Development Plan 2025/2026

Number of Pupils on Roll: XXX

Phases: KS3 and KS4 pupils at RAISE-AP

Provision: RAISE-AP is a non-provision alternative provision (NSAP) which is likely to register as an alternative provision registered as an independent provision in the near future, located in the Eastleigh, Southampton.

Staffing: RAISE-AP consists of Criag McAllister, educational director and Tracy Raufi, Head of Provision. We also employ xx teaching and support staff. Staff turnover for the previous year was 0%.

Attendance: xx% (authorised absence: xx%, unauthorised absence: xx%).

Persistent Absence: xx% (xx^th percentile).

SMART Targets / Attainment / Progress: At KS3 x% of pupils are on track to meet or exceed their *specific, measurable, achievable, relevant and time-bound* (SMART) target. At KS4 x% of pupils are on track to meet or exceed their SMART target.

Context

RAISE-AP is a non-provision alternative provision (NSAP) which is likely to register as an alternative provision registered as an independent provision in the near future, located in the Eastleigh, Southampton. As a specialist educational provider, we aim to support young people who have faced challenges in mainstream education.

At RAISE-AP, learning is tailored to meet each student's EHCP targets. We strive to support young people in surpassing expectations. Both numeracy and literacy form the foundation of our curriculum, with additional specialist support provided for those struggling in either of these two areas. RAISE-AP is currently a NSAP, with all students registered at other provisions. RAISE-AP aim to support students in their individual educational journey, complementing the learning programmes they receive at their registered provision. The purpose of our provision is as a short to medium term setting, helping young people reach a point emotionally, academically and socially, whereby they can access and then thrive in a suitable full time placement.

Our provision primarily focuses on meeting the educational needs of our young people with specific requirements related to their neurodiversity. We focus on each individual, with a bespoke alternative education alongside recognised qualifications, designed around each young person and their unique strengths, allowing them to thrive, become independent and succeed in pathways that they wish to follow when looking at their next steps in education or the wider workplace.

We strive to always be research-informed in all we do, maintaining links with provisions, the latest educational thinking and various research institutions and groups. The RAISE-AP directors and provision staff have all had many years in educational jobs, including as subject leads, assistant and deputy headteachers as well as a headteacher. Alongside this, members of our provision are currently engaged in postgraduate study, utilising this research to support and develop staff, which ultimately positively impacts the young person.

Amongst many goals for our young people, we aim to rebuild positive associations with education, filling knowledge gaps, enhancing academic resilience and closing the SEN gap many of our young people face when compared to their non-SEN peers. Our aim for all of young people is to enable them to transition to a suitable full time educational placement where they can be successful. We place value on both academic development and personal and social development, with individual interests being a vehicle for delivering this content alongside SMSC, life skills and support into their next phase of education or the wider workplace.

We have a heavy focus on a bespoke educational package, and utilise a broad adapted curriculum tailored to individual needs, embedding both academic content and social learning objectives in a manner suited to motivating the young person. Each package embeds both the academic and social learning in a manner that will motivate and inspire the young person, to engage and support them through the RAISE-AP journey.

We take pride in all our learning being built on a well-planed and sequenced curriculum, based around core subjects aligned with the National Curriculum and taught and delivered by qualified teachers, with the ability to bespoke learning to individual needs, passions and interests.

RAISE-AP believes that education is the most powerful tool for personal and societal development. It helps our young people gain knowledge, skills, and values that enable them to make informed decisions, solve problems, and contribute meaningfully to their communities. Through education, we strive for our young people to achieve meaningful employment opportunities, improve their quality of life, and find success.

We believe our educational emphasis and values should promotes equality, tolerance, and understanding amongst the diverse community we live in. We use education as a platform to drives progress in our young people and, most importantly, help shape them to become responsible citizens who can think critically and participate actively in our society. We believe deeply that at RAISE-AP, education is not just about academic learning. Education is about empowering individuals to reach their full potential and help create a better, more sustainable and tolerant future for everyone.

RAISE-AP follow all DfE guidance for non-provision alternative provisions, adhering to all guidance including the non-statutory standards.

Vision and Values

RAISE-AP will provide a safe and secure environment which allows our young people to develop their self-confidence and the resilience to re-engage in learning. By doing so, students will be equipped with the knowledge and skills to be successful in the next steps of their educational and personal journey so they can make a positive contribution to society.

Our aims are:

- To provide each student with a stable, caring and safe environment which celebrates individual talents, praises achievement and meets individual needs

- Develop positive relationships which support, promote and re-engage students in learning

- Promote student's academic achievements through a rich curriculum and high-quality teaching

- Teach students to respect the beliefs and opinions of others whilst giving them confidence to express their own

- Promote positive behaviour amongst the students whilst guiding them towards social and economic independence so they can make a positive contribution to society

- Support and promote the health of students by providing a consistent, nurturing environment that protects them from harm

- Support students in understanding their neurodiversity and finding strategies to help them achieve their educational, social and life goals

- Provide an approach that supports young people's re-engagement with education to ensure they can reintegrate with a full-time educational placement according to their EHCP targets

Our RAISE-AP values are at the heart of everything we do, with the aim to reintegrate our pupils into provision life, by building confidence, social skills, and emotional development, ensuring they are ready to succeed. We passionately believe in our values, which are centred around the unique needs and strengths of each young person. Along with **READY**, **RESPECTFUL** and **SAFE**, our ethos is represented by our five core values we hope to instil in all our students:

RESILIENCE – empowering our young people to keep trying after challenges or setbacks.

ATTITUDE – positive attitudes towards learning and wider life, shown through behaviour and effort.

INTEREST – bespoke education to engage in learning for the future pathways our young people want to journey on.

SELF-CONFIDENCE – supporting our young people to succeed and take on challenges.

EMPATHY – valuing and caring about each individual, showing kindness and tolerance to all in our community.

Curriculum Intent

At RAISE-AP, we meet the needs of young people who are not yet ready to access full-time provision or are, for various reasons, between provision placements. We offer a curriculum that focuses on core subjects for our short-term and part-time students, and a comprehensive curriculum for young people with medium-term placements, with a focus on developing the skills necessary for success in a full-time placement.

