

Knights Enham School

SEND Action Plan

(2025 - 2026)

Vision

At Knights Enham Schools we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Nursery & Infants Latest Ofsted Inspection

Summary from Ofsted Inspection (March 2023)

Overall effectiveness Good

- | | |
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| • Effectiveness of leadership and management | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare | Requires Improvement |
| • Outcomes for pupils | Requires Improvement |

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Junior Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2024)

- **The quality of education Requires improvement**
- **Behaviour and attitudes Good**
- **Personal development Good**
- **Leadership and management Good**

Ofsted Guidance for What the School should do to Improve Further?

1. Staff do not provide the precise support that some pupils need to quickly and effectively close gaps in their phonics knowledge. This means that these pupils do not rapidly learn to read and spell appropriately for their age. The school should ensure that all staff have the expertise to identify and rapidly close the gaps in pupils' knowledge, so they are able to read and spell with fluency and confidence.
2. Teachers do not ensure that all pupils access learning that enables them to apply mathematical knowledge, concepts and procedures appropriately for their age. This means a large number of pupils are not well prepared for key stage 3. The school must ensure that teachers have the expertise they need to swiftly close gaps in pupils' learning, enabling them to learn the age-appropriate knowledge they need.
3. Teachers do not always present new learning in a clear and precise way. This means some pupils struggle to understand new learning with sufficient depth. The school must ensure that all staff have the expertise that they need to help pupils develop and retain a secure understanding.
4. Assessment approaches in some subjects are not fully developed. This means that the school is not fully assured that all pupils are effectively learning the intended Inspection report: The Knights Enham Junior School 3 and 4 December 2024 4 curriculum. The school should continue to strengthen how they assure themselves that the curriculum is being learned successfully by all pupils.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Meeting the needs of all children to ensure good progress.

To develop robust **assessment for learning** strategies to accurately identify individual learning gaps and inform the planning of targeted adaptations and scaffolding. This will ensure all pupils receive the necessary support to make progress and retain information over time.

To ensure that every lesson includes high levels of appropriate **challenge** to promote deeper thinking and accelerate progress for all learners, so that more pupils achieve greater depth.

To strengthen the teaching of early **language** and **vocabulary** throughout the school and across all subjects to enable children to become confident, articulate, and competent communicators.

To improve the teaching of **mathematics** so that gaps in pupils learning continue to close.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

To strengthen **assessment** opportunities across foundation subjects to enable teachers to accurately identify gaps in learning and use this information to inform planning and teaching.

To develop **subject leaders** through effective monitoring, professional development, and opportunities to lead, so they become strong, confident leaders in their subjects and drive improvement across the school.

3. SEND

Meeting the needs of all children to ensure good progress.

To develop precise and personalised, **high-quality SEND provision** for pupils with high levels of need, ensuring that they receive the targeted support required to achieve their full potential.

To invest in the development of Learning Support Assistants, equipping them with the skills, knowledge, and confidence to become **experts** in supporting inclusive and effective provision for all learners.

3. SEND

Meeting the needs of all children to ensure good progress.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
To develop precise and personalised, high-quality SEND provision for pupils with high levels of need, ensuring that they receive the targeted support required to achieve their full potential.	1. Audit current SEND provision and review the effectiveness of support for pupils with high levels of need (e.g. ILPs)	Provision map review, pupil data, SEND file scrutiny	Autumn Term 1		
	2. Ensure high-quality, Person-centred Support Plans (PSP) and EHCPs with measurable outcomes are in place and regularly reviewed	EHCP reviews, SEND file audits, parent/carers feedback	Ongoing		Annual reviews planned for the academic year
	3. Provide staff training on personalised strategies for supporting complex SEND (e.g. ASD, SEMH, SLCN, cognitive delay)	CPD feedback, lesson observations, TA evaluations	Autumn and Spring Terms		
	4. Strengthen the quality and consistency of in-class support and targeted interventions	Intervention tracking, learning walks, pupil progress meetings	Ongoing		
	5. Enhance multi-agency working with external professionals to improve the accuracy of diagnosis, support strategies, and provision	Meeting records, updated plans, professional feedback	Ongoing		
	6. Increase parental involvement in the SEND support process through regular communication, reviews, and training	Parent feedback, SEND reviews	Ongoing		SEND coffee morning (6 SEND families attended)
	7. Monitor and evaluate the progress of high-needs pupils using qualitative and quantitative data	SEND data analysis, case studies	Half-termly		Salford tests completed with all SEND pupils, see separate data sheet
	8. Showcase inclusive practice and high-impact case studies across the school to embed a culture of high ambition for all learners	Staff meetings, newsletter updates, SEF	Spring and Summer Term		
To invest in the development of Learning Support Assistants, equipping them with the skills, knowledge, and	1. Audit current LSA deployment, confidence, training needs, and impact	LSA self-assessments, staff voice, provision mapping	Autumn Term 1		LSA support sessions have been devised and allocated according to individual's strengths and interests
	2. Design and implement a CPD programme for LSAs focused on SEND strategies, scaffolding, adaptive teaching, and behaviour support	CPD evaluations, LSA feedback, impact reviews	Autumn – Summer Term		

confidence to become experts in supporting inclusive and effective provision for all learners.	3. Provide access to external training and qualifications (e.g. Elklan, ASD support, Speech & Language, SEMH) for LSAs in specialist roles	Training records, progress tracking of supported pupils	Throughout the year		Shared the following link: https://speechandlanguage.org.uk/educators-and-professionals/training-courses/an-introduction-to-speech-language-communication/?utm_source=All+Subscribers&utm_campaign=5a46b3b8de-EMAIL_CAMPAIGN_2024_07_31_10_49&utm_medium=email&utm_term=0_5a46b3b8de-%5B%5D
	4. Facilitate regular professional learning communities or LSA briefings to share good practice and case studies	Session logs, peer feedback	Half-termly		2 meetings held with LSAs in September
	5. Embed structured LSA involvement in planning and feedback with class teachers	Planning meetings, lesson observations	Ongoing		
	6. Strengthen the clarity of LSA roles and responsibilities, ensuring alignment with EEF guidance on effective deployment	Role descriptions, staff handbook, SLT reviews	Autumn Term		
	7. Monitor and evaluate the impact of LSA support through pupil progress data and provision reviews	Data analysis, intervention reviews, pupil voice	Termly		
	8. Celebrate and recognise the contribution of LSAs through staff meetings, appraisal, and inclusion in wider CPD opportunities	Appraisal feedback, staff surveys	Ongoing		

Subject Leader Impact Statement

How have you used your subject release time?	What has the impact been?	Next Steps:

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DATA

Attainment:		Autumn	Spring	Summer
Year 3	GDS			
	ARE			
	BARE			
Year 4	GDS			
	ARE			
	BARE			

Year 5	GDS			
	ARE			
	BARE			
Year 6	GDS			
	ARE			
	BARE			

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
Boys				
Girls				
PP				
Non PP				
EAL				
SEND				
Non SEND				

Data Analysis:

Points to consider for next year: