

Sharnbrook Primary Parents' Information

SEND information Report 2025-2026

Introduction

Sharnbrook Primary is supported by Bedford Borough to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in our mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

The School SEND Information Report:

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. Your Child has Special Educational Needs. What can we at Sharnbrook Primary offer you?

At Sharnbrook Primary, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities. Please read the questions below for more information about the Local Offer from our school and how we can support your child.

1) Who are the best people to talk to in this school about my child's difficulties with learning, Special Educational Needs or Disability (SEND)?

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Provision Plans (IPPs)/Provision Map and One Page Profiles, sharing and reviewing these with parents each half term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo, Mrs. Elaine Wildman is responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher, Mrs Hannah Bennett is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor, Mr Matt Swan is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

- Meeting with the SEND coordinator at least once each term to monitor and evaluate the provision.
- School contact telephone number: **01234 781328**

2) What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning, using IT.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work
- Intervention which may be in the classroom or a group room and run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority services, such as the Behaviour Support Team or Sensory and Communication Support Team Service (for students with a hearing or visual need, or an autism spectrum condition) or agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from Local Authority central services such as the Behaviour Support Team or Sensory and Communication Support Team (for students with a hearing or visual need, or an autism spectrum condition) or outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child. The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3) Our arrangements for consulting children with SEND and involving them in their education

- SEND questionnaires for parents and pupils to complete.
- IPP review meetings with children and parents.
- Termly Pupil Progress Meetings with Head, class teachers and SENDCo.
- SEND parents evenings with the SENDCo and parents in the autumn and spring terms.
- Completing the one- page profile so that we understand how the child would like to be helped.
- Annual Review meetings - supported by videos of children who are not able to talk or attend themselves.
- A child centred approach to Annual Review meetings, involving the child as much as we can

4) How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs Disabilities Co-ordinator (SENDCo) or the Head teacher.

The school SEND Governor can also be contacted for support. Please phone the school (01234 781328) to make an appointment.

5) How will the school let me know if they have concerns about my child's learning at school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Ensure you know how to support your child at home
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

6) How is extra support allocated to children and how do they progress in their learning?

The school budget, received from the EFA, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible

7) Who are the other people providing services to children with SEND in this school?

School provision:

- Every teacher is responsible for teaching SEND children in their care.
- Teaching Assistants and teachers often work in a quiet space, with either individual children or small groups.
- IT support, in the form of writing, maths, phonics and spelling programmes, is delivered to small groups or as individual sessions, according to need.
- Teaching Assistants offer support for children with emotional and social development through our "Treasure Groups"

Local Authority Provision delivered in school in 2025-2026:

Educational Psychology Service (full cognitive assessments) and their drop-in service

Sensory and Communication Support Team (for children with visual or hearing needs, or autism spectrum conditions)

Inclusion Support Team

Early Years Support Team

Early Help Team

Hearing Support Team

SEND Advice (Independent Support) to parents and carers

http://www.bedford.gov.uk/education_and_learning/parental_support/send_advice.aspx

Health Provision delivered in school:

SALT referrals (Speech and Language Therapy) and drop-in service

Additional Speech and Language Therapy input to provide a higher level of service to the school

School Nurse

Occupational Therapy

Physiotherapy

Wendy Burgin – Specialist Assessor

Child Development Centre (CDC) – provision following referrals

Mrs. Sanders has overall responsibility for managing the administration of medicines and attends regular training for this role. All staff are made aware of children who have a medical issue. Staff receive annual training on providing personal care and the administering of medicines. Children who need to have one have a care plan and their needs are carefully considered for all visits away from the school.

Children with specific dietary needs are known to staff; provision is made for them at lunch and snack times. It is the responsibility of parents/carers to notify the school of medical needs.

8) How are the teachers in school helped to work with children with SEND and what training do the teachers have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Conditions (ASC) and speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. training to support visual impairments, sensory processing and Down's Syndrome.

9) How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups, according to their individual need.
- Planning and teaching will be adapted, on a daily basis as needed, to meet your child's learning needs.
- Sharnbrook Primary is committed to support all children to attend extra-curricular activities. Where necessary an adult can support your child at these activities. Staff taking extracurricular activities will be notified of any child who needs additional support.
- We are committed to support all children to attend the Before School Club (from 8am) and the After School Club (from 3:20pm).

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

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Head teacher and SENCo every term in reading, writing and numeracy.

Policies for identifying children and young people with SEND and assessing their needs:

- SEND policy: Available on the school website: www.sharnbrookprimary.beds.sh.uk

Children are continually monitored and observed in class. We believe in early intervention in order to

support children and parents as soon as possible.

All children in **reception** will be assessed using a Baseline check, within the first 6 weeks of them starting school in the autumn term.

At the end of **Year 1** all children are formally assessed using a phonic screening test which is issued by the Department for Education.

In **each year group** all children are assessed throughout the year to measure their progress against the National Curriculum programmes of study.

Where necessary, children will have an IPP based on targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan (next steps) made.

The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENDCo, subject leaders and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

11) What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available, by appointment, to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Personal progress targets /IPPs/provision maps will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

12) How is Sharnbrook Primary accessible to children with SEND?

- ✓ The school is compliant with DDA requirements.
- ✓ The school is on different levels but there is easy access via a ramp and double doors.
- ✓ The front desk has a wheel-chair height section and is DDA compliant.
- ✓ There are two disabled toilets.
- ✓ Where there are steps or a ramp there are hand rails. Externally there are textured paving slabs for additional safety.
- ✓ Steps are edged in yellow paint to aid visual impairment.
- ✓ We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- ✓ Before and After-school provision is accessible to all children, including those with SEND.
- ✓ Extra-curricular activities are accessible for children with SEND.

13) How will we support your child when they are joining this school, leaving our school or moving to another class?

We recognize that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit pre-schools when appropriate.
- If your child would be helped by a book to support them in understand moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or

support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.

- We will make sure that all records about your child are passed on as soon as possible.
- Extra visits to the new school will be arranged for your child.
- If your child would be helped by a book to support them in understand moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IPPs/Provision Map will be shared with the new teacher.
- If it helps, a book will be made to support them in understand moving on.
- Teachers and TA's will hold joint transfer meetings so that details can be shared fully.
- Teachers and TA's will spend time with their new class
- There will be planned transition days

In Year 6:

The SENDCo will discuss the specific needs of your child with the SENDCo of the child's next school.

Where appropriate, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

If your child would be helped by a book to support them in understand moving on, then one will be made for them.