Our young people join us at various times during the provision year, often having missed significant sections of a linear curriculum framework. Therefore, we have adopted a flexible but logically sequenced curriculum, prioritising personalised progression. The curriculum is used as our progression model, with assessment models linking mastery alongside 'I Can' statements, structured around learning outcomes rather than by specific age or year group related targets. This approach fosters responsive planning and accurate tracking of our young people's progression. For KS4 students, our aim is entry into as many recognised qualifications as possible, focusing on core subjects but also linked to the interests of the young person and their ambitions for college, the workplace and beyond.

Our curriculum is designed to meet our principal aim, which is to enable every young person to re-engage and achieve in learning at a suitable level to their ability and their start point at the provision. Our intention is:

- To have a broad, balanced and holistic curriculum which provides a range of academic and vocational pathways (with recognised qualifications) to further education, training and employment whilst also providing pastoral support to enable the young person to develop as an individual.
- To have a curriculum which is flexible enough to respond to the need for change and provide individualised programmes where required.
- To help students acquire knowledge, skills and practical abilities, including those of problem solving and decision making whilst developing resilience to overcome hurdles, cope with setbacks and learn from their mistakes.
- To help students understand the world in which they live.
- To foster the skills and understanding needed for students to take their place successfully in modern British society.
- To understand and respect social, moral, spiritual and cultural themes.

At Key Stage 3 and 4 our curriculum is broad and balanced, being built on a well-planed and sequenced curriculum, based around core subjects aligned with the National Curriculum and taught and delivered by qualified teachers, with the ability to bespoke learning to individual needs, passions and interests.

We offer a wide range of academic and vocational courses, ensuring an educational pathway that is suited to the talents and aspirations of all our students. We offer flexibility of bespoke subjects / courses studied by individual pupils, depending upon their prior experience / knowledge, level of ability and career / educational aspirations.

Due to the sometimes short-term nature or part-time attendance at our provision, we ensure all of our young people are focused primarily on numbery and literacy, alongside SMSC and PSHE which is delivered by structured outdoor and physical education activities.

Additional subjects are added once attainment, engagement and/or attendance allows.

Ofsted Evaluation Areas

Achievement	Curriculum	Developing Teaching
Attendance	Behaviour and Attitudes	Personal Development and Well-being
Inclusion	Leadership and Governance	Safeguarding

Area 1: *Quality of Education, Achievement, Curriculum* and *Developing Teaching*.

Area 2: *Behaviour* and *Attitudes and Attendance*.

Area 3: *Personal Development and Wellbeing*.

Area 4: *Inclusion, Leadership and Governance* and *Safeguarding*.

Summary Objectives 2025/2026

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

- o Curriculum and quality first teaching alongside assessment tracking.
- o SMART targets.
- o Literacy and reading for pleasure.

Area 2 – Behaviour and Attitudes and Attendance

- o Attendance, EBSA and EBSNA strategies.
- o IBPs with targets, support and rewards.
- o Pastoral links, community drive and trusted adults for any concerns.

Area 3 – Personal Development and Wellbeing

- o Student voice and culture of inclusivity and belonging to RAISE-AP with values-driven, respectful and included students.
- o Promotion of mental health and wellbeing for engaging positive starts to the day.
- o A robust safeguarding culture and a focus for students with age-specific staying safe online education.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

- o Visible communication with our community and learning beyond the provision drive.
- o Robust safeguarding practices with this being the responsibility of all. *Linked closely to an objective within area 3.
- o Subject Lead and Distributed Leadership Culture across our sites, with meaningful personal, professional and performance development (PPPD) line management.

Objectives 2025/2026

Area 1 – Quality of Education, Achievement, Curriculum and Developing Teaching

1. Curriculum updates and planning, linked to adaptive teaching and quality first teaching via CPD. Quality assurance across subjects with a focus on the curriculum being the progression model.

2. SMART targets for all students in KS3 and KS4, linked to *I can* statements and *Mastery* at KS3 and GCSE/Level 2 qualifications at KS4, produced within subjects / class teachers with assistance from SENCO input. Ambitious end points for KS3 and KS4 linked to the SMART targets. Literacy and Numeracy assessments and tracking across the whole provision. Linked to this, the need for personal and character development, SMSC (spiritual, moral, social and cultural) and SEMH tracking. Ambition of GCSE English, mathematics and science for all as well as Level 2 courses the initial expected path.

3. Literacy and the love of reading expectations and modelled by all staff through all lessons, including through the highly visual use of key vocabulary. Reading for pleasure to be driven across every phase.

4. A unified, single place for assessment data from KS3-KS4 showing progress of students (from the data drops which take place three times a year). 'I Can' statements, MASTERY grading and projected GCSE grading as metrics and around this reading ages for all students centralised, alongside baseline scoring of students.

Objective 1.1 – Curriculum updates and planning, linked to adaptive teaching and quality first teaching. Quality assurance across subjects with a focus on the curriculum being the progression model.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To ensure all pupils access a high-quality, sequenced, and adaptive curriculum that reflects the principles of Quality First Teaching. The aim is to develop a progression model that clearly outlines knowledge and skills development across sites, with the Outdoor Learning Centre (OLC) at KS2 delivering a broad and balanced curriculum that aligns with the successful model established at Fawley. This will enable a more consistent educational offer and stronger planning continuity through medium- and long-term curriculum documentation.	Update curriculum plans to reflect adaptive teaching strategies and the principles of Quality First Teaching, with a focus on inclusivity and engagement. Ensure curriculum progression is mapped clearly across all subjects and sites, using the curriculum itself as the progression model. Introduce and embed the Fawley model of curriculum delivery at KS2 in the OLC, adapting it to suit the local context and learner needs. Lead a consistency drive for Medium and Long Term Plans across all key stages and sites to ensure coherence, alignment with	Pupils experience a coherent and cumulative curriculum, with clearly defined progression in knowledge and skills. Teaching staff demonstrate increased confidence and consistency in delivering a broad and balanced curriculum, supported by clear planning documentation. The OLC KS2 curriculum reflects high expectations and breadth, modelled on effective practice, and adapted to its setting. Quality assurance shows greater alignment of curriculum intent and

	the progression model, and clarity for teaching staff. Sites undertake regular quality assurance activities (e.g., planning scrutiny, lesson observations, pupil voice, work sampling) to monitor implementation and impact across sites, with Teaching and Learning SLT leads across each site.	classroom practice, with improved outcomes for all learners. Pupils make sustained progress, and gaps in learning are narrowed through well-sequenced, adaptive teaching approaches.

