SEND INFORMATION

2026

Effective Date: November 2011

Last Reviewed: May 2026

Reviewed by: Karen Hayward, Executive Principal

Next Review Date: Sept 2027

INTRODUCTION

Inclusive provision is made for students with Special Educational Needs and Disabilities (SEND), including cognition and learning, communications and interaction, social mental emotional health (SEMH), sensory and/or physical and any looked after children who have been identified with SEND to ensure they have equity or opportunity within school with the aim of enabling them to fulfil their potential.

Admissions arrangements for students with SEND are set out in the school's admission policy.

SEND DEPARTMENT

The SEND Department is managed on a day-to-day basis by the SENCOs, Mrs Heather Smith, and Mrs Amy Alderton.

The following staff members work within the SEND Department:

- Senior SENCO (Yrs. 11-13 and exam arrangements): Mrs Heather Smith (BA Hons, Dip. RSA, SpLD, (Patoss) NASENCO)
- SENCO (transition and Yrs. 7 to 9): Mrs Amy Alderton (Bmus, PGCE, NASENCO)
- SEND Advisory Teacher and Curriculum & Learning Provision Lead: Dr Adele Cook (BA Hons, PHD, PGCAP, PGCE, NASENCO)
- Cognition and Learning Provision HLTA: Miss Jessica Carroll
- FLEX Support Worker: Miss Kirsty Walkerdine
- REACH Support Worker: Ms Charley Gardiner (Tue to Fri) and Mr Mark O'Donnell (Mon)
- EHCP Administrator: Mrs Susan Wild

LSAs:

Mrs Helen Audley
Mr Charlie Hardy
Mrs Alison Hawkins
Ms Laura-Jaye Saunders
Mrs Kerry Cooper
Miss Erica Ward
Mr Mark O'Donell
Mrs Claire Moutrey
Ms Jade Briggs
Ms Kathryn Aldrich
Mr Kieran Garwood
Mr Thomas Hobbs
Mrs Vicky Gill
Mr Rueben Hartwell
Ms Erika Marshall
Miss Lauren Read
Mrs Jill Wallace
Mrs Ginny Walton-Smith
Miss Amy Goodson
Mrs Emily Ransom
Mrs Jane Johnson
Mrs Kelli Titmus
Ms Kimberley Todd

Miss Karen Hayward is the Executive Principal and has overall responsibility for the SEND Department. All members of the SEND dept can be contacted via the main school phone line on 01767 680598 option 2 or by emailing SEND@sandysecondaryschool.com

All staff undergo regular training to ensure that they are able to support students with a range of needs. This is completed through the school's CPD programme, as part of regular department time and through sourcing outside agencies to give directed training as required to meet the needs of all students. The SENCOs provide other training/briefings based on an arising need or as requested by staff and/or departments.

IDENTIFYING YOUNG PEOPLE WITH SEND

Students with SEND are identified through a number of routes:

- Through liaison with feeder schools or other secondary schools
- Through baseline testing of all students on entry to the school
- Through the school's internal examinations
- Through investigation of concerns raised by staff, parents/guardians, or the students themselves.

The school uses a referral system which allows staff to refer students to the SEND team if they have any concerns regarding a student's needs or progress. Referral forms for staff use are available on the SEND board in the staff room, from the SEND office or digitally in the staff shared area.

If parents/guardians have concerns regarding a child in their care, they can speak to any member of staff who will refer this to the SEND team or raise this directly with a member of the SEND team who will then work with staff to identify the need and support with strategies where appropriate.

The SEND department works closely with the pastoral and house teams to identify students who may have additional support needs which fall under the SEND umbrella.

Students with funding as a result of their Education Health Care Plan – EHCP have this funding allocated in line with the requirements of their EHCP. Other students may be eligible for additional specialist support either through time in the SEND Department or through support in class. Identification, planning and support for students with SEND is implemented using a graduated approach but there may be occasions where students access support without being identified on the SEND profile.

