Eastcroft Park School Improvement Priorities 2025-2026
The Big Five

Early Years Foundation Stage

Giving our children the best start

The Big Five

Writing

Confident, Creative Writers.

Attendance

High 5 for Attendance

Phonics

Confident, secure, readers.

SEND

Creating an environment where the needs of all children are met.

Eastcroft Park Writing Target

🎯 Our Target

We want all children to become confident, creative writers who can share their ideas clearly and proudly.

🌟 Why Writing Matters

- 💬 Helps you **share your ideas**
- 📚 Makes your **learning clear** and easy to understand
- 🎨 Lets you be **creative**
- 🏆 Helps you feel **proud of your work**
- 🌍 Useful in **every subject**, not just English!

📝 What We're Doing to Improve Writing at Eastcroft Park

- ⏰ **Daily writing time** with fun tasks
- 📖 **Reading great books** by incredible authors to inspire ideas
- 🗣️ **Talking about ideas** before writing to get started
- 🆕 **Learning new words, spellings, and punctuation**
- 🖊️ **Getting helpful feedback** from teachers
- 🖼️ **Using pictures, word banks, and planning tools**

📈 How We'll Know We're Improving

- ✍️ Writing becomes **clearer, longer, and more detailed**
- 🧠 Using **new vocabulary** and **better sentences**
- 🖊️ **Neater handwriting** + correct punctuation
- 😀 Children feel **confident and proud** of their writing
- 🎯 More pupils **meeting their writing targets**

🌟 Eastcroft Park Attendance Target 🌟

“Be here, be ready, be AMAZING!”

🎯 Our Target

We want all children to come to school every day they can, so everyone can:

- ✔️ **learn new things**
- ✔️ **make friends**
- ✔️ **enjoy school**
- ✔️ **feel proud of themselves**

💛 Why Attendance Is Important

Coming to school every day helps you to:

- 📘 **Keep up with learning – you don’t miss out on important lessons**
- 😊 **Feel confident – being in class helps your learning grow**
- 🤝 **Spend time with friends – more fun, more memories**
- 🏅 **Have more chances to shine – in lessons, clubs and special events**

🚀 What We Will Do to Help

🎉 **Make school exciting. Fun lessons, special days, clubs and celebrations**

💬 **Talk and listen. If coming to school is tricky, we will help you and your family**

🏆 **Celebrate great attendance. Certificates • Stickers • Class rewards • Weekly shout-outs**

⏰ **Help you get ready. Reminders about early bedtimes, organised mornings and good routines**

📈 How We Will Know It’s Working

- 🗓️ **More children are in school every day**
- ⬆️ **Our weekly and monthly attendance numbers go up**
- 🏆 **More classes win attendance awards**
- 😃 **Children tell us they feel happy and ready to learn**

🌟 Let’s Be Here Every Day! 🌟

Together, we can reach our target!

Eastcroft Park Phonics Target

🎯 Our Target

We want all children to become confident readers by learning their sounds and using them to read and spell words.

- 🌟 Being a strong reader helps you in **every subject**.

Why Phonics Matters

- 🧠 Helps us **read new words**
- 📖 Makes reading **easier and more fun**
- ✏️ Helps us **spell words correctly**
- 🌈 Makes us **confident readers**
- 🧩 Helps us in with our reading in **every subject in the curriculum.**

What We Will Do

- 🗣️ **Practise phonics every day** in fun Read Write Inc phonics sessions.
- 🔊 Learn and revisit **all our speed sounds** so they stick in our memory.
- 👂 **Listen carefully** to sounds at the beginning, middle and end of words.
- 🧩 **Learn** our red words to help us with our reading.
- 📚 **Read books that match our phonics level** so we feel confident.
- 📝 Practise **segmenting and blending** green words to read and spell.

