

Ursula Taylor



C of E School

Living God's Love, Together We Flourish

# SEND Information Report

Published on: November 2025

(This report outlines SEND provision and  
outcomes for the academic year 2024/25)

To be reviewed: September 2026

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

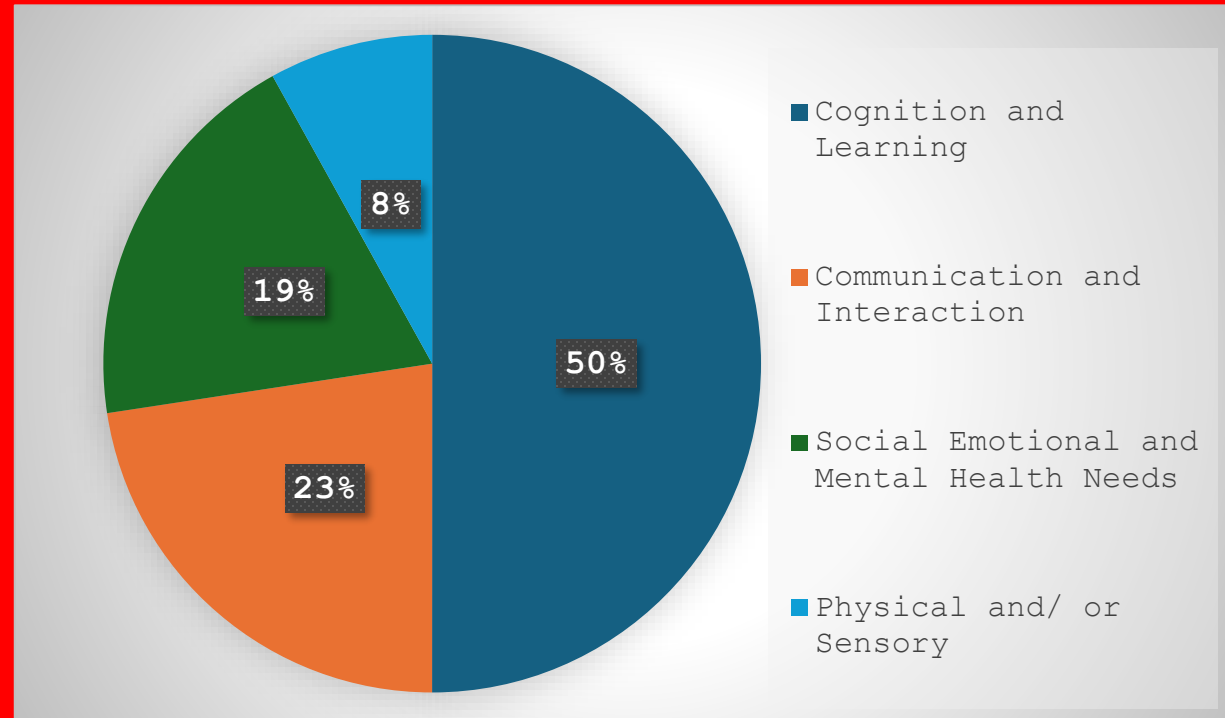
There are four main types of special educational needs: how a child learns, how they communicate and interact with others, their social and emotional wellbeing, and any physical or sensory needs. When we assess a child, we look at which of these is their main area of need. Here are some examples of conditions 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.

<b>Cognition and Learning:</b> <ul style="list-style-type: none"><li>• Dyslexia</li><li>• Dyscalculia</li></ul>	<b>Communication and Interaction:</b> <ul style="list-style-type: none"><li>• Autism spectrum disorder (ASD)</li><li>• Speech, language, and communication needs (SLCN)</li></ul>
<b>Social Emotional and Mental Health Needs:</b> <ul style="list-style-type: none"><li>• Attention deficit hyperactivity disorder (ADHD)</li><li>• Anxiety</li></ul>	<b>Physical and/or Sensory:</b> <ul style="list-style-type: none"><li>• Hearing impairment</li><li>• Sensory processing disorder</li></ul>



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

This chart shows the main areas where we gave children support in our school during the 2024/25 school year.



This chart illustrates the primary type of support each child requires. Some children may need extra help in more than one area, but only their main need is shown here.



