

## Riverside Short term Development Plan (SDP) – Spring & Summer 2026









### Eight whole school priorities

<p><b>1. Teaching &amp; learning - KC &amp; AS</b></p> <p>Effective teaching to allow students to make good or better progress</p>	<p><b>2. Curriculum – MK &amp; AS</b></p> <p>The curriculum is ambitious to allow students to make good or better progress</p>	<p><b>3. Assessment – MK &amp; AS</b></p> <p>AFL is effective to inform future planning and targeted support</p>	<p><b>4. EHCP – AS</b></p> <p>EHCP outcomes support students to make good or better progress</p>
<p><b>5. Behaviour as a form of communication – MK</b></p> <p>Effective leadership &amp; management of behaviour systems to ensure strategies are impactful</p>	<p><b>6. Reading – KC</b></p> <p>Strengthen the whole-school approach to phonics and early reading to ensure all students develop secure early reading skills.</p>	<p><b>7. Safeguarding - SH/LT</b></p> <p>Embed new safeguarding reporting procedures to ensure all students are safe</p>	<p><b>8. School improvement – SH/LT</b></p> <p>Develop leadership &amp; management systems to focus on school improvement</p>

### *Riverside Short term Development Plan (SDP) -11 Objectives*

<p><b>1. Teaching and learning</b></p> <p>1. All staff effectively use Universal Communication Strategies within learning settings to ensure all students can make good or better progress.</p> <p>2. All teachers will plan engaging learning experiences where students will demonstrate good or better progress and engage with their learning.</p>	<p><b>2. Curriculum</b></p> <p>3. To design, deliver and continually refine a coherent, ambitious and inclusive curriculum that is clearly sequenced, consistently implemented and rigorously monitored, ensuring all Riverside students make meaningful progress against their individual starting points, EHCP outcomes and life-long learning goals.</p>	<p><b>3. Assessment</b></p> <p>4. To implement a clear, accurate and meaningful assessment system that reflects correct developmental levels, is fit for purpose for Riverside students, and is consistently used to inform teaching and support progress.</p>	<p><b>4. EHCP</b></p> <p>5. EHCP targets are used effectively in learning settings to support students to make good or better progress in these areas.</p>
<p><b>5. Behaviour as a form of communication</b></p> <p>6. To strengthen behaviour practice by recognising behaviour as communication, using behaviour profiles, Zones of Regulation and positive handling approaches to understand Students’ needs, reduce escalation, and support self-regulation, safety and engagement in learning.</p>	<p><b>6. Reading</b></p> <p>7. To establish a consistent, inclusive and ambitious reading approach across Riverside that ensures all students (pre-phonics, phonics and post-phonics) develop the communication, decoding, comprehension and reading for pleasure skills needed for learning, independence and life beyond school.</p>	<p><b>7. Safeguarding</b></p> <p>8. All staff are clear on new reporting procedures for safeguarding.</p> <p>9. <i>Safer recruitment is compliant.</i></p>	<p><b>8. School improvement/ Leadership &amp; Management</b></p> <p>10. Governors and all leadership are clear on their roles and responsibilities in school improvement.</p> <p>11. Evaluate and review all funding streams and expenditure to ensure maximisation of funding to better meet needs of students.</p>

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