How We Will Know Phonics Has Improved

- 📈 Children can **recognise more sounds** straight away.
- 🗣️ Children can **blend sounds** in green words to read words more quickly.
- 🖍️ Spelling becomes **more accurate** using phonics skills.
- 😃 Children feel **more confident** when reading aloud.
- 🎉 More children will pass their phonics screening check in Year 1 and Year 2

Why Phonics Matters

🧠 Helps us **read new words**
📖 Makes reading **easier and more fun**
✏️ Helps us **spell words correctly**
🌈 Makes us **confident readers**
🧩 Helps us in with our reading in **every subject in the curriculum.**

🟢 What we're doing to improve phonics

📢 **Daily Read Write Inc phonics sessions**
📚 RWI **Reading books** that match our sounds
🗣️ **Blending sounds** together to read green words
📝 **Segmenting words** to help us spell using our fred talk and fred fingers
🔁 **Reviewing our speed sounds** to help us remember them quickly and confidently

🟡 How we'll know we're improving

📈 We can **read our speed sounds more confidently.**
🗣️ We can **blend sounds smoothly** to read words
✏️ Our spelling becomes **more accurate**
😀 We feel **confident reading aloud and reading**
🎉 More children **will pass the PSC in Year 1and Year 2**

🌟 **Together, we can be fantastic, confident, readers!** 🌟

Early Years at Eastcroft Park Primary School

🎯 Our Target

We want our Early Years setting to be the best place for children to explore, play, talk and learn, so they get the strongest start to their school journey.

Why We Want to Improve Early Years Provision

- 🌱 Children's early experiences help shape their **future learning**.
- 🎨 A strong Early Years setting helps children **talk, play, explore and be creative**.
- 🤝 Good Early Years provision supports children to become **confident, independent learners**.
- 🏡 It helps families feel supported, welcome and involved in their child's learning.

What We Will Do (How We Will Improve)

- 🧸 **Create exciting indoor and outdoor areas** with lots of opportunities to explore, play and question.
- 🗣️ **Develop language and communication** through stories, poems, songs, talk time and high-quality interactions.
- 🎯 **Plan learning carefully** so every child gets what they need to move forward.
- 👩‍🏫 **Know each child really well** so we know what each child needs to progress
- 👫 **Work closely with parents**, sharing ideas, stay and play sessions and support for home learning.
- 😊 **Provide nurturing routines** that help children feel safe, settled and ready to learn.

How We Will Know Things Have Improved

- 😃 Children show **confidence, independence and curiosity** in their play.
- 🗣️ Children use **more language** to talk, explain and share their ideas.
- 🧩 Children make **strong progress** across all Early Years learning areas.
- 👫 Parents feel **involved and informed** about their child's learning and development.
- 🎉 More children leave reception **ready for Year 1 and the rest of their Eastcroft Park journey**

Eastcroft Park Special Educational Needs and Inclusion Target

🎯 Our Target

We want all children, including those with Special Educational Needs, to get the right support so they can learn, join in, and achieve their very best.

Why We Want to Improve SEND Provision

- 🌟 Every child deserves to **learn and succeed** in school.
- 🤝 Support helps children **take part fully** in lessons, play, and activities.
- 🧠 Tailored learning helps children **grow their skills and confidence**.
- 🏡 Families feel **supported, informed, and involved** in their child's learning.

What We Will Do (How We Will Improve)

- 👩‍🏫 **Provide individual and small group support** to meet each child's needs.
- 📝 **Create personal learning plans** with clear steps and goals.
- 🎯 **Use assessments and observations** to check what works best.
- 💬 **Work closely with parents** to share progress and ideas.
- 🧩 **Train staff** to use the best strategies and resources for SEN.
- 🌈 **Ensure inclusion** in all lessons, activities, and school events.

How We Will Know Things Have Improved

- 😀 Children feel **happy, confident, and included** in school.
- 📈 Children make **progress in learning and skills** suited to their needs.
- 🧩 Children participate **more fully in lessons and activities**.
- 👨‍👩‍👧 Parents feel **informed and supported** in their child's learning.
- 🎉 Teachers and staff notice **positive changes** and celebrate achievements.

