



SHARNBROOK PRIMARY
2025-2026 Review June 2026

Intent	Implementation	Date	Impact	Comments/Progress
There is an ethos of inclusivity where parents actively encouraged to work with school, the local community and outside agencies to support their children. Parents and carers are fully involved in discussions with the school when identifying why their child may be having difficulties. School systems promote contributions from parents and carers in order to maximise outcomes for learners with SEND	Parent and carer coffee afternoons with guest speakers such as: the ASC team, Bedford Parent carer forum and Triple P sessions. All parents of children who do not reach the expected targeted standard are involved in and help contribute to discussions, which are set in place to support learning. To evaluate and develop school systems and communication which promote contributions from parents / carers in order to maximise outcomes for learners with SEND. Ensure that parents have access to key information so that they can help their children	Sept - July	Parents have a good understanding of how to support their children and there is a collaborative approach between school and home. All children including SEND are well supported to reach their full potential. SEND documents are shared securely through Arbor. EW to go through this again- planned for 06.12.25	2 completed so far: 1.ASCT and BPCF 2.Zones of regulation Build on Zones and emotional regulation. Focus on energy levels. EW and SO to set up parent coffee afternoons – relating to emotional regulation – energy levels, sensory circuits. The new TAS process and ESIST forms have meant lots of changes which we have implemented and reviewed. There will be more changes as the TAS process has been stopped and will be replaced with a new system in the near future.

	Implement the use of Arbor for sharing SEND documents. Evaluate the class pages to reflect SEND – Termly Visual timetables and visual timetables for specific event such as sports day etc..			
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.	To continue to develop pupil voice and pupil involvement in their learning. Children to have the opportunity to evaluate their IPP targets. Pupil voice on One- page profiles is recorded in September and February.	Sept - July	Pupils are fully involved in their provision and as a consequence feel listened to and make good / excellent progress. Pupils have good self - esteem and confidence.	Children who have transferred with SEND have said there is lots of support. Parents very happy they moved their children here.
All staff have received comprehensive and high-quality training on how to support learners with neurodiversity so that they are able to: recognise masking, understand the importance of developing relationships with all pupils and implement strategies to support students. One of our school performance management targets will be centred around adaptations: To ensure that all children including those at a disadvantage in education and/or those with a special	2 - 3 hour training sessions for all staff on neurodiversity SENDco to work within classes to support teachers implement effective strategies to support neurodiversity. Half termly staff meetings to support staff to implement QFT strategies to support all learners including those with neurodiversity KS2 partners to choose a QFT practice to implement and review Support given to staff to ensure: dual coding by using widget is used effectively	Sept - July	All staff have a good understanding of how to support neurodiversity throughout the school day. Sensory circuits training to be implemented. SO to support key staff. Training for parents too. Staff will use dual coding effectively especially when teaching routines, giving instructions and helping pupils understand social situations social stories and comic strips.)	Sensory circuit training set for the training day. EW and SO to set dates for parent coffee afternoons.

educational need or disability are supported to access their learning.	Speech to text is used by specific children in class.		Pupils will begin to use speech to text software effectively. 1 staff meeting so far Training day more time	
To implement a structured program to teach all children about neurodiversity.	Through the PHSE theme of Differences, the Early years and KS1 staff will use books to teach the children about neurodiversity (See planning grid.) KS2 to implement the LEANS project to build upon the children's understanding of neurodiversity.		Children show respect and understanding of differences within themselves and others. They are proud of who they are and they are secure in their identity.	Positive feed back from pupils and staff regarding the LEANS project and books used in Early years and KS1
To develop a structured approach to SEMH support throughout the school	Website- updated with new graduated response document which shows SEMH support and provision. Meet the teacher and new parents evenings – SENDco and SMHL promoted and highlighted support available. Parent / carers coffee afternoons with SEMH focus. Triple P sessions held at school.		Staff and parents are aware of the SEMH support available and that Children access appropriate and bespoke SEMH Children are able to regulate their emotions and feel supported and nurtured in school.	This is ongoing. We need to develop the sensory rooms. Focus on emotional regulation / energy levels and adaptations.