

GreatOuse
PRIMARY ACADEMY



SEND Information

**Report/Strategy
2026 – 2027**

Our School

Our School Vision

Our vision is that every child is known, equally valued and supported to achieve their potential, through a curriculum which is flexible enough to meet the needs of every learner. Staff work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. Using their best endeavours, educational outcomes will be generated, through exciting, inclusive, forward thinking or different methods, to enable aspirational opportunities for all children.

Our SEND Goals:

1. Inclusive Education: Ensure all children, regardless of their needs, have access to high-quality education.
2. Community Engagement: Foster strong partnerships with local community organisations to support SEN initiative.
3. Parental Involvement: Engage parents and carers in the educational process to support children with SEN.
4. Collaboration with Trust Schools and Special Schools: Leverage resources and expertise from other schools to enhance SEN provisions.

September 2026 Information

GOPA currently has 433 children on role (September 2026) including pre-school.

There are currently 75 children on the SEND register with a range of needs from universal to specialist. This is 17.32% of the children on roll and includes pre-school.

13 children (17.33%) have an EHCP and this is 3% of the children on roll.



Special Educational Needs

At Great Ouse Primary Academy, we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and/or Physical



Meet our SENDCo

The SENDCO is Miss Hayley Inskip.

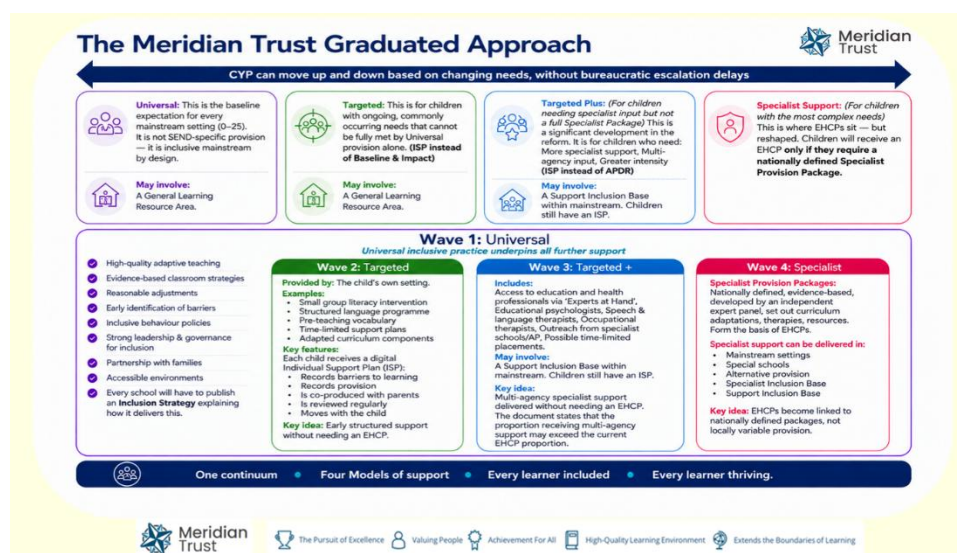
If you would like to contact our SENDCo, please call school on **01234 907980** or email the school office on admin@greatouse.academy



Identifying and Assessing Need

At Great Ouse Primary School, we work closely together to ensure that every child receives the support they need to thrive. If a member of staff has concerns about a child's progress, development or wellbeing, these concerns will be discussed with the SENDCO and parents/carers at the earliest opportunity.

Where appropriate, a child may be placed on the school's monitoring register whilst we gather further information and begin the Graduated Response process of Assess, Plan, Do, Review (APDR). This cycle helps us to identify needs, implement appropriate support and regularly review the impact of any interventions.



We follow the Meridian Trust Graduated Approach, recognising that all children receive high-quality universal teaching and support within the classroom.

- **Wave 1 (Universal Support):** High-quality teaching and appropriate classroom adaptations available to all pupils. Where necessary, strategies and support are recorded on a Wave 1 tracker and shared with relevant staff to ensure continuity, including during times of transition.
- **Wave 2 (Targeted Support):** Additional support and targeted interventions, such as pre-teaching, small-group work or specific strategies, may be provided for pupils who require further assistance to make progress.
- **Wave 3 (SEND Support):** If, after a period of approximately 6-8 weeks of targeted support and review, a child continues to experience significant difficulties, they may be placed on the SEND Register. At this stage, a baseline assessment will be completed to identify strengths and areas of need more fully.
- **Wave 4 (Specialist):** EHCPs.

