

SEND POLICY 2025/26

Date Reviewed	Body	Review Date
Autumn Term 2 2025	Board of Trustees	Autumn Term 2 2026

1. INTRODUCTION

1.1 Chiltern Learning Trust policies are designed to support the ethos, aims and vision of the school as outlined in our Strategic Intent.

1.2 This policy sets out our rationale as a Trust and our broad goals; it defines SEND and makes clear roles and responsibilities in our schools. From Section 5 onwards, the policy sets out the commitments of Chiltern Learning Trust regarding: how schools identify pupils with SEND and assess their needs; the provision for pupils with SEND and how this is implemented in schools; and the graduated response. This section will be supplemented by the **SEN Information Report**, which outlines school specific practices, a template for which is provided in the Appendix of this policy. The last part of the policy details how it is monitored and reviewed. Also stated in the Appendix is a suggested timeline for SEND leadership and management. It is important for strategic activities to align with operational delivery and for us as the CLT community to be aware of the workload of SENCOs throughout the year. There are key milestones and particular time pressure points in the annual SEND calendar.

2. RATIONALE

2.1 We believe that each pupil is unique and is entitled to the best possible teaching support and resources to maximise potential. The CLT is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life.

2.2 The aim of this policy is to inform all stakeholders as to how SEND pupils are identified and how the provision enables children and young people with SEND to have access to a full and varied curriculum. This policy also enables parents, carers and external agencies to work together with our (CLT) schools and staff so that the needs of children and young people with SEND are fully met.

2.3 This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice (2014, updated 2015) together with the Equality Act 2010.

3. BROAD GOALS

3.1 In line with the 2014 Children and Families Act, SEND Code of Practice 2015 and the Equality Act 2010 this policy will enable each school within the Trust to:

- identify, at the earliest possible opportunity, barriers to learning and ensure participation for pupils with SEND
- ensure that every child experiences success in their learning and achieves their best possible standard
- enable all children to participate in lessons fully and effectively, in line with the school's curriculum intent
- value and encourage the contribution of all children to the life of the school
- work in partnership with parents/carers
- work with the Local Governing Bodies to enable them to fulfill their statutory monitoring role regarding SEND
- work closely with external support agencies, where appropriate, to support the need of individual pupils
- ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils

4. DEFINITION OF SEND

4.1 The 2015 Code of Practice states: A child or young person has SEND if they have a learning difficulty or disability, which calls for (additional) special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 schools or mainstream post-16 institutions. (2015 SEND Code of Practice: 0 to 25 Years—Introduction xiii and xiv).

4.2 Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

4.3 A disability is defined as a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities (2010 Equality Act).

5. ROLES AND RESPONSIBILITIES

5.1 The Special Educational Needs Coordinator (SENCo)

The SENCO means the person who has been designated to be the Special Educational Needs Co-ordinator for the school by the appropriate authority in accordance with section 67 of the Act i.e.

- they are a qualified teacher;
- if appointed after 2008 is required to complete the statutory induction qualification, within three years of appointment
- is working as a teacher at the school

See Appendix 1 for the name of SENCO

They will:

- work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans (EHCPs)
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- advise on extending the graduated approach to provide SEN support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- be the point of contact for external agencies, especially the local authority and its support services

- liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensure the school keeps the records of all pupils with SEND up to date
- ensure the SEN Information Report is completed in the summer term to be agreed by the Local Governing Body for publication in September.

5.2 The SEND Governor and Local Governing Body

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this termly
- work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Local Governing Body will:

- ensure the SEN Information Report is completed and agreed in the summer term for publication in September

5.3 The Headteacher

The Headteacher will:

- will ensure what high-quality teaching looks like is clearly articulated at the beginning of the academic year, by enabling school leaders to undertake a Provision Review with all stakeholders
- work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND
- articulate clearly SEND need and provision during any inspection preliminary conversations
- ensure the SEN Information Report is completed in the summer term to be agreed by the Local Governing Body and publication in September

5.3 Class teachers

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ensuring they follow this SEND policy

5.4 The Designated Safeguarding Lead (DSL):

In view of Keeping Children Safe in Education September 2021, the DSL and SENCO will need to work collaboratively in a variety of areas. Examples include mental health and responsibility for educational outcomes for pupils with SEND, which will include liaison with relevant external agencies and personnel in the school such as The Senior Mental Health Lead.

