



Carlton VC Church of England Primary School

SEND Information Report 2025-6

'I am the vine, you are the branches; those that abide in me and I in them will bear much fruit' (John 15:5)

Approved by:	Mrs. J Bevis and School Governors.	Date: January 26
Written by:	Ms R. Simmonds and Mrs. Jσ Bevis	Date: August 25
Last reviewed on:	January 2026	
Next review due by:	July 2026	

Introduction

Welcome to our SEND information report which is part of the Bedford Borough Local Offer for learners with Special Educational Needs or Disabilities (SEND).

The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This SEND information report is kept under review and updated annually.

At Carlton Primary School we are committed to working together with all members of our school community. Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and comments on our offer, so please do contact us. The best people to contact are:

Headteacher Mrs Jo Bevis

Special Needs Coordinator (SENDCo) - Mrs Bevis and Trainee SENCo Mrs Rachel Simmonds
SEND Governor – Mrs Katherine Wilkinson

Our Approach to Teaching Learners with SEND

At Carlton we teach with compassion in a creative and collaborative Christian community that promotes a love of learning, growth and success for all. We are an inclusive, mainstream school in which the teaching and learning, achievements, attitudes and well being of every young person and staff member matters. We believe in participation and equal opportunities for all. We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities.

We have effective management systems and procedures in place for SEND, taking into account the Code of Practice (2014 updated 2015)

- We are committed to remove barriers to learning and participation, that can hinder or exclude pupils with special educational needs
- We have systems in place, that allow for the early identification of barriers to learning and participation
- We have high expectations and set suitable targets for all children
- We work in partnership with the children and parents, drawing on parents' knowledge and expertise about their child, and encouraging the child to express their views.
- We work closely with other local schools and outside agencies to develop provision and practice
- We are committed to developing the skills and knowledge of staff so they can provide high quality support
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development, with staff continually assessing to ensure that learning is taking place and any interventions are having a positive impact.
- The whole school system for monitoring progress includes regular pupil progress meetings.

Identifying the Special Educational Needs of pupils

At different times in their school career, a child or young person may have a special educational need or have a barrier to their learning. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND 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 or a young person has a learning difficulty, barrier to learning, or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age: or
- (b) 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.”

The broad ‘areas of need’ are:

Communication and Interaction
Cognition and learning
Social, Emotional and Mental Health Difficulties
Sensory and Physical Needs

Where pupils’ progress is significantly lower than that of their peers, or fails to match their previous rate of progress, despite Quality first teaching targeted at specific areas of difficulty, it **may** be that the child has SEND.

All children are closely tracked from their baseline assessment on entry to school, enabling early identification and intervention. Information will be gathered seeking the views of parents and child, as well as from teachers and assessments.

Carlton uses the ‘Bedford Borough Council SEND Guidance on Special Educational Needs – <https://www.bedford.gov.uk/schools-education-and-childcare/special-educational-needs-and-disability-send/send-team> a graduated response 2019’ & ‘Guidance on Meeting Special Educational Needs in the Early Years

Foundation Stage: a graduated response 2019’ in order to assist in ascertaining the needs of pupils. Carlton also uses the Bedford Psychology Buy Back, to provide training, support and assessment.

There can be many reasons for learners ‘falling behind’. These may include absences from school, attending lots of different schools, difficulties with speaking English, or SEMH concerns that hinder their learning. At Carlton Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk, we will provide interventions. This does not mean that all vulnerable learners have SEND, there are many other factors that might be influencing this. Only those with a SEND will be provided with special educational provision.

A Graduated Approach to SEN Support

All children within our care will have access to quality first teaching provided by each and every member of staff. All teachers are responsible and accountable for the progress and development of the pupils in their class/classes, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual and groups of pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching.

High quality teaching is promoted in our schools through performance management procedures, these may include:

- Learning walks by all curriculum leaders
- Lesson observations
- Focus within all book scrutinises/curriculum staff meetings
- Structured conversations with staff
- Pupil voice
- Training
- Pupil progress meetings

The Senior leadership team regularly observe, assess and record the progress of all children; this system is used to identify children who may have additional needs.

This system includes reference to information provided by:

- Regular and frequent data analysis
- Baseline assessment results
- Progress measured against agreed expectations
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Assessments by medical services, such as Paediatrician, Occupational Therapist
- Another school or LA which has identified or has provided for additional needs
- Information provided by parents, carers and the pupil
- Information provided by teachers and departments

Based on the observations and assessment data and following a discussion between the class teacher, SENDCO and parent, children may be recorded as needing either additional support or learning opportunities.

The children and young people that are recorded as having SEN Support are initially placed on their Class Action Plan and QFT strategies will be implemented to assess if their needs are SEN. If even with this support in place their needs are greater than they will be placed on a Pupil Passport. 'The Bedford Borough Council SEND Guidance on Special Educational Needs – a graduated response 2019' & 'Guidance on Meeting Special Educational Needs in the Early Years and the Foundation Stage: a graduated response 2019' are used in making these decisions. If the child or young person has reached their desired outcomes they will no longer be documented on

the school system as having SEN Support, but can be placed back on again if their need changes.

If the passport and QFT approaches do not have the appropriate impact then children will be placed on a personalised PDR. This is a cycle which is reviewed every term and targets are closely monitored.

If SEN support has not had the appropriate impact then a referral can be made to specialist external agencies and professionals for further assessment and advice. All members of staff and parents can raise their concerns to the SENDCo and/or appropriate member of the Senior Leadership Team, who will then decide how to proceed. The SENDCo will contact the school's Educational Psychologist and discuss the completion of an Early Help assessment (EHA). If this is agreed this is then completed with the SENDCo and parent and the class teacher and headteacher will also add information if they feel it is relevant. This Early Help Team will then decide what steps need to be taken next.

If the outcome of the EHA is to proceed with an Education, Health and Care Needs Assessment. The Head teacher, SENDCo, class teacher, parent, TAs and pupil will provide evidence and documentation to complete the ECHNAF form which will then be sent to the local authority.

The local authority has 6 weeks to decide if they feel a plan needs to be considered and will reply to the school and parent regarding this.

If this is agreed all professionals involved with the child, including the parents will be asked to complete an Advice document which provides more detail and submit within 6 weeks. Within 20 weeks of the first application being processed the EHCP should be issued or refused. If the EHCP is refused the parents/carers have the right to appeal.

What should I do if I think my child may have Special Educational Needs or if I am concerned about their progress in school?

If you have any concerns regarding your child's progress, SEND provision or well-being, please speak to your child's teacher in the first instance. If you still have concerns contact Mrs Bevis (SENDCo) or Mrs Simmonds (trainee SENDCo) via the school office to make an appointment. If there continues to be cause for complaint parents should contact Mrs Katherine Wilkinson the SEND governor.

What support do you provide for Children with Special Educational Needs?

Class action plan (CAP)

This is the first stage of identification for children who need QFT adaptations

Quality First Teaching (QFT) Class teacher input

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our Teachers will use various strategies to adapt access to the curriculum, for example:

- Visual timetables
- Now and next boards

- Choice boards
- Object reference
- Concrete manipulatives and learning resources
- Plan lesson considering different learning styles
- Adapt teaching style
- Scaffolding
- I-pads, computers, reading pens or other alternative recording devices
- Peer buddy systems
- Motivation systems
- Brain breaks
- Sensory regulation
- Ear defenders

All teachers have a QFT survey and checklist which can be used to assess and support those children who require the QFT approaches in order to access their learning. This survey is based around the Bedford Boroughs graduated response which provides descriptors to identify need and potential provision to implement for support. These children are placed on the Class Action Plan (CAP) which is then monitored by the SENDCo and members of the SLT. If a child is on the CAP for more than 2 terms or 2 half terms in EYFS and the QFT strategies do not seem to be helping the child then the teacher and SENDCo will meet to discuss if the child needs to move onto Sen Support (Pupil Passport or PDR).

Sen Support

Pupil passport

A Pupil Passport is put in place if a child is identified as needing consistent QFT strategies and some support from the targeted section of the Bedford Borough's A graduated response 2019 for primary and EYFS. These are monitored termly in KS1 and KS2 or half termly in EYFS. This may mean that they need extra intervention or frequent adult support within class, alongside QFT but not at present need the support of outside agencies such as the Early Help Team. If it is decided at this stage that outside agencies are required, moving onto a Personalised development record (PDR) will be discussed with parents or carers instead of a Pupil Passport.

Targeted support - Personalised Development Record(PDR)

If a learner is identified as having SEND, we will provide provision that is '**additional to or different from**' a normal scaffolded curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. The class teacher will work closely with the SENDCo, to devise interventions additional to or different from those provided through QFT.

When providing support that is 'additional to' or 'different from' we engage in a four stage process: Assess, Plan, Do and Review (APDR).

Assess – this involves taking into consideration all the information from discussions with parents or carers, the class teacher, other staff and assessments.

Plan - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. This will be recorded on an APDR and will form the basis of termly review meetings.

Do- Providing the support, extra assistance for learning or learning aids, as set out in the APDR.

Review- measuring the impact of the support provided, and considering whether changes to that support need to be made. All parties, child, parent or carer, teacher, teaching assistant (TA) and SENDCO contribute to this review. This then informs the next cycle, if necessary. Teachers and TAs hold daily meetings to discuss the progress of learners as well as half termly meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention', will be targeted to meet the child's needs, and will target the area of difficulty. Support may be provided in class or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs for a set period of time. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and discussed regularly with the child and their parents or carers.

For some learners we may want to seek advice from specialist teams, with the parents' or carers' consent. This might involve:

- Early Help team (EHT)
- Early Years Support Team (EYST)
- Educational Psychologist (EP)
- Speech and Language Team (SALT)
- Team around the family (TAF) Early Years Advisory Service (EYST)
- School support services (SSS)
- Autistic Spectrum Advisory teacher (ASAT)
- Occupational Therapist (OT)
- Deaf and hearing impairment team (sensory services)

Educational health and care needs assessment (ECHNAF)

While the majority of learners with SEND will have their needs met through a PDR, some children with complex needs may require a statutory assessment of their needs to determine whether it is necessary for the Local Authority to write an Education Health and Care Plan (EHCP). The school or parents/carers can request the Local Authority to carry out this assessment.

This process starts with an ECHNAF. This is a detailed investigation to find out exactly what the child's Special Educational Needs are and what special help the child may need. An EHC Needs Assessment is only necessary for those pupils with long-term and complex Special Educational Needs and if the school or early years setting cannot provide all the help that the child needs from within the resources available to them.

When a parent/carers, the early years education setting or the school ask the Local Authority to carry out an EHC Needs Assessment, the Local Authority normally have five weeks to decide whether to do so. They will consider very carefully the child's progress at school or college and the guidance in the [SEN Code of Practice](#) (PDF). They will also listen to your views and to the views of your child's school about your child's Special Educational Needs. The school or early education setting will tell the Local Authority about any special help they have already given to your child

If the ECHNAF is considered to be viable for an EHCP, the school and any other bodies will be contacted and asked to provide more detail as to specifics of what support is needed. This advice is then used to decide whether an EHCP is required and what provisions are needed for that child. The whole process should take 20 weeks.

An EHCP does not mean that that individual will then receive 1:1 support as plans no longer specify this, it will instead detail how to support that individual and set clear outcomes, targets and expectations on how this should be implemented.

Once a year, unless an early review is requested a meeting will take place to review the plan and implement new targets and strategies.

What provisions does your school provide?

The school provision timetable describes the interventions and actions that we undertake at Carlton VC CofE Primary School to support learners with SEND across the year groups. We modify this provision regularly, and it changes every term as our learners and their needs change.

Our provision timetable is shared with governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

We also employ Teaching Assistants to deliver the interventions on the provision timetable as coordinated by our SENDCO. All teaching assistants have bespoke timetables which show them what children to support. These timetables are working documents which the TAs colour code to indicate who they have supported and any concerns that they may have. This is given to the SENDCO weekly for monitoring and identification purposes.

Children who have EHCPs have weekly checklists which are completed by all staff who work with those children, this to monitor whether provision has been implemented and to track EHCP targets.

How does the school assess the impact of interventions?

Monitoring and tracking progress is an integral part of teaching and leadership within Carlton Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND.

A baseline assessment will take place at the beginning of an intervention, against which progress will be measured, and a target outcome set. Regular reviews will take place to ensure the intervention is having the intended effect and to adapt if required.

Teachers meet once a week with the intervention teachers to provide work for interventions, monitor and discuss next steps. This information is then used to help complete the termly reviews, which will involve the child, parents or carers and class teachers.

Summative testing each half term takes place each half term which is also used to identify SEND and monitor progress, The Year 1 phonics test and Year 4 Times Table tests will also help to inform learning needs.

Emotional and Social Development –support for child's overall well-being

Carlton Primary is a small rural school, with a caring, friendly, nurturing ethos. Christian Values are embedded in the school and the well being of all children is at the forefront of everything we do. We use a range of positive behaviour strategies including the implementation of Zones of Regulation (ZOR). We have a robust safeguarding policy in place which works alongside the Behaviour policy.

