



WILLOW DENE School Development Plan 2026 - 27



To organise and publish existing professional development learning materials so that adults can engage in effective, self-directed learning, embedding and extending existing knowledge, skills and expertise.



Organising and extending professional development materials will ensure that staff are able to access appropriate and relevant training materials that will cement and extend their knowledge and skills within the classroom.



An online resource hub provides appropriate and ambitious learning which allows staff to continually review and develop practice.



Drawing on current research and specific Willow Dene knowledge around teaching children with complex learning profiles.

Contributing to the development of self-led learning across the school.



Resource base will be shared across the trust and potentially wider.

AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of feedback)
Audit, identify and consider the scope of training that will support professional development by refreshing existing knowledge, providing opportunities for new challenge, and targeting	Lots of work has gone into building adult understanding of pedagogical strategies used in classrooms over the last year. We want to ensure that there are no gaps that need to be filled but also to extend the scope of materials to cover additional key elements of practice relating to learning, play, therapy and child development so	All aspects of Compass Special school have training and support to ensure that best practice is identified. Teams and individuals have an online platform to access and learn strategies to support regulation, behaviour and teaching	Online repository. Feedback from professionals Data around online use. Observations/discussions with staff.

whole-school initiatives, and determine how CPD can be presented in a meaningful and impactful way.	that this learning can be always available for self-led learning and development. Once these key elements have been identified we will look at how best to build, package and present this CPD material.	and learning from their starting points.	
Create a clear professional learning platform that supports staff to access and engage with sequenced professional development resources, while providing opportunities for individual reflection, strengthening expertise and promoting sustained professional growth.	Over the last year we have used PDMs to drive professional development. The focus this year will shift, meaning there will be a new focus for PDM time. We want to establish a platform which allows teams and individuals to easily continue to improve their practice and know next steps to their learning. High quality organised and engaging materials covering the wide spectrum of learning in a special school needs to be outlined.	Willow Dene has a comprehensive training package similar to the ECT Ambitions programme but tailored to Compass special schools. Staff have inbuilt processes to access online learning and mechanisms to illustrate the impact of this.	Staff feedback. Learning platform.
Pilot a coaching and mentoring programme that supports professional growth, strengthens the application of learning in practice and evaluates the potential for wider implementation across the school.	Last year we developed a real dialogic approach to developing practice. Where it worked well staff were supported to ask questions and reflect on their practice and were able to move their thinking on with the support of highly skilled teachers. We need to ensure that this approach is something that all teams can access and engage with.	Teams and individuals view themselves as continual learners who strive to develop their own practice through structured mentoring and coaching approaches. Staff view themselves as continually learning and developing new strengths and strategies.	Staff feedback. Programme organisation.