



**SHARNBROOK PRIMARY**  
**2024-2025**  
**Review July 2025**

Intent	Implementation	Date	Impact	Comments/Progress
Governors both support and hold leaders to account for the effective implementation of the school's vision and strategic intent for learners with SEND.	<p>For the SEND governor and SENDco to meet half termly to develop and evaluate the SEND action plan, SEND register, Graduated response document and DASH board.</p> <p>For the SEND governor and school leaders to evaluate and monitor the effectiveness of SEND support in the form of QFT, implementation of strategies and interventions.</p> <p>To create a format for the meetings cross referencing from documents from the Key.</p> <p>For the SEND governor to evaluate SEND documentation and support in the re-writing of the SEND information report.</p>	Sept - July	<p>Action plan is implemented effectively. All documents are up to date and used effectively.</p> <p>All staff, leaders and governors implement systems consistently ensuring that all children are supported to make progress.</p> <p>Provision maps, SEND register, OPP and IPPs are used effectively and staff, parents and pupils have a clear understanding of strategies to support learning.</p> <p>Parents to have access to documents that help them to support their child.</p>	<p>Regular termly meeting with Governor.</p> <p>Created a meeting template with questions taken from the Key.</p>
Parents and carers are fully involved in discussions with the school when identifying	All parents of children who do not reach the expected targeted standard are involved in and help contribute to discussions which	Sept - July	Parents have a good understanding of how to support their children and there is a collaborative	Ensure SEMH support is communicated with parents effectively.

<p>why their child may be having difficulties.</p> <p>School systems promote contributions from parents and carers in order to maximise outcomes for learners with SEND</p>	<p>are set in place to support learning.</p> <p>To evaluate and develop school systems and communication which promote contributions from parents / carers in order to maximise outcomes for learners with SEND.</p> <p>Implement the use of Arbor for sharing SEND documents.</p> <p>Evaluate the class pages to reflect SEND – Termly Visual timetables and visual timetables for specific event such as sports day etc..</p>		<p>approach between school and home.</p> <p>All children including SEND are well supported to reach their full potential.</p> <p>SEND documents are shared securely through Arbor.</p>	<p>Use of Arbor for SEND document. – work in progress.</p> <p>Consider videos or parent friendly PPTs with the key pints of the SEND report in addition to the legal document.</p>
<p>Learners with SEND speak highly of the support they receive. They feel that the support they have had from the school has made a real difference.</p>	<p>To continue to develop pupil voice and pupil involvement in their learning.</p> <p>Children to have the opportunity to evaluate their IPP targets.</p> <p>Pupil voice on One page profiles is recorded in September and February.</p> <p>Pupil voice interviews</p> <p>Pupil voice questionnaires.</p>	Sept - July	<p>Pupils are fully involved in their provision and as a consequence feel listened to and make good / excellent progress.</p> <p>Pupils have good self esteem and confidence.</p>	<p>Particularly strong in UKS2. Use of One page profiles help to gather student views.</p>
<p>Teachers have received comprehensive and high-quality training on how to work effectively with teaching assistants.</p> <p>Teachers receive high quality training on our behaviour policy, 'When Adults change'</p>	<p>Teachers and Ta's receive high quality training on our Behaviour Policy, 'When Adults Change' and Teach like a champion strategies</p> <p>Teachers to receive high quality training on how to work effectively with teaching assistants – MITA Training for EW.</p>	Sept - July	<p>Teachers and TA's work together to ensure that behaviour expectations are consistent in order to create a positive and supportive whole school ethos.</p> <p>Teachers and TAs work effectively together to ensure all children have access to</p>	<p>Staff voice survey</p>

and 'Teach like a champion Strategies.'	<p>TA's are involved in a peer support system to develop their scaffolding skills.</p> <p>SENDco complete observations of class teaching of phonics and reading and reading and phonics interventions.</p> <p>TA's attend PPM's so that they are fully aware of the needs of individuals.</p>		<p>high quality teaching and that all children make good / excellent progress.</p> <p>The teaching of reading of phonics and reading is consistent and is mirrored by both teachers and TAs.</p>	
<p>Teaching assistants receive regular and high-quality CPD. Teaching assistants deliver a small number of evidence-based structured interventions. These interventions complement and extend teaching and learning in the classroom and have a positive impact on learner outcomes.</p> <p>TAs receive high quality training on our behaviour policy, including: 'When Adults change' and 'Teach like a champion Strategies.'</p>	<p>To train and support teaching assistants and teachers in the implementation of reading interventions in order for them to be consistent.</p> <p>EW to provide regular support for TAs with reading interventions.</p> <p>EW to complete teacher and TA training on scaffolding and high quality questioning during training days.</p>	Sept '23	<p>Reading intervention ns are implemented consistently and effectively.</p> <p>Pupils including SEND children make excellent progress in reading.</p> <p>Teachers and TAs work as a team to scaffold work and use key questioning effectively.</p> <p>Pupils develop increased independence and resilience.</p> <p>Teachers and TA's work together to ensure that behaviour expectations are consistent in order to create a positive and supportive whole school ethos.</p>	<p>TAs very strong on maths, phonics and reading interventions.</p> <p>This happened on training days but it is difficult to follow up on due to time constraints. EW to follow up next year with class observations.</p>

All staff receive high – quality CPD on emotional regulation. All children receive high quality teaching of Zones of regulation.	Whole school training on Zones of regulation and interoception Class teachers to teach a 6 week block of Zones of regulation and to have daily' emotion check ins.' Mental Health lead to implement group and individual Zones of regulation sessions.		All staff and children to use consistent language related to Zones of regulation. All staff and children to be able to name the 4 Zones. All classes to have created Zones of regulation Tool Boxes.  Children are able to regulate their emotions and feel supported and nurtured in school.	
To develop a structured approach to SEMH support throughout the school	Staff and parents are aware of the SEMH support available and that Children access appropriate and bespoke SEMH Support depending on their need.		Children are able to regulate their emotions and feel supported and nurtured in school.	