



## Special Educational Needs and Disability Report

(last review: Sept 2025)

2025 /26

*'Growing together through learning, friendship and worship'*

*We seek to act on Jesus' call "He came to bring us life in its fullness." This begins with loving ourselves as well others. At our school we actively promote the opportunity for all to thrive and meet their full potential now and in the future. Through promoting and living our Christian Values we are one family in diversity.*

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### **1.Introduction**

This SEND Report explains how Great Barford CE Primary Academy makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the ethos of both the school and multi-academy trust, and current legislative requirements (SEND Code of Practice January 2015, Equality Act 2010). This report details how we do our best to ensure that the necessary provision is made for any pupil who has special educational needs (SEND) or disability. This report is reviewed on a yearly basis by the SENDCo in collaboration with staff and local governing body.

### **2.Definitions:**

**The Special Educational Needs and Disability (SEND) Code of Practice (2015)** states that a child or young person has SEN if:

- They have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- Has a significantly greater difficulty in learning than the majority of others of the same age or,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### **Children with disabilities (including medical conditions):**

A disability as defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Long term is defined as ‘a year or more’ and substantial is defined as ‘more than minor or trivial’. This may include sensory impairment affecting hearing or sight and those with long-term health conditions.

Children with disabilities do not necessarily have SEN, but there can be an overlap. Disabled pupils requiring special educational provision will also be covered by the SEND definition. For further information, see the Trust Special Educational Needs and Disabilities (SEND) Policy, the Disability, Equality and Accessibility Policy and Administration of Medication Policy on the school website.

### **Looked after children (LAC) and children speaking English as an additional language (EAL):**

Pupils who are identified as ‘looked after’ or whose first language is not English may or may not have SEN but may possibly require further support.

### **3.School’s beliefs**

We believe that all children should have full access to a broad, balanced curriculum, which reflects the individual nature of our school and local community, promoting the spiritual, moral, cultural, mental and physical development so that all children can develop and learn. We provide a secure and stimulating environment in which all children are supported to reach their full potential irrespective of ability, disability, faith, race, gender and social origin. All children will be encouraged, supported and praised so they may gain the confidence and self-esteem they need to move on to the next stage of their learning.

It is our policy to plan for any pupil who may at some point, in their educational journey, have special education need and require additional support. We ensure that we identify, assess and support individuals who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development. We will provide the necessary support to enable the child to learn through appropriate programmes of work and resources. Progress will be monitored, reviewed and evaluated regularly.

Our aims are:

- To identify, assess and support children who have special educational needs and disabilities through a graduated response.

- To ensure that every child has full access to the curriculum regardless of abilities and capabilities and that this work will be differentiated according to the needs of the child in order to provide maximum access.
- To promote a high level of staff expertise to meet pupil need, through well-targeted and continued professional development.
- To provide support and advice for all staff.
- To ensure that all staff involved with the child are aware of their needs in order to make a positive contribution and ensure consistency of approach.
- To work in close partnership with parents, pupils and other agencies in meeting individual children's needs, and actively involve external agencies for advice and, where appropriate, practical input.
- To ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work in cooperation and productive partnership with Local Education Authorities.
- To work within the guidance, provided in the SEND Code of Practice, 2015.
- Through reasonable adjustments, enable all children to have full access to all the aspects of school life.
- To ensure that all responsible persons i.e. the named Governor, the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the Head teacher are enabled to undertake their role and responsibilities outlined in the Diocese of St Albans Multi-Academy Trust Special Educational Needs Policy.

#### *4.Details of the school's Special Educational Needs & Disability Co-ordinator (SENDCo)*

At Great Barford CE Primary Academy the Special Educational Needs & Disabilities Co-ordinator (SENDCo) is Mrs Pauline Browning. She holds a Postgraduate Certificate in SEN Co-ordination from the University of Hertfordshire; she is responsible for maintaining and overseeing the day to day provision and record keeping for children with SEN. Mrs Browning and the class teachers work closely with one another so that a child with possible learning needs is identified early and that appropriate support is put in place. She also liaises with outside agencies such as health and education services regarding the needs of children; this is always done after consultation with parents/carers.

The SENDCo, along with the head teacher (Mrs Sarah Evans) and the SEND Governor ensure they operate within the guidelines of the Code of Practice (2015) and the local authority, and adhere to the Diocese of St Albans multi-academy trust Special Educational Needs Policy and other policies within the school.

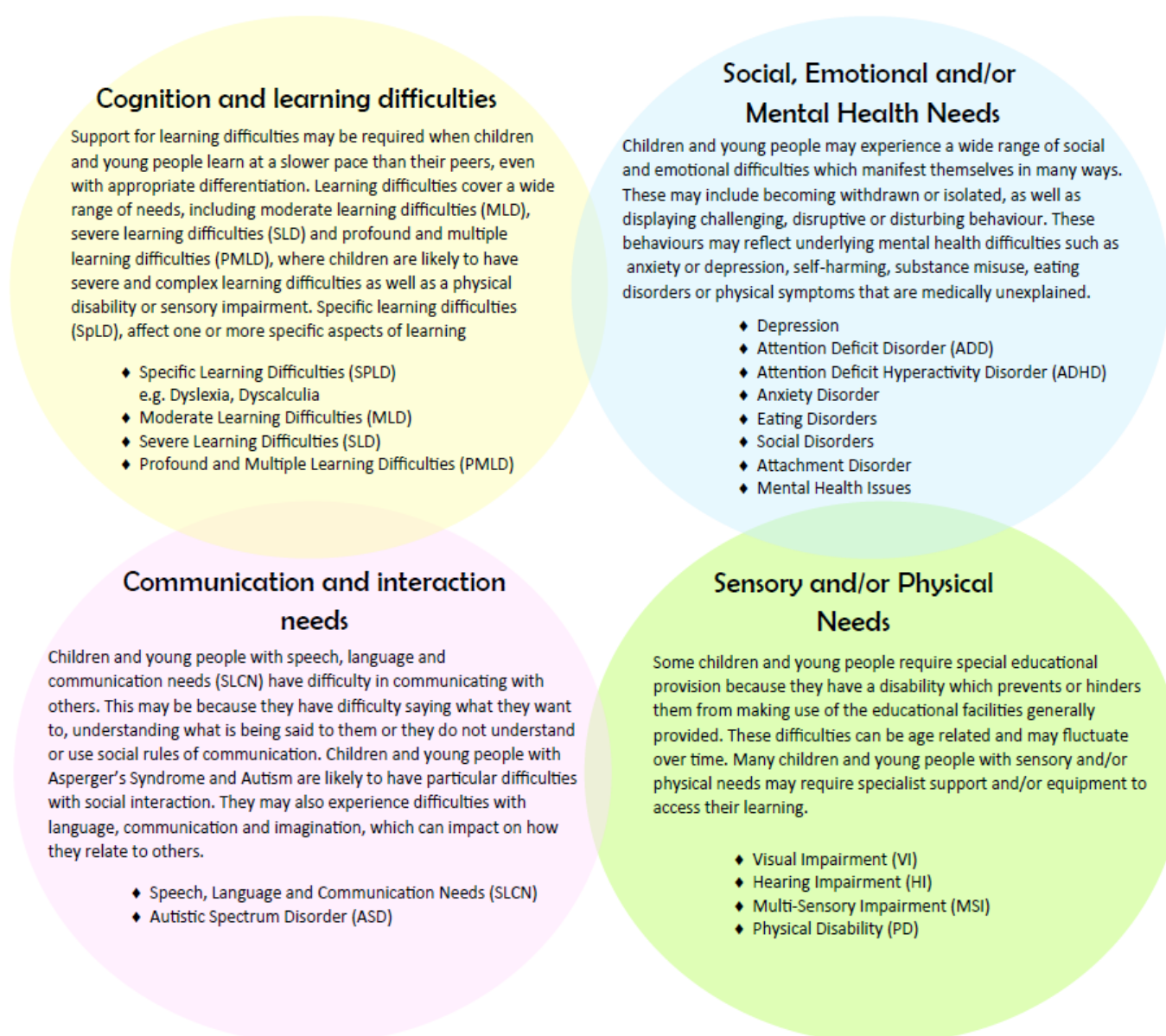
## 5. Identifying Special Educational Needs

