



SEND Parent Forum

12th May 2026



Before you can quite process the audio message, you will be launched through a tunnel of bright lights and special effects, reaching 40 mph within two seconds from taking off!

Riders will experience a total of seven inversions and two subterranean trenches.

You'll reach speeds of up to 67 miles per hour as Hulk-like power propels you upside down into a zero-gravity roll, gaining speed as you go.

SEND Team

SENCO – Liz Nichols



Assistant SENCO – Julie Day



HLTA English
Medical Needs Coordinator/ELSA
TAs: 6 FT and 2 PT TAs

CONTACT – senco@sharnbrook.academy

Pastoral Team

- Form Tutor
- Student Support Assistant
- Senior Tutor
- Senior Leader

Teaching Staff

All teachers
are teachers
of SEND

The SEND journey:

- *The school has designed a highly ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND)*
- *The school identifies pupils with SEND accurately. Skilled staff work with families and external agencies to develop tailored plans. Staff use this information to provide the right support for pupils with SEND, which allows them to progress well through the curriculum and access the clubs and trips on offer at the school.*
- *Reading is a priority at this school. The school ensures that pupils read widely. A trustwide phonics programme is used to support the weakest readers. The school gives support through extra interventions where needed by trained staff. These interventions enable weaker readers to become more confident and fluent.*

SEND Ofsted: February 2025

National SEND figures:

EHC plans

482,640

pupils in schools in England. Up by 11.1% from 2024

► [What is this EHC plan number?](#)

EHC plans (percent)

5.3%

percent of pupils with an EHC plan. Up from 4.8% in 2024

► [What is this EHC percent?](#)

SEN support/SEN without an EHC plan

1,284,284

pupils in schools in England. Up by 3.7% from 2024

► [What is this SEN support number?](#)

SEN support/SEN without an EHC plan (percent)

14.2%

percent of pupils with SEN support. Up from 13.6% in 2024

► [What is this SEN support percent?](#)

EHC plans

434,354

pupils in schools in England. Up by 11.6% from 2023

► [What is this?](#)

EHC plans

4.8%

percent of pupils with an EHC plan. Up from 4.3% in 2023

► [What is this?](#)

SEN support/SEN without an EHC plan

1,238,851

pupils in schools in England. Up by 4.7% from 2023

► [What is this?](#)

SEN support/SEN without EHC plan

13.6%

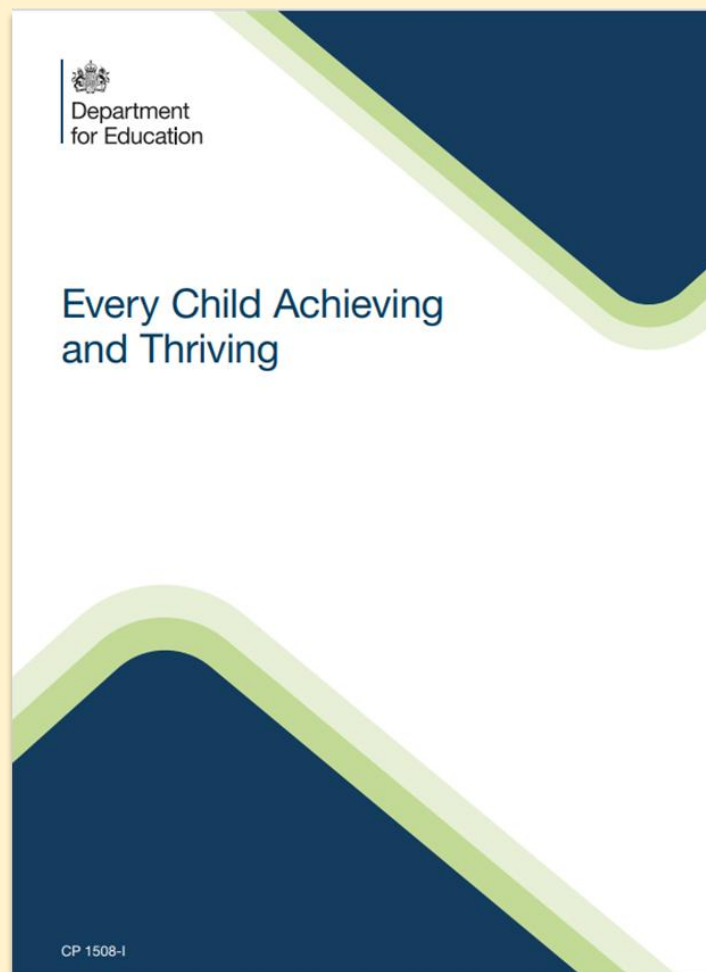
percent of pupils with SEN support. Up from 13.0% in 2023

