The aim of this SEND Information Report is to publish and keep under review information about services that we expect to be available to children and young people with Special Educational Needs and Disabilities in accordance with the Equality Acts 2010, the Children and Family Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 years 2015.

All Bedford Borough (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs or Disabilities. Our mission is to ensure that the potential of every child is realised, regardless of their specific needs. Our policy works alongside the Bedford Borough Local Offer: [www.sendguide.bedford.gov.uk](http://www.sendguide.bedford.gov.uk)

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

**At Bromham Lower School we believe that it is every child’s right to achieve his/her full potential regardless of ability, gender, race or socio-economic circumstance. We recognise that although the majority of children should achieve this through the normal differentiated curriculum, there are some children whose learning or behaviour requires special provision.**

**Acronyms used in this report:**
- IEP: Individual Education Plan
- EHA: Early Help Assessment
- EHCP: Education, Health and Care Plan
- SALT: Speech and Language Therapy
- SEND: Special Educational Needs and Disabilities
- SENDCO: Special Educational Needs and Disabilities Co-ordinator
- SLT: Senior Leadership Team
- TA: Teaching Assistant

Please see the 13 FAQs below for more information about how Bromham Lower School supports children with special educational needs and disabilities.

1. **Who are the best people to talk to in this school if my child has difficulties with learning/Special Educational Needs or Disability (SEND)?**

Your Child’s 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 Education Plans (IEPs), sharing and reviewing these with parents, once each term and planning for the next term.
• Providing the appropriate support in order to ensure all pupils access their learning through quality first teaching.
• Supporting individuals to manage their behaviour and emotions
• Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any special educational needs.

The SENDCO: Mrs S Tysoe
Is responsible for
• Developing and reviewing the school’s SEND policy. This can be viewed on our website.
• Co-ordinating support for children with special educational needs or disabilities (SEND)
• Ensuring that parents/carers 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 Therapist, Educational Psychologist.
• Liaising with other schools when children join or leave the school.
• Attending training and ensuring they are up to date with current practice linked to the teaching of SEND.
• 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. This includes leading whole school training.
• Monitoring and evaluating the special educational needs provision and reporting findings to the Senior Leadership Team and Governing body.
The Head teacher: Mrs V Gilks
Is responsible for:
- The operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements or Education, Health Care Plans (EHCP).
- 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.
- Reporting regularly to the Governing Body in relation to learning support and SEND.

The SEND Governor: Mrs J Denyer
Is responsible for:
- Making sure that the necessary support is given for any child with SEND who attends the school.
- Undertaking regular monitoring visits to the school to verify that relevant policies and practices are being applied.

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 all 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 activities, using iPads or other electronic devices to support their recording, using visual prompts to aid their understanding.
   - That 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
- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).
- Focus on number skills, phonic skills, writing, grammar, communication or social skills.
b) Specialist groups run by outside agencies, e.g. Speech and Language therapists
This means a pupil has been identified by the SENDCO as needing some extra specialist support in school from a professional outside the school. This may be form of:

- Local Authority central services, such as Speech and Language Therapists, Educational Psychology Team, Autism Advisory Team, Behaviour Support Team or Sensory Advisory Service (for children with hearing or visual needs).

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, this will usually be via an Early Help Assessment (EHA), e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself 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. This will usually in the form of a written report.

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 Psychology Team, Behaviour Support or Sensory and Communication Support Team.
- 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 detail the support your child will receive in terms of the type, hours, frequency of support and level of expertise. It will also have long and short-term goals for your child.
- The support provided may include funding for an additional adult who will support your child with whole class learning, individual programmes or small group activities which focus on the areas identified in the EHCP.

3. How can I let the school know 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. This could be during parent consultation evenings or speaking to them at the end of the school day.
If you continue to be concerned that your child is not making progress, you should speak to the Special Education Needs and Disabilities Co-ordinator (SENDCO), Mrs Tysoe.

4. How will the school let me know if they have any concerns about my child’s learning in school?
At Bromham Lower School we use a range of different assessments in order to track the progress and attainment of our pupils. This includes both formative and summative assessments which are carried out by the class teacher.
If we are concerned about a specific area of need a diagnostic assessment may be used such as: Speech link, Language link, Dyslexia screener, BPVS (British Picture Vocabulary Scale), or a Strengths and Difficulties Questionnaire.
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.
- Plan any additional support your child may need.
- If appropriate, discuss with you any referrals to outside professionals to support your child.
5. How is extra support allocated to children and how do they progress in their learning?

