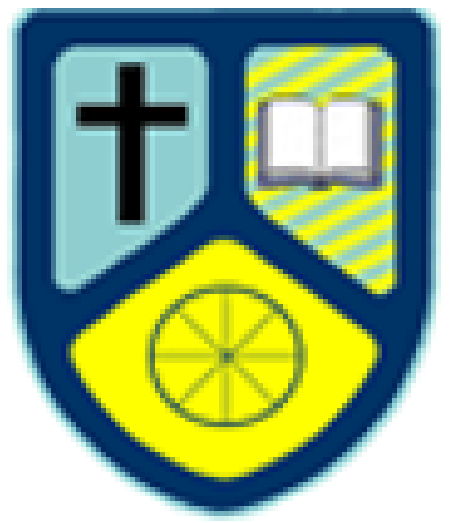




SEND INFORMATION REPORT 2025 - 2026

COMMUNICATION AND CONTACT

STAFF

Inclusion Lead and Deputy
Headteacher
Mrs Waddington

SENDCo
Ms Anderson

SEND Administrator
Ms Warren-Perri

EMAIL

Email to the school office:
info@edwardpeake.beds.sch.uk

or to
the
SEND office:

sendco@edwardpeake.beds.sch.uk

TELEPHONE

Contact
can be made
using the
the school telephone
number
which is listed below.

01767 314562

Further information about SEND provision can be found in the SEND policy located on the school website.

Both the policy and information report are reviewed annually.

Parents/carers should also refer to the FAQs section for further details and information about the SEND department.

AIMS OF OUR PROVISION OF SEND AT EDWARD PEAKE C OF E (VC) SCHOOL

At Edward Peake, our aim is to support all students with SEND to enable them to thrive in all aspects of life. The aims of our policy and practice in relation to SEND are:

- To make reasonable adjustments for those with a disability or special educational needs to increase access to the curriculum and the environment.
- To ensure that students with SEND engage in all aspects of school life alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement.
- To use our best endeavours to secure SEND provision for students for whom this is required, that is “additional to and different from” that provided within the adapted curriculum to better respond to the four areas of need.

WHAT ARE SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)?

At our school we use the definition for SEND and for disability from the SEND Code of Practice 20214.

Special Educational Needs:

A young person has special educational needs if he or she has a learning difficulty or disability which calls for additional provision to be made for him or her:

- A learning difficulty or disability is significantly greater in learning than most others of the same age.
- An educational provision that is additional to, or different from, made available to others of the same age.

Disability:

Many young people who have SEN may have a disability under the Equality Act 2010 that is 'a physical or mental impairment which has a longer term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments, such as those affecting sight or hearing and long-term health conditions, such as asthma, diabetes, epilepsy and cancer.

THE FOUR AREAS OF NEED

COMMUNICATION AND INTERACTION

Students with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others.

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

Students who may be withdrawn, isolated, as well as those who display challenging, disruptive and disturbing behaviours.
For example anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are unexplained.

COGNITION AND LEARNING

Cognition and learning difficulties can impact a student's ability to learn and succeed academically.

Including Maths, reading, writing and a range of specific learning difficulties such as MLD, Dyspraxia and Dyscalculia.

