

SCHOOL DEVELOPMENT PLAN

ACADEMIC YEAR 2026-27

The Marjory Kinnon School vision is that every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of the community.

In order to constantly set a culture of high standards and outstanding pupil outcomes, we regularly reflect on and self-evaluate our practices and our outcomes. Robust evidence-based self-evaluation is then used to plan the future development of the school. This document is an overarching view of our school development. More detailed plans are held by each project lead and monitored in the school Monitoring & Evaluation procedures by the Headteacher and Senior Leadership Team. Our improvement priorities will reflect our school Mission Statement to include: Nurture, Challenge and Inspire built on the school values of kindness, perseverance, tolerance and respect.

Governing Body Strategic Priorities 2026-27

1. To ensure the curriculum meets the needs of the changing cohort of pupils with a focus on communication and autism.
2. To monitor that pupil numbers protect future funding and income.
3. To improve environmental sustainability and further embed changes.
4. To foster a supportive and high-performing school culture by prioritising staff wellbeing, professional development, accountability and ensuring that all staff are empowered to deliver the highest standards of education.

Key Priorities 2026-27

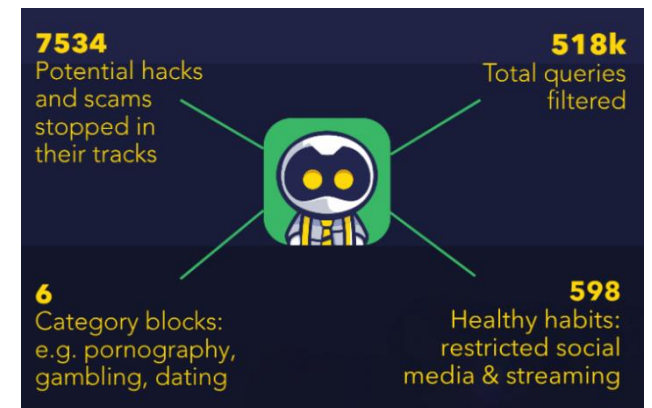
1. To monitor and evaluate the school curriculum pathways to ensure they are meeting the need of pupils working within the engagement model in KS1.
2. To embed the Zones of Regulation project across the school to support pupils to communicate their feelings and improve their ability to self-regulate.
3. To empower staff to deliver the highest standards of education for pupils with autism through high quality CPD.
4. To embed the Outdoor Play & Learning (OPaL) principles to enhance social communication and physical well-being at break and lunchtimes.
5. To continue to develop the environmental sustainability programme and pupil voice through the School Council.
6. To develop the mobile phone project supporting pupils to communicate effectively and appropriately when messaging their peers. (Online Safety)

Targets 2025-26:

1. To improve the teaching of phonics across the school through staff training and SLT monitoring. (Teaching & Learning)
2. To change and further develop the school curriculum pathways to semi-formal and formal curriculum pathways to meet the needs of the new cohort. (Curriculum)
3. To continue to improve lunch and break times with meaningful social communication opportunities and support pupils to learn how to play and socialise. (OPaL)
4. To find budget efficiencies to reduce the projected deficit and limit the impact on teaching and learning and pupil and staff safety.
5. To support pupils and parents to navigate social media and online interactions safely and raise the profile of online safety across the curriculum. (Safeguarding)
6. To expand and embed the use of AAC devices and Makaton for all pupils identified as needing a Total Communication approach. (Therapies)

Evaluation:

1. Phonics training was provided by English Subject Leads in September, and monitoring of lessons showed a marked improvement in TA subject knowledge and teaching methods for phonics.
2. The curriculum has been developed this year into 3 Pathways. 'Informal' in KS1 and 'semi-formal' and 'formal' throughout the school including appropriate accreditation in KS4 for each Pathway - ASDAN for 'semi-formal' classes and personal progress and BTEC and Entry Level for the 'formal' more able groups.
3. Communication boards are being used very successfully at break and lunch time.
4. The budget was balanced at the end of the year after cuts to staffing helped improve the position to a small surplus.
5. The SchoolsMobile.com partnership and training for parents using the APP led to significant blocks of harmful content.
6. More pupils are successfully using AAC with more parents engaging with technology devices to communicate at home.



1. To embed and evaluate the school curriculum pathways to meet the need of the changing cohort of pupils in KS1

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
JK/HB	To embed the KS1 informal curriculum to meet the children working below P4.	●	- To embed the new curriculum in line with the engagement model. - resource the curriculum in KS1. - Evaluate the impact of the curriculum.	- Pupils will be more engaged in their learning. - communication will improve. - Independence will improve.	- Lesson Observations. - Pupil Progress.
AVD/COR/GM	To embed the new Story project approach to teaching aspects of PHSE/RSE.	●	- To map all the texts to the PHSE themes. - To train staff on the new project.	More engagement and understanding of concepts in PHSE.	- Lesson Observations. - Pupil Progress.
MN/FA	- To become a lead school in London for the inclusion of all disadvantaged pupils in quality sporting opportunities. - For pupils to have more opportunities to engage in events across London for SEND pupils.	●	- To join Inclusion for London initiative. - To have 1 member of the PE affiliated and fully trained for inclusion.	- Build back healthier, happier, and more resilient young people and level the playing field for those most disadvantaged. - To balance the demands of the digital age through the physical connection of physical play and sport. - Transform societies perceptions and attitudes towards the importance of physical literacy, play and sport in the education and development of young people.	- Quality of outcomes for pupils in PE/Sport will be improved. - Increased opportunities for competitions and events arranged for pupils. - All pupils able to take part due to inclusivity of events.

