



Springfield Infant School & Nursery

School Improvement Plan

Challenge 2025-26

Building an exceptional team, 'where every teacher is a teacher of SEND.'

SEND code of practice 2014

Target	Subject/Focus	Intended Outcome(s)	Leader(s)
1	Send provision	To create a collegiate and knowledgeable staff who know how to identify and support every pupil. To re-organise the SEND resources, funding and provision across the school.	Viv Proctor Gail Phillips Katie Beckinsale Sue Wesson

What is the problem we are trying to address, from the perspective of:		
Teachers: <ul style="list-style-type: none"> New Sendco to school will continue to develop systems in school for all staff Some staff struggle to cope with the complex needs of individuals in a mainstream classroom Some staff do not have the necessary skills and knowledge to implement strategies to support learners to quickly adapt to new routines Provision mapping, use of Insight, Arbor for accessing, HTN funding and training across the school needs further re-organisation and clarity Ways of showing progress tend to be data driven, we need to find a way of recording qualitative data on progress of specific learners/ class teachers/LSA's Sendco 	Pupils: <ul style="list-style-type: none"> Children struggle to adapt to school and firm boundaries The school environment and number of children for some learners is distressing Many children have not had any pre-school experience SEN has not been identified by the parent or health professionals Earlier identification and programmes out in place can limit gaps in learning 	Attainment: <ul style="list-style-type: none"> Wellcomm assessment Oct – 28% Red, 24% Amber – 3% unable to assess 45% ARE April 64% ARE, 15% Amber and 19% Red Neli continues to support Communicate so that targeted support meets those most in need of their support and runs until July The number of children meeting EXS standard for reading, writing and maths for SEN children has fallen due to the more severe needs of the children. Funding from HTN is not accounting for many children with additional needs when they join the school staff cannot provide interventions at the start of the year

Intervention Description (What are the active ingredients that will be different?)	Implementation activities Training – Resources – Monitoring - Coaching	Implementation outcomes Fidelity - Reach - Acceptability	Pupil Outcomes
<ul style="list-style-type: none"> New Senco in role fulltime from September. 	Training: <ul style="list-style-type: none"> Utilise SALT/SES for staff training PD later in year 	Fidelity: <ul style="list-style-type: none"> All staff will teach be given the uniform templates for use 	Short term: <ul style="list-style-type: none"> HTN funding Autumn term submitted for Nursery and EYFS, KS1