To ensure the early identification of children with SEN the school collaborates with parents, pre-school providers and outside agencies. The school adopts the approach advocated in the Special Educational Needs and Disability code of practice: 0 to 25 years (2015), in conjunction with the Diocese of St Albans multi-academy trust Special Educational Needs Policy, and Bedford Borough's guidance and procedures.

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Children will be assessed using the four areas of need, as outlined in the SEND Code of Practice:



### Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

### Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

### Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Behavioural difficulties do not necessarily mean that a child or young person has a special educational need and should not automatically lead to a pupil being registered as having SEN. However, as a school we support behavioural difficulties through quality first teaching and where necessary introducing additional strategies for individual children.

## 6. Progress as an indicator

At Great Barford CE Primary Academy we endeavour to identify the needs of pupils early to ensure pupils receive the support they need as soon as difficulties arise. All teachers complete ongoing assessments which quickly identify children who need additional support. Pupil progress meetings are held between class teachers, the SENDCo and the Head teacher and/or curriculum lead; this also helps to identify children who are not making sufficient progress and/or require additional support.

Staff will look carefully at the reasons for underachievement whether pupils are falling significantly behind age-related expectations or are just not fulfilling their potential.

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than expected, it should not be assumed that there is no learning difficulty or disability.

We will always discuss initial concerns with parents/carers and equally encourage parents/carers to discuss any concerns that they may have with us. If we are concerned about a child's progress the school, through dialogue with parents/carers, will initially put in additional support and closely monitor their progress over an agreed amount of time. During this time the school will also gather information about the child's strengths and difficulties and seek the views of parents/carers and the child.

## 7.A graduated response to SEN

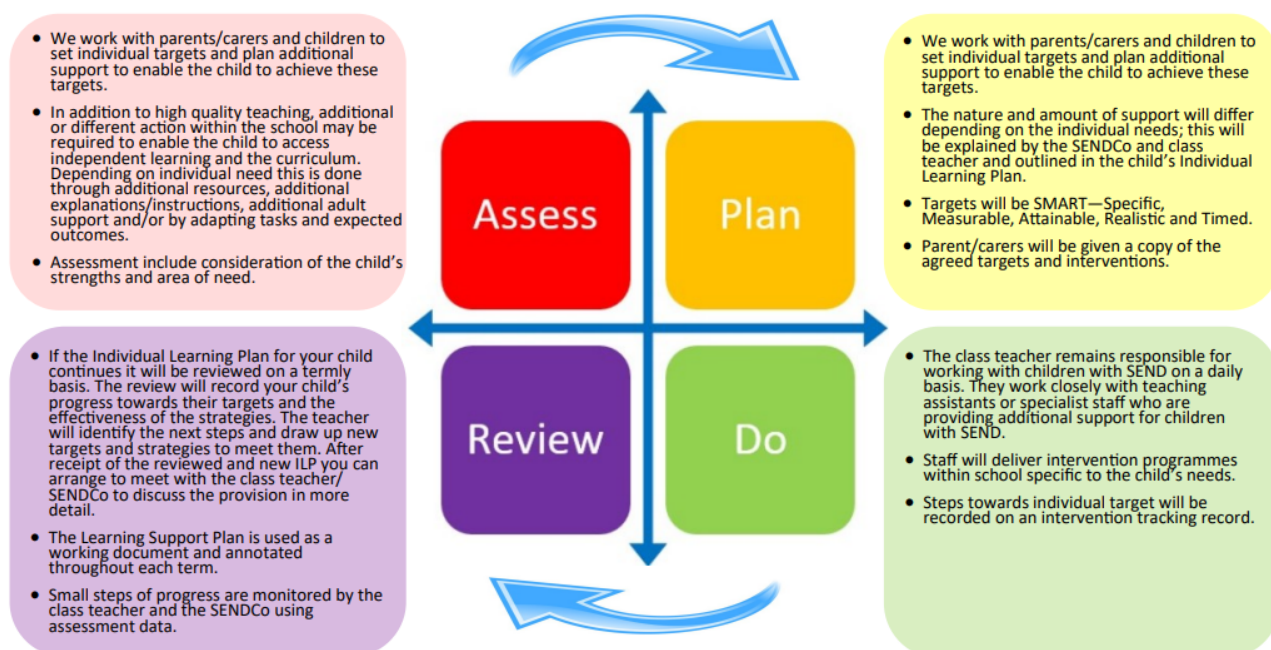
The graduated approach can encompass an array of strategies which are underpinned by a number of central principles:

- All children / young people are entitled to high-quality everyday personalised teaching;
- All children / young people can learn and make progress;
- All teachers are teachers of SEND;
- A differentiated curriculum is not SEND provision - differentiated learning opportunities should be given to all learners;
- Provision for a child / young person with SEND should match the nature of their needs;
- There should be regular recording of a child's / young person's SEND, of the planned outcomes, of the action that the setting is taking, and of impact of those actions and the outcomes achieved.

