

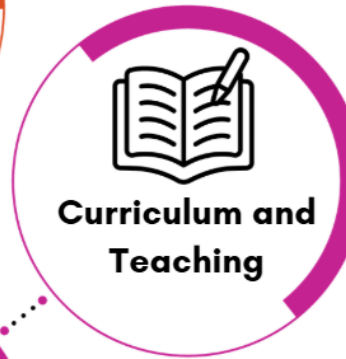
**Regent Farm First School**  
**SDP 2025-2026**

To further strengthen our whole-school approach to inclusion by delivering exceptional support for all pupils enabling them to thrive, both academically and socially.

Through strategic and purposeful collaboration leaders, including Governors, will continue to develop Regent Farm as a community where every child experiences a happy, safe and fulfilling start to their education.



Continuously develop our curriculum to provide the highest-quality teaching and learning, to equip every child with the skills and knowledge they need to succeed.



Continue to strengthen our EYFS provision, ensuring every child enjoys the very best start to their educational journey, with an approach that is flexible, dynamic, and tailored to each individual.



To ensure strong success for every child through insightful teaching, meaningful use of data, and deep knowledge of each learner as an individual.



Ensure personal development and wellbeing provision remains at the heart of Regent Farm and equips all pupils with the character, resilience, and confidence needed to flourish both within school and beyond.



Continue to instil high expectations for behaviour and attendance so that every member of our school community feels welcomed, connected, and fully engaged in school life.





## Inclusion

*To further strengthen our whole-school approach to inclusion by delivering exceptional support for all pupils enabling them to thrive, both academically and socially.*

Steps	Steps
<p><b>Review Opportunities for Life-Enhancing Experiences for Vulnerable Pupils</b> Conduct a termly review of enrichment activities linked to the RADY project, ensuring that all of SEND/DA/Vulnerable pupils are offered aspirational experiences, with pupil feedback used to shape future planning.</p>	<p><b>Enhance ‘Support Beyond the Classroom’ for Children and Families</b> Add to the ‘Support Beyond the Classroom’ initiative, ensuring that all staff and parents are aware of referral pathways and that families can access some initial support within 10 working days.</p>
<p><b>Enhance Adaptive teaching approaches</b> Strengthen adaptive teaching practice across school by ensuring that all staff use high-quality, responsive strategies that adjust teaching to pupils’ varied starting points, learning needs and progress within a lesson.</p>	<p><b>Work with the Local Authority to Achieve Their Inclusion Award</b> Collaborate with the Local Authority to meet all criteria for the Inclusion Award by the end of the academic year, including submission of required documentation, evidence of inclusive practices, and completion of an external review.</p>
<p><b>Strengthen Pupil Voice in Inclusion Strategy</b> Establish a regular pupil voice group of at least 10 children (Inclusion Ambassadors) from SEND and vulnerable groups, to contribute to the design and evaluation of inclusive practices, with feedback informing the Inclusion Strategy across school.</p>	<p><b>Develop the Physical Environment to Meet All Children's Needs</b> By September 2026, ensure the new building plan includes key accessibility features both internally and externally (e.g., sensory-friendly spaces, wheelchair access, quiet zones, active learning spaces), and audit our existing facilities to implement any improvements which align with current SEND needs.</p>



## Curriculum and Teaching

*Continuously develop our curriculum to provide the highest quality teaching and learning, to equip every child with the skills and knowledge they need to succeed.*

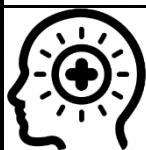
<p><b>Strengthen the foundations of early writing</b> Implement strategies from the new writing framework and ensure teaching staff have received CPD on early writing development. Monitor progress through termly writing moderation, book talks, learning walks and pupil progress meetings; focusing on oracy, transcription, and composition.</p>	<p><b>Review and Integrate Artificial Intelligence in School</b> Review the use of Artificial Intelligence in school, as a tool to support teacher’s workload and for children. Ensure the curriculum includes opportunities to educate children about using AI safely and the impact of generating AI content.</p>
<p><b>Enhance Vocabulary Across the Curriculum</b> Develop further opportunities across the curriculum for explicit teaching of subject specific vocabulary- both spoken and written. Through the Voice 21 Oracy project, upskill staff and implement the six stages, enabling children to express their ideas articulately and engage in healthy debate.</p>	<p><b>Staff CPD and Peer Coaching</b> Provide CPD opportunities and a peer coaching system across school to increase staff confidence in adaptive teaching (planned and spontaneous) and develop a school portfolio showing staff strengths, areas of expertise and further qualifications to support professional development and coaching across the school helping staff to know who to turn to for specific advice.</p>
<p><b>Enhance Pupil Ownership of Learning</b> Building on the school’s use of peer critique and formative assessment, further embedding metacognitive strategies will support pupils in becoming more reflective, independent learners. This includes developing pupils’ ability to plan, monitor, and evaluate their own learning across subjects.</p>	<p><b>Audit Texts Used Across the School</b> Enhance the variety of texts used across school to ensure children are exposed to high quality, diverse texts which are reflective of our inclusive society and address local/national issues.</p>



