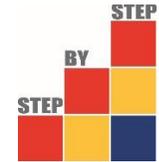


Step by Step School Development Plan (SDP) 2021-2022 Priorities



“Building Skills, Maximising Potential”

Quality of Education	<ul style="list-style-type: none"> • Evaluate Applied Behaviour Analysis (ABA) teaching techniques, identify areas for development in line with current research and implement these through a range of professional development opportunities • Increase Natural Environment Teaching with a focus on capturing and contriving motivation and teaching skills within motivational/functional contexts • Moderate pupil progress judgements internally and externally (with triad schools). • Teaching of reading including specific research and strategies for pupils ASC
Personal Development	<ul style="list-style-type: none"> • To develop pupils’ understanding of equality and diversity within our school community • Continue to develop WEX, including onsite workshops, further offsite opportunities and pupil involvement in choosing work opportunities. • Continue to trial, implement and share strategies to improve emotional health and well-being for pupil
Behaviour and Attitudes	<ul style="list-style-type: none"> • Increase feedback from pupils on their views of the school and ideas for development • Continue to work in partnership with families to improve outcomes for their children • Develop visual reporting mechanisms for pupils around complaints, safeguarding, equalities and bullying • Embed simplified behaviour plans and pupil profile formats
Leadership and Management	<ul style="list-style-type: none"> • Restructure of the Governing Body with further training and development in specific roles • Continue to develop succession plan for the future vision and values • Closer monitoring of equality and accessibility objectives • Opportunities for extended provision, including researching for Holiday clubs/outreach services • Continuing focus on emotional health and well-being of staff and reducing workload
Sixth Form	<ul style="list-style-type: none"> • To re-establish and increase work opportunities for new and existing cohort of sixth form • To review sixth form/Post 19 provision and plan for future developments

Step by Step 2021-2024 School Development Plan

This document represents the ongoing commitment of the school community to raising the **aspirations, achievement and positive outcomes** of the children and young people in our care. Our mission is to maximise the potential of pupils with Autistic Spectrum Conditions (ASC) through evidence based, individually tailored, outstanding teaching to enable them to thrive and live happy, confident lives.

Shared values (LEARNs) guide our day to day actions:-

- Laughter – fun, motivating learning that builds confidence.
- Evidence – Evidence-based practice for effective learning and progress.
- Aspire – for all stakeholders to achieve their full potential, through realistic, ambitious targets tailored to the individual.
- Respect – for every person to be treated with dignity.
- Nurture - every success is recognised, praised and celebrated.
- Safe – an environment where the pupils and staff feel safe and supported.

By 2025 we aspire to:-

- Be well known as a “Centre for Excellence” championing ABA as a pedagogy for pupils with Autism Spectrum Condition, incorporating best practices from others, and sharing what works externally
- Provide an individualised functional skills curriculum that prepares pupils for life after Step by Step
- Develop an outreach model that provides training and short-term support to parents and professionals
- Develop a clear structure of progression including recognised qualifications, e.g. Registered Behaviour Technician (RBT) so our staff have rewarding careers
- Continue to create a supportive environment that promotes mental health and well-being for staff and pupils
- Expand work experience and community participation for all pupils to prepare them and their parents for key life transitions (priority focus on secondary and Post 16)
- Raise the profile of the school and develop links within the community, sharing good practice and learning from others.
- Work collaboratively with other professionals to continue action based research and strengthening our links with universities

Our June 2018 inspection report graded us outstanding in Teaching and Learning, Personal Development, Behaviour and Welfare and Outcomes for pupils. Leadership and Management was graded as good. The three areas recommended for improvement; increasing work experience opportunities, ensuring clear and robust pupil progress measures that enable governors to challenge effectively and maintaining high quality record keeping have not only been addressed but surpassed. The school is one of continuous self-improvement and has developed a distributed leadership model to ensure collective accountability and responsibility for the quality of education each pupil receives. We continue to evolve as a school, driving forward improvements across all areas within the new Education Inspection Framework (EIF). A detailed school self-evaluation (SEF), with supporting evidence sits alongside this SDP. We consider ourselves to be outstanding in all areas and ambitious for all our learners to achieve. During 20/21 our independent SPA (School Partnership Advisor) and Triad Partnership schools (Quest and Jigsaw) have worked with us to challenge, support and ensure our judgements are secure and can be validated.

