



**William Henry
Smith Foundation**

**Quality Improvement Plan
William Henry Specialist
College
Academic Year 2025/26**



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Specialist College**

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The Quality Improvement Plan (QIP) for 2025–2026 builds upon the **transformational success achieved** in the previous year. It leverages the Foundation Improvement Plan (FIP) priorities to secure and sustain the "Exceptional" rating in all areas.

1. Leadership and Governance / Inclusion Priorities

These whole-provider priorities focus on systematic improvements to staff expertise, leadership oversight, and foundational inclusion practices.

To secure **Exceptional Inclusion/Achievement**, the college will implement a formulation-based admissions process and embed formulation as a shared, cross-Foundation framework (L/G & I.1). This action ensures planning, daily practice, and transitions are informed by this framework, guaranteeing personalized, joined-up support and intervention across education, health, and family, thereby maximizing positive outcomes and stability.

Leaders will drive a fully neuroinclusive culture (L/G & I.2) by completing dyslexia screening for all students and invited staff, publishing a robust policy, and championing pioneering assistive technology (FIP 1.10). This priority area, contributing to **Exceptional Inclusion/CTT**, ensures that teaching is systematically planned and expertly delivered to eliminate barriers to learning, with particular attention to learners with co-existing SEND and dyslexia profiles, ensuring all learners can access the curriculum fully and make exceptional progress.

To sustain the high standards of emotional and professional practice required, the college will fully embed regular, **reflective supervision for all student-facing staff** (L/G.3), training key leaders in facilitation, and building it into the wider well-being strategy. This action, contributing to **Exceptional Leadership**, ensures staff well-being is monitored and supported proactively.

The college plans to formalize the structure of its specialist provision (the 'Fifth Pillar') (L/G.4), integrating health and therapy services such as Occupational Therapists (OT), Speech and Language Therapists (SaLT), and psychological support as core components of education and care planning (FIP 3.4). This measure strengthens the capacity to deliver integrated, multi-disciplinary support sustainably, ensuring seamless outcomes for children with complex needs (**Exceptional Leadership/Inclusion**).

Finally, to ensure **Exceptional Governance**, the QIP focuses on deepening Governors' understanding of specialist education and provision (L/G.5) through tailored CPD and active engagement with the four Foundation Pillars, using Special Interest Groups (SIGs) as a platform (FIP 2.4). This ensures that oversight is consistently informed by genuine insight into specialist pedagogy and practice.

2. Curriculum, Teaching and Training / Achievement Priorities

These priorities focus on deepening the quality of teaching, learning, and curriculum impact to cement "Exceptional" outcomes.

Leaders will implement Sustained TLA Excellence (CTT.1) by utilising peer observation and coaching and employing 'Hand on Heart' grades as a reflective tool to set aspirational yet achievable learning targets. This action, supporting **Exceptional CTT**, ensures that the ambitious curriculum is delivered to a consistently high standard across all models, with staff continually developing their subject and teaching expertise and supported to access targeted, subject-specific training.

To secure **Exceptional CTT/Achievement**, the plan includes systematically enhancing oracy across the curriculum (CTT.2) by training staff in dialogic teaching and embedding structured talk routines, utilising the expertise of the integrated SaLT team (FIP 1.2). This enhances communication skills, boosting learner confidence and fluency, which are essential knowledge and skills for future success and independence.

For **Exceptional Achievement**, the college will fully embed the use of '**Evidence For Learning**' (EFL) (Ach.1) to accurately track and record individual progress against personalised targets. This action ensures that progress from starting points, including EHCP outcomes, is measured and evidenced robustly, fulfilling the requirement for high-quality assessment.

The 'One Plan' (Ach.2) will be embedded as a central tool for personalised support and safeguarding, ensuring regular review with student and family input (FIP 1.7). This drives highly tailored and coordinated support by ensuring consistency between curriculum planning, daily practice, and EHCP/personal outcomes (**Exceptional CTT/Achievement**).

3. Participation and Development / Skills Needs Priorities

These priorities focus on consolidating high engagement, proactive well-being, and strengthening real-world preparation required for "Exceptional" progression.

To demonstrate a **transformational impact** on learners' emotional regulation, well-being, and readiness to engage confidently in learning (**Exceptional P/D**), the college will embed Co-Regulation and Body-Based Strategies (e.g., rhythmic movement, Brain Gym) across all settings (P/D.1). OT specialists will design and implement personalised sensory diets (FIP 1.9).

The plan aims to advance inclusive attendance (P/D.2) through a relational approach by appointing attendance champions and working with families to co-create flexible, needs-led approaches (FIP 1.8). This ensures sustained **very high attendance rates** over a sustained period, maximizing participation and engagement for all groups (**Exceptional P/D**).

To ensure learners are **exceptionally well prepared** for future careers (**Exceptional CMSN**), the college will establish a wider range of high-quality employer experiences (CMSN.1), expanding vocational learning, supported internships, and college enterprises. This develops extensive, real-world skills and professional behaviours.

To provide a rich, broad set of opportunities that develop character and deep knowledge of modern Britain (**Exceptional P/D**), the college will integrate nutritional psychology into the curriculum (kitchen, PSHE, life skills) and arrange visits to different places of worship (P/D.3) to deepen understanding of diversity and respect (FIP 2.8).

4. Safeguarding Priorities

The goal for this section is to ensure Safeguarding remains robustly 'Met' while demonstrating continual improvement.

The college will address Digital Integration (S.1) by embedding and aligning key online systems (e.g., EfL, CPOMS, BlueSky) to support communication, safeguarding, and reflection, alongside providing staff training (FIP 3.1). This ensures seamless information sharing and management of safeguarding concerns, maintaining strategic oversight and swift response capability.

To ensure staff maintain the expertise needed to identify and protect highly vulnerable young adults, the plan includes expanding staff access to **Advanced Specialist Training** (S.2) in high-risk areas identified, such as Fetal Alcohol Spectrum Disorder (FASD), Child Criminal Exploitation (CCE), knife-crime, and managing harmful sexualized behaviour (HSB).

Finally, the college will enhance Safer Recruitment (S.3) by providing managers with targeted training on handling performance, conduct, and well-being, and streamlining recruitment processes (FIP 2.10). This reinforces a culture of safety through rigorous procedures and ensures that concerns relating to adults are addressed promptly and effectively, ensuring that safeguarding standards are consistently upheld and learners always remain protected.