



SEND INFORMATION REPORT

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Published: September 2026	Next Review Date: July 2027

1.1 The Kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction: for example, Autism, Speech and Language Difficulties.

Cognition and Learning: for example, Dyslexia, Dyspraxia and Dyscalculia.

Social, Emotional and Mental Health Difficulties: for example, Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD).

Sensory and/or Physical Needs: for example, Visual Impairments, Processing Difficulties.

1.2 Identifying Pupils with SEND and Assessing their Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

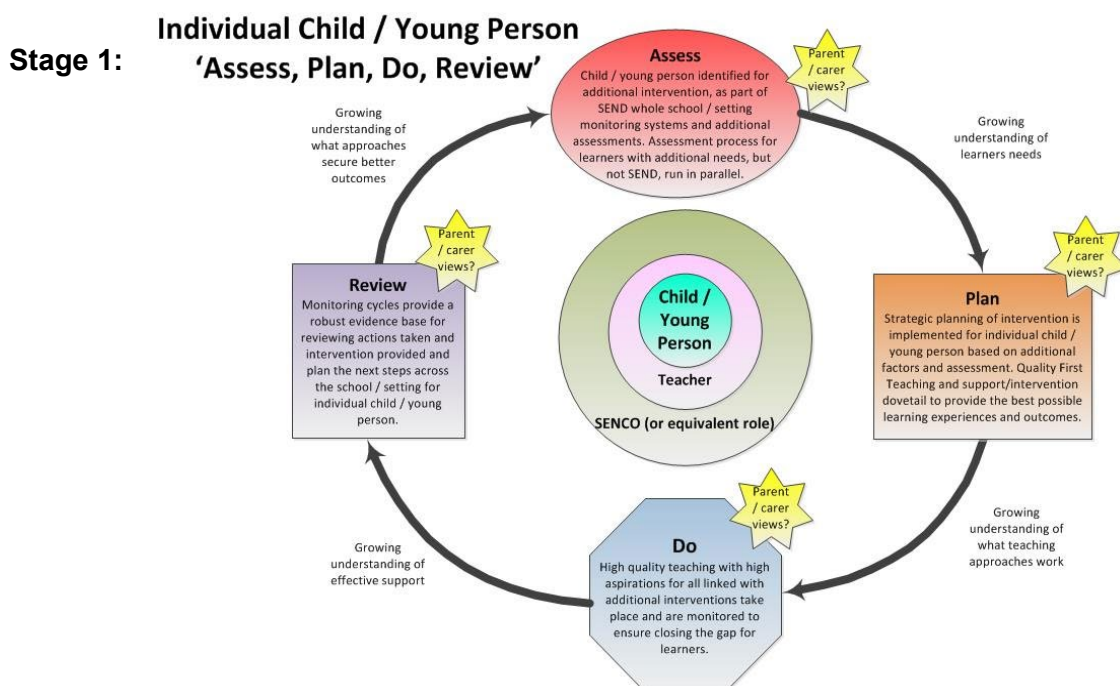
- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers or the attainment gap widens.

This may include progress in areas other than attainment, for example, social needs, emotional wellbeing and mental health.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The school's SEND Procedure document (Appendix 1) details the step-by-step process by which staff will assess and identify the needs of pupils following the graduated approach of assess – plan – do – review.



(Universal Support) If the class teacher or parents/carers or child have a concern about their development/attainment this should initially be address with the universal offer of support from the

class teacher as part of the assess, plan, do, review (APDR) process. The progress of the child will be reviewed and if the child has made sufficient progress they will continue with the support of the universal offer of the school

Stage 2: (Targeted support) If after a cycle of the APDR process there has been insufficient progress the class teacher will discuss the needs of the child with the SENDCO. The SENDCO will check what support has been given and give further advice. The SENDCO will also look at the attainment data termly for the child, the initial APDR information and may request/complete further assessments/checklists/questionnaires to be completed and/or carry out an observation of the child. Where further assessments are required, the SENDCO will complete these with the child where they require

Using this information, the SENDCO would make a decision as to the needs of the pupil and alongside the class teacher, parents/carers and child would implement a Learning Plan and put the child on the SEN register. At this point, the support given to the child is additional to / different from the universal offer of the school and is under targeted support. The APDR process continues with a review at least every term. If a child makes sufficient progress and become in-line with their peers, there would be a final review of the Learning Plan, involving parents/carers, the child and class teacher, and consideration would be made to move the pupil back onto the universal support offer, no longer requiring a Learning Plan.

