



Queen's Park Academy

SEND Information Report 2023-24

Introduction

Queen's Park Academy is part of Advantage Schools Trust. Inclusion for all is at the heart of everything we do. We take our trust values of **Aspiration, Respect** and **Honesty** very seriously. They underpin our routines, our curriculum, and what we strive to develop in our pupils.

We work hard on our culture in which the highest expectations and aspirations surround our pupils, delivering on our families' demand for excellent educational opportunities. We expect our pupils to work very hard to meet the high expectations that the school and you have of them. Our aim is that pupils who come to Queen's Park Academy break through any barriers and achieve their full potential.

We serve a vibrant and diverse community, rich with different cultures, languages and pupils with a varying range of academic, social, emotional, physical and sensory needs. We embrace the fact that every child is different. Therefore, we make every effort to meet the needs of any child, regardless of aptitude, ability or special need. We believe that, given the right circumstances, **all** pupils are capable of extraordinary things.

What are Special Educational Needs?

The four broad areas of need are:

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

The Special Educational Needs and Disability (SEND) Code of Practice (2014) explains that: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

This SEN Information Report provides information about how we work with you and your child to access the curriculum and help them to achieve their potential. As such, it explains how we put our SEND Policy into practice.

I. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disabilities (SEND)?

In the first instance, we suggest that you talk to your child's class teacher regarding your question or concern. At this point, the class teacher may refer this on to the school SENDCo, ~~(Katie McWatt)~~ who may also become involved depending on the nature of the discussion. In some cases, it may also be suggested that the Principal, Emma Bolton, is also part of the discussion.

The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things such as targeted work or additional support) and letting you, the pupil and the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Individual Provision Plans (IPPs) with support of the SENDCo, you as parents/carers and the pupils and reviewing these at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the trust's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is Katie McWatt. She is responsible for:

- Developing and reviewing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Co-ordinating the provision for children with special educational needs or disabilities (SEND) and supporting staff to ensure that children are consulted on all aspects of their care and learning where appropriate.
- Ensuring that you, as parents/carers are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is getting.
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning, e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists, Advisory Teachers for Autism, Counsellors and Paediatricians at the Child Development Centre (CDC).
- Managing the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Principal is Emma Bolton. She is responsible for:

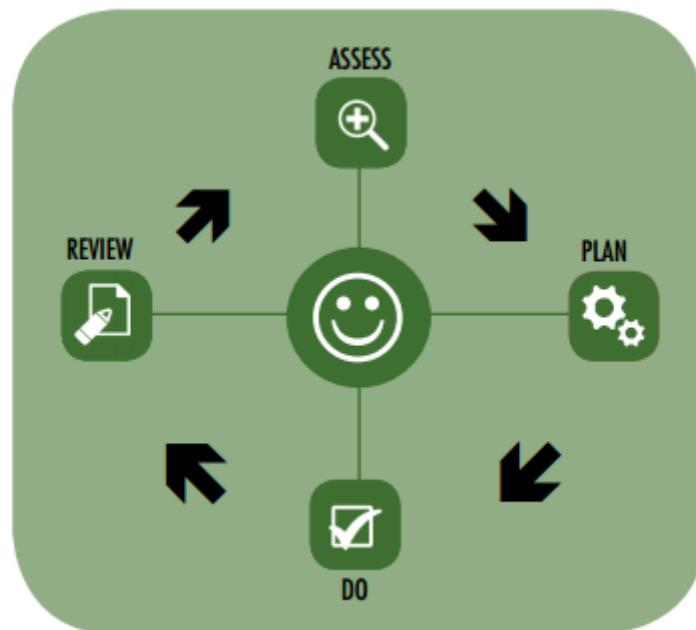
- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Principal gives responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Principal and SENDCo must make sure that the Governing Body is kept up to date about issues relating to SEND.

Contact with the above staff can be made through the main office on 01234 352901

2. What are the different types of support available for children with SEND in our school?

As a school, we want all of our children to achieve their potential and do the very best that they can in all aspects of their education. To achieve this, we offer a range of support from in-class to 1:1 support.

Queen's Park Academy follows the 'Graduated Response' as set out in 2014 SEND Code of Practice. **This is formed by a cycle of: assess, plan, do and review.** This cycle enables us to identify a child's learning needs, plan action to support them, carry out this action and then review and refine it to improve it. This is a continual process that happens frequently throughout the school year.



