



Kaimes School

AMBITION • RESPECT • TEAMWORK • INDEPENDENCE

School Improvement Plan 2026-27

Together we strive to be the best we can be



School Information

School/Establishment	Kaimes School
Head Teacher	Eva van Lerven
Link QIEO	Tony Currie

School Statement: Vision, Values & Aims, Curriculum Rationale

Kaimes School is a school for children and young people who have complex, long term additional support needs where the presumption of mainstream cannot be met. Most learners at Kaimes have a diagnosis of autism. There is a maximum class size of 6 learners in each of our 15 classes. The usual support per class is 1 teacher and 1 member of support staff. Our learners are in S1-S6. Although located in the South-East area of Edinburgh, Kaimes School supports learners from across the city. School places at Kaimes are determined through the Education Resource Group (ERG).

The Vision for Kaimes School was reimagined by the school community during Session 22/23, reflecting our school community and aspirations for the future.

Kaimes mission is to be the best school for learners with additional and complex needs.

We do this by:

- Keeping children and young people at the centre of our decision making.
- Working alongside a range of partners to provide exciting opportunities to improve outcomes for learners.
- Engaging with critical research and innovative thinking in autism and education to ensure that staff are best skilled.
- Delivering high quality teaching and purposeful learning to raise attainment and achievement.
- Creating a positive, inclusive and collaborative ethos where everyone feels valued and happy to come to Kaimes.
- Celebrating each person for their uniqueness and achievements.

We measure this through:

- Continuous self-evaluation and improvement.
- Programme of robust quality assurance.
- Improved attainment and achievement.
- Regular consultation and engagement with all stakeholders.
- Positive and sustained destinations.

Our actions and improvements are guided by our core values:

AMBITION -We have high expectations for each member of our Kaimes community. We want everyone to participate, develop and achieve.

RESPECT -We respect everyone for who they are. This builds feelings of trust, safety and wellbeing.

TEAMWORK -By utilising our individual skills and abilities, we work together and learn together so that every child or young person can succeed in life.

INDEPENDENCE -Our children and young people develop skills and confidence to allow them to be as independent as possible in life.

Three Year School Plan for Improvement

Quality Indicator	2024-2025 R. Greenaway	2025-2026 S. Johnson	2026-2027 E. van Lerven
1.3	Develop a menu of professional development opportunities for teaching staff alongside QIEO & ASL/Ed Psych/EL services to further enhance skills & knowledge relating to Base class delivery as part of Inservice/CAT programme	Continued evaluation of base class delivery and school structure to efficient and effective resource use including staffing and senior phase offer. Improve LT&A quality assurance mechanisms based on evaluation from session 2024-25 including moderation and verification processes Improve the use of PRD process and professional learning to better support the pace of school improvement	Build on increased leadership stability to strengthen distributed leadership, embed sustainable improvement systems and further refine base class delivery model to support consistency, learner progress and positive outcomes across the school.
2.3	Introduction of a whole school Tracking and Monitoring system and LT & A Quality Assurance mechanism to inform planning and delivery at all levels, and drive improvement across the school. Focus on the Planning aspect of the Great teaching at Kaimes Framework	Improve the quality and consistency of planning and the delivery of high-quality learning and teaching. Develop improved approaches as to how we measure young people's progress, how the information contributes to improving the pace of progress and level of attainment. Ensure that accurate assessment is used effectively to support learners in identifying their strengths and next steps in learning.	Improve consistency in learning, teaching and assessment across the school, with focus on high impact pedagogical strategies, high quality assessment evidence and the effective use of attainment and tracking information to support planning and learner progress.
3.1	Develop and embed a framework to ensure pupils HWB curriculum entitlements are met	Fully implement HWB curriculum framework in line with EL HWB pathways. Evaluate the effectiveness of the PSE provision within the H&WB framework to inform universal and targeted offer. Improve personalised planning processes to enable earlier identification of transition needs	Strengthen systems and approaches to learner planning, wellbeing support and relational practice to ensure learners experiences are consistent, responsive and evidence informed.
3.2	Research, develop and broaden the Senior Phase curriculum offer through introduction on appropriate NPA's and Awards that will support progress to level 5 study	Develop senior phase "pathways" and access to meaningful accreditations and qualifications that will better support access to relevant post school study / transition to adulthood	Improve the quality and use of attainment and achievement evidence to evaluate progress, inform interventions and improve outcomes over time.
Additional QIs		2.1 Review and evaluate the effectiveness of safeguarding and well-being processes and practice Review pastoral processes and effectiveness of YPPM framework including IEPs (2.4)	2.2 , 2.6, 2.7 Further develop and embed Flightpath model to ensure meaningful learning opportunities and accreditation, and support preparation for adulthood and positive destinations.