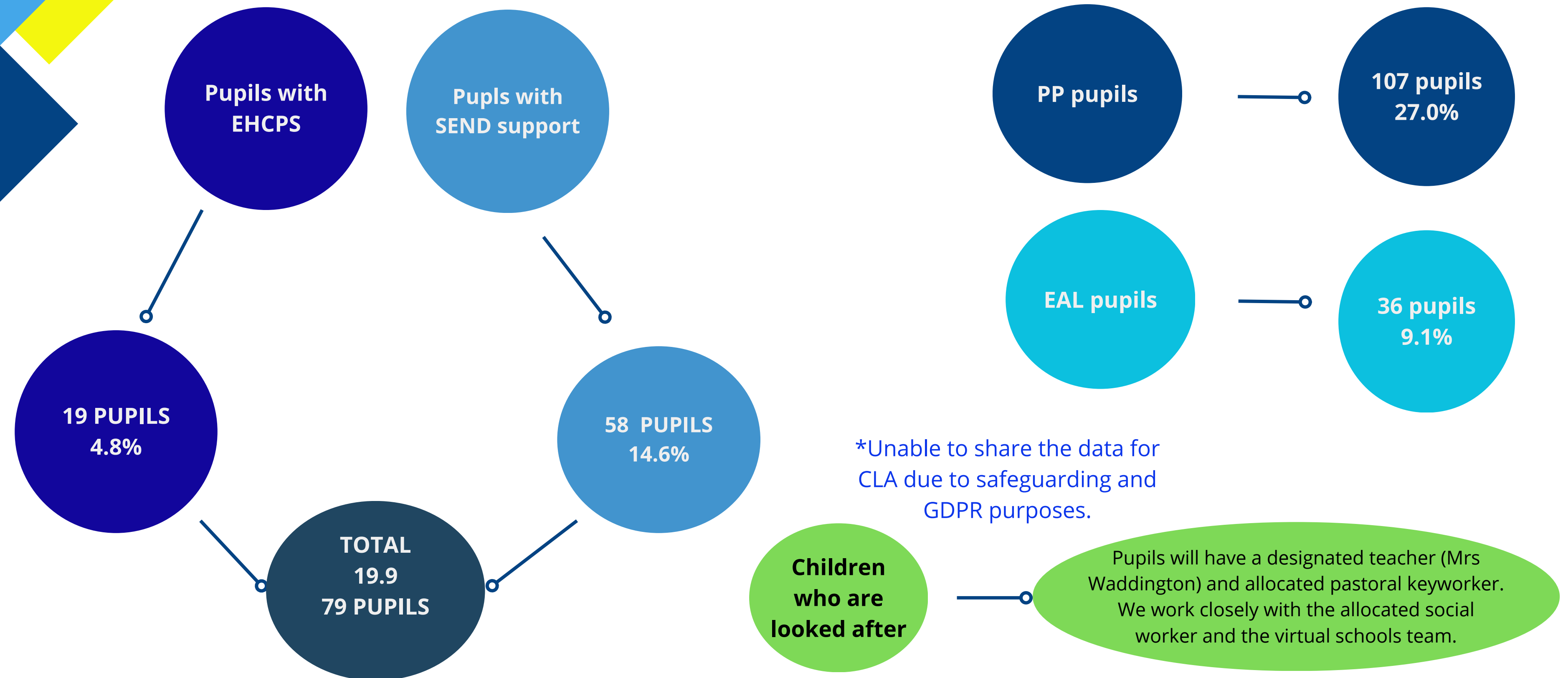
SENSORY AND / OR PHYSICAL

This includes students with a disability that prevents them from making full use of general educational facilities.

