



Three Year School Development Plan 2024-2027

OUR VISION

At Westbury Park School we value and respect everyone. As a learning community we challenge, listen and inspire one another, developing confidence to make positive choices in a changing world, so that *together we shape our future.*

OUR VALUES

Love of learning

- Enjoying learning and taking pride in our work
- Working hard and trying our best
- Developing interests and talents within and beyond the classroom
- Looking at mistakes as learning opportunities
- Sharing with others the excitement of new ideas and experiences
- Celebrating each other's achievements

Respect

- Respect for others regardless of any differences
- Encouraging self-respect and developing empathy for others
- Being polite to others
- Listening to and being considerate of the opinions and needs of others
- Caring for the environment in school, around Westbury Park, throughout Bristol and the world

Kindness

- Being fair and friendly to everyone
- Sharing willingly
- Treating others as we would like to be treated
- Remembering kind hands and feet and words
- Knowing when to compromise

Empathy

- Realising when we have done something wrong
- Saying sorry and really meaning it, so we can start again

- Trying our hardest to forgive others

Trust

- Being open and honest
- Feeling safe and secure
- Showing loyalty to our friends appropriately

Responsibility

- Knowing when to ask for help
- Being ready to learn
- Being determined and not giving up
- Listening and trying to understand
- Learning to make the right choices

OUR PRINCIPLES

- To hold the wellbeing and emotional development of children above everything else
- To regard every child as an individual and have high expectations for all
- To promote a happy, safe and supportive learning environment in partnership with parents
- To pursue a broad, inspiring and enriching curriculum that encourages and celebrates achievement in all areas of learning
- To equip children for the future so they become confident individuals, responsible citizens and lifelong learners
- To serve the local community in the best interests of all children's learning

Overview

School Overall Objectives	<ol style="list-style-type: none"> 1. To promote a culture of distributed leadership to provide an exciting, challenging and inclusive curriculum 2. To promote an environment where children and staff feel valued, respected and supported to challenge themselves 3. To promote a culture where children are empowered to learn thanks to high quality teaching through a broad and balanced curriculum 4. To provide a school that reflects the local community's values whilst engaging in local and national priorities. 5. To provide an environment that supports positive physical and emotional health for all its stakeholders.
Year 1 Objective(s)	<ol style="list-style-type: none"> 1. To provide training and support for staff so outcomes for children compare favourably to similar schools. 2. To embed a monitoring and evaluation process for subject leaders to follow 3. To prioritise work on equality, diversity and inclusion that will be reflected in the curriculum, positive stakeholder feedback and in outcomes for all groups of children. 4. To prioritise staff training on latest pedagogical research around curriculum design and children's development. 5. Review all curriculum areas to ensure prior knowledge and progression build upon familiar concepts. 6. To engage with school stakeholders around conversion into a multi academy trust. 7. To improve the estate through developing a three year asset management plan and submitting a CIF bid for damp and electrical works
Year 2 Objective(s)	<ol style="list-style-type: none"> 1. To embed and robustly monitor a curriculum that is designed to ensure children are using prior knowledge and skills to build on concepts and understanding. 2. To ensure systems and practices around all groups of learners including EAL, SEND, PP etc allow for good outcomes in core learning. 3. To review extra-curricular activities that complement curriculum learning, reflect the community and curriculum e.g. local visits, educational visits, sports opportunities etc 4. To ensure the school remains up to date in emerging issues and technologies such as Artificial Intelligence, climate change and the curriculum and staff training reflect this. 5. To begin the process of due diligence to joining a multi academy trust.
Year 3 Objective(s)	<ol style="list-style-type: none"> 1. To join and integrate systems with new trust or local collaboration of schools including the local authority e.g. MIS, safeguarding, leadership structures etc. 2. To embed new practices taking advantage of AI e.g. report writing, planning, marking etc 3. Collaborative curriculum works begins with linked schools 4. Subject leaders working actively in collaborative hubs with linked schools

Leadership and Management

Expected Outcomes	<ul style="list-style-type: none"> • Leadership structure defined and communicated with stakeholders ensuring accountability • School leaders meet objectives on individual action plans • Greater collaborative working through NW24 • New technologies reduce workload and improve workflow for staff e.g. AI, Google sharing platforms • Detailed reports on every curriculum area detailing outcomes and areas for improvement • High levels of teacher engagement in research and development e.g. NPQ • Embracing international challenges such as climate change, migration – sustainable school budgets, successful grant applications etc.
--------------------------	--