<ul style="list-style-type: none"> • Thrive- needs to be monitored closely to show it is having the desired impact as it is an expensive resource • Training in house - All teachers need to be teacher of SEND (EEF) Senco will provide training at staff meetings to inform other staff about techniques, specific areas of need (Attention Autism, Zones of regulation, ADHD, NDD pathway completion etc) • Use of Technology-Staff need training to develop their knowledge and expertise of using technology to support learners (point 5 EEF) • New provision mapping and interventions and support collated and efficacy assessed • HTN evidencing streamlined for ease and clarity to gain additional funding • Coaching/ Team Teaching – provided for staff by Sendco • NELI- identify staff to run the programme in future years and train them accordingly • Attention Autism-targeted to meet the needs of children across the school • Interventions- targeted at learners and specific to their need 	<ul style="list-style-type: none"> • Moderation & subject discussion with other Trust schools • Clicker 8 training online/ and other interventions used to support SEN • ‘Thrive’ used in all classes • Sendco to be Thrive trained <p>Resources:</p> <ul style="list-style-type: none"> • Time for staff to attend training Staff meeting PD days • Resources provided to all teachers using a uniform approach <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT book looks around each assessment period • OMAT moderation meetings • Pupil Progress discussions • Lesson Drop Ins & feedback • Assessment timetable • Wellcomm • Specific data monitoring and comparison between SEN and their peers <p>Coaching:</p> <ul style="list-style-type: none"> • SENCO lead support during allocated release time • Deputy coaching staff on the creative teacher programme 	<p>across school, referrals, profiles, etc and they are expected to adhere to dates when these are requested</p> <ul style="list-style-type: none"> • All staff follow the behaviour system and use the colour monsters/buddies to instil learning behaviours • All staff will seek to implement Technology into their classrooms • Whole staff training on specific subjects Clicker 8, Chatta working alongside Chris Williams to support oracy • All staff will provide feedback to enable adaption and development of how the new systems support children and the school. <p>Reach:</p> <ul style="list-style-type: none"> • All members of the school community <p>Acceptability:</p> <ul style="list-style-type: none"> • Increase in teacher’s confidence that planning and teaching is meeting needs of the wide variety of needs of the specific cohort - evident in discussion (appraisal/informal), outcomes in books and from audit information. • Children’s readiness for year and independence as a 	<ul style="list-style-type: none"> • Teacher aware of their children’s needs and work with SENCO to develop support in the class • One page profiles created and parents meet with Sendco and class teacher to discuss children’s individual needs <p>Medium term:</p> <ul style="list-style-type: none"> • Wellcomm shows increased numbers of children are ‘Green’ • Staff can identify additional needs and gaps in learning; and close these using an adaptable curriculum and targeted interventions such as Precision Teaching • Children’s progress is ‘visible’ – SEMH, recorded work, staff obs Senco Thrive trained and shared with parents • Staff identifying and implementing children who need interventions for learning or referring onto specialist services <p>Long term:</p> <ul style="list-style-type: none"> • Staff confident using all systems in place • A robust and well organised system is in place that clearly shows the provision we provide, and it builds evidence to help increase funding • Staff have a more rounded knowledge of different needs and how they may present • Children are making progress that is visible regardless of their need and this is evidenced • Progress is recorded not just in academic attainment • All children’s needs being met in the classroom and technology is being used consistently to support SEN
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<ul style="list-style-type: none"> • Evaluation of Provision Mapping and Insight to streamline workload for staff • Update policies in line with latest government guidance EYFS documents DfE advice template Intimate care of children NSPCC Learning 		<p>learner is evident regardless of need</p> <ul style="list-style-type: none"> • Liaise with new Communicate staff to target speech children to ensure they are meeting age related expectations as soon as they can. • Liaise with Senco/parent/SLT to raise concerns quickly to enable targeted support to be put in place. And evidence for further assessment to be collected 	
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Target	Subject / Focus	Intended Outcome(s)	Leaders
2	Assessment and Curriculum Development	For staff to have a clearer picture of teaching and learning across the curriculum and to have useful data for the wider curriculum that drives teaching and learning forward. For staff to be able to understand the barriers and successes in their subject area. For assessment to help inform additional support targeted specifically where there is a need.	Gail Phillips Katie Beckinsale Viv Proctor

What is the problem we are trying to address, from the perspective of:		
Teachers: <ul style="list-style-type: none"> • Subject leaders know the progression and coverage for the wider curriculum and their particular areas are mapped out but they do not know how well the teaching and learning activities reach all learners. 	Children: <ul style="list-style-type: none"> • Children’s gaps are not always picked up quickly as needed. • Children are not always able to show their learning through the method for the lesson (e.g. written, discussion based lessons) 	Attainment: <ul style="list-style-type: none"> • For some children the style of learning and recording is difficult to know what they actually have learnt. • Some subjects are very discussion or performance based and adaptations have been made to incorporate other ways for

<ul style="list-style-type: none"> • Interventions for Literacy have been focused on Literacy Gold but this has found to not be as effective as a child working with an adult 1-to-1 on an intervention • Staff need to broaden awareness and knowledge of interventions • Teachers have not had training on book studies or about targeting questions to children to attain information that is useful for planning • Teachers need to be able to use data and create bespoke packages for their classes supported by SLT • Performance management discussions will be based on expanding and improving the teaching and engagement/enrichment of their subjects (event days for the school and across the trust, e.g. writing in KS1, country dancing event for year 2 etc) 	<ul style="list-style-type: none"> • Children’s interventions have been limited to what we have previously used and have been at times best fit grouping and not necessarily bespoke (precision teaching) 	<p>children to show their knowledge (this needs to be defined for newer learning RE/Music/IT)</p> <ul style="list-style-type: none"> • Evidence of the learning is sometimes difficult to attain (RE /Music/IT) • Subject leaders feedback sheets will provide staff with a clearer picture off their subject, how it is taught, and how engaging the learning is as well as how well the learners are achieving
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Intervention Description (What are the active ingredients that will be different?)	Implementation activities Training – Resources – Monitoring - Coaching	Implementation outcomes Fidelity - Reach - Acceptability	Pupil Outcomes
<ol style="list-style-type: none"> 1. Staff will begin to use subject feedback sheets to inform subject leaders of progress 2. There is a map of the wider curriculum which ensures pupils are able to make links to prior learning and staff have a clear progression of knowledge, skills, and vocabulary to be taught and opportunities to be provided for each subject. 3. Teachers need to find new and innovative ways to engage learners. 4. Create books that will capture learning for RE and Music. Capture the enrichment for those subjects and links to wider curriculum. Reinstate community links with Gudwara. 	Training: <ul style="list-style-type: none"> • JPD sessions to re-visit and introduce new interventions • Staff meetings to look at different interventions over the year • LSA meetings and training to try out resources (IT) • Bespoke PD offered to match individual staff needs • OMAT subject leadership meetings Resources: <ul style="list-style-type: none"> • Continue to work alongside the DBV team 	Fidelity: <ul style="list-style-type: none"> • Teachers will maintain their classes assessment folder and these will be monitored, SLT will support with guidance for interventions • Subject feedback sheets will be monitored and their usefulness and adaptations made as needed. Reach: <ul style="list-style-type: none"> • All members of the school community Acceptability:	Short term: <ul style="list-style-type: none"> • Monitoring activities indicate growing fidelity how assessment is being recorded • Children are able to discuss their learning and the opportunities provided to engage & inspire them. • Children’s gaps in learning being addressed promptly Medium term: <ul style="list-style-type: none"> • Subject Leader feedback sheets reports being completed • Moderation with other schools shows development of knowledge and skills in line with their peers.