Our SEND support is organized into 'tiers'. All pupils receive teaching at Tier One. Where it is identified that pupils are not making progress, the intervention and support that they receive becomes more specific and they move to Tier Two and, for some pupils who require specialist advice or support, Tier Three.

Graduated Response: The Three Tiers

Tier One:

Class teacher input, via excellent targeted classroom teaching (general classroom support)

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That teaching and learning is underpinned by current research so that your child is fully involved in learning in class.
- That your child's teacher will adapt the learning environment where necessary to meet the needs of your child e.g. providing an individual work space, individual visual timetables.

- That specific strategies (including those suggested by the SENDCo/other relevant professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.



Tier Two:

Specific group work

Intervention aimed at small groups of pupils with similar learning needs which may be:

- Run in the classroom or intervention room
- Run by a teacher or a learning support assistant (LSA)



Sometimes a pupil at Tier Two may have been identified by the SENDCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Speech and Language Service (SALT)
- Outside agencies such as the Education Psychology Service



What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Tier 3:

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong or with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. You will be informed and consulted with regarding these statements or plans.



Your child may also need specialist support in school from a professional outside the school, including:

- Local Authority central services such as the Behaviour Support or Sensory Support Service (for students with a hearing or visual need)

- Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy, Physiotherapy, Advisory Teachers for Early years or Autism, Counsellors and Paediatricians at the CDC.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the SEND Panel (with significant information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- If they do not think your child needs this, they will ask the school to continue with the current support provided. A 'way forward' meeting will be planned to discuss how best the school can continue to support your child.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting with you to discuss the matter further.
- The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long- and short-term goals for your child. This is reviewed as required; 6 monthly in early years and yearly for all other years as a minimum.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should initially speak to your child's class teacher. If you continue to be concerned that your child is not making progress, you may wish to speak to the Special Education Needs/Disabilities Co-Ordinator (SENDCo), Katie McWatt. Depending on your concern, the Principal, Emma Bolton, can also be contacted for support via the school office.

4. How will the school let me know if they have any concerns about my child's learning in school?

Regular assessments in the classroom provides information on children's progress in all aspects of their development. Class teachers will arrange to meet with you where they have concerns about your child's progress and will inform you if they need to seek advice from the SENDCo. They will listen to any concerns you may have also. Appropriate support for your child will be discussed and agreed with you.

A meeting may be arranged with the SENDCo for further monitoring to be decided which may require specialist assessments. If concerns continue, we will discuss with you the need to contact external agencies. Additional professional advice will be adhered to and implemented in the form of IPPs.

5. How is extra support allocated to children, and how do they progress in their learning?

The school budget includes money for supporting children with SEND. The Principal, in consultation with the SENDCo, decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Principal and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. All resources are allocated to any individual as their need dictates.



The school identifies the needs of SEND pupils on a year group Graduated Response Chart and on their IPP. These:

- Identify all support given within school.
- Are reviewed regularly and changes made as needed so that the needs of children are met and resources are deployed as effectively as possible.

The school endeavours to put as much support in place to enable your child and family to succeed. All children's progress across all aspects of the curriculum are monitored and resources are allocated accordingly. Where specific resources are targeted, impact will be judged on the original outcome expectations.

6. Who are the other people providing services to children with SEND in this school?

First and foremost, class teachers are responsible for checking on the progress of your child and identifying, planning and delivering personalised teaching and learning for your child to meet identified needs or close an identified gap.



If support is required beyond this, it may involve other interventions, professionals or services including:

- Class teachers and learning support assistants delivering individual/group interventions in class / intervention area to meet the identified needs of pupils with Special Educational Needs or close an identified gap in knowledge.
- ICT to support specific areas of need e.g., personalised maths programmes, phonics practice apps, etc.
- Learning support assistants and the early intervention officer helping children with their emotional and social development through individual / group intervention.

The school has close links with a number of external agencies to support the needs of the children and have up to date Early Help Assessment (EHA) training to support families in accessing a variety of external agencies. These include (but are not limited to):

Local Authority Provision (available to school)

- Autism Advisory Service
- Educational Psychology Service
- Sensory Support Service for children with visual or hearing needs
- SEND Teaching and Learning Advisory teachers
- SALT (Speech and Language Therapy)

Health Provision (available to school)

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

7. How are the teachers in school trained to work with children with SEND, and what training do the teachers have?

The SENDCo, Katie McWatt, is one of our Assistant Principals and is an experienced teacher who has completed extensive professional development in SEND including Attachment Disorder and Nurture Group provision, Autistic Spectrum Disorder in the Classroom, SEND Context and Legislative Framework and Early Years Speech, Communication and Language Toolkit training. She also holds the National Professional Qualification for Senior Leadership (NPQSL).

