

SEND INFORMATION REPORT

Duke of Bedford School

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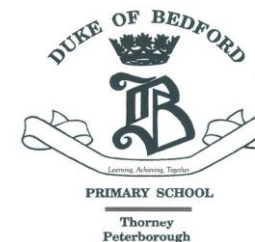
Head teacher/ Safeguarding lead: Mrs Pinguenet

SENCo: Mrs Sewell

Welfare support assistant: Mrs Holtz

SEN governor: Mrs O' Sullivan

Chair of governors: Mr Cowdell



The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

An inclusive school may offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.

Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

The chart on page 2 provides some general information about the different approaches, interventions and professionals who may be involved where children present with different levels of difficulty and complexity.

LEVELS	EHC Plan		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection	
		Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.	
		Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals. Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.	
	SEN SUPPORT	Co-ordinated Plan	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training. Pupil Referral Units.
			Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.
			Universal Targeted	Quality first teaching. School's best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.
			Universal	

The Duke of Bedford School Offer

The Duke of Bedford School is proud to be an inclusive school and may offer the following range of provision to support children with additional needs. This provision is over and above the Quality First Teaching which is the entitlement for all children.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

Identification of SEND at our School

Our school identifies children/ young people with special educational needs/ disability (SEND) by

- We work closely with SEND pupils and their parents, listening to their views and any concerns.
- Assessments carried out within the school setting.
- Tracking pupil attainment/progress in key subjects, learning and social skills/behaviour to identify children that may need extra support in any of these areas (if they show lack of progress for 2 terms or more after intervention has been put in place) .
- Identifying children (below age expected levels within a class, with identified needs or issues with support) to have extra support and parental liaison as part of our SEND support in school.
- Observations of the children within school.
- Consultations in partnership with professional support services or follow up to a referral/recommendation from another professional for additional support (Educational Psychologist, Speech & language therapy, OT, Physiotherapist, Early Help Team, CAMHS, Support for Learning team, School nurse/doctor etc).
- Follow up to a referral from another setting (previous school, pre-school, nursery etc)
- Concerns that may be raised by parents/carers or other professionals that work with a child.
- At The Duke of Bedford School, we follow a four wave, graduated approach to identifying and supporting children with special educational needs:

	<p style="text-align: center;">The Graduated approach</p> <p style="text-align: center;">Students can move up and down based on the provision they are receiving</p> <ul style="list-style-type: none"> • What every child receives • All staff responsible for ensuring Wave 1 provision is delivered • Teacher standards • Class teacher has implemented QFT classroom strategies (pupil profile) and followed 2 cycles of Assess/Plan/Do/Review. • Reasonable adjustments are in place <ul style="list-style-type: none"> • Not making expected progress despite reasonable adjustment at wave 1. • QFT and Short Term specific intervention required. (specialist, class or curriculum) • Baseline assessments to be completed with recommendations. <ul style="list-style-type: none"> • In-depth assessment to establish area of need. • Ongoing, specific support to address child's SEND. Evidenced based intervention monitored by SENCO. • Young person will have individual learning plan, measurable targets, provision outlined. • Specialist support from outside agency. • SENCO involved in coordinating provision, assessment, measuring impact and liaising with outside agency. • Student recorded as SEND support (K) <ul style="list-style-type: none"> • Support over and above, additional and different. • Highly personalised and closely monitored specialist provision. • Specialist support form external services. • Student recorded as EHCP (E)
<p>If your child is having issues with an area of learning, what will we do?</p>	<ul style="list-style-type: none"> • Where a member of staff has a concern about a child's development or a difficulty, they will discuss the concern with the parent first. They will work with you and your child to identify strategies and support that may be required. • The SENCO may work with the class teacher to support them in making adaptations and adjustments for your child. • The process can be summed up by – Assess, Plan, Do, Review. Our graduated approach (see diagram above) details how we complete these cycles. • Where necessary, external agencies will be used to ensure that the provision is appropriate for your child's needs and will help them make progress. The SENCO will monitor your child's progress.
<p>We encourage you to raise your concerns by</p>	<ul style="list-style-type: none"> • We operate an open door policy whereby parents/carers can speak to a teacher after school. For parents who are working full time we are happy to speak over the telephone and via email when convenient. • Contacting the class teacher in the first instance for a discussion about the area/s of concern. A further appointment may then be set up with the school Special Needs Co-ordinator (SENCo) Mrs Sewell and class teacher to discuss concerns/support further. • Contacting the school Special Needs Co-ordinator (SENCo) Mrs Sewell if you have further concern/s or feel that

	you need extra support.
Our school has specialist provision for children/ young people with	<ul style="list-style-type: none"> • Reading difficulties: needing identification and appropriate coloured reading overlay identification. • Physical needs: we have large classrooms that allow easy access and disabled toilet/shower facilities.
Support for your Child/ Young Person	
The education plan for your child/ young person will be explained to you and overseen by	<ul style="list-style-type: none"> • All children on the SEND register have a '1 page profile' and a Special Needs Action Plan (SNAP) with targets that are written by the class teacher and monitored by the SENCO. This plan outlines their needs and strategies used to meet these needs. The plan is put in place over a term and then reviewed and updated, as part of the Assess, Plan, Do, Review cycle. • The school Special Needs Co-ordinator (SENCo) Mrs Sewell will oversee Education health care plans (EHCP plans) and SEND plans for special needs in the school. • Termly Special Needs Action plan (SNAP) meetings with designated time to meet with class teachers and discuss progress, support and targets for identified pupils. This will also provide time to ask for parent views. • Annual reviews of EHC plans will take place with the class teacher, SENCo and other professionals (as needed).
Children with an EHCP	<ul style="list-style-type: none"> • The needs of pupils with an EHCP are carefully planned for and provision, strategies and adaptations are made as necessary to reflect sections E and F of their EHCP. This is done via: '1 Page Profiles', Personalised Provision Map and SNAP Targets (IEPs).
Staff who may be working with your child/ young person are	<ul style="list-style-type: none"> • Class teacher/s. • Teaching assistant (directed by the class teacher/SENCo) • SENCo (Mrs Sewell) • Outside agency support may include: Educational Psychology service (EP), School nurse, family support worker, Pupil support service, Speech & language Therapist (SALT), occupational therapist (OT), support services from the Early Help Team (e.g. family support worker, sleep support) or the 'Support for Learning' team. • The Autism Advisory Specialist Teaching Team offer support to individual teachers who have children with Autism in their class • Sensory support team support children with visual impairment. • A 'Teacher of the deaf' provides support to pupils with hearing impairment. • The Local Authority Educational Psychology team will work with identified pupils alongside the SENCO, teacher and parents to unpick needs to help improve your child's attainment, progress and well-being.
We monitor the effectiveness of our SEND arrangements/ provision by	<ul style="list-style-type: none"> • Monitoring attainment and progress termly of children identified on the school SEND register (SNAP target reviews and '1 page profile' updates as needed). • Monitoring progress termly of children taking part in SEND interventions across the school (for literacy/numeracy etc). • Tracking attendance of SEND/Pupil Premium children.

	<ul style="list-style-type: none"> • Assessments by teachers are moderated in house and externally. • Computerised data enables staff to monitor progress and produce reports on a termly basis which identify needs and tracks progress. • Termly reviewing of the progress children have made in pupil progress meetings.
<p>The roles and responsibilities of our governors are:</p>	<p>The governors fulfil their statutory duties in the following ways:</p> <ul style="list-style-type: none"> • Our SEND governor (Mrs O’Sullivan) has a supportive role in school alongside the SENCo to monitor the effectiveness of SEND provision across the school (including visits to school, meeting with the SENCo, Governor monitoring visits/meetings, learning walks and pupil voice). • The SEND governor also supports the Head teacher and SLT, with general policy and approach to meeting children’s SEND, including those with and without Education, Health and Care plans (EHCP). • The governing board monitor the progress of SEND provision in school via termly information in the ‘Head teacher’s report’ (SEND interventions & progress, numbers of registered SEND pupils), information is fed back from the SEND governor and SENCo. • Ensuring the SEND policy reflects the current Code of Practice 5 Updated September 2022 • Support and challenge the school to ensure the school has good provision for pupils with SEND needs. • Oversee the school’s funding to ensure the SEN provision meets requirements, including the deployment and organisation of personnel and resources.
<p>Curriculum Concerns</p>	
<p>Our approach to inclusion:</p>	<ul style="list-style-type: none"> • To provide high quality differentiated teaching to meet the needs of all pupils across each class. • Pupils attaining below expected attainment levels are identified across each class in termly progress meetings and supported in various ways depending on needs. This may include: joining support interventions and booster groups, being referred for support from another agency (Educational Psychologist, Speech & language therapy, Early Help, Support for Learning) or being identified on the SEND register for ‘SEND support’ when termly targets are set and reviewed. • Teaching assistant support across all classes in the mornings to support groups or identified pupils within classes on a rotation system alongside the class teacher. • Small group/individual intervention programmes, enrichment groups or activities for identified children to support learning and identified needs. <p>Access to a supportive classroom environment to develop independent learning/Ordinarily Available provision (OAP) including:</p> <ul style="list-style-type: none"> • Quality First Teaching is our main focus, using effective differentiation and support will enable pupils to

