School Development Plan – September 2025-July 2026

In response to a changing educational landscape and the evolving needs of our children, we have identified four long-term school improvement priorities. These will guide our development from **September 2025 to July 2026**.

Where are we going? - Our priorities reflect our commitment to high-quality early years education, inclusive practice, and strong family partnerships.

How will we get there? - We will work towards these goals through clear, measurable objectives, embedded in daily practice and supported by staff development and collaboration with families.

What will this look like? - By July 2026, we expect to see improved learning experiences, stronger home-school connections, and a more confident, well-supported team—evaluated through outcomes aligned with each priority.

Where are we going?	How will we get there?	What will this look like by July 2026?
1) Strengthen the curriculum and learning opportunities for all 2-year-olds and neurodiverse children, ensuring meaningful progress across the Prime Areas of Learning: Personal, Social and Emotional Development, Physical Development, and Communication and Language.	**Curriculum Review and Adaptation** • Audit current provision for 2-year-olds and neurodiverse children. • Adapt planning to include more sensory, exploratory, and child-led learning experiences. • Ensure curriculum reflects developmental stages rather than age expectations alone. **Targeted Staff Training** • Provide CPD on child development in the early years, neurodiversity, and inclusive strategies. • Continue to train staff in using visual supports, sensory integration, and communication tools **Environment and Resources** • Create calm, low-stimulation spaces for regulation and sensory needs. • Introduce resources that promote independence, emotional literacy, and physical exploration. **Individualised Support and Planning** • Use observations and assessments to tailor learning experiences to individual needs. • Implement and review Personalised Learning Plans (PLPs) where appropriate. **Family Engagement** • Work closely with families to understand children's needs, routines, and preferences. • Offer workshops or drop-ins on supporting development at home. **Monitoring and Evaluation** • Track progress using development milestones and observational records. • Review impact termly and adjust provision accordingly.	• Children show measurable progress in PSED, Physical Development, and Communication and Language. • Staff demonstrate increased confidence in supporting neuro-diverse learners and 2-year-olds. • Learning environments are visibly inclusive, calm, and developmentally appropriate. • Families report feeling more involved and supported in their child's learning journey.

2) Enhance early reading and oracy by strengthening children's phonological awareness and deepening staff's pedagogical understanding through targeted, evidence-based practice.	**Audit Current Practice** • Review current phonics and oracy provision across the setting. • Identify strengths and areas for development in staff confidence and practice. **Staff CPD and Coaching** • Continue training on early phonological awareness (e.g., rhyme, rhythm, alliteration, sound discrimination). • Provide ongoing coaching and modelling of effective strategies during planning and provision time, including team teaching and modelling. **Enhance the Learning Environment** • Create language-rich spaces with visual prompts, and mark-making areas. • Ensure access to high-quality, diverse books and storytelling props. **Parental Involvement** • Share simple phonological games and rhymes with families through newsletters, workshops, or home learning packs. • Encourage shared reading and storytelling at home and at school. **Monitor and Evaluate** • Track children's progress in phonological awareness using observational tools and developmental milestones. • Gather staff feedback and adjust training and resources as needed.	• Children demonstrate increased confidence in listening, sound discrimination, and early word play. • Staff will have increased confidence in delivering phonological activities • Staff consistently deliver engaging developmentally age appropriate phonological activities. • Families report increased involvement in supporting early reading at home. • Observations show improved oracy and early literacy readiness. • Collaboration with feeder schools will demonstrate increased GLD's over time.
3) Promote a culture of inclusion by continuing to develop Equality, Diversity, and Inclusion (EDI) across the nursery, with a focus on nurturing each child's self-identity and sense of belonging. Through inclusive practices, diverse representation, and meaningful engagement with families, we aim to create an environment where every child feels seen, valued, and connected.	**Audit Representation and Practice** • Review books, displays, resources, and routines to ensure they reflect a wide range of cultures, family structures, languages, and abilities. • Identify gaps and areas for improvement in inclusive representation. **Staff Training and Reflection** • Continue CPD on unconscious bias, inclusive language, and supporting identity development in early years. • Facilitate reflective practice sessions to explore staff attitudes and approaches to inclusion. **Embed Inclusive Curriculum Experiences** • Plan activities that celebrate children's backgrounds, languages, and interests.	• Children demonstrate a strong sense of identity, confidence, and belonging. • Staff consistently use inclusive language and practices. • The environment visibly reflects the diversity of the nursery community. • Families feel welcomed, represented, and involved in nursery life.

	• Include stories, songs, and celebrations that reflect the diversity of the nursery community. **Create Belonging-Focused Environments** • Display family photos, home languages, and children's names and work throughout the setting. • Develop cosy, identity-affirming spaces where children feel safe and connected.	
4) Develop children's fine and gross motor skills through purposeful play and targeted activities, laying strong foundations for future writing. This includes enhancing hand strength, coordination, and control through sensory play, mark-making, and movement-based learning, supported by staff training and continuous provision.	**Audit current provision** • Review current resources and activities that support physical development. • Identify gaps in fine and gross motor opportunities. **Enhance continuous provision** • Introduce targeted activities such as threading, tweezers, playdough, and vertical mark-making. • Develop outdoor opportunities for climbing, balancing, and large-scale movement. **Staff training** • Provide CPD on the link between physical development and writing readiness. • Utilise research from the Education Endowment Foundation (EEF)on interactive writing and physical development • Share strategies for embedding motor skill development into daily routines. **Parental engagement** • Share ideas with families for supporting motor skills at home (e.g., home learning packs, workshops). **Monitor and assess** • Use observations and developmental checkpoints to track progress in physical development. • Adjust provision based on children's needs and interests.	• Children demonstrate improved hand strength, coordination, and control. • Increased engagement in mark-making and pre-writing activities. • Staff confidently plan and deliver activities that support motor development. Families report increased understanding and involvement in supporting physical skills at home