School Development Plan (SDP) 2026 - 2029

Vision

To set no limits on what we can achieve.

Purpose

To inspire and enable children and young people to grow in confidence and re-engage with learning following an acquired brain injury.

Values

GROWTH

RESPECT

CURIOSITY

Leadership and Governance	
Strategic Objective:	To strengthen STC's role as a national centre of excellence for education following acquired brain injury through partnership working, research and the dissemination of specialist practice.
Vision:	To be recognised as a leading centre of excellence for acquired brain injury education and SEND, influencing practice locally and nationally through collaboration, research, innovation and the sharing of specialist expertise, ultimately improving outcomes for children and young people beyond STC.
Key Steps:	Year One – Develop • Strengthen partnerships with specialist, hospital and mainstream settings through collaboration, networks, and national events such as conferences. • Develop systems to evidence the impact of STC's external work (see objective 3). • Expand opportunities for professional visits and collaborative learning. Year Two – Embed • Undertake collaborative projects with partner organisations. • Gather examples (small scale projects, case studies, etc) demonstrating effective practice and positive outcomes and share externally. • Extend the range of resources and professional development opportunities offered through the Resource Hub. Year Three – Influence • Present STC's work through regional and national conferences, professional networks and publications. • Establish STC as a recognised provider of specialist training and support for professionals working with learners with ABI. • Demonstrate measurable impact of STC's outreach and partnership work on educational practice beyond the school. • Continue to shape best practice through research-informed leadership.

Curriculum, Teaching & Innovation	
Strategic Objective:	To enhance teaching and learning through the purposeful use of digital technology and (if appropriate) emerging AI tools, improving accessibility, personalisation and pupil engagement while ensuring safe, ethical and evidence-informed practice.
Vision:	To provide an innovative, evidence-informed curriculum where technology, emerging AI and specialist pedagogy are used thoughtfully to remove barriers to learning, promote independence and prepare pupils for an increasingly digital world.
Key Steps	Year One – Explore and build capacity • Deliver staff training in assistive technology, AI, and digital innovation. • Introduce new technological opportunities (e.g. 3D printing). • Trial accessible learning technologies. • Develop guidance for the safe and ethical use of AI. • Evaluate the impact of new technologies on teaching and learning. Year Two – Embed and refine • Integrate successful technologies into curriculum planning. • Develop pupils' digital literacy and responsible use of AI. • Use technology to further personalise learning and support communication, executive functioning and independence. • Continue to evaluate the impact of technology on pupil engagement, progress and independence. • Share examples of effective practice across the school. Year Three – Innovate and share • Establish STC as a leader in the use of technology and AI within specialist education (for example by developing training for schools in the use of technology). • Publish guidance/resources on effective technology-enhanced practice for learners with ABI. • Share innovative practice through conferences, professional networks and the Resource Hub. • Evaluate emerging technologies and continue to innovate in response to research and pupil need. • Review and refresh the curriculum to reflect developments in technology and digital education.

Inclusion, Personal Development & Transitions	
Strategic Objective:	To evaluate and enhance the impact of STC's transition support and outreach, enabling schools, families and professionals to confidently meet the educational needs of pupils returning to education following acquired brain injury.
Vision:	To ensure every child, family and receiving school is equipped with the knowledge, confidence and support needed to enable successful educational transitions following acquired brain injury, fostering positive long-term outcomes for all learners.
Key Steps	Year One – Strengthen • Develop systems to monitor and evidence the use of STC's outreach materials. • Gather feedback from families, schools and professionals. • Continue to develop and promote the Resource Hub. • Review transition procedures to identify areas for improvement. Year Two – Embed • Refine transition resources using stakeholder feedback and emerging evidence. • Develop additional resources for different age groups, needs and educational settings based on demand. • Strengthen collaborative working with clinical teams and receiving schools. • Develop approaches that promote pupil voice and self-advocacy during transition. • Evaluate the effectiveness of transition support using agreed success measures. Year Three – Extend Impact • Demonstrate improved confidence and preparedness of schools and families supporting learners following ABI. • Evaluate longer-term reintegration outcomes where possible. • Share STC's transition model through professional development and national networks. • Continue expanding the Resource Hub as a nationally recognised source of specialist guidance. • Inform wider educational practice through dissemination of evidence-informed transition strategies.