

# SHEFFORD LOWER SCHOOL SEND INFORMATION REPORT

## Providing information on the School's Policy and Approach to supporting pupils with Special Educational Needs and Disabilities



Written by	Adopted by staff	Ratified by governors	Review date
Lauren Robinson	November 2022		November 2023

### What is our vision for pupils with SEND?

Shefford Lower School is an inclusive lower school where the principles of a Values Education forms our foundation and are embedded into all that we do. We strive to truly know and support all children and we believe that all children are entitled to have full access to a broad and balanced curriculum; one that is appropriately personalised to meet individual needs, ensuring the best possible outcomes for all children. We provide a secure and stimulating environment in which all children are supported to reach their full potential irrespective of their age, gender, culture, race, physical or intellectual ability (Equality Act, 2010).

Reasonable adjustments, including the provision of auxiliary aids and services for disabled children, will be made to ensure that each child will have the opportunity to develop at a level and rate appropriate to their needs. In the context of the classroom, it is the class teacher's responsibility to set high expectations for all pupils and adapt the teaching and plan appropriately challenging learning activities to enable all children to make progress by removing barriers to achievement. Staff expectations of children are soundly based on evidence of the child's attainment and do not reflect any bias. Children's effort and work is valued equally and positive images of all individuals are promoted.

All decisions and planning for provision for pupils with SEND are inline with the school's ethical framework and decision making is based on the values of objectivity, accountability, openness, trust, integrity, wisdom and kindness.

### Our key aims

- To work in a manner that supports and enables inclusion and personalisation
- To enable all children to reach their potential and have high future aspirations
- To ensure high quality teaching for all pupils
- To allow access to a broad and balanced curriculum for all pupils

- To ensure early identification of children's needs
- To capture children's and parents voice in designing and reviewing support at every stage
- To ensure support is regularly reflected on and reviewed to ensure effective personalised approaches
- To encourage a partnership between school, parents, pupils and external agencies so as to facilitate best pedagogical approaches and co-production
- To encourage and develop staff awareness and expertise in supporting the learning of pupils with SEND
- To act in an open and transparent way so parents and children are fully informed at every stage
- To celebrate diversity and encourage acceptance and tolerance of difference
- To facilitate independent learning and readiness for next stages of education
- To monitor and assess regularly the progress of each child

### **What is a Special Educational Needs and Disability Information Report?**

The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEND. The school's policy and practice will follow the guidelines of the 2014 Special Educational Needs and Disability [Code of Practice 0 to 25 years](#); and is underpinned by the [Equality Act 2010](#) and the Children and Families Act 2014. As part of the [Children and Families Bill 2014](#), all schools are required to make available their [Local Authority's SEND Offer](#) and school SEND Information Report to families which details how they can support children and young people with a special educational need and/or disability (SEND). This report is designed to outline policy and to enable a transparency of information and highlight inclusive practices at Shefford Lower School.

### **What is a Local Offer?**

In accordance with the law, Local Authorities must publish a 'Local Offer', setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their local area who have SEN or are disabled. This can be found on the local authority's website.

#### **Key Purposes of the Local Offer:**

- To provide clear, comprehensive, accessible and up-to-date information about the available provision in the local area and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and service providers in its development and review

[Central Bedfordshire Local Offer](#)

What are some of the Key Terms within this Report (*shown in bold throughout the report*)?

<b>ISP</b>	Individual Support Plan (a document detailing support that is reviewed half termly)
<b>Quality First Teaching (QFT) High Quality Teaching</b>	High quality, inclusive teaching
<b>Differentiation Adaptive teaching</b>	Personalised support and instruction to meet individual needs
<b>EHCP</b>	Education Health and Care Plan
<b>LA</b>	Local Authority
<b>SEN</b>	Special Educational Needs
<b>SEND</b>	Special Educational Needs and Disability
<b>SENDCo</b>	Special Educational Needs and Disabilities Co-ordinator
<b>SEND support</b>	One of the two categories of identified special needs
<b>Local Offer</b>	A website containing information on local support organisations
<b>Co-Production</b>	Where all professionals and parents work together to produce / review support for a child
<b>Plan-Do-Review Cycle</b>	A cycle where support is designed, given to the child, then reviewed and adjusted on an ongoing basis
<b>Reasonable Adjustment</b>	An adjustment made to the environment, timetable or curriculum to allow a child to learn and make progress
<b>Proportionately Represented</b>	This means that if 10% of the school have additional needs then 10% of the club or trip will be ring-fenced for children with additional needs

\*Throughout the SEND Information Report “parent” refers to a pupil’s parent, carer or guardian.

