



Special Educational Needs and Disabilities (SEND) information report

Bedford Primary School

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how the support at Bedford Primary School for children with special educational needs works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.bedfordprimary.co.uk/key-information/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

Children and Families Act 2014

The Children and Families Act underpins wider reforms to ensure all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked after children, family justice and special educational needs. The Government is transforming the system for children and young people with special educational needs (SEND), including those who are disabled, so that services consistently support the best outcomes for them.

A child or 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

As part of the SEND reform programme Local Authorities must publish their Local Offer, providing a comprehensive, transparent and accessible picture of the range of services available. Local partners, including schools are required to co-operate with the Local Authority in the development and review of their Local Offer. All Sefton maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our School Offer and the SEND Information required as stated in the SEND Code of Practice.

This report also complies with

- section 69 (2) of the Children and Families Act 2014
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 (updated 2024)

1. What types of SEND does the school provide for?

Our school provides for pupils with a range of needs that include:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Trauma / ACEs
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-SENDSory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our school SEND Team:

Our SENDCO is Mrs V Fallon, who has over 20 years' experience of teaching and supporting children with additional needs in primary education. She is a qualified teacher and holder of the National Award in Special Educational Needs Co-ordination. She is full-time SENDCO and a member of the senior management team.

Mrs K Marsden-Shaw, our Assistant SENCo, has 2 years of experience in this role and has also worked as a class teacher across the primary phases, leading on Maths and EAL. She has experience working with children from all backgrounds and supporting our families having been a part of team Bedford for the last 8 years. Mrs Marsden-Shaw is currently studying for the NPQ SENDCO award.

Staff in the wider school have qualifications in specialist areas of interest and all staff have opportunities throughout the year to extend their knowledge and skills that will enhance their practice. We also access training and development from the Local Authority Inclusion Team, who also help to support children with sensory processing, sensory integration difficulties and trauma and attachment needs.

Our SEND team attend the Local Authority / Trust cluster meetings and consultant-led SEND briefings throughout the year

Our school SEND Governors:

Our SEND governors are:

Rev J Williams and C Hancock

Class Teachers / Teaching Assistants (TAs)

All of our teachers and support staff receive in-house SEND training across the school year, and are supported by the school SEND team to meet the needs of pupils who have SEND. External training has included Emotion Coaching, How to write a supportive SEND Learning Plan, Autism (ASD) and Pathological Demand Avoidance (PDA).

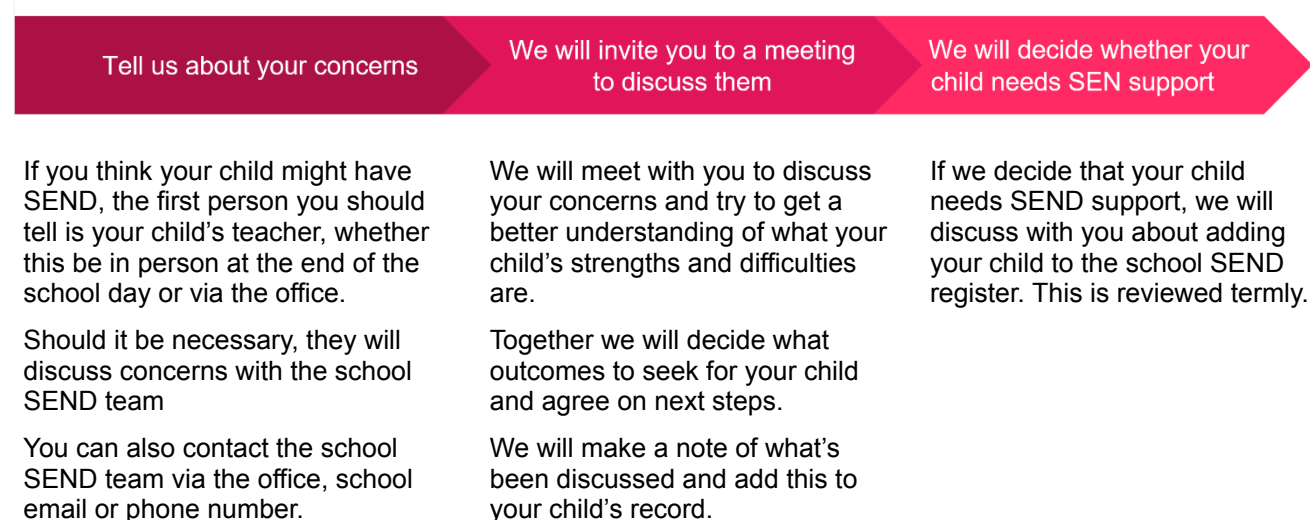
Our TAs, and higher-level teaching assistants (HLTAs), are trained to deliver interventions that support areas across the curriculum ie. In English, daily interventions include Read, Write inc and Hart's Fluency Language. Children are supported in small groups and 1:1. TAs also deliver 'carry-over' programmes of speech and language for those children who are on caseload with our private speech and language therapy service.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Sefton SEND and Inclusion team
- Speech and language therapists (including our school funded SALT service from Liverpool Speech Therapy)
- Educational psychologists (including our school funded EP service from Applied Psychology)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations and other external suppliers

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEND support?

