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MULTI-ACADEMY TRUST



Caldecote Church of England Academy

Special Educational Needs & Disabilities (SEND) Information Report 2025

Reviewed September 2025 by SENDCo, parents, SEND Governor
and office manager



Special Educational Needs & Disabilities (SEN) Information Report 2025

Important information for Parents and Carers

Provision for Special Educational Needs at Caldecote Church of England Academy

Special Needs Co-ordinator (SENDCo)	Email	Telephone number
Lesley Hulbert	lesley.hulbert@caldecoteceacademy.co.uk	01767 316206

Special Needs Governor	Email	Telephone number
Susan Dodson	sdodson@caldecoteceacademy.co.uk	

Introduction

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting children (including Looked After Children) with special educational needs & disabilities (SEND), which must be updated annually. Information reports need to be accessible for all children and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

This SEND Information Report has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2025 which addresses specific areas and additional risks staff members should be aware of for children with SEND. Caldecote CE Academy upholds an ethos of transparency and we wish to demonstrate how our school is meeting its duties in all areas relating to SEND.

All schools within the DSAMAT have a similar approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the Trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We fully believe that all pupils are unique and their journey through our school should reflect this. As such, we are a fully inclusive school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible with all reasonable adjustments in place.

The broad areas of SEND need are:

Area of Need	Examples
Communication and interaction	speaking and listening difficulties; finding it hard to communicate with others in a socially conventional way; Autistic Spectrum Condition
Cognition and Learning	difficulties with memory, processing skills or attention difficulties; general learning delay; specific learning difficulties e.g. dyslexia, dyscalculia; ADD, ADHD
Social, Emotional and Mental Health Difficulties	low self –esteem; friendship difficulties; relationship difficulties; attachment disorder; bereavement

Sensory and/or Physical	mobility difficulties; difficulties with fine and gross motor skills e.g. cutting, catching a ball; dyspraxia; sleep, eating, toileting difficulties; sensitivity to noise, temperature; visual impairment; hearing impairment; multi-sensory impairment; physical and neurological impairment
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What is the Local Authority Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. The LA refers to this as the '*Local Offer*'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision locally.

You can find Central Bedfordshire's Local Offer here:

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

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

<https://www.caldecoteceacademy.co.uk/provision-for-special-educational-needs/>

The 13 questions and answers below provide more information about SEND at Caldecote Church of England Academy:

Question 1: Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

There are several staff you can talk to at Caldecote CE Academy regarding your child's learning or SEND. If you are unsure whom to approach, please have an initial discussion with your child's teacher.

You can talk to our **SENDCo Mrs Lesley Hulbert** for the whole school (details above). She holds the National Award for SENDCos, which is a recognised professional qualification. The Headteacher and the SENDCo have completed training in Therapeutic Thinking.

The SENDCo is responsible for:

- Adapting the Trust SEND policy to make it local to our school
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are involved in supporting your child's learning
- Keeping you informed about the support your child is getting
- Being involved in reviewing, with staff, whether current provision is meeting your child's needs
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology and ensuring that reports are shared with parents and teachers
- Providing a termly update to the Local Governing Board
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) every term and making sure 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
- Meeting with the Governor responsible for SEND at least termly

You can talk to your child's class teacher. He/she is responsible for 'Quality First teaching' this includes:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary
- Completing a Support for Learning Concerns Form that identifies your child's area of need and the strategies that are in place and have been tried. This ensures regular communication between the class teacher and the SENDCo and ensures that any referrals that are needed can be made based on the information provided in a timely manner
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils with SEND

The Quality first Teaching Document can be found here, titled "waves 1, 2 and 3":

<https://www.caldecoteceacademy.co.uk/teaching-and-learning/>

You can talk to the Headteacher who is responsible for:

- The day-to-day management of all aspects of the school, including the support for children with SEND
- Making sure that the Governing body is kept up to date about issues relating to SEND

The Headteacher will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.

