



School Improvement Plan 2026-27

Curriculum, Developing Teaching & Achievement

1. To strengthen the curriculum continuity, embedding challenge in all areas in order to further improve pupil attainment & support achieving outcomes set in the EHCPs.
2. For all teachers to be confident teaching every child and delivers a curriculum that enables them to make maximum progress.
3. For the children to be well prepared, academically and holistically for the next stages of their education, through Key Stages and for secondary and beyond.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
Curriculum Leads: To ensure that teaching is consistent and of a high quality across the school.	- Embed the robust process within all curriculum areas to monitor and evaluate implementation and impact of teaching. - Staff meetings and training opportunities designated for curriculum development & CPD. - Ensure all subjects have an updated policy. - Subject leads to have a clear understanding and awareness of assessment within their curriculum area. - Integrate high quality training based on specific area of need which is specific across Pathways. - Pathway leads to monitor consistency of provision within their cohort. - Curriculum leads meet each half term to monitor and develop learning within their subjects. - Curriculum/ subject leads to feedback impact to SLT & GB - ECTs to receive an additional training support and planned monitoring from mentor & Induction Tutor.	HUB Leads Pathway Leads SLT Teachers Governors	CPD costs (see individual subject action plans)	Termly 2026-2027 Spring 2027 Autumn 2026 & Spring 2027 Termly monitoring	SLT discussions and analysis of progress termly updates & in depth discussion (SLT & GB) HUB Meetings CPD and training Link Governor (to each subject) Learning walks Observations Staff meetings Questionnaires Inset

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Writing: For 80% of pupils to make expected progress in writing by implementing a whole-school writing scheme that ensures a progression of skills and consistent teaching to prevent missing concepts.	• Introduce the Writing focus and make staff aware of the writing focus for academic year. • Share the progression of skills 'Squiggle whilst you Wiggle' and 'Squiggle me into a Writer.' • Ensure classes/ pathways have appropriate materials. • Staff Meeting – training and CPD • Share expectations of reading & writing areas/displays to ensure there is access to high quality materials • monitor the progression of writing and the impact of the structured scheme to ensure consistency.	Jess & English HUB SLT	See English Action Plan.	Autumn 2026	English HUB English Observations - <i>Autumn 1 & Spring 2</i> Pupil Progress Meetings Monitor teaching of writing across the pathways & school. Progress analysis Staff training and CPD Observations Learning walks – SLT & HUB Environment walks
Writing: For the children in the extended pathway to make 0.6 levels of progress combined for Reading & writing throughout the year and be confident writers.	• Develop engaging and creative teaching opportunities alongside adaptive teaching. • Regular assessment opportunities & well developed plenaries. • CPD training from the English HUB. • Ensure regular opportunities in the timetable for DEAL, Phonics, Sensory stories and shared reading to then use these skills within their writing.			Throughout 2026- 2027 Monitor termly	Work scrutiny INSET – sharing vision & outlining writing focus for year
Maths: For 80% of the focus children in the structured pathway to make expected levels of progress (0.5) across all Maths areas and use maths across the curriculum, knowing more and remembering more.	• Complete initial assessments to identify each focus child's strengths and gaps across all maths areas. • Set individual targets based on assessment outcomes. • Plan and deliver daily structured maths sessions that are matched to children's developmental stages. • Use concrete, pictorial, and practical resources to develop mathematical understanding. • Model mathematical language consistently across the learning environment. • Share practical ideas and activities to support maths learning at home. • Ensure all staff use consistent mathematical vocabulary and questioning techniques. • Provide professional development and moderation opportunities to strengthen maths teaching.	Deb SLT	See Maths action plan	Spring 2027	INSET – sharing vision & outlining writing focus for year Staff training and CPD Learning walks – SLT & HUB Environment walks Work scrutiny Maths HUB Minutes Maths Observations in Spring Pupil Progress Meetings Monitor teaching of maths across the pathways & school. Progress analysis