At Great Barford CE Primary Academy the graduated approach is at the heart of whole school practice. We continually assess, plan, implement and review our approaches to teaching all children. As the actions in the continuous and systematic cycle are revisited, refined and revised,



the support for children with SEN becomes increasingly personalised as it responds to a growing understanding of the child's needs and the support they require to secure better outcomes.



**Assess:** The class teacher, working with the SENDCo, carries out a clear analysis of the pupil's need. We will also seek the views and experiences of the child and their parents/carers. We can request support from outside professionals when we feel that external assessment and guidance is needed. Assessment will remain on going to ensure that support and intervention are matched to the individual's need and progress.

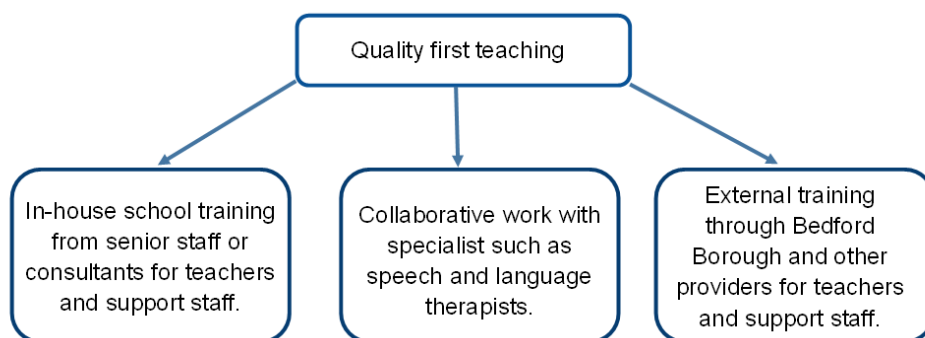
**Plan:** We work with parents/carers and children to set individual targets and plan additional support to enable the child to achieve these targets. In addition to high quality teaching, additional or different action within the school may be required to enable the child to access independent learning and the curriculum. Depending on individual need, this is done through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes. The nature and amount of support will differ depending on the individual need; this will be explained by the SENDCo and/or class teacher and outlined in the child's individual plan. Parent/carers will be given a copy of the agreed targets and interventions.

**Do:** The class teacher remains responsible for working with children with SEND on a daily basis. They work closely with teaching assistants or specialist staff who are providing additional support for children with SEND.

Review: Parents/carers of children with SEND will be sent termly reviews of their child's progress towards their targets, the effectiveness of the strategies currently in place and the next steps. Progress review meetings can be arranged with the class teacher and SENDCo.

### 8.The nature of provision

Quality First Teaching and high aspirations for all ensure additional interventions are planned and monitored to ensure closing the gap for vulnerable learners. Class teachers should have a clear understanding of the needs of all pupils and are accountable for their attainment, progress and outcomes (Teacher Standards 2012). At Great Barford CE Primary Academy we recognise that 'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have 'SEN' (SEND code of practice 2015) and additional intervention and support cannot compensate for the lack of good quality class teaching. Teachers are supported in this by progress meetings to discuss the attainment, progress and well-being of the children in their care, observations and regular continuing professional development (CPD) provided to enhance staff skills and the understanding of SEND.



Where a pupil is identified as under achieving the first response is made by the class teacher who plans appropriate differentiation, interventions and individualised target setting for the pupil in question. The teacher will complete a clear analysis of the pupil's needs then a discussion with SENDCo will take place, drawing on the teacher's assessment and experience of the young person, their previous progress and attainment, in line with the school's core approach to progress, attainment, and behaviour. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that there is a clear picture of the intervention to be put in place. The views of the child and parent/carer will also be gathered and outcomes agreed, and the child will be put on the school SEND register.

The school may seek specialist expertise if the interventions are not having the expected impact or if needs require further clarification. The external specialist may act in an advisory capacity to provide additional specialist assessment or be involved in teaching the child directly. These specialist services work most successfully with school, families and other stakeholders in effective partnership. They are able to support schools, and families to assess the needs of pupils and put in place more specialist and targeted support.



## [Parenting - Bedford Borough Family Hubs](#)

For some children / young people there may be a need to target higher level support or more intense interventions as part of the graduated response. It may be necessary to consider applying to the Local Authority for a statutory assessment of the pupils' needs and an Educational, Health and care plan (EHCP). Referral for an EHC Plan will combine assessment and information of the child's needs from the school, the child and from parents/carers, and where appropriate from the Health Authority, Social Services and any other professional supporting the child. Information will be gathered relating to the current provision provided, action points that have been taken, and the progress made towards agreed targets. A decision will be made by a panel of people from Education, Health and Social Care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