► [What is this?](#)

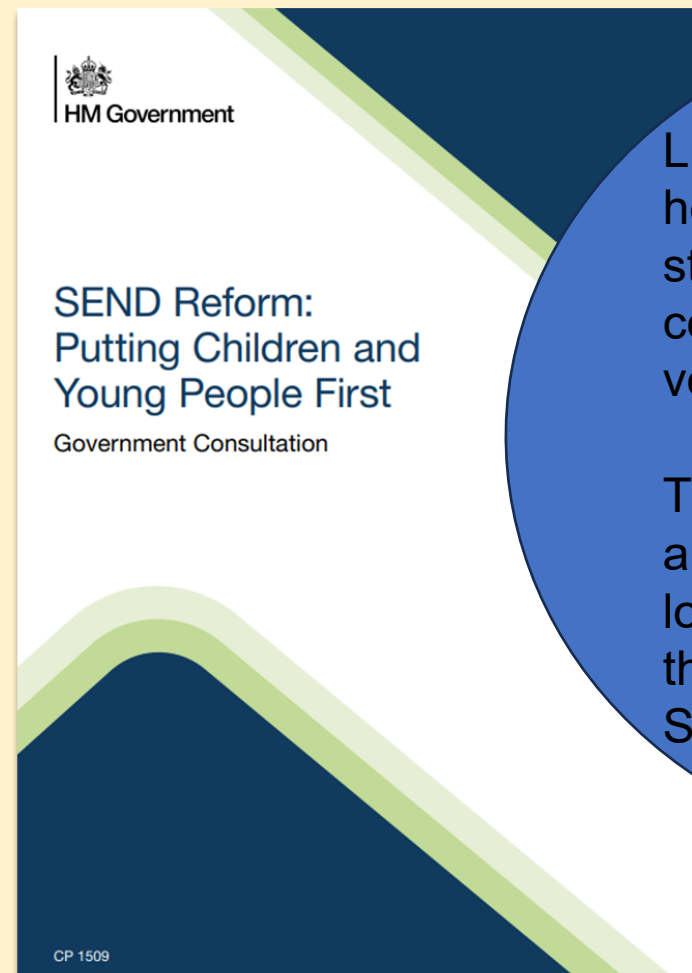
Over 1.7 million pupils in England have special educational needs (SEN)

Liz - thank you very much for helping some of your students with a SEND complete our 'My School voice-of-the-child worksheet.

Their views are important and will contribute to our local authority's response to the government's proposed SEND reforms.



White paper (Policy paper)



Consultation (Open consultation)

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UK Parliament

White papers are policy documents produced by the Government that set out their proposals for future legislation. White Papers are often published as Command Papers and may include a draft version of a Bill that is being planned. This provides a basis for further consultation and discussion with interested or affected groups and allows final changes to be made before a Bill is formally presented to Parliament.