We have not underestimated the impact of Covid-19 on the organisation since March 2020 and may have in the future. We have continued to work towards our strategic goals, allocating time during the pandemic to focus on both supporting pupils and families as well as other school improvement priorities. From our 20/21 SDP, most priorities were met, some have been superseded and some remain ongoing. We will continue to prioritise the recovery from the pandemic and our drive towards our vision and values by seeking feedback from all of our stakeholders so we can move forward together.

The SDP will be updated annually to reflect the school's self-evaluation, identified areas for development, any established trends, changes in legislation and recommendations from external bodies. The SDP is shared with pupils (appropriate to their levels of cognition), families, and staff who have the opportunity to provide feedback regarding the content. We are on Year 2 of our three-year plan.

The school also has an accessibility plan and objectives that are monitored as part of this plan and equalities objectives. Both of which are published on the school's website.

School Context

Step by Step is a small independent day school for pupils with autism. We provide specialised teaching for Primary, Secondary and Sixth Form pupils, aged 4 to 19, who have a diagnosis on the autism spectrum. Our school was founded in 2004 by a group of parents who had been running home education programmes. The aim was to provide a highly specialised approach to meet each pupil's individual and autism-specific needs within the social setting of a school. The school has successfully grown to achieve this for many pupils over the years; we have now had 71 pupils that have been educated through the school.

The defining aspect of our school is 1:1 teaching for each pupil throughout the school day based on Applied Behaviour Analysis (ABA) and supported by other complementary methods including:

- Picture Exchange Communication System (PECS)
- Signing
- Speech and Language Therapy
- Occupational Therapy

The school is registered for 40 pupils, ages 4-19, our pupil population from Sept 2021 (34 pupils) is as follows:

- Girls: 7 Boys: 27 White (British or other background): 67% BME: 23 % (see equalities policy)
- Early Years: 0 Key Stage One: 4 Key Stage Two: 10 Key Stage Three: 7 Key Stage Four: 5 Post 16: 8
- Pupil Premium 4 Looked after Children: 2

Our pupils make outstanding progress from their starting points. The school has developed a rigorous and robust range of measures to judge pupil progress. In 20-21 our pupil progress summary was as follows:

- 94% of pupils made at least good progress in 2020-2021
- There are no significant statistical differences in our vulnerable groups relating to progress
- Our pupils have spiky profiles and a best fit level of progress is assigned according to the weighting of the evidence

We have 69 staff, including 5 qualified teachers, 6 Behaviour Certified Behaviour Analysts (BCBAs) and 3 more staff working towards this qualification, two occupational therapists, two speech and language therapists and a host of other highly skilled staff, teaching the pupils and in support functions. The school is committed to ongoing professional development for all its staff and supports training and development across a wide range of areas. We encourage staff to apply for external accreditation funding that will impact positively on both our pupils and staff improvement.

The school increased its Pupil Admission Number (PAN) to 40, following a material change inspection in July 2021. A gradual increase is planned to coincide with a further growth in, with an optimum number of 35 for the 2021/22 academic year. Demand for the school remains high and we will have 5 leavers from the sixth form this academic year. Our new build was occupied from September and there is planning permission for an additional barn wing.

The Board of Trustees and Governors have an annual work schedule which ensures they are able to focus on the strategic support and development of the school and hold leaders to account for the progress that pupils make. Governors hold strategic roles focused on areas on the Education Inspection Framework (EIF) and undertake monitoring visits across the year, reporting back to the full governing body, which meet half termly. All parents are invited to contribute to the Annual General Meeting (AGM), held in the spring.

Personnel Leads – Key

Senior Leadership Team (SLT)	CE (School Business Manager)	CT (Curriculum Team)
GA (Head)	SKe (Therapy Lead)	RW/JW (SaLT) JS (OT)
FP (Teacher-in-charge)	CL (Class Leaders) AP/SH/RE/CC/AH/DS/CW	SJS/SW/NT/LE (Teachers)
OK/BB (Senior Behaviour Analysts)	LT (Lead Tutors)	SM (Work Experience Co-ordinator)
SK (Chair of Governors)	AMW (clerk to governors)	CN (Annual Review EHCP Assistant)

Current Judgement	School: Outstanding	SPA: Outstanding	Ofsted: Outstanding
Quality of Education The three 'I's: Intent, Implementation, Impact A coherently planned and sequenced curriculum that builds skills to enable our pupils to thrive and lead happy, confident lives	Aim: To provide a rich, ambitious curriculum for all learners that prepares them for life and enables them to thrive and live happy, confident lives		

