



## Safeguarding

- Safeguarding approach
- Safeguarding policies and procedures
- Safeguarding team
- Safeguarding Bright Futures Community of Practice
- Safeguarding training
- Digital GDPR

## Inclusion

- Inclusive access to new outdoor areas and specialist rooms
- Disadvantaged and vulnerable groups
- Inclusion across departments and curriculum pathways
- Tutor Groups & inclusion
- Unstructured times
- Assistive technologies
- Manchester Inclusion Strategy

## Achievement

- Vocational qualifications
- City and Guilds
- Duke of Edinburgh
- Evidence for Learning (EFL)
- EHCP systems and reviews
- Celebration of achievement
- Access to Learning Plans

## Personal Development and Well-being

- Race and Equality Framework
- EAL
- Careers Strategic Plan
- Preparation for Adulthood
- Education, Health and Care Plans (EHCP)
- Tutor Group Curriculum
- Skills for Life
- Youth Board Charter
- Social, Emotional and Mental SEMH & Well-being
- Equality, diversity and social justice

## Curriculum and Teaching

- Outdoor learning
- Student leadership, student curriculum champions
- Coaching Triads
- Strategic approach to Oracy
- Enacted curriculum and learning environments
- Curriculum Drivers
- Total communication
- Sensory learning and therapies
- Blended Curriculum Approach
- Pre-formal Curriculum
- Music/DT/Performing Arts
- Equality, Diversity, and Inclusion

## Leadership and Governance

- Bright Futures Digital Strategy (Learning Locker)
- Emerging and assistive technologies and accessibility
- Governor self evaluation (SEF)
- Marketing and awards
- School to school support and outreach
- Staff, mental and physical well-being /workload
- Handsam health and safety requirements/compliance
- Senior/middle leadership development
- Curriculum coordinators
- Continuing Professional Development (CPD)
- EPSO team offer/Bright Futures Send Strategy
- Essential services and therapies previously delivered by NHS and LA

## Parents and Carers

- Parental engagement
- Communication
- Parent and carer training and support
- Home learning
- Educational Psychology support
- Curriculum pathway parent and carer meetings
- Open evenings/progress meetings/assemblies

## Attendance and Behaviour

- Team Teach
- Improve attendance
- Rewards and house system
- Review and extend provision/practice
- Bromcom software package
- Behaviour and regulation interventions
- Access to Learning Plans

## Post-16 Provision

- Post 16 curriculum
- Wholistic assessment
- Expand vocational qualifications suite
- Preparation for adulthood and transition
- Post 16 provision for all
- Skills for Life
- Experiences of Work

## Annual School Improvement Priorities 2025-2026

### Safeguarding

- Strategically develop the expanded safeguarding & attendance team.

### Inclusion

- Ensure inclusive access to all new outdoor spaces and specialist rooms.

### Achievement

- Review and expand the City and Guilds qualifications suite.

### Personal Development and Well-being

- In partnership with Bright Futures and GMLP, self and peer assess the MHS provision for equality, diversity and inclusion, utilising the Race and Equality framework.
- Design and implement a new strategic careers plan that strengthens the quality, coherence, and impact of careers education, information, advice and guidance.

### Curriculum and Teaching

- Further refine and develop the Blended curriculum approach.
- Further develop student voice opportunities by establishing student curriculum champions.
- Research and improve expertise in developing a strategic approach to Oracy.

### Leadership and Governance

- Complete local governing body self evaluation (SEF) to assess effectiveness and identify areas for improvement.
- Utilising the Handsam Ltd Platform to ensure the school is compliant with regulatory health and safety requirements.
- In collaboration with TTG implement the Bright Futures Digital Strategy with a key focus on accessibility and assistive technology.

### Parents and Carers

- Improve engagement by further developing the parent and carer training and support package.

### Attendance and Behaviour

- Deliver, monitor and refresh Team Teach training for all staff at an appropriate level.

