

Hadrian SDP 2026-28

Review of SDP September 2026 & future plans

Our goals following inspection

- Update our approach to referencing physical interventions on CPOMS. Ensure actions are followed up & documented. **Achieved**
- Implement similar model to Communication & Reading for Cognition & Maths across school Achieved
- Implement a 'Circle of Friendships' approach across school as part of our PfL, Achieved as written
- Continue to share Teacher planning Achieved
- Continue to challenge most able pupils Achieved as written

Review of SDP goals 2025-26

- Focus on autism/dysregulation curriculum, training offer, resources, future proof provision in school as this cohort moves through school. More to do
- Staff & Pupil wellbeing, audit, review, implement changes to work/life balance, staff attendance. Excellent progress
- Look at the universal offer of therapeutic support and cost our curriculum pathways. More to do
- Embed the new Community Spa and HEADS facility to employ staff. More to do

Review of SDP maintenance goals 2025-26

- Outdoor learning. Loads of progress, more to do
- Outreach advice & support. Excellent developments, new padlet amazing!
- Focus on reviewing EHCP's and review process. Ongoing
- Parental training offer. Ongoing
- Pupil voice. School Council needs more support from all staff
- Strengthen links with SCP, share the work of the Compass Trust. Ongoing

Summary of SDP 25-26

- Excellent start with the transitions project, corridors set up and videos in place for many pupils, more to do
- Staff Questionnaire completed and feedback actioned
- Excellent Shakespeare project
- Excellent TimbaDash Theatre Project in the Hydro Pool and the Clowning Project
- Front Car Park completed Summer 2025

SDP Key Priorities for the last 2 years

- Work with Parent/Carers
- Work with Staff
- Work with Governors
- Work with LA
- Ensure appropriate funding in place for pupils
- Demonstrate impact on children

Improve EHCPs

Develop Outreach

Fundraise for the new Hydrotherapy Project

Reading

PfL

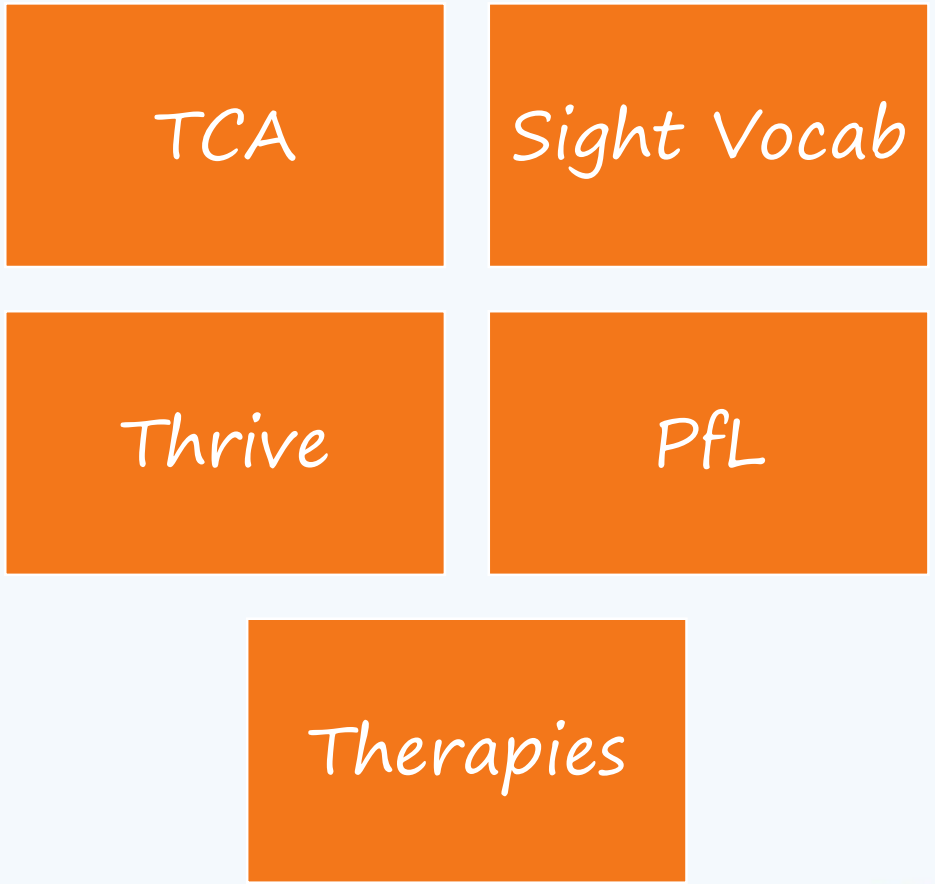
Embed new curriculum framework

Maintenance outcomes achieved

- Push for additional therapy support, OT & Physio ongoing
- Push for new Health Support Worker role ongoing for another year!
- Hopefully new Pharmacy support to school will continue
- More fundraising for 2026 residential (achieved)
- Re-routing of water supply achieved