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For 75% of EAL children to achieve expected or exceeding progress in Computing through purposeful and meaningful learning opportunities.	• Liaise with MGL • Work with Alan delivering lessons • Ensure communication opportunities are evident throughout lessons • Learning walks in Autumn • Summer term lesson observations to observe high quality teaching	Becki Cassie Alan SLT	See Computing action plan	Summer 2027	Pupil progress meetings HT report Computing HUB minutes GB feedback Staff meetings/Training & CPD Mid and end of year data Progress and targets of cohorts shared termly with GB
For Curriculum leads to confidently identify trends, explain strengths and areas for development, and demonstrate how assessment information improves pupil outcomes.	• Analyse assessment data at agreed intervals to identify trends, patterns, strengths, and gaps in attainment and progress. • Moderate assessment judgements within and across year groups to ensure accuracy and consistency. • Lead pupil progress discussions that focus on evidence, barriers to learning, and next steps. • Share assessment analysis and key findings with senior leaders, including clear actions and intended outcomes. • Review assessment systems regularly to ensure they provide meaningful information that supports improved pupil outcomes.	Gil & Adele Subject leads	N/A	June 2027	Staff meetings/Training & CPD Pupil progress meetings Mid and end of year data Progress and targets of cohorts shared termly with GB SLT meetings SISA feedback DfE input and data sharing
To use bespoke training opportunities (CPD) to strengthen teaching practice to ensure high quality teaching across all subjects, cohorts and pathways. To deliver a consistent curriculum resourced appropriately to meet individual needs.	• Training opportunities developed to meet the needs of teachers across school and in particular pathways. • Shared good practice across the 4 Rivers Trust • Teachers to develop and create suitable, high quality learning environments. • Develop the curriculum to suit all learners throughout their education at Lisburne. • SLT to analyse / monitor curriculum needs and highlight areas where additional training and input/ support is required.	SLT	Cost/ Teaching time	Termly updates Review completed in Summer 2027	Class observations Peer observations Appraisal cycle SLT meetings CPD & focused training meetings/visits Assessment monitoring CPD schedules

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Awareness of pedagogy of learning and the embedding of knowledge through training and relevant research.	- Analyse impact of children's learning based on secure knowledge that is firmly embedded and can be recalled when asked; use of pedagogical approaches used to engage, motivate and challenge learners. - Support in place for all new/ inexperienced staff in role. *ECTs / RQTs & L6s (SLT) *EYPs (CP) *HLTAs & TAs (SLT & Pathway Leads)			Learning reviews with HT/ DHT & GB – Spring 2027	
To ensure specialist therapy support is monitored and evaluated to support the pupils' development (Inclusion)	- Gill and Adele to meet regularly with therapists including as an SLT for the balance system with SALT and OT - NHS meetings re health for EHCP input - Continue to hold health clinics on site - FLCs to liaise regularly with parents re sleep, feeding and home concerns. - MOT and Speechwise to work with NHS to ensure every child referred is seen.	Gill Adele SLT	Resources for Focus HUBS as in action plans	Spring 2027 Summer 2027	HT report NHS termly updates Balanced system updates Pupil Progress meetings GB meetings
Consistently monitor transitions between classes, pathways and key stages to ensure the children are ready for their next stage of education	- SLT regularly assess academically and holistically to ensure all children have what they need to access their current class - Bridging pathway developed to support with children still needing continuous provision at times - EYFS to have a sports coach to prepare them for formal PE lessons (see PE plan) - Classes with Y6 meet in Spring once secondary specialist placements have been agreed to start the transition programme	SLT	Bus timetable for econdary visits	Summer 2027	FLC weekly updates SLT meetings Pupil progress meetings Parents Evening Team meetings

