Inclusion Strategy – Sharnbrook Primary

Strategy overview

Detail	Date
Academic year/years that our current Inclusion Strategy covers	2026/2027 to 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Mrs. Hannah Bennett

Statement of intent

SENCo / Inclusion Lead Mrs. Hannah Bennett / Mrs Elaine Wildman

Total Number on Roll 216

	2024/25	2025/26
Percentage / Number of SEN Support	12.96% (27 pupils)	14.72% (29 pupils)
Percentage / Number of EHC Plans	3.13% (6 pupils)	3.0% (6 pupils)
Percentage of FSM6 (Disadvantaged)	13.47% (29 pupils)	13.16% (26 pupils)
Pupils with Overlapping SEN & FSM6/CLA	9 pupils	8 pupils
Identified Primary Needs Across School	SEMH: 11 (10 Support, 1 EHCP); SpLD: 8 (7 Support, 1 EHCP); ASD: 8 (6 Support, 2 EHCP); SLCN: 2 (1 Support, 1 EHCP); NSA: 3 (3 Support)	SEMH: 8 (7 Support, 1 EHCP) SpLD: 4 (all Support) ASD: 8 (6 Support, 2 EHCP) - Speech, Language and Communication Needs (SLCN): 1 (Support)

Sharnbrook Primary School's vision is *Working together so every child matters and thrives* and we are committed to ensuring that all children, including those at a disadvantage and those with special educational needs or disabilities (SEND), are supported to access an ambitious curriculum, develop emotional resilience, and

thrive. Our core philosophy is built upon the evidence that the most effective inclusion strategy begins with everyday, high-quality inclusive teaching.

Core Principles

- **Universal Design through the EEF 'Five-a-Day':** Class teachers retain direct responsibility for the progress and inclusion of all pupils. Adaptive practice is systematically structured around the five evidence-based principles: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and using technology.
- **Rapid 'Keep-Up' Over 'Catch-Up':** Interventions are timely, rapid, and daily. Gaps in foundational knowledge—particularly communication, transcription, and number facts—are targeted immediately so that pupils transfer skills directly back into whole-class learning.
- **Belonging & Emotional Readiness:** Inclusion encompasses academic, social, and emotional participation. Through bespoke positive behaviour plans, planned regulation spaces, and early screening, we ensure every child remains safely included in the classroom and feels a deep sense of belonging.
- **Empowered Workforce & Co-Production:** Teaching assistants are deployed strategically to scaffold independence rather than foster reliance. Systems actively partner with parents and external multi-agency teams to co-produce long-term success

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our pupils, necessitating inclusive universal approaches and targeted support

	Detail of barrier to learning *(including notable trends or themes over time, such as a growing prevalence or increasing complexity)*
1	**Divided and isolated:** The school is situated in a location categorized as *well below average* deprivation nationally (Bedford 001 MSOA). However, FSM6 eligibility stands at 13.47% (OFSTED ISDR 2025) with local area FSM6 at 21.02%. Disadvantaged pupils are tracked closely on Arbor as a dedicated group alongside young carers (12 pupils) and children known or previously

	known to children's social care (CIN/PLAC). To work inclusively every child needs to feel that they belong and can thrive.
2	**SEN Shift & sensory / social overwhelm:** The proportion of pupils on SEN Support increased significantly to 12.96% in 2025 (moving from 5.56% in 23/24). Primary needs are heavily weighted towards Social, Emotional, and Mental Health (12 pupils), Specific Learning Difficulties (4 pupils), and Autistic Spectrum Disorder (6 pupils). Cohort concentrations are most pronounced in Year 4 and Year 5. With the highest need of SEMH in Year 2 and Year 3. We want children to be in the classroom wherever possible whilst avoiding restraint collapse
3	**Academic Baseline Trends:** End-of-key-stage data indicates strong reading outcomes but highlights basic writing composition, sentence precision, and transcription as key whole-school focus areas. In mathematics, many children who are vulnerable can struggle to access number facts with automaticity. This then impacts their ability to calculate and access mathematical learning through KS2.
4	**Attendance & Vulnerable Groups:** Overall attendance for 2025/26 was 95.6%. In 2023/24, 7.0% of students had attendance below 90% (persistent absence). In 2024/25, this rose to 12.2% with emotional based school non-attendance being the primary reason. In response, targeted family casework and wellbeing interventions were introduced and compared to 2024/25, the PA rate has significantly improved, dropping from 12.2% to 6.9%. 90% of the children who were persistently absent were also on the special education needs register.

Activity in this academic year

What activities will we prioritise this academic year to alleviate the above barriers to learning and participation faced by pupils with additional needs and SEND.