## 2. Who you can talk to about support for children with additional needs

Name	Role	Contact details
Mr Matthews	SENDCo	senco@ursulataylor.bedssch.co.uk
Mrs Guest	SEND Admin and interventions lead	senco@ursulataylor.bedssch.co.uk
Mrs Lane	KS1 Lead	klane@ursulataylor.bedssch.co.uk
Mrs Llewellyn	KS2 Lead	ellewellyn@ursulataylor.bedssch.co.uk
Mrs Louise Tyrrell	SEND Governor	office@ursulataylor.bedssch.co.uk



# 3. The skills and training of our staff, and how we bring in extra expert help when needed

## Training to date:

Staff	Qualification/Training	Outcome
Mr Matthews (SENDCo)	NPQSENCO (Ongoing)	Designed to build expertise in leading inclusive practices, mastering the SEND framework and legislation, and improving outcomes for pupils with special educational needs.
Whole school	Provision Mapping Implementation	Staff using centralised system to monitor provision across the school.
Mr Matthews (SENDCo), Miss Witzcak	Team Teach	Learning de-escalation techniques to reduce risk, improving teamwork and communication, developing confidence, and ensuring a safer environment for both staff and the people they support.
Mr Matthews (SENDCo)	SEND Law Training	<ul style="list-style-type: none"> <li>To make you aware of the types of SEND appeals and an outline of the process</li> <li>Responding to a consultation request and applying the legal test</li> <li>Expectations of an expert witness in a SEND appeal including your legal duties</li> <li>Preparing a witness statement for the SEND appeal</li> <li>Attendance at the SEND appeal hearing</li> </ul>
Whole School	Zones of Regulation Training	Whole School approach to managing wellbeing, mental health, social and emotions and behaviour.

## Planned Training:

Staff	Qualification/Training	Intended Outcome:
Whole School	QFT Teaching	Provide staff with instant resources to support all learners.
Mr Matthews (SENDCo)	Communication Champion	Enable teaching staff to identify and support children with speech, language and communication needs
Social Stories	ASAT Recommended Resources	Help staff create and use simple, visual narratives that support pupils—especially those with SEND or communication difficulties—in understanding routines, expectations, and social situations, reducing anxiety and promoting positive behavior.



# 4. How we notice and understand when a child may need extra support

## 1. Observation by Teachers and Staff

Teachers are often the first to notice signs that a child may need additional help. They look for:

- **Academic struggles:** Difficulty with reading, writing, math, or following instructions.
- **Behavioral signs:** Withdrawal, aggression, hyperactivity, or difficulty staying focused.
- **Social challenges:** Trouble making friends, poor communication, or conflict with peers.
- **Emotional indicators:** Anxiety, sadness, low self-esteem, or frequent frustration.

## 2. Monitoring Progress

Schools use tools like:

- **Baseline assessments** and **ongoing evaluations** to track academic progress.
- **Standardized tests** to compare performance with age-related expectations.
- **Learning journals** or **teacher notes** to document patterns over time.

## 3. Communication with Parents/Guardians

Teachers may reach out to parents to:

- Share concerns and observations.
- Ask about behaviour at home.
- Collaborate on strategies to support the child.



## 4. How we notice and understand when a child may need extra support

### 4. Involvement of Special Educational Needs Coordinators (SENCOs)

If concerns persist, the SENCO may:

- Conduct further assessments.
- Observe the child in different settings.
- Coordinate support plans or interventions.

### 5. Use of External Specialists (if needed)

Schools may refer children to:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Mental health professionals

### 6. Implementation of Support Plans

If a need is identified, the school may create:

- **Individual Education Plans (IEPs)**
- **Targeted interventions** (e.g., small group work, 1:1 support)
- **Adjustments in the classroom** (e.g., visual aids, sensory tools)





## 4. 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. You can find out more about how we do this in our school policies, including how we keep children safe, support those with additional needs or medical conditions, make sure everyone is included, and listen to parents' views. You can view all our policies:

Policy Name	Policy Description	Link
SEND policy	A SEND policy in a primary school outlines how the school identifies, supports, and includes pupils with special educational needs and disabilities to ensure they receive appropriate education and care.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/MU9SczBQT1RvdWNudmFOeDhNMFhaQT09">https://www.ursulataylorschool.co.uk/storage/secure_download/MU9SczBQT1RvdWNudmFOeDhNMFhaQT09</a>
Accessibility plan	An accessibility policy in a primary school sets out how the school ensures all pupils, including those with disabilities, can access the curriculum, facilities, and school environment equally and safely.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/RjZXL1B1OGZqcU5mcSt4RVJOUVRtQT09">https://www.ursulataylorschool.co.uk/storage/secure_download/RjZXL1B1OGZqcU5mcSt4RVJOUVRtQT09</a>
Safeguarding Policy	A safeguarding policy in a primary school sets out how the school protects children from harm, ensures their welfare, and responds to concerns about abuse or neglect.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/ck53T3BKMksrNnJDUm02SHlhQTdSZz09">https://www.ursulataylorschool.co.uk/storage/secure_download/ck53T3BKMksrNnJDUm02SHlhQTdSZz09</a>
Behaviour Policy	A behaviour policy in a primary school sets out the expectations for pupil conduct, rewards for positive behaviour, and consequences for misbehaviour to create a safe and respectful learning environment.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/R0F6T1dTMkg1SFpqV2tPNG1mUHEzQT09">https://www.ursulataylorschool.co.uk/storage/secure_download/R0F6T1dTMkg1SFpqV2tPNG1mUHEzQT09</a>



## 4. How we notice and understand when a child may need extra support

Supporting pupils with medical conditions	A supporting children with medical conditions policy in a primary school outlines how the school ensures pupils with health needs are safely managed and fully included in all aspects of school life, including administering medication and handling emergencies.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/M3dkMWx1aWpHNElZNzIwVEIxc0pGdz09">https://www.ursulataylorschool.co.uk/storage/secure_download/M3dkMWx1aWpHNElZNzIwVEIxc0pGdz09</a>
Admissions Arrangements	An admissions policy in a primary school explains the criteria and procedures used to allocate school places fairly and transparently to children applying to attend.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/MUorazdrM0ZmK0krcHNLbGMrMnhqZz09">https://www.ursulataylorschool.co.uk/storage/secure_download/MUorazdrM0ZmK0krcHNLbGMrMnhqZz09</a>
Complaints Policy	A behaviour policy in a primary school sets out the expectations for pupil conduct, strategies for promoting positive behaviour, and procedures for managing misbehaviour to create a safe and respectful learning environment.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/YTlJQlExalpSQlRrc1pjN3FCUC9wUT09">https://www.ursulataylorschool.co.uk/storage/secure_download/YTlJQlExalpSQlRrc1pjN3FCUC9wUT09</a>
Equality information and objectives	An equality information policy in a primary school outlines how the school promotes fairness and eliminates discrimination by monitoring and addressing inequalities among pupils and staff.	<a href="https://www.ursulataylorschool.co.uk/storage/secure_download/RDlGZ2d6OXFkd1bk54YnhBMUZMUT09">https://www.ursulataylorschool.co.uk/storage/secure_download/RDlGZ2d6OXFkd1bk54YnhBMUZMUT09</a>



## 5a . How we check that support is making a difference

### **How often children are assessed**

At our school, children are formally assessed every half-term. Children's work is also assessed daily, including written and verbal feedback. Children who have a Learning Support Plan and/or EHCP will also be assessed against the targets within their plans. Through all this, we can see how they are doing and plan the right support.

### **How this links to reports and review meetings**

We share this information with parents and carers through parent's consultation evenings, LSP Reviews and Annual Reviews. We also use it in review meetings to celebrate successes, track progress, and agree on next steps together.

