

Russell Lower School
Special educational needs (SEN) information report
September 2025

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works at Russell Lower School.

- ▶ Russell is a lower school consisting of 440 pupils ranging from 4 years to 9 years.
- ▶ We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve their potential. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.
- ▶ We provide effective support for children with special educational needs and disabilities, starting from our first contact with parents and carers when a child first enters school.
- ▶ We ensure that additional needs are identified early and adapt provision to meet individual requirements.
- ▶ The percentage of SEND children currently in the school is 11.4%.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website at: <https://www.russell-lower.co.uk/send> at [russell lower school](https://www.russell-lower.co.uk)

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENDCo) is Sarah Knight.

She has 8 years' experience in this role and is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2018.

Class teachers

All of our teachers receive in-house SEN training and many have also accessed external training. They are supported by the SENDCo to meet the needs of pupils who have SEN.

Learning Support Assistants (LSAs)

We have a team of LSAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Governors

- Our SENDCo reports termly to Governors with regard to SEND.
- Our Governor responsible for SEND is Mrs Carrie Perrett

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Specialist Teachers for the Visually/Hearing Impaired
- School nurses
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

At Russell we believe in identifying SEN at the earliest point in order to make effective provision and improve a child's long-term outcomes.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are monitoring for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist or an educational psychologist.

Based on all of this information, the SENDCo will decide whether your child needs SEN support.

If your child does need SEN support, you will be asked to consent to their name being added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan (known as a Learning Plan) for them.

5. How will the school measure my child's progress?

We measure progress through:

- Holding termly discussions with parents regarding individual targets
- Tracking pupils' progress, using My Action Plans and the Provision Mapping tool
- Termly review of provision outcomes
- Whole school assessment cycle including data tracking, termly Pupil Progress meetings with teacher and SLT/SEND meetings
- Monitoring by the SENDCo including book looks/learning walks
- Holding annual reviews for pupils with EHC plans

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will carry out baseline or specific SEN assessments prior to beginning. We will then track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved/informed in decisions made about my child's education?

Ongoing information about your child's progress will be communicated to you through termly consultation meetings, a mid-year and annual report. Parents can request a meeting at any time with the class teacher and/or SENDCo.

We will update individual Learning Plans on a termly basis.

Your child's class teacher will meet you termly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support.

You may be invited to additional meetings in school with outside agencies working with the child.

Where an EHC plan is in place, annual review meetings will be held.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting – together they will create a pupil passport.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

At Russell we adopt a **Graduated Response** as outlined in the [SEND Code of Practice](#) and follow Central Bedfordshire Council's [Graduated Response for SEND](#).

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

The additional needs of most children can be met by inclusive **high-quality teaching (HQT)** and reasonable adjustments ([DfE "What are reasonable adjustments?"](#)) from the funding and resources that are already or "ordinarily" available in their mainstream school or

setting, along with the universal health and care services that are available to all. This is known as “**Ordinarily Available Provision**” (OAP).

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, larger font, etc.
- Learning Support assistants will support pupils on a 1-to-1 basis when required.
- Learning Support assistants will support pupils in small groups when required (ie. academic, friendship or social groups)
- Access to Pastoral Support

Some children will need more targeted provision (research-based and highly effective short-term provisions), and a very small minority will require support that is much more specialised and targeted. This is called **SEND Support**.

- We may also provide interventions such as:
 - Speech and language
 - Precision Teaching
 - Switch On Reading
 - Maths pre-teach
 - Social stories
 - Visual resources – Now/next, individual schedule, button timer, communication boards
 - Access to ICT
 - Sensory or Movement breaks/Sensory Circuits

These interventions are part of our contribution to Central Bedfordshire's local offer.

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

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an **Education, Health, and Care** needs assessment be carried out by the Local Authority.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Tracking pupils' progress, including by using provision maps

- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More staff hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school visits, including our residential visit in Year 4.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We follow the Central Bedfordshire admissions arrangements.

- In accordance with the Education Act 1996 and Children and Families Act 2014, children with an Education, Health and Care Plan ("EHC Plan") are required to be admitted to the academy/school named in the EHC Plan and will be allocated a place ahead of those without an EHC Plan in the allocation process. Thereafter the admissions criteria for each academy/school will apply to those children without an EHC Plan. After allocations have been made, if an application is made late or is received as part of the in-year process, pupils who have an EHC Plan are required to be admitted to the school which is named on the EHC Plan, even if the school is full.
- See the Admissions Policy for oversubscription criteria.

