



The Mary Bassett Lower School

SEND Information Report

An Overview of the School

“Thank you for all of the support you’ve given us over the past five years. Your care, compassion, organisation and understanding has been incredible and its provided us with so much reassurance” (A previous parent)

“Thank you for taking the time to understand our children with emerging and not so emerging special needs” (A Year 3 and Year 1 parent)

The Mary Bassett Lower School provides an inclusive, broad and balanced curriculum for all children that builds upon and celebrates each child’s skills, talents and abilities. We have high expectations of every child and strive to help them achieve their full potential through the removal of barriers to learning and participation. We want all our children to feel that they are valued members of our school and the wider community. To accomplish these aims we pride ourselves on prioritising high standards in Quality First Teaching for our Wave One provision. We believe in early intervention to narrow any access or attainment gaps as soon as possible. We provide a flexible and adaptable range of support, strategies and programs for children with Special Educational Needs and Disabilities (SEND). We are open to new advice from a range of specialists and additional staff training to meet the needs of our current and future pupils. We make sure that we have processes in place so that additional needs can be identified early and we offer a range of provision according to identified needs.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational needs and aspirations
- Require different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Need a range of different teaching approaches and experiences

Through inclusive practice in all parts of the school day from all staff we enable all children with SEND to achieve alongside their peers.

How will the school know if my child has SEND?

A child is considered to have SEND if they have defined difficulties over and above those generally experienced by their age related peers. These difficulties may be within one or

more of the broad areas of need as identified in the updated 2015 Code of Practice and Central Bedfordshire's Graduated Response to SEND.

These are: Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social, Emotional and Mental Health.

Early identification is vital, and the school uses the assess/plan/do/review approach to a child's initial additional need. The class teacher makes an initial identification, underpinned by evidence, and shares their concerns with the SENDCo and then parents. This is an additional, school-based layer to the official Graduated Response Guidance of Central Bedfordshire. It is called 'Initial Cause for Concern' and it reflects our commitment to early intervention and the raising of the child's profile for support and monitoring by the SENDCo and Senior Leaders.

Sometimes parents may raise the initial concern based on homelife concerns; if you know or think that your child has Special Educational Needs or Disability (SEND) please let us know straight away. If you are concerned about your child, then please also share the information so that home and school can work together more effectively. Initially this contact should be with the class teacher.

We refer to the following local authority guidance for identifying children with SEND. These documents are available on the school website.

Who should I contact if I have any questions or concerns about my child's SEND?

- Your child's class teacher is always your best first contact as they know your child better than anyone else in the school.
- Alternatively, you may contact Mrs Stephanie Finnis, the school's SENDCo (Special Educational Needs and /or Disability Coordinator) via the school's front office, school email office@marybassett.co.uk or by phone on 01525 373017.

How will the school involve me as a parent?

- Parents can approach their child's class teacher at any time if they are worried about their child. They are kept informed at all stages in the process of identification, appropriate early interventions, assessment of needs and consent for the involvement with any outside agencies.
- Termly meeting with the class teacher where parents of a child with SEND can share and update their views of their child's needs.
- Advice on how to help at home e.g. supporting learning or managing behaviour at home. This could be through leaflets, useful websites, support groups or the school's Pastoral Support Assistant.
- Regular contact between home and school in specific circumstances, e.g., home/school weekly communication.
- Annual Review meetings with the SENDCo for children with more complex needs or on a higher level of support.

- Availability of the SENDCo for parent discussions during the school day as needed.

How will the school involve my child?

- Your child will be asked their views when creating their SEND Support Plan
- A pupil can be invited to any EHCP review. Staff and parents make a decision together about this attendance in the best interests of the child.
- A pupil's voice can alternatively be heard by using a pupil review sheet prior to an EHCP review which is completed by a home adult as well as a school adult with the child. This is to create a clear picture of the child's views from the adults who know them best.
- The outcomes are always shared with the pupil by the class teacher or SENDCo after the review of any additional provision they will be receiving in a child friendly and positive manner.

How will the school access additional resources?

The school is familiar with and uses the Access Initiative Funding for additional resources for a pupil with a SEND need in any area if this is over and above what the school can reasonably provide from existing budgets. The most recent requests have been to improve the acoustics in 4 classrooms for hearing impaired and pupils with language delay, as well as ramp resurfacing for a child with medical needs and a child with a wheelchair.

How will the school support parents if they are not content with SEND provision?