We are proactive in supporting and encouraging children with SEND to take on responsibility in class and across the school e.g. Head and deputy, Boy/Girl, School/Eco Council, Sports Council, Sports leaders. Success, participation and achievement in all areas of home and school life are praised and celebrated in class through our positive attribution boards or show and tell or our golden book assemblies. Medicines are administered by trained members of staff in the office. Alongside this some staff members who have received Child and Mental Health training (CAMH).

Funding for SEND

- The school budget, received from Bedford Borough LA, includes money for supporting children with SEND and disabilities.
- The Head Teacher and SENDCO decides on the deployment of resources for Special Educational Needs and Disabilities (SEND) in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher /SENDCO and SLT discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- This information is recorded on the school provision map

What opportunities do you have outside the classroom/Enrichment Activities?

At Carlton VC CofE Primary School we believe all learners should have the same opportunity to access extra-curricular activities. We have a forest school which the children attend for 2 half terms from year 1-6 and the whole year in EYFS. We also offer a range of additional clubs, activities and trips and we are committed to making reasonable adjustments to ensure participation for all. Before and After School provision is accessible to all children including those with SEND. The SENDCO liaises closely with club leaders to provide support and ensure children's needs are met. Please contact the Headteacher if your child has any specific requirements for extra-curricular activities.

What in Service Training/ Support for Staff do you have?

The SENDCO supports the class teacher in planning for children with SEND alongside supporting with writing PDRs and reviewing them. Training from courses attended by the SENDCO, if felt relevant, is also disseminated to staff through staff meetings.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on Equality Act 2010, dyslexia, Autism, working memory, speech and language and communication difficulties and supporting children having difficulties with numeracy,

Individual teachers and support staff attend training courses run by outside agencies that are relevant to their role or the specific needs of children in their class. For example:

- Supporting children in the Early Years Foundation Stage,
- Supporting children with ADHD,
- Supporting children on the Autistic Spectrum,
- Teamteach,
- EBSA
- Understanding trauma,
- Makaton Training

All teaching assistants attend weekly training with the SENDCO which will be based around needs identified within the school.

What is Accessibility like?

- The building and grounds are accessible:
- The building is on one level with ramps at main entrances
- There are two disabled toilets on site – one in main building and one in the new Year 5/6 classroom
- Disabled parking bay

What does your school do to prepare and support children in joining the school or for taking the next step?

Transition is a part of life for all learners, whether that involves moving to a new class in school, having a new teacher, or moving on to another school. We recognise that transition is an important time for all children, but especially for a child with SEND. Consequently we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Children joining nursery:

Staff make visits to the feeder setting or home before a child is due to start Nursery. This takes place in the weeks before the child is due to start and use this opportunity to discuss any concerns with parents. If this meeting raises concerns the SENDCO will become involved.

Children joining at beginning of Nursery:

Staff make several visits to feeder settings. During the summer term prior to them starting school, the child will visit school accompanied by parent and /or staff member. Staff make home visits and a meeting will be held with parents and SENDCO to discuss provision, needs and concerns.

Children moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that is required for your child

We will ensure that all records about your child are passed on as soon as possible.

Planning for transitions within school will take place in the Summer Term. Staff work very closely together, sharing information, including PDRs, and planning next steps. Staff will visit the child in their current class and make arrangements for the child to spend time in their new classroom, building up relationships and learning routines etc before the move.

During Year 6, the SENDCO and child's class teacher will discuss the specific needs of your child and support that has proven effective, with the SENDCO at their next school. Where possible, children will visit their new school on several occasions, and staff from the new school will visit him/her at Carlton. In some cases, a member of Carlton staff will accompany the child on visits to their next school.

How can I contact the school regarding SEND?

This SEND report details our annual offer to learners with SEND, but to be effective it needs the views of all: parents/carers, learners, governors and staff.

Please engage with our annual process to 'assess plan, do and review' provision for SEND.

If you have any comments please contact Mrs Rachel Simmonds (Trainee SENDCO) or Jo Bevis (SENDCO)

Tel: 01234 720281, Rsimmonds@carltonvcprimary.co.uk or Mrs Jo Bevis (Headteacher) on admin@carltonvcprimary.co.uk

Useful links

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page> (Local offer)

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

http://www.bedford.gov.uk/education_and_learning/special_educational_needs_-SEND.aspx

SENDadvice@bedford.gov.uk SEND Advice for parents and carers

<https://www.gov.uk/government/organisations/department-for-education>
www.carltonprimary.uk.org

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/advice.page?id=m21-gnjX-sY>
(graduated response)