



Federation of Eileen Wade and Milton Ernest C of E Primary Schools

SEND Information Report

Governors Committee:	Full Governing Board
Ratified:	16th October 2025
Next date of Review:	Autumn 2026

Special Educational Needs and Disabilities

At Eileen Wade and Milton Ernest C of E Primary Schools we believe that education enriches people's lives and aspirations. We value everyone and strive for all to reach their full potential. We base our work on the principle that children learn most effectively in a secure, exciting, challenging and inclusive environment that nurtures a life-long love of learning.

Milton Ernest: As a Church of England school, Christian faith is central to our school's ways of learning and living.

(Taken from School Vision statement)

We believe that every child should have access to all aspects of school life so that they are able to be involved, active learners and benefit from all that the school has to offer. We will endeavour to make any reasonable adjustments to accommodate a child with Special Educational needs or disabilities and will work to support a child's intellectual, physical, social and emotional development.

Children who have special educational needs will be identified as quickly as possible so that these needs can be addressed. We recognise and value the importance of parental involvement and are happy to meet with parents to discuss any concerns.

Special education needs provision, is outlined by a code of practice. The Code of Practice, January 2015, sets out the legislation and regulations concerning children and young people with special educational needs and disabilities (SEND). The code sets out a legal framework in which the school operates.

The SEND Code of Practice: 0-25 years (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age/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.

The school receives money within its allocated budget to support children with additional needs. Most of these funds are allocated to employ our teaching assistants and the rest is used for purchasing appropriate resources.

If a child has a Statement of Educational Needs or an Educational, Health and Care Plan (EHP) there may be additional funds available from the Local Authority to supplement our own budget.

Part 3 of the Children and Families Act 2014 and associated regulations requires all schools to publish their SEN offer and below you will find a series of questions and answers that set out our current provision.

1. How accessible is the school environment?

- **Milton Ernest:** We occupy a very small, two storey Victorian building. Due to space restrictions and steps / stairs the building is not accessible for wheelchair users. However, the new build classroom in the playground, currently occupied by Upper Key Stage Two, is accessible and has wheelchair friendly toilet facilities.
- **Eileen Wade:** We have a new-build wheelchair friendly classroom in the playground, currently occupied by Upper Key Stage Two. Wheelchair users are able to enter the main school through the Reception Classroom, in order to access assemblies and lunch facilities.
- We make reasonable adjustments for children with additional needs, and are able to use our SEN budget to provide resources to support them. We are happy to discuss any special requirements your child may have.
- Before your child starts at our Federation the headteacher will meet with the SENDCO and discuss the child's needs with the parents. The headteacher will then inform them of the type and quality of the provision which the school can make to meet those needs, before the child is admitted.

2. How are children with Special Educational Needs identified? What can I do if I feel my child may have SEN?

- In our small schools we are able to maintain strong links with parents. The class teacher and SENDCO are available to discuss progress, concerns and answer any questions. Through discussion, we aim to work together to offer support and reassurance. Parents are encouraged to share their concerns with staff.
- Sometimes information may be passed on to us by a nursery or previous school. In this case this information will be shared with relevant staff and used to inform our approach to supporting the child fully in our setting.
- Teachers will use regular assessments and track pupil progress to help them identify children who are falling behind. If staff are concerned they will speak to the SENCo and parents will be invited to a discussion about next steps, which may involve starting the child on an IEP (Individual Education Plan) to better support their progress.

3. Once my child is identified as SEN, how will the school support them?

- Where a pupil is assessed as having SEN, the parent is contacted by the school and they are encouraged to be involved in working in partnership to meet their child's needs. Parents meet with class teachers and teaching assistants to share IEP's and IEP reviews each term where they can discuss their child's progress.

- IEPs outline your child's targets, areas for development and progress made. Differentiation takes many forms including offering different levels of support, varying the task set, use of equipment, providing alternative ways of recording and planning for different learning styles. Most classes have extra adult support, who will work with individuals or groups to reinforce learning to ensure understanding and engagement.
- Teaching assistants may deliver a programme of work, work with a child on a one – to one basis or in a small group, giving feedback to the class teacher so that future learning can be planned for. The Class Teacher is responsible for planning work to meet the individual needs of a child when necessary
- If necessary the SENCo may arrange for outside agencies to visit the child in school, to offer further advice in how best to support the child.
- Each child will be allocated time / resources according to need. Where children have a Statement or Education, Care and health Plan, the school will provide support according to the requirements of the plan.