**What Information is Included in this Information Report?**

1. [What is a special educational need / disability?](#)
2. [What kinds of Special Educational Needs and Disability does the school make provision for?](#)
3. [How will the school know if my child needs additional help and how will the school share information with me?](#)
4. [What are the different stages of SEND Support assessment?](#)
5. [What is the school’s procedure for evaluating the success of the SEND provision made for my child and assessing and reviewing my child’s progress towards their outcomes discussed in their Individual Support Plan \(ISP\)?](#)
6. [What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?](#)
7. [What is the school’s approach for teaching students identified as having a Special Educational Need or Disability?](#)

8. [How are adaptations made to the curriculum and the learning environment to support my child with their Special Educational Need or Disability?](#)
9. [How will staff be trained to support my child with their Special Educational Need?](#)
10. [How will you evaluate the effectiveness of the SEND provision made for my child?](#)
11. [How are children enabled to engage in activities available with children in the school who do not have Special Educational Need or Disability?](#)
12. [What support is available for improving social and emotional development, along with a child's mental health?](#)
13. [What outside agencies may help support my child when this is needed?](#)
14. [What do I do if I am concerned about the provision made for my child?](#)
15. [Are there any helpful links to further information?](#)
16. [What does some of the Terminology mean?](#)

## **1. What is a Special Educational Need and/or Disability?**

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. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 school.

(DFE, **Special Educational Needs and Disability Code of Practice: 0 to 25, page 15**  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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’.

It should be noted that not all pupils who have disabilities have special educational needs and not all pupils who have special educational needs have a disability.

### **At Shefford Lower School we have two levels of special educational need:**

- **SEND support** – a child has been identified by the class teacher and SENDCo, in liaison with parents, as needing support over and above **quality first teaching**. This child will then be placed on the SEND register and will have **an Individual Support Plan** (ISP) which will be reviewed by class teacher and parent half termly.
- **EHCP** - An **education, health and care plan (EHCP)** is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. This threshold is defined by the local authority SEND team and if the school / parent feels a child's needs meet the threshold, then a 20-week application process is commenced. The EHCP document is reviewed annually (or every 6 months if in nursery). Further information on this process and the thresholds can be found through [SENDIASS](#)

(Central Bedfordshire Special Educational Needs and Disability Information, Advice and Support Service).

## 2. What kinds of Special Educational Needs and Disability does the school make provision for?

Children with SEND in our school may have difficulties in the following 4 areas:

- **Communication and Interaction** (e.g. Speech and Language, Autistic Spectrum Condition)
- **Cognition and Learning** (e.g. Dyslexia, Global Learning Delay)
- **Social, Emotional and Mental Health** (e.g. Attachment disorder, ADHD, ADD, ODD, Anxiety)
- **Sensory and / or Physical Difficulties** (e.g. Visual / Hearing impairment, mobility difficulties)

We know that some pupils will have needs in more than one area and we will always do our very best to meet these needs. The support a child receives may vary and will be based on the specific needs of each pupil. We will create a personalised programme of support for each child on the school's special needs register.

All children in school have support within lessons through **differentiation/adaptions** and **high quality teaching** strategies. This means that activities are planned for, and resources provided, according to the level the child or young person is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support and resources. This support may be planned by the class teacher or, where applicable, may involve other members of staff in school or specialist support from outside agencies and professionals.

High quality teaching is provided for all of our children and we believe that effective learning starts with the highest possible expectations of our children - this includes those children identified as having a Special Educational Need and/or Disability. The teaching and provision for our children is based on our knowledge of where the children are currently in their learning. All teaching is adapted to meet the needs of the children in the class.

