






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.

SUMMER 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 the end of day routines, how we are supporting CYP in clear transitions and ensure everyone has a clear, functional and appropriate end of day routine that supports regulation/communication and essential skills.	To ensure clear, purposeful and appropriate end of day routines are in place.	CYP are well supported at the end of the day and individual needs are met. Staff are clear and confident in implementing end of day routines.	LW. Timetabling. Planning.
To develop clear and concise fundamentals for lunch time routines with a focus on communication and essential skills.	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 pathway.	LW. PDM. Planning. Timetabling. Essential skills pathway/PLP's.

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.
To further develop MMS training 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.
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.	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 link leader. LW. PDM's.

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.	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.