Parents/carers will be invited in to discuss their child's needs, the support being provided, and the outcomes being worked towards. Parental views and permission will be sought as part of this process.

Some children may require support that goes beyond what is ordinarily available within school. In these circumstances, and in partnership with parents/carers, we may seek advice and involvement from external professionals and specialist services to ensure that the most appropriate support is in place for the child.



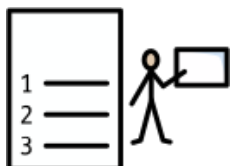
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

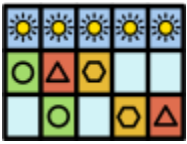
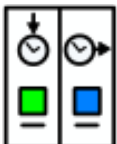
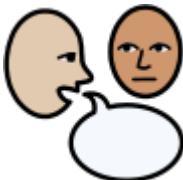
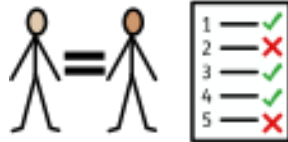


We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

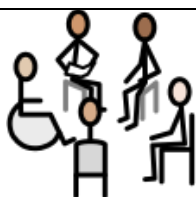


Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. These are linked to child's provision.

		
Visual timetables	Now/next/then	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We also seek advice and equipment from outside agencies as and when the need arises.



Parent/Carer Consultations & Involvement

At Great Ouse Primary School, we value the important role that parents and carers play in supporting children with SEND. We believe that strong home-school partnerships are essential in helping every child achieve their full potential.

Parents and carers are encouraged to discuss any concerns they may have with their child's class teacher or the SENDCO. The SENDCO is available at Parents' Evenings, where appointments can be booked to discuss a child's needs, progress and support arrangements.

We are committed to providing opportunities for families to connect with both school staff and one another. We plan to offer regular SEND coffee mornings, providing a welcoming and supportive environment where parents and carers can:

- Meet and share experiences with other families.
- Provide feedback on SEND provision at Great Ouse Primary School.
- Access information about training opportunities, workshops and support groups.
- Meet with representatives from external agencies and specialist services where appropriate.

For children with an Education, Health and Care Plan (EHCP), a SEND Support Plan (APDR), or those requiring support beyond that ordinarily available, parents and carers will be invited to attend review meetings three times a year during the Autumn, Spring and Summer terms. These meetings provide an opportunity to:

- Celebrate achievements and progress.
- Review the impact of current support and interventions.
- Discuss strengths, needs and any emerging concerns.
- Agree new targets and next steps.

A copy of the review documentation will always be shared with parents and carers following these meetings.

We aim to maintain open, positive and regular communication with families. Information about school events and SEND updates can be accessed through direct communication with staff, school newsletters and the school website. Where appropriate, families may also be provided with personalised communication methods, such as email, school communication apps or home-school communication books, ensuring that information is shared in a way that best meets the needs of each child and family.

In addition, parents and carers may be invited to attend workshops, access newsletters and resources, or be signposted to advice and support from external agencies and community services to help them support their child's development both at home and in school. Throughout the year, parents and carers are invited to share their views on the school's SEND provision through questionnaires and feedback opportunities. This feedback helps us to evaluate and continually improve the support we provide for children and young people with SEND.



Child Consultations

Pupils' views are very important; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Share their views for meetings and help decide the support needed.



Feedback and Review progress/interventions.

This is captured on the APDR.



Evaluating Provision

At Great Ouse Primary School, we are committed to ensuring that SEND provision is effective, evidence-informed and responsive to the needs of our pupils. The impact of SEND support is evaluated through a range of ongoing monitoring and review processes.

Pupil progress is regularly reviewed through Senior Leadership Team (SLT) meetings, where achievements, barriers to learning and next steps are discussed. The SENDCO also undertakes regular audits of SEND provision across the school, focusing on the quality of teaching, available resources, staff training and the implementation of SEND policies and best practice.