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
JG/SF	- To adapt the new writing framework to meet the needs of SEND pupils. - To embed the new handwriting policy In Primary.	●	- To embed the new handwriting policy and monitor progress in classes in Primary. - Training from English leads on new handwriting policy. - Training on the new writing framework in a SEND school for English leads. - English leads to train staff on the new framework.	- Staff will be more proficient at delivering writing and handwriting to the pupils at their level. - Outcomes for writing will improve.	- Book scrutiny by Subject Leads will show an improvement in the quality of writing outcomes. - Lesson Observations will see an improvement in the delivery of writing, lessons and subject knowledge
AVD	Life skills – Include community links in Primary.	●	To develop more visits into the community for Primary during Life Skills.	Pupils will be able to regulate and be less overwhelmed when out in the community.	Social skills will improve as shown in SCERTS assessments.
PD	Maths – To embed the new semi-formal Maths Mastery curriculum	●	- To introduce new semi-formal Maths curriculum-training for all staff. - To resource the new semi-formal curriculum. - To monitor the pupil progress in Maths.	- Pupils will be more engaged in Maths lessons. - Pupils will make more progress in basic skills in maths.	- Pupils progress data for Maths will show improved progress. - Lessons observations. - Work scrutiny.

2. To embed the Zones of Regulation project across the school to support pupils to communicate their feelings and improve their ability to self-regulate

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
HN (OT) & JK/KG	To introduce the ZORB character to the pupils and staff.	●	To introduce the character and song written by the Music Department in an assembly.	Staff and pupils understand the Zones or regulation MKS bespoke character and what it represents.	- Regulation and therefore behaviour will improve. - Behaviour incidents on CPOMS should show an improvement.
HN (OT) & JK/KG	To train all staff to set up and use the system.		To deliver training to all staff.	Training will be delivered and staff confident to set up and run the process.	- Lesson observations. - CPOMS data.

Key =

Target Achieved



Target near completion



Target started and on track



Target not yet started



3. To empower staff to deliver the highest standards of education for pupils with autism through high quality CPD

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
KG	To work with the National Autistic Society towards accreditation.	●	NAS accreditation feedback.	- Action plan reviewed. - Monitoring visit for NAS.	School will achieve NAS accreditation.
SLT	To embed training around TEACCH.	●	TEACCH training and audits.	TEACHH trays and system will show developing independence in ASC pupils.	- Monitoring of lessons data. - Audit reports. - SCERTS data.
SLT	To arrange a refresher SCERTS session for all staff.		Arrange a SCERTS refresher.	All staff will have a good understanding of SCERTS framework and how to apply it in school.	- Lesson Monitoring - SCERTS data
SLT	To source bespoke training around RSE for SEND pupils.		To source a bespoke RSE/SEND training session.	Staff will have more confidence to deliver the curriculum to SEND pupils	Lesson Observations of RSE

4. To embed the OPaL principles to enhance social communication at break and lunchtimes

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
HB	To move to the next stage of OPaL development plan.	●	- Set times for reflective play work practice, planning and evaluation. - Develop further the use of small parts.	- There will be a wider range of small parts usage. - Pupil engagement during break and lunch improves.	- Observation of play and lunch break. - CPOMS for behaviour at break and lunch.
HB	To increase opportunities for collaborative play and social communication.	●	To review The Village opportunities and communication opportunities and mats in the role play areas.	There will be more communication opportunities in The Village and play breaks.	Observations by Play Leader.

Key =

Target Achieved



Target near completion



Target started and on track



Target not yet started



5. To continue to develop the environmental sustainability programme and pupil voice through the school council

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
GW/GS	- Promote environmental responsibility in every aspect of school life. - Empower pupils to become thoughtful, informed, and active stewards of the planet. - Encourage sustainable choices that protect natural resources for future generations. - Work together to create a greener, cleaner, and more sustainable school environment.	●	- To create and deliver a Climate Action Plan in conjunction with Eco Council of pupils. - Understand our school's energy efficiency by conducting a review of energy use. - Investigate MKS waste by reviewing the Local Authority consignment orders. - Eco Warriors and ECO Council of pupils to work towards improving the reduction of waste and carbon footprint. - Reduce carbon emissions in our buildings by teaching more lessons outside.	- Climate Action Plan is completed with pupil Eco Council input. - The Climate Action Plan will lead to a reduced carbon footprint for the school. - Pupils will be more aware of their environmental responsibility.	- Monitoring of curriculum impact and pupil outcomes. - Energy usage reduces. - Waste production reduces. - Carbon emissions will be reduced.