Objective 1.2 – SMART targets for all students in KS3 and KS4, linked to *I can* statements and *Mastery* at KS3 and GCSE/Level 2 qualifications at KS4, produced within subjects / class teachers with assistance from SENCO input. Ambitious end points for KS3 and KS4 linked to the SMART targets. Literacy and Numeracy assessments and tracking across the whole provision. Linked to this, the need for personal and character development, SMSC (spiritual, moral, social and cultural) and SEMH tracking. Ambition of GCSE English, mathematics and science for all as well as Level 2 courses the initial expected path.

- o   Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o   Provision Lead – TBC

- o   Budget / Costing – N/A

Intent	Implementation	Impact
To embed a clear and ambitious target-setting culture across all key stages, using SMART targets to drive academic and personal progress. These targets will be linked to stage-appropriate frameworks – I can statements at KS2, mastery thresholds at KS3, and qualification outcomes at KS4. The curriculum and assessment strategy aims to prepare all pupils for GCSEs in English, maths, and science, as well as relevant Level 2 courses. Alongside academic achievement, the provision will strengthen systems for	Develop and embed SMART target frameworks for all key stages, aligned with pupil pathways: o KS2: I can statements mapped to curriculum expectations and used for regular formative assessment. o KS3: Mastery levels used to track subject-specific progression, with clear criteria shared with pupils. o KS4: Targets aligned with GCSE/Level 2 qualification outcomes, regularly reviewed and adjusted.	Pupils have personalised, relevant, and challenging targets that support strong academic progress and personal growth. Progress is measurable across all key stages, with SMART targets enabling early identification of gaps and timely support. Literacy and numeracy development is systematically tracked and improved, leading to better access to the wider curriculum. The majority of pupils follow a pathway leading to GCSE English, maths, and

tracking and developing literacy, numeracy, character, SMSC and SEMH to support the holistic development of every learner.	Introduce whole-provision systems for tracking literacy and numeracy, including baseline assessments and ongoing progress monitoring. Implement assessment tools and processes to track SMSC, SEMH, and personal development, ensuring interventions are timely and targeted. Provide staff training to ensure consistency in SMART target setting, assessment practices, and feedback. Review and monitor the ambition and progression routes of all pupils, with a presumption of GCSE English, maths, and science as the core academic goal. Use termly progress reviews and data cycles to evaluate academic, personal, and emotional development, feeding into curriculum and support planning.	science, with Level 2 vocational options also accessible, with this becoming bespoke to the course where appropriate, and without losing the ambition of the best possible outcomes for each individual pupil. Holistic tracking supports SEMH and SMSC development, contributing to pupils' well-being, engagement, and readiness for post-16 transition. Staff use assessment information effectively to adapt teaching and provide targeted intervention, contributing to improved outcomes and raised aspirations.

RAISE

Objective 1.3 – Literacy and the love of reading expectations and modelled by all staff through all lessons, including through the highly visual use of key vocabulary. Reading for pleasure to be driven across every phase.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To embed a strong culture of literacy and a lifelong love of reading across the whole provision. Through a renewed focus on DEER (Drop Everything and Enjoy Reading) during tutor time and reading modelled by all staff in lessons, the aim is to raise reading engagement, improve comprehension, and strengthen vocabulary development. Literacy will be recognised as a vital foundation for learning, communication, and personal development across all subjects and key stages.	Relaunch and reinforce DEER time with clear expectations, consistent structure, and high-quality, age-appropriate texts. Ensure all staff model a positive attitude to reading, both through participation in DEER and by embedding literacy-rich practices in all subject lessons. Showcase reading – email signatures to include what is being currently read, alongside I'm Reading posters around sites. Provide staff training and guidance on modelling reading fluency, promoting	Pupils demonstrate increased engagement with reading and view it as a positive, enjoyable, and rewarding activity. Reading ages improve, supporting better access to the curriculum and academic progress across subjects. Staff consistently model reading and literacy strategies, creating a strong, provision-wide reading culture. DEER sessions become a valued and protected part of the provision day, contributing to calm starts and focused attitudes to learning.

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Evidence of key vocabulary within every subject for every topic. A focus on reading for pleasure across every phase.	discussion around texts, and teaching tiered vocabulary. Develop reading areas and classroom displays that celebrate books, authors, and student reading achievements. Identify pupils who are reluctant readers or below age-related expectations and provide targeted support or interventions. Track and monitor pupil engagement and progress in reading through formative assessment, reading ages, and pupil voice. Promote cross-curricular links to literacy by ensuring reading and vocabulary development are visible in planning and delivery across subjects. Key vocabulary expectations filtered down through Subject Lead channels, and monitored via QA. Promote reading for pleasure and the joys and benefits this brings from all staff.	Pupils develop greater confidence in comprehension, vocabulary use, and written expression. A stronger culture of literacy supports improvements in behaviour, oracy, and independent learning skills. Pupils have confidence in the key vocabulary within the curriculum, which is used as their progression model. Pupils understand that reading isn't just for provision, but should be for pleasure too. New Forest Provision to survey pupils through the year with the aim to buck the national trend of only 1 in 3 pupils between 8-18 saying they enjoy reading in their free time.

