Pulford SEND Statement 2026 - 2027

Overview

Our Church of England school plays a vital role in supporting the local authority's Special Educational Needs and Disabilities (SEND) offer by providing an inclusive, nurturing environment where all children, regardless of their abilities or challenges, are given the opportunity to thrive. With a strong commitment to Christian values, our school fosters a sense of belonging and dignity for every child, ensuring that those with SEND receive tailored support to meet their individual needs.

The last Ofsted report (November 2023) stated: "The school is ambitious for pupils with special educational needs and/or disabilities. Staff are well trained to be able to identify pupils' needs as soon as possible. This enables them to make adaptations or seek external support quickly. Staff know pupils' needs well. This enables teachers to adapt the curriculum to meet pupils' needs. This ensures that most pupils with SEND achieve well".

Pulford School provides a broad and balanced curriculum for all children. The Long Term Curriculum Plans for each class are published on the website. We have high expectations for each child and aim for them to achieve their full potential.

We recognise that children learn in different ways; have different speeds of learning; need a range of approaches to teaching. Parents should not assume, just because your child is making slower progress than expected or because the teachers are providing different support, help or activities in class, that your child has special educational needs.

There is a separate Inclusion Statement on the web.

Who is responsible for co-ordinating Pulford's SEND:

Mrs Tessa Rees (Deputy Head) in the main school and Mrs Stacey Major in the pre-school.

The school have a named governor for SEND –Mr Simon King. They can all be contacted via the school office: office@pulfordschool.org

Our SEND policy can be found here: www.pulfordschool.org

SEND –Special Educational Needs and Disabilities

At Pulford our aim is to identify additional needs early and we offer a range of provision according to identified needs.

We recognise that a child has special educational need or disability (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Pulford School can help many children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school. These children may have special educational needs or disabilities.

Special educational needs could mean that a child has:

- learning difficulties – in acquiring basic skills in school
- emotional and behavioural difficulties – making friends or relating to adults or behaving appropriately in school
- specific learning difficulty – with reading, writing, number work or understanding information
- sensory or physical needs - such as hearing or visual impairment, which might affect them in school
- communication problems – in expressing themselves or understanding what others are saying

Disabilities
The school has an Accessibility plan: www.pulfordschool.org which is reviewed regularly.

Admission arrangements for disabled pupils are designed to ensure equal access and opportunity in line with the Equality Act 2010. The school is committed to making reasonable adjustments to accommodate the needs of disabled pupils throughout the admissions process. This includes providing accessible information in alternative formats, offering support with completing application forms, and ensuring that the school site is accessible for visits and meetings. Where necessary, staff will work closely with parents, carers, and external agencies to assess the needs of the pupil and plan appropriate support before entry. Every effort is made to ensure that the transition into school is smooth, supportive, and inclusive. The Governing board is its own admissions authority, we work in conjunction with CBC. If a school is oversubscribed, all children, including disabled pupils, are admitted according to the school's published oversubscription criteria see the admission policy:

https://www.pulfordschool.org/school-info/provisions-and-policies/

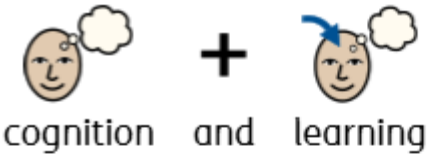
At Pulford, we make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The School has had many new buildings added over the years which means it covers 6 levels. Through our accessibility plan the school is making good progress towards having these levels accessible where possible. There is a tarmac path to the pre-school pods and a disabled viewing area around the pond. The school has a path connecting the hall to the playground which is wheelchair friendly and a ramp to the playground from KS1 outdoor area. This is now partially covered.

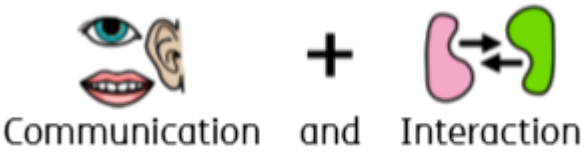
At present there are still parts of the school which have to be accessed from an outside route for wheelchair users and there is no access for wheelchair users for the upstairs part of the pre-school.

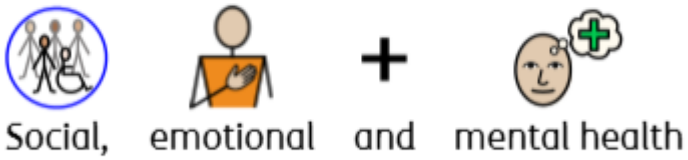
What to do if you think your child has SEND.