We use our SEND Data Dashboard and school tracking systems to identify patterns, monitor progress and highlight any areas requiring additional support. Current research, effective practice and policy updates are discussed through staff meetings to ensure provision remains high quality and up to date.

The progress of individual pupils is reviewed regularly, and as a minimum termly, against their agreed outcomes and targets. Teachers use ongoing assessment to adapt Quality First Teaching and ensure that support remains appropriate and effective. Where interventions are delivered, pupils' starting points are identified through baseline assessments and their progress is measured at regular intervals to evaluate impact.

The views of children are an important part of this process. We seek pupil feedback to understand whether adjustments, strategies and interventions are helping them and making a positive difference to their school experience.

The SENDCO monitors a wide range of information, including:

- Progress towards SMART targets within the Assess, Plan, Do, Review (APDR) cycle and Education, Health and Care Plans (EHCPs).
- Ongoing formative and summative assessment information.
- Teacher assessments and review meetings.
- Data recorded through Provision Map and Bromcom.
- Feedback from pupils, parents and staff.
- Progress against local and national expectations where appropriate.
- Wider indicators such as attendance, behaviour, wellbeing, social development and pupil voice.
- Requests for additional support, including Education, Health and Care Needs Assessments (EHCNAs).

Termly review meetings are held for pupils with EHCPs, SEND Support Provision Plans and those requiring specialist support. These meetings provide an opportunity to review progress, evaluate provision and agree next steps. In addition, annual reviews are conducted for all pupils with an EHCP in accordance with statutory requirements.

We also use case studies to celebrate successes, demonstrate the impact of provision and identify areas for further development, ensuring that our SEND provision continues to evolve in response to the needs of our pupils.



Staff Training

At Great Ouse Primary School, we are committed to the continuous professional development of our staff and strive to ensure that all adults working with children have the knowledge, understanding and skills needed to support pupils with SEND effectively.

When new members of staff join the school, they receive an induction which includes information about our SEND procedures, systems and the individual needs of the children they will be supporting. This helps to ensure consistency of provision and a smooth transition for both staff and pupils.

The Senior Leadership Team and SENDCO regularly review the needs of pupils across the school to identify priorities for staff development. Where areas of need are identified, targeted training may be provided for individual staff members, year groups or the whole school.

Staff are encouraged to engage with current research, best practice guidance and collaborative professional learning opportunities. Through regular staff meetings, training sessions and information sharing, we ensure that our provision remains up to date and reflects developments in SEND practice.

Where appropriate, school staff may also receive advice, guidance and training from external professionals and specialist services to further enhance the support available to pupils with SEND.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket Time
			
Autism (Level 1)	Makaton and BSL	Phonics (LW)	Therapeutic

			
Specific Learning Difficulties	Complex Needs Training	TacPac	Speech and Language
			
De-escalation	Attachment	Reading for those who struggle	Sensory Needs



Transition Support

At Great Ouse Primary School, we recognise that transitions can be both exciting and challenging for children and their families. We work closely with parents, carers, staff and external professionals to ensure that all transitions are carefully planned and supported, particularly for pupils with SEND.

Starting School (Nursery to Reception)

Children joining Reception are supported through a range of transition opportunities designed to help them feel confident and prepared for starting school. During the Summer Term, we hold information sessions for parents and carers, providing opportunities to meet the Reception team and the SENDCO, ask questions and share information about their child's needs. Children are also invited to attend transition and taster sessions, allowing them to become familiar with the school environment, routines and staff before their September start.

Moving Between Year Groups

Transition into each new year group is carefully planned. Children take part in transition sessions during the Summer Term, where they visit their new classroom and meet their new teacher. To support familiarity and reduce anxiety, transition information may include photographs of the classroom, teacher and support staff. Class teachers and teaching assistants meet to discuss pupils' strengths, needs and support arrangements, including the sharing of provision plans and SEND information to ensure continuity of support.

Some pupils may require additional transition arrangements. In these cases, the SENDCO may coordinate extra visits, personalised transition plans or bespoke transition booklets to help pupils feel secure and

confident about the changes ahead.