Eastcroft Park Primary School

English (Writing) Action Plan 2025-26

Strengths	Areas for Development	Action Points
• Writing curriculum (Ready Steady Write) well embedded across school and showing impact on outcomes. • Moderation of Y6 (24-25) was wholly positive about our choices with breadth of writing opportunities and editing process. • All staff correctly assessing writing at regular points using the Writing Counts moderation grids. Kirkby cluster CPD on writing moderation shown positive impact on staff's knowledge and confidence. • Grammar and punctuation outcomes improving due to fidelity to Grammarsaurus resources, a weekly SPAG check and Place Value of Punctuation and Grammar (PVPG) fortnight unit at beginning of each academic year. Staff noticing improvements in children's retention.	• Has been some move around with TA support this year, support staff knowledge highlighted as a concern across school. • Spoken language of pupils (especially in KS1) poor and having an effect on their writing outcomes. • Current spelling scheme (Spelling League-Grammarsaurus) not working, not frequent enough, resources not high-quality.	• Training needed for support staff. Develop a programme of CPD for staff around their year groups to upskill staff in specific SPAG objectives so they are able to support learning and implement suitable interventions to key groups of pupils. • Work needed around improving spoken language skills so children are able to write using correct grammar, tense etc. • Look into purchasing an alternative spelling scheme, implement across Y2-6 and monitor impact of this across school year. • Continue to use moderation across Kirkby cluster for staff CPD but also across key stages.

Objective	Success Criteria	Action	Time Scale	Staff responsible	Resource Implications	Monitoring & Evaluation
Increase % of pupils achieving ARE to 90%.	✓ Assessments completed to identify pupils who are at or near ARE. ✓ Quality first teaching with opportunities for guided and independent practice.	Ensure all teachers have completed baseline and first writing assessments by end of Autumn 2. Work with staff to identify groups of 'cusp' children and plan tailored interventions	Daily writing lessons	Class teachers TAs Subject lead	PPA time of staff Moderation CPD time out of class – supply cover TA time out of class Staff meeting time	Termly RSW assessments using Writing Counts grids Perfectly Polished writing books show pupils meeting expectations

	✓ Curriculum carefully planned to align with ARE expectations. ✓ Staff to access regular CPD to improve their own practice.	based on their needs, using moderation grids.				
Improve progress for pupils below ARE.	✓ Target children are quickly identified based on teacher or formal assessment. ✓ Pupil progress data highlights specific barriers and needs. ✓ Differentiated planning and teaching for these pupils, using modelling and scaffolding where needed. ✓ Interventions put into place and regularly monitored.	Ensure TAs are trained to deliver suitable interventions. Support staff in grouping children with similar needs to take part in interventions. Ensure regular assessment and feedback is shared with pupils, staff and parents. CPD around useful interventions for staff.	Interventions depending on need (daily, 3x a week etc)	Class teachers TAs SLT SENCo Subject lead	Training time of staff Planning and assessment time for staff Staff meetings Regular scheduled meeting time between class teacher and TA to discuss progress Pupil progress meetings	Informal observations Discussions with staff Pupil progress meetings Termly RSW assessments showing improvement
Ensure consistency in writing across school.	✓ All classes using Ready Steady Write scheme for writing with fidelity. ✓ All class teachers using the Writing Counts moderation grids to assess independent writing, using their CPD from Literacy Counts (Kirkby Cluster).	Long-term and medium-term planning reflecting clear progression in writing skills. Staff using agreed planning formats and resources, ensuring children are building on their skills each year with familiarity.	Daily	Class teachers TAs Subject lead	Teacher's PPA time Subject leader management time	Lesson observations Book looks Moderation cluster meetings

	✓ All classes receiving daily writing input (RSW lesson, SPAG lessons etc).	Subject specific maps (SPAG objectives, writing genres) completed and shared by staff. All staff using same marking policy and assessment grids.				

Eastcroft Park Primary School

Attendance 2025-2026

To ensure that all children attend school everyday.

Key Aims:

- Raise whole-school attendance to at least **97%**.
- Reduce levels of persistent absence (PA) below **8%**.
- Ensure robust systems, early intervention and strong partnership with parents, the Local Authority, and the Attendance Hub Beacon School.
- Establish a culture where good attendance is everyone's responsibility.