Objective 1.4 – A unified, single place for assessment data from KS3-KS4 showing progress of students (from the data drops which take place three times a year). 'I Can' statements, MASTERY grading and projected GCSE grading as metrics and around this reading ages for all students centralised, alongside baseline scoring of students.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To create a cohesive, transparent, and accessible assessment system that tracks and supports pupil progress from KS2 to KS4. This system will use developmentally appropriate metrics – *I can* statements and Mastery grading at KS3, and projected GCSE outcomes at KS4 – combined with centralised reading age data and standardised baseline assessments. The goal is to ensure early identification of gaps, inform planning and interventions, and support a clear narrative of progress for each learner throughout their journey.	Develop a centralised data platform that houses assessment information for all key stages and is accessible to all relevant staff. Standardise and align assessment cycles with termly data drops across KS2–KS4, ensuring timely, consistent updates. Use "I can" statements in KS2 to capture granular skill development and feed into KS3 Mastery frameworks. Implement and maintain a Mastery model at KS3 that links to GCSE-readiness criteria and projected grades.	Staff have a clear, accessible overview of pupil progress, supporting accurate planning, intervention, and transition across key stages. Pupils' starting points, progress, and outcomes are tracked using consistent and meaningful metrics, leading to greater continuity in learning. Early identification of literacy and academic gaps supports timely interventions, particularly for transition into KS3.

	Introduce baseline assessments in English and maths for Year 6 pupils entering the provision, either before transition or through the Year 7 Hub model.

Ensure reading age assessments are completed and updated for all pupils at least twice yearly and integrated into the central tracking system.

Train staff to use data effectively for planning, differentiation, and targeted intervention.

Regularly review and evaluate the data system's effectiveness through middle and senior leadership scrutiny. | Reading ages inform differentiation across the curriculum, helping close vocabulary and comprehension gaps.

Progress data informs whole-provision and subject-level decision-making, improving attainment and accountability.

Pupils understand their learning journey and are better able to engage with their targets and next steps, improving motivation and outcomes. |

Area 2 – Behaviour and Attitudes and Attendance

1. Attendance for young people, especially with provision refusers. A reinforcement of our attendance expectations, with an aim for 90%+ attendance for all sites across the year.

2. EBSA and EBSNA strategies and recording, with clear targeting for students that fall into this category. Evidence of strategies, communication, understanding of need and reviewing process for our lowest attenders.

3. Pastoral data to be used impactfully, by staff, linked to Individual Behaviour Plans and EHCP details to support the plans, targets and rewards. An ambition to improve attendance, have value in coming to RAISE-AP and work positively to SMART pastoral targets in order to develop well-rounded young people who can make a positive contribution to society.

4. Pastoral drive, with all students knowing feeling a sense of security about who their key people are. A proactive pastoral approach from all to drive personal links to students and their families, ensuring both strong communication channels and absolute certainty that all students know who their trusted adults are (to report concerns they have, such as bullying). Continued monitoring of systems and processes in place to deal with any student concerns, and strong communication to ensure students and families feel reassured with any issues that arise. Termly invitations for families to come to the provision.

Objective 2.1 – Attendance for young people, especially with provision refusers. A reinforcement of our attendance expectations, with an aim for 90%+ attendance for all sites across the year.

- Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- Provision Lead – TBC

- Budget / Costing – N/A

Intent	Implementation	Impact
To improve attendance across KS3 and KS4, with a particular focus on addressing the decline in attendance in Years 10 and 11. The aim is to ensure that all pupils attend regularly and consistently, with a clear expectation of 90%+ attendance across all sites, and an ambitious aim to have this value closer to 95%. By reinforcing a culture that values high attendance as a key driver of academic success, wellbeing, and post-16 readiness, the provision will ensure pupils have the best possible chance of positive outcomes.	Continually communicate attendance expectations to pupils, parents, and staff, setting 90%+ as the consistent minimum target and an ambitious target of 95%. Reinforce the importance of punctuality at late marks impacting attendance figures. Identify patterns and key barriers to attendance at KS4, particularly in Years 10 and 11, through regular data analysis and case studies. Provide targeted support and interventions for pupils at risk of poor attendance, including mentoring, family outreach, and personalised plans.	Improved attendance rates across all KS3 and KS4 sites, with more pupils meeting or exceeding the 90% benchmark. A reduction in persistent absenteeism, particularly among Year 10 and 11 pupils. Earlier identification of attendance issues leading to more timely and effective interventions. A stronger culture of high expectations around attendance among pupils, families, and staff. Increased engagement, academic progress, and post-16 readiness as a result of improved provision attendance.

	Strengthen the role of the parental pastoral link in monitoring and responding to emerging concerns rapidly across sites. Celebrate good and improved attendance through recognition and rewards at both individual and group levels. Embed discussions about attendance into tutor time, PSHE, and assemblies, linking it to success, wellbeing, and future aspirations. Monitor and report attendance progress regularly to leadership and governors, with a specific focus on vulnerable and priority groups.	Whole-provision and site-specific attendance data informs ongoing strategy and resource allocation effectively.

Objective 2.2 – EBSA and EBSNA strategies and recording, with clear targeting for students that fall into this category. Evidence of strategies, communication, understanding of need and reviewing process for our lowest attenders.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To develop and embed a structured, compassionate, and proactive approach to identifying and supporting pupils experiencing EBSA and EBSNA. The aim is to improve attendance, engagement, and wellbeing through targeted intervention, clear communication, a thorough understanding of individual needs, and regular review. This will ensure our most vulnerable pupils are not only tracked and supported but also understood in the context of their barriers to attendance.	Establish a clear, whole-provision protocol for identifying, recording, and responding to EBSA/EBSNA, including a central log for all relevant pupils. Train staff to recognise the signs of EBSA/EBSNA and understand their underlying causes (e.g. anxiety, trauma, social difficulties). Ensure each pupil identified has a personalised support plan with recorded strategies, risk assessments, communication logs, and review points. Use a multidisciplinary approach involving SEND, pastoral, safeguarding, external agencies (e.g. CAMHS, EWO), and families.	Improved identification, tracking, and understanding of pupils with EBSA/EBSNA needs. Consistent, evidence-based support strategies are in place for all affected pupils, leading to better engagement and reintegration outcomes. Attendance improves over time for previously non-attending or severely anxious pupils. Staff confidence and consistency in responding to EBSA increases, creating a more inclusive and responsive provision environment.

