



## Whole School Implementation Plan - Personal Development

Promote holistic personal development to cultivate confident, safe, and enriched learners, integrating sustainability, civic engagement, and enrichment opportunities to enhance understanding and expand horizons

### Challenges & Context

To ensure pupil engagement and ownership by empowering students rather than just involving them, striking a balance between guidance and autonomy in student-led activities. Staff capacity and buy-in are also crucial, teachers may require support to embed sustainability and civic themes into their subjects, while time and workload pressures could hinder their participation in enrichment and tracking efforts. Tracking and impact measurement present another challenge, there is a need for meaningful ways to evidence pupils' growth in SMSC and British Values, ensuring tools like Enrichment Passports and PD trackers are used purposefully. Inclusivity and accessibility must be prioritized to guarantee that all pupils across the three pathways can access and benefit from a diverse range of suitable opportunities. The sustainability of projects is essential, requiring ongoing momentum, funding, and resources to avoid tokenistic or short-term activities and ensure long-term impact.

## Intent

- Empower pupils to become active citizens by engaging in sustainability projects, civic leadership activities, and enrichment opportunities that build confidence, skills, and community connections. Ensure these experiences contribute meaningfully to pupils' personal development and understanding of SMSC and British Values.
- Pupils initiate, lead, and reflect on projects.
- They have real decision-making power and ownership.
- Projects are meaningful, relevant, and connected to real-world issues (e.g. sustainability, community needs).
- Activities have visible outcomes and impact.
- Pupils regularly reflect on their experiences and growth.
- Staff use consistent frameworks to monitor and celebrate progress.
- Adaptations are made to ensure equity.
- Strong links with local organisations, families, and wider networks.
- Projects benefit both pupils and the community.
- SMSC, British Values, and personal development are embedded across subjects and routines—not just in enrichment.
- Achievements are recognised publicly, boosting motivation and pride.
- Pupil contributions are showcased in assemblies, displays, and communications.
- Pupils demonstrate empathy, responsibility, and initiative.
- Pupils show pride in their contributions and encouraging peers to get involved.
- Staff facilitating pupil-led initiatives with guidance and encouragement.
- A culture of participation, where pupils feel their voice matters.
- Strong partnerships with local organisations and families.

## Implementation

- Map initiatives to curriculum areas (e.g. eco-projects in science/geography, civic leadership in PSHE).
- Using tracking tools (PD trackers on Earwig, Enrichment Passports).
- Launch a Pupil voice programme/ civic councils.
- Form and maintain partnership with members of the participation team for local authority.
- Launch eco-projects with whole-school events/ themed weeks.
- Start civic initiatives with local partners (e.g. care homes, food banks).
- Introduce enrichment activities through clubs, enrichment weeks and cross-curricular projects.
- Embed reflective practices in tutor time, assemblies, and subject lesson time.
- Use pupil voice tools (surveys, interviews, discussion logs) to gather feedback.
- Host celebration assemblies, exhibitions, and showcase events.
- Share achievements via pupil voice, social media etc.
- Review progress termly and adapt plans based on what's working.
- Involve governors and external partners in evaluation



## Phase Implementation

**In the table below, discuss how you plan to execute your campaign on a digital landscape strategically.**

Phase	Actions	Leads	Impact
Engagement/E+	Full integration and implementation of a range of SALT informed communication and learning approaches including: Core word programme, quiet classrooms, core boards, PECs, makaton, sight reading etc.	SALT and Class Leads	Learners are equipped with the skills to share their voice
	Development of personal skills through curriculum e.g. life and living skills with OCR accreditation for year 10+	PFA lead and Engagement Leads	Independence skills will be met and measureable from assessment of PLIMS
	Consistent use of engagement profile with regular observations that inform updates to ensure the child's voice is captured and preferences in learning are known and understood for non speaking learners.	Class Leads and Engagement leads	Learners are highly engaged and their sensory and emotional needs are met well where children feel part of their learning and learning is not 'done to' them.
	Create regular weekly opportunities to communicate and be understood with a wide range of people in their school and wider community to widen student's experience and enjoyment of a variety of contexts. Enrichment passports to capture the Opportunities - co-ordination of a planned schedule for the year ahead for community visits.	Engagement Leads and Class Leads	Learners are able to communicate their needs and wants in the community and increasingly access a range of places and spaces in the community safely and appropriately.
	Create a system of named care co-ordination for working in collaboration with parents, carers and wider professional teams to personalise and support access as part of a MDT to health and social care needs for the most complex learners with regular review with outcomes recorded. Reflections and supervision for staff involved.	SLT	Learner's health and social needs are co-ordinated in a timely and solution focussed manner with the most appropriate persons involved. Staff feel fully supported and equipped to deal with difficult and complex scenarios.
	After school club - individualised plans for learners to ensure that the		

	<p>club is meaningful and enjoyable for all.</p> <p>Stay and play sessions - trial in Easter holidays</p> <p>Parent partnership in learning - training and support sessions to empower parents to support learning and personal development at home.</p> <p>Access to Forest school as part of curriculum offer</p> <p>Celebration of achievement at the end of the year presenting certificates and accreditation certificates for year 11/year 13 pupils.</p>	<p>Parent partnership team, fusion and Engagement Leads</p>	<p>Learners experience positive engaging experiences that are personalised to them. Parents feel supported by the extra curriculum activity and repeat that it provides them.</p> <p>Parents are able to support their child's personal development needs at home and the child makes accelerated progress as a result.</p> <p>Learners have positive and wide experiences that show measurable progress in engagement levels.</p> <p>Learners are observed as showing pride in their achievement and parents are able to celebrate their child's progress and achievements.</p>
Core	<p>Enterprise projects to develop practical skills and promote independence.</p> <p>Positive reinforcement consistently implemented through the use of intrinsic and extrinsic motivators.</p>	<p>HM, SS, CC, JS</p> <p>Amc, SO</p>	<p>Builds practical, real-world skills and promotes independence and confidence through enterprise projects.</p> <p>Encourages positive behaviour, motivation, and engagement via the Dojo reward system.</p>