At times, our children's learning may be supplemented by specific small group interventions that are targeted to support the children's needs and narrow / close identified gaps in their skills and knowledge. For example, supported small group work in English development, mathematical understanding or a group focussing on social skills or emotional wellbeing. These interventions groups can run in and outside of the classroom. Your child's teacher will have identified a gap in their understanding and learning and planned extra support which will help close or narrow the gap between your child and their peers. You will be notified by the class teacher if your child is receiving an intervention outside of the classroom.

There may be specialist support groups for some of our children which are run by, or informed by, outside agencies. These may include, but is not limited to:

- Speech and Language Therapy
- Occupational Therapy
- ASD Outreach Team
- Visual Support Team
- Hearing Impairment Team



- Jigsaw, who are the county behavioural support team
- Play therapy

If your child has been identified as needing more specialist input in addition to high quality classroom teaching and targeted learning, referrals will be made to outside agencies to advise and support the school in enabling your child to make the very best progress. Before referrals are made, we will discuss with you your child's progress and plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your input and permission for the school to refer your child to a specialist professional. This will help the school and yourself understand your child's particular needs better.

Individual support for children who have an **EHCP** (Education, Health and Care Plan), is directed within their plans with the support of professionals and the local authority and is **co-produced** with parents.

### **3. How will the school know if my child needs additional help and how will the school share information with me?**

At any time throughout their schooling, a pupil's Special Educational Need or Disability may be identified. This may be by a member of the school's staff, through the ongoing work and monitoring of a child's progress and development, or through parent and/or external agencies. The key indicator is when a child fails to make expected progress in spite of **high quality teaching** and appropriate **differentiation**.

Within nursery and reception, children are assessed against the ['Early Years Foundation Stage Statutory Framework'](#). Particular consideration is made to the information gained in the Prime Areas of Learning. This continues throughout the foundation stage and at the end of it each child's Early Years Foundation Stage Profile is completed. The process of observation required to complete these profiles, offers opportunities to help identify and assess children with Special Educational Needs and Early Years Staff work closely with the SENDCo. A child may start nursery or school with identified Special Needs. Every effort is made to ensure suitable provision is in place and staff receive necessary training and information prior to the child starting.

When a Special Educational Need is identified in one or more of the four areas of need, the class teacher informs the SENDCo and a decision is taken whether there is a need to place the child on the Special Educational Needs register. If this decision is taken, parents are informed and an **Individual Support Plan (ISP)** is written where appropriate outcomes, strategies and resources can be outlined and reviewed. This document will be reviewed in collaboration with parents half termly.

### **4. What are the different stages of SEND Support assessment?**

**The Graduated Response and its Three Stages of Assessment:**

- Stage 1
- Stage 2

- Educational Health and Care Plans
- 

Further details on the local authorities graduated response can be found:

[Early Years Graduated Approach](#)

[Ages 5-16 Graduated Approach](#)

### **Stage 1 of Identification:**

This is triggered when a class teacher or other adult expresses a concern about a child whom, despite receiving differentiated learning opportunities, is not making expected progress towards their personal targets. This concern will be shared with the SENDCo and parents. Support strategies will be identified and an Individual Support Plan drawn up within a meeting with parents.

- Makes little or no progress when teaching approaches are targeted, particularly in a child's identified area/s for development
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent social, emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of the differentiated curriculum

### **Stage 2 of identification:**

This is triggered if a child, despite receiving an individualised programme and/or concentrated support under Stage 1 provision;

- Continues to make little or no progress in specific areas over a period of two ISP reviews.
- Continues working at National Curriculum areas substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has social, emotional, mental health, or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The change from Stage 1 to Stage 2 provision will be communicated to parents during their review of the child's ISP and an external referral may be made in order to gain specialist advice to inform practices.

### **Education, Health and Care Needs Assessment**

The decision to request an Education, Health and Care Plan (EHC Plan) will be taken jointly by class staff, SENDCo, parents, Headteacher and any external agencies involved. Such a decision may be made where, despite the school having taken relevant and purposeful action to meet the needs of

the pupil at stage 1 and 2, the pupil has been unable to make progress in spite of receiving additional support and the implementation of advice from external agencies over a sustained period of time.

