SEND INFORMATION REPORT

Bedford Road Primary Academy

Owned by:	Knowledge Schools Trust Primaries
Last amendment date:	June 2025
Renewal cycle:	Annually
Renewal date:	June 2026

At Bedford Road Primary we aim to ensure that all children can accessour full curriculum and achieve their full potential, including those with Special Educational Needs and/or Disabilities (SEND). We do not use differentiation within our curriculum; however, we use a range of adaptations scaffolds to enable all children to access the same learning and knowledge goals. For further information, please see the Trust SEND policy.

Four broad areas of need:

The statutory guidance for Special Educational Needs and/ or Disabilities is the *SEND code of practice: 0 to 25 years (2015)* states:

Special Educational provision is educational or training provision that is additional to or different from that made generally for others of the same age, e.g. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.

At Bedford Road Primary Academy, we aim to support children with specialeducational needs across the four areas of need.

It outlines four broad areas of need:

- Communication and interaction
  E.g., Autistic Spectrum Disorders, Speech, Language and Communication Needs, social communication difficulties
- Cognition and learning
  E.g., Specific learning difficulties, moderate learning difficulties
- Social, emotional, and mental health
  E.g., Attention Deficit Hyperactivity Disorder, attachment needs, mental health difficulties,
- Sensory and/or physical needs.
  E.g., sensory processing difficulties, medical needs, hearing impairment

Role of the Special Educational Needs Coordinator:

SENDCo: Kelly Maslen

Email: SENDCo@bedfordroad-primary.org

Our Special Educational Needs Coordinator (SENDCo) has completed the National Award for Special Educational Needs Coordination (NASEN) in 2014 as well as completing a National Professional Qualification in Senior Leadership (NPQSL) in 2025. Her line manager is the Assistant Head of Inclusion, Corrina Warren.

They are responsible for:

- Developing and reviewing the school's SEND policy and SEN Information Report
- Updating the schools' SEND register and making sure that records of pupils' progress and needs are up to date
- Coordinating all the support for pupils with special educational needs or disabilities (SEND) through monitoring and supporting with provision maps
- Providing specialist support and advice for teachers and support staff in the schools

- Liaising with external professionals who support the learning of some pupils with SEND, e.g., Speech and Language Therapist, Educational Psychologist
- In collaboration with the class teacher, ensuring that parents are:
    - involved in supporting their child's learning
    - kept informed about the support their child is getting
    - involved in reviewing how they are doing

Identifying Pupils with SEND and Assessing their Needs:

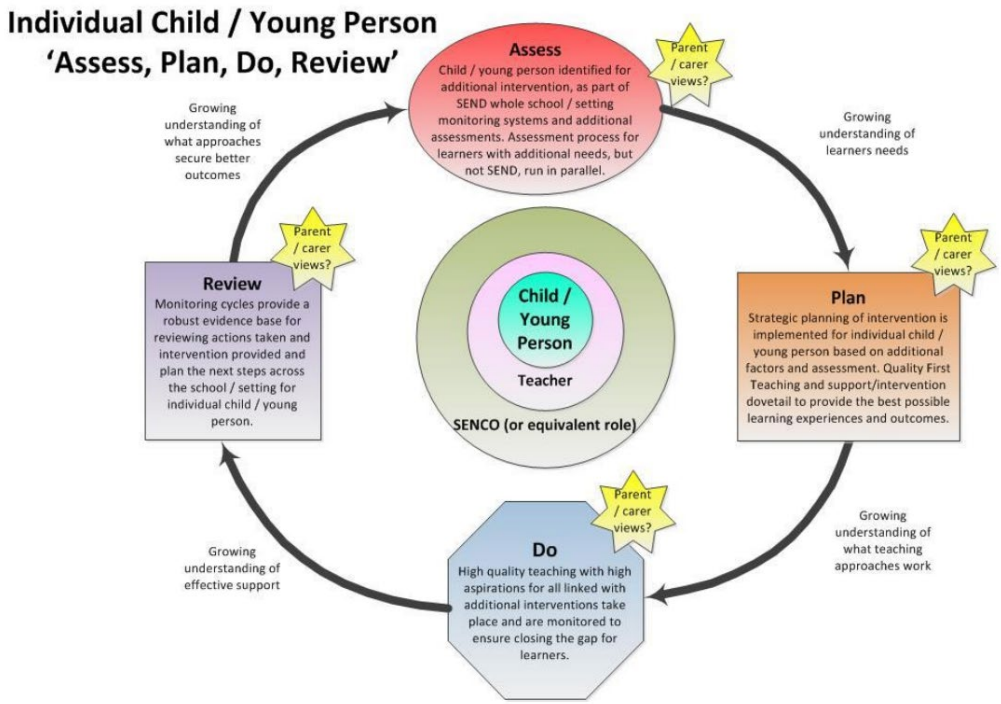
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those:

- Whose progress is significantly behind the expected steps of progress than that of their peers starting from the same baseline.
- With ongoing significant barriers to their learning
- Struggling to close the attainment gap between the child and their peers, despite high quality teaching and targeted intervention, or the attainment gap widens.

Provision and support:

We understand that all children are on their own learning journey, therefore will be supported with interventions at some point of their school career. When a pupil is identified as needing additional support, we track their development and progress by using provision maps to monitor the support given to all pupils with additional needs and to review the use of resources to maximise effectiveness. Pupils being supported by an intervention do not necessarily have a special educational need and/or disability.



We use the Assess, Plan, Do, Review cycle outlined in the *SEND code of practice: 0 to 25 years* to ensure that we are effectively delivering provision to support all learners. Support is implemented in waves of Universal, Targeted and Specialist support:

This takes the form of a four-part graduated approach:
a) assessing your child's needs
b) planning the most effective and appropriate intervention
c) providing this intervention
d) reviewing the impact on your child's progress towards individual learning outcomes

Tier 1: Universal – If the class teacher or parents/carers or child have a concern about their progress this should initially be addressed with the universal offer of support from the class teacher as part of the assess, plan, do, review (APDR) process. The classroom environments are carefully planned to offer the children with scaffolding and visual support in order to increase the accessibility to learning for all, for example, working walls, visual timetables and dyslexia-friendly lesson flips. In addition, quality first teaching within the classroom and appropriate reasonable adjustments will be made.
Some of the provision we offer at Bedford Road Primary Academy:

- Scaffolded tasks with visuals e.g. shape coding scaffold.
- Printed flips/scaffolds for notetaking
- Visual schedules (e.g., Now/Next)
- Pre teach & Reteach sessions – concepts & vocabulary
- Whole class movement breaks
- Additional manipulatives (maths)
- Visual working walls across subjects
- Small group work during
- independent tasks

Tier 2: Targeted – Utilising formative, summative and observational assessment data, it may be appropriate to consider making additional short term special educational provision to remove or reduce any barriers to your child's learning. At this point, the support given to the child is additional to/different from the universal offer of the school and is under targeted support therefor the provision in place for the child will be discussed with parents/carers and the child where appropriate.

At Bedford Road Primary Academy, we use Insights Provision Mapping Tool to record, track and monitor the pupils progress against the targeted provision. This is shared termly with parents/carers and they are invited to meet with the class teacher to discuss their childs provision.

Some of the targeted provisions we offer at Bedford Road Primary Academy are:

- Boosting Reading / Daily Reading
- Maths Mastery: Close the Gap
- Numberstacks Maths Intervention
- Shape Coding intervention
- Early Years language groups
- Fine Motor and Handwriting Groups
- Individual movement breaks
- Sensory Circuits
- Zones of Regulation tools
- 1:1 Phonics tutoring
- Nessy literacy intervention
- SNIP literacy
- Kaleidoscope Self-esteem Therapy
- Drawing and Talking Therapy
- Emotion Detectives Therapy

Tier 3: Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, the Child and Adolescent Mental Health Service (CAMHS) and the Cheyne Child Development Centre Health Team. For some pupils, access to these specialists may be needed through an Education, Health and Care Plan.
Provision may include:

- SEND advisory team
- Specialist teachers such as the teacher of the deaf, or autism support advisory teacher
- Personalised Speech & Language Therapy
- Family Support Worker / Mental Health First Aider sessions
- Play Therapy
- Mental Health Support Team support
- Early Help professional work such as protective behaviour work or solution focused therapy

Education Health and Care Plan (EHCP):

When a child has special educational needs that require a level of support that exceeds the 'ordinarily available' and targeted provision within the resources of SEND support, the school (or parent) will complete a EHC Needs Assessment application to the Local Authority. EHCP are currently only given to children with very high/complex needs and the process to have a plan accepted and in place can take up to one academic year, or in some cases longer. If successful, an EHCP will be co-produced with parents, school and other professionals to ensure that a child's needs are fully met.