An experienced teacher, Hannah Atkinson, leads the ACE Room provision, which has been specially designed for pupils with communication and interaction difficulties. Hannah Atkinson works closely with Katie McWatt (SENDCo) and outside agencies.

The SENDCo's role is to support class teachers in planning for children with SEND considering their Communication and Interaction needs, Cognition and Learning needs, Social, Emotional Behavioral and Mental Health Needs and Sensory and Physical Needs.

The school provides professional development opportunities and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes:

- Delivering whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Team Teach training for key members of the SEND team and the Senior Leadership Team, meaning they are equipped to de-escalate challenging behaviour and manage it safely and appropriately.
- Individual teachers and support staff attending training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Attachment Disorder, Speech and Language difficulties.
- External Agencies coming into school to offer training.
- Positive behaviour management training.

8. How will the teaching be adapted for my child with SEND?

At Queen's Park Academy, we aim to remove barriers to learning rather than differentiating expectations. This means that our curriculum is ambitious and **all** pupils are supported to access it. We seek

opportunities to ensure that children are taught “powerful knowledge” which takes children beyond their otherwise lived experiences and opens up life choices.

Our curriculum is:

- carefully broken down and planned backwards from a clearly defined end-point
- sequenced so that knowledge is revisited regularly and built upon thoughtfully
- designed to help pupils to remember, in the long term, the content they have been taught and to integrate new knowledge into larger concepts
- respectful of both disciplinary and substantive elements of knowledge within a given subject
- tested regularly to ensure that pupils embed and use knowledge fluently or to check understanding and inform teaching

Some pupils will require further support. Details about specific pupils and their learning needs will be shared between the class teachers, curriculum support staff and the leadership team. Teachers will use this information when planning lessons to ensure the needs of all pupils are being met. Where a teacher has concerns about any pupil’s progress and feels the steps they are taking to respond to a pupil’s needs are not effective, they will flag this with middle leaders and/or the SENDCo as appropriate.

The SENDCo will work with teaching staff to support the assess, plan, do, review process. Additional support may include items from the list below, although this should not be seen as exhaustive and should be used as necessary:

COMMUNICATION AND INTERACTION

- Reduce complexity and sentence length when giving instructions
- Model language/answers for a pupil
- Provide reading intervention (phonics) as appropriate
- Use rhymes and songs
- Support all attempts to communicate with attentiveness
- Use alternative methods of communication as necessary, for example sign language, symbol books and boards such as PEC boards, photos of reference, now and next boards or assistive technology
- Use visual prompts
- Give additional processing time
- Engage attention, using eye contact or the pupil’s name, before addressing them
- Use social stories
- Pro-actively teach idioms
- Include in a nurture group
- Provide structured, inclusive activities or games during breaks/lunchtimes
- Provide a way for a pupil to alert adults if they are feeling distressed
- Use a consistent approach and language when managing dysregulated behaviour

COGNITION AND LEARNING

- Provide additional scaffolding
- Break down learning further
- Provide Direct Instruction programmes in numeracy and literacy
- Provide intervention based on diagnosis of gaps in learning
- Provide handwriting intervention

- Provide concrete resources
- Use dual coding
- If introducing a laptop, teach pupils to type

SOCIAL, EMOTIONAL AND MENTAL HEALTH

- Develop bespoke support plans based on overcoming barriers
- Liaise and collaborate with home
- Include in nurture groups
- Support pupils with less structured parts of the school day, providing games or activities at lunch and break time
- Use consistent language when dealing with challenging or inappropriate behaviour, scripted if necessary
- Monitor closely for triggers and patterns
- Consider enhanced transition programmes

SENSORY AND/OR PHYSICAL NEEDS

- Ensure any equipment or support pupils require to access learning is provided
- Liaise and collaborate with external agencies, including the School Nurse
- Consider the sensory needs of pupils with hypersensitivity when creating seating plans
- Provide sensory or movement breaks and consider access to a low arousal space if needed
- Ensure that pupils have access to resources that can reduce sensory overload, such as ear defenders, in order to remove barriers to learning
- Include in sensory circuits

As an inclusive school, all children's needs are valued and addressed through planning and evaluation of progress. This means:

- Class teachers plan lessons according to the specific needs of all groups of children in their class.
- Support staff, under the direction of the class teacher, can provide support to meet the needs of your child where necessary.
- Specific resources and strategies may be used to support your child individually and in groups.
- There are a number of school support systems including intervention groups designed to target specific gaps in knowledge or understanding.
- The school has a SEND learning room called the ACE Room where individual pupils or small groups can receive intervention, sensory experiences and a calm and friendly place to learn and relax.