See *Central Bedfordshire Criteria for Statutory Education Health and Care Plan*, available through *Central Bedfordshire's Local Offer* at:

[What to do if you think your child has a special educational need or disability](#)

**For the purpose of making an Education, Health and Care Plan the LA should seek written:**

- a) Parental advice
- b) Education advice
- c) Medical advice
- d) Psychological advice
- e) Any other advice relevant to the particular case.



The LA will then decide whether to draw up an EHC Plan and if extra resources and funds will be required outside the school's normal provision.

The process from applying for an EHC and receiving a final plan, (if this is deemed an appropriate course of action by the LA) should take approximately twenty school weeks.

All needs stated in the EHC Plan are reviewed annually with all relevant bodies being invited to attend and make recommendations with regard to the child's progress and future provision. The continuation of the EHC Plan will be considered by all parties involved on an annual basis and new targets set as appropriate.

##### **5. What is the school's procedure for evaluating the success of the SEND provision made for my child and assessing and reviewing my child's progress towards their outcomes discussed in their Individual Support Plan (ISP)?**

In the majority of cases, an ISP is drawn up and managed by the class teacher, with discussions with the SENDCo, and in consultation with the parent and child; enabling a clear analysis of the pupil's needs, including their wider outcomes to be undertaken over a 6 week period of time and detailing the strategies of support for reaching these outcomes.

The strategies are then implemented by the class teacher. Targets and outcomes identified on the ISP will be specific and measurable so progress is easily identified (Smart targets). Support is given to individuals or small groups within the classroom. This may take the form of differentiated activities; increased adult intervention; adaptation of resources; additional adult support in groups or one-to-one adult support where appropriate. Occasionally children work outside of the classroom for





small group or one to one activities as part of specific intervention work which will be identified within the ISP.

In the majority of cases, the effective management of ISPs, and the provision specified within them, will help to remove any barriers to the child's learning and enable the child to make progress. ISPs are reviewed half termly, as part of a process of Plan-Do-Review, in a meeting with the class teacher and the child's parents and, where appropriate, the SENDCo. Through these half-termly discussions, the child's progress will be reviewed and new targets and outcomes for the child will be set and strategies and interventions discussed and reviewed.

A discussion also takes place between the child and the class teacher involving their views on their strengths and areas of difficulty; including how they feel they would best be supported. This information, along with the parent's views form part of the child's ISP.

At any time if the teacher, SENDCo, parents, support staff and Headteacher agree that the pupil's needs can now be met within the scope of usual classroom differentiation, the child's name will be removed from the SEND register. Their progress will continue to be closely monitored.

**Co-production** of support is facilitated through the **Plan-Do-Review** process and parents are encouraged to participate fully in the processes of designing support to meet their child's needs. A sharing of knowledge will be facilitated through class teacher discussions, ISP meetings and meetings with the SENDCo where appropriate. Co-operation on both sides is essential for the child's wellbeing and educational progress.

Parents are informed of the involvement of any external agencies, changes to provision for their child and, if appropriate, of the need to request an Education, Health and Care Plan.



## 6. What are the arrangements for supporting children in moving between phases of education and in preparing for adulthood?

At Shefford Lower School, we endeavour to ensure all transitions in and out of the school and between phases of the school are managed so that the next teacher and setting have a clear idea of the pupil, any identified needs and the support they have had. The child is given support to make this transition successfully and a transition support plan is draw up between the SENDCo at the existing school, parents and the SENDCo of the new school. This support may include a passport booklet, time with new teacher or SENDCo and additional visits to the new school as required. We ensure the transfer of documents are completed for the attention of the next school's SENDCo and meetings are organised between the two schools to facilitate the sharing of information. These procedures help to safeguard the continuity of provision for our pupils.



When children have an Education, Health and Care Plan (EHCP), the school named by parents as the preferred transitional school will be invited to the annual review that falls at the end of year 3, usually in the summer term. This is to best ensure the continuity of provision and to help support both Parents and the child.