PROVISION FOR STUDENTS WITH SEND

After identification of SEND pupils will either be identified as stage 1 or stage 2 on the register. Those at stage 1 will have their needs met through adaptive teaching in the classroom, informed by the SEND strategy sheet. Those who are identified as being at stage 2 will have an Individual Education Plan (IEP) drawn up to inform teachers on adapting the learning for the student in the classroom. These are reviewed every term and input from staff, students, and parents/guardians is required at the review. Where adequate progress is not made through interventions within the school, additional support from outside the school's resources may be sought.

A dialogue is sought between the school and home and between the SENCO and staff to ensure that a full picture of the situation is achieved. The student will be involved in these meetings to ensure their voice is heard. Diagnostic tests may be used to help inform the decision-making process.

For those with an EHCP there is an annual review of this. Where appropriate, agencies involved in the support of the students, other than those at Sandy Secondary School, may be invited to contribute to the annual review process.

Students' needs are met using a graduated approach. Support can be provided in a number of ways, such as:

- Adaptation of work, such as adaptation of tasks, presentation and output, or the use of differentiated questions by the teacher in the classroom
- Learning Support Assistants present in the classroom

- Time in the SEND department at lunchtime, after school, during registration for mentoring. In some cases, a modified or reduced timetable can be offered.
- Exam support and access arrangements.
- Regular meetings with a mentor or key worker
- Specialist support programmes, such as the reading scheme, a phonics programme handwriting scheme, social studies, or Lego therapy
- Pastoral Support Plan
- Sessions with outside agencies, such as the Medical Needs Team, Visual or Hearing Impairment Service, CHUMS, CAMHS, or Outreach Worker.

There may be occasions where students can access some of the above support without being identified on the SEND register.

WORKING WITH PARENTS AND GUARDIANS

The school welcomes and encourages close home-school links and the SENCO seeks to make contact with parents to discuss any rising issues or concerns at an early stage. To facilitate this, the SENCO attends all parents' evenings and open evenings. The SENCO will, where necessary, ask parents/guardians to come into the school to discuss any concerns that staff may have. The SENCO and members of the SEND team will also hold a SEND coffee morning and open surgery on a termly basis to support a positive working relationship between home and school. The coffee morning is held on a different day of the week each term to enable as many parents as possible to attend.

Parents/guardians are similarly welcome to request a meeting and are encouraged to share any concerns with the school.

During the review of IEPs and EHCPs parents/guardians' views are sought. They form an integral part of the review process, and the SEND department aims to meet with all parents/guardians during the review process. A dialogue is sought between the school and home and between the SENCO and staff to ensure that a full picture of the situation is achieved.

CONSULTING YOUNG PEOPLE WITH SEND

Regular reviews are conducted to support student progress. These are completed during IEP and EHCP reviews, where appropriate. In order to build as complete a picture of the young person's needs as possible, the student will be involved in these meetings to ensure their voice is heard.

Students are also given the opportunity to work with an LSA prior to reviewing points in order to record their views on their progress, concerns and hope for the future. This document forms part of the review process.

ASSESSING PROGRESS OF STUDENTS WITH SEND

There is close liaison between Pastoral Team, Senior Leadership Team and SENCO regarding the progress and evaluation of the performance of students with SEND. The views of families, the young person and classroom teachers are sought when reviewing progression. Progress is reviewed at regular points, during IEP reviews and EHCP reviews where applicable. The school completes regular data collection on all pupils, and this is used to provide evidence for the effectiveness of strategies as part of the graduated approach. This evidence is brought to review meetings, where the views of parents/guardians and students are sought and used along with the data to assess the progress of students towards meeting targets.

If targets have been met, or partially met, new targets are set that move the student towards their medium- or long-term targets. If progress has not been achieved at the expected level, support strategies will be reviewed, and outside agencies may be contacted for additional support.

To allow students to demonstrate their ability, once exam arrangements have been made, they will apply to all in class assessment points, as well as external examinations.