6. IDENTIFICATION OF SEND

6.1 Pupils are identified through ongoing assessments by the child or young person's teachers and brought to the attention of the Special Educational Needs Coordinator (SENCO) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.

Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

The SENCO will then work with other staff to investigate this further and may engage the help of external agencies to identify the area of need.

6.2 Special educational needs may relate to one or more of the following broad areas of need:

- communication and interaction;
- cognition and learning;
- emotional and social development and mental health;
- sensory and/or physical needs;

In addition, medical conditions may result in a special educational need, however this is not always the case.

7. PROVISION

7.1. Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children of the same age in a mainstream school. As Stated in the SEND Code of Practice 2015 (p24), the majority of pupil's needs will be met through adapted and personalised high-quality teaching

7.2 Children may have special educational needs at any time during their school career and/or throughout their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child

7.3 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

7.4 The special educational provision in place should follow the four-part cycle:

1. **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment, attendance and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.
2. **Plan.** This may involve the SENCO, working with teachers to plan appropriate provision, which is clearly agreed and communicated with all concerned. This can be either in class support or out-of-class provision. Any planning will have a clear focus on expected outcomes for the child or young

person. This needs to be linked to curriculum delivery. Where out-of-class provision is in place, due care must be taken to ensure transference to the classroom.

3. **Do.** The SEND Code of Practice 2015 places the class/subject teacher at the centre of the day-to-day responsibility for working with all pupils, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions. Delivery of any interventions should not be left solely to teaching assistants. Children and young people with SEND are entitled to be taught by a qualified teacher.

4. **Review.** The progress of pupils who are receiving SEN Support should be reviewed termly and schools should meet with parents three times a year. This may form part of the individual academies regular tracking processes.

7.5 Each CLT school will report on its SEN provision in their SEN Information Report (see Appendix), which forms the basis of what the school and therefore CLT have offered. This document is read in conjunction with each school's high quality teaching document that emerges from the annual Provision Review.

7.6 Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded on school specific systems so that all staff are aware of their needs and strategies to support them in the classroom.

7.7 When it is felt that a child or young person requires special educational provision, as outlined above, the school will enter their names on their school specific systems as requiring SEN Support, set up targets and review these termly with parents to review progress.

7.8 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENCO will follow the statutory guidance and local policy on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with Education, Health and Care Plans (EHCPs) under the 2015 Code of Practice will have clear targets, and have their progress reviewed termly with parents by a member of the teaching staff. Yearly targets set and reviewed at the annual EHCP review.

7.9 We will work closely with schools to ensure smooth transition at all transition and transfer points to make sure that there is clear communication about SEND.

IMPLEMENTATION

8.1 In order for CLT to achieve its goals we will ensure that in each school:

- pupils' achievements are celebrated, and their efforts recognised and rewarded
- advice, guidance and training is offered to other colleagues in the most effective methods of meeting pupil's needs
- pupil's specific needs are established using specific tests, national tests and any other appropriate testing, as well as through consultation with feeder schools, parents/carers and pupils themselves
- a SEND database will be available to all staff working with children
- information is published about SEND pupils in September each year and updated as appropriate in the **SEN Information Report** published on school websites (See Appendix). We advise all our schools to keep SEN Information Reports from the last three years on their website. This is to demonstrate development of SEND provision year-on-year.
- pupils of all abilities have equal rights to admission through the Trust's admission policy ensures that
- staff work with partner schools and colleagues in other schools, or post 16 providers,