## **7. What is the school's approach for teaching students identified as having a Special Educational Need or Disability?**

We have high expectations of all our children and provide all our children with the opportunity to succeed, and to reach the highest level of personal achievement. To do this we will:

- Set aspirational targets for our children in all areas of the curriculum to enable them to reach the highest level of personal achievement
- Use the strategies set out in the children's Individual Support Plans (ISPs) to monitor and support the children via a **Plan-Do-Review cycle**
- Make **reasonable adjustments** to ensure children identified as having a Special Educational Need and/or Disability have full access to a broad and balanced curriculum
- Plan lessons and adapt learning tasks to enable children to access the learning in the classroom, ensuring an equality of access
- Provide opportunities for students to appreciate their own individuality and celebrate the diversity of others through our approach to Values Education and the PHSCE Curriculum
- Seek to involve all parents/carers in supporting their children's education and to provide the child with a voice in designing support
- Provide training for all staff to ensure they are able to meet the children's Special Educational Needs and/Disability

## **8. How are adaptations made to the curriculum and the learning environment to support my child with their Special Educational Need or Disability?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible through **differentiation and adaptive teaching**.
- In the context of the classroom, it is the class teacher's responsibility to set high expectations for all pupils and differentiate the teaching, and plan appropriately challenging learning activities to enable all children to make progress by removing barriers to learning.
- Staff expectations of children are soundly based on evidence of the child's attainment and do not reflect any bias. Children's effort and work is valued equally and positive images of all individuals are promoted.
- Trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- The SENDCo will support class teachers and support staff with adaptations to the curriculum and the learning environment when this is needed.
- Support from specialist outside agencies will be requested if further support with adaptations with the curriculum and the learning environment is needed.
- Specific resources, strategies and additional interventions may be used to meet specific needs of pupils either on an individual basis or in small groups.

## **9. How will staff be trained to support my child with their Special Educational Need?**

The school has a development plan which will identify the training needs for all staff to improve the teaching and learning of children including those children identified as having a special educational need or disability (SEND). This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autistic Spectrum Disorder/Condition, dyslexia etc.

There may also be whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.

Individual staff members may attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Individual training may also be required to support a child with an Education, Health and Care Plan.

At Shefford Lower School, we have specialist TAs who are trained in a particular area of SEND and can offer advice to colleagues in supporting children with this specific area of need. The specialist TAs are encouraged to attend external training, network with other schools where there is outstanding practice, share best practices within the school and create resources to be used in school for identified children.

### **10. How will you evaluate the effectiveness of the SEND provision made for my child?**

The effectiveness of the SEND provision is evaluated through:

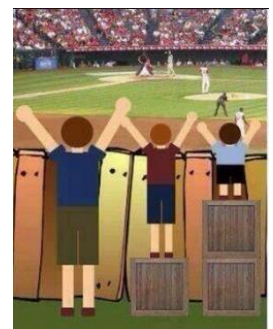
- The children's progress being continually monitored by his/her class teacher and formally recorded half termly to ensure a good level of progress is being made.
- The child's individual provision being planned and reviewed in their Individual Support Plans (ISP); these are reviewed by teachers and parents half termly. These plans include any intervention your child has been taking part in.
- Progress for children who have been identified as having a Special Educational Need and/or Disability being tracked by the SENDCo and the rest of the Senior Leadership Team.
- An Annual Review of provision and progress for children who have an Education, Health and Care Plan.
- The SENDCo, Senior Leadership Team and Governors review the quality of SEND provision within the school on a regular basis

### **11. How are children enabled to engage in activities available with children in the school who do not have Special Educational Need or Disability?**

We are an inclusive school at Shefford Lower and we recognise it is our duty to ensure that all children receive a broad and balanced curriculum, irrespective of their age, gender, and race, physical or intellectual ability. Reasonable adjustments, including the provision of auxiliary aids and services for disabled children, will be made to ensure that each child will have the opportunity to develop at a level and rate appropriate to their needs.

Children's effort and work is valued equally and positive images of all individuals are promoted and celebrated. Children are taught the values of respect, tolerance, kindness and inclusion within a diverse community where everyone is valued and celebrated. Children are encouraged to support each other and show empathy and they are aware that in supporting learning 'equal does not always look the same'.

