



WILLOW DENE School Development Plan 2026 - 27



 To develop adults' understanding of interoceptive systems, enabling children and young people to recognise and regulate their internal states, thereby strengthening emotional regulation.



Understanding the interoceptive system enables adults to proactively support CYP in recognising and regulating their internal states, supporting their overall emotional wellbeing and readiness to learn.



Interoception-informed approaches are embedded across the school, resulting in improved emotional regulation, engagement in learning, and wellbeing for CYP.



Drawing on latest research within the interoception and sensory processing field and links to external agencies professionals.



Rowan Wood Interoception Core Priority.

Contributing to Supporting the Routines Core Priority, Sensory Processing across the school and Readiness to learn/Behaviour TLR's.

AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of feedback)
Core Priority Working Party to research and engage in training around interoception: potentially BUSS and Kelly Mahler.	To ensure key professionals are informed by current research and best practice in interoception, enabling evidence-based decision-making and action planning.	Key professionals demonstrate increased confidence and understanding of interoception. Research-informed approaches are embedded within discussions, planning and practice. The working party can confidently share knowledge with colleagues.	Training feedback. Meeting minutes. Updated action plan.

Liaise with relevant professionals (CBy, SaLt, OT, nursing team /& external) to explore training opportunities around interoception, specifically food sensitives, constipation and sleep hygiene.	To ensure all staff have a greater awareness of interoceptive factors impacting children's regulation and wellbeing and strategies to support them in practice.	Key training opportunities will be identified and led by relevant professionals alongside members of the Core Priority Working Party. Staff will be more knowledgeable around identified areas and actively consider and implement appropriate strategies/support around this.	PDM PPT's PDM feedback PPT's on SharePoint hub
Liaise with the Sensory Processing Team to develop targeted support groups and sessions for CYP around interoceptive awareness and emotional regulation (for early development cohort).	To provide structured and differentiated opportunities for CYP to develop awareness of their internal body signals and self-regulation skills.	Targeted interventions are established supporting CYP identify body signals, communicate needs and access appropriate regulation strategies. Staff report improved regulation amongst CYP who attend sessions.	Session plan created. Resources ordered.
Create a glossary of terms relating to interoception and sensory processing.	To establish a shared understanding and consistent language across the school in relation to interoception and sensory processing.	Staff use consistent terminology when discussing sensory needs, regulation and interoception. The glossary becomes a recognised reference point for staff.	Glossary of terms.
Create/deliver short staff training opportunities focused on sensory systems, interoception and emotional regulation for targeted staff groups, including new staff.	To introduce key concepts in accessible, manageable chunks, building staff knowledge over time and laying foundations for deeper professional learning.	PDM PPT are shared regularly supporting staff understanding of sensory systems and interoception. Staff begin to apply strategies proactively and use shared language when discussing need.	PDM PPTs. Feedback from teams.
Develop regulation spaces within the wider school environment to support regulation and wellbeing.	To create purposeful opportunities for sensory regulation, movement and emotional wellbeing throughout the school day that are easily accessible during movement breaks.	Well-designed regulation spaces are established and used consistently. CYP access regulation opportunities when needed and return to learning more regulated and engaged.	Resources orders submitted Corridor spaces established Feedback from teams.

Establish a working party with regular meetings, reviews and oversight of sensory provision across the schools.	To maintain strategic oversight of practice, identify emerging needs and coordinate support across the school.	Meetings take place regularly with clear actions, responsibilities and impact measures. Support is targeted effectively and there is increased consistency in practice across the school.	LW's. Minutes from meeting. Updated sensory profiles. Triaged support.
Link with Mary Rose School to explore their work on interoception and research other provisions with leading practice in this area.	To learn from the practice of a similar SEND settings and identify approaches that could enhance provision within our school.	Professional dialogue, visits or resource sharing take place. Effective strategies are identified, adapted and incorporated into school practice where appropriate.	Minutes from meeting. Informed action plan.
Develop a SharePoint Interoception Information Hub.	To provide all staff with easy access to information, resources, training materials and practical guidance relating to interoception and sensory processing.	A well-organised and regularly updated hub is established. Staff access resources independently to inform their practice and professional development.	SharePoint hub.