<p>5. A wide range of interventions will be investigated and trialled to ensure we are meeting the needs of the learners.</p> <p>6. LSA's from each class will be expected to provide the additional classroom interventions and across their year group.</p> <p>7. Subject leaders given time to liaise with other year groups in staff meetings to discuss their subject and ascertain areas for development.</p>	<ul style="list-style-type: none"> • Audit current resources in school and purchase new resources/subscriptions • SLT support in PPA sessions and teach music to attain the effectiveness of the sessions • SLT support the IT curriculum to ensure the children are learning a range of skills and using different programs • SLT support staff to be analytical with data and <p>Monitoring:</p> <ul style="list-style-type: none"> • Half-termly book scrutiny/pupil discussion - what they have been learning, being able to talk through their learning process and sequence • Intervention timetables in place and assessments pre and post intervention clearly show progress <p>Coaching:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings to discuss data and those on track/not on track. • Subject Leaders work with SLT to gather feedback from staff and children, analyse data and plan what the next steps are. • Staff performance management discussions illicit adaptations and new ideas to support teaching strategies and engagement. • Opportunities to observe same or different curriculum plans 	<ul style="list-style-type: none"> • Increase in teacher's confidence when planning and teaching wider curriculum subjects evident in discussion (appraisal/informal), outcomes in books and from audit information. • Children more confidently able to make links to prior learning and experiences when discussing their work. • Children have a wider understanding and respect for different Religions in their own community 	<ul style="list-style-type: none"> • Lessons are engaging and inspiring for learners • Where interventions have been put in place confidence in the learner has increased • <p>Long term:</p> <ul style="list-style-type: none"> • Subject Leaders use feedback from children and staff to review and adjust unit choices and learning opportunities. • Where gaps are identified for learners, intervention have been put in place • Staff report a change on workload and confidence in their subject knowledge / pedagogy and their ability to confidently state they know the extent of learning in their subject. • New staff has elicited the change of roles in some subjects.
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Target	Subject/Focus	Intended Outcome(s)	Leader(s)
3	Core Curriculum development	To raise the percentage of pupils on track to achieve GLD and the Expected Standard and Greater Depth standard in Writing at the end of KS1.	Gail Phillips Bethan Foreman Katie Beckinsale Viv Proctor Ellen Scott

	and assessments being used at other Trust schools.		
	<ul style="list-style-type: none"> • Staff have greater opportunities to observe each other delivering lessons, critiquing and supporting each other's teaching. 		

Key actions for 2025-26 to achieve Medium & Long Term outcomes

- **Subject Leaders to monitor & assess on a more regular basis to enable adjustments, provide support for staff and gain staff feedback on the learning experiences being provided . *Subject leadership release continues to be built into the weekly timetable.***
- **Curriculum Leader to seek out opportunities for staff to meet & moderate and look at assessment with other school subject leads to quality assure our journey.**
- **Senior Leaders seek out opportunities to enrich learning, enable the development of children's cultural capital and create links that stretch skills and knowledge beyond the basic National Curriculum.**
- **Sustained effort to involve outside agencies and learning opportunities from the community (church/music events/artists/pigs etc).**

What is the problem we are trying to address, from the perspective of:

Teachers: <ul style="list-style-type: none"> • Staff continue to tweak and perfect the English overview with a focus on spelling • Writing has never been a popular activity with children we need to find new ways for the children to see themselves as writers 	Pupils: <ul style="list-style-type: none"> • Ongoing speech and language issues are still high and Wellcomm assessments show the majority of children in Reception not meeting age related expectations in Autumn. • Undiagnosed SEN and lack of specialist places mean that children are not always receiving provision that meets their needs, children make progress at their 	Attainment: <ul style="list-style-type: none"> • In 2025 whilst Reading 71% (15% GDS) & Maths 85% (26%) whilst writing was 53% with no GDS (this was a 7% rise for the previous year but 17% higher than the cohorts year 1 data)
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<ul style="list-style-type: none"> • More movement of pupils means we need to consider how we catch those pupils up to match their peers. • Interventions for phonics need to be continued for a 1/3 of year 2 due to newcomers to school previously this would have been for around 12 children. • Phonics Screening achieved 66% due to new children and high level of SEN need. • Managing vast ranges of need to meet all the children and ensure children are being stretched has become increasingly difficult and needs strategising to ensure where children can achieve more than the expected standard they do 	<p>own level but are unable to meet national expectations due to their severe level of needs.</p> <ul style="list-style-type: none"> • The gap between disadvantaged children and their peers continues to be an area of concern. • Changing school roll has meant that lots of children join us with no schooling or English language. • Parents of EAL children struggle to support the children at home with reading and writing. 	<ul style="list-style-type: none"> • Year 1 Phonics scores 66% well below national due to lots of movement in the year group. • We had no children reach the standard of GDS for writing at the end of KS1. • Year 1 children attained 42% for writing an increase of 6% this year although spelling and sentence structure is stronger. • EYFS data continues to meet national at 67% (but we had additional adults in the classroom for 24-25 and teaching staff were released to target writing to achieve this figure)
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Intervention Description (What are the active ingredients that will be different?)	Implementation activities Training – Resources – Monitoring - Coaching	Implementation outcomes Fidelity - Reach - Acceptability	Pupil Outcomes
<ol style="list-style-type: none"> 1. English lead - continue to work alongside colleagues on a weekly basis to support English writing planning and sequences. 2. Re-structure Support – restructure the groupings in Year 2 to ensure learners are working at a level where they can achieve and build confidence in writing 3. Dedicated NELI TA -working with Reception children continues but we need to plan 	<p>Training:</p> <ul style="list-style-type: none"> • Modelling; team teaching and observation by RWI leaders /English Lead • Utilise SALT for staff PD • Clicker 8 training for staff meetings • Shine interventions to support NTS test outcomes <p>Resources:</p> <ul style="list-style-type: none"> • SLT time and closer monitoring systems/observations and expectation • Additional private SALT time • Thrive training/Senco • Private EP time 	<p>Fidelity:</p> <ul style="list-style-type: none"> • All staff will have access to support from SLT and access to CPD to improve pedagogy • All staff will work SLT to target where support is needed quickly • All staff will seek advice from SENCo regarding children with specific needs • Teachers will use planned vocabulary as part of their usual classroom practice 	<p>Short term: (by 12th Sept)</p> <ul style="list-style-type: none"> • Classroom environment and high expectations and behaviour management in classrooms elicits learning • Assessment timetable planned/ assessment folders given to staff for use • LSA/Teachers will be given dedicated time wit SLT to becoming familiar with using Clicker 8 to support learners in class <p>Medium term 1: (by 4th Nov)</p> <ul style="list-style-type: none"> • NELI assessments underway in order to prioritise children for intervention • Review of Impact of Autumn term writing skills introduction of Chatta • Book scrutiny shows progress and handwriting formation is uniform