Actions: Current Year (Year 2)	Lead	Monitoring	Resources
1. Evaluate ABA teaching techniques, identify areas for development in line with current research and implement these through a range of professional development opportunities	FP/BCBAs	Observations/overlaps, pupil progress, earwig evidence	Half termly protected time
2. Increase Natural Environment Teaching with a focus on capturing and contriving motivation and teaching skills within motivational/functional contexts	SH	Observations, Earwig evidence	From class budget for buying new items to capture/contrive MO
3. Moderate pupil progress judgements internally and externally (with triad schools).	FP	SLT, FGB meeting case study presentations	Half termly Triad meetings
4. Teaching of reading including specific research and strategies for pupils with ASC	OK/CT	Conference attendance and evaluations, Earwig, pupil progress measures, KS standards document	£3000 Venue hire and speakers

Milestones:	Dates
<ul style="list-style-type: none"> Collate and analyse observation data, competencies documentation, conduct joint observations and record sessions for further analysis, schedule a termly reading group, roll out LT twilight training Adapted Individual Education Plan (IEP) format to provide more accurate criteria Ensure outdoor teaching areas are being utilised to full potential. Include expanding use of Yurt area e.g. as part of Forest School Accreditation (LE) Create presentations around the topic of NET to share as part of work scrutiny for Governors 	Termly By Cycle 2 Autumn and Summer Gov visits, By July 2022 Each FGB meeting

- Case studies to Full Governing Body (FGB) to link with NET (Equalities and Diversity and mental health as other SDP areas)
- Multi-disciplinary team meetings held to consider curriculum, breadth, balance and model. Interventions are in place to address any concerns with impact of the curriculum.
- School reading groups to be focused on Natural Environment Teaching (NET) and reading using this approach with early, intermediate and advanced learners (including contriving motivation and using pupil's natural motivation to teach new skills)
- Embed termly Triad Teaching & Learning group to share good practice and moderate judgements
- Annual moderation judgements from Triad Schools
- Evaluate feedback from phonics training in July, audit staff confidence and areas for further training to inform April reading conference
- Plan and host reading conference in April – re-evaluate staff confidence levels in Summer Term.
- Produce action plan for further development of reading for our cohort

Dec 2020, March 2021 and July 2021

Termly

Autumn 2021

Autumn 2021

April 2022

Summer 2022

Current Judgement	School: Outstanding	SPA: Outstanding	Ofsted: Outstanding
Personal Development :To foster every pupils' personal development, interests and talents to prepare them for life	Aim: To provide a range of rich experiences in a coherently planned way that promotes the personal development of all pupils and provides diverse experiences and opportunities		

Actions: Current Year (Year 2)	Lead	Monitoring	Resources
Continue to develop WEX, including onsite workshops, further offsite opportunities and pupil involvement in choosing work opportunities.	OK/CW/RE	Workshop evaluations, governor monitoring visit, parent and pupil feedback	WEX co-ord hours £5000 Protected time for CW/RE
Continue to trial, implement and share strategies to improve emotional health and well-being for pupils	CC	Reading groups, Jan conference, INSET evaluations, Earwig tags, PD governor visits	Speakers £750
To develop pupils' understanding of equality and diversity within our school community	DS/AH	Displays, social stories pack, Talking Mats, observations	Communicate in Print licence, Widget software

Milestones:	Dates
<ul style="list-style-type: none"> • Set up IAG board, reinstate WEX co-ordinator to develop placements, work with employers to deliver workshops, secure external Information Advice and Guidance (IAG) provider for our specific cohort • WEX presentation updated for work scrutiny • To secure an additional vehicle to facilitate WEX • To provide a termly workshop for local employers to develop their knowledge and understanding of ASC. • Increase in number of employers providing opportunities for our students, compile database • Host and evaluate mental health conference and action revise action plan going forward • Complete equality and inclusion audit • Equalities teaching and protected characteristics are visible around the school via displays • Equalities and diversity deep dive to governors and then published on website • Roll out Easy Read guidelines for resources and displays around the school 	<p>Autumn 2021</p> <p>Summer 2022 By December 2021 Ongoing</p> <p>By Feb 2022 By Dec 2021 By April 2022 By Summer 2022</p>