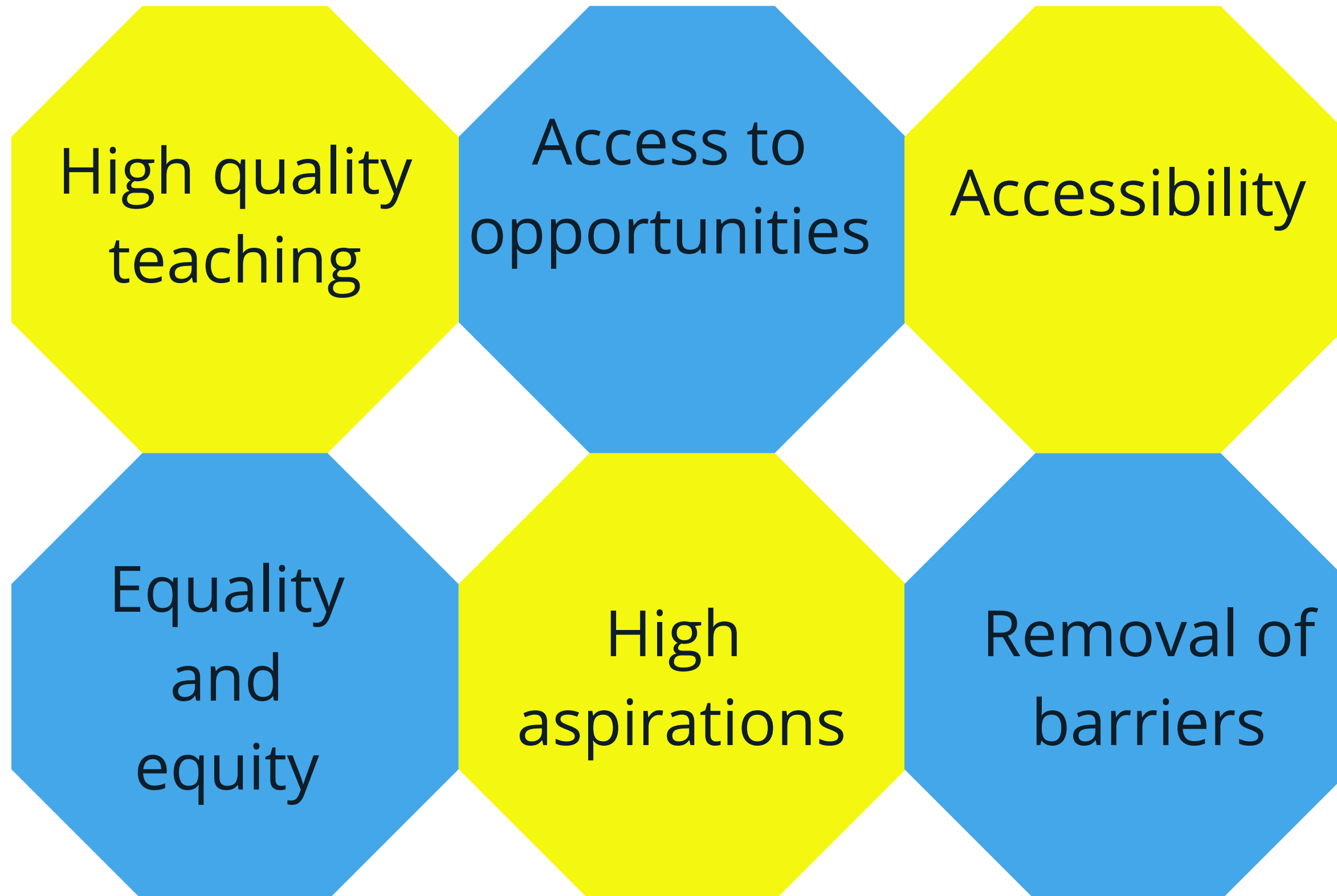
For example, those with a visual or hearing impairment, multi-sensory impairments, and/or physical disabilities.

FACTS AND FIGURES

TOTAL NUMBER OF PUPILS- 397



APPROACH TO TEACHING PUPILS WITH SEND



ROLES AND RESPONSIBILITIES

TEACHERS

All of our teachers receive in house SEND training, and are supported by the SENDCo and leadership team to meet the needs of students who have SEND. Teachers receive training on the adaptative classroom delivered by our teaching and learning lead.

SUPPORT STAFF

Teaching assistants deliver the individual provision arrangements for students with SEND for students at wave 2 and 3 level as part of the graduated response. TAs will support EHCP students within the classroom.

The pastoral team will support SEMH provision

PROVIDING SUPPORT

Quality first teaching (QFT) and Ordinarily Available Porvision (OAP)

Class teacher input via targeted classroom teaching .

For your child, this would mean that the teacher has the highest possible expectations for all pupils in their class and that different ways of teaching are in place so that all students are fully involved in learning in class.

Specific strategies will be suggested by the SENDCo to support students in lessons.