An EHCP will contain:

- the views and aspirations of you and your child
- a full description of their special educational needs and any health and social care needs
- Outcomes for your child's progress
- The provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- Based on the level of provision included in the plan, many EHCPs will have funding attached to support the school to implement
- Parents will be invited to an annual review of the finalised EHCP and asked to contribute their views on their child's progress

Class teachers work with the SENDCo to plan for small group work, individual support and in class support to ensure your child meets their specific targets. This information is also shared with support staff so that there is a shared understanding of the targets and how to achieve them.

Evaluating and Monitoring the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Monitoring by SLT, SENDCo, Phase Leads and Subject Leads. e.g. learning walks, book looks, pupil voice, staff coaching and oversight of consistent provision across the school and effectiveness of specific interventions
- Termly Pupil Progress meetings with SLT and the Class Teacher
- Termly review of individual provisions and interventions
- Annual Reviews for children with EHCPs

Support for Improving Emotional and Social Development:

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are included in all areas of school life by way of adult support or making reasonable adjustments to provision
- Pupils with SEND are enabled to take an active part in extracurricular school activities examples of this are fundraising, sports activities, and school council
- We provide emotional support through a variety of pastoral interventions; delivered by TAs and our welfare support staff including Kaleidoscope and Drawing and Talking Therapy in-house as well as external offers such as Emotion Detectives. We also have a Youth Mental Health First Aider and a Family Support Worker.
- We have a zero-tolerance approach to bullying. Refer to the Pupil Anti-Bullying Policy.
- Assemblies cover social and emotional needs (whole school and class assemblies)
- The PSHE curriculum and additional interventions support the emotional and social development of pupils with SEND.

Professional Development:

All staff have termly professional development around SEND to ensure their knowledge and skills represent the needs of their children. In addition, where appropriate, individual teachers/support staff will receive specific training to support the individual needs of the children in their class.

Transitions:

The SENDCo will co-ordinate with parents to ensure a successful transition between settings/year groups.

- Transitioning In to include a full handover, visits to pre-schools, stay and play sessions, transition home booklets, and home visits.
- Transitioning between year groups include a full handover between staff and of resources and interventions for consistency, as well as social stories to explain any changes.
- For Transitioning out, there is a handover of SEND reports and resources and we endeavor to work with future settings on extra transition as required.

Additional support and advice the school can access to support your child:

- Local Authority SEND team
- Educational Psychologist drop-in sessions
- School Nursing team
- Speech & Language Therapists
- Family Support Worker
- Early Help Team at Bedford Borough Council including their continuously updated Local Offer
- The Mental Health Support Team and CHUMs
- Local charities such as FACES
- Our Inclusion Newsletter with information about local events for families.

Where a child is looked after by the Local Authority (LA) the school will meet with the social worker from the LA, give information towards a care plan, attend Personal Education Plan PEP meetings and work alongside the Virtual Head. The SENDCo is also the designated teacher for children that are looked after – Kelly Maslen.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education.

Adaptions for Pupils with disabilities:

Our school values inclusion within its ethos and aims to ensure that children with special educational needs and/or disabilities access our full curriculum, achieve their full potential and access the schools environment. The SENDCO works closely with external professionals to ensure that the provision for each child is appropriate. This may at times require specialist resources. In these cases, the school and Local Authority will work collaboratively to ensure that appropriate facilities/equipment are made

available to meet the specific educational need. This may require an EHCP application to ensure that resources and professional support is available over time.

We make reasonable adjustments in line with the Ordinarily Available Provision. The school is wheelchair accessible and there are disabled toilet facilities. The school has easy access ramps or large double doors across site to ensure adequate teaching spaces for Key Stage appropriate learning. We ensure, wherever reasonable, that equipment used is accessible to all children regardless of their needs.

If a disabled pupil has an Education, Health, Care Plan, the parent should contact their EHC Coordinator to go through the consultation process with the schools to ensure that the schools are able to meet your child's needs.

Concerns about your child's progress:

- Speak to your child's class teacher and discuss what area(s) your child may need support
- Communicate any family history/concerns to the school
- Arrange a meeting with SENDCo – SENDCo@bedfordroad-primary.org if you have further concerns orquestions, following a discussion with the class teacher
- If it is felt that the issue has not been fully resolved, please access the schools complaints procedure or contact SENIASS for impartial advice
- Explore the Local Offer

SEND Governor: Susan Hoath