Also see Action Plans for each curriculum area along with focus HUB action plans

1. To ensure whole school attendance is above 92% all year – reducing the number of PA attendance, working closely with the EWO.
2. To generate a culture across all staff that recognises the importance of following trauma informed approaches when supporting both staff and children.
3. Ensure all relevant staff complete Safer Handling Practice training to fully comply with government laws on physical interventions and keep everyone safe.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
For attendance to be above 92% consistently though the school year	- Regular class updates in PP meetings - Weekly safeguarding meetings to consider attendance - Link LA attendance officer to oversee those with attendance lower than 80% - Regular FLC calls to monitor - Letters sent/meetings held where there is consistently low attendance.	SLT Sam Adele FLCs	-	March 2027	GB meeting HT report Attendance report AR meetings Safeguarding meetings
To ensure any late or non arrivals from taxis are followed up with staff at school to reduce children PA from school	- Daily attendance sheet produced by 9.15am with absence codes - FLCs or SLT to engage with parents and carers through preferred methods (Call/email/Dojo) - Feedback in Safeguarding weekly meetings - SW involved to be emailed that day - Follow up daily until return	SLT FLCS	-	Throughout the year	Weekly discussions in SLT FLC Safeguarding meeting CPOMS chronology TAC/TAF/TAS meeting minutes
Schedule and deliver certified Safer Handling Practice training to all staff to ensure everyone is legally qualified.	- Aimee & Jess to complete the initial 'train the trainer' course to qualify to deliver Safer Handling Practice to all staff. - Create a spreadsheet of all staff members who require the Safer Handling training to keep record of mandatory training. - Secure the training dates and divide staff into relevant groups to deliver training. - Deliver the training sessions on the scheduled dates.	Aimee & Jess	6 team meetings across the year (1 hour)	1 every half term	100% attendance of all sessions Training registers
Update and implement the incident reporting system to ensure all physical interventions are logged and reviewed	- Read the latest government guidance on physical interventions to check for updates. - To adapt existing incident log/forms and highlight what needs to change to match the law. (Zen Den Logs/ RPI forms/ Script when	Aimee & Jess	Leadership time to plan.	1 staff meeting for changes to RPI forms/ Zen Den logs. 1 staff meeting for the use of scripts when information sharing with parents.	Staff meeting- registers Monitoring of CPOMS

in line with government legislation.	- speaking to parents and the paper trail script from the conversation with parents). - Hold staff training to show staff how to complete updates to new forms and the sharing of scripts when information sharing with parents.		Non-contact time		Monitoring of Zen Den logs/ RPI forms.
Deliver foundational Trauma-Informed Approach training to all staff to establish a shared language and understanding across the school.	- To use the principles of TIS UK to deliver training to all staff understanding the 'why' behind introducing trauma informed approaches. - To introduce model of P & 3R's delivering training on Protect, Relate, Regulate and Reflect. - To create staff training package that demonstrates interventions that can be used to support in reflecting with a child about their lived experiences	Aimee	Leadership time to plan. Non-contact time	Whole school meeting 2 whole school meetings	Monitoring of language across school Monitoring of CPOMs
To introduce practical wellbeing support for staff handling high-stress situations of challenging behavior and RPI.	- Update behaviour policy in line with the introduction of de-brief circles. - To train and upskill staff that can facilitate and host de-brief circles to allow them to be easier to manage within pathways - To provide whole school training around de-brief circles and what these look like, sharing the importance of avoiding secondary trauma through incidents of RPI - To send out questionnaires termly to staff that have accessed the intervention, gaining feedback about support given and improvements that can be made, for further development - To create a post-incident protocol that will happen following incidents, including safety checks, hot debriefs (2 minutes immediately after the incident) and cool debriefs (full de-brief circle within 24-48 hours of the incident)	Aimee	Leadership time to plan. Non-contact time	Time & Space of where this meetings are happening.	Evaluation of staff feedback Monitoring of post incident protocol



Personal Development 2026-2027.
Personal Development, Wellbeing & Inclusion



1. To build staff confidence regarding the perception of 'The 9 protected characteristics' and how we can provide an inclusive learning environment for all of our children and families, ensuring that everyone has exposure and an appropriate awareness.
2. To improve holistic outcomes for pupils beyond the curriculum through the embedding of our school focus hubs.
3. To build upon enrichment opportunities, improving wellbeing and readiness for the wider world, for all children with a focus on ensuring pupil premium children have access to the same opportunities.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To raise the profile of ' The 9 Protected Characteristics ' for adults (staff, families and visitors) within Lisburne School	• Create a whole school display outlining 'The Faces of Achievement' exhibiting high profile people that members of staff and families will recognise, and the protected characteristic they represent • Child friendly displays to be created around school for visitors to access • Update the SMSC Calendar/sign of the week to include coverage and representation of each of the 9 protected characteristics	Aimee & Chloe Pathway leads		SMSC Calendar to be created ahead of September 2026 Displays to be completed ahead of September 2026	SMSC Calendar and displays to be approved by Headteacher
To ensure that all children in the school have exposure to 'The 9 Protected Characteristics at an appropriate level to match their level of need	• Wellness assemblies to focus on a different protected characteristic each month, on a rotation • Pathway leads to meet to ensure there is coverage across the pathways at an appropriate level within wellness and good work assemblies • Create a bank of sensory stories based on texts that use 'The 9 protected characteristics' as the foundation of the story. • Every child will access an explicitly taught session linking to the 9 protected	Aimee & Chloe Pathway leads Alan	TBC	Plans to be created ahead of September 2026 Sensory stories – Autumn term Assemblies and sessions to be taught throughout the year	Headteacher to observe wellness assemblies Pathway leads to create overview of how their pathway will show coverage throughout the year in Wellness Assemblies Good work assemblies to follow new format, led by members of SLT