	<p>participate fully in all aspects of learning and enrichment to make the best possible progress. This includes: use of adult support, talk partners, allowing extra processing time, use of scaffolds and prompts, working walls, visuals etc.</p> <ul style="list-style-type: none"> • Adapted/personalised curriculum / modified resources / alternative ways of recording. • Using differentiated questioning • Adapting learning outcomes/success criteria. • Using ongoing informal assessments to inform future planning • Differentiated work is planned by teachers according to children’s needs and requirements in the classroom. • All staff who work with SEND pupils in school are aware of their personal needs through their personal ‘1 page profiles’ and SNAP target plans. • Staff are able to meet the needs of SEND pupils by applying the strategies suggested within the ‘1 page profiles’. • Pre-teaching of strategies and vocabulary • Access to IT software to support learning (Bedrock, Times tables rock stars, Google Classroom-to share class provision and support materials, PIXL support materials and therapies). • Prompt cards for organisational and behavioural purposes and to encourage independence (such as visual timetables, prompt cards) for identified pupils. • Resources are available to the children and are labelled appropriately. The children are encouraged to access them and keep their classrooms tidy and well ordered. • Our learning environment is spacious with most classes being large and with good natural light. • Our outside provision is good with extensive playground, playing field and large outside learning environment for Reception pupils and outside area for Year 1. • Access to voice recording equipment for verbal rehearsal and to support written work. • We have an on site swimming pool to allow access for all pupils across the school each year.
Extra support is allocated according to	<ul style="list-style-type: none"> • Identification of personal pupil needs by concern/referral from: a class teacher, SENCo, another setting (previous school, pre-school, nursery etc), parents/carers or other professionals that work with a child. • Identification of children who may be working at a lower attainment level than age expected for a year group or progressing at a lower than expected level in Literacy, Numeracy or social skills/behaviour (via termly monitoring of attainment and progress across each class- Pupil progress meetings -). Intervention/s are put in place to help identified children make accelerated learning/progress and catch up with age expected levels of attainment or to meet specific needs. • Teachers plan carefully to meet individual pupil needs (taking into account needs outlined on ‘1 page profiles’). • Support in class with targeted support from the teacher or teaching assistant.

Partnership: Planning, Monitoring and Review

We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers, children and young people to discuss progress, to plan and review support, specific approaches and/or or programmes.

- Termly target review meetings for pupils on the SEND register with designated times for parents to meet with class teachers and discuss progress, support and new SNAP targets (known as an APDR – **Assess, Plan, Do, Review**). Parent and pupil views will be part of this process.
- During termly target review meetings, time is also given to check/review individual ‘1 page profiles’ and add to/amend these as needed.
- Annual reviews of EHC plans will take place annually with the Class teacher, SENCo and other agencies as appropriate (e.g. SALT, OT, Physiotherapist) to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change.
- Additional meetings held with teacher/SENCo when needed for pupils with additional needs e.g. Early Help (EH)/Team around the child/family (TAC/TAF) meetings or meetings to gather information for further assessments (e.g. Educational Psychologist, Support for Learning or for an EHCP request).
- Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. **The class teacher is your first point of contact.**
- The SENCO is available should you have further concerns about your child (following initial contact with class teacher).