In the first instance we would ask parents to discuss any concerns with the SENDCo initially or the Headteacher so that any concerns can be investigated and resolved quickly. As with any area of school, if a parent is not happy with the response to an initial complaint then the details of our school complaints procedure are on the school website.

What different kinds of support are available to children with SEND?

- Quality first teaching – (Wave 1)
- In-class support - individual and/or group (Scaffolding for Wave 1 access)
- Group teaching programmes – (Wave 2)
- Individual teaching programmes- (Wave 3)
- Adaptation of the curriculum access by task, resources, support and recording style (Scaffolding for Wave 1 access and part of the school's Ordinarily Available Provision)
- Pastoral Support Assistant to support social skills, emotional needs and concerning behaviours.
- Lunchtime club to support children with Social and Emotional needs at unstructured times of day
- Referrals to outside agencies and advisory services for school and home support

- Reasonable adjustments for physical access to premises, resources, and the curriculum, as is practical within the school budget.

Full details are in the school's overall provision map within the SEND policy on the school website. This provision map is reviewed annually to reflect the current needs of the school and to support parent planning for admissions and school choice for a pupil with SEND. Additional provision for pupils with a disability and the school's future planning for improving access for those with a disability are within the Accessibility Plan.

How does the school measure progress?

In school we monitor each child's progress in learning with the Early Years Curriculum and National Curriculum against age-related expectations. This includes the use of Pre-Key Stage One Standards for pupils from Year 1 who are not yet working in the National Curriculum levels. We hold pupil progress meetings which involve the Head teacher and/or Senior Leadership Team (SLT), class teacher and SENDCo to monitor and review targets and plan next steps. The school assesses each SEND child's reading age three times a year and spelling annually using the standardised PIRA and Vernon tests respectively. Teacher assessment, standardised tests and pastoral information from all supporting staff are combined to monitor attainment and progress.

If a child needs additional support, we will initially discuss an in-school 'Initial Cause for Concern' with the child's parents. It is designed to identify some initial early gaps and steps are taken to narrow that gap with a range of strategies and support. This concern can be for any of the range of SEND areas identified by the Central Bedfordshire's Graduated Response.

If your child's progress in any area of SEND continues to cause concern then discussions are held with all parties (parents, class teacher, support staff and SENDCo) and your child may then be placed on the school SEND register. We will then create a SEND Support Plan which will have personalised targets and specific additional provision. These targets are reviewed with parents and children termly. As well as a formal termly review it is informally reviewed and monitored by class based staff each half term.

Following reviews, further assessments may involve a specialist such as the Educational Psychology Support service, Community Paediatrician, Occupational Therapist, Inclusion Support team, Outreach services of special schools or NHS Speech and Language Therapist. You will be consulted at each stage of this process and consent sought to share any information as well as to get any other agency involved.

Should a child continue to cause parents and school concern, fall significantly below national expectations or not be achieving their full potential due to other specific barriers to learning, we may consider an application for an Education, Health and Care Plan (EHCP). Extra funding in addition to the school's notional SEN budget to specifically support the child's needs in a more personalised manner may then be available to access.

Parents/carers are always given copies of any specialist assessment reports by the individual agencies and can discuss them with the SENDCo or class teacher as required.

The school operates a cycle of assess/plan/do/review to meet the needs and adapt support for children needing additional support. This is dynamic and ongoing but is also part of the review process for SEND children through a termly update with parents and class teacher as well as an annual review. All parents can request to involve the SENDCo at any stage if they wish, and the SENDCo always attends EHCP annual reviews.

Who else might be involved?

- Hilary Wheeldon (Headteacher)
- Laura Jeffery – Pastoral Support Assistant
- Emily Yirrell - Family Support Worker
- Educational Psychologist
- Advisory Support Teams (eg Early Years, Autism, Physical impairment, Visually impaired, Hearing Impaired, Education Psychology)
- Local Authority SEND Advisory Teacher
- Inclusion Support Team - Jigsaw
- Special School Outreach Services
- Paediatrician at Child Development Centre (Edwin Lobo Centre)
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nurse / 0-19 team
- CAMHS and CHUMS for emotional, well-being and mental health support
- MHST - Mental Health Support Team (CAMHS Outreach working in school)
- SENDIASS - Special Educational Needs and Disability Information, Advice and Support Service (independent parental support for children with SEND)
- Governor with responsibility for SEND

Have any staff received specialist training in SEND?