Department
for Education

Every Child Achieving and Thriving

CP 1508-I

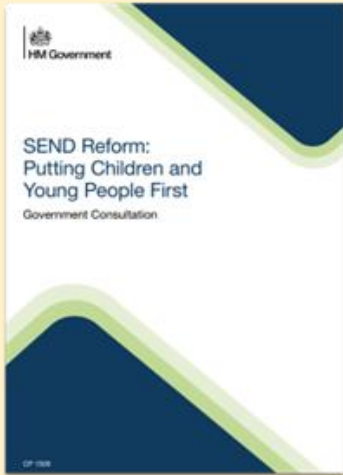
Chapter 3: Sidelined to included Young people are ambitious for themselves and their futures. It is too often adults who expect less of young people because of their background, additional needs or the communities in which they are born. High standards and inclusion are 2 sides of the same coin, with our best schools combining challenge and care every day. This is particularly important for those whose needs are often sidelined by the wider system, including white working-class children, children with SEND, children with experience of the children's social care system, and those progressing but capable of more.

We will move forward from a national debate about a system that marginalises children with SEND to **an inclusive education system that delivers high standards for all**. We will invest in **equipping schools to become inclusive**, with new digital plans that record additional needs, **better training for teachers and quicker access to health professionals** such as speech and language therapists. At the same time, we will retain EHCPs for children with the most complex needs, underpinned by new evidence-based Specialist Provision Packages that set out the kind of support children and young people will receive. This will end the postcode lottery, **ensuring children get evidence-based support early** and starting to restore families' confidence in the system. Our consultation [SEND reform: putting children and young people first](#) is published alongside this white paper.

Transition to the new system

- This will be a decade long reform programme and new legislation is not expected to come into effect until September 2029. Until then the current system – with its existing duties, rights, and funding routes – will remain in place.
- Following new legislation, children and young people who have an EHCP will have their needs assessed at transition points and either move onto a Specialist Provision Package or be supported through Individual Support Plans and the Experts at Hand service.
- No child or young person will leave a special school or college placement as a result of these changes, unless they choose to do so.

Update guidance on reasonable adjustments



"We will support inclusion in mainstream settings by strengthening the use of the available guidance on reasonable adjustments."

"We will produce practical guidance on reasonable adjustments, which will contain real examples and simple, actionable tools to embed inclusive practice confidently and consistently."

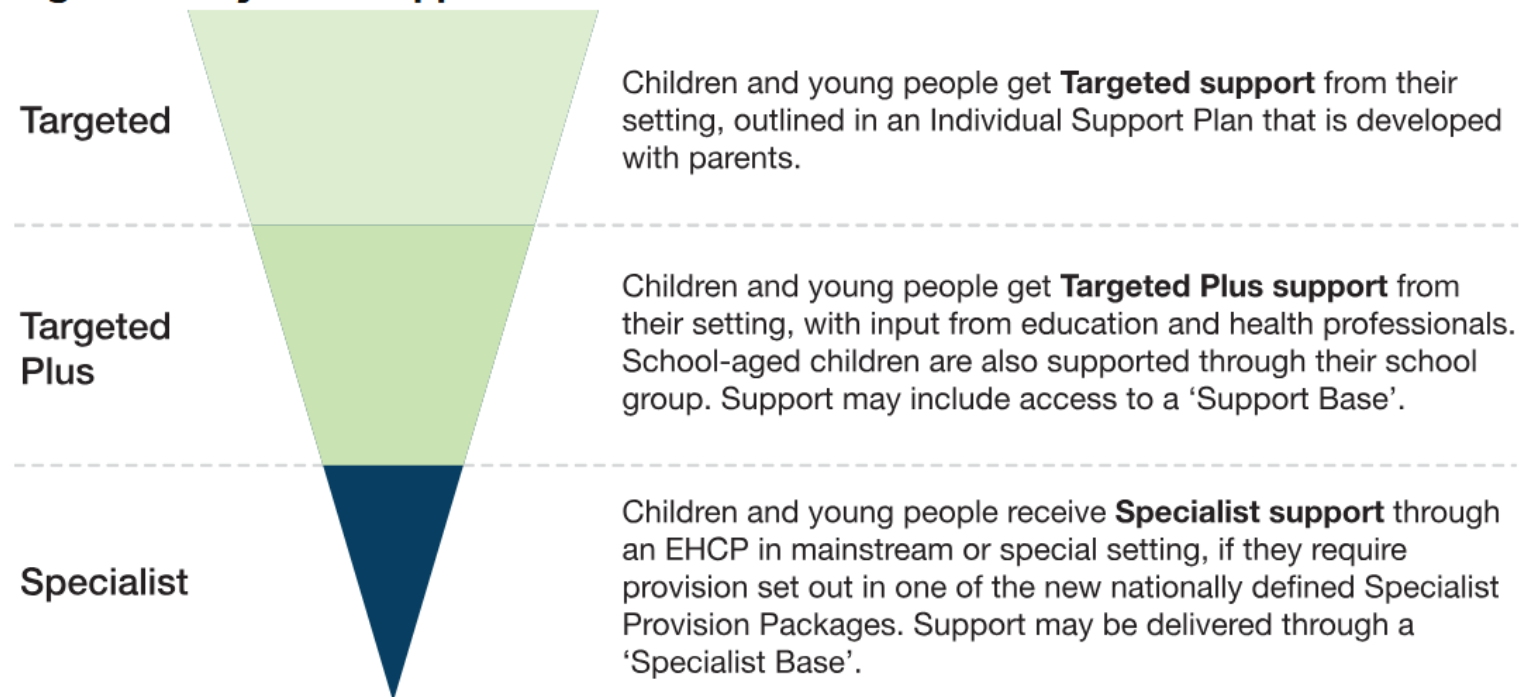
Three layers of support: Targeted, Targeted Plus and Specialist