Governance

Our Special Needs Governor is Susan Dodson. Her contact details are: sdodson@caldecoteceacademy.co.uk

The SEND governor meets with the SENDCo at least every term, when provision is discussed. The SEND governor's report is submitted to the SENDCo, head and governing body.

Detailed reports are written and presented by the SENDCo at the half-termly Governors' meetings.

Parents are welcome to approach the school in person, initially via our friendly Office staff or Class Teachers. Alternatively, you can make contact with us by email or telephone:

Email: caldecote@caldecoteceacademy.co.uk Telephone: 01767 316206

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

1. Excellent Class teacher input via targeted classroom teaching (Quality First Teaching). 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, through ordinarily available provision
 - Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. Teachers are expected to make reasonable adjustments to support your child's access to the curriculum such as providing practical equipment to support activities, task planners, targets displayed, tasks broken down into smaller chunks
 - Specific strategies (which may be suggested by the SENDCo) 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. This support may be in the form of a Learning Support plan which is implemented through an

Assess, Plan, Do, Review process and reviewed termly in consultation with the class teacher, parents/carers and the child. Parent and pupil views are collected as part of the review (see diagram)

- Implementing and acting on advice from external agencies such as the Educational Psychologist or the Speech and Language service



2. Specific group work and interventions, which may be:

- Run by a teacher or a Teaching Assistant (TA)
- Run in the classroom or outside. Inside the classroom in a quiet space is our preferred approach which we feel is more inclusive
- Run in the Hub, which is our quiet space for children

3. Specialist groups run by outside agencies e.g. Speech and Language Therapy - as per the SEND Code of Practice 2014: School Support (SS):

This means they 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 ASC Outreach Team or Sensory Service (for students with a hearing or visual need) and health
- Outside agencies such as the Education Psychology Service (EPS)
- Support from Jigsaw (behaviour support team)
- Speech and Language service
- Paediatrician via the Child Development Centre
- School Nursing Service
- Mental Health Schools' Team

What could happen?

- You may be asked to give your permission and consent to share information for the school to refer your child to a specialist professional. This will help you, your child and the school to better understand your child's particular needs and be able to support your child appropriately and 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

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and long-term. This is usually provided via an Education, Health and Care Plan (EHCP). See link below for further details from Central Beds.

This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the ASC Outreach Team or Sensory Service (for students with a hearing or visual need).

Outside agencies such as the Speech and Language Therapy (Sp&L) Service. 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. It may be referred to as an Education Health and Care Plan Needs Assessment. (See link below)
- After the request has been made to the Local Authority, a Panel of Professionals (using information about your child, which has been gathered from you, school, health and other external agencies), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to require 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. You have the right to appeal the decision. (See link below)
- After **all** the reports have been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and long-term. 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 also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC Plan will outline the number of hours of individual/small group support your child will receive and how the support should be used and what strategies must be put in place. It will also have long and short-term individual goals for your child.
- The Plan will be reviewed annually by all professionals involved with your child and every 6 months for children under 5
- An additional adult may support your child with whole class learning, run individual programmes or run small groups which include your child

Details of websites with more information and support for parents/carers can be found on the school website under Provision for Special Educational Needs or follow this link:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/site.page?id=16qpJt5H0fl>

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

- If you have concerns about your child's progress, please speak to your child's class teacher initially. Your class teacher will listen to your concerns and put in interventions as they feel are necessary
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/ Disabilities Coordinator (SENDCo)
- If you still feel that your concerns have not been addressed, you should contact the Headteacher
- Finally, the school SEND Governor can also be contacted for support, but they do not have the authority to put support in place for your child

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

If your child is identified as not making expected progress, or if staff have a particular concern, the Academy staff will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning

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

The school grant includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the Governing Body, on the basis of needs in the school.

Question 5a: How can we support our child at home?

You will be given guidance and ideas of how to support your child at home by their class teacher. If your child has a learning plan, there will be targets for you to work on at home and it will have strategies for you to use that are the same as we are using in school so that there is consistency and consolidation. The class teacher may sometimes give you something specific to work on at home for a short time such as a particular sound they are struggling with or times tables etc.