to ensure the move is as smooth as possible

- lessons are conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and pupils
- the curriculum intent and content is differentiated and accessible to all pupils
- classwork and homework is set as appropriate to the pupil's abilities
- in class support is provided, where necessary, for those pupils with special education needs within the constraints of resources
- staff set targets for pupils with Education, Health and Care Plans (EHCPs) and pupils who require additional support, in consultation with the pupils and parents. The targets and their implementation will be reviewed on a termly basis. This would be in addition to their normal consultation evenings.
- there is support for small groups of pupils that require additional support and one to one sessions are provided where appropriate
- extra-curricular activities extend to pupils with special education needs in line with our inclusive policy
- they seek to make buildings and facilities accessible to all pupils

9. GRADUATED RESPONSE

9.1 In line with current legislation each school within the Trust will develop a graduated response procedure which details how individual pupils will be identified and supported to make progress in school.

9.2 If the individual continues not to make progress, the school, through the Headteacher and SENCO, requests the Local Authority to undertake a statutory assessment of the child's SEND. If the LA agrees, it collects information from all the people who have been involved with the child. From this the LA Special Needs Officer (with others) decides whether the child needs an Education, Health and Care Plans (EHCP) to meet their needs.

9.3 An Education, Health and Care Plan (EHCP) is a legally binding document with the Local Authority (LA), which sets out the provision the child must receive to meet his/her SEND. The LA may/may not provide the school with additional funds to cover the costs of this provision. This differs from LA to LA. Termly targets are set and reviewed as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress and determine whether the EHCP is still fit for purpose. A representative from the LA may attend these reviews.

10. MONITORING AND EVALUATION

10.1 This policy will be monitored and evaluated by each local governing body, Headteacher, leadership team and the governor responsible for SEND and SEND staff through:

- High-quality teaching document
- annual reviews.
- monitoring of pupil progress against set targets, participation in extracurricular activities.
- school consultation meetings.

- evaluation and review of special curriculum provision
- internal and external audit
- SEN Information Report (year-on-year comparisons

Wootton Lower School is a fully inclusive mainstream school that welcomes and celebrates the diversity of our children. The Head Teachers, staff and governors will do their best to secure appropriate provision for any pupil who has an identified Special Educational Need or Disability (SEND). Our ethos is aimed at enabling children with any SEND to maximise their potential, be included fully in our school community and make a successful transition to their future educational settings and then into adult life. Our whole school has a shared responsibility for identifying, assessing and meeting the individual pupil needs. We strive to ensure that each pupil is fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence. By focusing on all that is positive, progressive and creative our overall aim is to provide a high quality, structured and individualised learning plan, which ensures that each child is given the opportunity to enjoy success during their time at school.

All schools in Bedford Borough have the same Special Educational Needs and Disabilities duties, and are expected to provide support for children and young people who have additional needs.

These duties come from the SEND code of practice: 0 to 25.

Our SEND Information Report should answer all your questions relating to SEND at Wootton Primary and is updated regularly and reviewed and reported to Governors annually. If there is any more information you require or if you have any questions please do not hesitate to contact the school's Special Educational Needs and Disabilities Co-ordinator (SEND CO), Mrs Jepps on 01234 768239 or email senco@woottonlowerschool.co.uk.

What kinds of SEND are provided for?

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The kinds of Special Educational Needs for which provision is made at our school are

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

How do we identify children with SEND and assess their needs?

At different times in their school career, a child or young person may have a Special Educational Need. The Code of Practice (January 2015) defines SEN as follows:

“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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it **may** be that the child has SEN. All children are closely tracked from their baseline assessment on entry to school, enabling early identification and intervention. If it is felt a child may have SEN, information will be gathered seeking the views of parents, and child where appropriate, as well as from teachers and assessments. After gathering all information, the class teacher in conjunction with the SEND CO will decide whether they believe a child requires special educational provision. They will then meet with parents, and where appropriate the child, to plan a way forward. This involves writing a 'Personal Learning Plan'. The class teacher will write this in co-production with parents. It clearly sets out what extra provision has been put in place to help with the child's particular needs and what targets this provision aims to meet. Parents and children are encouraged to have input into the Personal Learning Plan and meetings to do this will be set up at least three times across the academic year.