	Provide flexible reintegration pathways, including reduced timetables, transition support, and mentoring for pupils where appropriate. Monitor progress regularly and adjust support plans based on attendance data, pupil voice, and multi-agency input. Ensure leadership oversight through inclusion or attendance panels to review the most complex cases and evaluate effectiveness of intervention.	Families report better communication, support, and understanding from the provision. Decision-making and resource deployment for the lowest attenders becomes more strategic and data informed.

Objective 2.3 – Pastoral data to be used impactfully, by staff, linked to Individual Behaviour Plans and EHCP details to support the plans, targets and rewards. An ambition to improve attendance, have value in coming to RAISE-AP and work positively to SMART pastoral targets in order to develop well-rounded young people who can make a positive contribution to society.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To use pastoral data meaningfully and consistently to inform high-quality, individualised support for pupils. By aligning this data with clear, SMART pastoral targets and supportive reward systems (via IBPs), the provision aims to improve attendance, promote positive behaviour, and support the personal development of pupils. The overarching goal is to nurture well-rounded, resilient young people equipped to thrive socially, emotionally, and academically, and to make a positive contribution to society.	Utilise the central data system which is explored from top level down. Site SLT and key individuals review, and share pastoral data (e.g. behaviour logs, attendance, interventions, rewards) and act upon it. Link pastoral data directly to Individual Behaviour Plans (IBPs) and EHCP outcomes, ensuring targets are SMART, pupil-centred, and regularly reviewed. Provide training for staff on interpreting and using pastoral data to inform support strategies, celebrate progress, and guide conversations with pupils and families.	Pupils receive consistent, tailored pastoral support that aligns with their individual needs and EHCPs. Pastoral teams and tutors use data effectively to drive interventions, celebrate success, and challenge disengagement. Attendance and behaviour improve for all of our pupils, supported by targeted plans and regular review. Pupils feel valued, motivated, and connected to provision, recognising the relevance of provision to their future.

		Have whole provision overview of pastoral trends, with Pastoral Manager position feeding back to Executive SLT ½ termly with trends and suggestions.	The provision culture promotes inclusion, personal development, and pupil wellbeing, resulting in more confident, self-aware, and socially responsible young people.
		Embed use of SMART pastoral targets into tutor time and pastoral meetings, with regular monitoring of progress and clear accountability.	Staff, pupils, and families work collaboratively, with shared goals and clear evidence of progress toward long-term personal and social development outcomes.
		Align rewards and positive recognition with progress against IBPs, EHCP outcomes, and pastoral targets, reinforcing positive behaviour and attendance.	
		Ensure ½ termly pastoral reviews for pupils with IBPs/EHCPs involving key stakeholders (e.g. SENDCo, pastoral leads, parents/carers).	
		Promote pupil voice and self-reflection in the target-setting process, increasing ownership and motivation.	

Objective 2.4 – Pastoral drive, with all students knowing feeling a sense of security about who their key people are. A proactive pastoral approach from all to drive personal links to students and their families, ensuring both strong communication channels and absolute certainty that all students know who their trusted adults are (to report concerns they have, such as bullying). Continued monitoring of systems and processes in place to deal with any student concerns, and strong communication to ensure students and families feel reassured with any issues that arise. Termly invitations for families to come to the provision.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To ensure every pupil feels safe, secure, and personally known within the provision community by developing a proactive, relationship-driven pastoral approach. All pupils will know and trust their key adults, enabling them to confidently report concerns such as bullying. The aim is to foster a culture of safety, trust, and open communication between pupils, families, and staff across all sites.	Key Adult Allocation: Every pupil is assigned a clear key adult or mentor figure, with systems in place to ensure this relationship is understood by pupils and families. Proactive Relationship-Building: Staff across all sites initiate regular check-ins and informal conversations to build rapport with pupils and their families. Communication Channels: Establish and promote clear, consistent pathways for pupils and parents to raise concerns (e.g.	Pupils report feeling safer and more confident in identifying and approaching trusted adults. Increased pupil engagement and wellbeing, reflected in attendance, behaviour, and pastoral data. Improved communication and trust between home and provision, evidenced through parent/carer feedback and participation.

Families welcomed to our provision sites with frequency to become part of our provision community.	worry boxes, digital reporting tools, open-door policies). Visible and Known Support Structures: Display photos and roles of key pastoral staff prominently across all sites and in pupil planners or digital platforms. Staff Training: Ongoing CPD for staff on trauma-informed practice, safeguarding, active listening and effective pastoral communication. Monitoring and Evaluation: Regular audits and reviews of safeguarding logs, pupil voice surveys, and pastoral tracking systems to identify trends and follow up on outcomes. Family Engagement: Scheduled opportunities for families to meet key staff, including termly reviews, pastoral newsletters, and community events. Coffee and cake schedules.	More timely identification and resolution of pupil concerns, with clear audit trails and follow-up. A whole-provision culture of care, transparency and proactive support that reduces incidents of bullying and improves overall safeguarding confidence. Families feel the provision is accessible and have opportunities, in an informal nature, to express their views and opinions.

Area 3 – Personal Development and Wellbeing

1. Student voice refresh for all provision sites, ensuring a culture where students actively participate in shaping their learning, provision environment and wider community through meaningful and inclusive student voice opportunities.

2. To foster a respectful, inclusive and values-driven culture, across all our provision, that equips students with the knowledge, skills and character to thrive personally, socially and emotionally in a diverse and modern society. RAISE-AP's spiritual, moral, social and cultural (SMSC) and relationships and sex education (RSE) provision to be embedded within curriculum, tutor time and across the provision as a whole.

3. Promoting positive mental health for all students, embedded across PSHE, tutor time, our pastoral teams. Utilising relationships with these key teachers, alongside others as above, to spot signs of concern and signpost students when this is identified. Alongside this, the key role of these teachers to champion resilience, social and emotional learning, and the importance of good mental health.

