



SEND Information

Report/Strategy

2025 – 2026

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 school to enhance SEN provisions.

September 2025 Information

GOPA currently has 443 children on role (October 2025)

There are currently 76 children on the SEND register with a range of needs from universal to specialist. 17.1% of the children on roll. This includes the preschool.

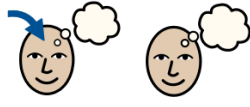
18 children (23.68%) have an EHCP. 4% of the children on roll.



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 SEN code of practise 2014:

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



Meet our SENDCO

The SENDCO is

If you would like to contact our SENDCO, please call school on **01234 907980** or complete the form [Great Ouse Primary Academy SEND Parents/Carers Contact Form](#) and our SENDCO will respond within 48 hours (2 working days).



Identifying and Assessing Need

At Great Ouse Primary we work closely as a team and if staff have a concern about a child, they will discuss concerns with the school SENDCO and parents. A child will then be placed on the monitoring register, and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets, your child is working on and the support they are receiving.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.





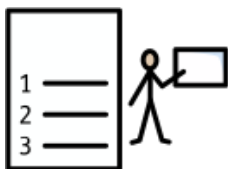
Our approach to teaching children with SEND

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	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 we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term and our SENCO is available at parents' evenings to discuss any concerns.

We also host three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at GOPA, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

Parents can also keep up to date with events through our warm and open communication, this could be when they enter the school or the website.

Parents are also provided with tailored communication channels, these include apps, emails, home school communication books for example.

Parents are also provided with workshops, newsletters or are signposted to support provided by outside agencies.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's 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



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

This is captured on the APDR.



Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Regular auditing of the SEND provisions in the school – concentrating on examining the quality of teaching, resources, training and the alignment of SEND policies and best practices.

Regular reviewing of the SEND Data Dashboard to help identify trends and areas that need particular attention.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term, adjusting strategies through Quality First Teaching.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO to include:

- SMART targets (APDRs, EHCPs)
- Applying for ECHNAF
- Ongoing formative assessment
- Summative assessment
- Use of digital tools (Bromcom)
- Regular teacher assessment and reviews
- Feedback and reflection
- Tracking progress against national or local benchmarks
- Holistic tracking e.g. pupil voice, attendance, behaviour and social development

Case studies – to celebrate success and highlight areas of improvement.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.
Termly



Staff Training

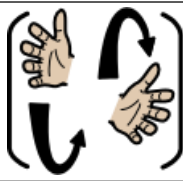
At GOPA, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

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 – Level	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

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

	<u>End of Year transition</u> When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment. We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.
 Outside Agencies including collaboration with other schools	We work with the following agencies to provide support for children with SEND: Pupil and School Support, Communication Autism Team, Educational Psychology Service, School Health Advisory Service, Speech and Language Therapy, Visual and Hearing impairment team and Behaviour Support. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice. We will maintain a strong relationship with community partners, measuring the level of engagement with them. Work with Bedford Borough Council to access resources and specific training such as Attention Autism. Staff attend SEND network meetings within the Borough and the Trust. Visit other provisions within the Borough or in The Trust to inform and improve practice. Where children attend other provisions such as Stable and Wild these will be monitored for attendance and success.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips such as residentials, day-trips and overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

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

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



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 Academy Council through the school office.

- Chair of Academy Council
- SEND Governor



Bedford Local Offer

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

Bedford Borough Council	01234 267422
Children with Disability Team	01234 718023
SEND Team	01234 228375
Multi Agency Safeguarding Team (MASH)	01234 718700 in hours Monday to Thursday; 8.45am - 5.20pm Friday 8:45 to 4 20pm 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
Independent advise	
SENDIASS Bedford SEND Information Advice Support Service	01234 276267
Health	

	Child Development Centre	01234 310278		
	Child Speech and language	01234 310712/01234 310163		
	Community Paediatrician's	01234 310700		
	Occupational Therapy	01234 310278		
	CAMHS	01234 310670		
	Bedford Hospital	01234 355122		
	Patient Advice and Liaison Service (PALS) Bedford Hospital	01234 795814 or 01234 355122 extension 4		
	Parentline	Text 07507 331456		
	Chathealth	Text 07507 334150		
	NHS 111	111		
	Bedfordshire Clinical Commissioning Group	01525 624275		
	Other numbers			
	Citizen Advice Bureau	01234 867944 (advice line) 01234 346543 (admin line)		
 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."			