Transition to Secondary School

We work closely with our local secondary schools to ensure that pupils experience a smooth and successful transition from primary to secondary education. Additional transition opportunities may be arranged for pupils with SEND, including enhanced visits, meetings with key staff and the sharing of detailed information about a child's strengths, needs and successful support strategies.

Mid-Year Admissions

When a child joins Great Ouse Primary School during the academic year, we work closely with families and previous settings to gather information and ensure appropriate support is in place from the outset. For pupils with identified SEND, the SENDCO will meet with parents and carers to gain a clear understanding of their child's needs and to plan any necessary provision, helping them settle quickly and successfully into school life.



Outside Agencies

At Great Ouse Primary School, we work in partnership with a range of external professionals and specialist services to ensure that children with SEND receive the most appropriate support to meet their individual needs. These services may include the Educational Psychology Service, Pupil and School Support, the Communication and Autism Team, Speech and Language Therapy, the School Health Advisory Service, the Visual and Hearing Impairment Team, and Behaviour Support Services.

Where additional specialist advice is required, we will always discuss this with parents and carers and seek consent before making a referral or arranging involvement from an external agency. Following any assessment, observation or consultation, we will share recommendations and work collaboratively with families to implement agreed strategies and support.

We are committed to maintaining strong relationships with community partners and external services, regularly evaluating the impact of their involvement on outcomes for our pupils. We also work closely with Bedford Borough Council to access specialist resources, support and training opportunities.

To ensure our practice remains current and effective, staff regularly attend SEND network meetings across Bedford Borough and the Meridian Trust. We also visit specialist provisions and other schools within the Borough and Trust to share expertise, learn from best practice and continually develop the quality of SEND provision at Great Ouse Primary School.



Clubs and Trips

At Great Ouse Primary School, we are committed to ensuring that all children have equal access to the full range of opportunities available within school. Pupils with SEND are encouraged and supported to participate in all aspects of school life, including extra-curricular clubs, educational visits, residential trips, sporting events, assemblies, performances, workshops and enrichment activities.

Children with SEND are also encouraged to take on positions of responsibility, such as School Council representatives, House Captains and other pupil leadership roles. Where necessary, reasonable adjustments and additional support are put in place to enable children to access activities successfully and participate alongside their peers.

No child is excluded from any activity, opportunity or experience because of their special educational needs or disability. We work closely with families to ensure that all pupils can take part fully and feel valued members of our school community. Please refer to the school's Accessibility Plan for further information about the steps we have taken to prevent disabled pupils from being treated less favourably than others, and the arrangements we have made to support children with SEND in accessing all aspects of school life and the school environment.



Complaint Procedure

Your first point of contact is your child's class teacher and/or phase leader.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.



Bedford Local Offer

The Bedford Local Authority Local Offer can be found at [Bedford Local Offer](#)

Bedford Borough Council	01234 267422
Children with Disabilities Team	01234 267422
SEND Team	01234 228375
Multi Agency Safeguarding Team (MASH) Hours: Monday to Thursday; 8.45am - 5.20pm Friday 8:45 - 4:20pm	01234 718700 in hours 0300 300 8123 out of hours
Local Offer	01234 276209
Concessionary Travel team	01234 718075
Educational Psychology Team	01234 228693
Blue Badges	01234 718009
Emergency Duty Team (out of hours and weekends)	0300 300 8123
SENDIASS Bedford SEND Information Advice Support Service	01234 276267

	Child Development Centre (CDC)	01234 310278	
	Child Speech and Language	01234 310712 01234 310163	
	Community Paediatricians	0300 5550606	
	Occupational Therapy	01234 310278	
	CAMHS	01234 893300 01234 893301	
	Bedford Hospital	01234 355122	
	Patient Advice and Liaison Service (PALS) Bedford Hospital	01234 355122 extension 2626	
	Parentline	Text 07507 331886	
	Chathealth	Text 07507 334150	
	NHS 111	111	
	Bedfordshire Clinical Commissioning Group	01525 624250	
	Citizen Advice Bureau	01234 867944	
 Feedback	“We are pleased with how our child has settled into Y3 and the support put in place for her.” “I would like to thank the teachers of GOPA for being so supportive and kind to our child and our family.”		