teacher has. In line with feedback from the staff consultation and in line with the ETI Contributory Area of Staff Professional Learning, this will be an area of strategic focus for Rossmar School.

<https://www.education-ni.gov.uk/sites/default/files/2025-06/NI%20Curriculum%20Review%20Five%20Principles.pdf>

<https://www.education-ni.gov.uk/sites/default/files/2025-03/TransformED%20NI%2010%20Point%20Plan.pdf>

Strategic Overview



During the last SDP, Rossmar identified a growing need for Emotional Health and Wellbeing support amongst the school community and as such, signed up to the EA Being Well Doing Well Programme in 2024. A whole school survey was carried out in Term 3 of 2024, in which the pupils, staff, parents and Board of Governors were canvassed on their experiences at Rossmar in relation to emotional Health and Wellbeing. The questions were subcategorized into the context of the whole child, the whole school, staff wellbeing and professional development, whole community and parents and carers. The results gave a robust baseline with clear areas of focus with which to create our Emotional Health and Wellbeing Action Plan.

From our findings a number changes have been implemented so far:

- A new Emotional Health and Wellbeing policy has been drawn up.
- All staff have completed EA Emotional Health and Wellbeing Training and Bereavement and Loss training.
- A Wellbeing position has been created and appointed within the management structure of the school.
- A Being Well Doing Well team has been created, which includes voices from across the school community and, links with the pupil Kindness Champions to gather feelings and opinions and organise emotional health and wellbeing events for the school community.
- A team of Mental Health First Aiders have been trained and are ready to offer support and advice where needed.
- Mental Health and Emotional Wellbeing has been promoted throughout the school with a Children's Mental Health week in February '25 where the theme of 'Know Yourself Grow Yourself' was celebrated throughout the school. The sharing of good practice has been seen across the school in terms of sharing of resources and strategies.
- For staff, in addition to our monthly Mental Health Mondays, a number of wellbeing afternoons were organised, a staff recognition system called 'Wellbeing Warriors', has been created and the physical environment of the staffroom has been upgraded with the addition of two massage chairs and the availability to 'take a break bags' for staff.

Going forward, Rossmar will continue to work through the five year Being Well Doing Well Programme, focusing on areas that have been highlighted within audits, with a second whole school audit planned for term 1 of 2025. Rossmar has also committed to becoming a Five Steps to Wellbeing School from September '25.