9. How will you measure the progress of my child in school?

If your child is on the SEND Register, they will have an IPP (Individual Provision Plan) with targets specific to their needs that have been identified by the class teacher, supported by advice from outside agencies, where necessary. Targets are designed to accelerate learning and close any gaps. Progress against these targets will be reviewed regularly, evidence will be assessed and new targets will set.

Your child's progress will be continually monitored by his/her class teacher and formally every term when IPPs are reviewed and targets are updated. The SENDCo supports class teachers to ensure that the targets set are SMART (Specific, Measurable, Achievable, Relevant and Time-bound). To inform this process:

- There will be regular meetings between class teachers, Phase Leads and the Senior Leadership Team (including the SENDCo).
- Daily learning wanders in and around classrooms are carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Progress meetings will take place on Parent Consultation days where you will be invited to discuss your child and their learning with the class teacher. The Early Intervention Team may also be present at these meetings.
- An end of year report will be sent home in July that outlines your child's attainment, effort and behaviour for the year.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

At various points in your child's education, there are formal assessments that are carried out to assess their progress and attainment. These are:

- End of Key Stage (Year 2 and Year 6) Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Year 1 Phonics Screening Check
- Year 4 Multiplication Tables Check.

10. What support is there for me as a parent of a child with SEND? And how am I consulted about their learning?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Where concerns are ongoing, the SENDCo may also meet with you and the class teacher to discuss your child's needs.
- The Family Support Worker, Nadia Qayyum, is available to support families and to signpost to other relevant organisations and professionals.
- Where an external agency has been involved with your child, they will communicate with you directly or via a report.
- IPPs will be reviewed, with your involvement, every term.
- Homework may be adjusted if needed and the class teacher will advise you on how best to support your child at home.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Official parent consultation meetings are held at two points throughout the year and are a chance to discuss your child's progress with their class teacher.
- Communication with all families is an important part of the school's ethos and you would be encouraged to be involved with all aspects of your child's education through discussion, texts, the website, Class Dojo and letters.

11. How is Queen's Park Academy accessible to children with Special Educational Needs and Disabilities?

Curriculum

As a fully inclusive school, we believe that all children deserve the very best education, regardless of gender, ethnicity, socio-economic status, special educational needs or disability. Because of this, we work hard to ensure that pupils with disabilities are not treated any less favourably than pupils who are not disabled and have access to the same learning experiences as all children in the school. To do this we have made sure that:

- The school is fully compliant with the Disability Discrimination Act requirements (2015). This means that our school makes reasonable adjustments to ensure that disabled pupils are not discriminated against.
- Disabled people can be discriminated against in a number of ways. These are defined as:
 - Direct discrimination (such as refusing admission to a pupil because of their disability)
 - Indirect discrimination (such as teaching a lesson that only pupils with full vision could assess, therefore limiting the access of a visually impaired child)
 - Discrimination rising from disability (such as a pupil not being able to take part in an activity, as they cannot access that learning area).

Our school works together to ensure that no pupil is discriminated against in any of the above ways.

Our school buildings are easily accessible for pupils and adults with physical disabilities or difficulties. We have double doors, ramps to classrooms and other learning areas, our front desk has a wheel-chair height section and is DDA compliant, there are three disabled toilets.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs. Often this means that we need to access specialised equipment for individuals. To do so we liaise with outside professionals, such as the Occupational Therapy Team and Physiotherapy Team.

Currently this includes:

- specialised seating
- walking frames
- stationery (pens and scissors) and other learning aids.

All equipment in school is asset registered and audited yearly.