There are also ideas and organisations that can help on our school website.

<https://www.caldecoteceacademy.co.uk/provision-for-special-educational-needs/>

Question 6: Who are the other people providing services to children with SEND at Caldecote CE Academy?

School provision:

Teaching Assistants/Learning Support Team
Office Manager with responsibility for Attendance
Senior Mental Health Lead
Family Support Worker

Local Authority Provision usually contacted by the school and delivered in school:

Autism Outreach Service - <https://www.ivelvalley.beds.sch.uk/outreach/specialschooloutreachservice/> referrals made by school

Educational Psychology Service – contact made via the school

SENDIASS - Special Educational Needs and Disabilities Information and Advice Service - [Central Bedfordshire SENDIASS](https://centralbedfordshire.gov.uk/sendiass) - [Central Bedfordshire SENDIASS \(cbsendiass.org\)](https://centralbedfordshire.gov.uk/sendiass) support@sendiass.co.uk

Early Years SEND support team

KS1 & KS2 Behaviour Intervention Team (Jigsaw) - jigsaw.centre@centralbedfordshire.gov.uk

Hearing Impairment service -

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/service.page?id=S0XhEoE8Zbg&localofferchannel=1>

Visual Impairment Service - visualteam@centralbedfordshire.gov.uk

Health Provision delivered in school:

Speech and Language Therapy

School Nursing Service

Other Services

These are detailed in the Parent Support Information which is found in the Parents tab on our school website under Key Information.

[Provision for Special Educational Needs | Caldecote CE Academy](#)

Question 7: How are the teachers in school helped to work with children identified as having SEND and what training do they have?

The SENDCo's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND and medical needs such as Anaphylaxis. This includes whole school training on SEND issues such as Autistic Spectrum Condition (ASC) and Speech and Language difficulties
- The SENDCo sources additional training provided by specialists in specific areas of need
- Individual teachers and support staff attend training run by outside agencies that is relevant to the needs of specific children in their class e.g. from the Autism Outreach Team and school nursing team for medical needs

Question 8: How will the teaching and learning be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. If any equipment or facilities are needed to support your child, they will be secured through the school's notional budget or through funding from the Local Authority where specialised support through an Education, Health and Care Plan has been issued. Sometimes specialist equipment is supplied by Health
- Support staff, under the direction of the class teacher, can adapt planning and activities to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Planning & teaching will be adapted daily, if needed, to meet your child's learning needs, using information and advice from the Graduated Approach, Teacher Handbook SEND 2024 and specialist services if required. However, waiting lists are very long.

[The Graduated Approach: A Guide for Parents and Carers | Central Bedfordshire SEND Local Offer](#)

- Additional interventions may be planned to meet specific needs of pupils either on an individual basis or in small groups

Question 9: How will we measure the progress of your child in school and the provision being made?

- All children are assessed on entering school in Reception, using Reception Baseline Assessment and at the end of Reception year, the children are assessed using the early learning goals to see if they have achieved a good level of development. If they have not, this information will be passed on to the receiving teacher who will know what they then need to work on.
- Their class teacher continually monitors your child's progress
- Their progress is reviewed formally every half term in reading, writing, science and numeracy as well as the foundation subjects
- All children are tracked and monitored through our Arbor MIS Software which is an online tracker
- All Year 1 pupils complete a Phonic Skills Check. Some children will complete this check for a second time in Year 2
- At the end of Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally

- Times tables tests in Year 4
- The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education and the child where appropriate
- The SENDCo will also check that your child is making good progress with any individual work and in any group that they take part in
- There are Local Authority visits to check and support with provision (Section F) detailed in an EHCP
- The Trust (DSAMAT) SEND officer meets with the SENDCo to discuss progress and provision
- The SENDCO, Headteacher and SEND governor routinely carry out learning walks to monitor provision for pupils in their classrooms

Question 10: What support do we have for you as a parent of a child with SEND?