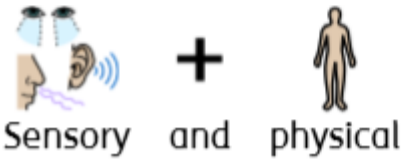
If you are aware that your child has a special educational need or disability, please tell us straightaway, ideally before they start school. Please contact your class teacher or the SENDCo, Mrs Tessa Rees. If your child is due to start Pre-school, please inform Mrs Stacey Major. Some children

have a complex set of needs which cover a range of difficulties. If, after a child starts school, the class teacher becomes concerned about their progress, they will share their concerns with the SENDCo, Head teacher and parents or carers. If appropriate the class teacher makes an initial identification, underpinned by evidence. The school uses Central Bedfordshire's graduated response to children's SEND and the Early Years graduated response. This addresses key areas:



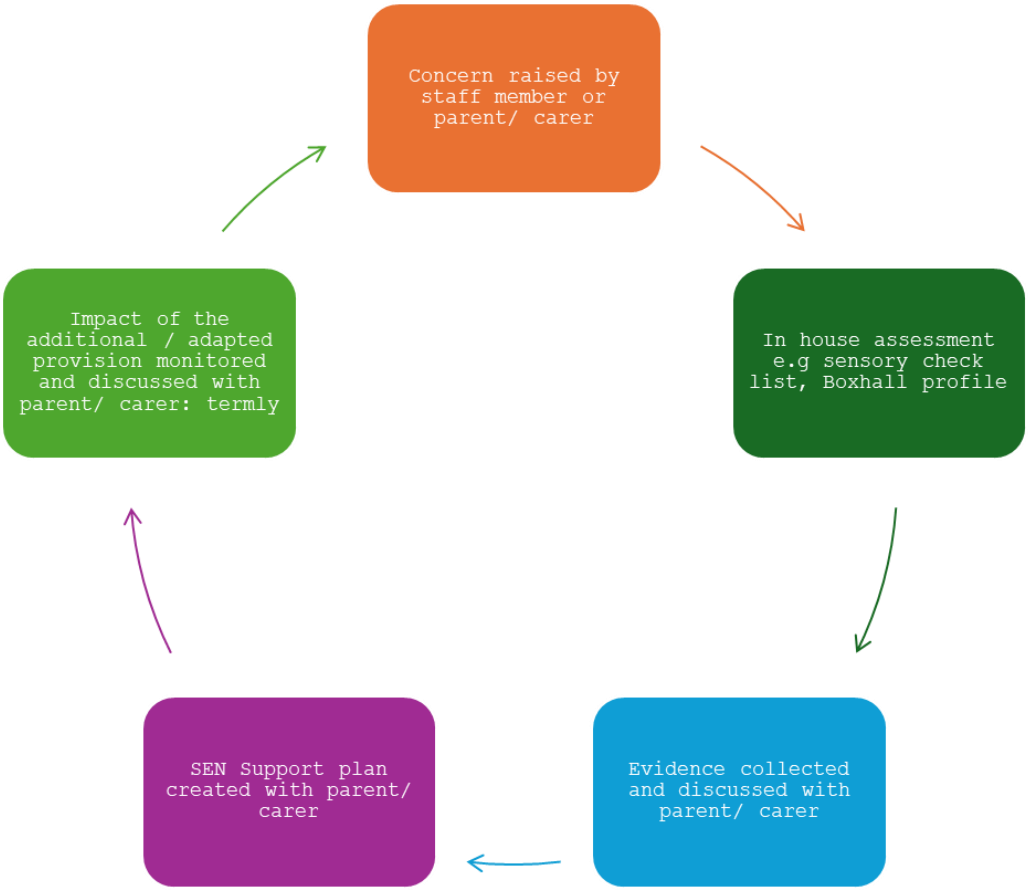






https://search3.openobjects.com/mediamanager/centralbedfordshire/directory/files/cbc_graduated_approach.pdf

The school's process is as follows:



How will Pulford meet children's needs?

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. Staff access the 'Graduated Response'.

Staff use various adaptations to ensure that the curriculum is accessible to all e.g. word banks, tick lists, visual timetables, assistive technology, talk partners, positive behaviour reinforcement etc. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support. Individual children may require timers, ear defenders, instructions broken down into small chunks etc.