Current Judgement	School: Outstanding	SPA: Outstanding	Ofsted: Outstanding
Behaviour and Attitudes A safe, inclusive environment that demonstrates our values (LEARNS)	Aim: To develop learners that are resilient, motivated and positive towards their learning		

Actions: Current Year (Year 2)	Lead	Monitoring	Resources
Deliver parent workshops across range of topics to improve outcomes, devised on parental consultation and feedback – i.e. de-escalation, sleep difficulties, Proloquo2go	SKe	HT reports, feedback from parents, AGM minutes	Refreshments, protected time
Embed simplified behaviour plans and pupil profile formats	BB	SPA, Link Governor, Parent feedback	
Increase feedback from pupils on their views of the school and ideas for development	SaLT team	Earwig, therapy team meetings, Annual Reviews	CELF assessment £1400
Develop visual reporting mechanisms for pupils around complaints, safeguarding, equalities and bullying so they have clear mechanisms for reporting	BB/LTs	Displays, social stories, blogs, Newsletters, safeguarding monitoring	Communicate in Print licence, poster design and printing £300

Milestones:	Dates
<ul style="list-style-type: none"> • Termly workshops are scheduled in school calendar for the year. • Workshop information/leaflet is distributed to families. Sessions are evaluated. Ideas sought for new workshops. • Behaviour plans are in modified and agreed format, positive feedback from families and new staff • Behaviour plans are linked to pupil risk assessments • New pupil profile devised with input from communication passports and 'my support plan' • Pupil feedback examples are included on Earwig and discussed at team/SLT meetings • Pupils are able to participate in their annual reviews according to own levels of cognition and learning • Set up student council and ideas board for pupils to populate • Posters, displays and social stories are created for the pupils so they are able to report concerns – Easy Read guidance • Anti-Bullying policy is updated with input from all stakeholders 	Sept 2021 Ongoing Spring 2022 By Summer 2022 By April 2022 Ongoing By April 2022 Ongoing By March 2022

Current Judgement	School: Outstanding	SPA: Outstanding	Ofsted: Outstanding
Effectiveness of Leadership and Management: A school committed to continuous self-improvement	Aim: To deliver consistently outstanding provision for our pupils driven by high expectations and aspirations for the school community		

Actions: Current Year (Year 2)	Lead	Monitoring	Resources
Restructure of the Governing Body with further training and development in specific roles	GA/AMW	Governor minutes, training records, SPA reports, governor monitoring reports	Additional clerking for meetings
Continuing focus on emotional health and well-being of staff and reducing workload	CE/AP	Staff survey results, governor listening 'ears' sessions, staff governor feedback	INSET days, mental health cafes, well-being sessions £2000
Opportunities for extended provision, including researching Holiday club/Outreach Services	SKe	Parent and staff surveys, HT report to Governors	Protected research time.
Continue to develop succession plan for the future vision and values	SLT	Termly reports to govts, job adverts, staffing structure, appraisal report	

Closer monitoring of equality and accessibility objectives	GA/Govs	Termly updates to governors, newsletter	New resources, books, £1000
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Milestones:	Dates
<ul style="list-style-type: none"> Committees established with defined Terms of Reference (ToR), chairs of committees in place, new roles aligned with EIF Governor skills audit and training identified and signposted Staff mental health group meets regularly and plans activities for whole age range of staff Emotional health and well-being INSET planned and evaluated for further ideas Exit interviews analysed and common themes shared with middle leaders Class Leader meetings to have workload as standing item, rotating chair and feedback to SLT Termly report from lead to SLT and governing body Canvass families/staff with regards to holiday provision, present business case relating to viability All staff to have visited at least one other educational provider to gain understanding of alternative practice and share expertise. Evaluations summary from the day shared with governors. Staffing plan with key posts identified and opportunity for staff to act up, shadow, co-lead Resources audited for equalities and diversity. New resources bought. Accessibility plan and equalities objectives reviewed termly and reported to governors 	<p>By end of October 2021 By Dec 2021</p> <p>Nov & Dec 2021 Autumn 2021 By Dec 2021</p> <p>April & July 2022 By May 2022 May INSET day Ongoing</p>

Current Judgement	School: Good +	SPA: Good +	Ofsted: No previous judgement
Sixth Form Provision: Continual monitoring and developing of provision, cycle of self-improvement	Aim: To provide an ambitious and tailored curriculum that meets individual needs and prepares students for the next phase of their life		