Improvement Priority 1

Improvement Priority	Leadership and Improvement		Person responsible	Eva van Lerven- HT Sandy Patterson- DHT	
Next Steps from S&Q	• Leadership capacity and distributed leadership require further development. • Clarify long-term leadership structures, roles and responsibilities. • Embed key systems and processes to support stability, school improvement and effective self-evaluation. • Develop more systematic approaches to gathering and analysing self-evaluation evidence. • Increase stakeholder participation in school improvement. • Continue to prioritise staff wellbeing and psychological safety.				
NIF		HGIOS		CEC Priorities	
1. Placing the human rights and needs of every child & young person at the centre of education 2. Improvement in children & young people's health & wellbeing 3. Closing the attainment gap between the most & least disadvantaged children & young people 4. Improvement in skills & sustained, positive school-leaver destinations for all young people 5. Improvement in attainment, particularly in literacy & numeracy		1.3 – Leadership of Change 2.3 – Teaching, Learning and Assessment 3.1 – Wellbeing, Equity and Inclusion 3.2 – Raising attainment and achievement		- People and Progress - Curriculum - Inclusion - Building Cultural and Social Capital	
Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes - what is your measurable outcome? (what does success look like?)	Measurements (how will you know?)	
Leadership opportunities beyond the senior leadership team remain underdeveloped and leadership roles and responsibilities are not yet clearly defined.	Theme 1: 1.3 Distributed Leadership Develop leadership capacity across the school through a clearer leadership framework and increased opportunities for distributed leadership.	Professional Learning: • Revisit improvement cycle and methodology with whole-school team. • Leadership development coaching/ PL for Working group leads. • Coaching and support for staff leading improvement activity. • Continue investment in SLT development through engagement with city-wide networks and development opportunities. Systems and Processes: • Develop clear leadership framework which identifies leadership opportunities at all levels of the school. • Clarify leadership roles, responsibilities and remits. • Establish working groups aligned with school improvement priorities. • Create opportunities for staff to contribute to the planning, implementation and evaluation of improvement activity. • Work closely with the KSSA to identify meaningful funding projects that support our school vision and priorities.	• Leadership opportunities are distributed more widely across the school, with staff increasingly contributing to and leading school improvement activity. • The majority of teaching staff participate in Working Group, quality assurance activity, a funding project or school improvement initiative. • Staff have a clear understanding of leadership roles, remits and responsibilities. • Staff have an increased understanding of improvement approaches.	• A leadership framework is developed and implemented. • Working Groups provide evidence of contribution to school improvement activity. • QA activity evidences staff involvement. • Staff voice activity highlights increased confidence and understanding of leadership framework and improvement approaches. •	
Approaches to gathering and using evidence are not yet sufficiently systematic to evaluate impact of improvement activity	Theme 2: 1.3 Self-evaluation for improvement Introduce more robust approaches to self-evaluation by improving	Professional Learning: • Coaching and support for staff involved in self-evaluation and quality assurance activities. Systems and Processes: • Review and refresh Quality Assurance calendar.	• Self-evaluation is increasingly evidence informed, with leaders and staff using a range of evidence to evaluate progress, identify priorities and demonstrate impact of improvement activity.	• Quality Assurance activities are completed and reviewed as planned.	