In this context, ‘activity’ is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

5. Strategic Action Plan & Budgeted Allocations

Description of activity (noting evidence and barrier numbers addressed)	**Activity type (whether it is universal or targeted)**	**Total budgeted cost (accounting for spend from IMF and core budget allocations)**
EEF 'Five-a-Day' Adaptive Teaching & Dual-Coding Scaffolding Toolkit Whole-staff CPD and coaching on the EEF 'Five-a-Day' principles (explicit instruction, metacognition, tiered scaffolding, flexible grouping, and assistive technology). Publication and rollout of the internal *Inclusion Toolkit* specifying dual-coding instructions and visual supports. Graduated response embedded into teacher performance management. Commissioning the Bedford Borough (BB) SEND support team to complete an external review of classroom adaptive teaching.	Universal	**£5,200** *(£3,000 IMF staff release/CPD + £1,200 Core budget + £1,000 BB SEND external review)*

(Evidence: EEF SEN in Mainstream Schools Guidance; Addresses Barrier B1)		
Assistive Technology & Voice-to-Text Infrastructure Deployment of noise-cancelling headphones, microphones, and speech-to-text software across Key Stage 2 classrooms to enable pupils with transcription difficulties to demonstrate advanced subject knowledge. ICT Lead attends external assistive tech CPD and delivers cascading workshops to teaching staff and TAs. *(Evidence: EEF Using Digital Technology; Addresses Barrier B2)*	Universal	**£4,800** (£2,800 IMF hardware/tech + £1,200 Core budget software licences + £800 ICT Lead CPD/release)
NCETM Number Mastery & Daily Rapid Keep-Up Provision Implementation of the NCETM Primary Mastery of Number programme across EYFS and Key Stage 1. Daily 10-minute structured 'keep-up' interventions to build automaticity and number fact recall (utilizing Numbots recall heatmaps and KS2 MPass/TTRockstars). SENDCo and Maths Lead train and support TAs to implement and evaluate conceptual mastery rather than rote learning. *(Evidence: EEF Improving Mathematics in Early Years & KS1; Addresses Barrier B3)*	Targeted	**£6,400** (£3,800 Core TA intervention hours + £1,600 Enigma Maths Hub CPD/resources + £1,000 IMF software/tracking)

HfL Writing Curriculum Transition & Early Oracy Infrastructure Embedding the Herts for Learning (HfL) writing framework across KS1 and KS2 with tight alignment to Little Wandle phonics and gross/fine motor handwriting. Expansion of *Helicopter Stories* and structured adult-child verbal interaction models across Reception and Year 1 to close foundational language gaps. Small-group oral rehearsal and sentence composition keep-up groups for vulnerable learners. *(Evidence: EEF Improving Literacy in KS1/KS2; Addresses Barrier B4)*	Universal & Targeted	**£4,500** (£2,500 Core curriculum budget + £1,200 IMF oracy training/resources + £800 Little Wandle handwriting materials)
High-Impact TA Deployment & Professional Development Framework Establishment of structured professional reviews for all Teaching Assistants aligned with the Standard for Teachers' Professional Development and the SDP. Training support staff and teachers in evidence-informed scaffolding (moving from self-scaffolding to prompting and clueing) to foster pupil independence and resilience. Whole-school neurodiversity training with a focus on ASD support during lessons and unstructured social times.	Universal	**£3,600** *(£2,000 IMF specialist CPD + £1,600 Core cover and review time)*

(Evidence: EEF Making Best Use of Teaching Assistants; Addresses Barrier B5)		
Inclusion Hub, Sensory Space & Zones of Regulation Integration Integration of *Zones of Regulation* into the behaviour policy and curriculum to explicitly teach self-regulation strategies. Fit-out and operational protocols for the dedicated Inclusion Hub and Sensory Space to provide planned, proactive regulation breaks that support sustained classroom integration. Bespoke positive behaviour plans for high-need learners with specialist Team Around the School (TAS) and wellbeing practitioner input. *(Evidence: EEF Improving Behaviour in Schools; Addresses Barrier B6)*	Targeted	**£5,500** (£3,000 IMF sensory room equip/fit-out + £1,500 Core pastoral budget + £1,000 TAS/wellbeing practitioner time)
Early Identification (ESIST) & Vulnerable MIS Tracking Systems Embedding the ESIST system across Early Years and Key Stage 1 for the early screening and identification of neurodiversity. Configuration of Arbor MIS to systematically monitor overlapping vulnerable cohorts (SEND, FSM6, PLAC, young carers). Active participation in the local authority Team Around the School (TAS) pilot to triage multi-agency support swiftly. Annual review and publication of the statutory	Targeted	**£2,800** *(£1,500 Core MIS/admin budget + £1,300 IMF screening tools and admin time)*

Accessibility Plan and SEN Information Report (November). *(Evidence: DfE Working Together to Safeguard Children & SEND Code of Practice; Addresses Barrier B7)*		
Targeted Attendance Casework, EBSA Pathways & Coffee Connect Clinics Casework intervention targeting persistent absence in Year 1 (11%) and Year 4 (13%). Partnering with the Educational Psychologist and ASD team to establish Emotionally Based School Avoidance (EBSA) pathways. Termly school-led "Coffee & Connect" parent workshops focusing on neurodiversity, sensory needs, bedtime routines, and de-escalation. 100% participation subsidy for vulnerable groups in clubs and enrichment. *(Evidence: DfE Working Together to Improve School Attendance; Addresses Barrier B8)*	Targeted	**£4,200** (£2,200 Core attendance/family casework + £1,200 IMF/PP enrichment subsidy + £800 EP parent clinic fees)

