Our Local Offer

Bedford Road Primary Academy

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

Bedford Road Primary Academy is a welcoming, inclusive school which strives to ensure that all children reach their full academic potential and develop a love for learning which will last a lifetime. We ensure equal opportunities for all pupils, regardless of gender, age, ability, religion, race, cultural or ethnic background. Staff at Bedford Road Primary Academy work tirelessly to enable all children to achieve their maximum potential as individuals and members of society. Providing equal opportunities for all members of our school community is paramount to all we do. Every teacher at Bedford Road Primary Academy is a teacher of every child including those with special educational needs and/or disability. All children are individuals with differing learning needs. We tailor our curriculum to meet the needs of individuals aiming to close gaps in learning and accelerate progress.

Who can I speak to about my child's progress at Bedford Road Primary Academy?

SENDCo: Kelly Maslen or Early Years SENDCo Rebecca Felice

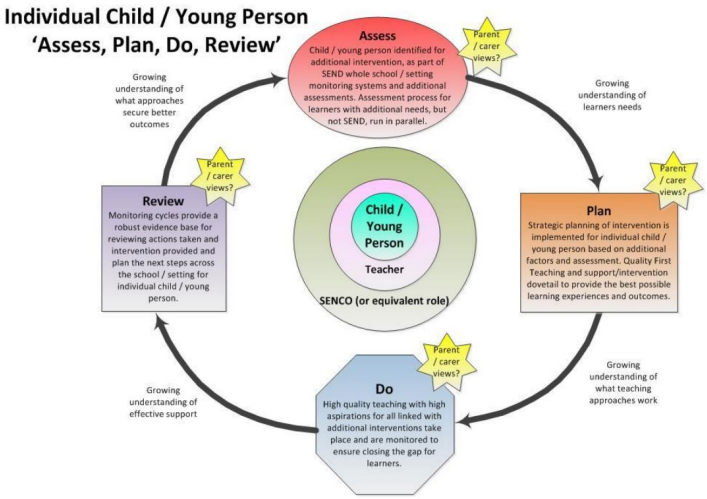
Email: SENDCo@bedfordroad-primary.org

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 Headteacher Alex Holdsworth.

How will you identify my child's needs at Bedford Road Primary Academy and what support will you offer my child?

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 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.

How will you monitor my child's progress at Bedford Road Primary Academy?

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

What support will you offer my child for 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.

How will you prepare my child for transition at Bedford Road Primary Academy?

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.

Where else can I get support?

- 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.

This information can also be found on Bedford Borough's website, in the Local Offer:
Bedford Local Offer
5-10yrs Education Pages

Contact Name Alex Holdsworth (Headteacher) Kelly Maslen (SENDCo)
Contact Telephone 01234 851011
Contact Email SENDCO@bedfordroad-primary.org
Local Offer Age Bands Primary (5-10 years)
What type of provisions you offer Mainstream Provision
Approximately how many children/young people have a Statement/EHC plan in your provision? 16