and demonstrate progress over time.	how evidence is gathered, analysed and used.	• Embed regular stakeholder consultation activities within the QA calendar. • Develop systematic approaches to gathering and triangulating qualitative and quantitative data. • Introduce regular SIP progress and impact reviews to leadership meetings.	• Improvement activity is evaluated more systematically, resulting in clearer understanding of what is working well, what requires further development and the impact on learner outcomes. • Wider leadership and staff team are increasingly confident in the using self-evaluation to support improvement.	• Self-evaluation activity demonstrates increasing use of range of evidence. • Staff voice indicates increased confidence in using evidence to evaluate progress and identify next steps. • SIP reviews reveal measurable progress against identified success criteria.
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Evaluation (January, May)				

Improvement Priority 2

Improvement Priority	Learner Progression and Achievement		Person responsible	Eva van Lerven- HT Sandy Patterson- DHT Other leads: Working groups
Next Steps from S&Q	- Develop the use of questioning and AiFL pedagogical strategies to support learner participation, challenge and progression. - Develop more consistent approaches to gathering a rich range of assessment evidence, including the effective use of observation as assessment. - Increase staff confidence in applying standards and expectations, particular with Senior Phase qualifications (English specifically) where staff may be teaching outside their trained area of expertise. - Improve consistency in teacher judgement through moderation and professional dialogue. - Further develop approaches to tracking attainment, wider achievement and learner progress. - Strengthen the use of attainment and tracking information to identify trends, monitor learner progress and evaluate impact of supports and interventions. - Develop staff confidence in using data to monitor progress and identify barriers to learning for identified learner groups, including SIMD 1, 2 and C/E learners.			
NIF	HGIOS		CEC Priorities	
- Placing the human rights and needs of every child & young person at the centre of education - Improvement in children & young people's health & wellbeing - Closing the attainment gap between the most & least disadvantaged children & young people - Improvement in skills & sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy & numeracy	1.3 – Leadership of Change 2.2 Curriculum 2.3 – Teaching, Learning and Assessment 2.6- Transitions 2.7- Partnerships 3.1 – Wellbeing, Equity and Inclusion 3.2 – Raising attainment and achievement		People and Progress Curriculum Inclusion Building Cultural and Social Capital	
Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes - what is your measurable outcome? (what does success look like?)	Measurements (how will you know?)
Quality Assurance activity identified variability in learning and teaching approaches across the school. Shared Classroom Experiences highlighted the need to further develop the use of questioning, AiFL and explicit teaching approaches to support learner engagement, challenge and progression.	Theme 1: 2.2 High Impact Learning & Teaching Develop a shared understanding of high-impact pedagogical approaches and embed these consistently across learning environments.	Professional Learning: - Professional learning for teachers on high-impact pedagogical approaches, focussing on questioning and AiFL. - Professional learning for support staff on questioning to support learning and progress. - Professional dialogue through SCE. - Sharing effective practice across the school. Systems and Processes: - Implement x2 improvement sprints to support development, testing and evaluation of agreed pedagogical approaches. - Align sprints with Quality Assurance calendar: x1 in Autumn Term, x1 in Winter term. Spring term focus on consolidation. - Use Learning Walks and Shared Classroom Experience to identify strengths and next steps in implementation of pedagogical strategies and engage in professional reflection. - Share and celebrate effective practice through collegiate forums. - Collaboratively review and refresh Kaimes Learning and Teaching Framework.	- Staff report increased confidence in the use of high-impact pedagogical approaches. - Questioning and AiFL strategies are evidenced more consistently across learning environments resulting in increased evidence of learner engagement, participation and progress within lessons. - Revised Learning and Teaching Framework published, capturing what effective learning, teaching and assessment and Kaimes looks like.	- SCE and LW demonstrate that the majority of learners actively participate in learning. - SCE and LW demonstrate that learning is appropriately challenging for the majority of learners. This is echoed through Learner voice QA activity. - Staff voice activity reveals staff feel PL input and pedagogical focus has positively impacted classroom practice.
Assessment approaches are not yet sufficiently	Theme 2: 2.3 & 3.2 Assessment and Evidence of Learning	Professional Learning: Pre-verification, verification and moderation activity scheduled across the school year support professional	Staff gather a rich range of assessment evidence which provides a more holistic picture of learner progress, better capturing	QA activity demonstrates an increase range of assessment