- On top of the Universal offer, there will be three flexible layers of support for those that need it, with clear routes back to mainstream where appropriate. These layers of support are called:
 - Targeted;
 - Targeted Plus; and
 - Specialist.

These align with Meridian's current SEND Wave system.



Figure 4: Layers of Support



Individual Support Plan (ISP)



- An ISP is a statutory, digital, co-produced record of a child's barriers to learning and the evidence-based provision
- In place at the **Targeted** or **Targeted Plus** layer
- Designed to formalise and strengthen SEN Support without requiring an EHCP.
- Standardised and portable

Changes to support received via EHCPs

"After September 2029, reviews at transition points (end of primary, secondary and Post-16) will determine whether children and young people move to a new specialist EHCP or an ISP."

"only children and young people who need the overall package of support detailed in a Specialist Provision Package will be entitled to an Education, Health and Care Plan (EHCP)."



Changes to support received via EHCPs

"All existing EHCPs and protections will remain in place until September 2030"

"No child will be asked to leave a special school."





"THE BEST WAY OUT IS
ALWAYS THROUGH."

~ *Robert Frost*



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The Graduated Approach to SEND

CYP are referred through the different levels of the

the Assess, Plan, Do, Review process

Targeted

Targeted Plus

Specialist

Wave 1

HQT with reasonable adjustments

Wave 2

Targeted support

Wave 3
(K)

Long term intervention

Wave 4
(E)

EHCP

CYP can move up and down based on the provision they are receiving

APDR- Assess, Plan, Do, Review

6.44 **Where a pupil is identified as having SEN (Assess)**, schools may take action to remove barriers to learning and put effective special educational provision (support/strategies/intervention) in place.

This SEN support should take the form of a **four-part cycle (APDR)** through which earlier **decisions (Plan)** and **actions (Do)** are **revisited, refined and revised (Review)** with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the **graduated approach**.



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

APDR is a cycle

- Measuring the impact of the support/intervention.
- How far has the student achieved the desired outcomes?
- What does this tell us about next steps?

Review



Assess



- Identification of student's needs.
- Formulation of outcomes/targets

- Selection of appropriate support and intervention to meet the identified needs of the student.

- Information about the student's needs, strategies, support and desired outcomes communicated to staff.