Many children require a personalised learning pathway even if they do not have SEND. If appropriate they may have a provision map compiled for them to help all the adults in school meet their needs. Those that do have SEND, have a SEND support plan drawn up in consultation with parents and the child. These SEND support plans are produced with the parents and the voice of the child is included. Each term the parents can contribute to the plan at the review meeting, including updating 'home' targets such as daily reading or toilet training etc. The SEND Code of Practice promotes the use of the 'Assess-Plan-Do-Review' Cycle to support the graduated approach.



Children with complex needs may have an EHC plan as well as a SEND support plan and provision map. Children with an EHC plan have an additional Yearly Review of their educational needs. Their views and their parent's/ carers views are sought before the meeting. This is in addition to the termly SEND support plan review.

Some children may require interventions with groups of children with similar needs. The school has a dedicated room for Key Stage 1&2 to deliver different programmes. There are teaching assistants in every classroom. The Early Years team are trained in the Speech Therapist's 'Lift off to Language' programme. The school has three ELKLAN trained communication champions and one ELSA trained TA. In addition, we have a TA who spends 4 lunchtimes a week delivering specialist programmes, for example:

'Time to Talk' or 'Socially Speaking' language /social skills programme
Motor Skills United
Working memory or auditory processing games
Anger management skills
Eye tracking
Communication group playing games suggested by the speech therapist.

If a child has an Education and Health Care Plan (EHC) the child will also have some named Teaching Assistant support time dedicated to meeting their needs according to their provision map.
The school has a wide collection of resources purchased to support learning.

The school follows the Unlocking Letters and Sounds phonic programme, which is on the Government's list of validated systematic synthetic phonics (SSP) programmes. In addition, for older children from Year 2, there are phonics interventions based on the same scheme, which is delivered in small groups or individually depending on need. The school also uses Precision teaching and pre-teaching of vocabulary for maths and literacy and other applicable subjects. It has NCETM (National Centre for Excellence in the Teaching of mathematics). Early Numeracy Research (ENR) materials for those younger children who are very behind in maths and use pre-key stage standards to assess. The maths mastery approach of same day targeted intervention to 'keep up, not catch up' is used for those finding maths difficult on a daily basis.

The school uses other assessment tools such as the Boxall profile; strengths and difficulties questionnaires; Connors assessments; ABC movement assessment battery; ABCC behaviour charts, to track children's progress in conjunction with other professionals.

The school have regular contact with the MHST (Mental Health Support team) and seek advice for children who need support for their emotional, mental and social development. The school uses a

wide range of resources to support these children in addition to in-house pastoral support, such as daily check-ins, thumb scales and anxiety thermometers. The school also seeks support from the the Educational Psychology team and the EHA team (Early Help).

Our school is committed to creating a safe and supportive environment for all students, and has a clear anti-bullying policy that outlines the procedures for reporting and responding to incidents, regular staff training to identify and manage bullying, and age-appropriate education for students on empathy, respect, and digital safety. The PSHE co-ordinator Mrs Hayley Brown liaises with NSPCC and organises 'anti-bullying' weeks as well as other awareness raising initiatives.

The LAC (Looked After Children) co-ordinator and Designated Teacher for Children in Care is Mrs Rees who attend PEP and pastoral support meetings to support these children through fostering or the adoption process.

All staff have regular updates in SEND through staff meetings or training days or courses. The school work with their SEND advisory teacher. The school accesses ASD training through the Chiltern School. Both the Chiltern School and Weatherfield schools offer specialist outreach support for staff and children. Additional training is available from the Speech and Language team and the SENDAT (school advisory teacher for SEND).

Staff have been trained in Therapeutic Thinking, TEAM TEACH approach, ELKLAN, Lift off to Language, BLANKS, Speech sounds, Vision Awareness Training, ELSA techniques, EBSA (emotionally based school avoidance), attachment theory, Attention Autism, The Curiosity Programme, Bucket time, CHUMS level 1 . Funding may sought through internal funds or GAIN funding (which refers to the Graduated Approach Implementation Network (GAIN) in Central Bedfordshire). If specialist equipment is needed for a child on an EHC plan the school seeks funding from the LA.

Monitoring

All children with SEND are monitored using the school's data system and plans are personalised in order that each child should succeed in their education targets throughout the school and then make a successful transition to Middle School. The school shares data with the Local authority which contributes to the national SEN information report. The success of intervention programmes such as Motor Skills United are monitored through specific tests. SEMH is monitored through such tools as the Boxall profile. At present every child has a full annual report at the end of the summer term and two, short, interim reports. Progress is reported to parents at SEND support plan meetings. Sometimes progress may look limited if just data is analysed. Staff like to celebrate those small steps of progress at these meetings. Towards the end of the summer term, staff have dedicated 'hand up 'time to appraise new class teachers and assistants of all children's needs and levels with a special emphasis on those requiring additional support in order to facilitate a smooth transition to a new class. Those with highly complex needs will have a transition plan drawn up.

