



PUPIL VOICE ACTION PLAN FROM FINDINGS 2026/2026

QUESTION	OUTCOME	ACTIONS	Who is responsible?	What has school done/ REVIEW
I enjoy coming to school.	<p>72% of the whole school enjoy coming to school most of the time/always. 94% of non send pupils enjoy coming most of the time v's 63% of SEND pupils. This remains the same for non send pupils since the previous pupil voice but has fallen by 14% for SEND pupils. Analysis of the different types of SEND shows that it is pupils with an IEP that least like attending school with only 44% enjoying coming most of the time/always compared to 66% of pupils with an EHCP and 66% of pupils with an ISAT plan.</p> <p>Breakdown of the key stages shows that 100% of EYFS enjoy coming most of the time/always, 67% of KS1 and 77% of key stage 2.</p>	<ul style="list-style-type: none">• Identify send pupils that are not enjoying coming to school as much and discuss reasons behind this – is it linked to the classroom or to anxiety around being away from home/parents as we have several SEND pupils with separation anxiety.• Discuss with KS1 pupils how we can make coming to school better – what impacts the significant decline after EYFS with 100% - how can we support pupils in KS1 to transition into school more happily?	SENDCO	
I have friends at school.	<p>95% of the whole school feel they have friends most of the time/always. This is a slight increase since the last pupil voice. Both SEND and non-SEND have the same percentage although the breakdown reveals there may be more friendship issues for SEND pupils as 24% feel they have friendships most of the time compared to 8% non-SEND and 71% always compared to 88% non-SEND.</p>	<ul style="list-style-type: none">• Remind all pupils that they can seek support from well-being ambassadors and peer mediation for friendship issues and can access lunchtime clubs if they are having a tricky day• Discuss in assembly	Headteacher/SENDCO	

<p>Teachers and staff treat us fairly.</p>	<p>100% of the whole school felt that teachers and staff treated them fairly always/most of the time. This remains the same as the previous survey.</p> <p>However, breakdown analysis shows that SEND boys felt this was always the case 55% of the time compared to 100% of SEND girls</p>	<ul style="list-style-type: none"> Remind staff of perceptions and treating each incident as though it was the first to avoid preconceived feelings to cloud interactions. Share this especially with midday staff and follow up training delivered on how adult's emotions can affect interactions and escalate/de-escalate situations. 	<p>Sendco in TA meeting and at staff meeting jan 2026</p>	
<p>I feel safe when I am at school.</p>	<p>98% of the whole school felt safe at school most of the time/always. This remains the same as the previous pupil voice survey, with the non-send v SEND breakdown almost identical for always feeling safe. There has been a slight improvement for SEND pupils who now have fewer pupils feeling safe only some of the time and therefore have had an increase in pupils feeling safe most of the time (previously 13% and now 24%)</p>			
<p>I am improving/getting better in my work</p>	<p>100% of KS1 SEND pupils felt they were improving in their work most of the time/always compared to 75% of non-SEND pupils. Whereas in KS2 74% of SEND pupils felt they were improving compared to 92% of non-SEND pupils.</p> <p>Since the last pupil voice survey there has been a slight decline in pupils feeling they are improving most of the time/always with 76% of SEND pupils now compared to 94% previously and 83% for non-SEND compared to 94% in the previous survey.</p>	<ul style="list-style-type: none"> Why do pupils now feel less certain that they are improving/making progress than they did previously? Do we need to make progress explicit and celebrate improvements overtly? Do we need to look at KS2 and how progress is celebrated for SEND pupils, especially if they are aware of their difficulties in comparison to their peers? 	<p>Discussion at start of staff session to raise awareness</p>	

<p>The adults in school are friendly and helpful.</p>	<p>100% of the whole school feel adults are friendly and helpful most of the time/always.</p> <p>There is a slight decline in the number of pupils who felt this was always since the last survey with 78% now compared to 100% previously.</p> <p>EYFS boys have the lowest score with 67% feeling that staff were always friendly and 33% feeling that adults were only sometimes friendly.</p>	<ul style="list-style-type: none"> Look into why EYFS boys feel this way and look further at the pupils chosen to participate in the survey -are there underlying reasons why they feel staff are not as friendly as the other key stages? Are they less sure of the range of staff outside of EYFS being new to school and therefore feel less sure when dealing with unfamiliar staff? 	<p>SENDCO and EYFS staff</p>	
<p>Behaviour at my school is good.</p>	<p>81% of the whole school felt behaviour was good for most of the time/Always which is a decline from the 100% previously.</p> <p>There has been a slight decline in the view of behaviour since the last pupil voice with 81% of send feeling behaviour was good most of the time/always compared to 100% previously. Non-SEND pupils felt behaviour was currently good most of the time/always 85% of the time compared to 100% previously</p>	<ul style="list-style-type: none"> Since the last survey school have been directed to take 3 high needs SEND pupils who have entered KS1. Pupils are therefore witnessing dysregulation more frequently and having learning interrupted which is likely to affect their view of behaviour around school. Does further work need to be carried out via assemblies and in class after incidents to discuss why dysregulation is occurring and what is a choice in behaviour and what is a result of overwhelm? 	<p>Sendco to plan an assembly on overwhelm and dysregulation – link to zones of regulation</p>	

