



**Christopher Reeves V.A.
Primary School**

**Special Educational Needs and
Disability (SEND) Information
Report**

September 2025

What do we mean by SEND? Special Educational Needs and Disabilities

- If a child has significantly more difficulty in learning than others their age
- If a child has a disability that makes it difficult to access facilities generally provided in school

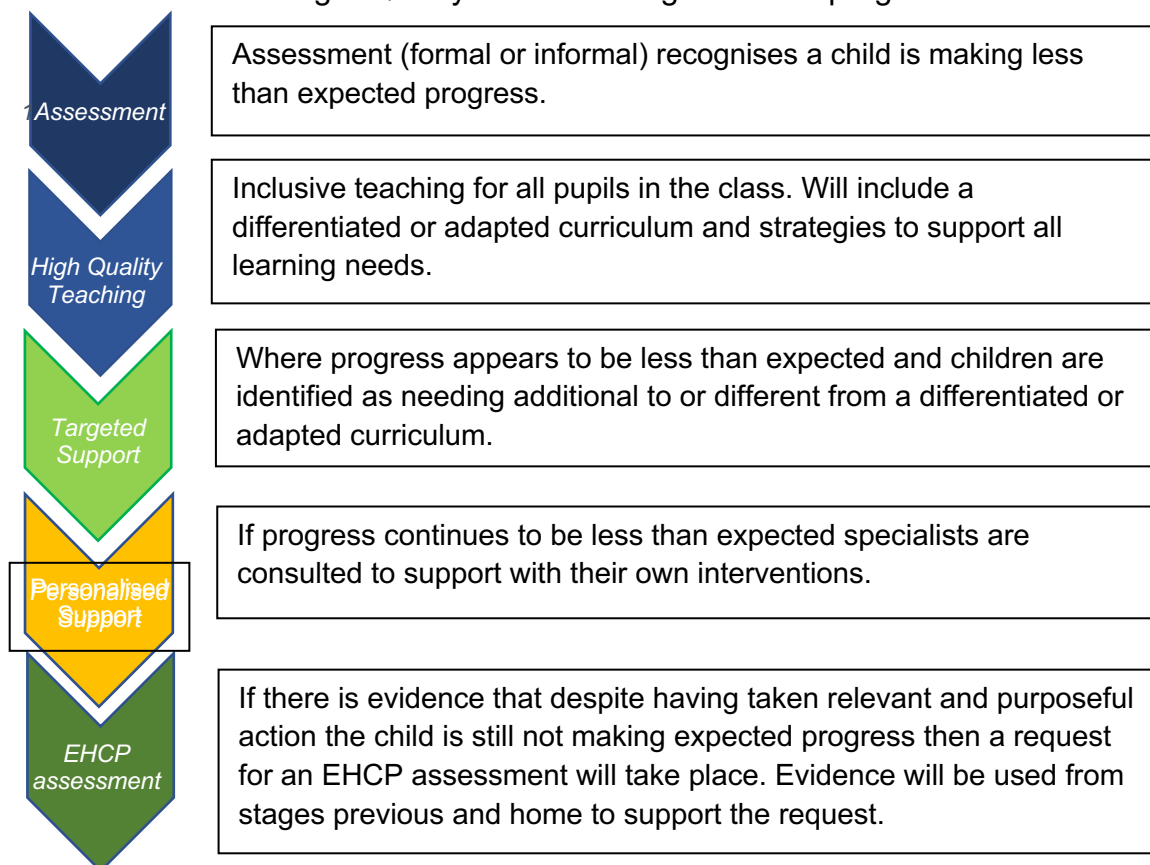
Areas of difficulty may be in

- Communication & Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

What type of SEND support is available in our school?

- Quality First Teaching by class teacher
- Specific small group intervention work by class teacher / teaching support staff
- Specialist support in school from outside agencies
- Special resources designed to make sure pupils can access the curriculum
- One to one work with additional specialist support

The stages are achieved through a graduated response ensuring that strategies are put in place to correctly assess a child's needs and are given time to support them. Not all children who work below age related expectation have SEN, some pupils are lower attainers but with the right Quality First Teaching will make progress.



Who can you talk to about your child's difficulties with learning?

Class teacher – they will be able to:

- discuss your child's progress against expectations and targets
- identify, plan and deliver any additional support your child might need
- explain this personalised learning to you
- suggest ways you can help at home
- meet you once a term to share and review plans and targets

SENDCo (Special Educational Needs / Disability Coordinator) Mrs Maguire will be able to:

- help the class teacher to deliver your child's additional support
- coordinate support from outside agencies
- discuss your child's learning experience and progress
- make sure the school's SEND policy is adhered to throughout the school

The Headteacher – Mrs Bush will:

- be responsible for ensuring your child's needs are met
- make sure the Governors are kept up to date on all SEND matters within the school and all legal requirements relating to support for children with SEND

The SEND Governor – Mrs Ceri-Anne Ashby will:

- make sure the school provides the necessary specific and/or specialist support to all of its pupils with SEND
- hear your concerns if you are not happy with the response or support from the school staff

How do we identify a pupil for SEND support?

There may be a range of factors that alert us:

- Pupil has physical or sensory needs that require specialist equipment, advice or support
- Class teacher identifies pupil is not making progress even when teaching has targeted an area of weakness
- Parent and / or school staff has concerns about their child's progress
- Parents and / or school staff identify behaviours that suggest unhappiness, confusion or distress
- Pupil themselves expresses unhappiness, confusion or distress in a Quality First Teaching environment

What happens next?