We identify training needs annually to meet the needs of the current staff and children they are supporting. The SENDCo organises in-house and outside agency SEND training, calling on the services of the specialist providers, such as our Educational Psychologist, Speech Therapist and Outreach teachers as necessary. Online courses are also accessed to keep skills up to date and to support new staff.

School has staff with training from the [Autism Advisory Service](#). Some staff have attended specific training on ADHD, Sensory Processing Difficulties, British Sign Language, Speech and Language support, Attachment Disorder, [Pathological Demand Avoidance \(PDA\)](#), [The Curiosity Programme](#) and supporting children with social and emotional difficulties. A wide range of staff have benefitted from early intervention training for strategies for managing anxiety, working with children with SEND in the classroom and understanding sensory needs.

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

Pupils with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities in class and around the school on an equal basis and may join the School's focus groups and Eco Council. Access to after-school clubs is fully inclusive and our outside providers are made aware of any additional needs. This is so they can plan appropriately for the reasonable adjustments they are expected to make. School trips are often accompanied by a higher ratio of adults for children with SEND. This follows a separate risk assessment, when appropriate, for specific difficulties and areas of need. All children with SEND, including EHCP children, **who want to go on the overnight residential in Year 4 (Autumn 2025) are able to access the experience if parents wish.** Reasonable adjustments, as far as is practical within the school's allocated budget, are made regularly in consultation with parents so that children benefit from all events.

How will the school support my child to join the school, change classes and move on to middle school?

If your child is already in receipt of an EHCP then the school would invite you to tour the school with the SENDCo and have an initial discussion about choosing the school based on your child's needs and the school's provision so that the child's needs are met effectively. The school, in line with all schools in Central Bedfordshire, will then have 15 days for a consultation period should the school be named as the next placement for a child with an EHCP. The school has been able to include and meet the needs of a number of pupils with a range of additional needs and disabilities. Further details of admission arrangements are within the school's Admissions Policy.

Careful consideration is given to preparing pupils with SEND for transition at all ages and stages.

Initial contact is made with the setting previously attended and with the parents as soon as we are notified that a pupil with SEND is transferring into our school. This includes the involvement of the Early Years Advisory Service when children are first joining our school into the Reception Class.

When pupils are changing classes, teachers liaise together, sharing information and preparing the pupil well in advance of the move. This may involve extra visits to the new classroom/ teacher, photograph books etc. Where necessary an individual transition plan may be drawn up to support the child as well as the use of photos of new staff and environments.

In Year 4 parents and carers have the opportunity to visit middle schools before deciding and expressing a preference. School is also willing to support visits to school with parents of children with an EHCP. Teachers, Pastoral Support **Assistant** and the SENDCo will pay particular attention to preparing pupils with SEND for transfer to middle school, addressing both the learning and the well-being concerns that may arise. Our SENDCo personally meets with the appropriate Middle School SENDCo to transfer information. Middle schools usually offer extra visit days for children with SEND.

Our children usually transfer to:

Leighton Middle School <http://www.leighton.beds.sch.uk/>

Linslade Middle School <http://www.linslademiddle.beds.sch.uk/>

Gilbert Inglefield Middle School <http://www.gilbertinglefield.org/>

Brooklands Middle School <http://brooklandsschool.co.uk/about-us/>

What support is available to parents and carers?

- Mrs. Stephanie Finnis is available to meet with parents throughout the school day and after-school hours. She can be contacted via the main school office to make an appointment. 01525 373017 or office@marybassett.co.uk
- Mrs. Emily Yirell is our Family Support Manager who is available to support the home life of children and parents. She is able to meet with parents on an individual basis on a Monday and a Thursday each week. Supporting the child and their family to be in a positive place emotionally is seen as a key part of promoting future academic progress. She can be contacted via the main school office to make an appointment. 01525 373017 or office@marybassett.co.uk
- Central Bedfordshire Council's SENDIASS (Previously known as Parent Partnership Service) 0300 300 8088
- Early Help Assessment for additional homelife support
- School attendance at a BRIF (Building Resilience in Families) panel to access additional advice and support for the impact of additional needs at home at the earliest stage of difficulty

Further information for families and practitioners

For more information please visit the links below.

- The Mary Bassett Lower School website (includes access to the SEND Policy and Accessibility Plan)
<https://www.marybassett.co.uk/>
- Central Bedfordshire SEND offer
[https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.p
age](https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page)
- CBC SENDIASS
<https://cbsendiass.org/>

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