



Special Educational Needs Information Report

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(This report outlines SEND provision and outcomes for the academic year 2026/27)

To be reviewed: September 2027

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1. What is meant by Special Educational needs SEN?

A pupil is considered to have Special Educational Needs if they have either a learning difficulty or a disability and they need special educational provision to be made for them. Special educational provision is defined as any education provision which is additional to or different from that generally made for others of the same age in mainstream school (SEND Code of Practice 2015).



2. The different kinds of needs we are proud to support at our school.

There are four main types of special educational needs: how a child learns, how they communicate and interact with others, their social and emotional wellbeing, and any physical or sensory needs. When we assess a child, we look at which of these is their main area of need. Here are some examples of conditions that children might have under each of the four main areas of special educational needs. Every child is different, and these are just examples to help explain what we mean.

Cognition and learning difficulties

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning

- ◆ Specific Learning Difficulties (SpLD)
e.g. Dyslexia, Dyscalculia
- ◆ Moderate Learning Difficulties (MLD)
- ◆ Severe Learning Difficulties (SLD)
- ◆ Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and/or Mental Health Needs

Children and young people 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 These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.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.

- ◆ Depression
- ◆ Attention Deficit Disorder (ADD)
- ◆ Attention Deficit Hyperactivity Disorder (ADHD)
- ◆ Anxiety Disorder
- ◆ Eating Disorders
- ◆ Social Disorders
- ◆ Attachment Disorder
- ◆ Mental Health Issues

Communication and interaction needs

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. Children and young people with Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- ◆ Speech, Language and Communication Needs (SLCN)
- ◆ Autistic Spectrum Disorder (ASD)

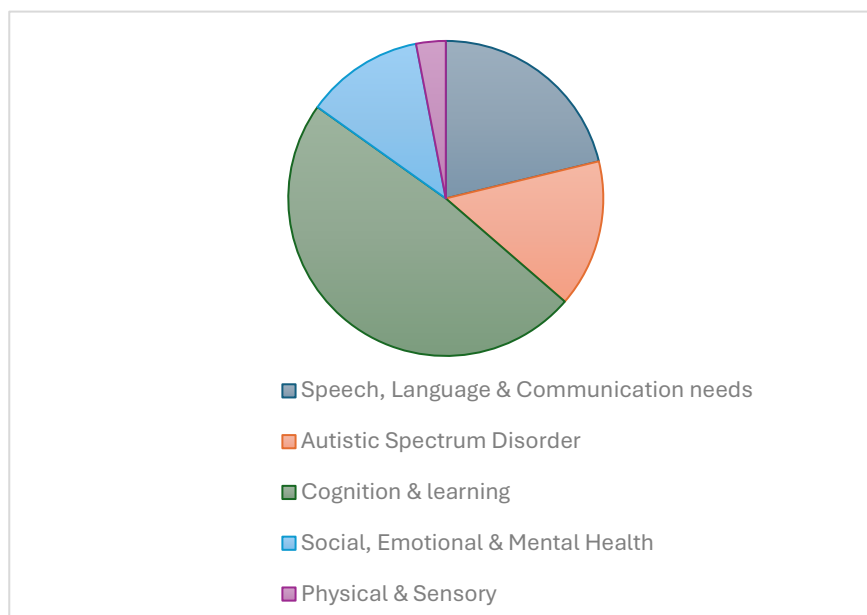
Sensory and/or Physical Needs

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 sensory and/or physical needs may require specialist support and/or equipment to access their learning.

- ◆ Visual Impairment (VI)
- ◆ Hearing Impairment (HI)
- ◆ Multi-Sensory Impairment (MSI)
- ◆ Physical Disability (PD)



This chart shows the main areas in which children received support in our school during the 2025/26 academic year.



