



SEND Policy and Information Report

January 2025

INTRODUCTION

At Bramber Primary, a mainstream school, we believe that inclusion is:

- Giving *every* child the opportunity to access the curriculum and achieve their full potential
- Teachers responding to pupils' diverse learning needs by employing a range of teaching strategies
- A school community working together with parents/carers and encouraging them to play an active part in helping their child

All members of the school community are treated with the respect and sensitivity implicit within the practice of a code of equal opportunities and inclusion. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, disability or ethnicity.

Our School Vision is: 'A lifelong love of learning; a love of life'

The Inclusion Team at Bramber Primary School

Your first point of contact at the school is the child's class teacher.

The Special Educational Needs Coordinator (SENCo), Miss Claire Barrett, is responsible for managing and coordinating the support for children with special educational needs, including those who have Education, Health and Care Plans (EHCP). They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school. Contact email: senco@bramberprimary.com

The key contacts at Bramber Primary are:

Headteacher	Mrs Tracy Scott
SENCO/Deputy Headteacher	Miss Claire Barrett
Wellbeing Coordinators	Miss Kerri Newman Miss Mairi Law
Child Psychotherapist	Your Space Counselling and Play Therapy Service
Designated Safeguarding Lead	Mrs Tracy Scott
Designated Teachers for Looked After Children	Miss Claire Barrett Miss Kat Barber

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Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy should be read in conjunction with the Local Offer – please see the school website for details.

Principles and Aims

The staff and governors of Bramber Primary School recognise the individuality of all children and the fact that they are at different levels of development physically, emotionally, intellectually and socially.

Governors are fully committed to supporting the staff in raising the aspirations and expectations for all pupils with SEND.

Special Educational Needs at Bramber Primary School is a responsibility of the whole school, which places disability and difficulty within the wide spectrum of human experience and manages this as an integral part of teaching and learning.

It is the aim that all children should be able to participate in the life and work of the school to the best of their abilities whatever their needs.

The Governors will aim to appoint staff capable of using a range of teaching styles effectively. Staff will be required to recognise the need for a flexible approach and adaptation in setting tasks for their pupils. Every teacher at Bramber Primary School is a teacher of every child, including those with SEND.

Our Aims

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide an Inclusion Team who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with pupils who have special educational needs
- To develop and maintain partnership and high levels of engagement with parents
- To ensure access to the curriculum for all pupils
- To eliminate barriers, including physical access and access to the curriculum, that prevent pupils participating in the life and work of the school
- To ensure full inclusion in all school activities for pupils with medical conditions by ensuring consultation with health and social care professionals

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

What are Special Educational Needs (SEN)?

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. *Code of Practice 2014*

Roles and Responsibilities

The **SENCO** is Miss Claire Barrett. The SENCO will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Report to Governors and liaise with the designated SEN Governor

The SEN Team will be responsible for the maintenance of the administration associated with the Local authority's SEND process, the Area Panel and statutory assessment and their appropriate review procedures (e.g. Annual Reviews for pupils with EHC Plans/Statements).

The Governing Body, in relation to SEND, will make sure that:

- All governors are fully involved in developing and monitoring the school's SEND provision
- All governors are cognisant of the SEND Code of Practice 2014
- The school's SEND Policy and Information Report is considered and approved annually.

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

The **Head teacher** and **SENCO** have responsibility to:

- Determine which interventions are to be put in place on a regular basis: Assess, Plan, Do, Review
- Timetable support staff to work with children
- Manage all aspects of the school's work, including provision for children with SEN.
- Ensure the SEN policy is implemented.
- Keep the Governing Body and Staff fully informed of issues and provision in regard to SEN.
- Provide opportunities for INSET/ CPD
- Attend interviews with parents as necessary

Each **Class Teacher** is responsible for:

- the progress and development of *every* pupil in their class and must deliver an appropriately adapted curriculum to cater for all of their needs
- raising any concerns for a child with the SENCO, ensuring initial information is recorded
- developing, implementing and reviewing IEPs
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- working with the SLT to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

We ask **Support Staff** to:

- Complete Monitoring / Evaluation Record Sheets as required
- Raise concerns about children that they work with during 1:1 sessions, or support as part of a group in class, directly to the class teacher.
- Feed back to class teachers regarding children's progress during interventions.

SEND Information Report

Special Educational Needs procedures in school are based on the Government's Code of Practice (2014). Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction** – this includes children with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD)*.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia*, dyscalculia* and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as ADHD* (attention-deficit hyperactivity disorder) or attachment disorder
- **Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

*More information and further links can be found in the Appendix

While the four categories identify aspects of primary areas of need for children at Bramber, we identify the needs of pupils by considering the needs of the whole child, which will include not just their SEND needs. These may include:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after-child
- Being a child of serviceman/woman
- Being a child with a disability

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Head teacher/ SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All of our teachers are teachers of children with special educational needs.