Action	2023-2024	2024-2025	2025-2026
Induction of new staff	<ul style="list-style-type: none"> • Provide support and training for new Early Careers Teachers • Ensure probation programme is followed for support staff to support induction • Robust induction programme for all staff with handbooks and staff folders providing reference • Support new SENDCo with transition/handover days • ECTs are supported by mentors and induction tutors to achieve excellent outcomes for children. • ECTs complete Year 1 	<ul style="list-style-type: none"> • Continue to provide a robust ECT induction and training programme. • Investigate taking on apprenticeship teachers and/or Teaching Assistants. • Consult with all staff about any changes to the school system e.g. closer collaboration with linked schools. 	<ul style="list-style-type: none"> • Develop programme of support beyond statutory ECT offer – continue with teacher mentor system. • Integrate staff into a collaborative multi school structure.
Subject leaders are empowered to lead their subjects and to understand the complexities of curriculum development and innovation	<ul style="list-style-type: none"> • Subject leaders are assisted in considering how pedagogy can support curriculum development Pedagogy becomes a regular feature of staff meeting agenda Staff are supported in developing pedagogy and in creative responses to change. • Review the leadership structure to include clearly defined role for curriculum development. 	<ul style="list-style-type: none"> • Subject leaders are supported to monitor the curriculum, its implementation, standards, pedagogy and pupil engagement & learning. • Subject leaders each keep their own 'file' of subject development including three year strategy. • Regular 'Curriculum speed dating' events with all teachers allows subject leaders to gather essential snapshots 	<ul style="list-style-type: none"> • Outreach to other Subject leaders beyond the school Development of peer networks • Further promotion of NPQ training for middle leaders • Direction of staff towards MA possibilities • To be actively collaborate with subject lead networks

	<ul style="list-style-type: none"> • Governors roles in curriculum monitoring defined and developed with regular reports being presented at SIC/FGB • Expectations for subject leaders around monitoring of subjects defined and embedded. • A planned schedule for termly leadership time, according to the priorities of the school plan, is devised with subject leaders 	<p>of provision, standards and subject needs</p> <ul style="list-style-type: none"> • Subject leaders provide verbal/written reports to Governors • ‘Curriculum speed dating’ event with Governors enables articulation of subject priorities • Staff meeting time is devoted to subject leadership and to specific subjects for updates and information gathering • Subject leaders are supported to draw up a profile of attainment and progress in their subjects across the year 	<p>within a family of linked schools.</p>
Time is protected for the leadership of safeguarding	<ul style="list-style-type: none"> • Standing safeguarding agenda item at SLT is sustained • DSL Team share caseload priorities each term • Development of online safeguarding lead and their responsibilities ring fenced 	<ul style="list-style-type: none"> • CPOMS tags are refined enabling some key elements of termly safeguarding reports to be generated automatically • Rolling review of statutory safeguarding audit. 	<ul style="list-style-type: none"> • Safeguarding networks and processes integrated with linked schools within a school collaboration.
SEND	<ul style="list-style-type: none"> • Ensure that the new SEND Code of Practice, when published, guides the actions of SLT, underpinned by adapted policy and procedure as required. • Induction and development of SEND lead. • Re define the IEP process to focus on barriers for learning not specific outcomes. 	<ul style="list-style-type: none"> • SEND teaching assistants supported to specialise thereby providing champions for the children e.g. ADHD, Autism etc • TAs to join key staff meetings e.g. transitions, EHCP reviews etc • Support SEND lead to complete NPQ in Special Educational Needs and Disabilities. 	<ul style="list-style-type: none"> • Safeguarding networks and processes integrated with linked schools within collaboration to provide improved services e.g. educational psychology, occupational health
Preparations for OFSTED inspection remain high profile	<ul style="list-style-type: none"> • SLT contribute to SEF Documents for inspector are gathered and stored on a Google drive ready for the pre-inspection phone-call 		