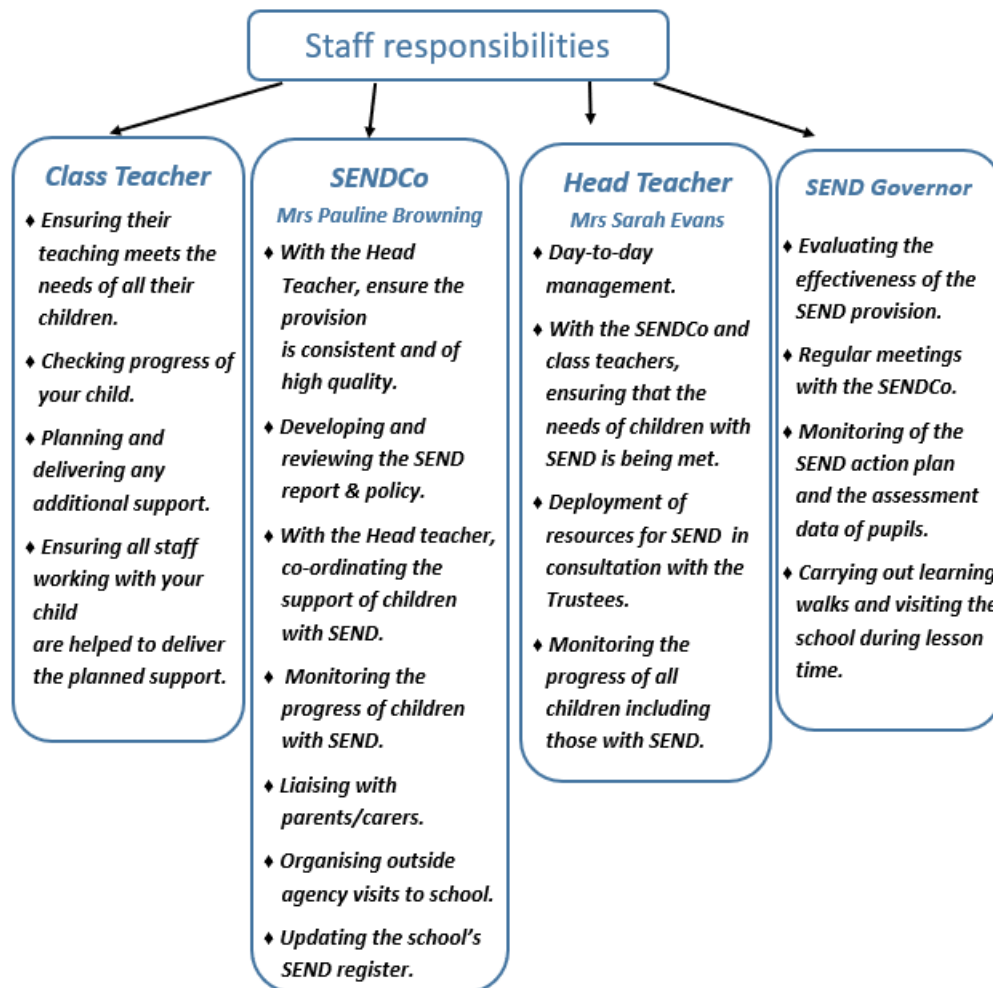
3. Who are the best people to talk to at Great Barford CE Academy if I have concerns about my child's learning, happiness or wellbeing?

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

Pauline Browning or the Head Teacher **Sarah Evans**. You can book an appointment by contacting the school office – admin@gbpa.org.uk or 01234 870342.

Susan Dodson is the Special Educational Needs and Disabilities Governor. She is a member of the governing board with specific responsibility for overseeing the school's SEND provision and ensuring that the school is meeting its legal duties and providing appropriate support for pupils with SEND. She can be contacted via the school office - admin@gbpa.org.uk or 01234 870342.



4. The skills and training of our staff.

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	Maximising the impact of the Teaching Assistant
Anxiety training	ADHD
Dyslexia	Speech and language training
English as an additional language	Sensory processing in Education
TEACCH training (Autism Spectrum)	
Autism Education Trust professional development,	
Supporting learners with high needs in mainstream school	
Early Reading Research (ERR) intervention training	
Continuous Provision training.	

5. *How we notice and understand when a child may need extra support*

We want every child to get the support they need to learn and thrive. At Great Barford CE Academy we believe that class teachers are teachers of all children. It is their responsibility to meet the needs of all pupils within their care. They do this by employing high quality teaching strategies which acknowledge the individual needs of each pupil in their class.

When a pupil does not make adequate progress, this is identified, and provision is put in place within the classroom setting to try to address this. If the pupil is unable to make adequate progress once they have had all the appropriate interventions/ adjustments and quality personalised teaching, then they are identified as having a Special Educational Need.