Medical Needs:

Some children may have medical or health conditions/disabilities – which may slow down a child's progress and/or involves treatment that affects his or her education. It may or may not be linked with SEN.

The School Nurse or specialist staff (e.g. from GOSH) update staff about specific medical conditions such as epilepsy, diabetes, asthma, allergies. The school has a well-stocked First Aid area with an

automated defibrillator. All staff attend regular safeguarding training. Many staff attend First Aid training. Staff who are assigned children with an EHC plan with medical needs, undertake specialist training in the area of need of their appointed child.

Those children that need ongoing medical plans; those children who need support with a specific area of development but are not on an SEND support plan, may be provided with a provision map or healthcare plan outlining how the school proposes to meet their needs over the coming year. These are updated at least yearly or as necessary in the case of changing medical needs

Examples of this are for children with Cystic Fibrosis; severe allergies; diabetes; children undergoing chemotherapy etc. Other medical needs, such as if your child has a mild intolerance to a particular food or needs to have an inhaler kept in school for asthma need to be reported in the starting school pack and flagged up to class teachers/ the front office. The school in conjunction with parents can draw up care plans for these children if necessary. If children have a serious medical condition which involves them having much time off school for operations or chemo therapy etc. the school can refer them to the Medical Needs Team who offer some educational support at home for those children who meet their criteria. Medicines are administered in accordance with the school's medicine policy.

Budget

The school budget for SEND provision is calculated as 5% of the total formula allocation funding - that is 5% of the money from the local authority for all the pupils in the school. This budget does not increase if more children are registered with educational needs. (The national average is 14%.) There is only additional funding for those children on EHC plans.

In this academic year, in order to meet what we feel is the appropriate level of provision at Pulford, the school will overspend the allocated SEND budget by more than 40%. The majority of the SEND budget is allocated to Teaching Assistants and at Pulford there are TA's in every class, which is more than at the majority of schools in the area (although not all are full time).

Forest School is a benefit to be enjoyed equally by the younger pupils at Pulford School and can be particularly beneficial for SEND children. Sessions in Forest School do depend on which year group children are in, with some year groups, such as Year R, having one session per week, and others on a rolling programme up to Year 2.

Liaison with other schools/Transition support

Nursery to Reception: The Pre-school offers open mornings and 'Stay and Play' sessions for all children, which are an ideal opportunity for parents to appraise staff of their children's needs. Many children join the main school from the Pre-school, for those that don't, they are invited to an 'intake' session. Class teachers also make visits to early years settings to familiarise themselves with the child and any additional needs they might have. Those children who have highly complex needs may need a transition meeting to be arranged for parents/carers, the Pre-school placement and the SENDCo.

Internal class moves: internal transitional activities are facilitated by staff for those vulnerable young people moving key stages. This may include visiting their new classroom when it is empty; visiting when the new class teacher is present; new class teachers reading stories in the 'old'

classroom; photos of new staff/classroom or social stories sent home over the summer so they don't 'forget' in the new school year.

In year moves- parents are required to inform the school of a move to another school. If the child has SEND the SENDCO's of the two schools will liaise to hand up information and files.

Lower school to middle school: For those leaving Pulford for middle school - the SENDCo and class teacher meets with the staff of the town's middle schools in the summer term in order to 'hand up' all children with SEND. Some schools offer extra days transition for the most vulnerable, which the SENDCos facilitate. Some children may need additional help with anxiety around transition through Social Stories, talking time and general discussion. Those on EHC plan have their views sought before transition and this is discussed with parents and potential schools. Annual reviews are held in the summer term for those transitioning to middle school.

Inclusion
Children with SEND are encouraged to participate in all school activities, after school clubs and trips. The school has a Disability policy and Learning Support policy which covers this in greater detail: https://www.pulfordschool.org/wp-content/uploads/2025/03/Learning-Support-Policy-for-SEND-2-2025-2026.pdf

https://www.pulfordschool.org/wp-content/uploads/2024/10/Disability-Equality-Policy-and-Scheme-2024.pdf

Complaints

Any parent wishing to make a complaint should follow the complaints procedure policy on the website (a copy is available on request): https://www.pulfordschool.org/wp-content/uploads/2025/01/Complaints-Policy-2025-2027.pdf

Parents are urged to discuss any concerns initially with the class teacher, then the Key Stage Lead before escalating to the Deputy Head. Staff can be contacted via the school office: office@pulfordschool.org. Further procedures can be found in the policy.

