

To develop the structure, leadership and governance of the School, which is appropriate for the rapid and effective development of all aspects of the School's operation, and:

- I. Improves accountability at all levels
- II. Develops the effectiveness of communication with stakeholders
- III. Further develops the decision-making powers of the School Leadership Team (SLT)
- IV. Builds sufficient capacity within the SLT to respond to new opportunities and challenges in a timely and effective manner.

To ensure pupils receive their full entitlement, that is informed by their voice, preferences and individual needs

To further develop the whole-school, trans-disciplinary approach to pupil support; underpinned by School Wide Positive - Behaviour Support (SW-PBS):

- I. To develop our system of support for our pupils: Promote positive behaviour; safe and supportive practice; and achieve high levels of attendance, engagement and learning
- II. To meet pupils' needs more effectively by developing the culture and practice of supported communication across the school
- III. To further develop the quality of the school environment; ensuring it is fit-for purpose as a Centre of Excellence and is an appropriate place to learn for pupils with autism

To further develop the quality of teaching and learning: providing evidence of pupil progress; raising the level of challenge in targets; and embedding robust moderation and evaluation across the school.

To further develop an effective curriculum to meet the needs of pupils with complex autism, which also promotes the values of respect and tolerance, underpinned by our school values.

Develop the School as a nationally and internationally recognised Centre of Excellence for the provision of autism education

Develop the strategic planning and operation of the school; including:

- I. Further development of EYFS provision
- II. Expansion of pupil numbers, achieving a good balance across each key stage
- III. Further develop the school's post 16 provision; emphasising positive outcomes for learners-transition to FE, employment and/or training.
- IV. Further develop the school's effective working with parents and carers, commissioners, and with the wider community