Year One Action Plan

Curriculum For All

Baseline	Target	Actions to Promote Improvement	By When?	Staff/lead responsibility/ External Support	Resourcing	Monitoring		Evidence of impact Specific Sources
						How?	When?	
Rossmar receives additional funding streams through SEND and Extended Schools and towards the end of the financial year. SEND funding is used for provision such as music, sport and SEND implementation release.	Funding is utilised strategically in line with whole school priorities.	- SLT to discuss funding streams - Funding is allocated to key areas and staff lead identified. - Staff asked to create a 'wish list' ahead of any possible unexpected funding. - SLT to check encumbrance report monthly. - TPL fund to be used in part to support Head of Play and Sensory with research and curriculum design.	Sept. Sept. Jan. Monthly. Sept and ongoing.	SLT SLT L. Jackson SLT SLT	SEND & TPL Funding	Office staff track SEND and TPL spend and provide update to SLT.	Monthly.	
Head of Play and Sensory has been appointed and work has begun on organising and equipping play stores. FS teachers are using play planners and some staff have received training in areas of play.	Procedure for accessing play is in place and all pupils are able to access this provision. Head of P&S is in a position to roll out training to teachers in 26-27.	- Clare Delvin training - To identify suitable areas for stores. - Each store will be fully resourced, labelled and categorised. - Inventory of all play resources to be logged onto excel for signing in and out to classes. - Opportunities for SGP and SPL.	Ongoing. Sept. Ongoing. Ongoing. Ongoing.	L. Jackson L. Jackson L. Jackson L. Jackson L. Jackson & L. Fisher	Management Cover for L. Jackson Time for collaboration	MER meetings with Principal to monitor progress.	Half Termly as per schedule.	
Rossmar School grounds provide a wide range of opportunities for Outdoor Learning. Currently the majority of outdoor time is for free play with a lack of structure in place. The school has invested in resources to support the development of an outdoor play curriculum.	Outdoor learning is evidenced in FS, KS1, KS2 and KS3 planners. Teachers have shared good practice through peer observations and collaboration.	- Clare Devlin training - Identify and set up three core areas. - Consultation with staff to include outdoor learning into their planners, including observation and assessment. - Adjust learning areas to create additional outdoor learning opportunities. - Risks assessments for different areas of outdoor learning. - BOG Site walk led by L. Jackson.	Ongoing. Ongoing. Sept. Ongoing. Ongoing. May/June	L. Jackson L. Jackson L. Jackson & M. Shaw L. Jackson L. Jackson C. Clements & L. Jackson	TLP Funding for training. Time to discuss planners and approaches to assessment. Finance to resource new learning areas.	MER meetings with Principal to monitor progress. Key Stage Minutes BOG Site Walk BOG Minutes	Half Termly as per schedule. As per meetings schedule. May 2026	
In 2025, 15 volunteers from the teaching and classroom assistant teams completed Special Olympics training. In June, groups met to begin planning for the delivery of SO in 25-26.	First year of Special Olympics in school is complete with a bank of resources available in online folders. Pupil achievement is celebrated.	- Head of Curriculum and Learning will create a master timetable for when SO is being delivered. - Planners are completed by staff delivering and saved into online teacher planners. - SO launch event. - Half termly meeting to be held to discuss progress. - Photographs to be shared on Facebook to promote SO in Rossmar. - SO achievement assembly.	Sept. Sept/Oct. Nov Half Termly Ongoing May.	M. Shaw SO Staff M. Shaw & K. Haslett L. Fisher K. Haslett	Time to create timetable. Time to complete planners. Finance – prizes for assembly.	MER meetings with Principal to monitor progress. Planners in online folders. Photographs shared.	Half Termly as per schedule. As per school calendar. Half termly.	

Year One Action Plan

Planning, Teaching and Assessment for Successful Learning

Baseline	Target	Actions to Promote Improvement	By When?	Staff/lead responsibility/ External Support	Resourcing	Monitoring		Evidence of impact Specific Sources
						How?	When?	
Ongoing Department of Education Review of Workload highlights the importance of identifying what time is available for PPA and whole school assessment.	Dates shared for assessment and time available in DTB. Assessment is completed in a timely and meaningful manner.	- Key dates for assessment are shared. - Directed Time Budgets completed and agreed. - Whole school assessment is completed by teachers. - Progress is monitored by Heads of Key Stage. - Time available for assessment cycle is evaluated and reviewed with Unions.	Aug 25. Aug 25. Jan 26. June 26. Jan 26. June 26. June 26.	MS & LF CC Teachers Heads of Key Stage CC	Time for meeting. Time in DTB. Management Time. Union meeting.	DTB progress shared with BOG. HKS Minutes. Union meeting Minutes.	Sept 25. As per calendar. June 26.	
PRSD 24-25 focused on whole school approaches to assessment. This was interrupted due to ASOSA. No total agreement on approaches to assessment.	All teachers implement the whole school assessment strategy with evidence available.	- Teachers meet in August to review the procedures for whole school assessment. - SLT create a whole school assessment strategy document. - Data and evidence <u>is</u> recorded using agreed method. - E profiles are updated to include formal assessment results.	Aug 25. Oct 25. Jan 26. June 26. June 26.	MS SLT HKS	Time for meeting. Cover. Time in DTB. Time in DTB.	Presentation from meeting. Completed strategy doc. Formal assessment records and e profiles.	Aug 25. Oct 25. As per schedule.	
Focus on assessment delayed due to ASOSA. Approach to individual teacher led assessment can vary in effectiveness. ASOSA has reduced opportunities to review nature of assessment being completed.	Through engagement with teachers and SIP, agreement is reached on a meaningful and effective approach to individual teacher led assessment.	- Heads of Key Stage meet with teachers to agree approach to assessment. - SLT to review information provided by Heads of Key Stage. - Meeting to take place with School Improvement Team to discuss approaches to assessment. - SLT create an assessment strategy document. - MER meetings take place to evaluate progress within Key Stages. - Time is provided for teachers to share approaches to assessment.	Aug 25. Sept 25. Sept 25. Oct 25. Half Termly. Termly.	Heads of Key Stage CC & SLT MS, JMcC & SIP SLT CC & SLT LF	Time for meeting. Time for meeting. Time for meeting. Cover. Cover for MER. Time for meetings.	HKS Minutes SLT Minutes Report from meeting with SIP. Completed strategy doc. Minutes from MER meetings.	As per schedule. Sept 25. Oct 25. As per schedule.	
Assessment is discussed by SLT and during scheduled assessment meetings.	Assessment is a standing item on HKS Minutes. Progress updates are shared with SLT through minutes and MER meetings. SLT are fully informed on approaches and progress.	- HKS requested to include assessment update as a standing item on their agenda. - Updates on assessment are shared with SLT following every HKS meeting. - SLT discuss progress with assessment and identify necessary actions. - HKS provide updates on progress with assessment during MER meetings. - Progress is evaluated and informs Year 2 of the School Development Plan.	Sept. Ongoing. Ongoing. Half termly. June 26.	CC HKS SLT CC SLT	Management time. Time for meeting. Management time. Time to write SDP Year 2.	HKS Minutes. SLT Minutes. MER Minutes. Year 2 SDP	As per schedule. As per schedule. As per schedule. June 26.	