There can be many reasons for learners 'falling behind'. These may include absences from school, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. At Wootton Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will provide support and if needed, interventions. This does not mean that all vulnerable

learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Sometimes learners may have more complex learning difficulties and in these cases the school calls upon the services of Bedford Borough's SEND team. Where appropriate, we may ask professionals, such as Educational Psychologists or Autism Advisory Teachers, to come and assess a child. This helps us to gain a more profound understanding of a learner's needs and how best to support them.

How do we involve parents and children?

At Wootton Primary School we like to involve parents as much as possible in their child's education. If you have concerns about your child's progress, please speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you are more than welcome to speak to the SENDCO. The school SEND Governor, Faye Cawdell, can also be contacted for support via the school offices.

If your child is identified as not making progress, or if staff have a particular concern, the school will discuss this with you and your child in more detail and to:

- listen to any concerns you or your child may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning.

If your child has Special Educational Needs, you will have the opportunity to meet termly with the class teacher, with your child if possible, to review your child's progress and the Personal Learning Plan. These meetings allow for you to discuss any concerns you have or for the class teacher to answer any of your questions. This may be at the termly parents' evenings, or in addition to. You will also be given your own copy of the Personal Learning Plan.

The Personal Learning Plan will sometimes have suggestions on how parents/carers can help their child at home. It will have on suggested games, activities and other strategies you can use. If you feel your child has achieved these, and you would like further advice on how you can help yourchild, please speak to your child's class teacher.

How will we measure the progress of your child in school?

Your child's progress is continually assessed and monitored by his/her class teacher by various means. This is a combination of formal and informal testing, day to day assessments that the class teacher makes, and specific checks on their targets. Progress is also reviewed formally three times a year in reading, writing and mathematics by the class teacher, members of the Senior Leadership Team and SENDCO in Pupil Progress Review meetings. All year 1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in year 2. At the end of key stage 1 (end of year 2) most children will take Standard Assessment Tests (SATs). These are no longer statutory but at Wootton we still use these as a formal means of assessment. Some children with SEND may be withdrawn from these tests and this will be discussed with parents/carers.

The progress of children with an EHC Plan is also formally reviewed at an Annual Review, with all adults involved in the child's education. They have an EHCP learning plan instead of the Personal Learning Plan which includes their EHCP targets and a timetable to show when the provision laid out in section F is taking place. Meetings with class teachers to discuss progress on targets so far, will also take place at least three times across the academic year.

How do we support children with SEN with transition?

All children joining the Reception Class and Preschool are visited at home by members of the teaching team at the start of September, and this provides an opportunity for answering queries and establishing any support that will need to be planned for before the your child starts school.

In the summer term prior to them starting, there is a parent information evening, with the opportunity to visit your child's classroom and new class teacher and speak to the SENDCo. Later in the summer term, the children are also invited to attend a morning 'stay and play' session independently, to meet the teachers, explore the setting, and find out about the curriculum. For children with SEN, we encourage key workers to attend with them. Additional meetings and visits can be arranged with the SENDCO before the stay and play session to ensure this day is as successful for them as possible. Class teachers and/or the SENDCO will discuss with preschool staff and key workers the outcomes towards which the child is working, and to share practice which has assisted and supported the child's progress towards those outcomes.

When a child with SEN is moving into a new year group, the current teacher will meet with the receiving teacher. They will clarify the outcomes towards which the child is working, and share strategies and interventions that have proved successful. This will include a transition form of information needed, and may include Learning Plans, One Page Profiles or Behaviour Support Plans, depending on the child's needs. If needed, pre-visits to classrooms and meeting new teachers will take place before the whole school transition day so they know what to expect ahead of time.