All our class teachers are aware, and have experience, of teaching and supporting pupils who have additional needs. This means that they are always on the lookout for any pupils who aren't making the expected level of progress in their academic work or socially. This might include their reading book level, extended writing, spellings, grammar, number work or problem solving. It may also be that they do not understand social cues or situations, or they may struggle with friendships or with their emotions.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will adapt their teaching or put tier1 (universal) support in place to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the school SEND team and will contact you to discuss the possibility that your child has SEND.

The SENDCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and a known and trusted member of staff will speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support and this decision will be shared with you.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with staff to create a SEND support plan for them, which will be shared with you.

5. How will the school measure my child's progress?

As per Sefton's Local Offer, we will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from school, you and your child, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will decide of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Review

We will assess how well the support we put in place helped your child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Do

We will put their plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we deliver an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows your child has made progress, they may no longer need the additional provision made through SEND support. If not, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly communications on your child's progress, in the form of SEND Learning Plans / review documents. We also hold parents evening meetings in the autumn and spring terms and provide end of year reports in the summer.

At parents evening, your child's teacher will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss any support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher either via the office or at the end of the school day and we can explore these together.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and stage of understanding. As every child is different and has varying needs, we may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Draw a picture or write about how they feel
- Discuss their views with a trusted member of staff who can act as a repreSENDtative during the meeting
- Complete a survey or questionnaire

8. How will the school adapt its teaching for my child?

Every child learns differently. Adaptive teaching means that teachers focus on the whole class and adapt their teaching to make it appropriate for all pupils. At Bedford Primary School, we adapt our teaching to respond to the different strengths and needs of all our pupils, removing barriers to learning and allowing all our children opportunities to meet the expectations of the lesson. Our teaching staff are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at Bedford Primary School.

The Education Endowment Foundation (2020) found strong evidence that improving high quality teaching for all children will improve outcomes for those with SEND.

The recommended strategies include:

- *Scaffolding*, such as a writing frame, that is gradually removed as the child becomes increasingly independent
- *Explicit instruction*, such as teacher demonstration followed by guided practice and independent practice
- *Technology*, which can assist teachers to model processes and present ideas visually, and can also provide technical aids for pupils, such as speech generating apps
- *Cognitive strategies*, such as chunking or memorisation techniques, can support pupils with SEND or breaking down tasks into smaller steps. This may also include longer processing times, pre-teaching of key vocabulary or ideas and reading instructions aloud
- *Flexible grouping*, where groups are formed for an explicit purpose, allows teachers to set up opportunities for collaborative learning and to allocate different tasks to different groups. Written tasks are not always necessary to show and develop understanding. At Bedford Primary School, our lessons can involve drama, discussion, arts or educational visits.

Here is a list of just some of the ways that we support your child:

- Visual timetables and social stories can help those with communication and interaction differences
- Speech therapy and carry over work helps those with speech and language differences
- Writing slopes, wobble cushions, pencil grips and coloured overlays are used to support children with some cognitive and learning difficulties
- We use quiet and low arousal workstations for those children for whom a busy mainstream classroom can be overwhelming
- Sensory circuits, movement or brain breaks are also used to help children regulate and maintain focus
- We also pride ourselves on our Nurture support, which is facilitated by two UK trained Nurture practitioners .
- Play and dog therapy complement our local offer of support
- As a DDA compliant school, we also have two disabled toilets, with changing facilities
- After-school clubs and extra-curricular activities are available and accessible to all children.

You may also wish to read our Accessibility Plan, which covers how any disabled pupils can participate in the curriculum. This can be found via this link: <https://www.bedfordprimary.co.uk/key-information/>

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term, updating intervention data and SEND Support Plans
- Reviewing the impact of interventions and discussing these at termly cohort pupil progress meetings
- Monitoring by the SENDCO or external professionals

- Holding an annual review (if they have an Education, Health and Care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. To facilitate these, we will seek funding from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

To support the personal development of all children at Bedford Primary School, we foster children's interests and grow aspirations. All children, including those with SEND, enjoy a wide range of learning experiences outside of the classroom and beyond the school day. Throughout the academic year, our after-school programme aims to offer something to capture the interests of all pupils, whether this be within sporting, musical or other creative endeavours. We take the time to identify the interests and passions of our pupils and develop provision with this in mind. After-school activities are an integral and positive part of school life here at Bedford and they give all children another opportunity to shine. We also recognise that opportunities to learn beyond the classroom can play a key role in broadening the horizons and developing the cultural capital of all pupils. With this in mind, we work closely with a number of community partners to ensure that our offer remains rich and varied.