Our school website has details of agencies and their websites that can support your family with a variety of challenging situations such as behaviour, bereavement and mental health issues. You can find this information in the Provision for SEND section which is in Key Information or in the Parent Support Information which is found in the Parents tab

[Provision for Special Educational Needs | Caldecote CE Academy](#)

- 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 similar strategies can be used
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have following a meeting with the class teacher
- All information from outside professionals will be discussed and shared in person with you and the person involved directly, or where this is not possible, in a report
- Homework will be adjusted as needed to suit your child's individual needs
- An additional home/school communication book may be used to support contact with you, when this has been agreed to be useful for you and your child
- Half termly drop-in sessions to meet the SENDCo and other parents who may be experiencing similar challenges

Question 11: How is Caldecote CE Academy accessible to children with SEND?

- The building is accessible in that it is single level throughout. Access into all classrooms is on one level once you enter via the main front door and appropriate for use with wheelchairs and walking aids. There is a ramp available for the EYFS Classroom and ramp access to the rear of the school. There is also a toilet for the disabled
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs
- Breakfast club provision is accessible to all children including those with SEND
- Extra-curricular activities are accessible for children with SEND

Question 12: How will we support your child when they are leaving this school? OR moving on to another class?

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

If your child is moving to another school:

- We will contact the receiving school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible

- The teachers and SENDCos from both schools will liaise to discuss your child's needs and what is already in place and your child will be offered additional visits to their new school, possibly accompanied by a member of staff
- Social stories which show staff, the school, classroom and other relevant information will be shared with your child

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher. Any support plans will be shared with the new class teacher
- Your child will take part in transition visits to their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working
- In some cases a Pupil Passport, Transition Book or social story may be made for your child, in order to help them understand and prepare for moving on

Question 13: What Emotional & Social support do we have for a child with SEND?

- We recognise that pupils with SEND may well have an Emotional and Social Development need that will require support in school
- The Emotional Health and Well-being of all our pupils is very important to us
- We have a robust Safeguarding Policy in place; we follow National & Local Authority Guidelines
- Additional referrals to other agencies are completed as necessary e.g. school nursing service, CAMHS, and mental health schools team
- We have a robust Behaviour Policy (inc Anti-Bullying) in place
- The Headteacher and all staff continually monitor the Emotional Health and well-being of all our children; this may be, for example, via pupil questionnaires
- We are a "Listening School" which means when a pupil, parent or member of staff tells us something, we act upon it
- We have a Senior Mental Health Lead who can work with children on an individual or small group basis for emotional support
- We have two trained Emotional and Literacy Support Assistants (ELSA)

Question 14: How will my child be kept safe online?

Online safety is an important part of our computing curriculum. You will find full details in our esafety and IT and computing policies.

[Academy Policies | Caldecote CE Academy](#)

Children with special needs can be more susceptible to online bullying, grooming or radicalisation. Through our anti-bullying, online safety and computing lessons we ensure that all children including those with special needs are aware of what to do if they ever feel uncomfortable with things they see read or hear online. We always encourage children to tell an adult immediately. Filtering and monitoring processes are designed to ensure that children cannot access anything inappropriate. Children are taught never to share passwords or login details and have individual details. National online safety guidance flyers are sent out regularly to give extra information to parents about games and apps children use regularly.

Handling complaints

We hope you are happy with the provision for special Educational Needs at Caldecote CE Academy, but if you do have a concern or complaint, please speak to your child's class teacher in the first instance. We hope that by talking through the issues you will be able to resolve a complaint at this stage. However, if this is not the case, please make an appointment to speak to the SENDCo or the Head Teacher. If you are still dissatisfied with the school's response, you could speak to the Governor with responsibility for SEND whose details can be found on the first page of this document.

If you have a complaint about the Local Authority provision use this link to make your complaint:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/advice.page?id=Q87kusEzul8>

Reviewed and revised: September 2025 by SENDCo, parents, SEND Governor and Office Manager

Headteacher: Mrs Sarah Young

Special Educational Needs Coordinator: Mrs Lesley Hulbert

Senior Mental Health Lead: Mrs Lesley Hulbert