4. A continued drive that our safeguarding culture is robust, and all staff know our processes and expectations to support every student and family. A focus through the year, for all phases, about staying safe online, with evidence pupils can speak confidently about how to do this.

Objective 3.1 – Student voice refresh for all provision sites, ensuring a culture where students actively participate in shaping their learning, provision environment and wider community through meaningful and inclusive student voice opportunities.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To refresh and strengthen the role of pupil voice across all provision sites, creating a culture where every pupil feels heard, valued, and empowered to contribute.

The aim is to ensure pupil voice is embedded in provision improvement, curriculum development, wellbeing initiatives, and community engagement.

This will foster a sense of ownership, responsibility, and respect, supporting pupils in developing the confidence and skills needed to become active, thoughtful members of their provision and society. | Relaunch a whole-provision Pupil Voice Strategy, ensuring consistency across all sites while allowing flexibility to meet the needs of different cohorts.

Establish (for some sites) Provision Councils.

Embed regular pupil surveys, focus groups, and feedback cycles around key areas (teaching and learning, behaviour, environment, wellbeing).

Link pupil voice activities to provision development planning, ensuring feedback is meaningfully used to inform decisions and visibly acted upon ("you said, we did"). | Pupils across all sites feel listened to, valued, and empowered to contribute to provision life.

Greater pupil engagement and motivation in their learning and the wider provision community.

Improvements to provision environment, teaching, and support systems that reflect pupil feedback and lived experience.

Increased participation in leadership and decision-making roles by a broad, diverse group of pupils. |

| | Provide pupils with structured opportunities to engage in curriculum design, enrichment planning, and community-based projects.

Train staff to facilitate inclusive and respectful pupil voice forums and ensure that marginalised or quieter voices are also represented.

Celebrate pupil contributions through assemblies, newsletters, and TREES recognition (alongside recognition certificates), reinforcing the value of active participation.

Pupils invited, from sites, to Head Office to share their thoughts and ideas with David Crowley.

Pupil surveys to ask pupils about their experience and improvements they would like to see for their provision. | Strengthened relationships between pupils and staff, contributing to a more respectful and inclusive provision culture.

Pupil voice becomes a meaningful driver of provision improvement and a key aspect of the provision's identity and ethos.

Pupils feel they have a voice, are listened to and have ownership of their provision. Pupils experience presenting in a more formal setting, developing and rounding their life experiences. |

Objective 3.2 – To foster a respectful, inclusive and values-driven culture, across all our provision, that equips students with the knowledge, skills and character to thrive personally, socially and emotionally in a diverse and modern society. RAISE-AP's spiritual, moral, social and cultural (SMSC) and relationships and sex education (RSE) provision to be embedded within curriculum, tutor time and across the provision as a whole.

- o   Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o   Provision Lead – TBC

- o   Budget / Costing – N/A

Intent	Implementation	Impact
To ensure a comprehensive and inclusive approach to Personal Development, where SMSC (Spiritual, Moral, Social, and Cultural development) and RSE (Relationships and Sex Education) are embedded meaningfully across the curriculum and provision culture. The aim is to equip all pupils with the knowledge, values, and skills to make safe, informed, and responsible choices; to understand and respect themselves and others; and to develop into well-rounded individuals who can positively contribute to modern British society.	Embed SMSC and RSE objectives into a well-planned PSHE curriculum, aligned with statutory requirements and tailored to pupil needs. Integrate SMSC themes into tutor time and assembly programmes, with a clear calendar of focus areas throughout the year (e.g. diversity, respect, democracy, wellbeing, relationships). Ensure all subject areas actively contribute to SMSC development, with opportunities for reflection, debate, values education, and cultural understanding embedded in lesson planning.	Pupils demonstrate a clear understanding of SMSC values and can articulate their views respectfully and thoughtfully. RSE learning enables pupils to make informed, healthy, and safe decisions in relationships and life beyond provision. PSHE, tutor time, and assemblies contribute visibly to pupils' personal development and sense of identity and belonging. Pupils show increased respect, empathy, and responsibility in their interactions with others.

	Deliver high-quality RSE through trained staff, covering healthy relationships, consent, body image, online safety, and emotional wellbeing in a safe and age-appropriate way. Use pupil voice to evaluate the impact and relevance of personal development content, adapting delivery based on feedback and emerging issues. Provide ongoing CPD for staff to confidently address sensitive topics and promote inclusive, respectful discussions. Monitor delivery and consistency across sites and classrooms through regular learning walks, curriculum audits, and feedback. Site wide resources, driven from the PSHE lead, as well as access to Boost Learning.	The provision community reflects British values, tolerance, and a strong ethos of inclusion and mutual respect. Staff feel confident in delivering SMSC and RSE content, ensuring consistency and depth across all provision. Ofsted and stakeholder feedback recognises the provision's strong focus on personal development as a key strength.

Objective 3.3 – Promoting positive mental health for all students, embedded across PSHE, tutor time, our pastoral teams. Utilising relationships with these key teachers, alongside others as above, to spot signs of concern and signpost students when this is identified. Alongside this, the key role of these teachers to champion resilience, social and emotional learning, and the importance of good mental health.

- o   Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o   Provision Lead – TBC

- o   Budget / Costing – N/A

Intent	Implementation	Impact
To embed a whole-provision approach to positive mental health, ensuring it is proactively supported through curriculum, culture, and relationships. The aim is for all pupils to understand the importance of mental wellbeing, to develop emotional literacy and resilience, and to access timely support when needed. This includes making best use of trusted relationships – particularly through pastoral staff, PE, Outdoor Education, and tutors – to spot early signs of concern and champion wellbeing.	Embed mental health education explicitly within the PSHE curriculum, tutor programme, and assemblies, covering emotional literacy, self-regulation, and when/how to seek help. Update PE and Outdoor Education curriculums to include themes of mental wellbeing, resilience, teamwork, stress management, and the role of physical activity in promoting positive mental health. Provide training for key staff (including pastoral leads, tutors, PE and Outdoor Education teachers) to spot early signs of	Pupils are better informed, more emotionally literate, and increasingly able to talk openly about their mental health. Mental health becomes a visible and normalised part of the provision culture, reducing stigma and encouraging early help-seeking. Staff are confident and proactive in identifying concerns and responding effectively with appropriate signposting and support. Positive mental health and resilience are strengthened through physical activity,