### **How interventions help**

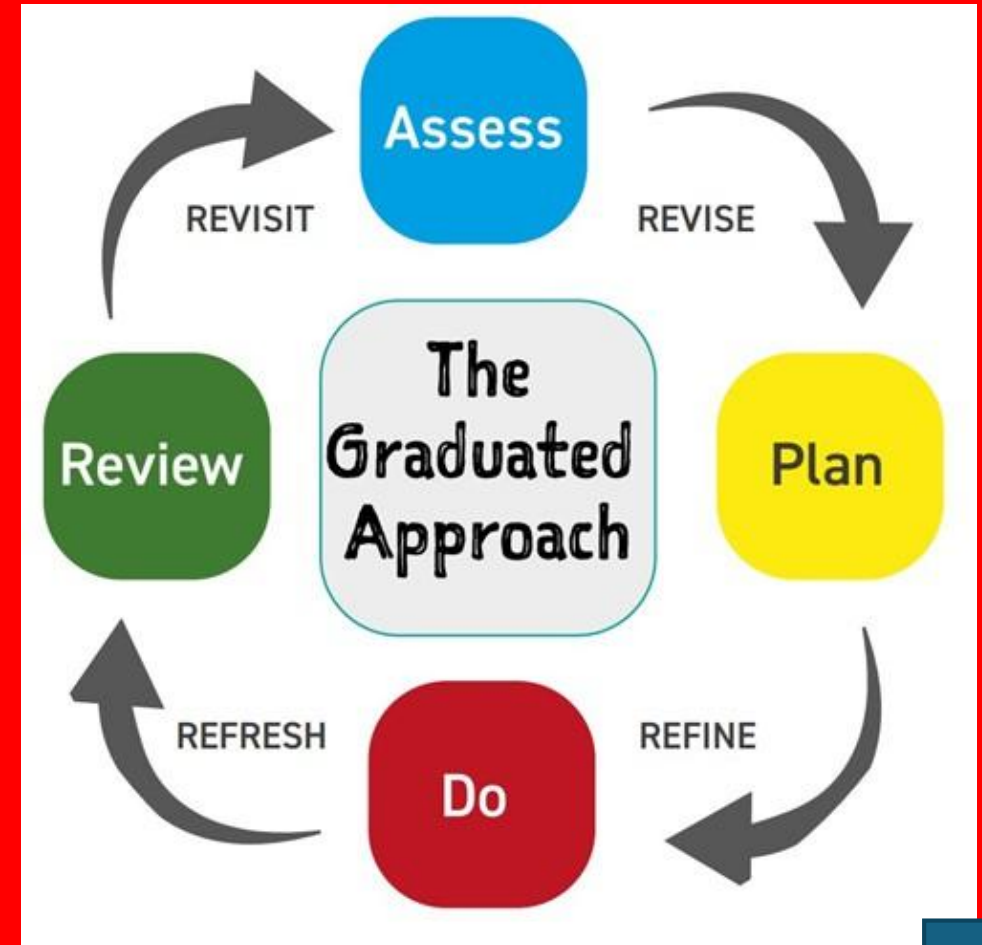
Some children benefit from extra support, such as small group reading, maths boosters, speech and language sessions. We check regularly to see how well these are working, for example by reviewing progress data, asking for teacher and parent feedback and assessing the effectiveness of interventions.



## 5b. How we celebrate and track children's progress

### Assess, Plan, Do, Review cycle at Ursula Taylor:

<p><b>1. Assess</b></p> <p>This is where the school works out what your child needs help with. The teacher will:</p> <ul style="list-style-type: none"><li>• Look at how your child is doing in class</li><li>• Notice if they're finding some things harder than expected</li><li>• Talk to you and your child about what they've noticed</li></ul>	<p><b>2. Plan</b></p> <p>Once the school understands your child's needs, they'll work with you to decide how to help. Together, you'll agree on:</p> <ul style="list-style-type: none"><li>• What support your child will get (this might be extra help in class, special resources, or working in a small group)</li><li>• What you're hoping to achieve</li><li>• When you'll meet again to see how things are going</li></ul>
<p><b>3. Do</b></p> <p>This is when the plan is put into action. Your child's teacher:</p> <ul style="list-style-type: none"><li>• Remains responsible for your child's learning every day</li><li>• Works with teaching assistants or specialists to provide the agreed support</li><li>• Makes sure the support links to what's being taught in class</li></ul>	<p><b>4. Review</b></p> <p>The school looks at whether the support is working by:</p> <ul style="list-style-type: none"><li>• Checking your child's progress</li><li>• Talking to you and your child about how things are going</li><li>• Deciding if any changes are needed</li></ul>



## 5b. How we celebrate and track children's progress

Sometimes, children need extra help to understand how they learn best or to support their health and wellbeing. When this happens, we may ask specialists (experts in particular areas) to assess your child. This simply means they'll spend time getting to know your child better and understanding what support would help them most.