Stage 3: (Specialist Support) Where the SENDCO requires further advice from external professional to identify the special educational needs of a child or where the child makes insufficient progress at Stage 2 of the APDR process, the SENDCO would work with the parents/carers, child and class teacher to complete a referral to the relevant professionals.

The advice gained from the professionals, will be used to inform the Learning Plan and suggested targets/strategies would be included in the Learning Plan and implemented at a specialist support level. The impact of this advice would be review as part of the APDR process and the cycle would continue if the child is making sufficient progress.

Stage 4: Where a child continues to make insufficient progress, after at least 3 cycles of the APDR process, despite the child receiving targeted support the SENDCO would consider application for an Education, Health and Care Plan (EHCP). An Education, Health, Care Needs Assessment would be completed, with the relevant evidence for the application, requesting additional 1:1 support for the child. The SEND Team will consider the application and if successful will request Educational Advice and additional advice from all professional involved with the child before making a final decision regarding an EHCP. If the application does not meet the criteria for an EHCP, the pupil will continue at Stage 3 with specialist support. If an EHCP is granted, there will be at least termly reviews of the Learning Plan, plus an annual review of the EHCP.

To support the identification of needs across the four areas of SEND, Wixams Tree Primary Academy use a range of assessment that include:

Cognition & Learning:

NFER assessments

SATS

Teacher assessments

ELS phonics assessments

Observations

Communication & Interaction:

Speech, Language & Communication Progression Toolkit

Speech sounds toolkit/screener

Speech, Language & Communication Toolkit (school & pre-school)

Universally Speaking

Communicating the Curriculum

Observations

Checklists for different areas of need

ELKLAN Blanks assessment

Sensory/Physical:

Observations

Checklists for different areas of need

Parents advised to go to their GP regarding concerns in this area and school will make referrals as required

Social, Emotional and Mental Health:

The Boxall Profile

Social communication difficulties questionnaire (SCDQ)

Observations

Checklists for different areas of need

Discussions with parents/carers also form part of the assessment process.

1.3 Consulting and Involving Pupils and Parents Carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty and we take into account the parents' concerns as well as pupil voice.

Everyone understands the agreed outcomes sought for the child.

Everyone is clear on what the next steps are - notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

At Wixams Tree we work closely with pupils and parents/carers because we understand the importance of a positive partnership to ensure the best possible outcomes for the pupil.

1.4 Assessing and Reviewing Pupils' Progress towards Outcomes

We will follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.
- The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

All reviews involve the class teacher/SENDCO, pupils and parents/carers.

Individual targets/outcomes are reviewed termly.

Education, Health and Care Plan are reviewed annually.

1.5 Supporting Pupils Moving Between Phases and Preparing for Adulthood

We will share information with the school or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will agree on an action plan for individuals dependent on the individual student's needs. These may include:

1.5.1 Moving to a New School/Setting

- Transition visit/s to new setting plus additional transition sessions for pupils with a SEN
- Preparation for lessons on change included in end of year PSHE planning
- Transition video/photos of setting, where possible
- Transition booklet for pupils with SEND, including map of the school, photos of key staff.

- Sharing pupil's achievements and current levels of learning where appropriate
- End of year reports final assessment data
- Sharing knowledge of pupils learning strategies and support requirements, Individual Pupil Profiles, Parents views along with all documentation
- Transition meetings between SENDCOs and involving the current class teachers
- Pupils complete a booklet about themselves to share with the new school (part of the transition day)
- Visits from the receiving school teaching staff, where possible

1.5.2 Moving to Wixams Tree Primary Academy

- School visit
- Transition meetings/phone call with the previous school/setting, pupils and parents/carers (for sharing of knowledge of pupils learning strategies, support requirements, Individual plans/targets, parental, pupil achievement and current attainment levels)
- Gain all relevant documentation for the child from the previous school/setting (all SEND documentation from school and external agencies, end/mid-term reports)
- Transition session for the child to join their new class, with additional sessions arranged for pupils with SEND (dependent on individual needs)
- Conduct our own in-school assessments with a child
- Meeting with SENDCO (where the child has additional needs)
- Open days/parent information meetings (new starters)
- 1:1 parent/teacher and pupil/teacher meetings (new starters)
- Buddy system

1.5.3 Moving between key stages/classes

- Transition day/session with new teacher
- Transition meeting between current and new teacher
- Additional transition sessions with the new class, visits to the classroom as required (dependent on individual needs)
- Sharing of information, documentation and attainment

1.6 Our Approach to Teaching Pupils with SEND

Teachers 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 pupils who have SEND. This will be differentiated for individual pupils as part of our universal offer.