When a child with SEN is transitioning to a new school (at whatever stage during their school career this takes place), the SENDCO will liaise with the SENDCO of the receiving school. The child's class teacher may also be involved in this transition meeting. Here targets being worked on and successful strategies used as well as current attainment, strengths and areas for development will be passed on.

When a child with SEN transfers to secondary school, there will be transition meetings between year 6 class teachers and a member of staff from the Secondary school. This provides an opportunity for us to share all we know about the child, strategies which are successful, their strengths and areas for development. For some children with SEN, transition is an incredibly difficult time. We therefore arrange extra visits to the new school for some children to aid them in the transition to Secondary school.

What is our approach to teaching children with SEN?

At Wootton Primary School we believe in participation for all. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. Part of our high quality teaching, is adaptive teaching, where lessons are differentiated and reasonable adjustments made to meet the needs of different learners, including specific resources. Sometimes children with SEN may have access to additional adult support in their learning, however, we do not want children to become reliant on working with an adult and we ensure children build up independent working skills too.

For children with a Personal Learning Plan or an EHCP, they may work one to one or in small groups with Learning Support Assistants and class teachers to meet their targets. Sometimes this learning happens outside of the classroom in one of our intervention rooms. Class teachers constantly monitor progress and update targets as necessary. Some children with significant SEND needs may require constant one to one support, however, this will not be with the same adult all of the time. We create a team around the child, this prevents the child becoming too reliant or attached to one adult and also ensures there is always an adult in school that knows the child well, despite any staff absence.

What adaptations to the curriculum and learning environment are made for children with SEN and what additional support for learning is provided?

We are committed to meeting the needs of all pupils, including those with SEN, and offering a broad and balanced curriculum to all. Working with parents, pupils and outside professionals, we make all reasonable adaptations to the curriculum and the learning environment to ensure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what children with SEN might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary in order to provide additional resources and support which may be needed.

Teachers will be supported by the SENDCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. We also work closely with outside agencies to ensure we are meeting the child's needs. For example we might need to:

- provide visual resources to support learning
- rearrange the layout of the classroom
- install sound loops in classrooms
- create a quiet area in the school
- buy specialist ICT software
- provide wobble cushions and brain breaks

In considering what adaptations, we need to make, the SENDCO will work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements to ensure the school's equipment and facilities support pupils to the best of our ability.

What training have staff had in relation to children with SEN?

Staff have had training on working with children with SEN both for general learning difficulties and on more specific areas such as autism, dyslexia, literacy and maths interventions, reading intervention, behaviour strategies and communication difficulties. All school staff are trained in Safeguarding and there are designated staff for safeguarding concerns. There are specially trained paediatric first aiders. The SENDCO has successfully completed the National SENDCO Award. Training is refreshed regularly and as needs arise. All opportunities for additional training are sought

to ensure that staff have an up to date working knowledge of SEND issues and current legislation. Where more specific expertise is required, the SENDCO will request the involvement of specialists such as Educational Psychologists, Autism Advisory Teachers and Early Years Advisory Teachers.

How do we judge the effectiveness of our provision for children with SEN?

The SENDCO regularly reviews pupil data and meets with teachers at least termly regarding SEN pupils progress and others who may be a concern in order to ensure next steps are put in place quickly and any SEN needs are identified early. In addition, SEN pupils' attainment is monitored termly in Pupil Progress Reviews to ensure progress is being made. If progress is not sufficient, this is discussed so that alternative arrangements can be made whether it means an alternative intervention or the need to refer on to other agencies. Specific interventions are measured to ensure effectiveness. Termly discussions with children and parents help to gain a broader view of progress.

How will children with SEN be able to engage in activities available to children who do not have SEN?

We aim for all children to be included in all school activities including day visits and residential trips. We will make any reasonable adjustments, having consulted with parents, to ensure that this is successful. A risk assessment is carried out if needed, prior to any on or off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, will be provided. We will always try to ensure where possible, that these cover the same curriculum areas.