	characteristics (teachers to decide how this is most appropriate for their cohort) Aimee to meet with Alan to discuss new formats for Good Work Assemblies and how coverage and new contact				
To focus on the opportunities for pathway intermixing through British Values ' buddy mornings. '	- Termly buddy sessions centered around British Values & play. - Pathway mixing- wellness assemblies. - Create buddy system for Extended formal children to lead play across the pathways. - Pupil voice- School council/Lisburne leadership team feedback. - Sharing of buddy mornings/Wellness assemblies- Good Work assembly.	Aimee & Chloe Pathway leads Alan	TBC	Yearly calendar to include a date each term. Autumn, Spring and Summer term. Buddies to complete play sessions termly. Pupil voice each term. Termly wellness assemblies.	Pupil voice/ staff feedback. SLT Learning walks SLT to evaluate feedback based on evidence given in assemblies.
To develop opportunities across the 4 rivers trust to build pupil relationships.	- Signing choir festival across schools in the 4 rivers trust. (Dec 2026) - Arts dance/music/DT festival across the 4 rivers. (March 2027) - Summer Solstice event (June 2027) - Create links for inclusion across the 4 rivers through Extended Formal/Formal children accessing mainstream settings.	Liz, Sadie & Carol SLT member - TBC Sam, Aimee and Richard	£300 props and resources	To be completed throughout the year	Yearly calendar to be created and monitored through the year Headteacher to liaise with Four Rivers schools about upcoming events
To develop training and CPD opportunities to improve staff subject knowledge of inclusion through a bespoke package across the trust.	- Create staff questionnaire - Create timetable centered around staff training. - Create training package for 4 rivers trust based on staff needs. - Gather feedback through a questionnaire to tailor training even further.	Adele Adele & Lizzie Adele, Cassie and Lizzie Adele		To be completed in Autumn term.	Questionnaire feedback.
To build upon staff subject knowledge through the development of the behaviour hub in order to improve holistic outcomes for pupils.	See behaviour action plan	Jess & Aimee	See action plan	Throughout the academic year (please see action plan for further detail.)	Data provided for SLT Learning walks Monitoring of behavior plans Staff feedback from questionnaires. Monitoring of CPOMS

To develop vigorous communication and monitoring systems of individuals, improving outcomes for children with food aversions and restricted diets through the development of the food strategy hub.	See Food strategy action plan	Chloe & Karen	See action plan	Throughout the academic year (please see action plan for further detail.)	Data provided for SLT Monitoring of CPOMS Evaluations of record keeping EAL accreditation
To develop communication rich environments building upon staff training in order to improve pupil confidence when transitioning and moving across the building, through the development of the communication hub.	See communication action plan	Cassie	See action plan	Throughout the academic year (please see action plan for further detail.)	Learning walks Monitoring of CPOMS Monitoring of IEP/EHCP outcomes.
To build upon expertise of staff across the pathways to develop the OT hub in order to improve holistic outcomes for pupils. Utilizing the use of OT professionals to support both school and families.	See OT action plan	Gill	See action plan	Throughout the academic year (please see action plan for further detail.)	Learning walks to monitor regulation and access to learning Monitoring programmes Evaluations of OT plans and provision of support at home.
To improve the accessibility of the weekly after school club to ensure Pupil Premium and vulnerable children access	- To work collaboratively with after school club (ASC) leads to remodel the structure of the ASC provision - Gather staff and pupil voice to drive the vision of the ASC offer	Richard, Laura, Aimee and Chloe	TBC	Autumn 1 to roll out termly across the year	Headteacher to approve the new model Staffing assigned – external and internal Evaluate input from staff and pupils

