






WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



 To develop structures which create consistency across the school in everyday routines and ensure adult understanding of how to support progress in learning and independence at these times of the day.

 To ensure staff have a clear knowledge and understanding of structures and routines and their importance across the school day and that in turn those routines are promoting progression in skills and independence.

 All staff have the knowledge, skills and confidence to implement and carry out daily routines and have a clear understanding of routine relevance and what children are working on and how skills in these areas will progress.

SPRING 2026

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
To produce a prompt/crib sheet for passenger services to support sharing and/hand over of info and to develop use of terminology between services	To support clear lines of communication between bus staff and class staff when completing hand overs at the start and end of day	Teams report improved and clear communication between school staff and bus crews. Crews have a clear point of reference to support communication	Transport team Greenwich, SEN transport/feedback from half termly catch ups LW start/end of day Transport issue spreadsheet
To review and audit lunch time and play time routines and what the non-negotiables and fundamentals are during these times.	To ensure lunch time routines are purposeful/relevant/ and appropriate for individual groups. To ensure staff are clear as to lunch time expectations and learning opportunities	Staff teams are clear as to where their children are functioning on their essential skills strands.	LW Planning Timetabling Essential skills pathway/PLP's
To put together some routine guidelines for staff to adhere to and further develop understanding of expectations	Consistency of approach across the school in regard to expectations and non-negotiable's	Staff teams have a written overview regarding routines and expectations to reference during the school day	LW Progress meeting Link leader dialogues

<p>To further develop MMS training to incorporate essential skills/play/behaviour expectations</p>	<p>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</p>	<p>MMS feel more confident in teaching learning within these routines and what expectations are</p>	<p>Training feedback from MMS Class team feedback LW</p>
<p>Staff role in building/supporting routines and developing independence within routines particularly around morning and lunch time routines. Teachers to have access to planning examples (essential skills planning samples) to trial and implement</p>	<p>Building on the work completed by the pedagogy team we want to ensure staff are clear on their role in supporting children and young people around routines and developing independence.</p>	<p>Staff can articulate their role in supporting children and young people's routines and are clear as to what children are working towards</p>	<p>Dialogue with link leader LW PDM's</p>

AUTUMN 2025

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
To review with staff what a routine is and what their function/purpose relevance is.	To ensure staff are clear and confident in why they need routines how they support our children and young people's understanding	Well established routines within class that all staff are confident and competent in following and implementing	PDM's
To focus on reviewing morning routines, what we want to gain from them and how we are adapting them and ensuring they are relevant to individual groups.	To ensure morning routines are purposeful/relevant/ and appropriate for individual groups.	Timetables will reflect routines and sessions; staff will have a good understanding of what sessions are important for their groups and why	LW Planning timetabling
Develop a template of potential morning routine sessions e.g. communication/phonics/sensory processing/ play and leisure that staff can use as a model	To ensure clarity and consistency of approach during morning routines and that there is a breadth of activities sessions are on offer.	Session plans in place for morning routines so staff are clear as to what children are working on and developing	Dialogue with Line manager LW Planning
Review transitions to and from the buses with teams and what children are working on, reflect on prompting/ cue's/routines are clear and established	To ensure clear established routines to and from the bus are embedded and that individual children's needs are met. To	Transitions to and from the bus will be smooth and clearer for staff and children/YP Staff knowing what children/YP are working towards within these sessions/what prompting or cues their children need	LW
Staff role in building/supporting routines and developing independence within routines	Building on the work completed by the pedagogy team we want to ensure staff are clear on their role in supporting children and young people around routines and developing independence.	Staff can articulate their role in supporting children and young people's routines and are clear as to what children are working towards	Dialogue with line manager LW

SUMMER 2026

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

