



HAYNES LOWER SCHOOL & NURSERY

SEND Information Report

2026 – 2027

Parents' and Carers' Information

School

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This report is reviewed annually and updated sooner where there are material changes to SEND provision or statutory requirements.

Contents

- 1. Purpose and statutory framework
- 2. Our approach to SEND and inclusion
- 3. The kinds of SEND for which we provide
- 4. Identification and assessment of SEND
- 5. The graduated approach: Assess, Plan, Do, Review
- 6. How we adapt teaching, the curriculum and the learning environment
- 7. Additional support available
- 8. Expertise and training of staff
- 9. Specialist services and external agencies
- 10. Assessing and reviewing progress
- 11. Working with parents and children
- 12. Equipment, facilities and reasonable adjustments
- 13. Accessibility and equality
- 14. Admissions and participation in school life
- 15. Transition arrangements
- 16. Emotional, social and mental health support
- 17. Funding and allocation of resources
- 18. Complaints and resolving concerns
- 19. Local Offer and support for families
- 20. Key statutory documents and links
- Appendix A – Accessibility Plan: SEND-related priorities 2026/2027

1. Purpose and statutory framework

This SEND Information Report explains how Haynes Lower School & Nursery identifies, assesses and supports children and pupils with special educational needs and/or disabilities (SEND). It should be read alongside the school's SEND Policy, Accessibility Plan, Equality Policy, Safeguarding and Child Protection Policy, and Complaints Policy.

The report is published as part of the school's statutory duty to provide information about the implementation of its SEN policy and the provision made for pupils with SEN. The requirements are set out in section 69 of the Children and Families Act 2014 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014. The SEND Code of Practice: 0 to 25 years provides the statutory guidance for this work.

The report is reviewed annually and updated when there are significant changes to the information. Schools must also publish additional information concerning disabled pupils, including admissions, steps to prevent less favourable treatment, facilities and the Accessibility Plan.

Our commitment

We are committed to an inclusive education in which children with SEND are enabled to participate, learn, achieve and develop independence alongside their peers wherever this is appropriate and possible.

2. Our approach to SEND and inclusion

At Haynes Lower School & Nursery, we recognise that every child is different and that children may require different approaches, resources and levels of support at different points in their education.

We aim to identify barriers to learning early, respond promptly and work in partnership with children, parents and relevant professionals. High-quality teaching is the first response to children who may have SEND, with additional provision put in place where a child requires support that is additional to and different from that ordinarily available.

Our provision is informed by the SEND Code of Practice and the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Children with SEND may have needs in more than one area, and the school considers the whole child rather than relying solely on a category or diagnosis.

3. The kinds of SEND for which we provide

We make provision for a wide range of needs within our mainstream setting, including needs relating to communication and interaction, cognition and learning, social and emotional development, sensory processing, physical development and other barriers that affect access to learning.

Support is personalised. Depending on individual need, this may include visual supports, adapted tasks and resources, explicit teaching of communication or social skills, sensory strategies, movement or sensory breaks, structured routines, adult support, targeted intervention, precision teaching and advice from specialist professionals.

The school may support children with SEND with or without an Education, Health and Care (EHC) Plan.

4. Identification and assessment of SEND

We use a range of information to identify children who may have SEND. This can include teacher observation and assessment, information from parents and carers, progress data, the child's own views, information from previous settings, screening and assessment outcomes, and advice from health or other professionals.

Class teachers are responsible for monitoring progress and identifying where a child may need additional support. The SENDCo works with teachers and families to understand the child's strengths, needs and barriers to learning.

Parents and carers are encouraged to speak to the class teacher in the first instance if they have concerns. Where appropriate, the SENDCo may then become involved and the school may seek advice from specialist services, with parental involvement and consent where this is required.

Identification does not depend on a formal diagnosis. The school will consider the child's educational needs and the provision required to enable them to make progress.

5. The graduated approach: Assess, Plan, Do, Review

Where a child requires SEN Support, we use the graduated approach described in the SEND Code of Practice. This is a cyclical process through which provision is reviewed and refined.

