



Russell Street School

School Development Plan 26/27



Knowledge Led Vocabulary Rich Reading Centric Mastery

Using a cognitive science-based approach, our curriculum is designed to be knowledge led, vocabulary rich and reading centric.

	 Developing Teaching/Learning	 Inclusion, SEND and Belonging	 Early Years Excellence	 Wellbeing and Children's Act Priorities (including Benedict's Law)	 Enrichment, Experiences and Extended Opportunities	 Climate Action and Sustainability
Inclusivity 	Teaching meets the needs of all learners through adaptive practice, implementation of SEND reforms, inclusive curriculum design, EAL support, disadvantage-responsive teaching, early intervention, and equitable access to enrichment. New SEND reforms are reflected through strengthened graduated response systems, earlier identification, provision mapping and partnership with families.	Central school priority. SEND reforms embedded throughout all school systems, curriculum areas and provision planning	Early identification of need, strong transition arrangements, highly inclusive provision, and targeted support aligned with SEND reforms	Every child feels safe, valued, represented and supported regardless of need or background. Safeguarding systems recognise and respond effectively to the needs of all children, particularly vulnerable groups.	All pupils, including those with SEND, disadvantaged pupils, EAL learners and vulnerable groups, will have equitable access to enrichment opportunities. Activities will be adapted where necessary to remove barriers to participation and support the government's ambition for broader enrichment experiences for every child.	All pupils have opportunities to engage with environmental learning and sustainability projects.
Evidence/ Research/ Guidance	EEF Guidance Reports; Rosenshine's Principles; Cognitive Science Research; DfE SEND and AP Improvement Programme; Early Years Framework; Ofsted Education Inspection Framework; Subject Leadership Development Programmes.	SEND Code of Practice; DfE SEND Reform Programme; EEF SEND Guidance; Ordinarily Available Provision Guidance, Inclusive mainstream and EY grants 26/27.	EYFS Framework; Birth to Five Matters; EEF Early Years Toolkit; DfE Early Years Recovery Programme. WRM EY training information; Shrec/STAIRS	Children's Wellbeing and Schools Bill developments; Keeping Children Safe in Education; Public Health and mental health research. Benedict's Law recommendations.	DfE ambitions for a broad and enriching curriculum; Ofsted framework emphasis on personal development; research showing positive links between enrichment, attendance, wellbeing, social development and academic achievement.	DfE Sustainability and Climate Change Strategy; Climate Action Planning Guidance.
Proposed Strategies	- Establish subject teams. - Ensure subject teams training on curriculum expertise, progression and disciplinary knowledge. - Ensure inclusion in every subject area. - Strengthen cross-phase planning between Nursery, Reception and KS1. - Embed evidence-informed teaching strategies and retrieval practice. See 'Subject Teams' action plan for more detailed information.	- Review graduated response systems. - Develop universal provision expectations from OAP. - Strengthen provision mapping and intervention monitoring. - Enhance staff expertise in adaptive teaching. - Develop SEND pupil voice systems. - Review accessibility plans and reasonable adjustments. - Subject leaders all complete inclusion reviews - Continue to produce SEN transition documents. Produce an overall Inclusion Strategy by 31st December 2026. Write a transition policy.	- Further enhance indoor and outdoor learning. - Embed high-quality interactions. - Further develop foundational knowledge acquisition. - Embed WRM 25/26 training.	Further strengthen: - Safeguarding culture. - Attendance systems and early intervention. - Mental health support pathways. - Emotional literacy and resilience education. - Pupil voice opportunities. • Ensure all staff are fully trained and understand their statutory responsibilities in relation to Benedict's Law.	Develop a whole-school 'Enrichment Guarantee' outlining experiences every child will access. - Sustain and enhance opportunities for arts, music, drama and creative expression. - Expand sporting participation and physical activity opportunities. - Introduce clubs linked to sustainability. - Establish a programme of local visits, visitors and community partnerships. - Ensure every year group participates in at least one significant cultural experience each term. - Develop pupil leadership opportunities including Sustainability Champions and Wellbeing Champions. - Enhance outdoor learning and forest school opportunities. - Track participation rates to ensure disadvantaged and SEND pupils are fully represented.	- Further develop the RSS School Climate Action Plan. - Appoint pupil Sustainability Champions. - Reduce waste and increase recycling. - Improve biodiversity opportunities. - Strengthen outdoor learning experiences. - Monitor energy efficiency initiatives.
Who	Subject Teams	All Staff/SENDcos	EYFS Staff	All Staff SJ & KM – First Aid Leads EY & KS1	All Staff	Sustainability Lead (ELSA), Caretaker, Sustainability Champions
Empower/ Training Costs	Subject leader training, instructional coaching, SEND reform training, adaptive teaching CPD, release time for monitoring and curriculum development.	SEND reform updates, neurodiversity training, adaptive teaching CPD.	Early language training, sustained shared thinking, EEF STAIRS etc CPD.	Mental Health First Aid, safeguarding updates/ training, First Aid training including Benedict's Law	Specialist workshops, music and sports providers, club resources, enrichment planning.	Climate action planning support, sustainability resources.
Success Criteria	Subject leaders confidently articulate curriculum intent; curriculum progression is secure; inclusive practice evident; outcomes improve sustain or improve for SEND, disadvantaged and EAL pupils; teaching highly effective across the whole school.	Sustained outcomes for SEND pupils; reduced barriers to learning; strong parental engagement; staff knowledge and confidence increased.	Sustain GLD outcomes; strong communication and language development; seamless transitions; highly effective inclusive practice.	Sustained attendance; strong safeguarding culture. Robust accountability systems; confident staff practice.	Increased participation across all pupil groups; improved pupil engagement and attendance; broader cultural capital; stronger pupil voice; enhanced wellbeing; positive feedback from pupils; every child accesses a wide range of memorable learning experiences.	Evaluated and improved climate action plan; increased pupil environmental awareness; measurable sustainability improvements.
Costs	Release costs	SENDco release DT and SMJ	PEP MK training	SMJ Attendance release LR costs SJ/KM First Aid training costs	Orchard Development RSS Arts costs Sports funding costs ELSA (1 hour weekly)	ELSA (1 hour weekly) included in previous section