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible through differentiation, peer support, effective use of IT and different ways of making written information accessible to all.



**Reasonable adjustments** are made to improve the physical environment of the school to enable an equality of access. The school staff are trained to help support children with a range of needs and disabilities. Children with SEND are **proportionately represented** in the many extra-curricular activities within the school and within leadership opportunities such as the school parliament, eco-club, values ambassadors and house captains.

Reasonable adjustments are made so that trips and visits (including residential trips) are accessible and inclusive so that all pupils are able to participate alongside their peers. The class teacher, Key Stage Leader or SENDCo may offer a meeting with parents before the trip to discuss and design reasonable adjustments for the child.

## **12. What support is available for improving social and emotional development, along with a child's mental health?**

At Shefford Lower we use a variety of methods for helping children with their social and emotional development, along with their mental health.

These include but are not limited to:

- School ethos of Values Education
- Daily well-being check ins within class
- External agencies to support Social, Emotional and Mental Health difficulties in children (Chums, CAMH, Jigsaw)
- Class and key stage celebration assemblies
- PSHCE curriculum
- Anti-bullying strategies and focus week / focus lessons
- Support and modelling of positive play on the playground
- Playground buddies as positive role models
- Reading buddies
- A supportive lunch club where social skills can be practised and modelled and friendships developed
- Poplar Nurture Provision which can provide a range of therapeutic interventions
- The Home Room - which is a quiet place where children and their families can access support from the Family Support Worker
- Interventions in class such as Thera-play to support positive interactions and relationships
- Strategies within an ISP to boost self-esteem and mental health
- E-Safety Days
- SEND coffee mornings and parental workshops
- Support from the school's Family Support Worker for an individual child or family
- Additional resource packs shared between home and school (e.g. bereavement pack)



Our ethos and Values Education mean that everyone is expected to treat each other with respect and to show respect for other people's property. Showing our values and kind/polite behaviour is regularly acknowledged and rewarded.

Staff also discuss bullying with all children. This will inform children that we are serious about dealing with any bullying or discrimination and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour and must take preventative action, working with other staff, children and with the child's parents.

Staff follow the equality policy; welcoming every child to our school.

Advice from outside specialists is sought when needed to help support children with specific needs with their social and emotional development.

### **13. What outside agencies may help support my child when this is needed?**

It is sometimes necessary (at Stage 2 of SEND identification) to involve other agencies in helping the school and parents to assist the assessment and outcomes of a child's individual needs.

At Shefford Lower School we aim to liaise effectively with whichever specialists are involved with the child and this will enable us to gain insight into the requirements and management of a child's special needs. Support and strategies are designed using co-production where the child is kept at the centre of all decision making.

The outside agencies involved may include but are not limited to:

- Speech Therapists
- Occupational Therapists
- Ivel Valley for ASD Support
- Behavioural Support Team (Jigsaw)
- Visual Support Team
- Hearing Support Team
- Educational Psychologists
- Medical services such as the school nurse
- Child Bereavement, Trauma and Emotional Wellbeing Service (Chums)
- Child and Adolescent Mental Health Services (CAMHS)

### **14. What do I do if I am concerned about the provision made for my child?**

Any concerns should be discussed with the class teacher in the first instance. If the concerns continue, parents should arrange a meeting with the SENDCo. The SENDCo will inform the Headteacher of any such meeting and of the outcome.

If parents feel the concern has not been addressed to their satisfaction they should arrange to discuss the situation with the Headteacher. The headteacher will keep the SEND Governor informed of these discussions and the outcome.

Following the guidelines for complaints, if parents are dissatisfied following the Headteacher's intervention, they should put their concerns in writing, addressed to the school for the attention of the Chair of Governors marked confidential.