1. Assess – We gather information about the child's strengths, needs, progress and barriers to learning, including the views of parents/carers and the child where appropriate.
2. Plan – We agree outcomes and identify the support, strategies, adaptations or interventions to be put in place. Parents/carers and the child are involved in planning wherever appropriate.
3. Do – The planned provision is implemented, normally by the class teacher and with support from teaching assistants or other professionals as appropriate.
4. Review – We evaluate progress and the impact of the provision. Outcomes, provision and next steps are adjusted in response to evidence.

SEND support plans/provision plans and provision maps are reviewed regularly. In Early Years, reviews may take place more frequently where this is appropriate to the child's needs.

Where a child has an EHC Plan, the school works with the local authority and family to implement the specified provision and contributes to the statutory annual review process.

6. How we adapt teaching, the curriculum and the learning environment

All children are taught through a broad, balanced and ambitious curriculum. Teachers adapt teaching and learning to meet identified needs, while maintaining high expectations for pupils with SEND.

- clear modelling, explanation and chunking of learning;
- visual timetables, now-and-next boards and other visual supports where helpful;
- adapted resources, scaffolding and practical approaches;
- opportunities for repetition, overlearning and retrieval;
- pre-teaching and targeted intervention where appropriate;
- reasonable adjustments to tasks, recording methods, seating and classroom routines;
- movement, sensory or regulation strategies where these support access to learning;
- additional adult support where this is identified as necessary;
- access to assistive or specialist equipment where required.

The school uses strategies such as Zones of Regulation, visual supports, sensory approaches and Precision Teaching where these are appropriate to individual need. Provision is reviewed to ensure that it remains purposeful and supports increasing independence.

7. Additional support available

Additional support is determined by individual need and may include:

- targeted small-group or individual interventions;

- speech, language and communication support;
- social communication and interaction programmes;
- support with emotional regulation, behaviour and social skills;
- sensory circuits or other sensory regulation strategies;
- Precision Teaching or other evidence-informed approaches to address specific gaps;
- individual visual resources and communication supports;
- support with organisation, attention, independence and transitions;
- support from teaching assistants or higher-level teaching assistants under the direction of the class teacher;
- specialist advice and programmes delivered by or informed by external professionals.

The exact package of support is not identical for every child. Provision is based on assessed need, expected outcomes, available resources and professional advice.

8. Expertise and training of staff

The SENDCo supports staff to identify and meet SEND effectively and coordinates SEND provision across the school. Teachers and support staff receive training and guidance relevant to the needs of children in their classes.

Training and professional development may include areas such as autism, communication and interaction, speech and language needs, social-emotional and mental health, sensory processing, behaviour and regulation, inclusive classroom practice and specific interventions.

Where a child's needs require specialist knowledge beyond the expertise available within school, the school seeks advice, training or direct support from appropriate external professionals. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, sensory services, autism outreach or other specialist services.

9. Specialist services and external agencies

Where appropriate, Haynes Lower School & Nursery works with other agencies to support children and families. Depending on need and local availability, these may include:

- Central Bedfordshire Local Authority SEND and specialist services;
- Bedford Borough SEND services where the family is resident in Bedford Borough;
- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- school nursing and relevant health professionals;
- autism outreach/specialist advisory services;
- sensory services for children with hearing or visual needs;
- behaviour and inclusion support;
- mental health and emotional wellbeing services;
- other voluntary or specialist organisations relevant to the child.

Referrals are discussed with parents/carers and, where required, consent is obtained before information is shared or a referral is made. The school works within safeguarding, confidentiality and information-sharing requirements.

10. Assessing and reviewing progress

Children's progress is monitored continuously by class teachers. Formal progress information is reviewed through the school's assessment and pupil progress processes, with the Head Teacher/SENDCo and relevant staff considering the impact of SEND provision.

For children receiving SEN Support, the school evaluates progress towards agreed outcomes and whether the provision is making a meaningful difference. Parents/carers are involved in reviews and in agreeing next steps.

Where a child has an EHC Plan, progress towards the outcomes in the plan is reviewed and the school contributes to the local authority's annual review process.

The school uses assessment, observations, work scrutiny, pupil voice and professional advice to evaluate provision and inform future planning.

