Oak Tree School
SIP ON A PAGE
2026 - 2027

VISION: *"Nurturing potential, encouraging independence"*

STRATEGIC AIM: to recognise each and every one of our students as individuals, and to nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially, and physically.

Area	Actions
Safeguarding	**Staff are vigilant, understand signs of concern and follow systems safeguarding practice is reflective and under continual review.** • expand safeguarding team, appoint middle leaders into the team, improve staff understanding of contextual safeguarding through external speakers.
Inclusion	**Staff consistently enhance opportunities for disadvantaged pupils and those with SEND.** • develop and implement a strategic pupil premium (PP) plan; review Section B of PP plan and ensure all staff are working collectively to achieve the outcomes.
Curriculum & Teaching	**Curriculum is taught consistently well; teaching develops language, vocabulary and reading across subjects.** • embed community visits across phases to connect curriculum to life skills; • expose new teachers to SLD learners via buddying, middle leader training and therapist input; • ensure teachers understand and deliver Preparation for Adulthood (PfA) pathways in planning.
Attendance & Behaviour	**The school has established a strong culture for learning, with tailored adjustments and interventions having demonstrable impact.** • embed CPI (crisis prevention) language/theory across the school; display language prompts; regular touch-base meetings; middle leaders to promote consistent use. • behaviour recording: simplify and standardise ClassCharts processes, train staff on recording expectations, analyse data regularly to identify trends and target interventions. • therapies collaboration: therapies to attend behaviour meetings to support trauma-informed, therapy-on-site approaches and ensure consistent strategies across the day.
Leadership & Governance	**Leaders make a positive contribution to priorities and staff development; staff understand their role in improvement.** • review current and future pupil needs (EHCPs, admissions trends), evaluate provision, create a strategic plan aligned to needs, allocate resources and monitor impact.
Personal Development & Wellbeing	**Strong programme of post-16 information and employer engagement; tailored personal development for pupils with SEND.** • develop KS4 work-related learning environments (Admin, Café, Upcycling, outside kitchen) with planned placements and assessed employability skills; • introduce Talentino as the careers education framework, • map outcomes across curriculum and PfA, providing training for staff to do this successfully.
Achievement (KS4)	**All pupils should be well prepared for next stages (education, employment, training).** • audit and review KS4 qualification offer to ensure pathways are meaningful and linked to PfA outcomes and EHCPs; • personalise qualification routes and monitor destinations.