SEND Legislation

Children and families Act (2014)
This is a wide-ranging piece of legislation covering many different aspects of life from adoption to smoking in cars. However, there are major implications for school's provision for children with SEND. The school follow the revised code of practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The Act aims to provide children, young people and their parents' greater control and choice in decision making regarding SEN provision by:

•Implementing birth-to-25 Education, Health and Care Plans (EHC plan), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;

•Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

•Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

The role of the Governors
The school has a named governor for SEND (Mr King) who meets at least termly with Mrs Rees (SENDCo). Confidentiality is maintained at all times. Updates on the numbers of children on the SEND register, applications for EHC's, movement to Specialist provision and children's progress (anonymised) are examples of items discussed and reported back to governors.

Other Professionals Involved
The school work closely with the Local authority's SEND team. The school signposts parents to SENDIASS or SNAP Parent Carer Forum (SNAP PCF) as appropriate. The school appreciates advice from the SEND Advisory Team at the LA. The LA has a Local Offer which signposts both parents and professional to important information.
https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

SEBNDIASS

SNAP

From time to time children will require support from outside agencies. Parents are always consulted before any outside agency is approached. Other professionals might include:

The Assessment and Monitoring Team for Central Bedfordshire
The Educational Psychologist
Occupational Therapists
Speech Therapists https://childspeechbedfordshire.nhs.uk/
The Edwin Lobo Child Development Centre
Social Services
The Early Years Support Team
Relevant hospital departments at local hospitals and GOSH
Looked After Children's Team
Children with Disabilities Team
Medical Needs Team
SENDIASS
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
Family Support Service
CAMHS (Child and Adolescent Mental Health Service)
CHUMS (Child bereavement, Trauma and Emotional Wellbeing Service) www.chums.uk.com
The Chiltern School providing outreach for children on the autistic spectrum
http://chiltern.beds.sch.uk/ and Weatherfield school
https://www.weatherfield.beds.sch.uk/specialist-outreach-service
The Jigsaw Centre (behaviour support) http://www.jigsawcentre.co.uk/
Opportunity Group – Bassett Road Surgery under 5's SEND support group
Hearing &visual Impairment Service

This Send Information report is updated yearly (or sooner if information changes).

Other useful websites include:

Central Bedfordshire's Local Offer has a more exhaustive list of support:
https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page

https://www.snappcf.org.uk/supporting-your-neurodiverse-child/

http://www.centralbedfordshire.gov.uk/children/sen-disability/send-partnership/overview.aspx

www.sendgateway.org.uk

www.corechildrensservices.co.uk

http://www.spectrumca.co.uk/

http://www.thedyslexia-spldtrust.org.uk

http://www.thecommunicationtrust.org.uk/

http://www.autismeducationtrust.org.uk/

https://afaeducation.org

www.dyslexiaaction.org.uk

http://www.bdadyslexia.org.uk/

http://www.autismbedfordshire.net/about-autism/

DFE code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

www.chums.uk.com

www.depressionalliance.org

www.youngminds.org.uk

www.mind.org.uk

www.barnados.org.uk

www.minded.org.uk

http://www.leightonbuzzardchildrenscentre.co.uk/

Pulford School always strives to work with families of children with SEND and improve practice. Parents are welcome to contact the SENDCO and add to following list which parents have found of help:

LOAF –Loads of Autistic Fun- https://www.autismbedfordshire.net/support-for-children/l-o-a-f/

Riding for the disabled - http://www.gaddesdenplacerda.org.uk/

https://www.mencap.org.uk/

Otters swimming: http://beta.timebank.org.uk/opportunity/244356/the-leighton-buzzard-otters-disabled-swimming-club

https://www.ipsea.org.uk/

Much needed break for families with disabled children http://thomley.org.uk/

http://thegirlwiththecurlyhair.co.uk/

https://www.anxiety.org/autism-spectrum-disorder-anxiety-strategies

https://www.relate.org.uk/find-my-nearest-relate/outpost/leighton-buzzard-bassett-road-relate