- The school budget, received from Bedford Borough LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs or Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Senior Leadership Team, which includes the Head Teacher and SENDCO, discuss all the information they have about SEND in the school, including the children getting extra support already, the children requiring extra support, and 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 and where additional support should be targeted.
- The school reviews the impact of support half termly and makes a judgement of whether the support has had an impact through the progress the child has made with their individual needs e.g. socially, physically, academically. Further support is then allocated according to need.
- The school endeavours to put as much support in place to enable the child and family to succeed.
- Information is shared with the Governing body half termly.

Consultation with young people

- IEPs include children’s comments and feedback. This is used to support next steps and identify progress.
- Children’s targets are written as they will understand and are regularly reviewed with them to remind them of their learning and help them accomplish their goals.
- Children are encouraged to reflect on resources they feel support them effectively and to consider ways in which the school could support them further.

6. Who are the other people providing services to children with SEND in this school?

School provision

- Teachers/Teaching Assistants responsible for teaching SEND groups/individuals
- Pupil Support Teacher
- School Clubs

Local Authority Provision delivered in school

- SEND Team
- Educational Psychology Service
- Sensory and Communication Team support for children with visual or hearing needs
- SALT (Speech and Language Therapy)
- Autism Advisory Service
- Behaviour Support Team
- Family Focus Team
- SEND Advice (Parental Support)
• Greys HUB

**Health Provision**

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Paediatricians
- Occupational Therapy
- Physiotherapy
- Play Therapy (Families First Bedfordshire)
- CAMHs (The Child and Adolescent Mental Health Service)
- CHUMS (Child Bereavement and Trauma Service)

7. How are teachers in school supported when working with children with SEND and what training do they have?

Mrs Sarah Tysoe, SENDCO, is a highly experienced practitioner having worked and led this area in different schools in both Bedford and London. She holds the National Award for SEN Coordination and has had training in a range of different areas including: Autism Spectrum Disorder, Speech Language and Communication Skills, Therapeutic Story Writing, Attention Autism, Sounds-Write, Numicon, Talking Partners, Dysfluency, Nurture Groups, Happy to be Me programme, Solution Focused Training and supporting children with Behaviour Social and Emotional Difficulties. Mrs Tysoe has regular updates through Borough training focusing on SEND, EAL and supporting children through Early Help.

Mrs Freame, Pupil Support Teacher, has been trained in First Aid for Mental Health, Solution Focused training and Understanding Early Help.

Some of our TAs received training in Attention Autism, which is used to provide support to small groups through our ‘Creative Play’ sessions.

Some TAs have had opportunities to see Sensory Circuits in practice at other provisions and given support to set up these sessions in school.

Our SEND TAs work closely with outside agencies to support the delivery of speech and language programmes, Occupational Therapy advice and strategies to support children on the Autistic spectrum.

Many of our staff have been trained to support children on the Autistic spectrum, or children who have been diagnosed with ADD, or ADHD.

The school is committed to gaining expertise in the area of SEND. SEND training for the SENDCO is regular and ongoing. Whole staff INSET (in service training) is arranged as
appropriate, in response to particular needs within the school. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil.

8. How will 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, 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, such as: visual prompts, practical resources, now and next charts, electronic devices, structured tasks.
Planning and teaching is differentiated, on a daily basis if needed, in order to meet your child’s learning needs.
Children will work in a range of different ways, including individual work (this may be supported by an adult), group work (both with children of a similar ability or mixed ability) and whole class (which will often involve the teacher modelling how to complete a task).
Support is offered during school clubs to ensure all children are able to access these activities.
Support is also offered during playtimes and lunchtimes in order to develop social skills, gross motor skills and encourage children to play appropriately.

9. How will we measure the progress of your child in school?
• Your child’s progress is continually monitored by his/her class teacher.
• Teachers meet with members of the SLT (Senior Leadership Team), at least termly, as part of Pupil Progress Meetings.
• Where necessary, children will have an IEP (Individual Education Plan) or targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap. IEPs are reviewed on a termly basis. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and parents/carers. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the child’s progress and development, making any necessary amendments in consultation with the parents/carers.
• The progress of children with a Statement/EHCP is formally reviewed at a yearly Annual Review meeting (twice yearly for children under 5).
• Regular book scrutinies and lesson observations will be carried out by the SENDCO 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.
- Progress meetings at parent evenings and school reports.
- Meetings involving all professionals involved with the child’s care and development, as regularly as required.
- All agreed strategies are shared with staff involved in child’s school life and feedback received is included and discussed during the parent review meetings, or sooner if required.