How will you help to improve my child's emotional and social development?

We are a Values school and we encourage all our children to follow our school's values. We have a new value each half term. Our values are kindness, respect, honesty, teamwork, perseverance and equality. Values are taught in class, there are assemblies and children are rewarded for showing their values at any time in the school day to anyone. The school follows the "Jigsaw" scheme which incorporates Personal, Social, Health and Economic Education, emotional literacy, social skills and spiritual development. Our Anti-Bullying policy ensures that bullying issues are tackled. Some of our children who have Social, Emotional and Mental Health difficulties work with our Family Support Workers. This may include social groups, play therapy or drawing therapy. At Wootton we use the 'Zones of Regulation' across the school as a means of teaching children how to identify and manage their emotions.

How do we involve outside agencies in helping to meet the needs of children with SEN?

Sometimes, the school feels we need additional support for a child with SEN. In these cases, the SENDCO will make a referral to the Bedford Borough SEND team or a request for involvement will be made to another agency. Often this has to be in the form of a request to a panel. In the event of submitting a request to a panel, parents will be fully involved. The school works with many agencies including:

- The MASH (Multi Agency Support Hub)
- The Education Support Panel
- Autism Advisory Teachers
- The Educational Psychology Service
- The Early Years Support Service
- Speech and Language Therapy Service
- The Virtual School
- CHUMS – Emotional & Well-being Support
- Family Intensive Support Service

What arrangements are in place for handling complaints regarding SEND provision?

For any complaints, please contact the SENDCO or a member of the Senior Leadership Team in the first instance. If things cannot be resolved by them, please follow the schools complaints policy

Contact details of support services for parents of pupils with SEND:

- [**SENDIASS \(Bedford Borough\)**](#): Provides advice on special educational needs, EHC plans, and school support.
Contact: 01234 276267 or email sendiass@bedford.gov.uk.
- [**Home-Start Bedfordshire SEND Parent Mentors**](#): Offers free, 6-week, one-to-one support for parents with children with additional needs (no diagnosis required).

- [Autism Bedfordshire](#): Provides specialist support and services for families affected by autism. Contact: 01234 214871.
- [Carers in Bedfordshire](#): Supports parents and carers of children with disabilities. Contact: 0300 111 1919.
- [Early Help Hub \(Bedford\)](#): Provides early intervention support for children and families. Contact: 01234 718700.
- [Children with Disabilities Team](#): Offers specialist social work support for children aged 0-18. Contact (Bedford): 01234 228709.
- [Child Development Centre](#): Provides assessments and support for young children. Contact: 01582 700300.
- [NHS Bedfordshire & Luton Children's Community Health HUB](#): For health-related SEND queries. Contact: 0300 555 0606.
- [Bedford Local Offer](#): A comprehensive website detailing services for children with SEND in the area.
- [Bedford Borough Parent Carer Forum](#): A group run by parents for parents, providing peer support and networking.

If you want to discuss your child, or any aspect of Special Educational Needs, please do not hesitate to contact Mrs Jepps, the school SENDCO on 01234 768239 or email senco@woottonlowerschool.co.uk

Reviewed and reported to Governors by Jennie Jepps June 2025
Next review will be June 26

1 MONITORING

This SEN Information Report will be reviewed by the school's Local Governing Body every year. It will be approved by the Board of Trustees annually.

2 LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical needs
- Safeguarding

3 RECOMMENDED SEND TIMELINE FOR CLT

SEND academic timeline to support leadership and management

It is recommended that the year begins with the SENCO and lead for Teaching & Learning undertake a Provision Review, to ensure high quality teaching is clearly defined, before being able to address provision that is 'additional and different to'. A Provision Review is a strategic dialogue with all stakeholders, using Appreciative Inquiry (as a Theory of Change) and Grounded Theory (as a research methodology). The output has multiple uses for the school development plan, monitoring, performance management and any inspection process.