**Who are the SEND staff within school and what do they do?**

- Skilled class teachers and a team of skilled teaching assistants
- Inclusion Manager/SENDCo – Lauren Robinson
- Family Support Worker – Julia Parry
- Poplar Staff – Linda Herbert and Hannah Moore
- Deputy Headteacher – Polly Ross
- Headteacher – Pamela Finch
- SEND Governor – Michelle Hodson-Reed
- Any of the above SEND personnel can be contacted via the school office:

Telephone - 01462 629123

Email - [schooloffice@shefford.cbeds.co.uk](mailto:schooloffice@shefford.cbeds.co.uk)

### The SENDCo should undertake the following duties: -

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with Early Years' Providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date

### The SEND Governor:-

The Governing Body has appointed **Michelle Hodson-Reed** to represent the Governors with special responsibility for the oversight of the school's arrangements for Individual Needs and Disability. The SEND governor will hold termly meetings with the SENDCo facilitating transparency and openness as well as accountability. These meetings will focus on data analysis, provision and progress made for pupils on the SEND register.

**You can also come along to one of our SEND Coffee mornings that we hold termly in school. Here you can join other parents that have children with Special Educational Needs and/or Disabilities. We look forward to seeing you. This policy has been reviewed by, staff, parents, external agencies and governors.**



## **15. Are there any helpful links to further information?**

**Central Bedfordshire's Local Offer:**

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

**Special Educational Needs Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>**

**Central Bedfordshire's Draft Guidance on SEND 5 -16:**

**[Guidance on SEND 5-16: \(centralbedfordshire.gov.uk\)](https://www.centralbedfordshire.gov.uk)**

**Central Bedfordshire's Draft Guidance on SEND in the Early Years:**

**[https://www.centralbedfordshire.gov.uk/migrated\\_images/early-years-guidance-2018-3\\_tcm3-30415.pdf](https://www.centralbedfordshire.gov.uk/migrated_images/early-years-guidance-2018-3_tcm3-30415.pdf)**

**Equality ACT 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>**

**Equality Act 2010 – Guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>**

**Central Bedfordshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) - <https://cbsendiass.org/>**

**Independent Parental Special Education Advice: <https://www.ipsea.org.uk/>**

**Children's Center: <http://www.shefforddistrictcc.org.uk/index.php>**

**Shefford Health Center: <https://sheffordhealthcentre.gpsurgery.net/>**

**Carers in Bedfordshire: <https://www.carersinbeds.org.uk/>**

**Disability Living Allowance (DLA): <https://www.gov.uk/disability-living-allowance-children/how-to-claim>**

**Family Fund:**

**[https://www.familyfund.org.uk/?gclid=EAlaIQobChMI7ZTjvPub1wIVypPtCh12Dws9EAAAYASAAEgKw0fD\\_BwE](https://www.familyfund.org.uk/?gclid=EAlaIQobChMI7ZTjvPub1wIVypPtCh12Dws9EAAAYASAAEgKw0fD_BwE)**

**Central Bedfordshire Council - Core Assets Children's Services: <http://www.coreassets.com/what-we-do/independent-support-service/locations/central-bedfordshire-council/>**

**Outside in: <https://outsidein-solutions.com/>**

**National Autistic Society: <http://www.autism.org.uk/>**

**Autism Bedfordshire: <https://www.autismbedfordshire.net/>**

**Special Needs and Parents (SNAP): <http://www.snapcharity.org/>**

**Chums mental Health and Wellbeing Service <http://chums.uk.com/>**

**Other relevant policies which can be found on the school's website  
<https://www.sheffordlowerschool.co.uk/parents/policies>**

- Shefford Lower School – Accessibility Policy
- Shefford Lower School – Accessibility Plan
- Shefford Lower school – Anti-bullying Policy
- Shefford Lower School – Teaching and Learning Policy
- Shefford Lower School – Feedback Policy
- Shefford Lower School – Admissions Policy
- Shefford Lower School – Behaviour Policy (with Covid Addendum)
- Shefford Lower School – Use of Force Policy
- Shefford Lower School – GDPR Policy
- Shefford Lower School – Complaints Policy
- Shefford Lower School – Whistleblowing Policy
- Shefford Lower School – Safeguarding Policy
- Shefford Lower School – Equal Opportunities Policy
- Shefford Lower School – Supporting Pupils with Medical Needs and Administration of Medicines Policy