	<p>Strong links with local community projects (e.g., food banks) to build social responsibility.</p> <p>Parent and family events to strengthen home-school partnerships.</p> <p>Project-based curriculum where foundation subjects are taught in functional, real-life contexts.</p> <p>Social meal times to support continuous development of communication and social skills.</p> <p>Access to Forest School as part of the curriculum offer to enhance outdoor learning and wellbeing.</p> <p>SEND focus group to capture pupil voice and inform inclusive practice.</p> <p>Weekly visits to local organisations (e.g., care homes) to develop community awareness and empathy.</p> <p>Preparation for Adulthood embedded throughout the curriculum and taught discreetly, including future provision visits.</p>		<p>Fosters social responsibility and empathy through links with local community projects.</p> <p>Strengthens home-school partnerships and improves communication through parent and family events.</p> <p>Makes learning meaningful and engaging by connecting foundation subjects to real-life contexts through a project-based curriculum.</p> <p>Develops communication, social interaction, and independence during social meal times.</p> <p>Supports wellbeing, resilience, and problem-solving through access to Forest School and outdoor learning.</p> <p>Empowers pupils to influence decisions and ensures provision reflects their needs through the SEND focus group.</p> <p>Builds community awareness, empathy, and life skills through weekly visits to local organisations.</p> <p>Ensures students develop essential life skills early and supports smooth transitions to future provision through embedded Preparation for Adulthood.</p>
Junior Extended	Access to Forest school as part of curriculum offer	AMc JW, JB	
Senior	Access to Forest school as part	JW, JB	

Extended	of curriculum offer	AMc	
<p>Extended (Appleby)</p>	<p>Design and implement a Preparation for Adulthood tracker for use across both sites, enabling staff to record and evidence purposeful activities.</p> <p>Work collaboratively with the assessment lead to design and implement a system for measuring the impact of Preparation for Adulthood activities, ensuring alignment with EHCP / PLIM targets.</p> <p>Provide students with opportunities to choose and influence the enrichment activities offered, promoting engagement and ownership.</p> <p>Utilize social media to showcase and celebrate achievements, enrichment opportunities, and community involvement, strengthening school-community connections.</p> <p>Facilitate regular opportunities for students to engage with the local and wider community, fostering independence and active citizenship.</p> <p>Facilitate community and parental involvement by hosting inclusive events at The Appleby Centre, such as seasonal celebrations and information sessions.</p> <p>Implement a student-led approach to extra-curricular activities by collecting student suggestions and creating clubs that reflect their interests.</p>	<p>CC, JB</p>	<p>The Preparation for Adulthood tracker ensures consistent documentation of purposeful activities across both sites, providing clear evidence of progress and supporting staff accountability.</p> <p>Developing a system to assess the impact of PfA activities, linked to EHCP and PLIM targets, enables data-driven decision-making and ensures that activities are meaningful and aligned with individual learner goals.</p> <p>Giving students a voice in choosing enrichment activities and shaping extra-curricular clubs fosters motivation, personal investment, and a sense of autonomy in their learning journey.</p> <p>Sharing achievements and enrichment experiences on social media promotes positive visibility, celebrates success, and builds stronger connections between the school, families, and the wider community.</p> <p>Regular opportunities for students to access local and wider community settings help them develop confidence, life skills, and a sense of responsibility as active citizens.</p> <p>Hosting inclusive events at The Appleby Centre fosters positive connections between the school, parents, and the wider community, creating a sense of belonging and shared purpose.</p> <p>A student-led approach to extra-curricular activities ensures that offerings reflect learners' interests,</p>



## Evidence

- List links to presentation slides
- Include links to meeting minutes
- Add all other links relevant to the target
- Links to Earwig
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## Impact

- Pupils gain confidence, leadership skills, and a sense of agency. Reflective practices help pupils understand their growth and values. Ownership of projects fosters resilience, initiative, and responsibility.
- Pupils actively engage with spiritual, moral, social, and cultural development through real-world issues.
- British Values (e.g. democracy, mutual respect) are lived experiences, not abstract concepts.
- Curriculum links (e.g. eco-projects in science) make learning relevant and purposeful. Cross-curricular projects deepen understanding and critical thinking.
- Adaptations ensure all pupils can participate, promoting fairness and belonging.
- Staff shift from being instructors to facilitators of pupil-led learning. Use of consistent frameworks (e.g. PD trackers) supports monitoring and celebration.
- Strong partnerships with families and local organisations foster community cohesion. Projects (e.g. with care homes, food banks) create tangible benefits for the community. Public recognition of pupil achievements builds positive school reputation.
- A culture of participation and pupil voice becomes embedded. Pupils feel valued, leading to improved behaviour, attendance, and wellbeing. Assemblies, displays, and social media showcase a celebratory, inclusive ethos.
- Involvement of governors and external partners adds accountability and credibility.