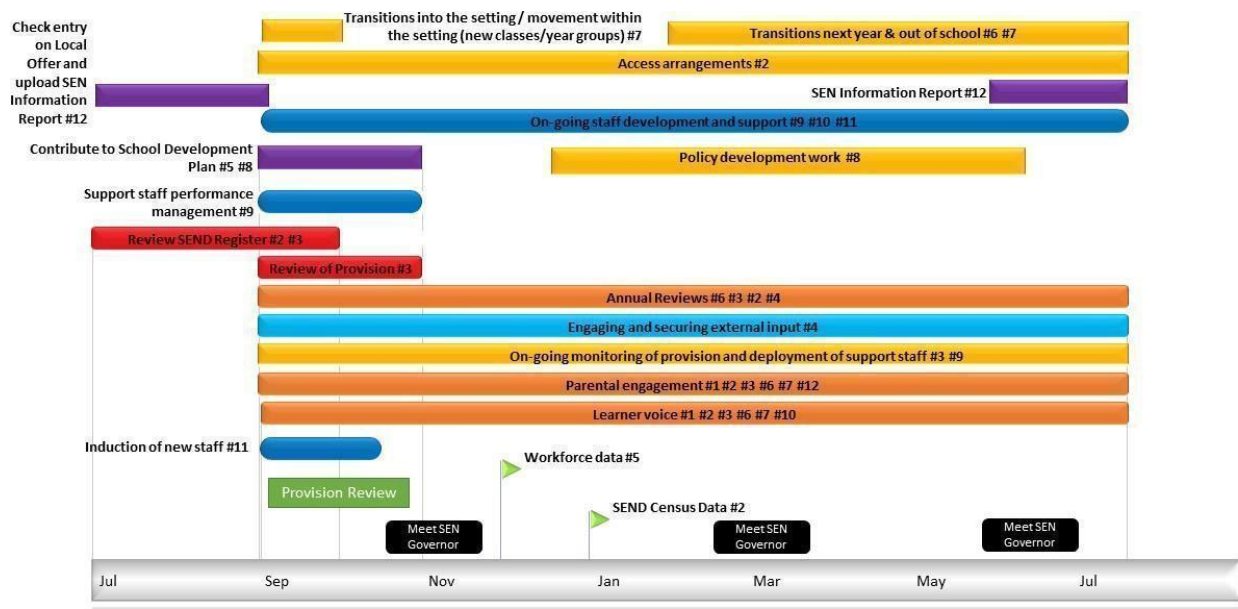
The year ends by reflecting on what has been developed over the year and recording this in the SEND Information Report.

In accordance with the SEND Regulations 2014, throughout the year, SENCOS are required to engage in 12 main tasks. These are:

1. **Informing parents / carers as soon as possible, of pupils considered to have a special educational need**
2. **Identifying a pupil's special educational need and coordinating provision to support**
3. **Monitoring effectiveness of the any special provision made**
4. **Securing relevant services for the pupil (in-house and externally)**
5. **Maintaining and updating records of a pupil's special educational need and provision put in place**
6. **Liaising with parents / carers and providing regular information regarding their child's need and the provision made**
7. **Ensuring all the correct information is passed on, when a pupil transfers to another school / institution**
8. **Promoting inclusion in the school community, as well as access to the school's curriculum, facilities and extracurricular activities**
9. **Selecting, supervising and training learning support assistants who work with pupils with special educational needs**
10. **Advising teachers about adaptive teaching methods appropriate for individual pupils with special educational needs**
11. **Contributing to training for teachers to assist them to carry out identification, implementing provision, monitoring, record keeping, parent liaison and promote inclusion.**

12. Preparing and reviewing the SEN Information Report, which is published in the public domain.

The Gantt chart below plots these 12 tasks at different points in the year:



Mapping annual year cycle for Special Educational Needs & Coordinators (SENCOs)

Anita Devi © 2019 PhD (adapted)

Due care and consideration should be given to the workload and well-being of the SENCO. Several Resources are available in the public domain for support.