	SHARNBROOK PRIMARY 2026 -2027			
Intent	**Implementation**	**Date**	**Impact**	**Comments/Progress**
Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support teaching and learning and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all learners to access an ambitious curriculum.	• **EEF 5-a-Day Whole-School Focus:** Through staff INSET and tailored classroom coaching from SENDCo, Headteacher, English Lead, and Maths Lead, support all teachers to embed the 5-a-Day principles (*explicit instruction, cognitive/metacognitive strategies, scaffolding, flexible grouping, and using technology*) into everyday adaptive practice. • **SDP Alignment (Priority 5):** Publish and operationalise the internal *Inclusion Toolkit* detailing evidence-based dual-coding scaffolds, visual aids, and graduated response protocols linked to teachers' performance management. • **External Evaluation:** Commission the Bedford Borough (BB) SEND support team to complete a comprehensive SEND review to evaluate classroom implementation and adaptive teaching quality. • **Multi-Agency Leadership:** Participate actively in the Team Around the School (TAS) pilot to triage support rapidly with external specialists.	**Autumn 2026** (INSET, Toolkit release, and PM setup) **Spring 2027** (Interim learning walks & TAS review) **Summer 2027** (BB SEND review & evaluation)	• All pupils make good progress from their starting points due to sustained access to high-quality teaching, effective metacognitive prompts, dual-coding adaptations, and tiered scaffolding. • Teachers hold high expectations across the basic and wider curriculum without lowering cognitive demand for pupils with SEND.	• Linked to SDP Priority 5 (Inclusion) and Teacher Performance Management cycles. • Bedford Borough SEND review booking confirmed.

			• Targeted learning walks and moderation confirm consistent classroom adjustments across subjects.	
School systems promote parent and carer contributions to maximise outcomes for learners with SEND.	• **SDP Alignment (Priorities 5 & 7):** Establish termly school-led "Coffee & Connect" workshops focusing on social-emotional regulation, the Inclusion Charter, neurodiversity/ASD, and Emotionally Based School Avoidance (EBSA). • **Specialist Input:** Educational Psychologist (EP), Mental Health Lead, Early Help, and ASD specialists to co-deliver targeted guidance during sessions (e.g., bedtime routines and de-escalation). • **Co-Production:** Publish and share the parent-facing guide to the Inclusion Toolkit (*'Working together so every child matters and thrives'*) to align classroom scaffolds with home strategies. • Ensure parent views actively inform individual positive behaviour plans, IEPs, and annual reviews.	**Autumn 2026** (Launch Coffee & Connect series) **Spring 2027** (EP and ASD team workshops) **Summer 2027** (Parent perception & Inclusion surveys)	• Stronger home-school consistency improving pupils' emotional regulation, confidence, school readiness, and attendance. • Parents feel genuinely heard and valued as co-educators, leading to proactive collaboration on early interventions. • Vulnerable and SEND attendance remains above 96%, with persistent absence targeted and reduced below 8%.	• Aligns with SDP Priority 7 (Whole Child & Family Engagement). • Dates for EP and ASD parent clinics scheduled across the strategic calendar.
Outcomes from interventions are	• **SDP Alignment (Priorities 2 & 4 - Maths):** Roll out the NCETM Primary Mastery of Number programme across EYFS and KS1.	**Autumn 2026** (Rollout of	• Supports all pupils in developing a	• Connects SDP Priority 2

integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.	SENDCo and Maths Lead train and support TAs to implement and evaluate daily rapid 'keep-up' sessions rather than catch-up. • **EEF Flexible Grouping:** Structure intervention groups to be temporary and needs-specific, using Numbots and MPass recall data to target automaticity without isolating learners from the core curriculum. • **SDP Alignment (Priority 3 - Literacy):** Align phonics/early writing interventions with Little Wandle and Herts for Learning (HfL). Teachers plan deliberate opportunities for pupils to apply pre-taught vocabulary and sentence structures back into whole-class writing. • Expand Helicopter Stories and sensory regulation strategies across KS1 to bridge oral language into writing.	NCETM Number Mastery & HfL transition) **Spring 2027** (Intervention entry/exit data audit) **Summer 2027** (Foundational skills matrix moderation)	deep conceptual understanding of key mathematical and literacy ideas rather than relying on rote memorisation. • Pupils transfer skills smoothly from small-group practice into whole-class learning, demonstrating accelerated progress towards age-related expectations. • Reduced foundational skills gaps between vulnerable/SEND cohorts and peers entering Year 1 and Year 3.	(Foundational Skills Matrix) and Priority 4 (Maths Hub CPD & Fluency). • TA intervention timetables harmonised with classroom teaching blocks.
Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high-quality Continued	• **Whole-School CPDL (EEF 5-a-Day):** Deliver a structured programme of professional learning on the 5-a-Day approach, focusing explicitly on metacognition, tiered scaffolding, and assistive technology deployment.	**Autumn 2026** (TA reviews; whole-school ASD training)	• Pupils demonstrate greater independence, confidence, resilience, and problem-solving	• Directly links to SDP Priority 6 (Assistive Technology Deployment) and Priority 8 (Staff

Professional Development and Learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes. Staff engage in high-quality Continued Professional Development and Learning to support improved pupil outcomes. This is aligned to the recommendations within the Standard for Teachers' Professional Development.	• **EEF TA Deployment:** Train TAs on scaffolding techniques that foster pupil self-reliance and problem-solving, preventing adult over-reliance (aligned with EEF *Making Best Use of TAs*). • **Specialist Inclusion & SEMH Training:** Whole-staff training on neurodiversity, specifically teaching strategies and sensory accommodations for ASD during lessons and unstructured social times. • **SDP Alignment (Priorities 3 & 6 - Digital):** ICT Lead attends external assistive technology training and leads staff workshops on rolling out speech-to-text (voice-to-text) software and Widgit across KS2 classrooms. • Conduct structured professional performance reviews for all TAs linked directly to SDP priorities and pupil progress targets.	**Spring 2027** (Assistive technology staff training & KS2 rollout) **Summer 2027** (Metacognition review & annual TA appraisal cycle)	skills when faced with challenging tasks. • Children demonstrate improved self-regulation, memory retention, and metacognitive awareness during learning tasks. • Pupils demonstrate sustained focus and active participation among learners with complex or additional needs. • Pupils use assistive technology (voice-to-text, headphones) effectively to bypass transcription barriers and access the broader curriculum independently.	Professional Development). • TA review cycles formally scheduled onto the school monitoring calendar.
Highly effective administrative	• **Early Identification Systems:** Embed the **ESIST** system for early screening and identification of neurodiversity,	**Autumn 2026** (Arbor group	• Early identification of	• Aligns with SDP Priority 5 (Inclusion

support allows staff with responsibility for SEND to work strategically.	establishing clear home-school communication protocols from the outset. • **SDP Alignment (Priority 5 - MIS Tracking):** Establish dedicated monitoring groups on Arbor/MIS for SEND pupils, intersecting with Pupil Premium, children known/previously known to social care (CIN/PLAC), and young carers. • **Compliance & Accessibility:** Ensure the SEN Information Report and statutory Accessibility Plan are systematically updated, compliant, and published (November 2026).	setup; Accessibility Plan audit) **Spring 2027** (ESIST rollout and review) **Summer 2027** (Statutory SEND file audit and transition handovers)	neurodiversity through authentic partnership with parents, enabling rapid early intervention and targeted support before barriers become entrenched. • SENDCo is protected from administrative burden and empowered to lead strategic curriculum development, coach teachers, and monitor high-impact provision. • Accurate, real-time data on Arbor allows leaders and governors to track the progress, attendance, and intervention impact of vulnerable cohorts rigorously.	Hub & Vulnerable Group Tracking) and Ofsted Inclusion criteria. • Accessibility Plan audit set for November governance review.