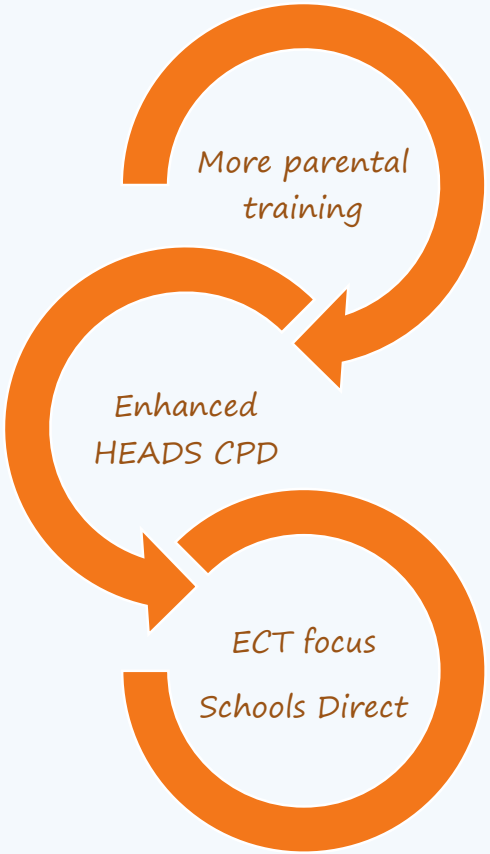
Structure & organisation of school

- EYFS x 3
- Sensory/Therapeutic x 8
- Explore & Discover x 7
- Investigate & Apply x 2



New & Old Projects





Challenges Ahead

School identity and cohesiveness

Staff Wellbeing & workload

Meeting the children's diverse needs

Ensuring continuity across school

Impact of the White Paper

Supporting new staff

Evidencing pupil progress

Impact of planning and assessment

Sharing the vision

Budget constraints

Staff Questionnaire 2026

Number of staff completed the questionnaire: **92**	
Role: Support Assistant 34% Teaching and Learning Assistant 28% Teacher 15% STLA 8% Leadership 4% Admin 4% Psychology Student 4% Health Support Assistant 2%	**Length of Time Worked at Hadrian:** 1-5 years 48% More than 5 years 44% 0-1 years 9%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Pupils are safe.	27%	**53%**	14%	3%	2%
2. Staff implement appropriate relationship support strategies to support the emotional development/communicative behaviours of our pupils.	**66%**	27%	4%	2%	0%
3. Our school challenges children to progress, in all ways possible for each child.	**63%**	29%	5%	2%	0%
4. Leaders have created a climate in which staff are trusted to take risks and innovate in ways that are right for our children.	**54%**	37%	7%	2%	0%
5. I am proud to be a member of staff at our school.	**85%**	14%	1%	0%	0%
6. Leaders do all they can to ensure our school has motivated and effective staff.	**52%**	38%	9%	1%	0%
7. All staff are treated fairly and with respect.	**51%**	33%	14%	2%	0%
8. Leaders are considerate of my wellbeing.	**71%**	23%	5%	0%	1%
9. I am supported through emotionally demanding work, which may include issues with safeguarding, relationship support and/or children's health.	**62%**	32%	5%	0%	0%
10. Leaders take workload into account when developments are made, to avoid placing unnecessary burdens on staff.	**50%**	37%	11%	2%	0%
11. Leaders promote and support professional development to encourage, challenge and support staff improvement.	**50%**	40%	8%	2%	0%
12. The school provides opportunities for staff to share concerns in a supportive environment.	**51%**	44%	5%	0%	0%
13. Relationships between colleagues are empowering, nurturing and supportive.	**50%**	44%	6%	0%	0%
14. Our school is well led and managed.	**63%**	34%	3%	0%	0%

From the feedback, we will continue:

- **Strong relationships with pupils** – Staff consistently highlight nurturing, trusting relationships as a core strength, supporting emotional development and communication.
- **High quality relationship-based** practice (THRIVE-informed) – Staff demonstrate strong understanding and implementation of trauma-informed and relationship-centred approaches.
- **Children feel safe in school overall** – Despite site concerns, staff confidence in day-to-day safeguarding is high due to vigilance and strong staff-to-pupil ratios.
- **Highly committed and caring staff team** – Many comments reflect staff "going above and beyond" and showing dedication to pupils' wellbeing and progress.
- **Creative, personalised curriculum** – Teaching is flexible and tailored to individual needs, with autonomy for staff to design meaningful learning experiences.

- **Supportive and approachable leadership** – Senior leaders are widely described as open, responsive, and available, particularly in safeguarding and emotionally demanding situations.

- **Positive staff morale and pride in the school** – Staff express strong pride in working at the school and value its reputation and ethos.

- **Culture of trust and innovation** – Staff feel empowered to take risks, be creative, and "do what is right for the child".

- **Strong sense of community and teamwork** – Many teams are described as supportive, collaborative, and positive, contributing to staff wellbeing.

- **Effective wellbeing initiatives** – Examples such as check-ins, wellbeing activities, and flexible approaches are valued and positively impact staff morale.