Year One Action Plan

Staff Professional Learning

Baseline	Target	Actions to Promote Improvement	By When?	Staff/lead responsibility/ External Support	Resourcing	Monitoring		Evidence of impact Specific Sources
						How?	When?	
Staff in Rossmar avail of training during School Development and Baker Days. Overall, all staff complete the same training at the same time.	Staff in Rossmar will avail on training in line with their professional role, need and experience.	- Audit of Staff Training - Create 'Persona' training pathways - Create training programme for 25-26 - Update staff professional learning records - Evaluation of training sessions and full programme.	August 2025 August/September 2025 August September 2025 Ongoing Ongoing and June 2026	L. Fisher Training agencies and professionals to be contacted in line with pathway requirements.	Time to complete survey and plan pathways. Finance – as required for training providers.	L. Fisher MER meetings with Principal. Staff SDP evaluation meetings. Training evaluations. Programme evaluation.	Half termly as per schedule. See Meeting Schedule. After every training event. June 2025.	
Principal and Vice Principal meet with new staff during the first training day in August. There is no ongoing induction programme for new staff.	New staff in Rossmar will join a planned induction programme with scheduled support meetings with a mentor. Staff will share good practice which will lead to improved provision and staff informed of procedures. A Rossmar Induction Booklet is created for new staff.	- Register of new staff with starting date. - Scheduled review meetings with mentor. - New staff attend relevant and required training as per pathway. - All new staff to complete a review of the year and share recommendations. - Creation of Induction Booklet.	August 2025 Ongoing as per schedule. Ongoing. Final booklet in June 2026.	C. Clements L. Fisher & E. Melville	Time to meet with new staff. Cover to release staff for meetings if required. Time and cover as required.	Scheduled review meetings. Training evaluations. Review of the year. Final booklet available.	Half termly as per schedule. After every training event. June 2025. Half termly working days to create booklet.	
30% of staff who responded to the SDP consultation survey reported that they disagreed, strongly disagreed or were neutral to the statement, 'I feel supported by senior staff in managing challenging behaviour'. Due to Rossmar having one Team Teach tutor, and the requirement for training to be annual, the school has 12 staff with training in date.	All staff in Rossmar will attend training in Promoting Positive Behaviour within six weeks of joining the staff team. Staff will feel that there are opportunities for them to request support from senior staff and will feel fully informed about strategies and external support which is available.	Promoting Positive Behaviour training session created and delivered half termly. Rossmar Behaviour Support Team meets half termly with class teacher invited. Head of Positive Relationships offers a weekly drop-in time for staff to seek advice and support. Rossmar will seek external providers to offer training. Senior Leader engagement with EA Behaviour for Learning Framework.	Scheduled to take place half termly. Half termly as per published schedule. Weekly. See training schedule. In line with EA scheduled meetings.	K. Haslett A. McNeill C. Clements L. Fisher J. McCallion K. Haslett A. McNeill K. Haslett C. Clements L. Fisher J. McCallion K. Haslett A. McNeill	Time to plan and deliver training. Time and cover for meetings. Time for drop in. Time and cover for training. Finance if required.	Record of attendance at training. Minutes from meetings. Record of attendance at drop in. Training evaluations.	Half termly. Half termly. Weekly. After every training event.	