enriching opportunities that they cannot easily access within the wider community.	Ensure the letter of interest shares a clear updated vision				Share information with all stakeholders Evaluate the impact of the new structure by gathering staff and pupil voice
To foster a collaborative school culture and establish strong team relationships across all pathways.	- Implement team building activities centering around the development of relationships - INSET day team building themes – activities including team time, class vision board, pathway vision sharing - Adaptive approaches to information sharing through smaller pathway meetings rather than whole school	SLT Pathway leads		September INSET training Ongoing throughout the year	Monitoring calendar SLT discussions
To maximise the quality of playtime by using adults to model appropriate play.	- Link with trust schools to develop an understanding of the playtime offer across schools. - Pathways to develop a 'playtime offer' outlining what playtime looks like across school and how it is being adapted to meet the needs of all pupils	Aimee and Chloe Pathway leads	TBC	Develop trust links in Autumn term Ongoing throughout the year in line with seasonal changes	All pathway will monitor effective playtimes in school SLT to oversee playtimes across school
To implement the Four Rivers Trust Inclusive Teaching Framework across practice at Lisburne school and with our trust colleagues.	- Facilitate two core workstreams – Communication and Sensory - Staff to attend three further work streams- Motor, Executive function and Social and Emotional - Utilise staff champions to embed the practices of all five workstreams across the school.	SLT School champions		Termly workstreams	SLT time Staff meeting time to disseminate information
To strengthen and lead the school's existing mental health framework through the Senior Mental Health Lead (SMHL), embedding consistent supervision for Mental Health First Aiders and	- Complete the national college SMHL training course - Facilitate regular check in meetings with MHFA - Plan and host termly change group meetings and ensure the information is shared appropriately. - Complete MHFA training	Chloe and Aimee MHFA team Wellbeing leads	£600 approx	Autumn term training Ongoing throughout the year	Training to be completed Regular signposting and access to MHFA's Wellbeing leads to facilitate change groups

clear signposting for mental health concerns.					
To promote enriching experiences/ visits for pupil premium / disadvantaged children across all pathways through the development of ' opportunities for all. '	• Pathway leads to be allocated money from FOL to provide an enriching trip for a small group of pupil premium children across the pathway. • Children to actively partake in the planning of the trips. • Pupil voice opportunities- children involved in the trip to feedback to governors. • Gather parent voice- how did this enrich the individual's life skills/experiences.	Pathway leads and Alan. Pathway leads. Pathway leads Karen	Friends of Lisburne	Bids for pathway visits to be completed in Autumn term. Decision to be made in Autumn term regarding the focus trip/ visit for 2026-27 Bids to be agreed and funded through FofL	Pupil and parent questionnaires. Pathway lead evaluations.
To improve the accessibility of residential s for all year 6 pupils through the introduction of new specialist enrichment opportunities.	• SLT to discuss opportunities for residentials to improve accessibility. • Pathway leads to create criteria for each residential to ensure accessibility. • Pupil voice pre/post trip. • Staff evaluations of the residentials -feedback to SLT.	SLT Pathway leads Pathway leads Visit leads	PE budget/ Friends of Lisburne	To be completed in Autumn term. All pathway leads to inform HT of the decision for appropriate residential/ day visits for all children	SLT evaluation of provision. Pupil voice opportunities. Visit lead evaluations.

Also see PSHE Action Plan



Leadership & Management 2026-2027.

Leadership & Governance



1. For all stakeholders, including the Governing board to support and endorse and promote the Four Rivers Trust's aims and priorities and set a culture of high expectations, leading to a high-quality education for all learners.
2. To develop the role of middle leaders with their subject leadership so that subject leaders have a demonstrable impact on improving standards in the subjects that they are responsible for.
3. To ensure high quality teaching from all teaching staff to maintain the high standards from EYFS to Extended Formal