KS2 and Hub classes experience morning wellbeing sessions, starting the day in an active and meaningful way.	mental health concerns and to confidently signpost pupils to internal or external support. Strengthen links with mental health services, such as provision counsellors, MHST (Mental Health Support Teams), CAMHS, and local wellbeing hubs. Create safe spaces and drop-in opportunities for pupils to talk about mental health concerns. Promote mental health awareness campaigns throughout the year (e.g. World Mental Health Day, Children's Mental Health Week), involving student voice and leadership. Use pastoral data and case tracking to monitor wellbeing trends and evaluate the impact of interventions and curriculum content (via CPOMS).	outdoor learning, and trusted adult relationships. Reduction in crisis referrals and improved engagement in learning and attendance among pupils with SEMH needs. Pupil and parent feedback reflects greater trust in the provision's ability to support emotional wellbeing and promote healthy coping strategies. The start of the day for KS2 and Hub classes is fun and active, but has a focus on key skills such as resilience, team work, listening, enabling them to start their day in the most positive way they can.

Objective 3.4 – A continued drive that our safeguarding culture is robust, and all staff know our processes and expectations to support every student and family. A focus through the year, for all phases, about staying safe online, with evidence pupils can speak confidently about how to do this.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To ensure safeguarding remains a deeply embedded and proactive part of provision culture, with all staff confident in processes, expectations, and responsibilities. To empower all pupils to stay safe online and offline, with a particular emphasis on digital safety education across all phases. We aim to create a provision environment where every child feels secure, supported, and confident in speaking up about concerns.	Clear safeguarding induction and regular training updates for all staff, including scenario-based learning and updates on current KCSIE statutory guidance. DSLs and pastoral teams monitor and review safeguarding systems regularly across all sites to ensure consistency and high standards. Safeguarding posters, contact cards, and visual aids displayed across all settings to reinforce key people and processes. Online safety embedded into the curriculum (PSHE, computing, tutor time) with termly focuses on themes such as	All staff are confident in reporting procedures (CPOMS) and demonstrate vigilance in safeguarding practice, as seen through logs, audits, and staff feedback. Pupils know who their trusted adults are and feel confident reporting concerns, evidenced through surveys and pastoral records. Safeguarding remains a visible and high-priority area across all phases, reflected in internal monitoring and external validation (safeguarding audits). Pupils articulate clearly how to stay safe online and demonstrate secure understanding in age-appropriate ways,

	social media, online relationships, gaming, and digital footprints. Use of pupil voice activities (e.g. surveys, discussion groups) to assess understanding of online safety and identify areas for improvement. Assemblies and parent workshops to reinforce online safety messages and involve families in the safeguarding conversation.	reflected in learning walks, pupil work, and voice activities. Across all phases, pupils have age-appropriate understanding and support for our specific pupils with SEN when barriers to comprehension arise. Families are more engaged in safeguarding conversations, particularly around online safety, strengthening the provision's whole-community approach.

Area 4 – Inclusion, Leadership and Governance and Safeguarding

1. Communication to parents and carers (via regular contact / newsletters / invites in). Expectation for student – provision – parent / carer links and modelling learning outside of the provision.

2. Constant monitoring and analysis of our safeguarding practices, to ensure that safeguarding is the responsibility of all, and that any safeguarding concerns are recorded and dealt with as a top priority. *Linked to objective 3.3.

3. Development of a distributed leadership culture, supporting autonomy and best practice within site teams. Develop leaders' skill, practice and pedagogy to support the RAISE-AP Development Plan (SDP). Audit leaders' skills to ensure key members of SLT will drive specific areas of the SDP and look to develop staff with aspirations for leadership utilising the Aspiring Senior Leader internal course. Key CPD delivered through the provision and bespoke to needs of staff / areas identified. Staff experience meaningful line management with a focus on their personal, professional and performance development (PPPD), conducted by their line alongside site SLT.

Objective 4.1 – Communication to parents and carers (via regular contact / newsletters / invites in). Expectation for student – provision – parent / carer links and modelling learning outside of the provision.

- o   Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o   Provision Lead – TBC

- o   Budget / Costing – N/A

Intent	Implementation	Impact
To strengthen the partnership between provision, pupils, and parents/carers through improved, consistent, and proactive communication.

The aim is to build trust, encourage parental engagement in learning, and promote shared responsibility for pupil success.

By modelling learning beyond the classroom and involving families in the educational journey, the provision will support improved outcomes, wellbeing, and a stronger provision community. | Establish a regular communication schedule, including newsletters, texts/emails, phone calls, and updates through digital platforms.

Create opportunities for parents/carers to be invited into provision (e.g. open evenings, showcase events, workshops, celebration assemblies).

Use communication tools to highlight learning at home, such as curriculum overviews, home learning suggestions, reading lists, and "talk topics" linked to classroom content.

Promote a consistent expectation that pupils, provision staff, and families work in | Parents/carers feel more informed, connected, and involved in their child's education.

A stronger provision–home partnership leads to improved attendance, behaviour, and academic outcomes.

Increased parental involvement in provision events and learning activities boosts pupil motivation and pride.

Pupils demonstrate greater engagement with learning outside of the classroom, supported by family encouragement. |

	partnership to support progress, behaviour, and personal development. Provide training/support for staff to ensure clear, positive, and timely communication with families, with a face-to-face or phone cultural outweighing an email one. Engage parents in key provision priorities (attendance, literacy, wellbeing) through themed events and targeted communication. Actively gather and respond to parent/carer feedback to continuously improve the quality of communication and engagement. Recognition postcards utilised across all sites, and expectations of phone calls home for good news, with regularity.	Communication logs and feedback show improved responsiveness and trust between provision and home. The provision community becomes more inclusive, collaborative, and reflective of shared goals for pupil success. Attendance positively impacted.