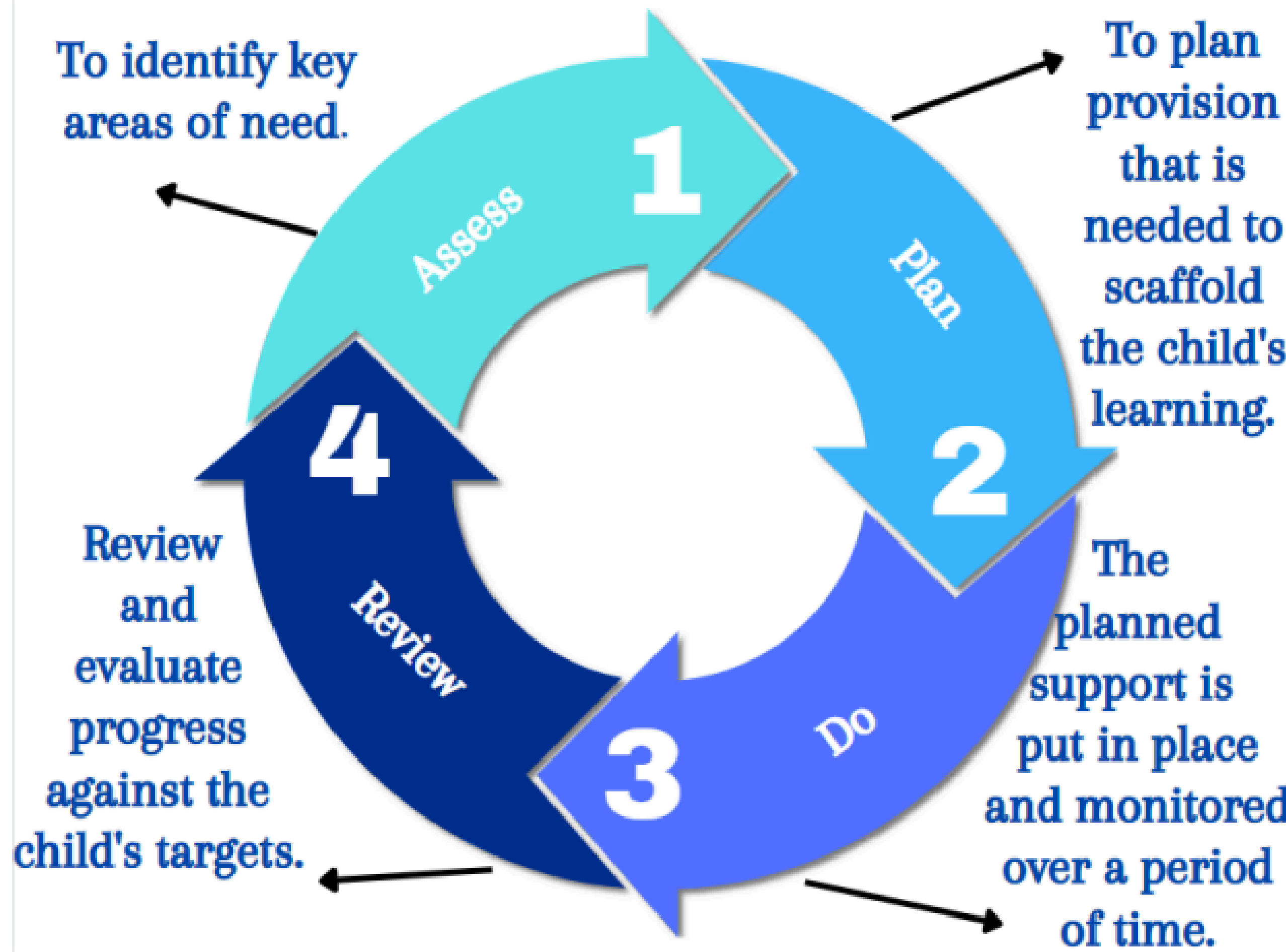
School based interventions

We have a large Teaching Assistant team employed in the school, providing a high staff-to-student ratio which maximises the learning potential of all young people. TAs are deployed in classes to support young people with an EHCP children

Interventions are in place for students who require additional support. The HIVE team will also provide targeted interventions to those who require them.

Specialist reasources

Specific resources or strategies are in place for many students recommended by external agencies e.g. coloured overlays/exercise books, zones of regulation strategies and use of Chromebooks.



Monitoring progress is an integral part of teaching and leadership at Edward Peake.

In accordance with the SEND Code of Practice (2014) the process for responding to students identified as needing additional support follows the four-step cycle called the Graduated Response.