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.



Step 1

You as a parent/carer, or we as a school may have concerns about your child; these concerns may be about your child's academic progress, their behaviour, their emotional wellbeing or about a specific difficulty that your child is experiencing.



Step 2

Together we may be able to find a simple solution to the concern.

Together we may feel that it is important to gather more information about your child's need. This could involve the school completing further observations and/or assessments; all of which will be explained to you.

Together we may agree for additional support to be put in place and for your child's progress to be monitored closely. Your child's teacher may also discuss their concerns with the school SENCo.



Step 3

If your child makes good progress following the additional support, then we may agree to continue with this support or agree that the concern has been addressed, and additional support is no longer required.

If we continue to be concerned about your child, we may identify your child as having a Special Educational Need (SEN) and in need of 'SEN Support'. At this point the school will work together with you and your child to set specific targets and outline strategies to support your child to achieve their targets. This is called an Individual Support Plan (ISP). Your child's name will also be put on the school SEND register; the school's internal list of pupils who have been identified as having special educational needs.



Step 4

If your child makes good progress in line with their peers, then together we may make the decision that an Individual Support Plan is no longer necessary.

If the ISP for your child continues it will be reviewed on a termly basis. The review will record your child's progress towards their targets and the effectiveness of the support provided. The teacher will then identify the next steps and will draw up new targets and the targeted support. The reviewed and new ISPs will be emailed to you; on receipt you can arrange to meet with the class teacher/SENCo to discuss the provision in more detail.

Sometimes we may feel that it would be helpful for outside agencies to work with your child. We will always discuss this with you first and complete the relevant referrals with you.



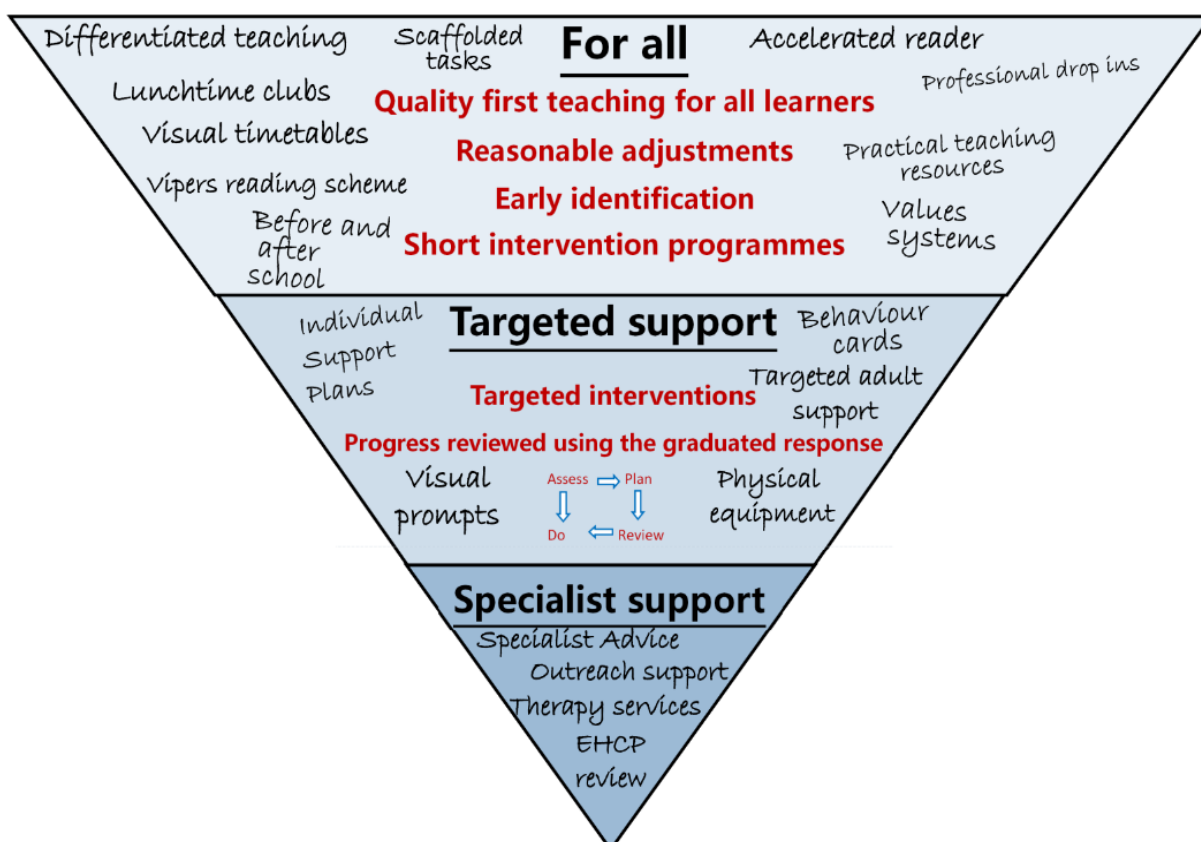
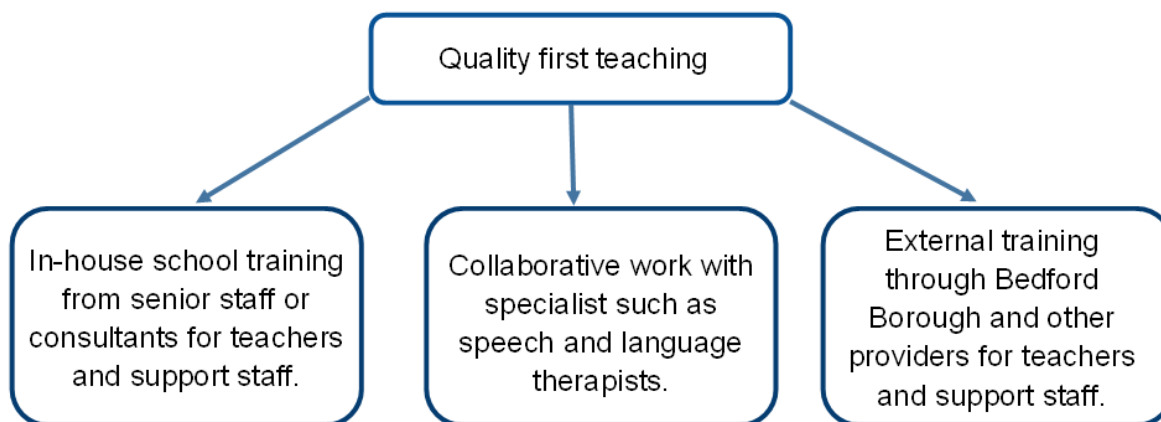
Step 5