General Support for Wellbeing

Our school offers pastoral, medical and social support to the children/ young people by

Support/supervision at unstructured times of the day including personal care

- Children are supported by the class teacher and the teaching assistants within the classroom overseeing the well-being of children on a day-to day basis.
- Our SEND/Inclusion team oversee the pastoral, medical and social support of all pupils.
- Liaising with health professionals to ensure care plans are in place for children with medical needs.
- All teaching and support staff have resuscitation training and additional staff have basic first aid training (with some staff having specific paediatric first aid). These members of staff are on call at break times and at other times as needed to support children when necessary.
- Weekly social skills/self-esteem groups with identified pupils 1-1 or in small identified groups.
- Extra lunchtime support is provided as required for closer supervision of pupils with identified needs.

Other support and intervention:

- Early Help
- Play leader sessions led by Upper KS2 children.
- We have a wide range of playground toys and games that are zoned for use.

	<ul style="list-style-type: none"> • Trim Trail/climbing frame with timetable for use. • Behaviour reward system at lunchtime/in school. • Lunchtime and after school clubs. • Assemblies • Themes worked on in school include – road safety, online safety, anti-bullying etc. • House Captains in Year 6 and School Council members across the school provide opportunity for responsibility and pupil voice in school (including all pupil groups such as SEND/ Pupil Premium). • We adapt resources and the environment as required with the support of appropriate professionals. • Specialist equipment such as furniture adaptations are used as needed (e.g specialist seating, support cushions, writing slopes, weighted cushions, coloured overlays). • Use of personalised curriculum / timetables as needed. • Personalised visual timetables as needed.
<p>We encourage the children/ young people to contribute their views by</p>	<ul style="list-style-type: none"> • SEND pupils are consulted to gain their views at various times. This includes: for EHCP reviews, referrals to other agencies (Educational Psychology, OT, SALT, Support for Learning) and pupil voice. • SEND pupils are also consulted for their views and opinions to form part of their '1 page profile' information. • At termly SNAP target reviews (as part of the APDR - assess, plan, do and review) cycle we discuss/review the personal '1 page profile' with your child so that we understand that our provision is right and working for each child and make updates and amendments as necessary. • Each class has a PSHE record/reflection book that is used to gather feedback/thoughts on various issues in school or from PSHE lessons. All pupils are encouraged to give their views if they wish to. • Children in classes 1-6 have 2 'School Council' representatives per class who meet as a School Council with a School council lead teacher to discuss issues brought forward from each class and other identified school issues. 2 additional Year 6 school council representatives support the Year 1 children. The views of all pupils in each class are sought in feedback/discussion for School Council issues. • School council representatives bring back reports/notes to classes to feed back issues and points discussed in meetings. • House Captains meet with their houses and linked teachers to discuss key house issues, events and messages. • Regular pupil voice is gathered across different subject areas, talking to children as part of learning walks/lesson observations and capturing these conversations or via pupil voice questionnaires.
<p>Specialist Services/ Expertise Available</p>	
<p>We employ/provide specialist staff in the areas of</p>	<ul style="list-style-type: none"> • SENCo with 23 years experience and 'Role of the SENCo' qualification.