4. How will the curriculum be matched to my child's needs?

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. The schools review the quality of teaching for all pupils, including those at risk of underachievement, through observations and other methods, throughout the year. This is carried out by members of the Senior Leadership Team.
- Where necessary, teachers will receive training and refreshers on the understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37)
- If necessary new equipment may be purchased from the SEND budget to allow children with Special Educational Needs to better access the curriculum.
- Classes are mixed year groups so teachers are used to adapting their curriculum to suit a wide range of abilities. Teachers regularly review the progress made by each child and will further adapt the curriculum where necessary, using a variety of resources and approaches.

5. What support will there be for my child's overall well being?

- **Eileen Wade:** Our school's vision statement is 'working together, aiming high and shining brightly.'
- **Milton Ernest:** Our school's vision statement is, 'Let your light shine before others - Matthew 5:16'
- Supporting your child beyond the classroom is a fundamental part of delivering our vision. We understand that in order for embedded learning to take place, children must be 'ready to learn', and this involves a high degree of trust and support.
- To support vulnerable pupils online, staff and children are trained in e-safety and this training is available to parents. All children are taught about bullying, friendship and staying safe (including e-safety) through PSHE, Circle Time and Assemblies. The school has designated safeguarding leads to deal with issues regarding safeguarding and child protection.
- Support will be given for personal care where needed and prescribed medication will be given in line with our policy. Those children with more complex needs may require a Care Plan, which will be discussed with parents.

- Staff receive training from medical staff (e.g. school nurse) for children who may have severe allergies or other health issues. We have a team of trained First Aiders and there is always a First Aider on school visits.
- Attendance is monitored and absence is followed up if not reported. Registers are checked by our Education Welfare Officer. Discussions are held with parents in cases of frequent absence.
- There are a range of opportunities, for example, School Council that provide children with a chance for their voices to be heard.

6. What specialist services and expertise are available at or accessed by the school?

- The school are able to access services from Bedford Borough Council for behaviour support, as well as specialist teachers, the Educational Psychology Team and Early Years Intervention.
- In-service training in SEND is provided for staff as needed and the have access to some diagnostic assessments.
- Services from local health, Speech and Language, Occupational Therapy, Physiotherapy and the School Nurse, including height, weight and vision screening
- The school works with the appropriate Social Care team.

7. How will my child be included in activities outside the classroom including school trips?

- All children are included in school activities, day and residential visits.
- Our Behaviour Policy outlines our expectations and approaches to behaviour management so that it can be applied consistently across the school. To support children with complex or more pressing needs, they may be provided with one-to-one support on school trips, to enable them to fully participate.
- The schools will liaise with parents, staff, external providers and transport companies to ensure that all children will be included in visits and that their needs will be met. Risk assessments will be carried out and adjustments to activities will be made where necessary.
- Medication can be administered where necessary.
- School clubs are open to all children and often staffed by teaching staff from the school who will know your child and understand their particular needs.

8. How will my child be prepared for transitions?

- Parents will be given the opportunity to visit the school prior to their child attending and staff will visit foundation children and their parents at home, and, where possible, nursery providers.
- Parents will have opportunity to discuss their child's additional needs with staff at the school prior to them starting and, if needed, reasonable adjustments made, and a plan created to ensure this goes smoothly and gives your child the great start you are hoping for. Where necessary we will also liaise with outside agencies who may have prior involvement with the child.
- There are well established transfer arrangements for children moving to Secondary School and the class teachers and SENCo will have meetings with the new school to discuss their needs and pass on important information. SEND children will be offered extra transition visits to the school to help them to prepare for this change.

9. How can I be involved with my child's school?

- Parents are able to volunteer to take part in the school day as a School Reader, and can be involved in all our special events, like Bonfire Nights, or school discos through volunteering at the PTA. This is a great opportunity to really feel a part of things and to be involved in the wider life of our schools.

10. How are children included in the planning for their support and provision?

- Older children will have their IEP targets shared with them and discussed. They will be able to give feedback and suggest ideas for their new targets.
- Teachers regularly feedback to children on their work and involve them in discussions about how to improve in the half term ahead.

11. Who can help me with any questions I have?

- The first point of call for parents who may have concerns is the child's class teacher. The Teacher may then discuss such concerns with the SENCo / Head Teacher.

School SENCo Miss Victoria Harrison
 SEND Governor
 Local Authority Bedford Borough Council

Useful links

<https://sendguide.bedford.gov.uk/> (Local offer)

[Bedford SENDIASS](#) – Impartial, free advice for parents who need support with a wide range of SEND related issues.

[SEND: Advice for parents and carers](#) - Government advice for parents of children with SEND