11. Working with parents and children

We recognise parents and carers as important partners in their child's education. Parents are encouraged to share information about their child's strengths, interests, needs, successful strategies and concerns.

- Parents/carers can speak to the class teacher about day-to-day learning and progress.
- Parents/carers can request a meeting with the SENDCo through the school office.
- Parents/carers are involved in SEND Support planning and review.
- Where appropriate, children are supported to express their views, wishes and feelings and to contribute to decisions about their education.
- Information from external professionals is shared and discussed with families as appropriate.
- Home-school communication may be supported through agreed communication systems where this is beneficial.

The school aims to communicate in a way that is accessible to families and will consider reasonable adjustments where a parent or carer has a disability or communication need.

12. Equipment, facilities and reasonable adjustments

The school identifies and provides equipment, resources and environmental adaptations according to individual need and available professional advice. This may include specialist seating, visual supports, sensory resources, adapted writing or recording equipment, communication resources, and other aids.

The school has an accessible toilet with handrails. Classroom environments are organised to promote participation and independence, and visual timetables and other supportive resources are used where appropriate.

Where a disabled pupil would otherwise be placed at a substantial disadvantage, the school considers and implements reasonable adjustments in accordance with the Equality Act 2010. This may involve changes to the physical environment, communication, routines, activities, equipment or ways of accessing learning.

13. Accessibility and equality

Haynes Lower School & Nursery is committed to equality, inclusion and accessibility. The school's Accessibility Plan addresses the statutory areas of:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the physical environment to increase access to education and associated services;
- improving the delivery of written information to disabled pupils in formats that are accessible to them.

The school will not discriminate against disabled pupils and will take steps to prevent disabled pupils being treated less favourably for reasons relating to disability. The school considers reasonable adjustments and accessibility when planning teaching, trips, clubs, physical activities, extra-curricular activities and school events.

The current Accessibility Plan is reviewed as part of the school's equality and accessibility arrangements. A summary of SEND-related priorities for 2026/2027 is included at Appendix A.

14. Admissions and participation in school life

Admissions are managed in accordance with the school's published admissions arrangements and the relevant local authority admissions requirements. Disability or SEND will not, in itself, be a reason to refuse admission. The school works with families and relevant professionals to identify reasonable adjustments and support needed for a child to access school.

Children with SEND are encouraged and supported to participate in all aspects of school life, including lessons, assemblies, trips, visits, clubs, extra-curricular activities, playtimes, lunchtimes and physical activity. Where an activity presents a barrier, the school considers reasonable adjustments and appropriate risk management so that the child can participate safely and meaningfully.

After-school provision and extra-curricular activities are intended to be accessible to children with SEND, subject to individual needs and appropriate adjustments.

15. Transition arrangements

We recognise that transitions can be particularly challenging for some children with SEND. Transition planning is therefore personalised and begins early where appropriate.

Starting Haynes Lower School & Nursery

- liaison with the child's previous setting or professionals where appropriate;
- sharing information with the receiving class team;
- visits and settling-in opportunities where appropriate;
- visual supports, social stories, transition books or passports where beneficial;
- parent/carer meetings and sharing of successful strategies.

Moving between classes

Staff share relevant information and provision plans so that support continues as smoothly as possible. Children may be supported with visits, photographs, social stories, visual timetables or other transition resources.

Transition to middle school

For pupils transferring at the end of Year 4, the SENDCo liaises with the receiving school's SENDCo and other relevant staff. Where appropriate, transition review/planning meetings are held with parents/carers and the child. Visits to the new school and focused transition activities are arranged where possible.

Where a child has an EHC Plan, transition arrangements are coordinated with the local authority and receiving setting in line with statutory requirements.

16. Emotional, social and mental health support

The school recognises that emotional wellbeing, social development and readiness to learn are important aspects of inclusion. Support is tailored to individual need and may include:

- adult check-ins and trusted-adult support;
- support with emotional regulation and identifying feelings;
- Zones of Regulation approaches;
- restorative approaches and relationship-based support;
- social communication and friendship work;
- structured support for transitions and changes in routine;
- sensory or movement strategies;

- referral to or advice from specialist services where appropriate.