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
Strengthen Monitoring and Use of Attendance Data	Attendance system monitored daily; issues escalated quickly. DfE Attendance Data and school SIMS data used to identify trends, vulnerable groups and trigger early intervention. Attendance dashboard shared with staff and governors.	Use DfE Attendance Data (live dashboard) to analyse trends, compare to national and identify groups at risk (SEND, PP, EAL, vulnerable). Produce weekly attendance reports for SLT and staff; 1/2 termly summary for governors. Maintain a daily first-day call system with escalation to home visits if no contact.		AB/JF/JW (SLT &Attendance LeadS)	Time	Weekly dashboard Half-termly data reviews PA tracking

		Implement traffic-light system (Green 97%+, Amber 90–95%, Red <90%) to target support.				

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
Improve Early Intervention and Support for At-Risk Pupils	Reduction in persistent absence. Parents engaged early and consistently. Clear, recorded intervention pathway.	Create a tiered intervention pathway (letters, meetings, attendance panels, early help). Use DfE data to prioritise families for early support. Refer cases to Local Authority Attendance Service for targeted work, attendance improvement meetings or legal intervention. Offer Early Help assessment for families with wider needs. Implement attendance support plans for identified pupils.		AB/JF/JW (Attendance Lead / Safeguarding Lead / Attendance Officer)	Time	Early help referrals LA involvement logs Attendance plans reviewed fortnightly

Eastcroft Park Primary School

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
Strengthen Partnerships Through the Attendance Hub Beacon School Success Criteria	• Staff understand best practice through collaboration. • Strategies from Beacon School implemented and impacting attendance.	1. Engage fully with **Dfe Attendance Hub Beacon School**, attending termly workshops, webinars and leadership sessions. 2. Participate in peer-to-peer reviews and use findings to refine school systems. 3. Adopt Beacon School best practice such as: ○ attendance scripts for staff ○ structured home visit procedures ○ parent communication templates 4. Share outcomes with staff and governors		Headteacher / Attendance Lead	Time	• Feedback from Attendance Hub sessions • Implementation logs • Review of updated attendance processes
Objective	**Success Criteria**	Action	**Time Frame**	**Staff**	**Resource Implications**	**Monitoring & Evaluation**
Strengthen Communication and Work With Parents	• Parents understand the importance of attendance and the school's expectations.	1. Clear communication through newsletters, website updates, text reminders and meetings. 2. Half-termly attendance workshops for parents focusing on routines, sleep, anxiety support,		Attendance Lead/Class Teachers		• Attendance at parental workshops • Parent survey data • Records of conversations and support offered

	• Home–school attendance partnerships are strong.	and attendance expectations. 3. Positive reinforcement—certificates, weekly class trophies, 100% badges. 4. For families with barriers (transport, **routines, medical issues),** provide tailored support with Early Help, school nurse, or external agencies. 5. Launch of Kirkby Collaborative film				
Objective	**Success Criteria**	Action	**Time Frame**	**Staff**	**Resource Implications**	**Monitoring & Evaluation**
Promote a Positive Attendance Culture Across School	• Attendance seen as everyone's responsibility. • Pupils motivated to attend regularly. • Staff consistency in messaging and follow-up.	• Weekly class attendance competition announced in assembly and newsletters. • Classroom attendance displays updated weekly. • Embed attendance discussions into pupil voice surveys and school council meetings. • Staff training on positive attendance culture and effective parent messaging.		SLT / Class Teachers		• Pupil feedback • Attendance trends by class • Staff training evaluations

Roles and Responsibilities

Headteacher

- Holds overall responsibility for attendance strategy.
- Ensures systems, staffing and resources are in place.
- Works with governors and LA on strategic issues.

SLT /Attendance Leads

- Oversees daily and weekly monitoring.
- Leads attendance meetings and supports staff with difficult cases.
- Coordinates work with the Attendance Hub Beacon School.

Attendance Officer

- Daily monitoring, registers, first-day calling.
- Produces reports and tracks PA pupils.
- Arranges meetings, home visits and records actions.
- Conduct home visits.
- Support parents with routines, behaviour, anxiety and home issues impacting attendance.
- Liaise with external services.

Designated Safeguarding Lead (DSL)

- Ensures attendance concerns are cross-referenced with safeguarding alerts.
- Leads Early Help processes.

Class Teachers

- Complete registers accurately twice daily.
- Build strong relationships with families and challenge absenteeism early.
- Provide classroom-level rewards and encouragement.