Actions: Current Year (Year 2)	Lead	Monitoring	Resources
To review sixth form/Post 19 provision and plan for future developments	SW/Appointed lead	Termly report to SLT for governors, monthly meetings	Monthly meetings Post 16/19 lead 1 day a week £8000
To re-establish and increase work experience opportunities for new and existing cohort of 14+ pupils	CW/RE/NT	IAG board, WEX reports and evaluations, HT report, website presentation, Earwig	

Milestones:	Dates
<ul style="list-style-type: none"> • 6th form working group across school established with aims and TOR. Create 6th form working group to embed on-going and rigorous review and evaluation which effectively informs future development of provision, i.e. new accreditations Arts Award • Appoint a Post 16/19 research lead/WEX co-ordinator • Half termly meetings to evaluate provision and research accreditation options and college pathways. • Establish 6th Form T&L group with Triad schools • Compile database of employees for WEX opportunities • Hold workshops with prospective employers 	<p>Autumn 2021 Ongoing</p> <p>By Dec Spring 2022 Ongoing</p>

Step by Step School Development Plan (SDP) 2022-2023 Year 3 Priorities

<p>Quality of Education</p>	<ul style="list-style-type: none"> • Adopt a best practice model, collaborating with others, undertaking and sharing research and disseminating this throughout the organisation • Feasibility study of an ABA/therapy outreach service
<p>Personal Development</p>	<ul style="list-style-type: none"> • Further develop links with other providers to access resources, share good practice and expertise (link to outreach model) • Undertake school improvement and quality assurance work with Triad schools on PD • Feasibility study for an offsite learning skills HUB

Behaviour and Attitudes	<ul style="list-style-type: none"> • Continue with parent workshops across range of topics to improve behaviours and e-safety • Undertake school improvement and quality assurance work with Triad schools on BA
Leadership and Management	<ul style="list-style-type: none"> • To devise a governor recruitment programme based on effectiveness of governing body, skills audit and succession planning
Sixth Form	<ul style="list-style-type: none"> • Ensure 3-year provision map is updated to reflect revised curriculum for present and future cohorts

Quality of Education

Actions: Year Three	Lead	Monitoring	Resources
Adopt a best practice model, collaborating with others, undertaking and sharing research and disseminating this throughout the organisation	OK/BB	Presentations to governors, annual conference, publication of research. INSET day evaluations, pupil outcome measures	Time for reading groups Funding for PhD, Masters £10K per annum, visit to USA schools, international conferences
Provide a costed business plan for an ABA/Therapy outreach model with partner LAs	SKe/FP	HT reports to governors, business plan	10 days allocated time to research and visits

Milestones:	Dates
External reading groups established with universities and staff able to attend. Internal reading groups set up monthly at school.	Ongoing
	Ongoing

Master and PhD students to give presentations to staff and governors across the year.

January conference held at Step By Step with both internal and external speakers, evaluated and disseminated, published on website

Visits to other outreach services, Beyond Autism, Jigsaw, Hill park to research business model. Working with partnership LAs – Surrey and West Sussex to establish need

Produce fully costed business plan to present to governors/LAs to determine feasibility, size of service and implementation

By March 2022

Autumn 2022

By April 2023

Personal Development

Actions: Year Three	Lead	Monitoring	Resources
Further develop links with other mainstream and maintained providers (linked to outreach model)	CT/SKe/BB	Timetables, HT reports, offsite visits presentation	
To undertake quality assurance and monitoring visits with Triad schools (Quest and Jigsaw) that provide challenge and support our judgments with PD	SLT	School Improvement reports from Triad schools, SPA reports, SEF	3 days across the year
Research, cost and devise off-site learning HUB for pupils within the local community to increase opportunities for community participation	CE	Business plan for governors, evaluation from staff	

Milestones:	Dates
Visits to other local providers have taken place to discuss joint working, access to facilities. Students able to benefit from using alternative facilities and with different peer groups.	Ongoing
Termly visits with Jigsaw and Quest – reports written and shared with staff and governors.	Dec 2022, March 2023, June 2023
Local premises search completed with costs. Visit sites to ascertain suitability and H&S requirement.	By Jan 2023
Consult with staff around logistics of offsite HUB – staffing, transport	By March 2023
Produce costed business plan for governors to consider for implementation	By May 2023