EVALUATING THE EFFECTIVENESS OF PROVISION

The school uses a graduated approach to support students with SEND. The graduated approach is based on the following cycle:

A graduated approach includes planning and then implementing a support strategy, reviewing this after a period of time and then assessing its effectiveness in supporting the individual student. Provision is regularly reviewed and all students on the SEND register have reviews built into the school year where the effectiveness of individual provision is assessed and plans are made for continued support.

On a departmental basis, the SENCOs and the SLT link regularly meet to discuss the effectiveness of current practice within the department, and to plan for the future of provision within the school to ensure it meets the needs of all students.

SUPPORTING EMOTIONAL AND SOCIAL DEVELOPMENT

The SEND department works closely with the school's pastoral team to support pupils with their emotional and social development. Pupils can be supported through the use of Pastoral Support Plans, with a mentor or Key Worker who they can regularly meet with, and through the SEND departments intervention programme, which includes a variety programme to assist with social and emotional development, including Social Skills, Lego therapy and Draw and Talk sessions.

In order to support students, the SEND department invites some students to access REACH (Reflection, Encouragement and Care Hub) at break and lunch times and during registration, so that students can gradually be integrated into the main school during busy times and be in a supportive social environment during social times.
When appropriate, outside support can be sought to support pupils with emotional development and SEMH concerns.

COGNITION AND LEARNING PROVISION

Our school has an on-site Additional Resource Provision for students whose primary needs are Cognition and Learning. Students who access this provision have this as a named placement on their EHCP.

The provision currently operates for years 7-9, and this will expand to cover year 10 in the academic

year 26-27.

Classes are a maximum size of 15 students, and they are taught in class groups with peers in the same school year. The curriculum in the provision covers English, Math's, and Cultural Enrichment and Humanities for years 7 and 8, and English, Math's, and ASDAN for year 9 and up. Students who access this provision complete additional English and Math's lesson to support accelerated progress in core subjects, and these lessons take the place of Modern Foreign Languages on their timetable. Cultural Enrichment and Humanities, and the ASDAN course replace History and Geography.

Classes in the provision are structured to support a range of learning needs and are supported by a higher staff to student ratio than in our mainstream classes. They are taught in designated and specifically designed spaces in order to meet the needs of all students. Students are given targeted support to close the gaps in their learning in English and Math's, including phonics-based interventions, as part of their time in the provision.

Students access the mainstream school with their peers for all other lessons and for Form, giving them the opportunity to explore learning across the full range of subjects on offer, and to socially integrate with the whole school.

INCLUSION

In order to support all of our students, the school integrates pupils with SEND into school life as far as they are comfortable. Students are encouraged to take part in extra-curricular activities at lunch time and after school, and we support students with SEND to attend school trips and functions by allocating LSA support and additional staffing where appropriate. All students are encouraged to be part of the school community through the Student Council and the Equality and Diversity Council.

We enable students with SEND to access the school and lessons by making provision for some students to leave class early to avoid the busy corridors and allowing them to access the canteen before other students. We provide quite social spaces for students and support them to access these.

SUPPORTING TRANSITION

In order to support young people with SEND joining the school, we work closely with our feeder schools. Students with an identified SEND at this stage will be invited to additional transition days in order to support them with the move to the school. The information that is shared with us for these students will be made available to teaching staff in the school, so they have the information required to support them in the classroom from their first day in school.

The SENCO with responsibility for transition, Amy Alderton, makes visits to the feeder schools and meets with their SENCOs to support information sharing and to give the SEND department the opportunity to get to know the young people from those who already work with them professionally. This can also be an opportunity for the young person to begin to get to know the people who will be supporting them in the school.

All Year 7s will experience their first day in school without the other year groups in order to support their transition to the school.

When are students are ready to move on to Further Education which may be outside of our school setting, we work with appropriate outside agencies to make sure they are aware of the support that is available to them and to make the transition as smooth as possible.