## Achievement

*To ensure strong success for every child through insightful teaching, meaningful use of data, and deep knowledge of each learner as an individual.*

Steps	Steps
<p><b>Review Curriculum Retention and Teaching</b> Through learning walks, book talk and pupil voice review the current strengths within teaching practice and next steps for development. Ensure there are further planned opportunities for book talk across the year to assess whether children have retained key takeaways, with a specific focus on disadvantaged, SEND and EAL.</p>	<p><b>Upskill Staff on Data Use and Interventions</b> Upskill staff at all levels to use formative and summative data to plan and deliver effective, targeted interventions. Ensure these interventions can address misconceptions and gaps in learning and provide equity irrespective of prior life experience.</p>
<p><b>Extend the Curriculum Gateway Documents</b> Collaborate with subject leaders to complete a curriculum roadmap overview that outlines sequential learning and assessment opportunities across all subjects, aligned with Gosforth Gateway Y4 expectations.</p>	<p><b>Use Data Tracking for Rapid Response</b> Continue to use data tracking systems and pupil progress discussions to ensure all children (including SEND, DA and other vulnerable pupils) make good progress from their starting points and if any gaps emerge, rapid action is taken to narrow these. Work across the Trust to ensure moderation and consistent benchmarking.</p>
<p><b>Evidence of Achievement and Progress</b> Review and enhance how achievements and progress are evidenced in school, both academic and within the wider curriculum.</p>	<p><b>Challenge Higher-Attaining Pupils</b> While most pupils meet expected standards, we are developing strategies to ensure greater challenge for higher-attaining pupils, particularly in writing and reasoning in maths, ensuring there are enrichment pathways for those working at a higher standard.</p>



## Attendance and Behaviour

*Continue to instil high expectations for behaviour and attendance so that every member of our school community feels welcomed, connected, and fully engaged in school life.*

<p><b>Behaviour Research &amp; Intervention</b> Launch a research project with the school council to explore trends in behavior and our current Reach for the Stars system. Use this pupil voice opportunity to strengthen systems in school and make changes if necessary.</p>	<p><b>Attendance Improvements</b> Continue to reduce absence across school through positive promotion and collaboration with parents, ensuring they value education and school experiences. Challenge poor attendance and work with families, and the LA, where issues do arise to rapidly address the barrier to attending school. Work with the SEMH team where children begin to show signs of EBSNA and monitor impact.</p>
<p><b>RADY Ethos &amp; Bespoke Support Plans</b> Building on the ethos of RADY, work with staff to create the bigger picture around target children from each class. Explore key questions such as what interest them; what is their home life; what big changes have occurred; what might be a barrier to them enjoying and engaging with learning. Develop a bespoke action plan around the child and their individual circumstance and audit impact regularly.</p>	<p><b>Attendance &amp; Punctuality Data Review</b> Amend attendance tracking data across school to review punctuality and attendance figures for all, considering vulnerable groups such as disadvantaged/SEND and those children with high levels of broken weeks.</p>
<p><b>Trauma Informed Approach</b> Following the CPD on trauma informed practice, attachments and PACE; embed a positive, respectful culture to managing any behaviour issues if they arise. Ensure approaches are rooted in trauma informed practice to benefit the most vulnerable pupils.</p>	<p><b>Post-Absence Intervention Planning</b> Review the offer of interventions following a period of absence to help children keep up with their peers. Work closely with parents where attendance is falling to demonstrate educational impact and agree strategies to help child catch up quickly.</p>



## Personal Development and Wellbeing

*Ensure personal development and wellbeing provision remains at the heart of Regent Farm and equips all pupils with the character, resilience, and confidence needed to flourish both within school and beyond.*