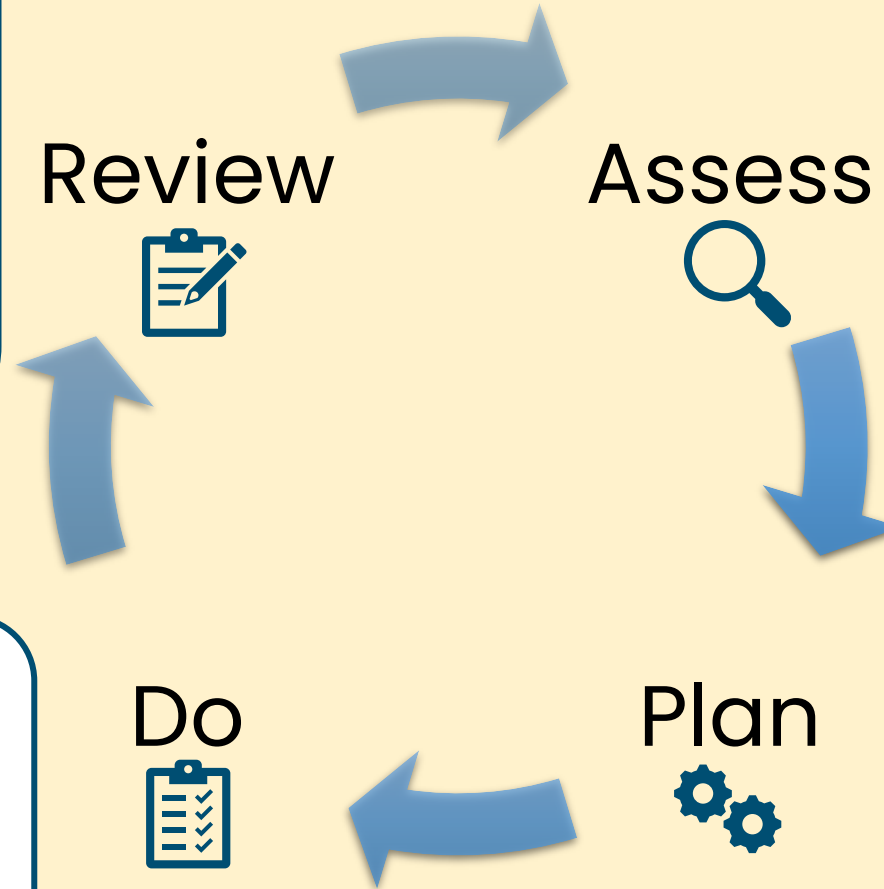
Plan



Do



- Staff provide support/intervention in line with information shared.



How is key information about students are shared?

A: attendance
 R: reader profile
 E/K: send status
 ★ Exam Access Arrangements
 P: pupil premium



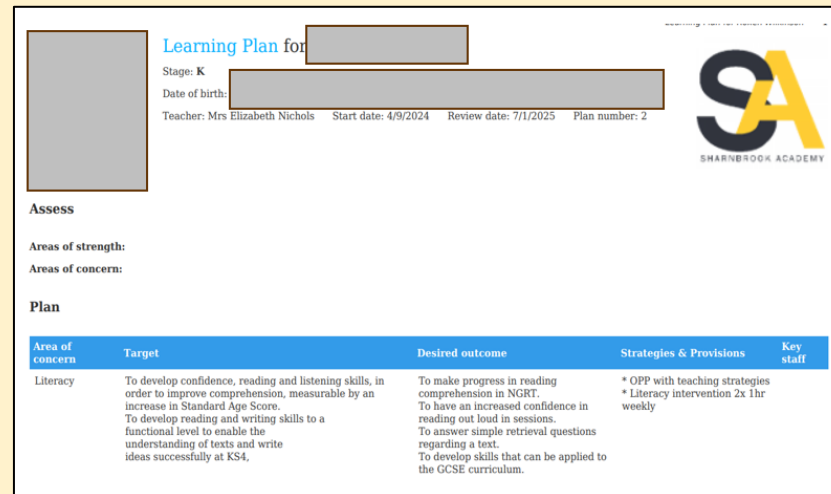
Pupil Passport - Bill Ashton

Teacher: Mrs Elizabeth Nichols

Class: Year 10

Additional support: On support in English and Science

Exam Access Arrangements: Extra time to be given on reading exams, for the agreed amount