https://mindedforfamilies.org.uk/

https://www.carersinbeds.org.uk/

Glossary of SEND Terms and Acronyms

A–C

- **ADHD** – *Attention Deficit Hyperactivity Disorder*: A neurodevelopmental disorder characterized by inattention, hyperactivity, and impulsiveness.
- **ADD** – *Attention Deficit Disorder*: Similar to ADHD but without hyperactivity.
- **ASC** – *Autistic Spectrum Condition*: Refers to a range of conditions affecting social interaction, communication, interests, and behaviour.
- **ASD** – *Autistic Spectrum Disorder*: Another term for ASC.
- **BESD** – *Behavioural, Emotional and Social Difficulties*: An outdated term, now often replaced by **SEMH**.
- **CAMHS** – *Child and Adolescent Mental Health Services*: NHS services supporting young people with mental health issues.
- **COP** – *Code of Practice*: Guidance from the government on identifying and supporting children with SEN.
- **CP** – *Cerebral Palsy*: A group of disorders affecting movement and coordination.
- **CYP** – *Children and Young People*: A common term in education and healthcare services.

D–F

- **DCD** – *Developmental Coordination Disorder*: Also known as dyspraxia, affecting motor skills and coordination.
- **DfE** – *Department for Education*: The UK government department responsible for education.
- **DLD** – *Developmental Language Disorder*: Difficulty learning and using spoken language.
- **Dyscalculia** – A specific learning difficulty affecting understanding of numbers and math.
- **Dyslexia** – A specific learning difficulty affecting reading and writing.
- **Dyspraxia** – A condition affecting physical coordination (see also DCD).
- **EAL** – *English as an Additional Language*: Refers to pupils whose first language is not English.
- **EHCP** – *Education, Health and Care Plan*: A legal document for children with complex needs outlining required support.

- **EP** – *Educational Psychologist*: A professional who assesses learning needs and supports educational planning.

G–L

- **HI** – *Hearing Impairment*: Partial or full hearing loss.
- **SEND support plan** – *Individual* plan for supporting a child's learning (may be in addition or separate to an EHC Plan).
- **IPSEA** – *Independent Provider of Special Education Advice*: A UK charity offering legal advice on SEN.
- **LA** – *Local Authority*: Local government body responsible for education and services for children.
- **LD** – *Learning Difficulty* or *Learning Disability*: A general term for difficulties in learning due to cognitive or intellectual impairments.
- **MLD** – *Moderate Learning Difficulty*: A level of cognitive difficulty requiring additional support.
- **LAC** – *Looked After Child*: A child in the care of the local authority.

M–S

- **NASEN** – *National Association for Special Educational Needs*: A UK organisation supporting education professionals.
- **Neurodiversity** is a concept that recognises and celebrates the natural variation in human brains and minds. It emphasizes that differences in how people think, learn, process information, and experience the world are part of normal human diversity. The term is most commonly used to highlight conditions such as autism, ADHD, dyslexia, and other cognitive differences, suggesting that these are not disorders to be "fixed," but simply different ways of being.
- **OT** – *Occupational Therapy/Therapist*: Supports children with fine motor, sensory, and daily living skills.
- **PD** – *Physical Disability*: A physical condition that limits movement or coordination.
- **PECS** – *Picture Exchange Communication System*: A communication method using pictures.
- **PMLD** – *Profound and Multiple Learning Difficulties*: Significant complex needs requiring high levels of support.
- **PRU** – *Pupil Referral Unit*: A school for children who aren't able to attend a mainstream school.

- **SaLT/SALT** – *Speech and Language Therapy/Therapist*: Helps with communication and swallowing difficulties.
- **SEMH** – *Social, Emotional and Mental Health*: A category of need involving emotional wellbeing and behaviour.
- **SEND** – *Special Educational Needs and Disabilities*: The umbrella term for additional learning or health needs.
- **SENDCO** – *Special Educational Needs and Disabilities Coordinator*: A teacher in a school responsible for coordinating SEN provision.
- **SENDIAS** -Special Educational Needs and Disability Information, Advice and Support Service
- **SLCN** – *Speech, Language and Communication Needs*: A broad term covering difficulties in speaking and understanding.
- **SLD** – *Severe Learning Difficulties*: Significant cognitive delay and developmental issues.
- **SpLD** – *Specific Learning Difficulty*: A category that includes dyslexia, dyscalculia, and dyspraxia.

T–Z

- **TA** – *Teaching Assistant*: Provides support to teachers and pupils, including those with SEN.
- **VI** – *Visual Impairment*: Partial or full loss of vision.
- **YP** – *Young Person*: Typically refers to individuals aged 16–25.