If suitable for the pupil, we will provide interventions tailored to their specific needs, this may include advice and guidance from out of school specialists such as a Speech and Language Therapist and Occupational Therapist.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and the APDR process will commence.

Once a pupil has been identified as possibly having SEND they will be closely monitored by their teacher in order to gauge their level of learning and possible difficulties.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Through the procedures set out in 1.2 to 1.4 above, it can be determined which level of provision the child will need going forward.

If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child is recorded by the school as being a cause for concern, which may be identified by parent or teacher. This does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings. Parents' Evenings are used to monitor and assess the progress being made by children. Teachers will provide individualised targets for SEND pupils. Parents or teachers may request a meeting to discuss how these are going to be implemented. The class teacher will let you know how well your child is doing in meeting their individual targets at Parents Evening. Parents are encouraged to meet with the class teacher to discuss their child's needs, as they are responsible for the progress of pupils in their class; the SENDCO would also be invited to these meetings.

1.7 Adaptations to the Curriculum and Learning Environment

We expect all pupils to access the full curriculum with adaptations. Adaptations might include:

- Scaffolding, modelling and adult support to ensure all pupils are able to access it.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, ear defenders.
- Provision to aid learners, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

1.8 Additional Support for Learning

This may be:

- Support pupils on a 1:1 basis inside or outside the classroom
- Pupils in small groups either within the classroom or outside of the classroom

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Team
- Autism Spectrum Advisory Teachers
- SEND(Special Educational Needs and Disabilities) Inclusion Team
- Early Years Support Team
- Bedford Borough's Health departments for example Occupational Therapy, Physio Therapy
- School Nurses
- Sensory and Communication Support Team
- Hearing Support Team
- Educational Psychologist and Early Intervention & SEND
- Early Childhood Partnership
- Relate
- CHUMS (Mental health and emotional wellbeing service for children and young people)
- CAMHS (Child and Adolescent Mental Health Service)
- Young Carers

Expertise and Training of Staff to Support pupils with SEN

Staff receive training on SEND, safeguarding and curriculum through INSET sessions, staff meetings and external providers.

Additional training previously received by Wixams Tree Primary Academy staff:

- Primary knowledge Curriculum training for all staff and individualised training days for subject leaders
- Precision Teaching
- Evaluate My School Training
- Designated Safeguarding Lead training – Roles and Responsibilities; Working Together to Safeguard children

- ELS Phonics – new staff
- SEND & Early Years Conferences
- Emotional Regulation training – Zones of Regulation
- SEND Keeping in touch meetings
- Medical needs training (Inc. epilepsy, allergy, Epipen & asthma training)
- BLANKS training (A questioning framework developed by Marion Blank)
- Team Teach
- Oral Health and Children with SEND
- Meeting SEND in the Early Years
- Lift off to Language EYFS
- Supporting young children with English as an additional language
- Neurodiversity: Understanding and celebrating differences
- Good autism practice
- Making sense of autism
- Speech, language and communication essentials for Early Years
- Understanding physical development
- The importance of relationships: Five to thrive as a model approach and framework

1.10 Evaluating and Monitoring the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term through Learning Plan reviews
- Reviewing the impact of interventions on pupil progress
- Using pupil questionnaires at the end of an intervention
- Monitoring by the SENDCO – e.g. learning walks, quality assurance of Learning Plans, Pupil Passports and Provision
- Pupil progress meetings
- Using Provision Map to measure progress and evaluate intervention programmes
- Holding annual reviews for pupils with EHC plans

1.11 Enabling Pupils with SEND to Engage in Activities Available to those in the School who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils. After school, clubs run by outside providers are expected to be contacted directly by the parents. But we will support the provider and parents by offering advice and support where possible and within the capacity of reasonable adjustments.

All pupils are encouraged to go on excursions and outings arranged by the school.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Admission of all pupils follows our Admissions Policy.