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
For the SLT to promote the strong relationships and priorities in the Four Rivers Trust so that teaching is consistent and of a high standard.	- HTs regular meetings with the Trust leader - Termly SLT together across the trust - Opportunities for learning walks and observations at other sites - Effective communication and stakeholder engagement allows all parties to be valued members of the Trust	SLT HT	-	Through the year Termly updates through SLT	Communication emails GB meetings HT report Joint Trust meetings Annual Report
To implement the Four Rivers Trust Inclusive Teaching Framework across pathways in school and share practice with colleagues,	- Prepare, deliver and evaluate two workstreams – Communication & Sensory - Staff to attend three additional work streams on Motor, Social and Emotional and Executive function - Extend the learning through staff champions to embed the five workstreams across the school.	SLT	Staff time	September - SALT October - Sensory January - SALT Feb - Sensory April – Sensory May - SALT	Feedback from training Trust meetings Trust leader feedback Annual report SEF
To prepare and deliver training within the trust and to outreach schools following the	- Additional streams attended by the SLT to develop and embed learning across the trust. - Attend meetings with stakeholders and other HTs	SLT Curriculum leads	Class time	Training sessions in: September - SALT October - Sensory January - SALT	Feedback from training Trust meetings Trust leader feedback Annual report

CPD model set by the CEO	Monitor and embed the offer from Lisburne encompassing culture, training, outreach and the curriculum.			Feb - Sensory April – Sensory May - SALT	SEF
To access the CPD training in cluster groups to upskill Tas, new staff or staff new to pathways.	- Staff to attend training as part of their CPD. - Staff to attend and then deliver this training back in school to share best practice.	HT SLT	-	As above.	Monday CPD meetings Feedback from training Trust leader feedback Annual report SEF
Governors to work with the SLT to set long term goals for the school approving the SIP and SEF for the academic year and ensuring their training is up to date.	- Governors are clear about their roles and responsibilities - website update accordingly - Develop Governor training Days with pathway leads and then HUBS by the end of the year. - Governors to meet curriculum leads - GB to attend local training relevant to their role	SLT Sam Benson	-	Summer term 2027.	GB Meeting Minutes Email and communication Subcommittee attendance
Actively seek to recruit new school governors based upon gaps in skillset current GB	- Sarah Robinson, Clerk and Chair of GB to ensure everyone completes the audit - Recruit and train two new members of the GB	SLT GB	-	Autumn 2026	GB minutes HT report Updates from GB Clerk
Ensure that a system is in place for governors to carry out core functions including monitoring of curriculum areas.	- Governors to have greater visibility in school and build relationships with children. - Governors carry out monitoring activities and can report upon these with accuracy and confidence.	SLT GB	Staff time	Autumn 2026 Spring 2026	GB feedback HT report GB minutes from each term.
Ensure that there is high quality subject knowledge from teaching staff in all pathways	- CPD Monday meetings to be linked to the monitoring timetable - Staff to take on a CPD project as part of their appraisal - Subject leadership time given to core subjects.	Gill Adele	Staff time Leadership & PPA time	May 2027	Appraisals Minutes from meetings HT report

	Pathway leads will run weekly staff meetings for their phase to monitor teaching, assessment and learning in their phase.				
To ensure all teaching staff that are recently qualified teach to a consistently 'good' standard.	- Regularly monitor EC and RQ Teachers by pathway lead and SLT - Ensure staff are supported in pathway meetings. 'Buddy' for newer teachers.	Gill Adele Pathways leads	Time out of class	By July 2027	Monthly updates to SLT HT report Appraisals Monthly meetings.
To review policies in line with the Trust ensuring they are robust and up to date.	- Trust leader to send through the policies - Staff to update curriculum policies as part of leadership time - SLT to update - GB to ratify at each sub and full board	SLT GB	Staff time	Termly	GB minutes SLT minutes HT report Policies
To ensure the website meets statutory guidance and information published for the curriculum is regularly monitored.	- Cass to update the website in line with DfE checks - Regular standing point on the SLT agenda - Feedback from GB	Cassie, Alan	Staff time & AVA	December 2026	AVA involvement Monthly checks Updates in full GB board Linked to Computing HT report
To improve the quality of information informing annual reviews to support the LA in reviewing EHCPs, mainly at Y2 and Y5.	- SLT to work with pathway leads and teacher to feed into EHCP annual reviews. - To ensure paperwork reflects the child - Liaise with the LA re updates. - Staff meeting in Autumn to communicate changes with staff around Provision Maps.	Lizzie SLT	Staff time	December 2026	Updated EHCPs LA emails / updates

Also see Safeguarding Action Plan & Quality of Education Plan.



Safeguarding 2026-2027.