All pupils, including those with SEND, are encouraged to go on our school trips, including our residential trip in Y6.

No pupil is ever excluded from taking part in activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Sefton County Council is the admission authority for Bedford Primary School. To find up to date information about the school's admission arrangements and details on how to apply, either as part of the normal intake or during the school year, please use this link:

<https://www.sefton.gov.uk/schools-learning/school-admissions/school-admissions-policy-and-reports/>

13. How does the school support pupils with disabilities?

We have an accessibility plan in place and all our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow those requirements

- We are vigilant about making reasonable adjustments where possible. Our policy and practice follows the Equality Act 2010
- Despite the school being built on the old quarry site, all areas of the school can be accessed 'step-free'.
- There are disabled toilets for children and adults which are wheelchair accessible
- We work closely with our Trust partners and outside agencies, who lead us via advice on supporting a variety of disabilities

14. How will the school support my child's mental health, and emotional and social development?

At Bedford Primary school, we strive to be inclusive by providing a range of support for pupils to progress in their emotional and social development. Support is offered in a variety of ways, such as:

- Pupils with SEND are encouraged to be part of extra curricula and after school activities or clubs.
- Our UK Nurture trained staff provide group and 1:1 support across the school day, including 'out reach' in class.
- Our Emotional Literacy Support Assistant (ELSA), is trained to deliver individual or small-group support programs for pupils facing social and emotional challenges.
- We provide external support via Play Therapy, *Hope* Therapy dogs, OSSME (Outreach Support Services Supporting Mainstream Education), Sefton's Mental Health Support Team (MHST) and other charities and agencies as required.
- *Emotion Works* is a programme that delivers high quality and impactful Social Emotional Learning for all. We have a dedicated mental health lead, Mr S Briscoe, who will also signpost and work with other agencies should that be required to support your child.

15. What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year:

- Both the current teacher, and team, meet with next year's teacher, and team, to discuss pupil's SEND. Information is shared, including SEND Support Plans or EHCPs, interventions and any specific adaptations that your child requires (including any resources such as weighted blankets, writing slopes, visual timetables and pencil grips). This discussion will also include any specific timetables they follow, such as those recommended by the Inclusion Team, sensory breaks and any routines regarding lunch and unstructured times of the day.
- All children will spend time with their new teacher, in their new classroom, towards the end of the summer term

Between schools

When your child is moving on from our school, we will support both you and your child in any transitional sessions. Our SEND team will share your child's profile and information with the new school to ensure the transition goes as smoothly as possible.

Y6 to Y7 transitional moves

Moving from primary to secondary school is an exciting but possibly a worrying time for our pupils with SEND. In Sefton, SENDCOs from primary and secondary schools have the opportunity to meet during the summer term. They will discuss SEND support plans, EHCPs and pupils who are being monitored. As with other moves, your child's profile and information (including any ongoing or required referrals) will be shared with the receiving school and SENDCO. We will also make the new school aware of any children who have worries about moving to secondary school. We 'feed' to many secondary schools, who provide a variety of transitional sessions, activities and enhanced support. If you are concerned about your child moving from y6 to y7, please do not hesitate to contact either the secondary school SENDCO or our SEND team at Bedford Primary School.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs J Boulton is our Designate Teacher for children who are, or have previously been, looked-after. She will work with Mrs Fallon, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after, or previously looked-after, will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaint's procedure. The Trust School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so. The Southport Learning Trust complaints procedure can be found on our school website and explains the process

<https://www.bedfordprimary.co.uk/key-information/>

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints procedure.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Visit https://www.seftondirectory.com/kb5/sefton/directory/site.page?id=05SE0eCpP_s for contact details in Sefton.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to understand or support your child, please get in touch to let us know. We want to support you, your child and your family. Our Pastoral Team is dedicated to support our families by signposting or putting you in contact with other services, such as *Team Around the School*.

To see what support is available for you in Sefton, visit

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Our local special educational needs and disabilities information, advice and support (SENDDIASS - KIDS) services can be found at: <https://www.kids.org.uk/SENDDiass/services/sefton-SENDDiass/>

Local charities that offer information and support to families of children with SEND include:

IPhq Birkdale Southport. SEND sessions Thursday 9.30-11.15am

www.viphqbirkdale.co.uk

Autism In Motion Liverpool. Pre school Stay and Play SEND sessions Monday 10-11.30am term time.

www.aimautism.com

Umbrella Stay and Play sessions. Litherland Family Wellbeing Centre. Every Friday. 10am-11am. Also offering 1:1 neurodiverse sessions.

www.netherton.FWC@sefton.gov.uk

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SENDD family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation / Adaptation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, key stages, phases, schools or institutions or life stages