6. To develop the mobile phone project supporting pupils to communicate effectively and appropriately when messaging their peers. (Online Safety)

Lead	Objectives	Progress	Actions	Success Criteria	Evidence
IH/JK	- To build functional communication skills through practical phone-based activities. - To support independence and problem solving for real-life situations. - To connect SaLT targets to pupils' personal interests and everyday contexts.	●	- Identify groups of pupils to take part and pilot. - Identify SaLT targets identified. - Run blocks of sessions with android phones. - Analyse engagement and impact.	- Pupils develop the skills to use technology safely. - Pupils are more engaged in lessons relating to digital safety.	- Evaluation by the Speech & Language Therapist. - Achievement of SaLT targets.

Supplementary Strategic Target	Actions
To monitor that pupil numbers protect future funding and income.	Actions: to use the SMRA report to find efficiencies in the budget To liaise with the LA place planning team to try and stabilise numbers
Progress:	

EQUALITY OBJECTIVES: MARJORY KINNON SCHOOL

Eliminate unlawful discrimination, harassment and victimisation		
Equality Objectives	Example Activities	Outcome
To ensure school values of kindness, tolerance and respect are embedded in the school and delivered through the Rights Respecting Schools curriculum and contribute to personal development.	Each term to focus on one key value to underpin lessons and assemblies: - Autumn: Kindness - Spring: Tolerance / Perseverance - Summer: Respect	- Social and emotional progress tracked through Thrive Online. Class screening shows significant progress for identified pupils. - Zero fixed-term exclusions or internal suspensions for behaviours directly linked to a student's disability.
To focus on early intervention with the Think Equal Programme in Primary.	- Pupil assemblies and bespoke workshops. - Parental filter guidance for parents and workshops.	- Reduction of incidents on CPOMS linked to equality issues or cases of conflict between pupils. - Pupils understanding of equality issues is improving in class assessments.

Foster good relations between people who have a shared characteristic and those who do not		
Equality Objectives	Example Activities	Outcome
To provide opportunities to celebrate the gender, sexual orientation, disabilities, cultures and religions of all staff and pupils that make up our diverse school community.	Assembly schedule to include all major world religions and festivals especially as represented by the school pupils and staff: - Eid, Diwali, Christmas, Chinese New Year, Holocaust Memorial. - Black History Month (African Dance and Drum workshops and focus on Black Authors and Literature). - Focus on achievements by well-known female icons and role models representing diverse LGBTQ+ communities. - Promote a culture of pride and belonging by celebrating neurodiversity and representing diverse autistic role models.	- Evidence of awareness and celebration of diversity in pupil workbooks and corridor displays of work. - Working with National Autistic Society towards accreditation.
To ensure our reading and library books fully represent diversity in society including bilingual books.	- To ensure the English & Library Lead has budget to purchase books. - To audit areas where we are deficient and plug the gaps.	TLR English Lead completed audit and ordered books.

Advance equality of opportunity between people who share a protected characteristic and those who do not

Equality Objectives	Example Activities	Outcome
To set up groups for the minority cohort of girls (24% of school population) to enable them to talk about any worries and concerns they have around sexual harassment and address self-harm issues.	- Identify and prioritise vulnerable girls for Thrive interventions. - Create groups to boost self-esteem - creative projects. - Create Secondary girls nurture group 'The Den' with nurture teacher. - Train staff on self-harm issues. - Provide support for Yr6 girls transitioning to Yr7 (e.g. opportunities to integrate in Secondary during the Summer Term).	- Thrive data shows progress for identified groups. - Improved levels of anxiety around transition. - Greater understanding and support for self-harm issues.
To increase and support the participation of parents / carers of pupils / students from minority, marginalised or vulnerable backgrounds in school life.	- FSW supporting the most vulnerable pupil premium pupils and sourcing support agencies for them. - Home visit before pupils enter school. - Targeted parent workshops around needs. - Review website / electronic information / interpreter availability for parents. - Include parents/carers in cultural events.	- Targeted support by FSW of 'hard to reach' families. - Parental Engagement / FSW report termly to Governors. - Parent surveys. - Good attendance at parent therapeutic support groups. - FSM families prioritised for wraparound care (HAF summer clubs).
Ensure that the physical and sensory environment does not act as a barrier to learning or participation for any student and supports neurodiversity.	- OT to conduct sensory audit of pupil spaces and needs. - Create sensory spaces and circuits. - OT to create a programme of support for sensory needs. - Staff training in being a sensory aware school. - Zones of regulation set up by OT.	- Reduced sensory-related behaviour incidents. - Improved engagement in lessons. - Improved regulation.