	<ul style="list-style-type: none"> • 4 Safeguarding trained members of staff. • A pastoral support assistant who works across the school with various identified pupils and families. • 2 staff trained to complete coloured overlay checks. • A staff member with bereavement training. • Staff trained in reading speed checks. • Tutoring coaches. • Sports coach (in school time and after school 'B&T Club'). • Swimming tuition from a qualified swim teacher. • Music tuition with qualified music teachers across a range of instruments. • After school sports clubs (e.g. football, netball, dance, multi skills, cross country)
<p>Our school accesses the following services/resources:</p>	<ul style="list-style-type: none"> • Educational Psychology service. • Early Help (EH) and supporting services (Barnardos, Sleep Support, family workers, domestic violence support etc). • Multi agency support group (MASG) assess need and coordinate support from appropriate agencies via Early Help. • YOUnited (neurodevelopment referral/assessment) • Child and adolescent mental health services (CAMHS). • Peterborough SENI support services. • Support for Learning team (specialist assessments & reports). • School nurse. • Pupil support service. • Speech Therapist who sets targets/support programmes as a result of observations and reviews progress. • Use of the 'Go to OT guide' to aid referral and OT assessment and to offer support programmes. • Occupational Therapy service. • Physiotherapy service. • SALT referral pack/support for speech and language. • Specialist eye testing for use of coloured reading overlays. • Reading Speed checks to identify possible reading/sight issues. • Reading Buddy scheme across all classes. • Specialist Teaching Service - Autism and ADHD Advisory Teaching Service • Specialist Teaching Service - Sensory and Physical Support Service (including Teacher of the deaf). • Peterborough SEND Hubs. • Behaviour support panel.

	<ul style="list-style-type: none"> • Peterborough Integrated Neurodevelopment Service NDS.
Training	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> • 11 qualified teachers working across the school (including the Head teacher) all teachers have QTS and Honours degrees. • 8 teaching assistants-with all classes having TA support. • Qualified SENCo/teacher with 23 years SENCo experience and 'Role of the SENCo' qualification. Trained in colour overlay identification. • Pastoral support assistant, who supports the SENCo with Early Help meetings with parents, assists with referrals, pupil support and monitoring of identified pupils.
Staff have recently attended the following training.	<ul style="list-style-type: none"> • CPR and resuscitation training (all staff-annually trained) • First aid refresher • First aider training Paediatric first aid training • Epi pen, asthma/allergy and epilepsy training (all staff-annually trained) • Supported Spelling training (spelling support programme). • Safeguarding/lead training. • Precision Teaching training. • Coloured overlay testing. • Pupil-specific training with the Speech and Language Therapy team to deliver bespoke programmes of support to identified pupils. • 1 page profiles (teachers) delivered by Peterborough LA Hub Coordinator. • Young carers (SENCo). • Little Wandle phonics training.
We plan to undertake the following training/disability awareness sessions(s).	<ul style="list-style-type: none"> • First aid/refresher/CPR & resuscitation training updates (annual update schedule) • Specific disability training (as needs arise). • Training is organised linked to the ongoing needs within the school. There are five training days within the school year and they are dedicated to meet the needs of the children within school. • Teachers have weekly staff inset linked to the curriculum and school development plan. • Teaching Assistants access training to support their CPD needs and needs of the children
Accessibility	
We provide the following to ensure that all children/ young people in our school can access	<ul style="list-style-type: none"> • The teaching rooms of the school are all on one floor with good wheelchair access around the school. • The school has 2 disability-friendly toilets and a disability-friendly shower area.

<p>all of the activities offered.</p>	<ul style="list-style-type: none"> • We offer a wide range of activities/experiences outside the classroom including trips/residential visits. Support is given to identified pupils/families as needed to enable all pupils to take part. • Risk assessments take into account specific needs of identified pupils, with extra support/provision put in place to enable all students to take part in activities. • Venues, transport and facilities are checked to enable all pupils to take part in activities. • Parent liaison/planning for identified pupils to help support pupil participation in all activities. • Teachers and Teaching Assistants take account of a child's individual needs and may support with specific resources e.g hearing/visual aids, wheelchairs, assistive technology.
<p>We enable children/ young people to access all activities by</p>	<ul style="list-style-type: none"> • Small group/individual intervention programmes, enrichment groups or activities for identified children to support learning and identified needs. • Teaching assistant support across all classes in the mornings to support groups/identified pupils within classes on a rotation system alongside the class teacher. • Additional TA support for identified pupils 1-1 or in small groups. • All pupils have access to school trips, extra curricular and enrichment activities (e.g. school discos) with necessary adjustments being made as needed for pupils to ensure they can access learning beyond the classroom. • When needed, we create a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum and school life. • Adapted curriculum / modified resources / alternative ways of recording e.g. laptops, ipads, typing, scribing. • We adapt resources and the environment as required with the support of appropriate professionals. • Specialist equipment/furniture adaptations (e.g specialist seating, support cushions, writing slopes, weighted cushions, coloured reading overlays). • Use of personalised curriculum/ timetable when needed. • Personalised visual timetables.
<p>We involve parents and carers in the planning by</p>	<ul style="list-style-type: none"> • Termly SEND SNAP meetings for identified pupils as part of our SEND support, with designated times for parents to meet with class teachers and discuss progress, support and target setting. Review and update of '1 page profiles' also takes part at these meetings with views from parent/carers being recorded as needed on the profiles. • Parents of SEND pupils are consulted for their views and opinions to form part of their child's '1 page profile' information. • Annual reviews of EHC plans with parents, class teacher, SENCo and other professionals (as needed). • Seeking parental advice of pupils with identified needs prior to trips/residential trips to allow for identification of extra pupil needs and planning/adaptation of activities or experiences.

