



Green: 26-27 priorities

Brown: Links to community & aspirations for pupils to be part of an autism accepting society

Black: Building on current practice

To strengthen staff expertise in understanding and responding to pupils' sensory processing needs, ensuring effective and consistent provision that supports emotional regulation and wellbeing

To develop staff expertise to draw out pupils' voices & extend their communication skills across all school activities.

To further refine the teaching of Maths in each pathway to ensure that learners can apply their functional numeracy skills in daily life

Build on ambitious enrichment provision and established relationships with parents to ensure families are increasingly confident in supporting their children to access the community safely

Outward-facing; helping pupils engage meaningfully with their community through **greater community engagement** including links with mainstream schools, visits to elderly people's home, places of worship in Leicester

Enhance the holistic curriculum, balancing academic progress, wellbeing, and creativity

Identify pupils where further **diagnostic work** is needed to gain a deeper understanding of how their diagnosis influences their ability to learn

Increase the proportion of pupils achieving their **EHCP targets** to at least 80%, demonstrating strong progress from their starting points.

Ensure that underlying **sensory needs linked to PICA** are consistently understood and effectively supported, so that PICA is not a barrier to learning or participation; personalised sensory integration plans are developed, implemented and regularly reviewed using evidence-based approaches, resulting improvements in pupil safety, participation and progress

Develop clarity around Oaklands secondary pupils' **destinations**

Strengthen the quality and range of **therapeutic provision** to ensure pupils' holistic development needs are effectively identified, met and impact on progress

'Destinations-led' curriculum pathways

Development of **secondary provision**, building on 2026-2027's Year 7 cohort, with TMET & LA support

Ensuring that secondary provision matches the **high quality** of our Oaklands primary provision

Providing a **long-term, sustainable model** to suit the academic & sensory and needs of Oaklands pupils beyond 2030

Leadership opportunities and community-based learning

Real world Independence & advocacy; Community safety awareness- SoSafe! For secondary pupils in action

Focus on functional skills acquisition across the curriculum ie allotment, garden centre, cleaning, office, shop, travel training, flat, work experience, enterprise projects

Strategic implementation of Evidence for Learning for OPAL & OPEAL

Ensure that **ROOTS** website and social media attracts professionals and community to build on the impact of our offer in Leicester and beyond; social media volunteers

Leadership involvement in **National Networks** to impact on direction & drive improvement for SEND/autistic learners both nationally and locally

Building **staff capacity** and **secondary SEND expertise** as Oaklands secondary provision expands

Extend **leadership CPD opportunities** to grow Oaklands leaders as the school expands

Refine **staff induction** to ensure it is consistently robust, high-quality, Trust aligned & effectively meeting all staff's needs

Develop **documentation** as 'toolkits' for staff as relevant to their role

Purposeful qualifications; Vocational (BTEC) Life skills + independence programmes, Academic (GCSEs if appropriate)

Preparation for Adulthood; Ownership of our work experience/volunteering opportunities ie café, garden centre & partnerships in the community

Innovative opportunities for employment within the Trust

Creative, cultural and experiential days; further development of arts & sports events in the calendar including visiting artists, installations. Building up Arts Award participation impacting on pupils' wellbeing, skills and interests

Strengthen use of **Case Studies** provide context, clear, measurable evidence of progress and impact ie for most vulnerable pupils

Responding to White paper by supporting as Experts at Hand to impact on the progress, well-being & attendance of SEND pupils more widely

Research, enhance and embed the **use of technology, including assistive and AI-based tools**, to remove barriers to learning, support communication, and promote independence, alongside developing staff expertise in applying these effectively and safely.

General & targetted family support including more accessible respite opportunities & activities year round to ensure families can function well ie PAs, summer



- Independent living
- Employment or vocational skills
- Further education or training
- Social inclusion and community participation

Building Foundations for Fulfilling Futures 2026-2030+



Playground upgrade

Mini-bus

Air-conditioning for main site

Storage/watertight garage

Kitchen

Classroom LED lighting

Long term **Secondary site**