### Post-16 Provision

- Audit, review and expand existing, meaningful vocational qualifications and holistic assessment systems.

**Appropriate continuing professional development (CPD) for all staff supports and underpins each area of development.**

## Annual School Improvement Priorities 2025-2026

### Safeguarding

**Strategically develop the expanded safeguarding & attendance team.**

*As a result of targeted training and ongoing professional development, the team demonstrate enhanced expertise in safeguarding and attendance practices, leading to more effective interventions and improved student outcomes.*

### Inclusion

**Ensure inclusive access to all new outdoor spaces and specialist rooms.**

*As a result of adaptive resources and equipment, new outdoor spaces and specialist rooms support personalised learning and accommodate diverse needs, enhancing engagement and achievement*

### Achievement

**Review and expand the City and Guilds qualifications suite.**

*As a result of robust tracking and evaluation, student outcomes in City & Guilds qualifications show measurable improvement in attainment, engagement, and post-16 provision.*

### Parents and Carers

**Improve engagement by further developing the parent and carer training and support package.**

*As a result of strengthened relationships between home and school, families report feeling more connected, supported, and empowered—contributing to improved student outcomes.*

### Attendance and Behaviour

**Deliver, monitor and refresh Team Teach training for all staff at an appropriate level.**

*As a result of embedding Team Teach principles into daily practice, staff demonstrate a proactive and positive approach to de-escalation, contributing to a safer and more inclusive school environment.*

### Post-16 Provision

**Audit, review and expand existing, meaningful vocational qualifications and holistic assessment systems.**

*As a result of expanding vocational pathways, and strong assessment systems, sixth form students access a broader, more diverse range of qualifications that reflect their aspirations, strengths, and career ambitions.*

## Annual School Improvement Priorities 2025-2026

### Curriculum and Teaching

**Further refine and develop the Blended curriculum approach.**

*As a result of refining the blended curriculum approach, students experience a more personalised and responsive curriculum to meet their individual needs.*

**Further develop student voice opportunities by establishing student curriculum champions.**

*Through their role as curriculum champions, students develop confidence, communication and leadership skills, becoming active participants in gathering, supporting and sharing the views of the wider student community.*

**Research and improve expertise in developing a strategic approach to Oracy.**

*Through focussed research and professional development, staff deepen their understanding of oracy as a pedagogical tool, enabling its intentional and effective integration across the curriculum.*

### Personal Development and Well-being

**In partnership with Bright Futures and GMLP, self and peer assess the MHS provision for equality, diversity and inclusion, utilising the Race and Equality framework.**

*Effectively utilising the Race and Equality framework, ensure that the school applies a structured, evidence-based tool to assess current EDI provision across the curriculum.*

**Design and implement a new strategic careers plan that strengthens the quality, coherence, and impact of careers education, information, advice and guidance.**

*Effectively utilise the results from the Careers Impact Internal Leadership Review to develop the new Strategic Careers Plan. Leading to a comprehensive, evidence-based careers strategy being developed, approved by governors, and shared with all stakeholders.*

### Leadership and Governance

**Complete local governing body self evaluation (SEF) to assess effectiveness and identify areas for improvement.**

*As a result of completing a structured self-evaluation, the local governing body gains a clear and honest understanding of its strengths, areas for development, alignment with statutory responsibilities and impact on school outcomes.*

**Utilising the Handsam Ltd Platform to ensure the school is compliant with regulatory health and safety requirements.**

*Utilising the Handsam platform ensure an accurate oversight of health and safety is maintained. This results in compliance across all areas, risk reduction, improved accountability and the provision of a safe environment for students and staff.*

**In collaboration with TTG implement the Bright Futures Digital Strategy with a key focus on accessibility and assistive technology.**

*A collaborative approach with TTG including staff training and support, ensures that teachers are more confident in integrating digital assistive tools and accessible platforms into their practice, enhancing engagement and outcomes for all learners.*

**Appropriate continuing professional development (CPD) for all staff supports and underpins each area of development.**