The teacher and SENDCo review the appropriate support available. We will meet with the pupil and parents / carers and all three parties to discuss and agree:

- What the pupil can do now
- What we want the pupil to achieve, long and short term, with clear and specific targets
- What the barriers are to reaching those targets

- A plan of actions, resources, techniques and specialist support to overcome those barriers (this may be an Individual Education Plan - 'IEP', a challenging behaviour plan, or other tailored plan, according to the pupil's need). These plans follow an 'Assess, plan, do, review' cycle to enable the provision to be revised as the understanding of the needs of the pupil grows.



How do we assess and review a pupil's needs?

From then on, we will:

- Have a parent / pupil / teacher consultation meeting each term
- Review the effectiveness of the support by assessing the pupil's progress in a) the IEP targets and b) how this has helped them close the gap on overall class targets
- Keep a regular check on whether the pupil needs continued support or different support
- If a child has lifelong or significant difficulties the school may refer the pupil for an Education, Health and Care Plan (EHCP). This will occur where the complexity of a child's need requires outside agency involvement. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources and the decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

How are children with SEND involved in their education and the broader curriculum?

All pupils, including those with SEND, are encouraged to take an active role in their life at Christopher Reeves. Extra-curricular clubs, breakfast club and school trips are accessible to all pupils. The views of pupils with SEND are gained at the review stage of the cycle in a manner suitable to their needs.

How are parents consulted and involved in their child's education?

Parents will be involved in the Assess Plan Review Do cycle with class teachers. Additional support is provided through drop-in sessions with outside professionals such as the School Nurse and Educational Psychologist.

How will the teaching be adapted for a pupil with SEND?

Planning and Teaching

All teachers work using a 'High Quality Teaching' principle, which means that many pupils with special needs can participate in class without specialist help. For example, the teacher breaks down tasks into small 'bite-size' chunks, presents ideas using visual, audio and practical resources, allows thinking time before expecting answers and provides a variety of table top resources to help pupils with their tasks.

Additional resources

We use One Page Profiles and Individual Education Plans (IEP's) to outline any additional support pupils may need. This may be physical resources in the classroom, additional time with a member of staff in school or specialist help from an outside agency. The school has a designated SEND budget to provide for these resources.

Teachers' professional development

All teachers are teachers of special needs. As a part of their professional role, teachers will have professional development in the form of courses, mentoring and feedback. The school also arranges specific training for individual teachers in response to their pupils' needs.

We aspire to be fully inclusive and all children have access to a broad ranging curriculum that not only emphasises the skills, understanding and knowledge associated with core subjects but also incorporates their spiritual moral, social and cultural development.

As described above, children are taught using a range of approaches to take account of the different ways that children learn best. Staff get to know the individual children in their classes and can adapt on a case by case basis.

Our school environment is accessible by:

- Children & adults using wheelchairs – all on one level, wide opening doors, ramps, disabled toilet and changing facilities. We have to recognise, however, that our facilities may not be adequate to meet the needs of all pupils, and we will make careful and informed assessments, in consultation with parents, for each individual application.
- Children with dyslexia – use of dyslexia friendly fonts and backgrounds on interactive white boards, coloured overlays when pupils are reading and training and guidance for staff.
- Children with autism – visual cues/ individual timetables, now and next/choice board, individual workspaces, 'safe haven' spaces (where required).

- Children & adults with English as an additional language (EAL) – signs use clear language and visual cues, teacher expertise in developing EAL skills, one-to-one language support, translation support (on request) at Parent Consultation Meeting.

Emotional and Social Development

Christopher Reeves VA Primary School is a restorative and Values-based School. It has achieved the Values Quality Mark. Values-based Education is taught in a structured way (in dedicated collective worship and in classroom lessons) throughout the school and underpins all our activities and relationships throughout the school. A structured PSHE curriculum includes an understanding and celebration of difference, Mental Health & Well Being, Protective Behaviours and resilience.

Extra support may be given to individual pupils or small groups to develop their Emotional and Social wellbeing. For example, one of our Teaching Assistants is trained in the 'Happy to Be Me' program to support pupils as part of a small group with their self-esteem and confidence. Staff have had training on 'The Zones of Regulation' programme. Last year a group of KS2 pupils participated in the Chums Encore program which uses Music to supports pupils with anxiety and low self-esteem.

If a pupil needs specialist support for their social and emotional development, we can draw on specialist support from a range of agencies and this is accessed by using Bedford Borough's Early Help Assessment procedure.

Children Looked After by LA

The school admissions policy ensures that any looked after child in our catchment will be ensured a place at school. In partnership with the pupil, carers and social workers, we will put in place the Personal Education Plan, as part of the child's Care Plan.

The school's designated adult for children looked after by the Local Authority is Mrs Clark.

What happens when it's time to go to another school?

- When a pupil with SEND is preparing to transfer to another school, transition activities are incorporated into the Individual Education Plans (IEP's) for the final two terms. This may involve additional visits to the new setting or parent meetings with staff.
- The transfer to secondary school has its own managed programme which every child will access. This includes a three-day induction period near the end of the summer term.
- SEND paperwork, such as the Education Health and Care Plan, and most recent Individual Education Plans (IEP's) are given to and discussed with the member of staff responsible for the pupil's support in the next school.

How can I find out about the complaint's procedure?

Our complaints procedure is published in the Policies section on our website.

SEND advice

SENDIASS - provide a free, impartial and confidential service to parents and carers of children who have special educational needs and or a disability (SEND). We also offer support to young people with SEN or a disability to help them access the best possible education.

Bedford SENDIASS Service aims to encourage partnership between parents, carers and young people with those responsible for their education and training

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/site.page?id=6rj3ULSIPck>

North Northamptonshire SENDIASS Service

<https://www.northnorthants.gov.uk/schools-and-education/send-information-advice-support-service>

Bedford Borough Council's Local Offer can be found at

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

North Northamptonshire Council's Local Offer can be found at

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