SPECIALIST SERVICES AND PROFESSIONALS

**AUTISM
BEDFORDSHIRE**

**ATTENDANCE LINK
AND EWO**

**SEND ADVISORY
TEACHER**

**LINK EDUCATIONAL
PSYCHOLOGIST**

**CENTRAL BEDFORDSHIRE
SEND TEAM**

**VIRTUAL
SCHOOLS TEAM**

**IVEL VALLEY
OUTREACH TEAM**

**ACCESS AND INCLUSION
TEAM**

**UMBRELLA
SUPPORT
TEAM / OAKBANK
(KS3/KS4)**

**JIGSAW
PHYSIO AND OT TEAMS**

**SOCIAL WORKERS,
FAMILY PARTNERS,
EARLY HELP TEAM**

**SALT-SPEECH AND
LANGUAGE TEAM**

CBC MEDICAL NEEDS TEAM

**CAMHS
AND MST TEAMS**

**HI, VI, NHS, 0-19
TEAMS**

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS SEND?

Tell us your concerns

If you think your child might have SEND, please email our SEND Team:
sendco@edwardpeake.beds.sch.uk.

We will then discuss this concern as a team and get in touch with you. We may email your child's teachers to gather feedback first and review recent assessment data.

Connecting in a meeting

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed.

Planning the next steps

If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register.

We will formulate a SEND plan and Pupil Passport which is then shared with your child's teachers.

We will meet regularly to review.

SUPPORT

SUPPORT- NON EHCP PUPILS

For students with SEND but without a EHCP, the decision regarding the support provided will be held at a joint meeting with inclusion leads who will follow guidance provided by local and national government regarding SEND funding deployment. This information will be shared with parents.

SUPPORT STAFF-EHCP PUPILS

For pupils with an EHCP, this decision will be reached in agreement with parents in the annual review. Professional advice will also be sought to discuss the level of provision required.

FUNDING

The school receives funding to respond to the needs of students with SEND from a number of sources. The funding is then used to provide the equipment, resources and facilities to support students with SEND.

Examples include:

- Targeted adaptation to increase access to texts.
- In class support.
- Out of class support.
- Small group tuition for literacy and numeracy development.

A proportion of the funds allocated per pupil to the school to provide their education called the Age Weighted Pupil Unit.

The notational SEND budget. This is a fund for schools to support them to meet the needs of students with SEND.

For those students with the most complex needs, the school may be allocated additional educational needs funding from the local authorities high needs SEND funding allocation.

CURRICULUM INFORMATION

Teachers plan using achievement levels.

Adapted and scaffolded tasks are provided to ensure progress.

The curriculum will be adapted by the class and subject teachers to reduce barriers.

Specialist equipment and resources will be provided as and when required.

Strategies for SEND students will be provided by the SENDCO

SEND plans will be available for all subject and class teachers to access.

LOCAL OFFER

Local Authorities (LA) and schools are required to publish and keep under review information about services available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'. The Local Offer aims to improve choice and transparency for families and is an important resource for parents to understand the range of services and local provisions.

This SEND Information Report is part of the Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This is reviewed annually.



Central Bedfordshire SEND Local Offer

Welcome to the Central Bedfordshire SEND Local Offer! If you have a child or young person with...

 [Central Bedfordshire SEND Local Offer](#)

**Central
Bedfordshire**

EFFECTIVENESS OF SEND PROVISION

The effectiveness of SEND provision will be measured using both qualitative and quantitative data.

Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data will examine both progress and attainment levels compare to those achieve nationally for pupils with the same prior learning.

SEND provision will be regularly monitored by both the Headteacher and the Governing body.
SEND is a standing agenda item for all full governing body meetings.
The SEND governor undertakes regular monitoring visits.



**FURTHER INFORMATION
ABOUT THE SEND DEPARTMENT
CAN BE FOUND IN THE FAQ
SECTION.**



WHO CAN I CONTACT FOR FURTHER INFORMATION OR IF I HAVE ANY CONCERNS?

If you wish to discuss your child's needs or are unhappy about an issue or the school's response to meet needs, please contact the following:

- The form tutor
- The subject or class teacher
- Year leader for year 7 (Mr Dell) or Years 8, 9 and 10 (Mr Redding)
- SENDCo-Ms Anderson
- Inclusion lead-Mrs Waddington



Parents/carers are free to contact the school at any time, either by phone or by email, to discuss their child's progress in school or concerns regarding SEND.

Further details can be found in the school communication and complaints policies.