Year One Action Plan

Health, Wellbeing and Keeping Safe

Baseline	Target	Actions to Promote Improvement	By When?	Staff/lead responsibility/ External Support	Resourcing	Monitoring		Evidence of impact Specific Sources
Rossmar has completed the second year of the five-year EA Being Well Doing Well Programme. An initial audit was conducted with findings showing that a significant minority of respondents felt dissatisfied with EHWP at Rossmar in a number of areas (see appendix 7)	For there to be a measured increase in satisfaction nearly all respondents showing an upwards trend in how Emotional Health and wellbeing is promoted across all areas in of the School Community at Rossmar.	- A second audit to be conducted across the whole school community and for findings to be compared and contrasted with the previous data to map out areas of success and ongoing areas of improvement. - Head of EHWP will use audit findings to create a one-year action plan.	Sept/Oct '25 Oct '25	S. Browne K. Gillespie (EA)	Time to complete BWDW Audit (online) Time and Resourcing for subsequent training and development	How?	When?	
						Whole School Audit MER Meetings with Principal	Term 1 2025 Half Termly	
From the BWDW Audit '24 there was a significant minority of respondents who felt that the Emotional Health and Wellbeing was not prioritised across the school.	For Rossmar to achieve a level 2 in the Five Steps to Wellbeing Programme. For the 5 Steps to Wellbeing Programme to be promoted and embraced by the whole school community. In the second BWDW audit, for the outcome to be an upward trend to those who feel that EHW is a priority across the Rossmar community.	- Whole staff training on the 5 Steps to Wellbeing Programme. - Create a 5 Steps to Wellbeing yearly overview to be disseminated to school community. - Resources and good practice shared across school community. - Evidence and Evaluation to be presented for accreditation.	June '25	S. Browne E. Leonard (NHSCT)	Time to complete training	Evidence and Evaluation Folder to be submitted	June 2026	
			September '25	S. Browne	Time and Resourcing for subsequent training and development	MER Meetings with Principal	Half Termly	
			Ongoing September '25	S. Browne				
			May '26	S. Browne				
32% of staff who responded to the SDP consultation disagreed or were neutral to the statement, 'The school carries out practices that support the health and safety of staff.'	For there to be a measured increase in respondents agreeing or strongly agreeing that 'The school carries out practices that support the health and safety of staff.'	- Vice Principal will join Health and Safety steering group. - H&S concern proforma with designated pigeon hole. - Updates of action on staffroom noticeboard. - PPB on HKS Agenda.	Sept '25	L. Fisher Steering Group	Time for meetings	Agenda and Minutes	Half Termly	
			Sept '25	L. Fisher	Time to created proforma	File of completed forms and action taken	Ongoing	
			Ongoing	L. Fisher	Time to write updates.	Agendas and Minutes.	See meeting schedule.	
			See Schedule.	K. Haslett	Time for meetings.			
Between 22/08/24-09/06/25, 1187 teaching work days and 1669.5 non-teaching work days were lost due to absence.	For there to be a measured decrease in the number of teaching and non-teaching working days lost in the same period 25-26.	- Implementation of HWKS & BWDW actions. - Implementation of SPL actions. - Engagement with SEN School Support Project.	See HWKS, BWDW and SPL Actions. Ongoing	C. Clements L. Fisher J. McCallion S. Browne C. Clements	Time for implementation. Potential cost of BWDW events and support.	MER Meetings with Principal. SDP evaluation schedule. Meeting notes and documentation.	Half Termly Ongoing	