Objective 4.2 – Constant monitoring and analysis of our safeguarding practices, to ensure that safeguarding is the responsibility of all, and that any safeguarding concerns are recorded and dealt with as a top priority. *Linked to objective 3.3.

- Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- Provision Lead – TBC

- Budget / Costing – N/A

Intent	Implementation	Impact
To continue our focus of a robust, proactive, and transparent safeguarding culture where every member of staff understands their role and responsibility in keeping children safe. Safeguarding must be prioritised across all areas of provision life, with consistent, timely, and accurate reporting, rigorous monitoring, and responsive action. The aim is to ensure no concern is missed, all concerns are acted upon without delay, and pupils are safe, supported, and protected at all times.	Maintain and regularly review our centralised safeguarding recording system (CPOMS) for timely and consistent logging of all concerns. Deliver ongoing training and refreshers for all staff, ensuring a clear understanding of their safeguarding duties and thresholds for reporting. Provide clear guidance and regular updates around KCSIE (Keeping Children Safe in Education) and internal safeguarding procedures. Conduct regular safeguarding audits and spot checks, including review of records, actions, follow-ups, and communication with external agencies.	Safeguarding is clearly seen as everyone's responsibility, with high levels of staff confidence and accountability. All concerns are recorded promptly, acted on effectively, and followed through to resolution, ensuring swift support for pupils. DSLs and leaders have a clear, up-to-date overview of safeguarding issues and can respond strategically to emerging patterns. Pupils feel safe and supported, with an increasing understanding of how to seek help or raise concerns. External audits and inspections validate the provision's safeguarding as rigorous,

	Ensure Designated Safeguarding Leads (DSLs) across all sites continue to meet regularly to share updates, review trends, and coordinate responses. Monitor safeguarding data trends (e.g. frequency, types of concerns, pupil groups) and use this analysis to inform training, policy updates, and pastoral planning. Embed safeguarding into staff briefings, curriculum planning (e.g. PSHE), assemblies, and tutor time to raise awareness with pupils. Maintain strong links with local safeguarding partners, including social care, police, health services, links to our care homes and early help teams.	consistent, and reflective of statutory expectations. A strong safeguarding culture underpins positive relationships, trust, and wellbeing across the provision community.

Objective 4.4 – Development of a distributed leadership culture, supporting autonomy and best practice within site teams. Develop leaders' skill, practice and pedagogy to support the RAISE-AP Development Plan (SDP). Audit leaders' skills to ensure key members of SLT will drive specific areas of the SDP and look to develop staff with aspirations for leadership utilising the Aspiring Senior Leader internal course. Key CPD delivered through the provision and bespoke to needs of staff / areas identified. Staff experience meaningful line management with a focus on their personal, professional and performance development (PPPD), conducted by their line alongside site SLT.

- o Timescale – Ongoing through the academic year (full implementation by academic year 2026/2027)

- o Provision Lead – TBC

- o Budget / Costing – N/A

Intent	Implementation	Impact
To build a distributed leadership model across New Forest Provision that empowers site-based and middle leaders to lead with confidence, autonomy, and strategic clarity. The aim is to develop leadership capacity at all levels – ensuring that leadership is not held centrally, but shared and driven through aligned purpose, high-quality CPD, and clear accountability. This will support effective implementation of the SDP, develop a pipeline of future	Audit leadership capacity and skills across all sites to identify strengths, gaps, and opportunities for targeted development. Assign specific SDP priority areas to key SLT and middle leaders to lead, monitor, and drive forward, ensuring distributed ownership and accountability. Launch and embed the Aspiring Senior Leader programme internally to support staff with leadership potential, focusing on pedagogy, strategic thinking, and whole-provision improvement.	Leadership is clearly distributed and embedded across all sites, supporting strategic alignment and local autonomy. Staff demonstrate increased confidence, skill, and accountability in leadership roles, contributing directly to SDP priorities. The Aspiring Senior Leader programme provides a clear pathway for internal leadership development and succession planning.

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leaders, and ensure consistency and excellence across all sites. Line management shifts a focus to individuals personal, professional and performance development (PPPD) via a supportive model with the intent to develop all staff.	Provide bespoke CPD, mentoring, and coaching for current and emerging leaders, tailored to identified needs and linked to SDP goals. Create opportunities for site teams to lead initiatives, develop practice, and share outcomes across the wider provision (e.g. cross-site subject forums, peer reviews, leadership showcases). Use line management structures and performance development to regularly review impact, provide feedback, and support progression. Promote a culture of trust, collaboration and innovation, encouraging leaders at all levels to take initiative, reflect, and improve.	Site-based teams lead with greater consistency and impact, informed by data, collaboration, and professional learning. Staff voice reflects improved access to relevant, high-quality CPD and leadership opportunities. The provision benefits from a strong, sustainable leadership structure that supports ongoing improvement, staff retention, and pupil outcomes.

SDP Glossary

AFL	Assessment for learning	SL	Subject Leader	Lexia	Online literacy programme
TA's	Teaching assistants	CPD	Continuing Professional Development	RWI	Read Write Inc – reading programme
VLE	Virtual learning environment	Twilight	After provision / evening training	SENCO	Special Needs Co-ordinator
SMSC	Social, moral, spiritual and cultural	INSET	In service training	HSCB	Hampshire safeguarding Board
FBV	Fundamental British values	LW	Learning Walks	EHCP	Education, health & care plan
ELSA	Emotional literacy support assistant	LTP	Long term planning	DDP	Dyadic Developmental Practice
MIS	Management Information System	MTP	Medium term Planning (unit of work or half term)	AHP	Assistant Head of Provision
SLT	Senior Leadership Team	DSL	Designated Safeguarding Lead	TLT	Teaching & Learning Triangulation
EIF	Education inspection Framework	GATSBY	National scale for tracking careers advice	DIR	Directors
HOP	Head of Provision	HAT	Hampshire Attachment Training	DHP	Deputy Head of Provision
FoA	Fundamentals of Attachment	LT's	Lead Teachers		