<https://www.edwardpeake.beds.sch.uk/statutory-information/school-policies>



APPENDIX A

SPECIALIST ROOMS

THE HIVE



THE NEST



THE SANCTUARY





APPENDIX B

ACCESSIBLE FACILITIES



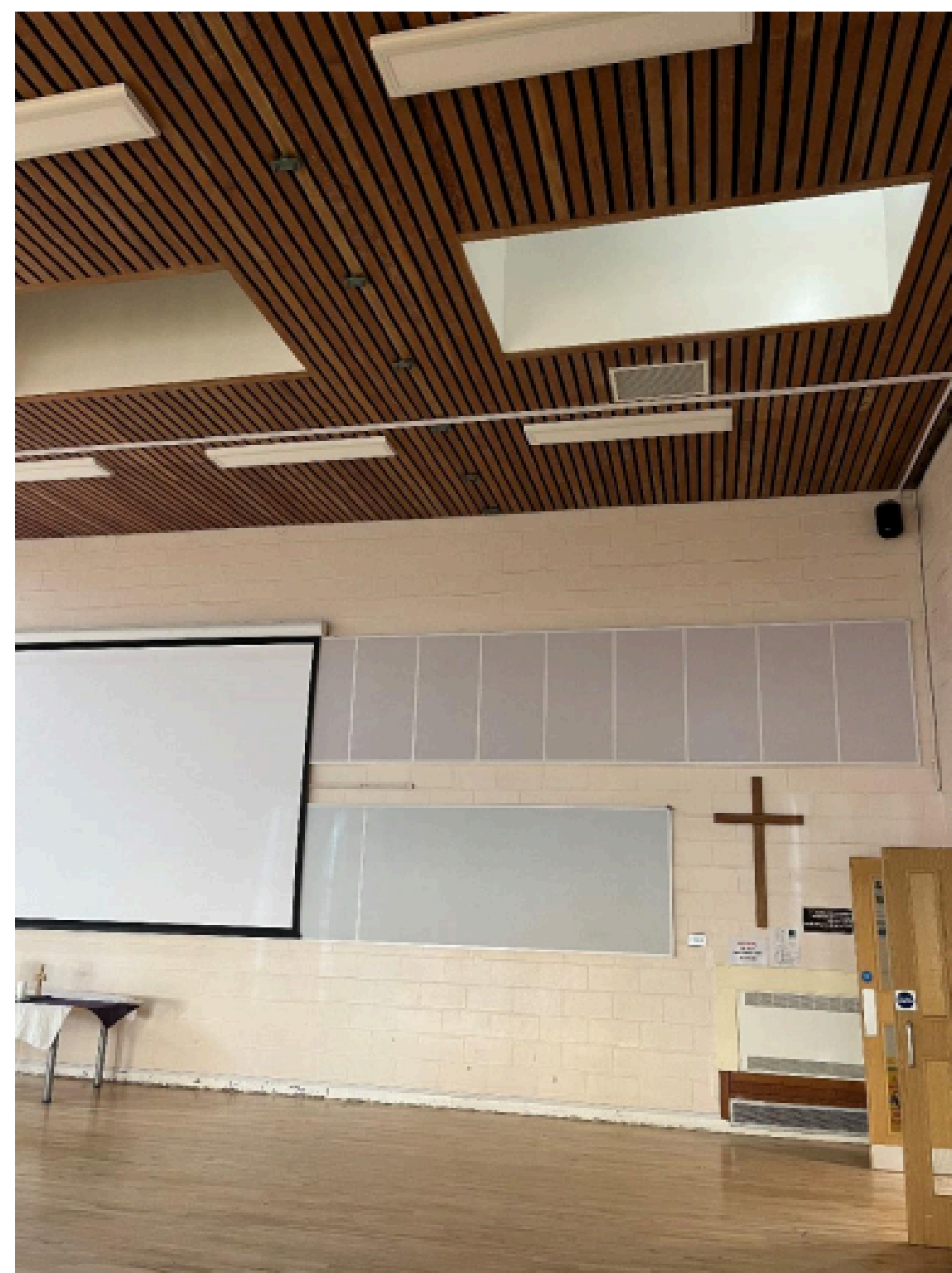
Platform lifts



Disabled toilet with shower and changing facilities



Height adjustable benches



Acoustic wall panels



Wheelchair ramp



Disabled parking bay