Local Authority Attendance Service

- Provide guidance, casework, attendance panels, and legal interventions.
- Support school with persistent absence cases.

Governing Body

- Monitor attendance data termly.
- Hold leaders to account for improvements.
- Understand key risks and support strategic improvements.

Pupils/Parents

- Understand attendance expectations.

Arrive on time and participate in class rewards and goals

Impact Measures (End of Year)

- Whole-school attendance at 97% or above.
- Persistent absence reduced below 8%.
- Improved attendance among priority groups (SEND, PP, vulnerable).
- Strong attendance culture evident in pupil and parent voice.
- Positive evaluation from Local Authority Attendance Service and Attendance Hub Beacon School partnership.

Eastcroft Park Primary School

Achievement and Standards Phonics 2025-2026

To improve standards and the rate of progress in phonics

Key Objectives:

- **To ensure that all Teaching Staff (including Teaching Assistants) have a greater understanding of the expectations of phonics across the school and the impact effective phonics has on reading ability.**
- **To ensure that the Year 1 phonics score meets national expectations or above.**
- **To ensure there is high quality level of phonics across EYFS and Key Stage 1.**

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
➢ **To ensure that all teaching staff including teaching assistants have a greater understandin g of the expectations of phonics across the school and the impact effective phonics has**	The phonics lead/English co-ordinator has a clear vision of how phonics is delivered across the school and staff across EYFS and key stage 1 in particular have a clear understanding of the scheme used and how to deliver effective phonics in their classrooms.	RWI development day to support the deliver of Phonics sessions across EYFS and KS1 Complete lesson observations to share expertise and good practice/points for development (EYFS and KS1) JWo to support new staff members through coaching and regular support.	1 day autumn/ spring term. Through out year	JWo Jwo	Leadership Time/cover for classes for teacher release. Class cover for observations.	Subject Lead Action Plan Lesson observation feedback/sharing In class assessments.

on reading ability.						

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
➢ **To ensure that the Year 1 phonics score meets national expectations or above.**	To ensure a high quality level of phonics is delivered in year 1 that provides a suitable amount of coverage so that Year 1 pupils can access the Year 1 phonics test.	RWI refresher training for Year1 staff. Working across the key stage as a team to support the development of phonics with guidance from JWo as phonics lead. Daily phonics sessions are delivered in year 1 and this time is timetabled and protected. AM/KF/MB to deliver phonics intervention for Y2 pupils who failed phonics screening in year 1. MB to deliver extra reading sessions with Year 1 and 1-1 tuition sessions. ZG to deliver phonics intervention on return from maternity leave.	Through out the year Sept-25 - June 26 Sept-25 - June 26	JWo LL LL PMY KF LF	Cover needed for LL on SENCO courses/meetings .	½ termly/termly in class assessments. Practice test scores. Tracking monitored by JWo. Cause for concern children identified quickly and provided with extra support/intervention.

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
➢ **To ensure there is high quality level of phonics across EYFS and Key Stage 1.**	To ensure a high quality level of phonics is delivered in EYFS, Y1 and Y2 with a consistent approach in each year group.	RWI is delivered on a daily basis to a high standard. Good practice is shared and observed across EYFS and KS1. Daily phonics sessions are delivered in EYFS, Y1 and Y2 using RWI scheme. AM, KF, MB to deliver phonics intervention for Y2 pupils who failed phonics screening in year 1 using RWI. Staff to attend any relevant RWI training. JWo attend any EYFS training offered. Pinny time to be delivered across all Ks1 and EYFS classes.	1 day. Sept 25-July 26 Sept 25-July 26 1 day sessions when timetabled.	JWo LL PMY KH LF MB RB KF	Cover needed for training days. RWI resources supplied in each classroom.	½ termly meeting time to discuss progress of pupils.