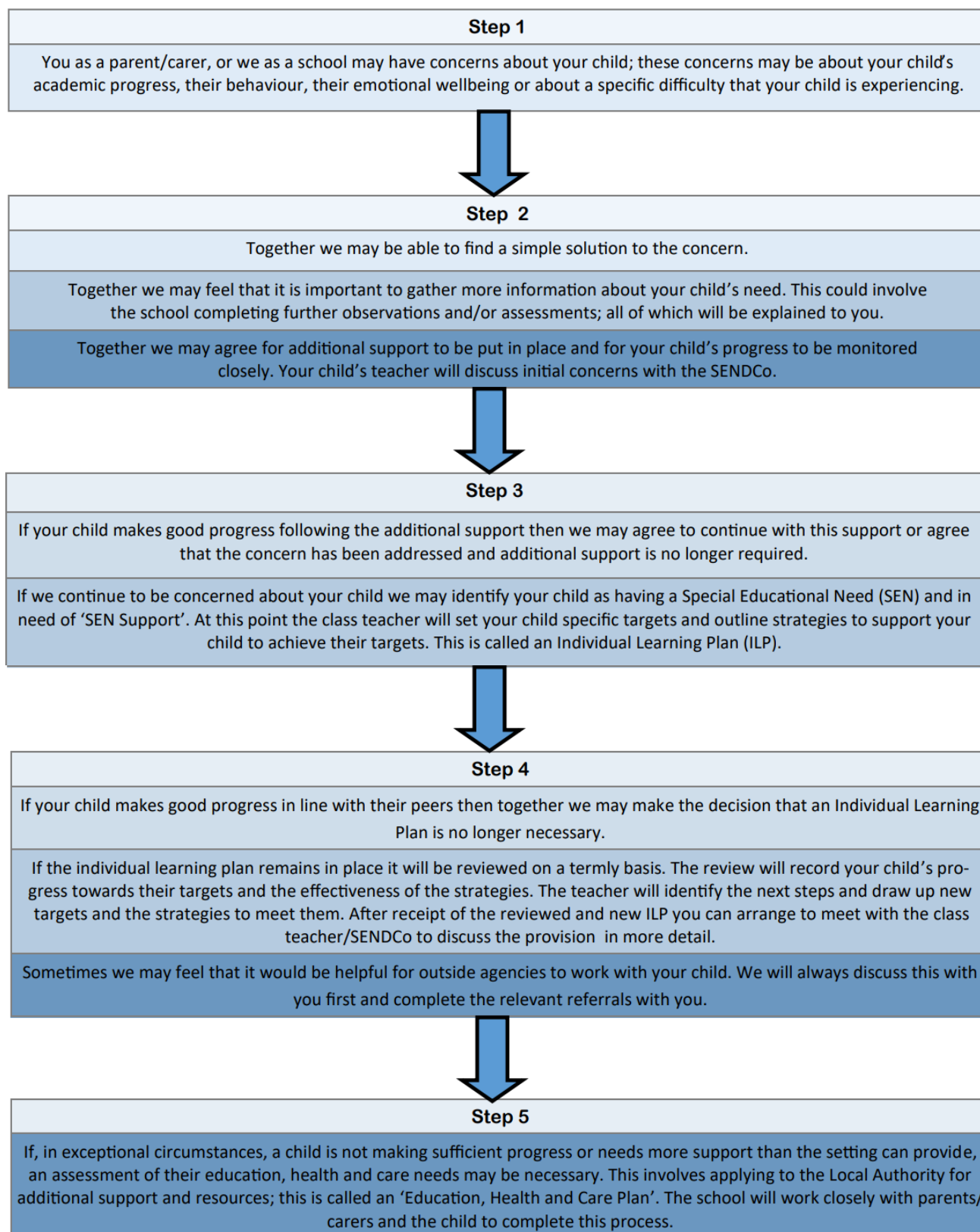
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[Help & Advice | Bedford Local Offer](#)

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An Educational, Health and care plan is a legal document describing a child or young person's needs, what should happen to meet those needs and the suitable educational placement. It is person centred, focusing on the needs and hopes of the child. The EHC Plan can continue into further education and training, and for some young people up to the age of 25.



More information: [Help & Advice | Bedford Local Offer](#)

9. How we ensure that children with a disability are not treated less favourably than other pupils:

Pupils with a disability will be given access to the curriculum through the specialist provision provided by the school and, as far as possible, considering the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with disabilities alongside their peers in a mainstream classroom setting. Depending on individual need, the support is provided through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes.

General Duty Main Actions	Action
We promote equality of opportunity	<ul style="list-style-type: none"><li>• Reference school Accessibility Plan.</li><li>• Ensure that reasonable steps are taken to enable a child with a disability is able to participate fully in school life.</li><li>• Actively seek views of pupils, staff and users of the school.</li><li>• Reference SEN policy.</li><li>• Utilise children's support services.</li></ul>
We endeavour to eliminate discrimination	<ul style="list-style-type: none"><li>• Ensure staff training includes consideration/implications towards any disability.</li><li>• Ensure health and safety considerations are met and relevant training provided.</li><li>• Ensure policy review considers the impact of disabilities.</li><li>• Lesson planning considers full involvement of pupils with disabilities.</li></ul>
We endeavour to eliminate harassment	<ul style="list-style-type: none"><li>• Reference Anti-Bullying Policy.</li><li>• Trust Special Educational Needs and Disabilities Policy.</li><li>• School' values system.</li><li>• Personal, Social and Health Education lessons and weeks.</li></ul>
We promote positive attitudes	<ul style="list-style-type: none"><li>• Staff actively encourage pupils understanding of the impact of disabilities.</li><li>• Ensuring that there are positive images in schoolbooks and other materials.</li></ul>
We encourage participation in public life	<ul style="list-style-type: none"><li>• Ensure opportunities are taken to provide positive role models of disabled people where possible.</li></ul>

We take steps to meet disabled people's needs, even if this requires more favourable treatment	<ul style="list-style-type: none"> <li>• Ensuring that a pupil's needs and wishes are considered when making decisions regarding participation in school life, e.g. being sensitive to pupil's feelings with regard to participation in some events such as sports day.</li> <li>• Staff – training where necessary.</li> </ul>
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### 10.Pupil participation

It is important that the child is involved as fully as possible in the monitoring of their Special Educational Needs. Their views and wishes are valued and considered. The level of their involvement will be dependent on their age and understanding.

### 11.Working in partnership with families

We believe that partnership with parents is essential in relation to SEND. Parents will be informed as soon as a provision is being made for their child, by the class teacher. They will be kept informed about their child's progress and their views and support are highly valued. The school will seek parent's permission before consulting any outside agency and tell them in advance when a professional is visiting the school. Any reports produced by professionals will be shared with parents. Parents are sent a copy of all reviews and targets. There are always opportunities for parents to come into school on either an informal or formal basis to discuss concerns with the class teacher, SENDCo or the head teacher.

### 12.Continuous Professional Development

We are committed to the training and continuing professional development of all staff and match training opportunities to the needs of the staff and the needs of the pupils. We believe that training aims to raise the awareness and effectiveness of the staff in meeting the special educational needs of any child.

Training and Continuous Professional Development is achieved through:

- The use of any appropriate courses.
- The use of any available expertise within school or any external professionals.
- Clearly identifying SEND within the school development plan, in order that expertise and experience can be broadened throughout teaching and support staff.

