





## Hirst Wood Nursery School development plan, 2024 – 25



Achieve Attachment and Trauma Sensitive Schools Award (ATSSA) accreditation. Areas covered include the School community and developmental vulnerability, executive function and regulation.



Participate in the Emotion Coaching programme. Emotion Coaching is suitable for all children and is identified as the key practice to support children by nationwide evaluations of Attachment Aware and Trauma Informed interventions.



Embed the Woodlands learning branches for children with SEND.



Continue with Inclusion Quality Mark journey to become a Flagship School.



| Intent   | Implementation  | Impact  |
|--|---|---|
| Quality of education   |   |   |
| <p>Embed a high-quality creative curriculum with ambition for child, and one that all colleagues value and invest in.</p> <p>Embed the Woodlands learning branches for children with SEND.</p> <p>Efficiently and effectively identify children who are at risk of underachievement. Use a holistic view in terms of ACEs, personal social and emotional development and speech and language delay.</p> <p>Embed use of communication and language strategies such as Elklan and Launchpad for Literacy to upskill colleagues in supporting children and families.</p> | <p>Continue to develop our personalised, individually challenging curriculum that meets each child's needs.</p> <p>Implementation strategies include; Intensive Interaction, Sensology, sensory massage, lycra activities, object exploration and object permanence, and use of technologies such as floor projectors, switches and eye gaze.</p> <p>Development and implementation of a toolkit for teaching teams to screen children in terms of Adverse Childhood Experiences, those who require support with co and self-regulation, and those children at risk of delay in communication &amp; interaction.</p> <p>Wide range of strategies to identify and support communication and interaction. Use the Language Building triad for children at risk of possible delay.</p> | <p>Monitoring: through discussion with staff, individualised analysis of EYLog records, review of planning documentation (long, medium &amp; short term).</p> <p>Review continuous provision and enhancements to ensure that children are engaging in developmentally appropriate challenging teaching and learning opportunities.</p> <p>IEPs are carefully matched to individual children's needs.</p> <p>A toolkit for teaching teams identifies potential barriers to learning to highlight children who are at potential risk of delay. Responsive strategies provide early intervention to mitigate risk of delay.</p> <p>Review formative, summative and ipsative assessment data to review progress and attainment.</p> <p>Evaluation: Headteacher report to governors, external improvement partner visit, governor visits, Report for SEND, learning walks, observations &amp; associated action plans.</p> |



| Intent   | Implementation   | Impact  |
|--|--|---|
| <b>Behaviour and attitudes</b>   |  |   |
| <p>Achieve Attachment and Trauma Sensitive Schools Award (ATSSA) accreditation. Areas covered include the School community and developmental vulnerability, executive function and regulation.</p> | <p>Teaching teams are trained in practices such as therapeutic techniques. Training is provided on trauma and attachment.</p> <p>Time for reflective practice and quality supervision and care for colleagues to protect their mental health and well-being.</p> <p>Appoint a Link Governor and Named Lead Practitioner for Attachment &amp; Trauma.</p> <p>A range of strategies is used to elicit pupil voice, to hear their children's views and they are involved in decision making, particularly the most vulnerable pupils who are supported in their communication and actively heard by adults.</p> <p>School works closely with families, to enhance their understanding of child development (impact of attachment &amp; trauma) and building positive relationships.</p> | <p>Monitoring: Evaluation of planning documentation, explicitly demonstrating adaptation to personalise the curriculum. Environments use visual timetables and environmental cues for transition to support children's regulation. Environments are structured and predictable to provide a consistent routines and security; clearly defined areas of provision designate different types of experiences.</p> <p>Zones of regulation are used to 'check in' to support emotional communication with children at regular intervals during the day. Teaching teams are skilled and attuned at recognising and implement support for co-regulation.</p> <p>Pupil Progress reviews, IEPs, teaching team observations, School development meetings, Continuous Professional Development opportunities.</p> <p>Monitoring: Meetings, EYLog, learning walk, anecdotal evidence from teaching teams. Governor visits &amp; reports, internal and external monitoring reviews &amp; action plans.</p> |





| Intent   | Implementation  | Impact   |
|--|---|--|
| <b>Personal Development</b>  |   |  |
| <p>Participate in the Emotion Coaching programme. Appoint named Lead and colleagues to support the implementation. Emotion Coaching is suitable for all children and is identified as the key practice to support children by nationwide evaluations of Attachment Aware and Trauma Informed interventions.</p> <p>Introduce further intergenerational opportunities for the community to enjoy experiences together.</p> <p>Introduce 50 Things to do before you're initiative through St Edmund's Nursery School</p> | <p>Research project with NatCen regarding the provision of warm and nurturing relationships through self and co-regulation. Undertake surveys with both teaching teams and parents/carers.</p> <p>Produce a timetable of visits to care home settings, plus increased opportunities for grandparents and other members of our wider community to visit.</p> <p>Include links of suggested activities on weekly planning for parents</p> | <p>Elements of Emotion Coaching; repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted. Teaching teams become aware of the child's emotions. They recognise the emotion as an opportunity for intimacy and teaching. They refine their skills of listening empathetically, validating the child's feelings, are able to support the child find words to label the emotion, and set limits and explore strategies to solve the problem at hand.</p> <p>Intergenerational practice aims to bring people from different generations together in purposeful, mutually beneficial activities promoting greater generational consciousness, understanding and respect between groups of people contributing to building more cohesive communities.</p> <p>Monitoring: School development meetings, supervision and appraisals. EYLog, learning walk, planning and evaluation documents. Individual Education Plans. Internal and external monitoring reviews &amp; action plans.</p> |



| Intent   | Implementation   | Impact   |
|--|--|--|
| <b>Leadership and Management</b>   |  |  |
| <p>Ensure continuous professional development opportunities through a suite of annual training for all colleagues.</p> <p>Continue with Inclusion Quality Mark journey to become a Flagship School.</p> <p>Continue to review pupil admission numbers in response to falling birth rate. Consider making significant changes (prescribed alterations) to maintained Schools to accept children under than 2 years.</p> | <p>Provide links to annual training such as cyber security, prevent, asthma, equality duty, data protection etc. through Early Years alliance.</p> <p>Continue with our commitment Inclusion Quality Mark to achieve Flagship Status. This includes continuous self-improvement alongside offering training to other settings.</p> <p>Work with Local Authority and Sufficiency teams to review demand and supply in local area. Consider consultation to lower age range to incorporate extended entitlements from 9 months of age, plus potential expansion of wraparound provision.</p> | <p>Monitoring: Supervision meetings, school development meetings, appraisals to discuss with colleagues any additional support that they require. Provide access to One Drive which is the central point for links to training, relevant policies and guidelines. Training is relevant, insightful and impactful.</p> <p>Accreditation of Flagship status through IQM. Host and lead cluster meetings to disseminate impact to a wider audience.</p> <p>Future financial security and continuation of the Nursery School.</p> <p>Evaluation: Colleagues are personally and professionally supported to meet the complex needs of children &amp; families. We are able to further impact on outcomes for children through the wider network of IQM. The School continues to be financially sustainable.</p> |