consistent across the school. There is variability in the range and quality of assessment evidence gathered and a lack of consistency in teacher judgement, impacting learner attainment outcomes.	Develop more consistent approaches to assessment and gathering of a rich body of evidence. Improve teacher confidence in standards, judgement of a level/outcome and expectations, strengthening the delivery of our Base Class Model.	dialogue and development. • 'High Quality evidence' sharing of good practice on evidencing progress for learners with complex needs • Specific PL input for teachers delivering English/Literacy at Nat 3/4. Systems and Processes: • Develop clear whole-school approaches to gathering assessment evidence. • Schedule collegiate planning opportunities to allow staff to collaboratively discuss and plan for wide range of assessment opportunities. • Embed 'Magic Moments' across learning environments and review. • Working Groups focussing on a) Gathering evidence for Language/Social Partners and b) Observation as assessment at Senior Phase • Introduce assessment calendar in Senior Phase. • Introduce clearer procedures for course/unit entry at Senior Phase. • Strengthen quality assurance of assessment evidence by aligning Attainment Meetings with Assessment calendar. • Build links with Special School and Learning Community colleagues to offer wider opportunities for moderation and professional dialogue.	the wide variety of ways in which our learners at Kaimes show progress. • Assessment and evidence gathering approaches are implemented more consistently across the school. • Teacher judgement is increasingly consistent and informed by moderation, professional dialogue and a shared understanding of standards and expectations. • Teaching staff express feeling more confident in delivering core Base Class qualifications. • Learners are able to demonstrate their achievements through a wider range of assessment approaches. • The proportion of learners achieving their planned accreditation improves.	evidence across learning environments. • Termly plans show an increasingly wide range of assessment strategies being used. • Assessment evidence sampling demonstrate improved quality and consistency of evidence. • Observation as assessment is evident within planning, assessment and learner records. • All teachers participate in moderation activity across the year. • Quality assurance of internal verification and moderation activity demonstrate increased consistency in professional judgement. • Staff voice activity demonstrates increased confidence in assessment processes and professional judgement. • Senior Phase attainment data demonstrates an increase in consistency in qualification outcomes across the school.
Approaches to tracking learner progress are at an early stage of development. Systems are not yet embedded consistently across the school and staff confidence in analysing and using data remains variable. The school requires more robust methods to monitoring progress, evaluating	Theme 3: 2.3 & 3.2 Tracking, Attainment and Progress Develop robust whole school systems and practice for tracking attainment, achievement and learner progress, enabling staff to monitor outcomes, evaluate interventions and curriculum approaches, and respond effectively to learner need- including, for	Professional Learning: • Professional learning on Pupil Tracking. • Professional dialogue through Attainment Meetings. • Develop staff confidence in analysing attainment and tracking information, including progress of SIMD 1/2 and C/E learners. • DHT to attend 'Leadership for Equity' course. • Engage with Edinburgh University research partners to develop understanding of evidence informed approaches to evaluating impact of Outdoor Learning for learners with autism. Systems and Processes: • Implement Pupil Tracking.	• Pupil Tracker used across school to gather attainment data. • As a school we begin have firmer evidence of progress over time. • Learner progress and progression pathways are informed by attainment, achievement and tracking information. • Attainment meetings result in targeted actions and interventions for learners requiring additional support.	• Pupil Tracker is used consistently across the school- data uplifts. • Staff voice activity demonstrates confidence in using Pupil Tracker. • 100 % of attainment meeting records evidence the use of data to inform planning, interventions and progression decisions.