	<ul style="list-style-type: none"> • All SLT members are trained in what to expect • Training is disseminated to staff and Governors • Staff Questionnaire carried out and analysed • Pupil Questionnaire carried out & analysed • Parent Questionnaire carried out and analysed 		
To build on work of equality, inclusion, diversity	<ul style="list-style-type: none"> • To develop a new arrivals strategy. • Keep aspects of diversity, inclusion and equity at the forefront of all decisions • Explore fully with Great Representation Programme or similar • Ensure educational visits represent community e.g. visits to synagogue • Introduce new policy • Develop welcome/induction booklet for families • Re design registration document • Additional staff training 	<ul style="list-style-type: none"> • Explore strategies, review literature & hear from expert speakers on how to achieve great representation of people of colour in the curriculum and the school community. • Feedback strategies to all relevant staff, including Diversity Governor, and audit provision, preparing for any necessary changes. 	<ul style="list-style-type: none"> • Keep a learning journal of developing race equality understanding & practice over the year for publication & keep parents and wider community informed of impact of project • Celebration milestones planned • Review success of Great representation or similar and plan next steps
Governors hold the school to account and are kept informed of key priorities and developments	<ul style="list-style-type: none"> • Governor induction has occurred for new governors, including pairing with more experienced governors. • All Governors have considered the progression documents for Governors • Governor papers are circulated well in advance of meetings wherever possible, allowing pertinent questions to be posed at meetings. Questions posed are recorded along with answers in the minutes. 	<ul style="list-style-type: none"> • All governors have visited the school whilst pupils and staff are present and have formally fed back on their visit according to protocols • Decision made on joining a Multi Academy Trust or developing strong informal collaboration through NW24. 	<ul style="list-style-type: none"> • Subject leaders proactive in sustaining links with Governors. • Close collaboration with linked school in collaborative cluster.

	<ul style="list-style-type: none"> • A robust Schedule of business for the FGB and each committee ensures that all key functions of Governors are carried out and that workload is manageable for school staff and Governors in relation to this. • The clerk to the Governors and each Chair committee keeps a check that the Schedule of Business is being adhered to and adjusts as appropriate. 		
Governors and Senior Leaders engage with government's intentions for all schools to be Academies by 2025	<ul style="list-style-type: none"> • Continue and develop an open dialogue with NW24 and local MATs • MAT sub committee meets regularly FGB are kept informed of progress at each meeting. • Sustain links with schools already in MATs and with those completing applications. 	<ul style="list-style-type: none"> • Start due diligence process • Plan and engage with a full consultation exercise (staff, parents, wider community) • Keep families informed of our progress in newsletter updates 	<ul style="list-style-type: none"> • Application to join MAT

Quality of Education - Teaching, Learning and Assessment

Expected Outcomes	<p>Average over 3 years:</p> <ul style="list-style-type: none"> • Outcomes for children in EYFS GLD are at 80% • Outcomes for children in Year 1 phonics are at 90% • Outcomes for children in Year 4 times tables check compare favourably with similar schools • Outcomes for children in Year 6 RWM is at 82% and GD is at least 23% • Progress from Baseline to Y6 compares favourably to similar schools
--------------------------	--

Action	2023-2024	2024-2025	2025-2026
EYFS provision is tightly planned, the environment is enabling & an increased proportion of children	<ul style="list-style-type: none"> • EYFS leader and staff, focus on planning (including continuous provision) and environment (inside and out). 	<ul style="list-style-type: none"> • Teachers showcase the changes that they have introduced in their setting to the SLT and SIA. 	<ul style="list-style-type: none"> • EYFS lead plays a key role in developing practice across the cluster of schools

<p>achieve the Good Level of Development.</p>	<ul style="list-style-type: none"> • Consider how to refine systems where attainment and progress data can be shared and tracked with staff and senior leaders • All EYFS staff engage with Early Years Programme where <ol style="list-style-type: none"> 1. Climate for talk is prioritised 2. Barriers to achievement are recognised and eliminated 3. All staff consider the neuroscience of child development to support their role as practitioners and understand the importance of secure attachments 4. Consider investigative approaches to learning, encouraging curiosity, awe and wonder 	<ul style="list-style-type: none"> • These are published either digitally or in printed form and shared amongst parents and staff • Encourage EYFS lead to take new NPQ qualification. 	
<p>Consistency in phonics is achieved across EYFS and KS1, enabling an increased portion of children to be on track in each year group, with the majority of children achieving the standard by the end of Year1</p>	<ul style="list-style-type: none"> • Little Wandle training refresh for all staff • Little Wandle resources have been audited and are ready to use • Parents are informed of how they can support progress using the scheme • Baseline assessment have been carried out; followed by termly assessments entered into the phonics tracker. • Results are analysed and interventions planned as per scheme 	<ul style="list-style-type: none"> • Phonics observations occur and development points are fed into Performance Appraisal reviews • Consider impact of Spelling from Y2 to Year 6 in light of introduction of Little Wandle in EYFS and KS1 • Consider impact of reading in later Y2 & early KS2 in light of introduction of Little Wandle in EYFS and KS1 • Introduce spelling programmes including interventions 	<ul style="list-style-type: none"> • Review phonics and early reading and spelling in light of greater collaboration with partner schools in collaboration