Behaviour and Attitudes

Actions: Year Three	Lead	Monitoring	Resources
To provide on-line safety training for families to update their knowledge from previous training and keep our pupils safe	FP/SKe	Parent feedback, evaluations	External provider, i.e. Safetynet £500
To undertake quality assurance and monitoring visits with Triad schools (Quest and Jigsaw) that provide challenge and support our judgments with B&A	BB	Triad reports, SPA report, ethics data, termly reports to governors	

Milestones:	Dates
Safer internet week coincides with on-line safety training workshop for parents	Feb 2023
Visits scheduled with Triad schools, relevant area of SEF shared with external partners. Reports received.	Spring 2023

Leadership and Management

Actions: Year Three	Lead	Monitoring	Resources
To devise a governor recruitment programme based on effectiveness of governing body, skills audit and succession planning	SK, GA, CE	Action plan, governor vacancies	Social media training, advertising costs, open event scheduled

Milestones:	Dates
Identified gaps within governor body for recruitment from skills audit Adverts distributed, social media connections developed to target specific skills sectors Governors recruited via safer recruitment means to oversee strategic development of the school and continue to hold leader to account	Autumn 2022 Spring 2023 Summer 2023

Sixth Form

Actions: Year Three	Lead	Monitoring	Resources
Ensure 3-year provision map is updated to reflect revised curriculum for present and future cohorts	SW	Curriculum Offer, accreditations and college courses	

Milestones:

Review provision map taking into account external quality assurance and needs of cohort. Produce new LTP that is reflective of the current cohort.

Dates

Ongoing ready for implementation Sept 2023

Glossary

ABA-Applied Behaviour Analysis (<http://www.stepbystepschool.org.uk/wp/aba/>)

ACE- Authorised Continuing Education Provider

AFLS-Assessment of Functional Living Skills (<https://functionallivingskills.com/>)

AQA-Assessment and Qualifications Alliance

AR-Annual Review

ASC-Autistic Spectrum Conditions

ASDAN- Award Scheme Development and Accreditation Network (<https://www.asdan.org.uk/>)

B1 Severe Behaviour that challenges-persistently interferes with learning

B2 Exceedingly severe behaviours that challenge-significantly impacts on learning and safety

BACB-Behaviour Analyst Certification Board (<https://www.bacb.com/about/>)

BAME- Black, Asian and Minority Ethnic

CCRAG-Children's Cross Regional Arrangement Group

DNA-V therapy-youth model of mindfulness and action (<https://thri vingadolescent.com/dna-v-the-youth-model-of-act/>)

DSL-Designated Safeguarding Lead

EARWIG- Online platform which creates timelines for each pupil to provide photos and videos to demonstrate pupil's progress and achievements (<https://earwigacademic.com/>)

EDUCARE-Online training modules for staff members (<https://www.educare.co.uk/>)

EHCP-Education, Health and Care Plan

EIF-The Education Inspection Framework

EYFS- Early Years Foundation Stage

FGB-Full Governing Body

HER-Headsprout Early Reading (<https://www.headsprout.com/main/ViewPage/name/headsprout-early-reading>)

HRC-Headsprout Reading Comprehension (<https://www.headsprout.com/main/ViewPage/name/headsprout-reading-comprehension>)

H&S-Health and Safety

IEP-Individual Education Plan

KCSIE-Keeping Children Safe in Education

LaC-Looked after Child

MDT-Multi-disciplinary Team

NET-Natural Environment Teaching

OT-Occupational Therapist

PECS-Picture Exchange Communication System (<https://pecs-unitedkingdom.com/pecs/>)

PCS-Picture Communication System

PLP-Personalised Learning Plan

PROLOQUO2GO-voice output communication app

RSE-Relationships and Sex Education

SaLT-Speech and Language Therapist

SBA- Senior Behaviour Analyst

School Pod-School management information system

SCR-Single Central Register

SG -Safeguarding

SIGNALONG- key word sign-supported communication system based on British sign language (<https://www.signalong.org.uk/>)

SMSC- Spiritual, Moral, Social and Cultural development

SPA-The School Partnership Advisor

Team Teach- Positive behaviour management and handling strategies training (<https://www.teamteach.co.uk/>)

VB-Verbal Behaviour

VB-MAPP- Verbal Behaviour Milestones Assessment and Placement Program (<https://marksundberg.com/vb-mapp/>)

WEX-Work Experience