



WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



To work collaboratively with all teams to develop proactive, reactive and reparative communication strategies that interpret and respond to behaviour as a form of communication, sensory and emotional well-being need



Embedding proactive, reactive, and reparative approaches so behaviour supports positive outcomes for CYP. Consistency across professionals improves communication pathways so that staff teams feel equipped to manage behaviours, respond effectively, and restore relationships.



All staff have the knowledge, skills and confidence to interpret behaviour as communication and use proactive, reactive and reparative strategies consistently, well matched to the needs of CYP, with clear communication from all professionals involved.

SPRING 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Develop and implement a shared glossary of agreed terminology around behaviour and dysregulation	A shared glossary ensures all adults understand and use consistent and appropriate language which is respectful and accurate when discussing behaviour	Staff will feel more confident in using language to describe dysregulation and behaviour to different stakeholders involved with the child including families	Glossary document Conversations with staff Minutes from meetings (MDT, class documentation, Annual Reviews)
Strengthen staff understanding and implementation of strategies when responding to dysregulation and behaviour	Understanding the difference between a CYP being dysregulated and a CYP displaying behaviour enables adults to respond to the behaviour effectively, reduces escalation and supports reparative work. It encourages adults to be emotionally aware in their responses.	Staff to have a greater knowledge of and confidence in addressing and implementing clear behavioural strategies and or regulatory strategies depending on how the child is presenting and trying to communicate.	Learning Walks Reporting documentation (incident forms) Staff feedback/discussions

Ensure all staff have a clear and consistent understanding of early intervention within behaviour profiles and confidently apply approaches	When adults are aware of the early interventions that can support a child and implement these efficiently and effectively before behaviours escalate, CYP are more likely to be able to reengage quicker and feel well supported by the team around them. Risks are reduced if a child does not reach crisis point.	Staff are confident in the early intervention strategies in place to support CYP and consistently use strategies outlined in behaviour profiles. CYP are supported to remain engaged in learning and daily routines.	Learning walks Behaviour profiles Staff feedback/discussion
Launch behaviour pathway referral system which identifies CYP who require a collaborative approach towards supporting behaviour, sensory processing and mental health needs	Staff are able to request additional support in a way that is manageable and recordable, and which provides clear detail to ensure that the appropriate professionals are involved and informed to move forward.	Referral system used across teams to support and enable timely identification of CYP requiring further multi-disciplinary input	Form responses Discussion with link leaders
Hold first multi-disciplinary behaviour pathway meeting bringing together key professionals to support with behaviour, sensory processing and mental health needs	Bringing together key professionals involved with a CYP into a central meeting enables a quicker and more efficient response whilst ensuring everyone is aware, onboard and up to date with key information and actions.	Key professionals come together to identify next steps and appropriate actions to best support CYP, drawing on a range of knowledge and expertise and collaborative thinking	Behaviour pathway minutes Learning walks Meeting minutes (CAHMs, appointments etc.)
Relaunch behaviour tracking documentation to support consistent and meaningful recording and identification of patterns linked to behaviour to be able to inform practice	Behaviour tracking enables recording and analysis of patterns, triggers and responses, which strengthen reflective practice, support early intervention and ensure decisions are informed by everyone involved and the	Staff feel confident to use tracking documents to support practice and are able to implement and adapt strategies in response to key findings	Link leader discussions Behaviour profiles

	collective picture of what is happening for the CYP		
Share behaviour profiles with therapy teams to build awareness, understanding and collaborative approach towards expectations and behaviour management	Sharing behaviour profiles with therapists ensures their input and practice aligns with classroom practice, they know what to expect from both CYP and the supporting adults, and are better informed as to the decisions they make such as whether/how to continue working with the CYP	Therapists and class teams work collaboratively to support CYP, understanding the roles everyone plays and the strategies most beneficial to each individual	Therapy reports Therapist feedback Conversations with class teams Behaviour profiles
Pilot a reparation fringe board with CYP working at concept curriculum to support reparative communication	Supporting restorative conversations for CYP following a behaviour crisis is valuable for their emotional wellbeing and to ensure relationships are maintained	Fringe boards are available and accessible to CYP for who this is appropriate for and are used alongside an adult to rebuild relationships after a behaviour incident.	Fringe board Feedback from staff/class teams Behaviour incident recording documents Learning walks
Deliver a PDM focused on early development and reparation, exploring the role of play, interactions, relationships and the emotionally available adult in supporting regulation and behaviour management	Reparation for those working at early development needs careful consideration to ensure it is meaningful and appropriate, drawing on play, relationships and interactions with adults	All staff recognise the importance of reparative work following a behaviour incident for all CYP, and are aware of the tools and strategies appropriate for the CYP they work with	Feedback from staff/class teams Behaviour incident recording documents Learning walks Discussions with link leaders
To further develop MMS training offer to incorporate essential skills/play/behaviour expectations	To support the professional development of MMS in key areas that they are supporting our children in and ensure they are competent /confident in delivery	MMS feel more confident in teaching learning within these routines and what expectations are	Training feedback from MMS Class team feedback LW

AUTUMN 2025

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Organise regular Multi-Disciplinary Team (MDT) meetings to bring professionals together to discuss support mechanisms for Children and Young People (CYP)	Ensuring consistency across MDTs is essential to align approach towards supporting CYP and class teams. A considered, holistic approach ensures teams feel well supported to meet the needs of all CYP within their class groups. Working collaboratively with MDTs also enables early identification of CYP who may require additional support and ensure intervention is in place prior to them reaching crisis.	Clear communication from all professionals supporting CYP and teams Early identification of CYP needing additional support/input	Team feedback Conversations with MDTs Actions from MDT meetings Learning Walks Line manager dialogues
Identify and implement a channel of communication for sharing information relating to professionals involved with CYP	Our CYP often have a wide network of professionals involved with them and referrals to other professionals ensure appropriate support is in place to meet their needs. Centralising referrals ensures all professionals working with the CYP are aware of any new input or additional professional involvement.	Close working between school and therapy teams to share updates and referrals for CYP.	Collaborative working across teams MDT minutes Essential skills pathways
Establish a referral system which identifies CYP who require a collaborative approach towards supporting behaviour, sensory processing and mental health needs	A referral system enables clear identification and fast-tracked support for CYP where it is needed.	Class teams have a system to request support in a timely manner where CYP are presenting with behavioural, sensory or emotional needs.	Referral form on Sharepoint Learning Walks MDT minutes and actions

to ensure appropriate support can be implemented	A referral system enables professionals to align their communication to class teams.	Professionals working with the CYP are able to align their communication around the support required in response to requests.	
Ensure all staff have a clear and consistent understanding of the proactive strategies within behaviour profiles and confidently apply approaches	When adults anticipate triggers and use agreed proactive strategies consistently, awareness around behaviour is improved and can support reflective practice. This raises the profile of a calmer, safer environment where CYP are well supported, and staff feel confident in their role.	Staff are confident in the proactive strategies in place to support CYP and consistently use strategies outlined in behaviour profiles. CYP are supported to remain engaged in learning and daily routines.	Learning walks Behaviour profiles Staff feedback/professional discussions
Share best practice in proactive, reactive, and reparative communication approaches with the wider educational community, including across the Trust.	Disseminating best practice ensures consistency of approach beyond our own setting, strengthens partnerships, and promotes improved outcomes for CYP across the wider community.	Willow Dene is able to positively impact on communication through behaviour support across the Trust and wider educational community	Training and support documentation SEND Hub External feedback

SUMMER 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)