Where possible, reasonable adjustments are made to ensure that any barrier to learning/the environment are removed to ensure equity for pupils with a disability. On all Individual Pupil Profiles, there is information regarding access arrangements for the pupil. Reasonable adjustments are made to ensure pupils with a disability have access to all aspects of school life, including extra-curricular activities.

Wixams Tree is wheelchair accessible and there are disabled toilet facilities on both floors. The school is on two floors with easy access and double doors, lifts and ramps. We ensure, wherever reasonable, that equipment used is accessible to all children regardless of their needs.

Click [here](#) for the school's Accessibility Plan.

1.12 Support for Improving Emotional and Social Development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEND are included in all areas of school life by way of adult support or making reasonable adjustments to provision

Pupils with SEND are enabled to take an active part in extracurricular school activities examples of this are fundraising, sports activities, and school council.

We provide emotional support through a variety of pastoral interventions; delivered by TAs and our welfare support staff.

We have a zero-tolerance approach to bullying. Refer to the [Pupil Anti-Bullying Policy](#).

Assemblies cover social and emotional needs (whole school and class assemblies)

The PSHE curriculum and additional interventions support the emotional and social development of pupils with SEND.

1.13 How will we Secure Equipment and Facilities to Support Pupils with SEND?

The SENDCO works closely with external professionals to ensure that the provision for each child is appropriate. This may at times require specialist resources. In these cases, advice is taken on how the school can access such equipment. As a school, we liaise with our local providers of special education. This allows us to access both human and physical resources, in order to support all special needs pupils. This close working relationship is vital in ensuring that the children receive the most effective provision. Professionals' meetings are held for some of our children with more profound needs. These provide opportunities for progress to be discussed, future provision agreed and any required resources to be identified and secured.

1.14 Working with other Agencies

The process for accessing much of the specialist support within Bedford Borough is to apply to the Early Help Team. This is done through the completion of an Early Help Assessment (EHA), involving contributions from the pupil, their parents, the class teacher and the SENDCO (who manages the Referral). The completed form is submitted and assessed by a panel of professionals, who decide whether further support is required. If it is deemed necessary, they pass the Referral on to the most appropriate agency. These have previously included: Autism Advisory Team, Early Years Support Team, Behaviour Support Team, play therapy, family counselling, Educational Psychology, Educational Welfare, Occupational Therapy, Physiotherapy, Social Care and the School Nursing Team. Some services, such as Speech & Language, CAMHS (Child & Adolescent Mental Health Service), CHUMS (Bereavement, Trauma and Emotional Well-Being Service), Early Childhood Partnership, School Nursing Team are accessed directly, through their own referral forms, which are also managed by the SENDCO.

The school works closely with the external agency to ensure that all information regarding the child is available. Assessments are likely to be carried out before a series of recommendations are produced. These are then used to develop the provision best suited to the individual child. Multi-Agency meetings will be held for those children who are receiving support from several different organisations. Parents are included in these, as are the children, if appropriate. These are known as "Team around the Family" meetings.

Where a child is looked after by the Local Authority (LA) the school will meet with the social worker from the LA, give information towards a care plan, attend Personal Education Plan PEP meetings and work alongside the Virtual Head. The designated teacher for children that are looked after is **Suzanna Neate**.

1.15 Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the School's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

1.16 Contact Details of Support Services for Parents of Pupils with SEND

Further support can be obtained from the Bedford Borough SEND Advice Service, at Borough Hall, Cauldwell Street, Bedford, MK42 9AP. Tel: 01234 276267. Email: SENDadvice@bedford.gov.uk. Parents are also able to seek support from the school, via the school office or through the inclusion email address; inclusion@wixamstreeprimary.co.uk. Class teachers, team leaders, Senior Managers and the SENDCO are available to provide information to parents, as well as hearing any concerns.

SENDIASS – 01234 276267, email: sendiass@bedford.gov.uk

IPSEA – 01799 582030, website: <https://www.ipsea.org.uk/>, email: office@ipsea.net

Bedford Borough Local Offer - <https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Parent Carer Forum – 07943524553, email: communications@bbpcf.org.uk, website: <https://www.bbpcf.co.uk/>

1.17 Contact Details for Raising Concerns

We take all concerns seriously and feel that it is in everyone's interest to resolve concerns quickly. We are always keen to work collaboratively with parents, to ensure that best possible provision for all our pupils. If a parent is not happy about the provision for their child, they are asked to immediately contact the class teacher or SENDCO. If it is felt that the issue has not been fully resolved, there is a complaints procedure, which is published on the website. This clarifies the procedures for involving the Governing Body.