Profession	What they assess
Educational Psychologist (Through Bedford Borough Council)	How your child learns, thinks, and processes information.
Speech and Language Therapist (NHS)	How your child understands and uses language, speech sounds, and communication skills.
Occupational Therapist (NHS)	Fine motor skills (like handwriting), coordination, sensory processing, and daily living skills



## 5b. How we celebrate and track children's progress

- When an EHC Needs Assessment Might Be Appropriate:
- An EHC (Education, Health and Care) needs assessment is only appropriate if a child has long-term and complex special educational needs and the school or early years setting cannot meet all those needs from its existing resources. The local authority will check if the child's progress, the support already in place, and the legal "SEND Code of Practice" guidance indicate that a full assessment is needed.
- How and When Parents/Carers Are Involved:
- Parents and carers are included from the start, when concerns are first raised, during the assessment process, and in planning any extra support. Their views and knowledge of their child are very important. When the assessment request is made, the local authority gathers views from parents/carers and the child/young person themselves, as well as information from school and other professionals. If an assessment is not agreed, parents/carers will be given written feedback and invited to a meeting to discuss next steps.
- Further information can be found here: [Bedford Borough EHCP](#)



# 5c. Our positive approach to teaching and learning

## Lesson Planning and Delivery

- **Planning and Structure:** Lessons are carefully planned with clear a WALT (We Are Learning To), a logical sequence of activities, and opportunities for assessment to meet the needs of all pupils.
- **Adaptation and Differentiation:** Teachers differentiate by setting adapted tasks, using additional resources, offering extra time, and tailoring support based on individual learning needs.

## Instructions and Understanding

- **Giving Instructions:** Instructions are delivered in multiple formats—spoken, written, and visual (e.g., symbols, diagrams)—to ensure accessibility for all learners.
- **Clarifying Expectations:** Pupils are supported through modelling, success criteria, and visual aids to understand what is expected of them.
- **Checking Understanding:** Teachers use questioning, mini-plenaries, peer discussions, and practical tasks to assess and reinforce pupil understanding throughout the lesson.

## Pupil Grouping

- **Grouping Strategies:** Pupils may work in pairs, small groups, or whole-class settings, with groupings based on mixed ability, similar ability, or specific learning needs depending on the task.

## Supporting Engagement

- **Engagement Techniques:** Strategies include visual cues, movement breaks, adult support, prompts, interactive activities, and praise to maintain focus and motivation.

## Supporting Transitions

- **Transition Support:** Pupils are guided between activities using visual timetables, countdown timers, consistent routines, and clear signals to ensure smooth and predictable transitions.



## 5d. How we adapt lessons and classrooms to help every child succeed

### **Making Written Information Accessible**

- Written materials are adapted for pupils with SEND by using coloured paper to reduce visual stress, large print for visual impairments and symbols or pictorial cues for understanding.

### **Adapting the Curriculum**

- Teaching and learning arrangements are adjusted through flexible classroom organisation, modified timetables, additional adult support and exam access arrangements such as extra time, readers, or scribes.

### **Use of Technology**

- Technology used includes chromebooks and tablets, with educational apps installed.

### **Curriculum for Pupils with Medical or Health Needs**

- Learning is adapted for pupils with medical or health needs by providing adapted lesson plans, revisiting key learning objectives and targeted provision.

### **Physical Environment Adaptations**

- The school environment is adapted through appropriate seating arrangements, accessible classroom layouts, clear signage, accessible toilets, and quiet and adjusted light spaces for sensory regulation or emotional support.





## 5e. Extra help that can be offered when it's needed

- In our school we offer the below interventions to support different areas on need