Steps	Steps
<p><b>Strengthen Thrive Practice</b> Strengthen Thrive practice across school, with both teachers and teaching assistants. Thrive practitioner to provide training and assist staff in assessing children's gaps/support.</p>	<p><b>Zones of Regulation &amp; Rainbow Regulation Week</b> Build on the success of Rainbow Regulation Week reinforcing the zones of regulation and consistent strategies across school. Through pupil and parent voice, audit the approach introduced last year to review the successes and accessibility for all pupils when required.</p>
<p><b>Update Non-Negotiable Experiences &amp; Nurture Talent</b> Update the list of non-negotiable experiences and visits all children should leave our school with, in line with our children's starting points and the local context. Review opportunities to nurture talent in areas such as art, music and sport, and explore further opportunities for children to represent their community in events or competitions.</p>	<p><b>Careers Project: Start Small, Dream Big</b> Continue the project about careers in primary schools (Start Small, Dream Big) aimed at raising aspirations for the future. Work with local professionals to expose children to different career opportunities. Ensure there is parental involvement for long term impact.</p>
<p><b>Promote Diversity &amp; Inclusion Within the Wider School Community</b> Further strengthen work in the school community around differences, tolerance and acceptance through No Outsiders and School of Sanctuary. Maximise opportunities within RE and PSHE to tackle stereotypes and embrace diversity across community.</p>	<p><b>Enhance Support Beyond The Classroom</b> Enhance the high quality support and care available for families through employing external professionals such as a School Nurse, counsellors and Attendance and Welfare Officer. Provide further opportunities for school staff to develop their skills and expertise to support vulnerable pupils and their families when needed.</p>
	<h2>Early Years Foundation Stage</h2> <p><i>Continue to strengthen our EYFS provision, ensuring every child enjoys the very best start to their educational journey, with an approach that is flexible, dynamic, and tailored to each individual.</i></p>
<p><b>Enhance the Support for Changing / Complex Needs</b> Further develop specific approaches to supporting children arriving at Regent Farm with complex additional needs through Communication and Interaction interventions; speech and language specialisms, links with local special schools, employment of additional SEND specialists and frequent adult interaction to extend language and understanding.</p>	<p><b>Strengthen Early Mathematical Development</b> Develop staff confidence in mathematical language and embedding number-rich environments to support deeper understanding and readiness for Key Stage 1. Enhance maths provision within the learning environment.</p>
<p><b>'Best Start in Life' Project</b> Following the RADY principles, expand the EYFS 'Best Start in Life' work. Staff build up child portraits and the story behind the child to quickly address any potential barriers to achievement such as home life, poverty, parental education, changes, additional needs etc. Develop targeted action plans for areas of need</p>	<p><b>Enhance Phonics and Language Development</b> Continue to enhance phonics teaching and language development across EYFS considering when sounds are introduced for children and how this should be adapted for individual need and over time. Review opportunities for application of sounds at word/sentence level over the year.</p>
<p><b>Review and Align Early Writing Approaches</b> Review dough disco, squiggle and handwriting across EYFS to ensure it matches aims from Writing Framework. Plan for progressive and consistent approach to teaching early writing skills and provide further opportunities for early transcription, considering Write Stuff training.</p>	<p><b>Enhance Transition Processes Between EYFS and Key Stage 1</b> Strengthen continuity between Reception and Year 1 by aligning pedagogical approaches and sharing more information with parents. This will ensure a smoother transition and sustained progress for all pupils, particularly those with SEND or lower starting points. Work with subject leaders from across the school to ensure understanding of EYFS curriculum and how foundations begin.</p>



## Leadership and Governance

*Through strategic and purposeful collaboration leaders, including Governors, will continue to develop Regent Farm as a community where every child experiences a happy, safe and fulfilling start to their education.*

Steps	Steps
<p><b>Further Develop Middle Leadership Capacity</b> While middle leaders are effective, continued investment in leadership development will ensure sustainability and succession planning. Opportunities for mentoring and leadership training should be expanded.</p>	<p><b>Strengthen School-Community Partnerships</b> Continue to build strong partnerships between school, parents and the local community. Explore opportunities to work with the Friends of Wansbeck Road Shops; enhance parent support and enable the Governor Safeguarding Committee to speak to parents and pupils.</p>
<p><b>Enhance Pupil Voice in Strategic Planning</b> Although pupil voice is valued across school, there is scope to involve pupils more directly in shaping school priorities and evaluating impact. Leadership roles (school council, eco stars, playground buddies, and inclusion ambassadors) for pupils could strengthen this area.</p>	<p><b>Refine Workload Monitoring Systems and Staff Wellbeing</b> While staff wellbeing is a strength, further refinement of workload monitoring—particularly around assessment and reporting—could help ensure long-term sustainability and reduce pressure during peak periods. Continue to gather, and act upon, staff voice.</p>
<p><b>Effective School Rebuild Planning and Delivery</b> Be the voice of the school community when working with the DfE and Bowmer &amp; Kirkland, to ensure the new school building is warm, happy and engaging. Ensure it reflects the needs of our school community and will be well laid out to meet the needs of all pupils.</p>	<p><b>Design Positive Learning Environments During School Build</b> When designing the new school, create positive indoor and outdoor learning environments which in result in children not only having excellent learning facilities but also in taking pride in their school and valuing the resources given to them. During the building work, ensure there are opportunities for the children to engage in the process and it is an opportunity to enhance learning experiences.</p>