Learning Plan for [Redacted]

Stage: K

Date of birth: [Redacted]

Teacher: Mrs Elizabeth Nichols Start date: 4/9/2024 Review date: 7/1/2025 Plan number: 2

Assess

Areas of strength:

Areas of concern:

Plan

Area of concern	Target	Desired outcome	Strategies & Provisions	Key staff
Literacy	To develop confidence, reading and listening skills, in order to improve comprehension, measurable by an increase in Standard Age Score. To develop reading and writing skills to a functional level to enable the understanding of texts and write ideas successfully at KS4.	To make progress in reading comprehension in NGRT. To have an increased confidence in reading out loud in sessions. To answer simple retrieval questions regarding a text. To develop skills that can be applied to the GCSE curriculum.	* OPP with teaching strategies * Literacy intervention 2x 1hr weekly	

- All staff have access to Bromcom Student SEND details and relevant documentation – SEND students are clearly flagged.
- Students with wave 3 or 4 support have a **Pupil Passport, and a Learning plan**, which all staff should use as part of their classroom teaching
- Students on a wave 2 or wave 1 will likely also have a passport
- Student voice is key: Parents are also encouraged to be part of this process.
- Key information is shared with staff through the staff CPD, weekly bulletin, weekly briefing, fortnightly tutor meetings and through Bromcom

The academy provides for students with SEND in a variety of ways. These might include one or more of the following:

- Deploying additional adults to work in class with groups of students.
- A range of appropriate external services: CAMHS, MHST, Service 6
- Open an EHA: this allows greater access to the Local Offer (Educational Psychologist/Autism Advisors/Mentoring)
- Targeted social skills and emotional literacy interventions sessions: ELSA, Zones of Regulation, Social Skills, Drawing and Talking, Resilience
- Broad and balanced curriculum at KS3.
- Modified curriculum on an individual basis according to need, at KS4.
- Intensive reading interventions, including phonics based interventions, fluency, comprehension, vocabulary focused.
- Assistive technologies – support with the recording of ideas, and reading.

Prioritised
support to
decode
words
accurately
& fluently:

Targeted
support to
develop reading
fluency,
vocabulary and
comprehension:

All students have
their reading
supported
through:



'Code Read'
F2F phonics-led
vocabulary &
reading fluency
intervention

We develop reading within and across our mainstream curriculum, as well as providing further support and interventions where needed.



**'Fluent Reading
Across The
Curriculum'** F2F
intervention to
develop reading
fluency of
academic texts



'Rapid Reader' F2F
intervention to
provide further
reading practice



KS3 students'
Reader Profiles
known by all staff
and progress
monitored through
NGRT testing



Curriculum design &
subject specific
strategies to develop
vocabulary, reading
fluency and
comprehension



Powerful Words
in our secondaries

Our trust wide 5-
year tutor time
programme to
explicitly teach Tier
2 academic words



**Accelerated
Reader**

KS3 library lessons
and Accelerated
Reader homework
to develop reading
fluency



Yr 8
Summer
term 'Faster Read'
to develop reading
comprehension
and model reading
fluency

SEND Team

SENCO – Liz Nichols



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[Bedford Local Offer](#)

[Home | Bedford Borough Parent Carer Forum](#)

Assistant SENCO – Julie Day



[North Northants SEND Local Offer](#)

Pastoral Team

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- Senior Leader

Teaching Staff

**All teachers
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of SEND**

Food for thought: we readily welcome your voice.

My child has SEND, and Sharnbrook Academy gives them the support they need to succeed.

1. Where do Sharnbrook do this well?

2. How could Sharnbrook do this better?

What could these SEND parent forum sessions include, in the future, to support parent/carers?

What other SEND related information would parents/carers like to receive?

Parent/Carer survey will be shared and will be a great way to hear further from you.