As a fully inclusive school, all of our extra-curricular activities (including clubs) and before and after school provision are accessible (where appropriate) to all children, including those with SEND. We encourage all children to take part fully in school life and enjoy as many different experiences as they can. School trips are always carefully risk assessed and planned to ensure that they are accessible to all pupils. The SEND team run small, local trips specifically designed for pupils with SEND to develop their social and emotional skills and further enrich their time at school.

Some children require specific planning related to their physical needs, such as an intimate care plan. These are written annually together by you and the class teacher. These are reviewed regularly. Children's dignity and privacy are paramount in our care for them. There are staff dedicated to the administration of medicines and the policies and procedures are updated to reflect current expectations, including the new DFE guidance on medical needs.

Our school Accessibility Plan which explains how we meet DDA regulations can be found on the school website.

12. How do you support my child when they are joining this school? Leaving this school? Or moving on to another class?

When any new pupil starts at our school, we engage in a thorough and inclusive process with you and their former school/nursery to ensure that they get the best start at our school. For pupils with disabilities, this admission process includes the SENDCo and class teacher liaising with the family and, where appropriate, outside agencies to ensure that the school have the resources and expertise appropriate to support your child. We then make the reasonable adjustments to our provision to ensure we can be fully inclusive of your child's needs.

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Staff from Queen's Park Academy will meet with the child and their family for an initial meeting in which there will be a discussion around the child's needs.
- The team around the child entering the setting will include the Principal, SENDCo, class teacher and any other staff who will be supporting your child. The team will liaise with the child's current setting to aid transition.
- The SENDCo will visit schools and pre-schools with the class teacher when appropriate.
- You and any involved professionals will be invited to meet and discuss your child's needs, to ensure the school can accommodate the requirements.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- We will arrange additional visits to Queen's Park and your child's new school where required.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and, in most cases, a transition meeting will take place with the new teacher. IPPs and EHCPs will be shared with the new teacher.
- Transition opportunities are planned for all children to work with their new teachers and develop relationships before moving to a new class.
- Transition between all year groups takes place with staff sharing information, opportunities for you to meet new staff and understand the expectations of their new year group.

If your child is moving to another school as part of a phase transfer:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their new school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.

- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- Discussions between the settings will take place to ensure all records are transferred and information shared, any queries will be raised and discussed with necessary parties.
- Throughout all processes the SENDCo and class team will assist with changes and ensure your child's needs are being met.

13. How will the school support your child's emotional and social development?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can present themselves in a number of ways, including behaviour difficulties and anxiousness. We have a range of strategies and approaches that we use to support pupils with SEMH needs, including:

- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.
- The school employs an Early Intervention Team, who work closely with the SENDCo and Principal. Part of their role is to monitor and support families with attendance.
- Advantage Schools Trust employs an Education Welfare Officer, Jason Mallikarachi. He, alongside the Early Intervention Team, works closely with the Education Welfare Team at Bedford Borough.
- If any issues arise, the children will be supported to discuss their feelings and share their thoughts.
- Positive behaviour training and support for all staff.
- Personalised Behaviour Plans may be drawn up where there are ongoing concerns about your child's behaviour. These are created with the Early Intervention Team and/or SENDCo and all staff who work with the child.
- External support is sought through LA services or relevant professionals if necessary.
- The school works hard with Bedford Borough's Inclusion Team and the Early Help Team to try and prevent the exclusion of any child.
- Where possible, staff engage with pupils when writing IPPs, behaviour plans and supporting medical needs so they can understand the processes and support available. They have the opportunity to share their voice.
- If your child still needs extra support, with your permission the SENDCo or the Early Intervention Team will access further support through the EHA process.

14. What is the Local Offer?

The LA Local Offer

The 'Children and Families Bill' of 2014 requires Local Authorities and schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in supporting their understanding of the range of services and provision in their local area. You can access Bedford Borough's Local Offer at:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

15. If you have any complaints, who can you contact?

To read our complaints policy, please refer to the school website.

Support and Advice: At any point, parents can contact the SEND Independent Advice & Support Service SENDIASS (formerly SEND Advice), which offers free confidential information, advice and support on SEND to children, young people and parents.

Bedford Borough Hall, Cauldwell Street, Bedford, MK42 9AP

Tel: 01234 267422

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=U6sLFysy6qc&localofferchannel=0>

Alternatively, the Independent Parental Special Educational Advice (IPSEA) offers free confidential support for parents and carers of children with SEND.

www.ipsea.org.uk

Tel: 0800 018 4016

For any other questions, please contact us via the school office