SUPPORT FROM OUTSIDE AGENCIES

The school works closely with a range of agencies to provide support to our students with SEND. This includes the School Nursing Team, Medical Needs Team, the Educational Psychologist Service, Outreach Workers, Early Help, and counselling services. The SEND department will seek support from outside agencies if it is appropriate for a student, and when a student is not making expected progress. Parents/guardians will be involved in any referral process, and the rationale for any support will be clearly explained. The school will require consent from parents/guardians prior to referral for support from outside agencies.

Links have been established with outside agencies such as the Outreach department at Ivel Valley School and Oakbank School, Psychology and Advisory Support Team at Children's Services, Medical Needs Team, Visual Impairment Team, Deaf and Hearing Impairment Team and the Child and Adolescent Mental Health Service (CAMHS). Outside agencies such as those named above provide support and training when needed.

Further support for families can be sought from the following places:

- https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer this website gives links to pages and information on support that is offered locally through the Central Bedfordshire Authority.
- Special educational needs and disability (SEND) parent, children and young person partnership service at Central Bedfordshire Council – this is a free confidential support service for parents and guardians of children with SEND. They can be contacted on 0300 300 8088. Their website is https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer/141/central_bedfordshire_special_educational_needs_and_disability_information_advice_and_support_service
- Autism Beds - free drop-in sessions for parents/guardians who have just received a diagnosis to say their child has Autism. Their contact number is 01234 214871
- https://www.ukadhd.com/support-groups.htm provides information on local support groups for those affected by ADHD
- CHUMS – is the Child Bereavement, Trauma and Emotional Wellbeing service and offers support to children and their parents/guardians. They can be contacted on info@chums.uk.com or on 01525 863924
- British Dyslexia Association – This is a dyslexia friendly organisation, and local groups can be found at this website: www.bdadyslexia.org.uk
- Bedford Open Door is a charity providing FREE and confidential counselling to young people. Information can be found at http://www.bedfordopendoor.org.uk/ or phone 01234 360388
- Kooth is your online mental wellbeing community. Access free, safe and anonymous support. More information can be found at https://www.kooth.com/

OTHER SUPPORT THAT MAY BE AVAILABLE

- Pupil premium and free school meals – for further information on this please visit the school website www.sandysecondaryschool.com. Alternatively, ring the school on 01767 680598
- School transport – for further information on this please visit the school website www.sandysecondaryschool.com. Alternatively, ring the school on 01767 680598

- Transition – The admission arrangements for students with SEND are set out in the school's admissions policy. To support those with SEND, the SENCO meets with the feeder school SENCOs prior to transition to ensure effective information sharing and a smooth transition. Advice and guidance can be given on transition post 16 and those with an EHCP are closely supported through this stage. SEND information is passed to any new setting the student moves to.

All students meet daily with their form tutor, and all students are eligible to join homework club and break club. A lift is available to access all floors, along with a toilet for the disabled.

THE LOCAL OFFER

The Local Offer is the Central Bedfordshire Councils single point of contact for local SEND advice, guidance, and support services. It can be accessed here: Central Bedfordshire SEND Local Offer

It includes a wide range of important and useful information for young people and families. This is regularly reviewed in order to ensure that the information it provides is up to date and relevant for all users.

ACCESSABILITY

The school is committed to increasing accessibility for disabled students so that all students have full access to education, including access arrangements for pupils with a range of disabilities to enable them to access the curriculum. Further information on how this is managed and how the school secures access to the required equipment and facilities can be found in the school's Accessibility Plan.

SEND POLICY

The SEND policy is available on the school's website under 'policies.' This is evaluated and reviewed every three years (or in line with any government reform) by the SENCO and Senior Leadership Team.

COMPLAINT PROCEDURE

It is hoped that close home-school liaison will minimize the need for complaints. If, however, there is a cause for complaint then it will be dealt with in line with the school's complaints procedure, which can be located on the school's website under 'policies.'

OTHERS INVOLVED IN THE REVIEW OF THIS DOCUMENT
Adele Cook (Cognition and Learning Provision Lead)
Heather Smith (SENCO)