Eastcroft Park Primary School

Achievement and Standards Early Years Foundation Stage 2025-2026

Key Objectives:

- **To ensure that all continuous provision in Nursery and Reception is of a high quality and helps children to learn skills, challenge their thinking and embed concepts.**
- **To ensure the Nursery and Reception classrooms are resourced and laid out in a way that promotes learning and enables pupils to communicate and develop their thinking and learning.**
- **To ensure there is high quality level of staff/children interactions and oracy across the Early Years Foundation Stage.**

Objective	Success Criteria	Action	Time Frame	Staff	Resource Implications	Monitoring & Evaluation
➢ **To ensure that all continuous provision in Nursery and Reception is of a high quality and helps children to learn skills, challenge their thinking and embed concepts.**	Continuous Provision will be neat, organised, labelled and purposeful to enable children to play independently and effectively. Continuous provision will help children develop their collaborative play. Continuous provision will help provide children with as many learning possibilities as possible across a wide range of areas.	Staff to look at layout of classroom and make sure classrooms are zoned and use EEx continuous provision guides to resource continuous provision. - Staff to label resources clearly and with the use of visuals to support labelling. - Nurs and Rec to make sure they have main areas in classroom (sand, water, construction, small world, domestic role play, reading area) - Audit of resources to see what we have already available and what resources need to be purchased.	Academic Year	JWo ZG DW AW NA TC LC	Leadership Time/cover for classes for teacher release. Staff meeting time to arrange layout and resourcing.	Subject Lead Action Plan EYFS network meetings EPA project support In class monitoring

➢ **To ensure the Nursery and Reception classrooms are resourced and laid out in a way that promotes learning and enables pupils to communicate and develop their thinking and learning and in a way that can support SEND learners.**	Classrooms to be laid out in defined spaces so fewer distractions are present. Creating provision areas to help promote collaboration, relationships and communication. SLCN to be focus of both Nursery and Reception classroom as well as a focus on the prime areas- Communication and language, physical development and personal, social and emotional development.	- Use of Early Exc resources to enhance provision and enable resources are used to maximise learning and development (early excellence cont. Provision guides) - Guidance from SALT, chatty Therapy, SEND practitioner support - Use of widget to provide visuals for different areas. - Early Exc videos to work through as EYFS team. - Use of EEF resources to support language rich environment.	Academic Year	JWo ZG DW AW NA TC LC	Leadership Time/cover for classes for teacher release. Staff meeting time to arrange layout and resourcing, watch training videos as a team.	Subject Lead Action Plan EYFS network meetings EPA project support In class monitoring

➢ **To ensure there is high quality level of staff/children interactions and Oracy across the Early Years Foundation Stage.**	All staff feel more confident at interacting with children. Interactions are more of a high quality that promotes oracy, language acquisition and vocabulary development.	-Use of ELKLAN resources to support language development training for EYFS staff. -Use of EEF interactions and Dfe Guidance to help promote more effective interactions. -Early exc materials for staff awareness and training- Strengthening adult interactions	Throughout the year	JWo ZG DW AW NA	Staff meeting time External training costs (SIL)	Subject Lead Action Plan EYFS network meetings EPA project support In class monitoring

		and 'how to secure effective interactions. -Use of EPA Oracy Oathway document to train staff, assess and audit current provision and to raise the standard of oracy in the EYFS.		TC LC		

Academic Year: 2025–2026
School: *Eastcroft Park School*
SENDCo: *Mrs Lyons*
Headteacher: *Miss Withey*

Overall Vision

To ensure all pupils, including those with SEN, receive high-quality, inclusive provision that enables them to make good progress academically, socially and emotionally, fully participate in school life, and develop independence.

Objective	Success Criteria	Action	Time Frame	Monitoring & Evaluation
Priority 1: Improve Quality of Inclusive Classroom Practice	• Teachers consistently implement high-quality, evidence-based, adaptive teaching. • Pupils with SEND can access the full curriculum and demonstrate improved engagement and progress. • Lesson observations show strong use of scaffolding, modelling and adaptive strategies.	1. **Deliver whole-school training** on adaptive teaching, scaffolding, and the graduated approach. 2. Develop and share a bank of **practical SEND strategies** for everyday use (e.g., task boards, chunked instructions). 3. Incorporate SEND focus into all **learning walks and book looks**.	• Training: Autumn Term • Strategy bank: Ongoing • Monitoring: Each term	• Lesson observation notes • Work scrutiny • Pupil voice surveys • Teacher feedback logs