	<ul style="list-style-type: none"> • Planning for transition for pupils with SEND into our school or on to another setting e.g. mid school change of setting or Secondary School transition. • Transition meetings are held for identified SEND pupils between the school SENCo/key staff and new setting. Parents are consulted for their views on transition support and needs. • Meeting in person, virtually or communicating by telephone. • Parents evenings
Parents and carers can give their feedback by;	<ul style="list-style-type: none"> • Feedback from parents at termly SNAP meetings/'1 page profile' reviews (as part of the Assess plan do review cycle). • Annual Reviews of EHCPs (parent/carers views are included). • Feedback from parents at annual reviews of EHC plans. • Contacting class teacher, school office/e-mail, SENCo, Head teacher or school governors. • Attending parent/carers evening. • Parent Questionnaires are given out annually.
Parents/carers can make a complaint by	<ul style="list-style-type: none"> • Contacting the class teacher or SENCo in the first instance. If not resolved, then this can be referred to the Head teacher and then to the Chair of Governors if necessary (see the complaints procedure on the school website). • We believe that most complaints can be resolved satisfactorily by informal discussion over the telephone or through a meeting with the key people who are involved.
Transitions/Admissions	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	<ul style="list-style-type: none"> • We hold an Open Morning in the Autumn/Spring Term for prospective parents so that they have the opportunity to look round the setting and speak to Staff. • We run our own Pre-school and have close liaison with staff/pupils, including visits into school and to see school productions, assemblies etc. • We visit other pre-schools and private Nurseries to support a smooth transition into our setting. • We arrange 3 visits to school in July (with and without parents) and hold an induction meeting for new parents. • School visits take place in September prior to pupils starting school with the Class teacher and teaching assistant to meet pupils in a small family group, build trust and share pupil information. • For the children's first week at School, entry is staggered in smaller groups to enable pupils to settle more easily into their new environment. • In class, teaching assistants support pupils to help build up trust with more than one key member of staff.

	<ul style="list-style-type: none"> • School tours are offered for prospective pupils and their parents to view our school and see what we have to offer. • If pupils join us at other times in their school life, we pair them with a buddy to help them learn routines, get to know important places in our school and help to settle in quickly. • The Head teacher/Deputy Head Teacher is available at the main entrance each morning for informal liaison with pupils and parents. • Weekly 'Learning links' (class information sheets) with key learning for the following week and homework/messages are shared each week on Google Classroom. • Termly school newsletter. • School Face book page to share key messages and school information.
<p>We prepare children and young people to make their next move by</p>	<ul style="list-style-type: none"> • Meetings between receiving secondary schools and Year 6 teacher/SENCo to liaise key information regarding our transferring pupils. • Visits and meetings for children transferring to secondary school for all receiving schools (staff from the secondary schools come and meet the children and pupils visit schools in July). • We organise additional transition programme/visits for vulnerable or nervous Y6 children. • Liaison and events (Sports events etc) attended at AMVC (Glinton) to familiarise children with a secondary setting. • PSHE/social skills groups work on changes and transition. • In school, we have 'Move-up' sessions in Summer Term when children go to their new classroom to spend time with their new teacher and TAs. This enables pupils to familiarise themselves with their new environment prior to class moves in September. • Using 'move up books' for identified pupils with pictures of key staff and new classroom areas (sent home to refer to over the summer holiday) to support transition in September. • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed (detailed in 1 Page profiles).
<p>Resource Allocation</p>	
<p>Our SEND budget is allocated according to</p>	<ul style="list-style-type: none"> • The number of children on the SEND register and their level of need/s placement across the school.

