

KINGS MEADOW PRIMARY SCHOOL: SCHOOL DEVELOPMENT ACTION PLAN 2025 - 2026



SUBJECT / ASPECT: *Special Educational Needs and Disabilities (SEND)*

AIM: *To raise standards for all children with Special Educational Needs and Disabilities (SEND)*

INTENT	IMPLEMENTATION						
OBJECTIVE	ACTION TO BE TAKEN	LEADER	OTHERS INVOLVED	TIME SCALE	COSTS	MONITORING	SUCCESS CRITERIA
To continue to develop a structured developmental approach to raising standards of speaking and listening (Oracy) across the curriculum	- Enter Phase 2 (Year 2) of Oracy training delivered by FRIS. - Support staff to plan opportunities to develop spoken language across subjects / themes.	Headteacher English Leader Curriculum/ Phase Leaders	SMT Subject / Aspect Leaders All Teachers & TAs	On-going	Time to plan and review	Skill development for speaking and listening is mapped across the year groups throughout the curriculum. Pupil Voice	-Skill development in speaking and listening mapped across the year groups for the Foundation Subjects -Activities to demonstrate good practice developed and shared. Improvements in children's use of spoken language & confidence, etc.
For school to achieve the SpLD Champions Accreditation. To embed agreed whole school Dyslexia approaches and enhance Literacy outcomes for learners with specific Literacy difficulties/Dyslexia at a targeted and specialist level	-SENDCo and English Leader to attend 5 afternoon 'SpLD Champions Training' sessions throughout the academic year Training disseminated to staff, including; - How to work effectively using multi-sensory approaches with individuals and small groups, - Tailoring provision to meet diverse needs, - How to use and analyse assessment tools to create an SpLD profile. -SENDCo and English Leader to work alongside Inclusion Consultants to develop a whole school approach to SpLD.	SENDCo English Leader Curriculum/ Phase Leaders	SMT Subject / Aspect Leaders All Teachers & TAs	On-going	Time to attend training Time to plan and review	Learning Walks with a focus on multi-sensory teaching approaches Analysing assessment tools/screeners to create an SpLD profile	-Kings Meadow Primary will gain the SpLD Champions Accreditation -Enhanced Literacy outcomes for learners with specific Literacy difficulties/Dyslexia at a targeted and specialist level

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To fully implement the 'Boxall Profile' SEMH Assessment package to support childrens emotional and social well-being through targeted intervention	- Staff to identify targeted children - Boxall Profile Assessments completed to inform targeted intervention - SENDCo/Class Teacher to track and review progress using the online tool	SENDCo Headteacher	All Teachers & TAs Pastoral Lead	Autumn Term and ongoing	Annual subscription	- 'Boxall Profile' assessment data inputted and analysed - 'Boxall Profile' entry and exit data - Assessment outcomes will inform intervention, which will be reviewed on an ongoing basis until the intervention is completed	- Staff will be confident to assess children using the 'Boxall Profile' assessment tool. - Staff will be able to deliver targeted intervention as advised by the assessment tool. - Staff will be able to review the impact of interventions - School will match the SEMH interventions accessed by children according to their specific needs - Interventions will show a positive impact on childrens emotional and social well-being
To review and update relevant SEND documentation, e.g. SEND Policy, KM SEND Local Offer, KM SEND Nutshell, KM Medical Needs Policy, SEND page on the website.	- SENDCo to review and revise all current SEND documentation and update as necessary - SENDCo to share all agreed SEND documentation on the school website for parent/carers to access	SENDCo Headteacher	All Teachers & TAs Pastoral Lead Governing Body	Autumn Term and ongoing	Time to review and update SEND documentation	- Governing Body to review updated Policy and 'SEND at a Glance' - Meetings with teachers and subject / aspect leaders to determine outcomes. - Monitoring website. - Book / Work Looks - Pupil Voice - Parent Voice	- All documents updated and shared on the SEND page on the school website - Staff will have a current termly 'SEND at a Glance' overview of SEND at KM - Medical records will be updated as and when needs change. These will be shared on the staff drive and CPOMS. - Parent/Carers will have an awareness of additional needs and how they can support their child.

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OBJECTIVE	ACTION TO BE TAKEN	LEADER	OTHERS INVOLVED	TIME SCALE	COSTS	MONITORING	SUCCESS CRITERIA
To ensure a positive transition for young people in Year 6 with SEND to secondary school	- Transition information collection and sharing - Transition meeting held in school - Transition day attendance - Enhanced Transition visits organised SEND records sent to High Schools	SENDCo	High School SENDCo's and Y7 Head of Year	Spring and Summer Term	Time for Y6 Teacher and SENDCo to meet with High School staff Time for SENDCo to send over relevant SEND documentation to following High Schools	All information passed over to High Schools and confirmation of receipt acknowledged	-All children have a smooth transition to High School. -All Enhanced Transitions take place
To embed trauma informed training to support SEND learners To achieve 'The Attachment and Trauma Sensitive Schools Award - SILVER (ATSSA)'	-Trauma Provision Map training for staff by Inclusion Consultants. One hour session including - How to use the provision map and padlet - How to use this is part of a SEND Support Plan or SEHM plan -Attachment and Trauma Silver Award training by Jenny Nock for all staff	Headteacher SENDCo SMT	All Teachers & TAs Pastoral Lead Governing Body	On-going	Time to access training Time to evidence criteria that KM is Silver Attachment Friendly	-Action Plan - Portfolio of evidence for each section on the criteria overview	-Trauma informed practice is evident throughout our school community and setting -Everyone within the school setting has a good knowledge of the needs of children and young people who have experienced adversity and of the strategies and resources that are available to meet such needs. -Improved learning and mental/physical health outcomes for all learners.