10. 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. They will be happy to demonstrate strategies that are used in school, so that similar strategies can be used at home as well.
- The SENDCO is available 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 with the person involved directly, or where this is not possible, in a report.
- Personal targets /IEPs 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.

11. How is Bromham Lower School accessible to children with SEND?
- There is wheelchair access, ground floor only at the Grange Lane site, and there are toilets for wheelchair-bound persons on both sites.
- There is a classroom on each site that is wired for sound for pupils with impaired hearing.
- Planning reflects the principle that pupils with disabilities are given the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work for these pupils will:
  - take account of their pace of learning and the equipment that they use
  - take account of the effort and concentration needed in oral work or when using visual aids
  - adapt or offer alternative activities in those subjects where pupils are unable to manipulate tools or equipment, or use certain types of materials
  - allow opportunities for them to take part in educational visits and other activities linked to their studies
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
• Extra-curricular activities are accessible for children with SEND.

12. How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and 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 with the Early Years staff when appropriate.
• If your child would be helped by a book/photographs 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 a taster session, additional sessions can be offered where necessary.

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 needs 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.

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. IEPs/Personal Targets will be shared with the new teacher.
• All children spend time with their new class teacher at the end of the summer term, if necessary, additional sessions/visits can be arranged for children with SEND.

In Year 4:
• The SENDCO will discuss the specific needs of your child with the SENDCO of the child’s middle school. In some cases, 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 at Bromham Lower.
13. How will we support your child’s emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

When children are identified by their class teacher or parent with a concern regarding their social and emotional needs, we may implement a social and emotional programme to support their specific needs. This support is offered on a weekly basis in small groups (either through Social Groups, Circle of Friends or Therapeutic Story Writing) and occasionally, dependent on need, on a 1:1 basis.

All classes follow a structured PSHE Ed. (Personal, Social, Health and Economic Education) curriculum to support this development. In addition to the weekly planned sessions, class teachers pick up on any concerns raised by individuals within their class immediately, where appropriate highlighting and discussing them with the whole class or particular group.

Our school values are introduced through Collective Worship, and through classroom based activities. They are for everyone in our school, adults and children alike; and adults play a vital role in demonstrating the values we are teaching our children. Through discrete teaching children learn the vocabulary to describe each value, and have the opportunity to discuss the meaning and relevance of values in our lives. Children are rewarded for displaying our values and encouraged to share their feelings and views with the class.

There is a worry box for the children to place concerns in, this is emptied by the Headteacher and all issues dealt with and support provided as required.

The School Council champions the views of the children. Class councils share ideas and all children are encouraged to express their views about Bromham Lower School, this includes what they think is going well and changes they feel would benefit them.

If further support is required the SENDCO may be able to access outside agencies (0-19 Team, CAMH, CHUMS, Family Focus Service, Families First Bedfordshire), with your agreement, through the Early Help process. 


The school works hard with all parties to try and prevent the exclusion of any child. We have a robust Child Protection Policy in place, following National and LA guidelines.
There are staff dedicated to the administration of medicines and the policies and procedures are updated to reflect current expectations, including the new DFE guidance on medical needs. For information regarding the administration of medicines please see the Administering Medicine Policy. For information regarding how we support children with their attendance please see the Attendance Policy.

**14) What to do if you are not satisfied?**

Bromham Lower School has an open door policy. We encourage all parents and families to speak with us highlighting any concerns. Discussions with the class teacher should be made in the first instance. Arrangements can be made for SENDCO and Pupil Support Teacher to be involved at any stage of the process.

If the issue cannot be resolved in school, external agency support may be requested by both parties.

The SEND Advice Service (formerly Parent Partnership Service) offers free confidential information, advice and support on Special Educational Needs and Disabilities to children, young people and parents. You can find out more about them through the Borough website or by calling 01234 276267.

The school complaints policy highlights any further steps. This policy can be viewed on the school website.

School contact telephone number: 01234 822784