From the feedback, we will:

- **Strengthen site security** – Repeated concerns about low fencing, gate access, and public entry. Staff share the urgency > but note that there are plans to address all the issues.

- **Ensure consistency in supervision of children by staff for their safety** > we will revisit this during annual safeguarding training and in briefing meetings. We will organise CPOMs recording training for teachers.

- **Improve training for supply staff, volunteers, lunchtime staff** during their training sessions to include relationship support, communication and play especially.

- **Expand CPD access and capacity** > Staff to continue to use their appraisals to ask for CPD opportunities. Staff to seek help from SLT and where possible we will support staff accessing CPD.

- **Improve consistency in behaviour and relationship approaches** – Some classes revert to different strategies under pressure; need for consistent application across all staff > John to explore the issue and determine solutions, including during children transitioning between classes.

- **Reports of fatigue in high-demand classes and suggestions for flexible strategies** (e.g. swaps, respite, PPA flexibility) > Teachers to plan and timetable their children to visit other classes, possibly as a buddy, to support these demands.

- **Increase fairness and consistency in expectations** – Perceived inconsistencies in expectations between staff and teams, with some concerns around favouritism.

- **Improve communication and access to leadership for all staff** – Support staff in particular would benefit from more direct opportunities to engage with leadership.

- **Strengthen quality assurance of teaching and learning** – Concerns about inconsistency in lesson quality > suggestion for more informal "drop-ins" to monitor everyday practice. SLT will review our moderation of teaching and develop additional opportunities to spend time in classes. Teachers are reminded to plan for all sessions in the week, incorporating team views and ideas, share all planning with the team, especially when teachers are not in class.

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Still to do list update ….

- Ensure smooth transition in September – ongoing
- Parental training offer – ongoing
- Develop partnerships with SCP – ongoing
- Outdoor learning embedded –ongoing
- More enhanced use of our resources out of hours – ongoing
- Enhance the staff mentoring systems – ongoing
- Virtual tour of school – in-hand

Still to do building wise ....

- Invest in more hardware and update computers in-hand
- Pond & Hide Project
- Embed site security
- Look at cameras in corridors
- Heated lamps in the pagoda, still a wish
- Improve resources outdoors for physically disabled pupils, need to grant fund
- Outdoor communication posts, still to complete
- Wood carvings on site, need to find grants
- Review Sensory Suite and its use ongoing

Projects

- Arts/Music 3 day exhibition?
- Community Disco & Cinema continuing
- More support to the Friends of Hadrian, ongoing
- Condercum Crafts, enhanced
- Gardening Club embedded
- Shelter in the Caterpillar Garden
- Baking Ninjas

New ideas??

- Further adaptations to the building to increase pupil numbers
- Sports Mark Gold

Schools of Sanctuary Award

- Achieved!!
- Fostering a culture of welcome and inclusion
- Learn, Embed and Share a culture of inclusive support for refugees, asylum seekers and forced migration
- Links to all members of our community
- Raise the profile through supporting Refugee Week, assemblies, School Council, special events etc.
- Links to local and national networks

HEADS goals

- New version of Confident Parenting Handbook, Rebound version 2
- Think about a 'Jabadao' handbook, outdoor learning handbook??
- New Conference achieved
- Develop website with more video evidence of our work
- New Water Skills Handbook
- More parental training offer
- More virtual training offer
- Community Hub Project
- New Centre Manager
- TimbaDash/HEADS training offer

Continuity with the Compass Trust

- New termly review of our goals
- More partnership working
- More strategic work including linked governance
- Improved health provision
- Curriculum links
- New Compass Trust Forward Plan

Your voice, your views

- What's missing??
- Work-life balance
- Feedback now please on all aspects of school life
- If you don't feedback your views, how can we respond?
- What's your opinion?
- Are all groups of pupils getting a fair hearing?
- Are staff taking up the offer of viewing each others practice?

Feedback

- Actions from questionnaire feedback
- Training for play – staff, parents & MSA's
- Staff showers – building adaptations
- Video good practice and share on the server
- Maths/Science Week
- More links between classes

Feedback

- Fran & co. revamp current Sensory Studio
- Outreach to Benwell / Elswick and other communities to promote diversity links
- Improved Pupil Voice – specifically related to lunch time
- Improving accessibility to current resources, Pagoda, Yurt & Secret Garden etc.
- Improve paths / access round the Rebound Centre

And more…

- Impact of budget cuts
- Governor feedback
- Bereavement counselling, regular planned termly support
- Child friendly school policies?
- Responsibility review
- Thrive for more complex needs

And more…

- Improve circle of friendship opportunities
- Condercum Craft exhibition
- Trauma Award Gold
- Trauma research for PMLD & complex learners
- Review lunchtime provision in the hall and over playtime
- More MSA Training options
- Replacement of Music Therapy – legacy project achieved

New SDP Key Priorities for the next 2 years

- Internal inclusion
- Training for MSA's and new staff
- Preparation for inspection
- Audit and review outreach offer
- All About Me Books