Cognition and learning	Communication and interaction	Social, emotional and mental health	Physical and/or sensory	Special educational needs (SEN) with English as an additional language (EAL)
<ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Common Exception Words</li> <li>• Writing</li> <li>• Reading Fluency</li> <li>• Maths Fluency</li> <li>• Handwriting</li> <li>• Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive Play Therapy Support</li> <li>• Speech and Language Therapy (SALT)</li> <li>• Visual supports (e.g., PECS, visual timetables)</li> <li>• Social stories and comic strip conversations</li> <li>• Structured social skills groups</li> <li>• Language enrichment activities</li> <li>• AAC tools (e.g., communication boards or apps)</li> <li>• Simplified language and clear instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Therapy Dog</li> <li>• "Brain Breaks"</li> <li>• Zones of Regulation framework</li> <li>• Mentoring or key adult support</li> <li>• Therapeutic interventions</li> <li>• Mindfulness and relaxation techniques</li> <li>• Positive behaviour support plans</li> <li>• Safe spaces or sensory rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Physiotherapy Programme</li> <li>• "Sensory Breaks"</li> <li>• Occupational Therapy (OT) and Physiotherapy</li> <li>• Sensory circuits or sensory breaks</li> <li>• Adapted equipment (e.g., writing slopes, hearing aids)</li> <li>• Environmental adjustments (e.g., quiet zones, lighting)</li> <li>• Support with mobility and personal care</li> <li>• Individual healthcare plans</li> <li>• Fine/gross motor skill development activities</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual support assistants or peer buddies</li> <li>• Visual aids and translated materials</li> <li>• Pre-teaching key vocabulary</li> <li>• Language-rich environments (e.g., labelled resources)</li> <li>• Use of technology (e.g., translation apps, language games)</li> <li>• Cultural inclusion activities</li> </ul>



# 5f. How all children are included in every part of school life

- Below are examples of adjustments we can make across the four main areas of need. Every child is different, so support is personalised.

## Cognition and Learning:

- **Access to differentiated curriculum:** Tasks are adapted to suit different learning styles and abilities.
- **Use of learning aids:** Visuals, manipulatives, and technology help children engage with lessons.
- **Flexible grouping:** Mixed-ability groups encourage peer support and collaboration.
- **Celebration of progress:** Achievements are recognised at all levels, not just academic excellence.
- **Participation in enrichment activities:** Clubs, trips, and performances are made accessible.

## Communication and Interaction:

- **Visual timetables and prompts:** Help children understand routines and expectations.
- **Structured opportunities for interaction:** Circle time, buddy systems, and group work.
- **Staff trained in communication strategies:** Makaton, PECS, or simplified language.
- **Inclusive assemblies and events:** With clear communication and sensory-friendly options.
- **Safe spaces for expression:** Zones where children can communicate in their own way.

## Social, emotional and mental health:

- **Whole-school wellbeing approaches:** Mindfulness, kindness initiatives, and mental health awareness.
- **Access to trusted adults:** Key workers or mentors for emotional support.
- **Inclusive behaviour policies:** Focus on understanding and supporting rather than punishing.
- **Opportunities for leadership:** Roles like house captains, sports leaders, eco-warriors and play-pals (Playground Leaders).
- **Safe and calm environments:** Sensory rooms and quiet zones for regulation.

## Physical and/or sensory:

- **Accessible buildings and resources:** Wide doorways and corridors and accessible toilets and changing facilities.
- **Participation in PE and sports:** With modified activities or support.
- **Sensory-friendly classrooms:** Flexible seating, predictable routines, visual supports, sensory tools.
- **Personalised care plans:** Ensuring medical and physical needs are met.
- **Involvement in all school events:** Trips, performances, and celebrations with necessary adjustments.



## 5g. Support for children's wellbeing, confidence and friendships

Our school is built on a foundation of inclusive values and respect for every individual, creating an environment where every child feels safe, valued, and empowered to flourish. We foster a positive behaviour culture that celebrates kindness, resilience, and mutual respect, ensuring that relationships and friendships flourish. Emotional, mental, and social wellbeing are at the heart of our values, with initiatives that promote belonging, empathy, and confidence. Through school and classroom worship, classroom practices, and whole-school activities, we nurture a community where diversity is embraced and every voice is heard.

- **Organisation of pastoral care**

Pastoral care in our school is structured, proactive, and personalised. Every child has access to regular check-ins, mentoring opportunities, and wellbeing programmes designed to support emotional and social development. Our pastoral group works closely with families and staff to provide targeted interventions, and safe spaces for reflection and growth. We embed wellbeing into daily routines, ensuring that pupils feel supported not only academically but also emotionally, creating a school culture where care and compassion underpin every interaction.

- **Specialist advice and support**

Our school works in close partnership with a range of specialist external services to ensure that every child receives the support they need as part of the local offer. We commission and collaborate with educational psychologists, speech and language therapists, and counselling services to provide targeted interventions for pupils with additional needs. For emotional and mental health support, we liaise with CAMHS (Child and Adolescent Mental Health Services) and local mental health teams, ensuring timely access to professional guidance and therapeutic programmes. We also engage with specialist advisory teachers, occupational therapists, and SEND outreach services to enhance provision for physical, sensory, and communication needs. These partnerships enable us to deliver a holistic approach, combining in-school strategies with expert input to promote wellbeing and achievement for all learners.