### 13.Evaluating the success of the school's SEND policy:

The delivery of the SEND provision will be monitored regularly following the school system of

monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils. The SEND Governor will visit the school to monitor and challenge the delivery of the SEND provision. The SENDCo writes the annual SEND report on the and completes the yearly Bedford Borough SEND Audit.

#### 14.Related documentation:

- SEND Code of Practice 0-25 (July 2014)
- The Diocese of St Albans multi-academy trust Special Educational Needs Policy.
- Equality Act 2010: advice for schools (Feb 2013)
- Teacher Standards 2012
- Disability, Equality and Accessibility Policy
- Administration of Medication Policy
- Safeguarding policy
- Admissions Policy
- Behaviour and Discipline Policy
- Complaints procedure
- Equalities Policy

#### 15.Frequently asked questions

##### Who are the best people to talk to at Great Barford CE Academy if I have concerns about my child's learning, happiness or wellbeing?

- In the first instance, talk to your child's class teacher about your concerns who can advise you/provide resources.
- If you continue to have concerns, you can arrange a meeting with the SENDCo Mrs Pauline Browning or the Head Teacher Sarah Evans. Please book an appointment with the office – [admin@gbpa.org.uk](mailto:admin@gbpa.org.uk) or 01234 870342.

##### How will the school let me know if they have concerns about my child?

If there are any concerns around your child's learning, happiness or wellbeing we will communicate this with you and work together to action support and next steps for improvement.

We do this through:

- Discussions with the teacher before/after school
- During parent/teacher meetings

Meetings may be arranged with you, the class teacher and the SENDCo.

## What types of support may be suitable and available for my child?

As a school, we want all of our children to achieve their potential and do the very best they can in all aspects of their education, we offer a range of support.

## What facilities are available for pupils with a disability?



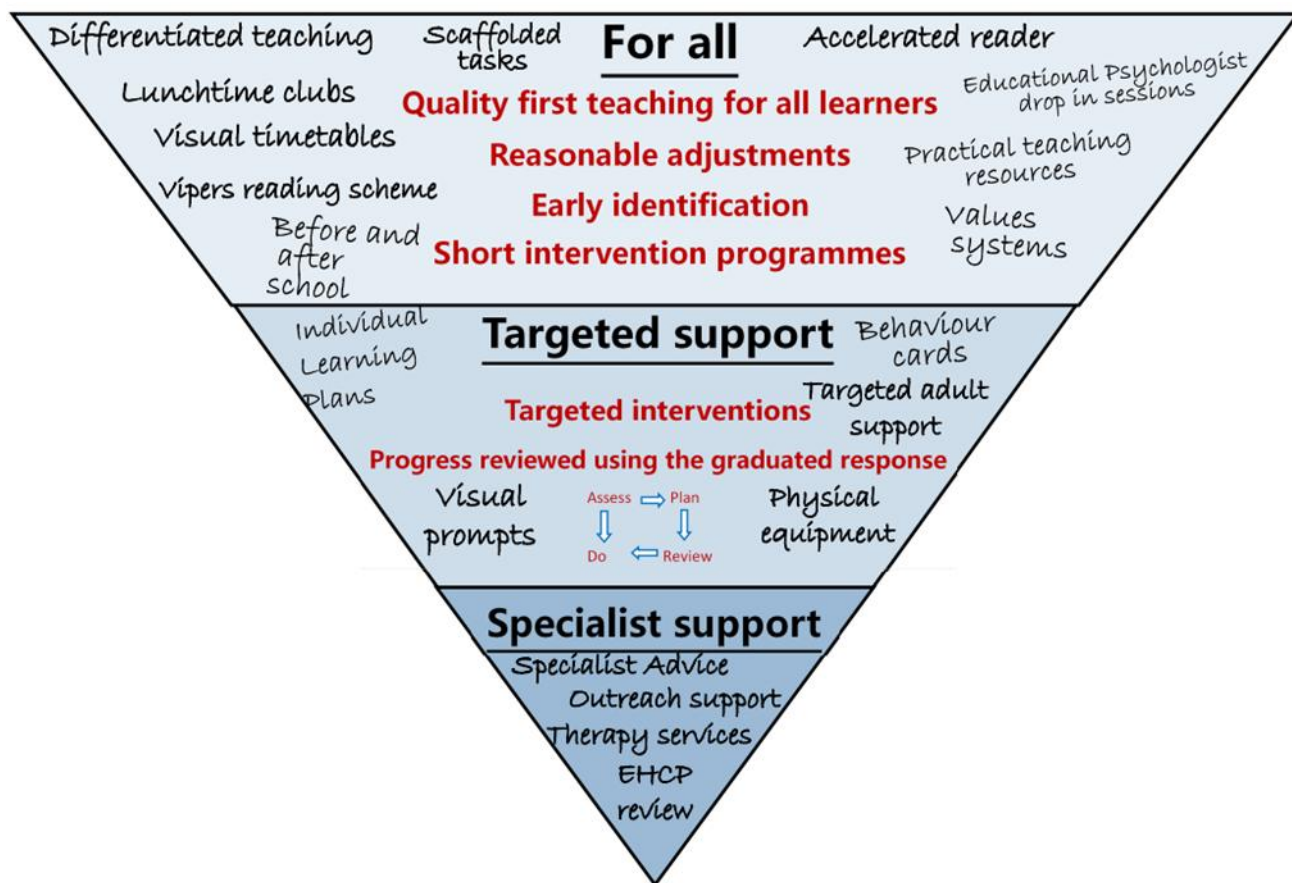
## How are children with medical conditions supported?

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Our Disability and Accessibility policy and Administration of Medication policy are available on the school website, which outline in more detail the provision that the school makes for children with disabilities and medical conditions. Some children with disabilities and medical conditions may also have SEN needs.

## How will the school support my child to reach his/her learning outcomes?

The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their learning goals. We continually review the effectiveness of the strategies that have been put in place for all children and make adaptations as and when they are needed.