13. How does the school support pupils with disabilities?

- At Russell Lower School we work hard to ensure that our culture and ethos are such that, whatever the abilities and needs of members of the school community,

everyone is equally valued and treated with respect. We provide pupils with the opportunity to experience, understand and value diversity.

- The main building is on one level with easy access, double doors and ramps.
- There is one disabled toilet
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENDCo manages a SEND budget, used to ensure that all pupils have access to the very best equipment.
- Before and after-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible to children with SEND with risk assessments completed and reasonable adjustments made where needed.

For more information see the Accessibility plan and Access, disability and inclusion policy statement.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of sports and social clubs/activities to promote teamwork/building friendships
- Whole school approach to personal, social and emotional development, including daily use of a wellbeing scale and Russell Recharge.
- We have a 'zero tolerance' approach to bullying.
- Access to Pastoral Support
- A referral may be made to the CAMHS MHST (Mental Health Schools team) if needed and with parental agreement.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ensure that teachers liaise together and with parents/carers
- Prepare the pupil well in advance of the move via additional visits, social stories, transition booklet.
- Ensure a robust handover of information between teachers sharing all relevant information both current and historical
- Schedule sessions with the incoming teacher towards the end of the summer term

Between schools – new joiners

- The SENDCo/new class teacher at Russell will liaise with the SENDCo/class teacher from the previous setting.
- Where appropriate visits may be made to the previous setting.
- Individual parent meetings with teacher/SENDCo can be requested.

Between schools – moving on

When your child is moving from our school, we will ask you and your child what information you want us to share with the new setting.

- The SENDCo at Russell will liaise with the SENDCo from the receiving school during the Summer term.
- All children take part in a transition day at their new school. Children with SEND may benefit from additional visits in their new setting in order to ease the process and to reassure pupils and parents.

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher for looked-after children is Louise Bunney.

Louise Bunney will work with Sarah Knight, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Please see the Russell Lower School policy for Resolving Complaints

Any complaints about special educational need support given by the school, will be dealt with in accordance with the school's Complaints Policy. (Available from the office or on the school website) Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Central Bedfordshire's local offer.

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

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://cbSENDIAS.org>

Local organisations that offer information and support to families of children with SEN are:

- ▶ School Nursing Team – 0300 555 0606 <https://bedslutonchildrenshealth.nhs.uk/>
- ▶ <https://bedslutonchildrenshealth.nhs.uk/services/bedfordshire-and-luton-childrens-speech-and-language-therapy-service/> Advice and support for children with speech and language difficulties
- ▶ CHUMS – 01525 863924 www.chums.uk.com
- ▶ CAMHS <https://www.elft.nhs.uk/camhs>
- ▶ Autism Bedfordshire – 01234 350704 www.autismbedfordshire.net/
- ▶ Child Development Centre – 01234 310278
- ▶ SNAP Parent Carer Forum <http://www.snappcf.org.uk/>
- ▶ Carers in Bedfordshire - 0300 111 1919 – www.carersinbeds.org.uk
- ▶ CBC Children's Services Integrated Front Door - 0300 300 8585
- ▶ Flitwick Children's Centre 0300 300 8111
- ▶ Children with Disabilities Team – 0300 300 8314

National charities that offer information and support to families of children with SEN are:

- > IPSEA - <https://www.ipsea.org.uk/>
- > SEND family support - <https://sendfs.co.uk/>
- > NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/>
- > Family Action - <https://family-action.org.uk/our-work-impact/>
- > Special Needs Jungle - <https://www.specialneedsjungle.com/>
- > <http://www.nasen.org.uk/> National Association for Special Educational Needs
- > <http://www.bdadyslexia.org.uk/> British Dyslexia Association
- > <http://www.autism.org.uk/> National Autistic Society
- > <https://www.pdasociety.org.uk/> Information, Support and Training for Pathological Demand Avoidance
- > <http://www.specialneedsjungle.com> Parent-led information and resources

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Learning Plan** (Individual SEND Support Plan)
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

RUSSELL SEND SUPPORT PATHWAY

Are you concerned that your child may be showing signs of a special educational need, disability or neurodiversity (Autism/ADHD/Dyslexia) and that this is having a negative impact on their learning, behaviour or wellbeing?