interventions and evidencing the impact of supports and curriculum approaches. Processes for tracking the progress and outcomes of identified learner groups (SIMD 1/2, C/E) require further development.	SIMD 1/2 and C/E learner groups, in particular.	• Attainment meeting and tracking processes are embedded within QA calendar. • Use attainment and achievement information to inform learner progression pathways and accreditation opportunities. • Develop more systematic approaches to tracking wider achievement. • Review approaches to reporting learner progress, attainment and achievement to parents and carers. • Monitor the progress of identified learner groups. • Explore working with Edinburgh University research partners to develop and test methodology to effectively capture and evidence the impact and benefits of our outdoor learning curriculum for learners with autism. • Evaluate the impact of interventions and curriculum approaches.	• Staff routinely consider the progress of SIMD 1/2 and C/E learner groups when planning next steps and feel more confident doing so. • Learners access accreditation and wider achievement opportunities that are increasingly aligned to their strengths, needs and aspirations. • Wider achievement is tracked and celebrated more systematically across the school. • Staff use attainment, achievement and progress information to support dialogue with learners and families. • Attainment accreditation improves across the Senior Phase, with learners accessing more targeted and appropriate accreditation opportunities. • The impact of our Outdoor Learning curriculum is better captured and evidenced, and informs future planning and provision.	• Progress of identified learner groups SIMD 1/ 2 and C/E is reviewed through attainment meetings. • Wider achievement tracking is implemented across school. • Parent/carer feedback demonstrates increased understanding of learner progress and achievement. • Evaluation activity demonstrates the impact of interventions and curriculum approaches, including Outdoor Learning. • Increase in Senior Phase accreditation outcomes from 25-6 baseline.
While learners are supported to achieve positive post-school destinations, we do not yet have coherent and embedded progression pathways which clearly connect learner strengths, needs, aspirations, curriculum experiences, accreditation opportunities and intended post school destinations.	Theme 4: 2.2, 3.2, 2.6 2.7 Progression Pathways and Destinations Develop coherent and personalised progression pathways through the implementation of the Senior Flightpath model, ensuring curriculum experiences, accreditation opportunities and transition planning reflect learners' strengths, support needs, aspirations and future destinations.	Professional Learning: • Professional dialogue around learner progression, accreditation and destination planning. • Explore and learn from effective models of curriculum pathways, transition planning and destination-focussed practice within and beyond the authority. • Engage with Gracemount High School, Edinburgh College and citywide providers to explore and develop curriculum opportunities that meet the diverse needs and aspirations of our learners. Systems and Processes: • Fully develop Flightpath model, including pathway design, rationale, progression framework and planning processes. • Develop stakeholder understanding of Flightpath model and its application to learner planning. • Review learner pathway and accreditation opportunities through Attainment meetings and learner planning processes. • Align YPPM calendar with progression and transition planning to strengthen planning processes. • Trial and review curriculum partnership with Gracemount High School to broaden learner experiences and curriculum offer.	• Learners experience a curriculum that better prepares them for independence, adult life and post-school destinations. • Learners follow clear progression pathways that are increasingly aligned to their strengths, needs and aspirations. • Learners access a broader range of curriculum, accreditation and wider achievement opportunities. • Learners have access to a wider range of transition, vocational and partnership opportunities. • Destination planning plays a greater role in learner planning and curriculum decision making. • Staff, learners and families demonstrate increased understanding of learner progression pathways, accreditation opportunities and post-school destinations.	• Flightpath model is developed and implemented, including clear pathway descriptors, rationale, progression criteria and planning processes. • All Senior Phase learners have an identified Flightpath. • Curriculum partnership with Gracemount High School is established and evaluated. • New courses are implemented are reviewed. • Destination planning is evident within learner reviews, transition planning, partnership and attainment meetings.