If, in exceptional circumstances, a child is not making sufficient progress or needs more support than the setting can provide, an assessment of their education, health and care needs may be necessary. This involves applying to the Local Authority for additional support and resources; this is called an 'Education, Health and Care Plan'. The school will work closely with parents/carers and the child to complete this process.



6. What types of support may be 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.





7. How we check that support is making a difference

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.

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
- Whole school assessments termly
- Pupil progress meetings with the senior leadership team and/or English and maths leads
- Observations of teaching and learning
- Book Looks
- Environment checks
- Observations of support staff
- Learning Support Plan evaluation
- 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.

We share this information with parents and carers through written school reports and parent evenings.

8. 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, by either the class teacher or SENDCo, as soon as provision is being made for your child.
- ❖ You will be kept informed about your child's progress via Individual Support Plans and parent teacher meetings. Your views and support are highly valued in this process.
- ❖ 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 Individual Support Plan reviews and targets. These are issued termly.
- ❖ There are always opportunities for you to come into school on either an informal or formal basis to discuss concerns, ask questions or give updates about your child with the class teacher, SENDCo or the Head Teacher.

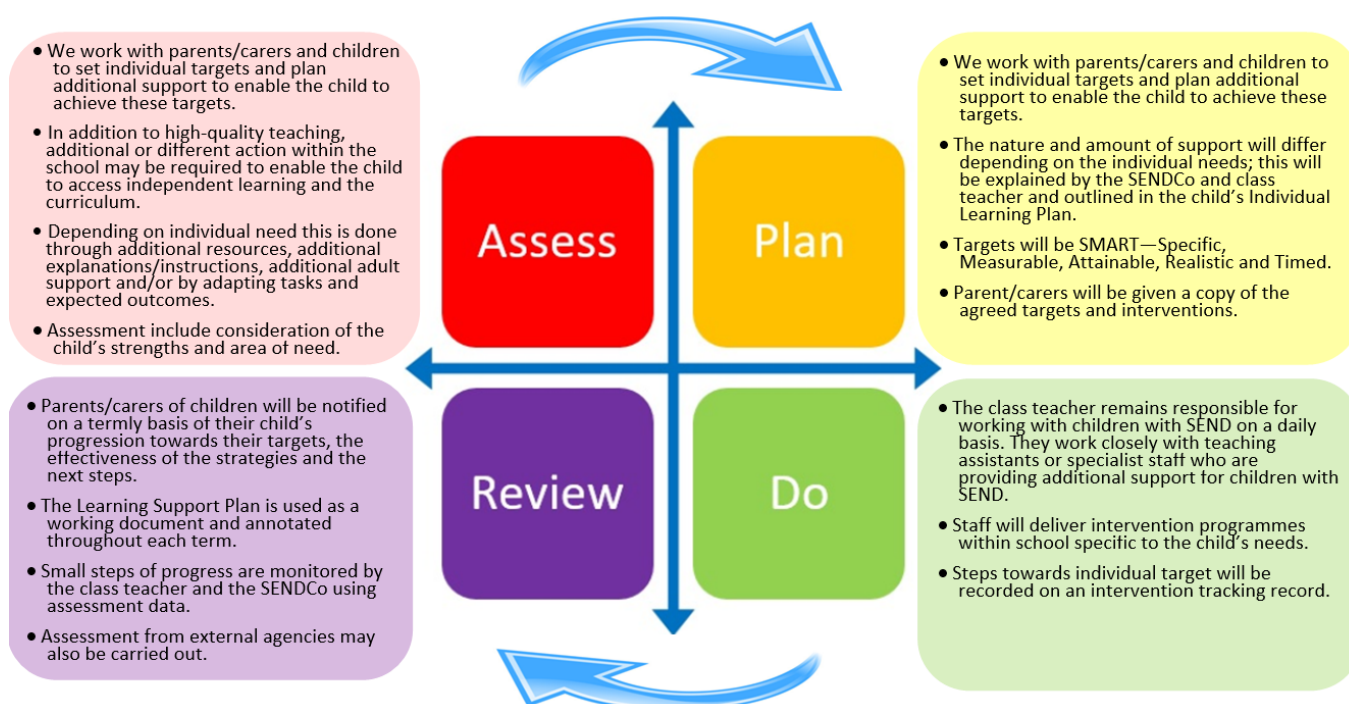
We believe it is important that your child is involved as fully as possible in the monitoring of their Special Educational Need and that they feel a sense of ownership over their own learning.

- ❖ All children's views and wishes are valued and considered.
- ❖ All children are given a range of opportunities to share their views about their needs and progress. Such as pupil voice, questionnaires, class discussions and opportunities to serve on the school council. 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.



9. The graduated approach to Special Educational Needs Support

At Great Barford CE Academy the 'Graduated Response', as set out in the SEND Code of Practice 2015, is at the heart of whole school practice. This continuous and systematic cycle enables us to identify a child's learning need, plan action to support them, carry out this action and then review and refine it in order to improve the support provided. This process becomes increasingly personalised, as actions are reviewed and revisited leading to a growing understanding of the child's barriers to, and gaps in, their learning.



10. 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 (Who provide assessments, advice and intervention, EP consultation sessions for parents and schools, and CPD)



- 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/bbc_coproducti on_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/graduated_response_2023.pdf



11. What equipment and facilities are available for pupils with a disability?



12. What is an EHC plan and who can request one?

An ECHP stands for Education, Health and Care Plan. The purpose of an EHCP is to provide special provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she



gets older, prepare for adulthood. EHCPs can be requested by a child's parent, the young person themselves (if over the age of 16 but under 25) and a person acting on behalf of the school with the knowledge and agreement of the parent, and young person where possible.

EHCP applications are made to the local authority, when the special educational needs of a child cannot be reasonably provided for within the resources available to children at SEN Support. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

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 not the child is eligible for an EHC Plan. If the application is unsuccessful parents will be offered a way forward meeting to discuss in further detail the reasons behind the panel decision. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

The plan will be 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.