Intended outcomes

This explains the clear, realistic outcomes we want our inclusive approaches to achieve **by the end of our inclusion strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Consistent High-Quality Inclusive Teaching across all	• 100% of teachers routinely apply Five-a-Day strategies (explicit instruction, metacognition, scaffolding, flexible grouping, and technology) across

classrooms (EEF 'Five-a-Day')	all subjects verified by learning walks, OFSTED and Bedford Borough SEND support team review. • Learning walks and work moderations confirm that tiered scaffolding and dual coding are evident in all classes, supporting pupils without lowering cognitive demand. • The Bedford Borough SEND Support Team review verifies high-quality adaptive teaching embedded school-wide. • 100% of teachers meet their graduated response performance management objectives.
2. Removal of transcription and accessibility barriers through assistive technology	• Key Stage 2 pupils with transcription or fine-motor barriers can access voice-to-text tools and digital accessibility aids independently across foundation subjects (humanities) and science when needed. • Pupils demonstrate advanced subject knowledge in extended writing without cognitive fatigue. • Lesson observations and pupil work confirm assistive technology is used as a standard accessibility strategy rather than an isolated intervention.
3. Accelerated foundational numeracy and rapid keep-up in mathematics	• The gap between disadvantaged/SEND pupils and their peers in EYFS and KS1 foundational number facts is closed on the skills matrix. • Pupils in Year 3 and 4 demonstrate accelerated, accurate automatic recall of multiplication tables and number facts on MPass and TTRockstars. • SEND pupils demonstrate conceptual understanding of core mathematical principles rather than relying on rote memorisation.

4. Elimination of foundational literacy dips and improved sentence precision	• End-of-key-stage assessments in reading and writing meet or exceed national benchmarks, with vulnerable pupils making accelerated progress from starting points. • Book looks show consistent sentence composition, transcription accuracy, and grammatical precision across cohorts following the HfL curriculum. • Rapid keep-up in Little Wandle phonics ensures 100% of targeted vulnerable pupils reach the expected standard.
5. Independent, resilient learners supported by high-impact Teaching Assistant deployment	• TAs deploy evidence-based scaffolding (prompting, clueing, and modelling) with fidelity, avoiding over-reliance and learned helplessness. • 100% of TAs complete annual professional reviews linked directly to SDP priorities and pupil progress targets. • Pupils with complex or additional needs demonstrate increased focus, self-regulation, and task persistence in challenging activities.
6. Proactive emotional regulation, zero exclusions, and an embedded culture of respect	• Pupils identify their emotional states using *Zones of Regulation* and independently access calming strategies to regulate within the classroom. • High-need learners utilize planned regulation breaks in the Inclusion Hub and Sensory Space, returning promptly to core learning with no loss of instructional time. • Bespoke positive behaviour plans reduce the possibility of internal or permanent exclusions. • Annual pupil, staff, and parent perception surveys demonstrate an embedded culture of respect, effort, and belonging.

7. Swift identification of neurodiversity and robust multi-agency tracking	• Emerging neurodiversity is identified early in EYFS/KS1 via the ESIST screening tool, enabling targeted early intervention in partnership with parents. • Dedicated Arbor MIS tracking enables leaders and governors to monitor the progress, attendance, and provision impact of overlapping vulnerable groups (SEND, FSM6, PLAC, Young Carers) in real time. • Zero delays in multi-agency triage through active engagement with the local Team Around the School (TAS) pilot.
8. Increased attendance, reduced persistent absence, and strong home-school consistency	• Whole-school attendance remains at or above 96%, with overall persistent absence maintained below 8%. • Persistent absence rates in Year 1 (baseline 11%) and Year 4 (baseline 13%) reduce to below 10% through targeted family casework. • Termly "Coffee & Connect" workshops demonstrate high parental engagement, with parents expressing confidence in implementing regulation, bedtime, and anxiety management strategies at home. • 100% of disadvantaged and SEND pupils participate in at least one quadrant of the enhanced enrichment curriculum.

Review of the previous academic year

From year two, you should outline the progress you made towards your intended outcomes during the previous academic year and explain how this was assessed. In doing this, you should note the impact that your strategy had on pupils' engagement, participation, attendance, sense of belonging, and attainment. This should include a reflection on the positive outcomes achieved for children and young people with additional needs and SEND.

You should critically review what aspects of your strategy worked well / did not have the intended impact and explain how this has informed your drafting of this year's strategy.

To support this, you should use:

- *Data from the previous academic year's national assessments and qualifications, once published (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting inclusion, including access to learning, attendance, engagement, and early identification.*

Further information (optional)

Use this space to provide any additional information you think necessary to help others understand your strategy.