Please find contact details of the school / SENDCO above.

1.18 The Local Authority Local Offer

We have completed our section of the Local Offer (Click the links for [School local offer](#), [Pre-school local offer](#)), regarding the provision that we are able to provide at Wixams Tree. The Local Offer for all primary schools can be found through the Bedford Borough website ([click here](#)).

2. Monitoring arrangements

This Policy and Information Report will be reviewed by SENDCO and Headteacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the LAB.

3. Links with Other Policies and Documents

This Policy links to our policies on:

- [Admissions](#)
- [Accessibility](#)
- [Behaviour](#)
- [Equality Information and Objectives](#)

APPENDIX 1

SEND Procedure

Procedure for identifying if a child has Special Educational Needs (SEN)

Background:

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training.'
- (DfE (2015) SEND Code of Practice, 6.1)*

A **graduated approach** should be adopted when considering the needs of a child.

This is a cyclical process of **Assess – Plan – Do – Review**

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

(DfE (2015) SEND Code of Practice, 6.15)

The SENDCO will support staff as required and will meet regularly with teachers to discuss the pupils in their class and to support staff throughout the process of supporting children with SEND.

At all stages parents/carers and the child should be actively involved in decision making.

All meetings should be logged on Insight.

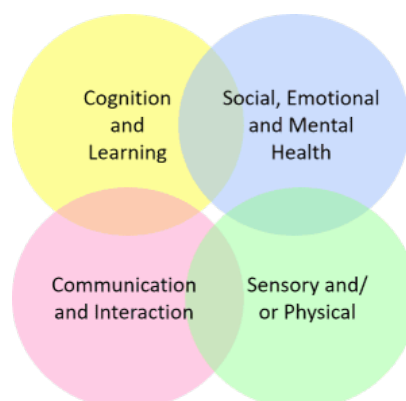
'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap'
- (DfE (2015) SEND Code of Practice, 6.17)*

Disruptive behaviour does not mean that a child has SEN. It would be necessary to do an assessment to determine whether there are casual factors e.g. undiagnosed learning difficulties, difficulties with communication or mental health.

Four broad areas of need:



Stage 1 - Universal Support

Initial concerns Review attainment data/progress Teacher & Parent/Carers discussion - identify strengths/difficulties	Review universal offer and implement alternative support/strategies under the universal offer Agree next steps Begin the Assess, plan, do, review process (APDR)	Record APDR on Provision Map Review progress in 6-8 weeks - Monitor progress, review with child & parents/carers Continue with universal offer if gradual progress is being made
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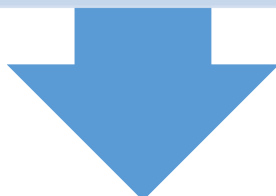
Stage 2 - Targeted Support

If sufficient progress has not been made, teacher to complete an initial concerns form and pass to the SENDCO. SENDCO to give additional advice/review attainment data/ Complete additional assessments	SENDCO will work with the teacher/parents/carers/child to make an evidence based judgement regarding the needs of the child. If the child required support that is additional to/ different from the universal offer, enter pupil onto SEN register and implement a Learning Plan (LP) as part of the APDR process.	Targeted support and interventions commence. LPs are reviewed at least termly - Move to stage 1 if good progress is being made and targeted support is no longer required Continue at Stage 2 if gradual progress is being made
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Stage 3 - Specialist Support

Where the child continues to make insufficient progress: Involvement of external professionals through a referral requesting advice/assessment Advice will be included in the LP and implemented	Continue the APDR process using Provision Map At least termly reviews. Monitor the impact of the support using the advice form professionals.	Continue at Stage 3 if gradual progress is being made. Move to stage 2 when specialist support is no longer required and good progress is being made
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Stage 4 - Specialist Support through EHCP application

If a child continues to make slow progress at stage 3 and has completed at least 3 cycles of the APDR process, SENDCO/Parents/Carers will discuss an application for an Education, Health and Care Plan (EHCP) for additional support.	Complete an EHC Needs Assessment Form If an assessment is agreed, complete advice forms.	EHCP approved - continue APDR process at stage 4. Annual reviews of EHCP. EHCP not approved - continue at Stage 3, attend a way forward meeting, consider an appeal
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