- **Pastoral Lead – Mr Matthews – [senco@ursulataylor.bedssch.co.uk](mailto:senco@ursulataylor.bedssch.co.uk)**



# 6. How we make sure the right equipment and facilities are available for children

## How SEND funding in the current academic year is being spent

### Commissioned specialist services

- SEND funding is used to commission external professionals who provide targeted support for pupils with additional needs. This includes services such as:
  - Educational psychologists for cognitive and behavioral assessments.
  - Speech and language therapists to support communication development.
  - Occupational therapists to assist with motor skills and sensory integration.

### Specialist training for staff

- Funding is allocated to ensure staff receive high-quality training to meet the diverse needs of pupils. Examples include:
  - Autism awareness training to help staff understand and support autistic learners.
  - Dyslexia strategies workshops for effective literacy interventions.
  - Mental health support training to promote emotional well-being and resilience.

### Specialist assessments for individual pupils

- SEND funding is used to carry out detailed assessments for pupils who require additional support. These may include:
  - Learning assessments to identify specific learning difficulties.
  - Speech and language evaluations to develop tailored communication plans.
  - Occupational therapy assessments for sensory or physical needs.



# 6. How we make sure the right equipment and facilities are available for children

## How SEND funding in the current academic year is being spent

### Specialist equipment for individual pupils

- To ensure pupils can access learning effectively, SEND funding is used to purchase:
  - Assistive technology.
  - Adapted seating for physical comfort and posture support.
  - Sensory tools such as fidget items or calming resources.

### Learning support

- Funding supports classroom learning through:
  - 1:1 support for pupils with high levels of need.
  - Small group interventions for targeted provision.
  - Specialist teaching assistants to deliver structured programs.

### Adapting the physical environment

- SEND funding helps make the school environment inclusive and accessible by:
  - Installing handrails for mobility access.
  - Providing accessible toilets for pupils with physical needs.
  - Creating quiet spaces for sensory regulation.
  - Adding clear signage to support pupils with visual or cognitive difficulties.



# 7. How we work together with parents and carers to support every child's journey

## Day-to-day communication with the SENDCo/teachers

Parents and carers can contact the SENDCo or class teachers through several convenient channels:

- **Class Dojo** for updates and questions.
- **Email** for ongoing updates and questions.
- **Phone calls** for discussions.
- **Home-school contact book** for daily notes and feedback.
- **Scheduled meetings** arranged at mutually convenient times.

## Supporting parents/carers to share their views and participate

We actively involve parents and carers in their child's SEND journey through:

- **LSP Review meetings** to discuss progress and next steps.
- **Parents' consultations** for termly updates.

- **SEND-specific meetings** for targeted support planning.

- **Questionnaires and surveys** to gather feedback.
- **Parent governor roles** to influence school-wide SEND policy.

## Using parents/carers' views to improve provision

Feedback from parents and carers is essential for shaping our SEND provision.

- Collect input during review meetings and surveys.
- Use feedback to refine intervention strategies and resources.
- Incorporate suggestions into future SEND plans.
- Share outcomes with parents to maintain transparency and trust.



# 8. How we listen to children and young people and involve them in decisions about their learning

## Supporting pupils to participate and share their views in school

Pupils with SEND are actively encouraged to take part in school life and express their opinions through:

- Questionnaires and surveys designed to gather feedback on their learning experience.
- House Captain representation, ensuring their voices contribute to whole-school decisions.
- Class discussions and circle time, where pupils can share ideas in a supportive environment.
- Visual aids and communication tools (e.g., symbols, apps) to help pupils who find verbal communication challenging.

## Opportunities outside school

We make pupils with SEND aware of and support them to access activities beyond the classroom by:

- Providing information about SEND-specific clubs and community activities.
- Liaising with external organisations that run inclusive programs,

such as sports or arts activities.

- Offering parent workshops and guidance to help families find suitable opportunities.

- Supporting pupils with transport arrangements or additional adult support where needed.