	<ul style="list-style-type: none"> Review the teaching of spelling in line with Little Wandle phonics programme. Review key stage libraries and their impact. 		
<p>Pupils are able to sustain their writing in a range of genres and increased proportions (given their starting points) achieve expected and greater depth standards at KS1 and KS2</p>	<ul style="list-style-type: none"> Refresh knowledge and understanding in the Literacy Counts sequence of learning for writing All staff stick to the genre allocation and the sequence of learning for each genre. Staff review the texts that are used to teach each genre. Drafting and editing processes are integral to the teaching sequence in writing Staff model high quality texts in the materials that are read to pupils for pleasure. Review how the teaching of spelling links with the teaching of reading and writing 	<ul style="list-style-type: none"> Staff update any multiple copies of texts required in KS2 Staff ensure that reading stock in the classroom is of a high quality, is representative in terms of diverse groups and contains a range of genres. Staff should aim that some stock is rotated each term to provide variety and to match learning opportunities 	<ul style="list-style-type: none"> Books used across the whole curriculum support learning and are used effectively e.g. history, geography
<p>White Rose Maths' concrete - pictorial - abstract approach underpins all learning in mathematics</p>	<ul style="list-style-type: none"> Staff have reflected on their use of White Rose Maths as our core scheme Essential maths planning directs learning; sequences are followed Book looks and observations indicate that a CPA approach is underpinning mathematical 	<ul style="list-style-type: none"> Mastery & fluency are prioritised in EYFS & KS1 through engagement with Maths Hub training and resources Teaching Assistants are trained to deliver high quality interventions that have impact on outcomes for all groups of learners. 	<ul style="list-style-type: none"> Homework in maths reviewed to ensure good impact. Look for opportunities to work with leaders in collaborative projects across linked schools.

	<p>learning Concrete apparatus is freely available to all children, is accessible, organised and its use is promoted.</p> <ul style="list-style-type: none"> • Staff model the use of concrete apparatus; pupils draw what they are doing; pupils only move on to the abstract when they are ready to do so. • Consider whether the current scheme extends and challenges all groups of learners to maintain progress and interest 	<ul style="list-style-type: none"> • As part of the STEM team develop a series of enrichment days to enthuse and excite the children. 	
<p>Feedback on the curriculum and standards enables reflective practice and continued development of teaching and learning practice</p>	<ul style="list-style-type: none"> • All teachers have the opportunity of hearing pupil voice, first hand, in relation to their pupils. • Time is protected for Staff Book Looks together in a range of subjects during staff meetings. • Staff are given directed time to consider key issues and make changes as required based upon this reflection 	<ul style="list-style-type: none"> • Review curriculum mapping to reflect all subject priorities. • Review impact of EDI reforms on the curriculum and continue to tweak as appropriate • Curriculum events for parents encompass a wider range of subjects 	<ul style="list-style-type: none"> • Collaborative curriculum work occurs with linked schools • Increase access to digital devices • Review how curriculum visits support learning • Review access to Sports clubs • Pupils are secure in their learning journey
<p>Staff reflect upon teaching and learning principles that support an effective pedagogy for learning</p>	<ul style="list-style-type: none"> • Research in pedagogy is shared (including Rosenshine) • Staff agree basic principles of a learning pedagogy and consider how this will be delivered in each key stage and across different subjects. 	<ul style="list-style-type: none"> • Pupils are supported to articulate their approaches to learning, articulating their barriers and the 'struggle' • Learning Pit (James Nottingham) models are refreshed and are adapted to suit the needs of the 	<ul style="list-style-type: none"> • Share research with linked schools in collaboration and consider next steps in metacognition.