		• Trial new curriculum offer of Re-Imagining Spaces and Critical Thinking. • Research and develop additional city-wide partnerships and vocational opportunities, including construction.		• Leaver destination data demonstrates positive and sustained destinations. • Increase in Senior Phase accreditation outcomes from 25-6 baseline. • Stakeholder voice activity indicates increased understanding and confidence in curricular preparation for adulthood.
Evaluation (January, May)				

Improvement Priority 3				
Improvement Priority	Inclusion, wellbeing and positive relationships		Person responsible	Eva van Lerven- HT Sandy Patterson- DHT Principal Teachers: Katie MacKenzie, Stephen Chester, Ruth Hollins (Acting) PSOs & Nursery Nurses
Next Steps from S&Q	- Continue to embed SCERTS-informed approaches across planning, IEP target setting and learner support. - Further develop the quality and consistency of IEPs. - Develop robust approaches to tracking wellbeing, inclusion and safety. - Develop a YPPM calendar. - Strengthen the use of wellbeing, attendance and safeguarding information to inform interventions and support planning. - Develop more systematic approaches to evaluating the impact of interventions. - Continue to develop staff confidence and consistency in understanding and responding to the needs of autistic learners. - Further strengthen preventative, relational and safety focussed approaches across the school.			
NIF		HGIOS		CEC Priorities
- Placing the human rights and needs of every child & young person at the centre of education - Improvement in children & young people's health & wellbeing - Closing the attainment gap between the most & least disadvantaged children & young people - Improvement in skills & sustained, positive school-leaver destinations for all young people - Improvement in attainment, particularly in literacy & numeracy		1.3 – Leadership of Change 2.2 Curriculum 2.3 – Teaching, Learning and Assessment 2.4 – Personalised Supports 2.7- Partnerships 3.1 – Wellbeing, Equity and Inclusion 3.2 – Raising attainment and achievement		People and Progress Curriculum Inclusion Building Cultural and Social Capital
Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)	Implementation Activities (how, when and who?)	Outcomes - what is your measurable outcome? (what does success look like?)	Measurements (how will you know?)
Quality Assurance activity identified variability in the quality, consistency and progression of learner IEP targets. Further development is required to strengthen learner planning and ensure targets effectively support learner progress overtime.	Theme 1: 2.4 IEPs & SCERTS Improve the quality and consistency of learner planning through progressive target setting, the use of SCERTS framework and quality assurance.	Professional Learning: - Follow up professional learning on IEPs and writing progressive targets, using SCERTS based approach. - Professional dialogue supporting SCERTS writing. Systems and Processes: - Refresh IEP template to align more clearly with SCERTS based approach. - Develop clear guidance and exemplification for progressive target setting. - Develop approaches to meaningful parent participation in learner planning and target setting. - Offer IEP drop-in clinics for support and advice. - Monitor the quality and progression of learner targets through quality assurance activity.	- Staff demonstrate increased confidence in SCERTS based approach to learner planning and progressive target setting. - Parents are increasingly involved in planning and evaluating IEPs. - IEP targets demonstrate clear progression over time. - SCERTS principles are reflected consistently within IEPs which detail what adults will do support learner to achieve target. - Learners make progress towards identified targets.	- IEP QA findings confirm improved consistency and quality. - Learner targets demonstrate clear progression from previous targets. - Staff voiced activity reveals increased confidence in learner planning and target setting. - Parent feedback shows improved involvement in IEP writing and evaluation.
Staff have a strong understanding of learner wellbeing needs and provide a wide range of responsive and personalised supports. However, approaches	Theme 2: 3.1 Wellbeing & Inclusion Develop more strategic approaches to planning, coordinating and evaluating wellbeing and inclusion.	Professional Learning: - Coaching and support for staff involved in tracking, intervention planning and evaluation of impact. - Develop staff confidence in using wellbeing information to identify need, plan intervention and evaluate outcomes. - PSOs to link in with Wellbeing Hubs to support professional dialogue and development.	- Wellbeing interventions are planned and coordinated more systematically. - Staff use wellbeing, attendance and safeguarding information to inform intervention planning and review. - Interventions are routinely evaluated for impact. - Interventions demonstrate a positive	- GIRFEC tracking arrangements and YPPM calendar are set up and reviewed. - K2 Wellbeing Hub is established and operational. - Targeted interventions are delivered and reviewed.