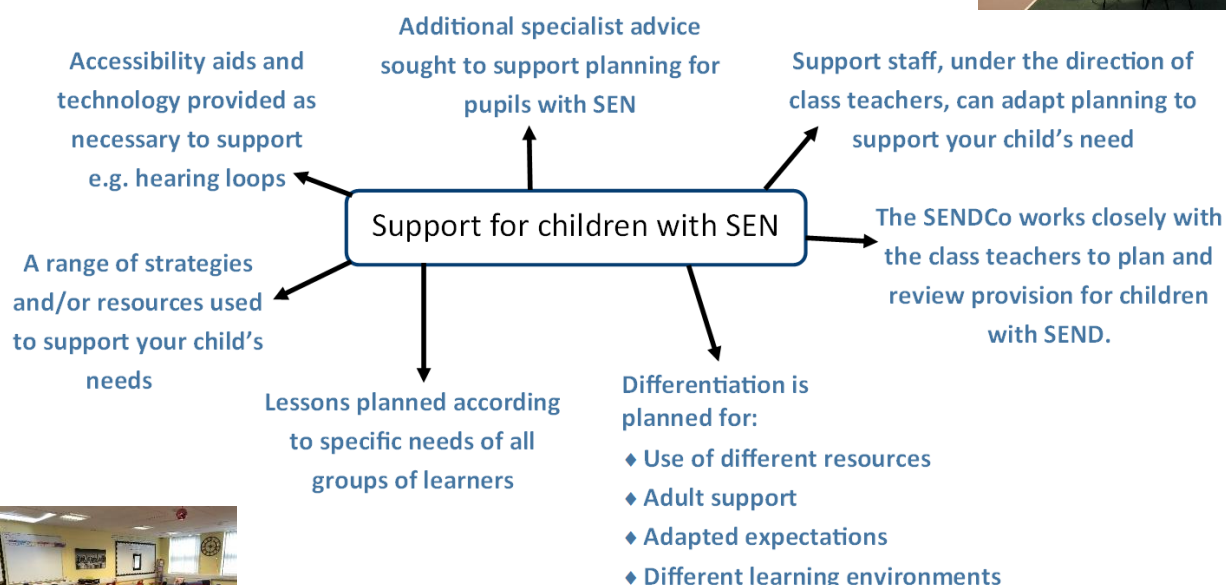


Pupils with SEN may have an **Individual Learning Plan** or an **Individual Behaviour Plan** drawn up with the class teacher and/or SENCO, in consultation with you and your child. The plan will be reviewed termly; the review will record your child's progress towards their targets and the effectiveness of the strategies. The teacher will identify the next steps and draw up new targets and strategies to meet them, in consultation with the SENDCo. After receipt of the new and reviewed ILP you can arrange to meet with the class teacher/SENDCo to discuss the provision in more detail.

Individual Learning Plan		Name:		Assessment Profile												IEP No:		SEN Support			
		Date of Birth:		Reading: Learning ladder points				Writing:				Maths:				Date Written:					
Class:		SBE				BE				E				AE				SAE		Review Date:	
What I am good at:				What will help me achieve my targets at school:																Key Information:	
What I need help/support with:																				Diagnosis:	
What will help me to achieve my targets at home:																				Reading age:	
				Key words:																	
				Spelling:																	
Priority Area		Target/s		Action/Strategies												Review					
What I need help with?		What will I be able to do that I can't do now?		Resource/Support/When/Where/Who/How often?												Associated ongoing notes:					
What do I want to get better at?		What will I achieve?														If targets are met, outline next steps					
SMART TARGETS – specific measurable achievable relevant timed																					
TARGET 1	Date of professional advice:																				
TARGET 2	Date of professional advice:																				
TARGET 3	Date of professional advice:																				
Signed by child:				Signed by Parent:																	
Date:				Date:																	

## How will the teaching be adapted for my child with SEND?

We provide a differentiated and personalised curriculum, which means that lessons are adapted to ensure that all children can access the learning. Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school and, as far as possible, taking into account the wishes of their parents and the needs of the individual. Pupils with SEN will be taught with their peers, however at times they may need a more personalised approach. Depending on individual need, support is provided through additional resources, additional explanations/instructions, additional adult support and/or by adapting tasks and expected outcomes.



## How does the school evaluate the effectiveness of the SEND provision?

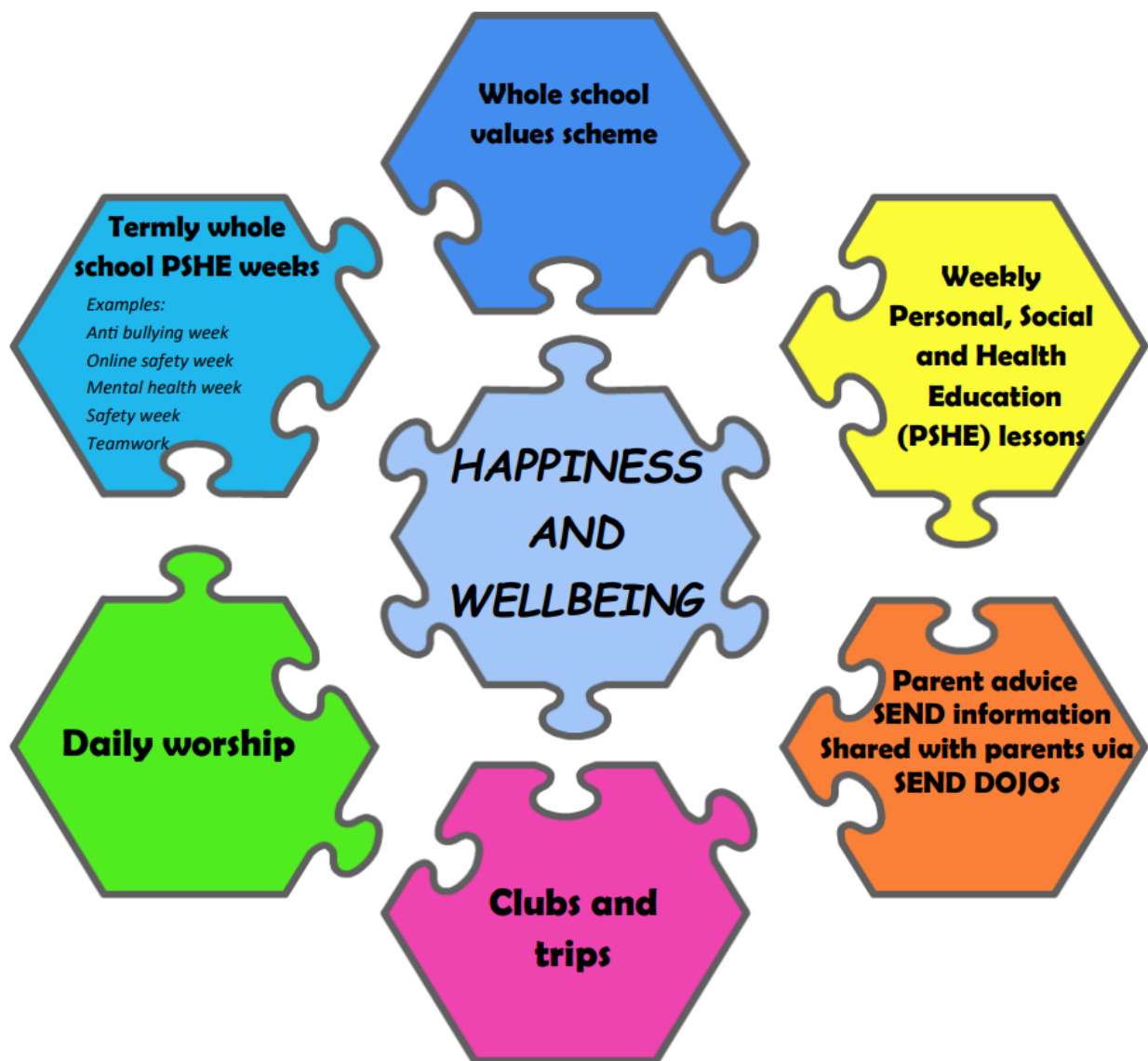
The quality and effectiveness of SEND provision available to pupils at Great Barford CE Academy is monitored by the senior leadership team, school governors and the SENDCo. Monitoring may include:

- Your child's progress continually monitored by his/her class teacher
- Class assessments
- Half termly pupil progress meetings
- Observations of teaching and learning
- Book Looks

- Environment checks
- Observations of support staff
- Learning Plan evaluation
- At the end of each key stage (end of year 2 and year 6) children will be assessed. At the end of year 6 children are required to be formally assessed using Standard Assessment Tests (SATs), the results are published nationally. At the end of year 1 children are required to sit the national Phonics Test. In year 4, children are required to sit the Multiplication Tables Check.

### What support will there be for my child's happiness and wellbeing?

We promote an inclusive ethos in which all children's efforts are recognised and celebrated. We are committed to meeting children's personal, social and emotional needs in order for them to be able to fully access the learning. At Great Barford CE Academy, the happiness, health and well-being of all our pupils is very important. If you have any concerns about your child, please speak to their class teacher. We support pupils' well-being and happiness through:





### *How is my child included in the same activities as his/her peers at school?*

Great Barford CE Academy is an inclusive school and committed to providing equal opportunities for all children. School clubs, educational visits and residential trips are available to all children, regardless of their needs or disability.

Risk assessments are completed prior to trips to ensure that all children will be safe and that individual needs can be met. We always ensure that individual needs are catered for; this may involve using a visual schedule, pre-teaching of what will happen on the trip, allocating additional adult support and/or pairing individuals up with the class teacher.

We welcome parental advice regarding how your child is likely to cope on a trip and your ideas for extra support that they may benefit from.

When necessary the school will make reasonable adjustments to ensure that children with special educational needs and disability (SEND) are included in all activities. If required, the class teacher and SENDCo will liaise with the club leaders to ensure that appropriate strategies are implemented.



All children are welcome at the School's Breakfast and After School Club and extra-curricular clubs offered during lunchtime and after school. In the Breakfast and After School Club some of the staff employed by the school also work as teaching assistants within the classes; this helps to develop excellent relationships between staff, pupils and parents/carers. It also enables information to be easily passed on between teachers and parents/carers and helps to ensure a smooth transition between the extended care provision and the main school day. If needed, we will make adjustments to ensure that all children can access and enjoy the clubs that we offer.



*How will you consider my views and those of my child with regards to her/his difficulties with learning, special educational needs or disabilities?*

We value the in depth knowledge that parents/carers have about their children and encourage parents/carers to communicate with us regularly.

We believe that partnership with parents is essential in relation to SEND.

- ❖ You will be informed as soon as a provision is being made for your child.
- ❖ You will be kept informed about your child's progress and your views and support are highly valued.
- ❖ The school will seek your permission before consulting any outside agency and we will tell you in advance when a professional is visiting the school.
- ❖ Any reports produced by professionals will be shared with you.
- ❖ You will be sent a copy of all reviews and targets.
- ❖ There are always opportunities for you to come into school on either an informal or formal basis to discuss concerns with the class teacher, SENDCo or the Head Teacher.

We believe it is important that your child is involved as fully as possible in the monitoring of their Special Educational Need and that they feel a sense of ownership over their own learning.

- ❖ Your child's views and wishes are valued and taken into account.
- ❖ We will give your child a range of opportunities to share their views about their needs and progress. The level of their involvement will be dependent on their age and understanding. It will be personalised to the child and may be done verbally, using visual resources, writing or any other media which the child can access in a meaningful way.

### *How will you support my child when they move from class to class or to a new school?*

We recognise that transitions can be difficult for many children and we take steps to ensure that any transition is as smooth as possible and sensitive to your child's needs:

#### *If your child is joining from another school:*

- We encourage school visits for you and your child. During which we will provide information booklets including all the information you and your child need to know about their new setting.
- Should you have any concerns prior to your child starting the school meetings can be arranged with relevant staff and/or professionals.

#### *If your child is moving to another school:*

- We work closely with the SENDCos from other settings and will ensure that they know of any special arrangements or support that needs to be made for your child.
- Meetings are held and records passed on. We share appropriate information with the child's next school, including passing on copies of individual targets and support strategies.
- Additional meetings can be arranged with yourself and your child to discuss concerns regarding transition.
- Additional visits to your child's new school can be arranged.
- If appropriate your child will be involved in creating a transition booklet, with school staff, which includes pictures and important information for their new setting.

#### *When moving classes in school:*

- In preparation for children moving year groups, teachers liaise closely with each other, transferring Individual Learning Plans, and discussing effective strategies and support currently in place for children with SEND. Useful resources, strategies and information will



be passed to the new teacher.

