Service Children Impact Review of 2025-2026

- The Headteacher, Inclusion Leader and class teachers continued to build strong relationships with Service families through regular telephone conversations and face-to-face meetings, ensuring that any emerging needs were identified early and appropriate support was provided.
- Staff were available each morning to welcome children into school, helping to provide a calm, consistent and reassuring start to the day.
- Therapeutic Active Listening Assistant (TALA) support remained available for Service children requiring additional emotional wellbeing or pastoral support.
- Sensory circuits were used successfully to support children with self-regulation and readiness for learning before returning to the classroom.
- As part of our *Leader in Me* approach, every Service child was given opportunities to take on leadership roles, including responsibilities such as Junior Road Safety Officer (JRSO), promoting confidence, responsibility and active participation in school life.
- Learning was carefully tailored to meet individual needs through adaptive teaching, targeted support and appropriate challenge, enabling all Service children to make strong academic progress.
- Detailed transition meetings between current and receiving class teachers/secondary schools ensured continuity of support and a smooth move into the next academic year.
- Individual achievements and positive contributions were celebrated through our Leadership and Values Awards, recognising both personal growth and academic success.
- Every Service child accessed at least one extra-curricular activity, including school wraparound provision, encouraging wider participation, confidence and a strong sense of belonging within the school community.
- The school came together to commemorate Remembrance, recognising and valuing the experiences and contributions of Service families.
- All Service children achieved or exceeded Age-Related Expectations across the curriculum. Within this cohort, Year 6 SATs outcomes also included Greater Depth Standard attainment across all assessed areas, demonstrating the impact of consistently high expectations, effective teaching and personalised support.
- All Service children are reading above their chronological age, reflecting the positive impact of targeted reading provision and a strong reading culture.
- All Service children are spelling above their chronological age and enthusiastically participated in our whole-school Spelling Bee, celebrating their growing confidence and achievement.
- Every Service child developed a personalised Zones of Regulation toolkit, with consistent language and approaches used across the school to promote emotional literacy and self-regulation. This was further supported through:
    - Positive and Worry Books, providing safe opportunities for children to express thoughts and feelings.
    - Dedicated calm spaces within each classroom, equipped with sensory resources to support emotional regulation.
    - Sensory circuit interventions, delivered by a trained Learning Support Assistant, which provided valuable support for a Service child.
    - Planned movement breaks incorporated into lessons for all Service children, helping to improve regulation, concentration and readiness to learn.