Where concerns about a child's mental health or wellbeing are significant, the school works with parents/carers and relevant professionals to identify appropriate support.

17. Funding and allocation of resources

The school deploys its resources according to identified need and the provision required to support children with SEND. The Head Teacher and SENDCo review information about children receiving additional support, children whose progress is a concern, staffing, intervention needs, training and specialist advice.

Mainstream schools are expected to meet the reasonable additional costs of provision for pupils with SEN from their delegated resources, with the commonly referenced threshold of up to £6,000 per pupil before consideration of additional top-up funding by the local authority where appropriate. The 2026/2027 national operational guidance confirms this framework and the presumption of mainstream education for children and young people with SEN.

The school uses provision maps and other planning tools to record provision and review whether resources are being used effectively.

18. Complaints and resolving concerns

We encourage parents and carers to raise concerns promptly so that they can be addressed constructively.

5. Speak to your child's class teacher about the concern.
6. Contact the Head Teacher/SENDCo where the concern relates specifically to SEND provision or where further support is needed.
7. If the concern remains unresolved, use the school's formal Complaints Policy and contact the appropriate governor through the school office.
8. Where a concern relates to a local authority decision or an EHC needs assessment/plan, families may have access to mediation, disagreement resolution or appeal routes under the SEND framework.

Parents can contact the school office on 01234 381225 or by email at office@hayneslowerschool.co.uk.

19. Local Offer and support for families

Central Bedfordshire Local Offer provides information about services available for children and young people aged 0–25 with SEND. Haynes Lower School & Nursery is located close to the boundary with Bedford Borough, and some families may therefore access Bedford Borough SEND services.

Central Bedfordshire Local Offer:

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

Bedford Borough SEND Local Offer:

<https://www.bedford.gov.uk/schools-education-and-childcare/special-educational-needs-and-disability-send>

The Local Offer includes information about education, health, social care, specialist services, EHC plans, transport, leisure, childcare and routes for resolving disagreements.

Parents can also access independent information and advice through SENDIASS services in their local authority area.

20. Key statutory documents and links

The following documents underpin the school's SEND arrangements:

- **SEND Code of Practice: 0 to 25 years:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- **Special Educational Needs and Disability Regulations 2014:** <https://www.legislation.gov.uk/uksi/2014/1530>
- **Children and Families Act 2014 – section 69 (SEN information report):**
<https://www.legislation.gov.uk/ukpga/2014/6/section/69>
- **Equality Act 2010:** <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **What maintained schools must publish online – SEND requirements:** <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

This report should be read alongside the school's current SEND Policy and Accessibility Plan.

Appendix A – Accessibility Plan: SEND-related priorities 2026/2027

The previous report included an Accessibility Plan with actions due for completion by July 2026. For 2026/2027, the school will continue to review and develop accessibility as part of its statutory Accessibility Plan. The following priorities are carried forward as relevant:

Priority	2026/2027 action	Lead responsibility
Curriculum access	Continue to review classroom organisation, resources, scaffolding and visual supports so that pupils with SEND can participate and develop independence.	Teachers / TAs / SENDCo
Physical environment	Review the physical environment and signage to reduce barriers for pupils with sensory, physical or communication needs.	Head Teacher / Site staff / SENDCo
Accessible information	Provide information in alternative or accessible formats where reasonably required for individual pupils.	Office staff / SENDCo / teachers
Staff deployment	Review adult deployment through pupil progress and provision reviews so support is available at key points without unnecessarily reducing pupil independence.	Head Teacher / SENDCo / teachers
Participation	Ensure pupils with SEND can participate in PE, trips, clubs, visits and wider school activities through reasonable adjustments and appropriate planning.	All staff
Dyslexia-friendly and sensory-aware environments	Continue to develop classroom environments and resources that reduce unnecessary barriers and support attention, processing and regulation.	Teachers / TAs / SENDCo

The full Accessibility Plan should be read alongside this report. It is reviewed in line with the school's statutory equality and accessibility duties.

Review statement

This SEND Information Report was reviewed and updated for the 2026/2027 academic year. It will be reviewed annually and amended sooner if there are significant changes to legislation, guidance, local SEND arrangements or the school's provision.