<p>Adults listen to my views and opinions.</p>	<p>98% of the whole school felt that adults listened to their views and opinions most of the time/always.</p> <p>96% of SEND felt listened to most of the time/always compared to 100% of non-SEND pupils. There was an increase for non-SEND pupils in feeling always listened to rising from 75% to 88%. However, for SEND pupils there was a significant decrease from 93% feeling always listened to previously to now 68% feeling always listened to.</p> <p style="text-align: center;">•</p>	<p>Talk to SEND pupils to find out when they feel listened to and when they don't feel this happens -is it inside the classroom, on the playground, at lunch etc?</p> <p>Discuss with them how we can support them feel listened to – are the difficulties around them being able to articulate their views and/or feeling that their views aren't viewed in the same way as other pupils?</p> <p>Are there any additional non-verbal supports we could introduce to support SEND pupils?</p>	<p>Sendco to speak to SEND pupils</p> <p>Communication boards to be put up and used by staff to support pupils communicate</p>	
<p>I learn about different cultures, disabilities and interests in assembly</p>	<p>93% of the whole school felt they learnt about different disabilities, cultures and interests in assemblies most of the time/always. This was higher in SEND pupils who felt this happened 94% of the time compared to 88% of non-SEND.</p>		<p>Continue to discuss in assembly time -all staff to develop understanding</p>	
<p>My school encourages me to treat others fairly and equally</p>	<p>94% of the whole school felt they were encouraged to treat others fairly most of the time/always.</p> <p>94% of non-SEND felt this was the case compared to 76% of SEND. In the breakdown for SEND pupils it was those that had an IEP where fewer children felt they were encouraged to always treat others fairly at 56% compared to 86% of pupils with an EHCP and 83% of pupils with an ISAT plan. In KS1 64% of SEND pupils felt they were encouraged to always treat others fairly compared to 81% of SEND pupils in KS2</p>	<p>Does some work with KS1 need to take place around treating others fairly and what this means explicitly? Are pupils aware of restorative practices when an incident occurs and how they can make the situation better after an incident?</p> <p>Does discussion around the importance of treating others fairly take place with KS1 pupils -particularly SEND pupils or are their own SEND needs a barrier to understanding this?</p>	<p>Assembly on treating others fairly - equitably/equality</p> <p>Should we all be treated the same?</p>	

<p>I take part in after school activities</p>	<p>39% of SEND pupils always take part in after school activities compared to 13% of non-SEND. 44% of SEND girls always take part compared to 35% of SEND boys.</p> <p>57% of pupils with an EHCP never took part in after school activities although the number of SEND pupils overall who never attend after school clubs is almost the same as non-SEND (21% v 18%)</p>	<p>Establish whether attendance is preference or whether there is a barrier to attendance as all pupils are invited to attend so why is there less uptake in EHCP pupils? Identify whether there are barriers to EHCP pupils attending after school clubs - discuss in annual review and if the child would like to attend look at ways to support this.</p>	<p>SENDCO to discuss is annual reviews</p>	
<p>I know I can use fidgets in class if I need them</p>	<p>78% of all pupils know they can use a fidget in class most of the time/always. 84% of SEND pupils v's 63% of non-SEND are aware that they can access fidgets in class most of the time/always. 80% of KS1 know they can access fidgets if needed compared to 56% of KS2. 50% of both KS1 and KS2 felt they could access fidgets if needed.</p>	<p>Class teachers to discuss fidgets and follow up on assembly delivered by SENDCO on want v need. Class teachers to explain equal access to fidgets and concentration aids so all pupils know they can access the resources now available to all in class rather than being solely for those with a SEND need. Staff to encourage responsible use and reasons behind using a fidget -particularly in KS2</p>	<p>SENDCO to raise with staff</p> <p>Staff to talk to children</p>	
<p>I know what to do if I cant do something</p>	<p>83% of pupils across the whole school know most of the time/always what to do if they cant do something . This is an increase for non-SEND pupils with 100% now feeling they know what to do compared to 88% previously. There has also been a slight increase for SEND pupils rising to 76% knowing what to do compared to 73% previously.</p> <p>However, only 56% of IEP pupils felt they always knew what to do if they were stuck and less than 50% of SEND pupils in KS2 knew what to do if they were stuck something compared to 80% on EYFS and KS1.</p>	<p>Are visual aids/reminders needed (particularly in KS2) to support pupils know what to do if they are stuck on a question? Is this a working memory issue and pupils being unable to retain this information/staff assuming the pupils knew what to do. Could we improve learning further by prompting greater independence and enabling pupils to complete work faster rather than them relying on a teacher/adult to notice? Are regular reminders needed as part of QFT to make pupils explicitly aware of what to do if they are stuck?</p>	<p>SENDCO to create a visual poster for classes based on what to do if you are stuck - shared January 2026 and talked through at staff session -these should be displayed in classes</p>	