to planning, coordinating and evaluating wellbeing and inclusion interventions are not yet robust or strategically systematic.		Systems and Processes: - Establish GIRFEC tracking arrangements. - Introduce YPPM calendar. - Continue use of Wellbeing Concern Tracker and Incident Tracker. - Formalise quality assurance of processes for wellbeing, attendance and safeguarding by adding to QA calendar. - Introduce measure to capture learner wellbeing across the school- Wellbeing Wheel Reflection Activity x2 per year. - Set up Wellbeing Hub with a particular focus on Senior Phase wellbeing support. - Reduce class support time for Nursery Nurses to allow time to deliver wellbeing interventions. - Develop intervention pathways linked to identified learner need. - Develop approaches to evaluating the impact of wellbeing interventions.	impact on learner wellbeing, participation, attendance. - As a school, we hold a clear, measured picture of learner wellbeing across the school. - Families and learners feel well supported.	- Intervention record demonstrates increased access to targeted supports. - Evaluation frameworks are developed for identified interventions. - Quality assurance activities demonstrate effective planning, coordination and evaluation of interventions. - Learner Wellbeing Wheel reflection data. - Families and learner voice activity report increased benefits and wellbeing from support provided.
Positive relationships are a strength of the school. With changing profiles of need and staffing turnover, there is a need to continue strengthening approaches to supporting communication, wellbeing and emotional regulation. Further work is required to embed reflective, relational and preventive approaches that align with CALM principles and Included, Engaged and Involved Part 3.	Theme 3: 3.1 Positive Relationships and Regulation Strengthen the quality and consistency of support for learners through reflective, relational and autism informed approaches.	Professional Learnings: - All new staff to undertake CALM theory online course. 1 member of SLT to attend new CEC train-the-trainer CALM theory in special schools course. - Update CALM Physical Intervention training and deliver De-escalation CPD (Oct 26). - PL on PANDA strategies and approaches (Aug 26). - Ongoing professional dialogue focussed on communication, emotional regulation and behaviours of concern. Systems and Processes: - Continue roll out of Proactive Action Plans and updated CEC Risk Assessments. - Strengthen systematic approaches to staff support following significant incidences including more opportunities for reflection, debrief and professional dialogue, drawing on 'Leading for CALM' HT PL from May 2026. - Use debriefs to identify themes, preventative strategies and support needs. - Continue to monitor restraint, seclusion and exclusion data. - Continue to use incident reviews and data analysis to inform preventative planning and learner support - Review and update our Positive Relationships and Behaviour Policy in line with new CEC guidance.	- Learners experience consistent approaches to communication, regulation and support across the school. - Learners are consistently supported through proactive and preventive approaches. - Learners and staff experience safe, supportive and predictable learning environments. - Robust incident and trend analysis ensures early intervention and preventive planning. - Staff feel increased understanding and confidence in reflective, relational and preventative approaches. - Debrief processes are robust and consistently used to support staff wellbeing, develop preventative practice and inform support. - Responses to Behaviours of Concern reflect CALM principles and national guidance.	- Staff voice activity demonstrates increased understanding of CALM principles and reflective practices. - Staff voice activity demonstrates that debriefs contribute to feelings of support, reflection and professional learning. - Incident reviews demonstrate that learning from debriefs informs future planning and support. - Incident reviews evidence consistent relational and preventative approaches across the school. - Increased number of PAPs in place and used by staff teams. - Up to date risk assessments in place in line with Incident Tracker. - Restraint, seclusion and exclusion data remains proportionate to risk. - Updated policy published.
Evaluation (January, May)				