	<ul style="list-style-type: none"> • Children who receive 'free school meals' (FSM) or pupil premium (PP) funding- groups are identified across the school and provision/support is put in place to enrich and support children in school (extra lunch time support, clubs - after school/lunch time, pupil support programmes, behaviour support, sensory circuits etc). • Local authority funding allocated to our school/for identified pupils.
Funding is matched to SEND by	<ul style="list-style-type: none"> • The Head teacher oversees budget decisions and these are shared with governors for their information and comments as part of their monitoring. • The number of children on the SEND register and their level of need/s placement across the school. • Support identified for pupils in EHC plans. • Specific needs assessed by SENCo/SLT/teachers/support services and programmes set up to support specific needs of pupils (speech and language, behaviour, medical etc).
Our decision making process when matching support to need is	<ul style="list-style-type: none"> • Overseen by the Head teacher/SENCo and allocated according to identified needs (as above). • Reviewed in termly progress meetings (conducted by members of SLT) according to attainment levels, progress and needs, and reviewed by the Head teacher, SENCo and SEND governor in monitoring meetings to identify needs and support to be put in place.
Parents/ carers are involved through	<ul style="list-style-type: none"> • Termly SNAP meetings as part of our SEND support programme with designated times for parents to meet with class teachers and discuss progress, support and target setting. • Termly parents/pupil meetings. • Annual school report. • Annual reviews of EHC plans. • Planning meetings for EHC planning/application. • Early Help (EH)/Team Around the Child (TAC) meetings (for identified pupils). • Open times within school (stay and play/read/phonics/write/maths in foundation stage and open sessions across other classes). • Various class assemblies, Christmas productions and sports events across the year for parents to attend and support their children. • Parent voice meetings and questionnaires. • School Facebook page (to share key events, messages and photographs).
Contact Details	
Your first point of contact is	<ul style="list-style-type: none"> • The Class teacher. • If needed, followed by: the school Special Needs Co-ordinator (SENCo) Mrs Sewell.
Our Special Educational Needs Co-ordinator is	<ul style="list-style-type: none"> • Mrs Sewell
Useful contacts *	<ul style="list-style-type: none"> • Head teacher/ Safeguarding lead: Mrs Pinguenet

	<ul style="list-style-type: none"> • Welfare support assistant: Mrs Holtz • SEN governor: Mrs O’ Sullivan • Chair of governors: Mr Cowdell <p>* Please make contact via the school office/email: enquiries@dukeofbedford.net</p>
<p>External support services for information/ advice are</p>	<p>Peterborough Local authority offer gives children and young people with special educational needs or disabilities (SEND) and their families information about support and services in the Peterborough locality: https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8</p> <p>SEND Team – Phone: 01733 863996/01733 863733 Email: senteam@peterborough.gov.uk</p> <p>SEND Information Advice Support Service (SENDIASS) – Contact: 01733 863979 or email pps@peterborough.gov.uk sendiass@peterborough.gov.uk</p> <p>City Council Website https://www.peterborough.gov.uk</p> <p>Barnardos - https://www.barnardos.org.uk/</p> <p>YOUnted – (Emotional wellbeing and mental health/ neurodevelopment referrals via school) https://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=x-VVZZqcYa0</p> <p>Family voice - https://familyvoice.org/</p> <p>Children’s Social Care - https://www.peterborough.gov.uk/healthcare/childrens-social-care</p> <p>Autism & ADHD Advisory Service: offer a weekly parent/carer telephone consultation, bookings can be made by telephoning 01733 863702</p> <p>Educational Psychology open access consultation service: consultation meetings are held monthly using Microsoft TEAMS video conferencing. Consultations are by appointment only and bookings need to be made one month in advance. To book or enquire about dates please email EPS@peterborough.gov.uk or call 01733 863689</p> <p>IPSEA – Independent Parental Special Education Advice www.ipsea.org.uk</p>