<p>Lessons are interesting and fun.</p>	<p>89% of the whole school feel lessons were fun most of the time/always.</p> <p>There was a decrease from 100% to 77% for SEND pupils since the previous survey although for non-SEND pupils it remained the same at 94%</p> <p>In KS2 overall 54% felt lessons were always fun. The breakdown however showed that for SEND pupils this was only 48% of the time compared to 67% of non-SEND.</p>	<p>What are the difficulties for SEND pupils (particularly in KS2) -is it because the curriculum is too difficult and as indicated in the previous question they are unsure of what to do when stuck and so spend lessons feeling out of their depth? Or is it because the curriculum for SEND pupils is not relevant to their interests and so they are instinctively not finding them fun because they are not self driven? Consider ways to deliver the curriculum for SEND pupils (particularly n KS2) -does it always have to be written, can learning be shown in different ways? Can there be more practical activities or pupils be given a choice of how that would like to show what they have learnt so they have some control over the curriculum and can involve their own interests?</p>	<p>Staff to talk to classes about the ways they like to learn and create a mindmap to be shared with SENDCO – staff to try to build in different ways of learning based on what classes say</p> <p>SENDCO to share this idea with staff</p>	
<p>There are adults to help me in school if I am worried</p>	<p>98% of the whole school feel that there are always/most of the time adults to talk to if they are worried. 100% of non-SEND felt there was always/most of the time an adult to help them which remains the same as the previous survey. 84% of SEND felt there was always/most of the time an adult to help them which is a 16% decrease from the previous survey.</p> <p>81% of SEND pupils in KS2 and 91% of KS1 felt there was an adult to help them compared to 100% non-SEND in both key stages.</p>	<p>How can we make it explicit to SEND pupils that there are adults to help them? Do we need to discuss a key adult/who they would like to support them and allocate them an adult so they are clear of a person explicitly? Do SEND pupils need a more specific response than non-SEND pupils who feel they could approach anyone?</p> <p>Staff to talk to SEND pupils in their class to establish who the child would like to help them if they were stuck (class teacher/TA), if they are worried who they can go to etc -almost create a flow chart to show who can help in different situations</p>	<p>Staff to discuss with staff and in particular SEND pupils (this can also be done in a review) who do they like to talk to if they are worried -are children aware it doesn't have to be someone in their class?</p>	

<p>I feel safe in the playground</p>	<p>89% of pupils felt safe in the playground most of the time/always. This has decreased from 100% in the previous survey.</p> <p>68% of SEND pupils always felt safe (80% previously) compared to 81% of Non-SEND (which was the same as previously)</p> <p>57% of EHCP pupils always felt safe on the playground, with 14% saying they never felt safe.</p>	<p>Where children said they felt unsafe on the playground this was to do with football and being fearful of being hit by the ball, particularly the SEND pupils.</p> <p>When asked how we could improve school the majority of improvements were linked to limiting the football area, zoning the playground, restricting days/times that football could be played. Could there be times when a ball is not outside such as playtime so SEND pupils felt safer and then at lunch they could access lunchtime club if worried?</p> <p>Make explicit to SEND pupils that they can access lunchtime club if feeling worried on the playground at lunchtime</p>	<p>SENDCo to discuss with PE lead and headteacher</p>	
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