Self Evaluation Schedule

Planning, Teaching and Assessment for Successful Learning

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Key dates for assessment are shared.											
Directed Time Budgets completed and agreed.											
Whole school assessment is completed by teachers.											
Progress is monitored by Heads of Key Stage.											
Time available for assessment cycle is evaluated and reviewed with Unions.											
Teachers meet in August to review the procedures for whole school assessment.											
SLT create a whole school assessment strategy document.											
Data and evidence is recorded using agreed method.											
E profiles are updated to include formal assessment results.											
Heads of Key Stage meet with teachers to agree approach to assessment.											
SLT to review information provided by Heads of Key Stage.											
Meeting to take place with School Improvement Team to discuss approaches to assessment.											
SLT create an assessment strategy document.											
MER meetings take place to evaluate progress within Key Stages.											
Time is provided for teachers to share approaches to assessment.											
HKS requested to include assessment update as a standing item on their agenda.											
Updates on assessment are shared with SLT following every HKS meeting.											
SLT discuss progress with assessment and identify necessary actions.											
HKS provide updates on progress with assessment during MER meetings.											
Progress is evaluated and informs Year 2 of the School Development Plan.											

Scheduled

Complete

Delayed

Self Evaluation Schedule

Curriculum For All

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
SLT to discuss funding streams											
Funding is allocated to key areas and staff lead identified.											
Staff asked to create a 'wish list' ahead of any possible unexpected funding.											
SLT to check encumbrance report monthly.											
TPL fund to be used in part to support Head of Play and Sensory with research and curriculum design.											
Clare Delvin training											
To identify suitable areas for stores.											
Each store will be fully resourced, labelled and categorised.											
Inventory of all play resources to be logged onto excel for signing in and out to classes.											
Opportunities for SGP and SPL.											
Identify and set up three core areas.											
Consultation with staff to include outdoor learning into their planners, including observation and assessment.											
Adjust learning areas to create additional outdoor learning opportunities.											
Risks assessments for different areas of outdoor learning.											
BOG Site walk led by L. Jackson.											
Head of Curriculum and Learning will create a master timetable for when SO is being delivered.											
Planners are completed by staff delivering and saved into central online folder.											
SO launch event.											
Half termly meeting to be held to discuss progress.											
Photographs to be shared on Facebook to promote SO in Rossmar.											
SO achievement assembly.											

Scheduled
Complete
Delayed

Self Evaluation Schedule

Staff Professional Learning

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Audit of Staff Training											
Create 'Persona' training pathways											
Create training programme for 25-26											
Update staff professional learning records											
Evaluation of training sessions and full programme.											
Register of new staff with starting date.											
Scheduled review meetings with mentor.											
New staff attend relevant and required training as per pathway.											
All new staff to complete a review of the year and share recommendations.											
Creation of Induction Booklet.											
Promoting Positive Behaviour training session created and delivered half termly.											
Rossmar Behaviour Support Team meets half termly with class teacher invited.											
Head of Positive Relationships offers a weekly drop-in time for staff to seek advice and support.											
Rossmar will seek external providers to offer training.											
Senior Leader engagement with EA Behaviour for Learning Framework.											
MER Meetings with Principal.											
Staff SDP evaluation meetings.											

Scheduled
Complete
Delayed

Self Evaluation Schedule

Health, Wellbeing and Keeping Safe

Action	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Second audit to be conducted. Compare with previous data. Map out areas.											
Head of EHWP will use audit findings to create a one-year action plan.											
Whole staff training on the 5 Steps to Wellbeing Programme.											
Create a 5 Steps to Wellbeing yearly overview to be disseminated to school community.											
Resources and good practice shared across school community.											
Evidence and Evaluation to be presented for accreditation.											
Vice Principal will join Health and Safety steering group.											
H&S concern proforma with designated pigeon hole.											
Updates of action on staffroom noticeboard.											
Engagement with SEN School Support Project.											

Scheduled
Complete
Delayed

Notes

Staff are encouraged to use this space during Year 1 to note evaluative comments, ideas and suggestions for Year 2.



CONTACT US



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