Priority 2: Strengthen Identification and Assessment of Need	• Early identification is timely and accurate. • All staff understand the graduated approach (Assess–Plan–Do–Review). • Play Plans and Personal Provision Plans (PPPs) are high-quality and reviewed termly (Play Plans reviewed every six weeks).	1. Provide staff training on **SEND identification**, including SEMH indicators, SLCN red flags, and neurodiversity. 2. Implement standardised **screening tools** (speech & language, phonics, cognition & learning checklists). 3. Ensure every child with SEND has a Play Plan/**PPP** with SMART targets. 4. Hold **termly APDR meetings** with teachers and parents.	• Training: Autumn 1 • Screening: Autumn–Spring • PPP reviews: Termly • Play Plan reviews: Every six weeks	• Completed screening assessments • Quality of PPPs/Play Plans • Parent meeting records
Priority 3: Improve Targeted SEND Interventions and Progress Tracking	• Interventions are evidence-based, time-limited, and show measurable impact. • TAs are confident delivering high-quality small-group and 1:1 provision. • Data shows accelerated progress for pupils receiving interventions.	1. Audit all interventions and replace low-impact programmes with **evidence-based alternatives**. 2. Provide **TA training** in delivery of interventions (phonics, precision teaching, social communication groups). 3. Create a **provision map** that tracks needs, interventions, staff, frequency and cost. 4. Half-termly evaluation of intervention impact using entry/exit data.	• Audit & provision map: Autumn term • TA training: Autumn–Spring • Ongoing evaluation: Each half-term	• Provision map • Intervention assessments • TA performance logs

Priority 4: Strengthen Partnerships with Parents and Outside Agencies	• Parents feel informed, involved, and supported. • Clear communication pathways between school, parents, and professionals. • External agency recommendations are consistently implemented.	1. Provide support workshop information for parents. 2. Update school website with a **parent-friendly SEND information section**. 3. Implement a clear protocol for **actioning and recording external professional advice** (SaLT, EP, OT).	• Website update: Autumn • Workshops: When available • Protocol: Autumn 1	• Parent survey results • Attendance at forums
Priority 5: Leadership, Governance and Compliance	• SEND provision meets statutory requirements. • Governors understand their responsibilities and hold leaders to account. • Policies and documentation are robust and regularly updated.	1. Update **SEND Policy**, Local Offer and Information Report. 2. Provide **governor training** on SEND strategic oversight. 3. Termly SEND report to governors including progress, funding, and case studies. 4. Ensure compliance with safeguarding and accessibility legislation.	• Policy updates: Autumn 1 • Governor training: Autumn 2 • Reports: Termly	• Governor minutes • Updated statutory documents • Safeguarding audits

Whole-School Staff Training Plan (Linked to Priorities)

Term	Training Focus	Audience	Lead/Provider	Intended Impact
Autumn 1	Introduction to SEND, Graduated Approach (APDR)	All staff	SENDCo	Staff understand identification pathways and responsibilities.
Autumn 1	Adaptive Teaching & Inclusion	Teachers, TAs	Assistant Head (T&L)	Improved classroom strategies and access to curriculum.
Autumn 2	Supporting SEMH (Zones of Regulation / Trauma-informed practice)	All staff	External specialist / EP	Improved behaviour, emotional regulation and support for SEMH pupils.
Autumn 2–Spring 1	Specific Needs Training (ASD, ADHD, Dyslexia, SLCN)	Teachers/TAs	SaLT / EP / SENDCo	Staff confidently meet needs of identified pupils.
Spring	Effective Intervention Delivery (phonics, precision teaching, maths catch-up)	TAs	Specialist teacher / SENDCo	High-quality interventions with measurable impact.
Summer	Reviewing ISPs, writing SMART targets	Teachers	SENDCo	Stronger planning and evaluation of SEND outcomes.
Ongoing	Coaching, modelling, drop-in support	Teachers/TAs	SENDCo	Sustained improvement in inclusive practice.

Impact Measures (End of Year)

- % of pupils with SEND making expected or better progress
- Improved attendance for pupils with SEND
- Reduction in behaviour incidents/exclusions
- Parent survey showing increased confidence in school SEND provision
- Improved quality of teaching judged by monitoring
- Stronger engagement with external agencies
- Positive pupil voice feedback