	<ul style="list-style-type: none"> • Curriculum statement updated in the light of this 	<p>children and the school context</p> <ul style="list-style-type: none"> • Staff reflect together on how the Learning Pit Model supports their learning pedagogy • Teachers and teaching assistants model the use of the pit and an appropriate language for learning (e.g. Guy Claxton's 17 characteristics) on a daily basis • Subject leaders monitor the impact of this in their subjects through 'Pupils with Books' exercises 	
<p>Digital strategy impacts positively upon teaching and learning</p>	<ul style="list-style-type: none"> • Staff make efficient use of Google drives to share curriculum information and resources and in order to collaborate • Classes continue to make use of Google Classroom to share resources with pupils and to allow collaboration on key tasks Homework is published, where appropriate, on the Google Classroom. • Chrome books continue to be used efficiently across KS2 • 15 laptops are available across KS1 for pupil use • Review curriculum use of iPads • 6 tablets are available for use in KS1 as a pilot 	<ul style="list-style-type: none"> • School council gathers feedback on the use of digital technologies. • Invest time in embedding AI strategies in relation to planning and marking. • Digital leaders are proactive in review of online safeguarding policy. 	<ul style="list-style-type: none"> • Review how we can use digital systems to improve communications with stakeholder groups – parents and schools in collaborative link schools. • Reduce reliance on paper based recording methods

	<ul style="list-style-type: none"> Investigate possibilities AI holds for reducing teacher workload 		
<p>Pupils remain active and engage in sporting activity (competitively and for pleasure)</p>	<ul style="list-style-type: none"> PE lead supports teaching of PE as we move to the new PPA model. Increase number of non competitive extra curricular sporting events to widen participation of all groups of learners. Wide engagement with competitive sporting activities with schools across Bristol Maintain Sports Gold Award 	<ul style="list-style-type: none"> Wide engagement with experiential (non-competitive) sporting activities Review extra curricular clubs on offer after school and ensure it represents across sports, arts and creativity. After school sports clubs continue and are expanded Investigate grants to improve school facilities e.g. gym equipment 	<ul style="list-style-type: none"> Application for grants. Investigate use of sports facilities within collaborative network to reduce costs and expand opportunity e.g. use of dance hall, astro etc.
<p>Accurate assessments inform learning next steps</p>	<ul style="list-style-type: none"> Pupils are proactive in determining their learning journey with support using learning slips and knowledge organisers In foundation subjects children use systems to develop 'sticky knowledge' – use of KSL grids, weekly reflection, summative assessments, projects and book based learning Staff have considered how a 'mastery' approach to learning impact on assessment and planning next steps for learning. This is achieved through a well planned spiral curriculum design. 	<ul style="list-style-type: none"> Pupils are increasingly aware of their personal learning journey through established assessment methods and next steps. Effective interventions / additional support / modified pedagogy enable pupils to get back on track as required. Barriers to learning are unpicked in terms of groups / individuals and inform the Provision Map for each class Review impact of the 'Feedback Policy', ensuring that it is effective in moving learning on, manageable and consistently applied. 	<ul style="list-style-type: none"> Investment in digital devices software and AI to ensure assessment is as effective and efficient as possible. Work closely with linked schools to compare outcomes and review strategies for improvement.

	<ul style="list-style-type: none"> • Moderation exercises in Maths, Writing & Reading enable staff to accurately determine pupils working at age related standards and those working at greater depth • Time is built into staff meetings for staff to be able to judge Age Related Expectations in a range of non-core subjects • Investigate whether a digital resource such as INSIGHT will improve outcomes for children. 	<ul style="list-style-type: none"> • Investigate how AI can impact assessment, marking and feedback • Review IT offer for children and staff 	
--	--	--	--

Personal Development, Behaviour & Welfare

Expected Outcomes	<ul style="list-style-type: none"> • School attendance is at least 97% • Evidence of quick referrals to outside agencies where needed • Minimum numbers of suspensions and no PEX • Mental Health Team widened to support lead • Positive parental, children and staff surveys around wellbeing and mental health • Healthy schools awards, sports awards, anti-bullying awards etc
--------------------------	---

Action	2023-2024	2024-2025	2025-2026
Pupil Mental Health is prioritised across the school for all pupils	<ul style="list-style-type: none"> • Pupil Wellbeing Champions are trained to take an active role in encouraging positive attitudes toward mental health awareness. • Wellbeing Champions work with the School council to produce an Action Plan for their work • Attachment and Trauma training Part 2 occurs 	<ul style="list-style-type: none"> • Mental Health Team is established to support the work of the Mental Health Lead. • Training for a second mental health lead is sought through NPQ route. • Parenting classes offered – potentially in house. • Work with the WPSA to ensure families who are 	<ul style="list-style-type: none"> • Wider collaborative support network for mental health and wellbeing developed across linked collaborative schools.