## Involvement in decisions about their support

Pupils are given meaningful opportunities to share their views and be involved in planning their support through:

- SEN Support review meetings, where their opinions are recorded and considered.
- Annual reviews of Education, Health and Care (EHC) Plans, ensuring their aspirations are central to planning.
- One-to-one discussions with key staff to explore what works well and what could improve.
- Using online tools or apps that allow pupils to express preferences in a way that suits them (e.g., visual choice boards, digital surveys).



# 9. How parents and carers can share concerns and know they will be listened to

## Actions if parents/carers are not happy with provision

If parents or carers have concerns about the support their child is receiving, they should:

- Firstly, speak directly to the class teacher to discuss any immediate issues.
- Secondly, contact the SENDCo (Special Educational Needs Coordinator) for more detailed discussions about provision and strategies.
- Thirdly, arrange a meeting with the senior leadership team if concerns remain unresolved.
- Use home-school communication channels (email, phone, or planner) for ongoing dialogue.

## Making a formal complaint

If concerns cannot be resolved informally, parents/carers can make a formal complaint by:

- Submitting the complaint in writing, either by letter or email, using the DSMAT' complaints policy, available on the school website.

## Support available to parents/carers

Parents/carers who wish to make a formal complaint can access:

- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) for impartial advice.
- Parent support services offered by the local authority.
- School guidance documents, including the complaints policy and SEND Information Report.
- Pastoral support team, who can help explain processes and next steps.

• [SENDIASS - Support | Bedford Local Offer](#)

• [DSMAT Complaints Policy](#)





# 10. How we work closely with other services and organisations to support children and families

- In our school, we sometimes work with other services to make sure children with special educational needs get the right help.

Education	Health	Social Care
Educational Psychology Team	Speech and Language Team	Early Help Team
Early Years Support Team	Occupational Health Team	Social Care
Autism Spectrum Advisory Teachers	Community Paediatricians	Children with Disabilities Team
Sensory and communication support team	School Nursing Team	
Specialist Teacher Team	Mental Health Support Team	



# 11. Where parents and carers can find extra advice, help and support

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free and confidential service that offers advice and support to children and young people with SEND, and to their parents and carers.

Open Monday to Thursday 9 am to 5 pm and Friday 9 am to 4:30 pm (TERM TIME ONLY.)

Telephone number: 01234 276267.

Email address: [Sendiass@bedford.gov.uk](mailto:Sendiass@bedford.gov.uk)

Website: [Bedford SENDIASS](#)

A Parent Carer Forum is a group of parents and carers of children with special educational needs or disabilities (SEND). These forums collaborate with local authorities, education settings, health providers and other providers to ensure that the services they commission, plan and deliver effectively meet the needs of disabled children and their families.

Telephone number: 07943524553

Email address: [communications@bbpcf.org.uk](mailto:communications@bbpcf.org.uk)

Website: [Home | Bedford Borough Parent Carer Forum](#)



# 12. How we support children as they move on to new schools or prepare for adult life

## Planning support for transitions

- Work closely with families to understand individual needs.
- Coordinate with the new setting to share relevant information.
- Arrange transition meetings involving parents, pupils, and key staff.

## Person-centred reviews

- Strengths, interests, and aspirations.
- Preferred learning styles and support strategies.
- Voice and choices, ensuring they are central to planning.

## Information sharing

- Share SEND documentation, support plans, and progress reports securely.
- Communicate with receiving schools to

ensure continuity of support.

## Learning about new pupils

- Review previous records and reports.
- Hold meetings with families and previous settings.
- Offer school visits for pupils to become familiar with the environment.

## Supporting new pupils

- Providing welcome sessions and buddy systems.
- Offering visual guides and social stories for pupils who need extra reassurance.
- Ensuring staff availability for questions and emotional support.

## Staff understanding

- One-page profiles summarising key needs and strategies.

- Briefings before the pupil starts.

- Ongoing updates from the SENDCo and pastoral team.

## Building relationships with parents/carers

- Hold introductory meetings to establish trust.
- Maintain open communication channels (Class Dojo, email, phone, meetings).
- Provide clear guidance on school routines and expectations.

## Future planning support

- Encouraging goal-setting for education, work, and independence.
- Linking with external agencies.
- Supporting life skills development.



# 13. 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.

- [Bedford Borough Local Offer](#)