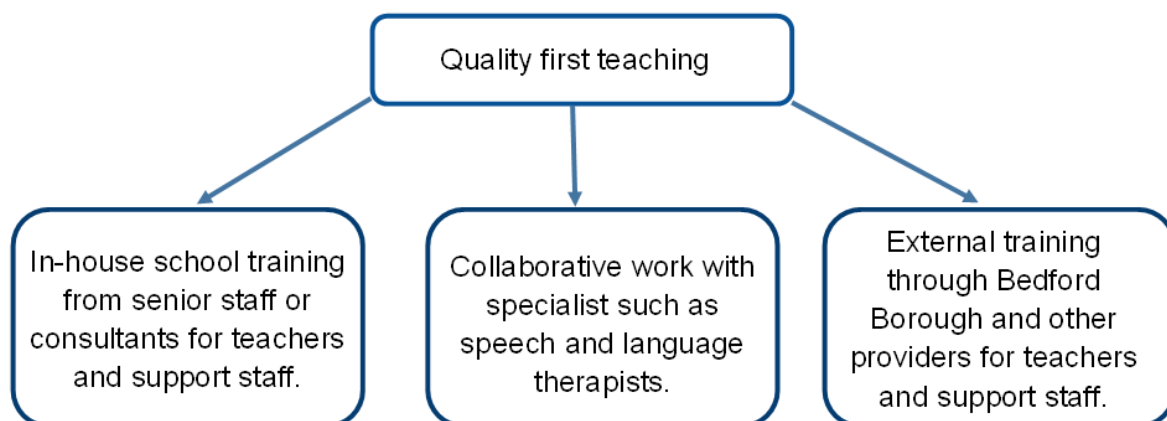
- Children will make planned visits to their new classroom and meet their new teacher/s. If appropriate additional visits can also be arranged for your child and yourself, so that you gain a knowledge of your child's new learning environment.

### How does the school ensure the school staff are appropriately trained to support my child's special educational needs and/or disability?

We believe that training aims to raise the awareness and effectiveness of the staff in meeting the special educational needs of any child. The school provides training and support to enable staff to improve the teaching and learning of all children, including those with SEND. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs.

For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well-matched to individual children.

**Training opportunities have included:** Learning and cognition, anxiety training, ADHD, dyslexia, speech and language, English as an additional language, sensory processing in Education and TEACCH training (Autism Spectrum).



### What is the Local Offer and where can I find it?

The children and Families Act 2014 places a requirement on local authorities and schools to publish and keep under review information about the services they expect to be available for children and young people with Special Educational Needs (SEN) aged 0-25.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents, families and professionals in understanding the range of services and provision in the local area.

For more information about The Local Offer:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

### *What support services are available to parents of pupils with SEN?*

If a child or a family needs additional support beyond the school, we will make referrals to external agencies. All SEND referrals include the parents' views and are done in agreement with parents/carers.

### *Local Authority Provision (available in school):*

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Autism Outreach (Autism Spectrum teachers)
- Sensory and Communication Support Team (hearing/visual impairment)
- Early Years Support Team
- Early Help Support
- Hearing Support Team
- Bedford Borough SEND Team (Assess Education, Health and Care (EHC) needs and monitors Education, Health and Care Plans (EHCP)). Tel:01234 228375  
Email:sendteam@bedford.gov.uk

### *Health Provision (available in school):*

- School nurse
- Occupational Therapy
- Physiotherapy
- Social, Emotional and Mental Health Team (CAMHs, CHUMs)
- Child Development Centre

For more information about the local authorities SEND support and provision guidance see:

[https://search3.openobjects.com/mediamanager/bedford/directory/files/send-process-guidance\\_final.pdf](https://search3.openobjects.com/mediamanager/bedford/directory/files/send-process-guidance_final.pdf)

[https://search3.openobjects.com/mediamanager/bedford/directory/files/bbc\\_coproduction\\_charter.pdf](https://search3.openobjects.com/mediamanager/bedford/directory/files/bbc_coproduction_charter.pdf)

[https://search3.openobjects.com/mediamanager/bedford/directory/files/guidance\\_on\\_meeting\\_send\\_in\\_the\\_early\\_years\\_foundation\\_stage\\_-\\_a\\_graduated\\_approach\\_2020\\_002\\_1.pdf](https://search3.openobjects.com/mediamanager/bedford/directory/files/guidance_on_meeting_send_in_the_early_years_foundation_stage_-_a_graduated_approach_2020_002_1.pdf)

[https://search3.openobjects.com/mediamanager/bedford/directory/files/graduated\\_response\\_2023.pdf](https://search3.openobjects.com/mediamanager/bedford/directory/files/graduated_response_2023.pdf)

### Further support information:

**School SEND Dojo:** The school SENDCo posts SEND information on Dojos so that parents are informed of any courses or events occurring in Bedfordshire. If you want to be part of the SEND Dojo community, please contact the school office.

**Bedford Borough Local Offer:** The Local Offer provides information about services that children, young people and their families can expect from a range of local agencies. Here you will find all sorts of fascinating and up-to-the-minute information about what is going on in the area and details on how to access Services, Organisations and Activities that are right for you and your child.

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

**Bedford SEND Independent Advice & Support Service SENDIASS:** Provide confidential support concerning educational issues for residents of Bedford Borough. They are impartial from school, local authority, health, social care and other organisations to provide advice and support.

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/site.page?id=6rj3ULSIPck&localofferchannel=0>

Tel: 01234 276267 email: [sendiass@bedford.gov.uk](mailto:sendiass@bedford.gov.uk)

**SEND: guide for parents and carers:** A guide on the support system for children and young people with special educational needs and disability (SEND).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

### Useful websites:

#### [SEND Glossary | Bedford Local Offer](#)

<https://www.kids.org.uk/>

[ICAN CHARITY](#)

[Special Educational Needs - Learning Disability | Mencap](#)

[www.family-action.org.uk](http://www.family-action.org.uk)

<https://www.bdadyslexia.org.uk/>

<https://www.autism.org.uk/>

[Autism Bedfordshire](#)

[Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)

[bedford-sendiass-understanding-the-jargon\\_1.pdf \(openobjects.com\)](#)

[Advice template](#)

### *Who can I contact if I have a complaint about the SEND provision made for my child?*

Initially speak with your child's teacher/SENCO about your concerns and hopefully they can address these. If this doesn't resolve the issue you can then contact the Head Teacher or refer to our complaints policy, please refer to school website. If the complaint is about your child's Education and Health Care Plan you can contact the SEND Team at Bedford Borough Tel:01234 228375 Email:sendteam@bedford.gov.uk.

*Review Date: Sept 2026*