	<ul style="list-style-type: none"> • Children input into Wellbeing bulletin • Happy News to continue 	<p>‘disadvantaged’ have full access to school events.</p>	
<p>Working beyond the classroom is supported and sustained</p>	<ul style="list-style-type: none"> • All pupils have regular opportunities to work outdoors. Termly staff meeting explores best practice in this area – establish forest school opportunity • All classes make use of the 5 Ways to Wellbeing Woodland Walk (Whole class / groups / pairs). Staff reflect on how this can be used most effectively. • Accompaniment walks: ‘walk and talk’ or ‘walk and be’ are actively encouraged for a wide range of pupils as required. • Partner with Parent Gym to offer parenting group networks. 	<ul style="list-style-type: none"> • Children have the opportunity to work cross phase on collaborative projects in school. • Children are active participants in inter school projects to promote a sense of belonging • Pupils have the opportunity to work on inter-generational projects. 	<ul style="list-style-type: none"> • All educational visits reviewed to ensure there is opportunity to explore beyond the classroom and immediate local area. • Collaborative working with schools in other parts of the UK and internationally.
<p>Pupil Health and Wellbeing</p>	<ul style="list-style-type: none"> • Review with WPSA balance of treats and healthy snacks available during out of school events e.g. cake sales, birthday treats • Review with Chartwells meal provider how to make healthy puddings more available to children. • Employ additional lunchtime staff to support play • With WPSA support improve playground provision to include a Play Pod and offer staff specific 	<ul style="list-style-type: none"> • Develop signposting for children through wellbeing champions, digital leaders, school council etc. • Charity fundraising events to be active challenges e.g. skipping • Survey to discover children’s trusted adults in school. 	<ul style="list-style-type: none"> • Application for Bristol Heathy Schools award and or Bristol ideal Standard or similar.

	<p>training around the theory and practical elements of supporting play.</p> <ul style="list-style-type: none"> • Develop links with School Nursing Team to deliver workshops and assemblies • Improve after school club offer to include cookery and languages 		
<p>Staff well-being remains high profile</p>	<ul style="list-style-type: none"> • Wellbeing update on weekly staff briefing • Staff wellbeing survey completed • Review flexible working offer for staff. • Consideration is given to all new policies, innovations and change in the light of impact on well-being. • With introduction of new initiatives comes the consideration of what can realistically be dropped. • Routes for feedback are clear • Staffroom suggestion box initiated • Key infrastructure invested in to support ease of daily teaching: photocopying, IT availability, Google cloud facilities, access to staff devices • Tidiness and functionality of staff room continues to be promoted: dishwasher, comfort, plants, cleaning • Staff room comfort extends to external area – bench outside enabling some 	<ul style="list-style-type: none"> • Easing workflow and reducing workload is a priority – links with development of digital strategy. • Staff self-refer to wellbeing hub via Absence Insurance Policy • Staff are signposted to resources and support provided through absence insurance policy • Feedback is sought from staff about the quality of such resources and signposting • Referrals to other sources (e.g. private counselling) are considered based • Lunch / tea provided on INSET training and for late evening meetings • Extra music / extra sports etc led by qualified staff in addition to PPA, providing flexibility of cover • Subject leadership time timetabled on a twice weekly basis in curriculum time 	<ul style="list-style-type: none"> • Investigate whether being part of a more collaborative structure can offer any wellbeing and life style perks e.g. health insurance, gym memberships. • Increase opportunities for staff team building. Teachers are not required to complete break duties.

	<p>privacy when taking a personal call</p> <ul style="list-style-type: none">• Tea, coffee, milk & sugar budgeted for so that they are free to all staff• PPA is blocked where possible rather than in smaller units; where possible PPA is timetabled as a year group	<ul style="list-style-type: none">• Access to medical services via staffing insurance• upon needs• TAs area allocated to a regular class, providing full time cover, and only cover in an alternative class in exceptional circumstances, providing continuity and stability in support throughout the Key Stages.	
--	---	--	--