<p>for staff to take on the role next year due to retirement</p> <p>4. Use of RWI spelling skills phonic sessions continue and embedded 'Fred Fingers' for spelling monitored termly by SLT for levels of expectation, fidelity and pace. BF to share the role of phonics lead</p> <p>5. Assemblies – Streamlined and a variety of foci – Oracy / Vocab / Learning behaviours</p> <p>6. Chatta - introduced and staff work alongside Chris Williams to embed wider oracy/writing skills across the curriculum.</p> <p>7. Early Intervention - Work with pre-school providers to identify children who need EHCP / significant support prior to school entry and foster relationships with specialists working with those children.</p> <p>8. New Senco to help support and monitor efficacy of existing interventions and implement new ones. To work with SES to implement new interventions of schemes of support that can be monitored.</p> <p>9. Online writing resources- used to support LAP in the lessons</p>	<ul style="list-style-type: none"> • Fine motor targeted resources continue for all classes and interventions put in place • Staff meeting whole staff discussion and input for collegiate formation of skills <p>Monitoring:</p> <ul style="list-style-type: none"> • SLT book looks around each assessment period (writing half termly) • All staff use new writing grids and learn to use them to gauge where each learner falls with the levels WTS/EXS/GDS • OMAT moderation meetings • Pupil Progress discussions • Lesson Drop Ins & feedback • Assessment timetable • Wellcomm Data/Screening tool <p>Coaching:</p> <ul style="list-style-type: none"> • Member of SLT attached to both Yr 1 & Yr 2 to support planning in PPA time • English lead to support English writing sequences <p>Research</p> <ul style="list-style-type: none"> • After being part of the Early years language intervention nursery will continue to implement the strategies they have developed this year 	<ul style="list-style-type: none"> • Handwriting will be taught daily in handwriting books <p>Reach:</p> <ul style="list-style-type: none"> • All members of the school community <p>Acceptability:</p> <ul style="list-style-type: none"> • Increased knowledge of OMAT writing grids and TAF • Staff know how to break down and pinpoint small steps of progress to achieve each criteria. • Increased numbers of children achieve EXS in writing and GDS • Maths and Reading attainment remains in line with 23-24 outcomes 	<ul style="list-style-type: none"> • LAP being supported by use of IT in writing sessions (Clicker8/Widgit) • Pupil progress meetings allow for intervention to be planned <p>Medium Term 2: (by 6th Jan)</p> <ul style="list-style-type: none"> • NELI children grouped and intervention started • REC children Wellcomm assessed • Assessments carried out, analysed and learning used to change groups & 1:1 interventions / refocus teaching <p>Medium Term 3: (by 28th Feb)</p> <ul style="list-style-type: none"> • 2nd Assessments carried out, analysed and learning used to change groups & 1:1 interventions / refocus teaching • Implement further small group teaching as required using SLT to support teaching in year 2 English/Maths <p>Long term: Targets for end of year attainment</p> <ul style="list-style-type: none"> • EYFS; 69% GLD • Phonics Year 1 80% in line with national • <i>Phonics Year 2 re-check 90%</i> • Reading EXS = 75% (GDS 20%) • Writing EXS = 62% GDS = 5% • Maths EXS = 80% GDS = 26%
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<p>and to build independence and less reliance on the adults</p> <p>10. Specialist Services – commission where not readily available through LA e.g EP / OT</p> <p>11. Staff training - accessed whole school and individual creative teacher programme continues through the Trust</p>			
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Key actions for 2025-26 to achieve Medium & Long Term outcomes

- **Reading: Consideration of Yr 2 intervention teaching group from September, and then March monitor additional reading opportunities presented by Talk for Writing to ensure staff are maximising opportunities for vocabulary & comprehension skills to be addressed**
- ***Use YARC to identify areas of weaknesses in reading that impact upon writing and target support***
- **Writing: continuing support for English writing lead to work closely with Deputy to ensure fidelity to programme and secure staff understanding, moderation of children’s work and red pen marking, handwriting and spelling**
- **Deputy and English lead to be instrumental in developing Chatta across the school**
- **Additional fine motor activities across the school monitored and time for handwriting being taught by the class teacher ring fenced.**
- **Additional writing resources collated and organised each term by EYFS and available in the outside area**
- **Consider a dedicated writing area and resources for OPAL play outside**

Key actions for 2025-26 to achieve Medium & Long Term outcomes

- **Senior Leaders to ensure that the timing of the introduction of new systems are taken onboard by staff, time must be allocated to those that have a class with a higher level of need or individuals with complex needs**
- **Rec consider re-introducing Nursery Narrative / NELI assessment and groups organised for start January 2026**
- **Begin a 3 year project to monitor the progress of reading, writing and maths for children who have had speech intervention in REC record the types of intervention given and identify their level of attainment at the end of KS1 to further assess the impact of support and inform future spending.**
- **Writing research project undertaken/handwriting interventions trialled and compared for effectiveness**
- **Subject leaders work closely with SLT and prioritise attainment and monitoring of R,W,M responsibility is distributed and is a shared responsibility and supported by leadership.**