STEP 1 – Initial concern/Monitoring

You have a concern about your child.

Parents should use the class email address: eg.blackbirdclass@russell-lower.co.uk, discuss concerns at parent's evening (October and February) or raise a concern in person with the class teacher.

Ask the teacher about your child's:

- Attainment
- Attitude to learning
- Social behaviour
- Attention and listening
- Speech and language

Does the teacher have similar concerns?

Document your concerns or observations (for between 4-6 weeks).

We appreciate that some children present differently in school and at home. It is helpful to understand this.

Use an ABC template (Antecedent, Behaviour, Consequence) to record any behaviours of concern. This is helpful in identifying triggers or patterns of behaviour. [Behaviour as communication - ABC](#)

The SENDCo will keep informed of initial concerns by teaching staff using a **SEND Cause for Concern form** and during **termly Pupil Progress Meetings**.

An agreed period of in-class Monitoring will now take place with a Structured Conversation Meeting scheduled between class teacher/parent to review progress (usually 4-6 weeks.)

OUTCOME: Continue to **MONITOR** or where your concerns persist, continue to **STEP 2 OAP**.

STEP 2 – Ordinarily Available Provision (OAP) – Class teachers use 'ordinarily available provision' to support your child. This could include but is not limited to:

- High quality teaching
- Reasonable adjustments
- Additional resources
- Short term additional support (1:1, paired, small group)
- School-based assessments

PARENTS: Be informed/find out more....

- [Central Bedfordshire Local Offer](#)
- [Central Bedfordshire Graduated Approach](#)
- [NHS Children's Health Hub](#)
- [Russell Lower School Website](#)
- Training/workshops
- [Children's Centres](#)

The additional needs of most CYP can be met through 'Ordinarily Available Provision'.

Parents will be kept informed of this provision through parent's evenings/school reports.

Progress and Provision will be monitored by the SENDCo during termly Pupil Progress Meetings



CBC Graduated Approach



www.russell-lower.co.uk

STEP 3 – Support Pathway Review Meeting (SPR)

If insufficient progress or impact is being shown after 6-12 weeks (approx. 1 TERM) of **ORDINARILY AVAILABLE PROVISION**, please book a **Support Pathway Review Meeting (SSPR)** which will be attended by class teacher, parents and SENDCo.

OUTCOME:

- **CONTINUE with STEP 3 (set timescale for next SPR)**
- **CONTINUE to STEP 4** where a child needs more support than is ordinarily available, they will (with written parent consent) be added to the school's SEND Register at **SEND support**.

STEP 4 – SEN Support

Teacher and parents will co-produce an Individual Learning Plan for each pupil on the SEN register which sets out individual targets/provision and which will be co-produced/reviewed with parents termly each year as part of an Assess Plan Do Review (ADPR) process.

Referral for further advice:

It may be agreed between parents and school (teachers/SENDCo) that further assessment of a pupil's needs is required in order to be able to identify appropriate support.

This could include referral to:

- School nurse
- Children's Centre – Parenting support
- Homestart
- Speech and language therapy service
- Paediatrician for ASD or ADHD assessment
- Occupational Therapist
- Specialist teachers (Hearing or Vision)
- Special School Outreach
- CAMH MHST
- One-hour consultation with Education Psychologist (no assessment of child)
- Early Help Assessment (to support the wider family)



PLEASE NOTE that School CANNOT refer for: A full dyslexia assessment, A full Educational Psychology Assessment.

STEP 5 – Request an EHC Needs Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child for a period of at least 2 cycles of APDR (2 terms at SEND Support), and the child has not made expected progress, the school or parents should consider requesting an Education, Health, and Care needs assessment (EHCNA). To inform the decision the local authority should expect to see evidence of the action taken by the school as part of SEN Support in the form of the Learning Plan.

Further information on how to request an EHCNA can be found on the [Central Bedfordshire Local offer](#)

FOR FURTHER INFORMATION, PLEASE TALK TO YOUR CHILD'S CLASS TEACHER IN THE FIRST INSTANCE.