1. To build a safeguarding culture that 'notifies earlier, responds consistently, appropriately and quickly, and creates enough trust for concerns to be noticed and reported before harm escalates.' Tes safeguarding report 2026
2. To build governor awareness of safeguarding policies and practice to empower their critical challenge.
3. To ensure health and safety measures are up to date and in place and staff are confident to implement in a range of scenarios.

Specific target	Action	Lead	Cost	Timescale	Monitoring & Evaluation
To ensure that all stakeholders are aware of their roles and responsibilities in relation to safeguarding and apply policies and procedures confidently and consistently.	• Annual safeguarding update. • Induction for all new starters. • Annual Staff training on policies e.g. whistle blowing and Low-Level Concerns. • Ensure the Single Central Record is accurate and up to date. • Review and update policies, share with staff through team meetings. • Complete an audit of safeguarding and measure the confidence gap between knowledge and practice' • Map out our confidence against the TES proactive safeguarding culture framework. • SLT and safeguarding meetings to have a safeguarding focus on culture and leadership, including case reviews and learning. • Test consistency of practice and culture – pupil voice, staff voice, governors.	Lizzie	Within INSET	September training Ongoing as part of induction day throughout the year for new starters.	HT report SCR checks 4R safeguarding audit visit SLT minutes
To have robust systems in place to monitor and analyse trends in attendance and lateness in order to be able to identify and	• See behaviour and attitudes action plan.	Adele	Staff time	Each term	Feedback in Safeguarding meetings CPOMS chronology GB meetings SLT meetings Pupil progress meetings

respond to potential risks.					
Have clear systems in place to respond to pupil and parental mental health issues.	• See personal development action plan • See PSHE action plan • See parental engagement action plan.	Aimee	Staff time	Ongoing	HT report CPOMS FLC meetings
Ensure governors have a thorough understanding of how safeguarding works at Lisburne	• Induction training • Refresher training • In school workshop to empower critical challenge • Case reviews and learning • National College training.	Lizzie	Staff time	Ongoing/ Termly	HT report GB minutes
SLT are aware of national and local themes and trends and respond accordingly.	• Annual trust audit to identify areas for development. • Work with Trust to prioritise training needs • SLT and FLC training • Case reviews and learning • LA Bulletins and networks	Lizzie	Staff time	Ongoing.	HT report GB minutes DSL network. LA bulletins
To develop the awareness of all stakeholders to prevent and respond appropriately to the risks of online harm, including e-safety, Cyber security and AI.	• Annual cyber-security and data protection training for staff. • Roll out regular updates e.g. passwords, etc. • Annual reminders of policies and procedures. • See Computing Curriculum Action Plan. • See Computing Technology Action plan	Lizzie & Cassie	Staff time	Jan 26 and ongoing	HT report 'One Voice' SLT minutes
To develop termly data to monitor safeguarding concerns	• Staff training on CPOMs. • Review category tags. • As a safeguarding team, identify key categories to monitor. • Report to Governors termly. • Analyse and monitor trends and identify any appropriate actions and/ or interventions. • Feedback to SLT • Review using MyConcern	Lizzie, Adele, FLCs	Staff time	December 26	HT report

Embed the development of secure safeguarding chronologies to support children's transitions between settings.	• Work with FLCs & SLT • Ensure consistent approach • Work with secondary provision	FLCs	Staff time	July 2027	Data saved and sent Checked by SLT.
To review and rehearse health and safety measures that are in place to ensure that safeguarding is maximized and ensure that School is compliant with up to date guidance	• Evacuation, Invacuation, lockdown and fire drills. • Ensure all PEEP information is reviewed and up to date. • Staff training on evac chairs. • H&S audit and regular learning walks/ environment checks. • Collaborate with Four Rivers Trust • Martyn's law training and implementation, including scenario testing and drills. • Benedict's Law training and implementation. • First Aid training to include SLT	Lizzie Hayley James Sam Gill Pathway Leads	Within health and safety budget.	Ongoing.	Policies SLT minutes Safeguarding emails Training calendar
To develop a consistent trust-wide culture to safeguarding.	• DSL network • Share and develop best practice • Opportunities for supervision • Case review and learning • Map out confidence of schools against the TES proactive safeguarding culture framework.	Lizzie and Sam	Staff time	Termly	Network meetings Trust audit Governor input and monitoring.

See also computing curriculum, computing technology, behavior and attitudes, parental engagement action plans