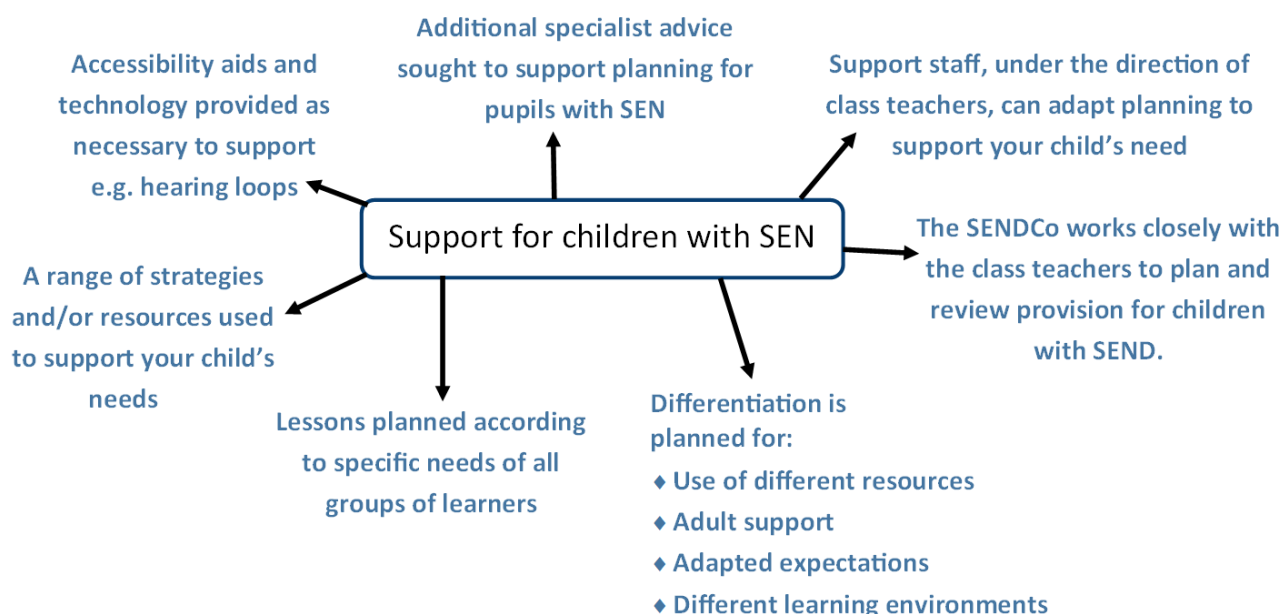
There will be an annual EHCP review meeting where all parties involved in the child's education are invited to attend. For children who are transferring to secondary school there will be a transfer review held during the autumn term of year 6.

For further information: [SEND Team | Bedford Borough Council](#)



13. 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.





14. 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:





15. 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 wrap around care 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.

16. How we support children who join our school or move on to 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.
- We can also request for further support from Bedford Borough such as the autism advisory team, Early help or the nursing team to ensure a smooth transition.

[17. Where to find the Local Authority's Local Offer \(a guide to all the services and support available in the area\)](#)

The Local Offer is an online guide to all the services and support available in your area for children and young people with special educational needs or disabilities, and for their families. It includes information about education, health, social care, activities, and support groups.

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>



18. 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.

See the **DSAMAT Complaints Policy** available on the school website

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

19. 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 (parent of children with ISPs will be sent and invite). If you want to be part of the SEND Dojo community, please contact the school office.

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



Useful websites:

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

<https://www.mencap.org.uk/homepage>

[ICAN CHARITY](#)

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 \(openobjects.com\)](#)

20. School Policies (available on the school website)

Great Barford C of E Primary Academy - Policies

- ❖ Great Barford Admissions Policy
- ❖ DSAMAT Behaviour Policy
- ❖ DSAMAT Child protection and safeguarding policy
- ❖ DSAMAT SEND and Inclusion Policy
- ❖ DSAMAT Complaints Policy
- ❖ Risk Management Policy
- ❖ DSAMAT Data Protection Policy
- ❖ DSAMAT Equality, Diversity and Inclusion Policy