Identifying pupils with SEN and assessing their needs

The school assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years or previous setting. If the child already has an identified special educational need, this information is usually transferred from their pre-school/ previous setting.

The class teacher and staff at Bramber will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

It is the responsibility of all teachers to identify and help meet the needs of pupils who have barriers to learning. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When any concern initially arises, it is the responsibility of the class teacher to take steps to address this. Parents should be consulted and specific intervention put in place and monitored for a period of up to a term.

Termly pupil progress meetings are a focused opportunity to discuss attainment. However, we encourage staff to raise concerns as soon as possible and the SLT monitor attainment on an ongoing basis.

When deciding whether special educational provision is required, we consider the desired outcomes, progress and attainment, and the views and the wishes of the pupil and their parent(s)/carer(s). We determine the support required and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The Flow Chart in the Appendix shows the graduated approach to SEND support at Bramber Primary School.

A child may be added to the school's SEN register if they:

- Make little or no progress, even when teaching approaches are targeted particularly to a child's identified area of weakness.
- Show signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Have sensory or physical difficulties and continue to make little or no progress despite the provision of specialist equipment.
- Have communication and/or interaction difficulties, and continue to make little or no progress.

Partnership with parents

We have an early discussion with parent(s)/carer(s) when identifying whether a pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We formally notify parents when a pupil will receive SEN support and be put on the SEN register.

Parents are welcome to meet with a member of the team at any time. Notes of discussions are added to the pupil's records and a copy given to their parents.

The Nature of Intervention

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality, adaptive teaching is our first step in responding to pupils who have SEN.

Pupil progress meetings are held termly. These are an opportunity for teaching staff and the SLT to share and discuss assessment data, observations and knowledge of the pupils. Children's needs are discussed so that intervention and support is put in place.

The class teacher will, in collaboration with the SENCO, carry out a clear analysis of the pupil's needs. This draws on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (when appropriate)
- Advice from external support services, if relevant

An intervention, additional support and/or an Individual Education Plan are agreed and actioned. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We have teaching assistants who are trained to deliver interventions such as Speech and Language Programmes, Success at Arithmetic and Working Memory + Arithmetic.

Diagnostic assessments are used to assess/monitor pupil progress and evaluate the effectiveness of an intervention programme on exit. These include: Renaissance Star Assessments, Salford Reading Test, Neale Analysis of Reading Ability, Spar Spelling Test, BPVS (British Picture Vocabulary Scale), Nessy Dyslexia Screener, Ravens Coloured Progressive Matrices (a test of nonverbal ability) and the Sandwell Maths test.

Pupil progress is monitored closely and records are kept electronically. Working documents, such as IEPs, are kept in the classroom so they can be regularly updated. Red confidential files are kept in the Leadership Hub (The Head teacher is the Designated Safeguarding Lead for Bramber Primary School). The Inclusion Team have responsibility for ensuring that records are kept and are available when needed. If we refer a child for an Education, Health and Care Needs Assessment, we will provide the LEA with a record of our work with the child to date.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted as needed to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; staff adapt work appropriately and use assessments to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Various means are used to meet the needs of individual children within the framework of the National Curriculum and the whole curriculum such as:-

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids or specialist equipment, such as laptops, visual timetables, magnifiers, larger font, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Staff development and training to introduce strategies that are more effective.
- Some group or individual support, which may involve small groups of children being withdrawn to work with staff or with LSA support on additional interventions.
- Modification of the building for ease of access for PD/visual and hearing impaired pupils

We are committed to enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

- 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 residential trip(s).
- All pupils are encouraged to take part in school events.
- No pupil is ever excluded from taking part in activities because of their SEN or disability.

Support for improving emotional and social development

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

- The whole school uses The Zones of Regulation curriculum
- Our play therapist works with individuals during weekly sessions and our Pastoral Lead offers opportunities for children to talk if needed
- Pupils with SEN are encouraged to take on responsibilities such as being part of the school council, house captains etc
- Pupils with SEN are offered opportunities to join nurture groups such as Rainbow Club and Lego Club. These promote teamwork/building friendships.

We have a zero tolerance approach to bullying.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Holding pupil progress meetings each term
- Reviewing the impact of interventions at least termly
- Reviewing and updating IEPs each term
- Monitoring by the SENCO and SLT
- Data analysis
- Holding annual reviews for pupils with EHC plans

Transition:

Pupils remaining in school will receive a transition booklet when moving to a new class/year group. This will help to familiarise the pupil with new staff and changes to environments and routines.

We share information with the school or other setting to which a pupil is moving. Enhanced transition to prepare pupils may include additional visits to their new school and a transition booklet containing helpful information.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The external specialist may act in an advisory capacity, or provide additional specialist observations/assessments. They may also advise on targets or strategies for supporting the child's progress. These will be implemented in the classroom setting or in additional support sessions as appropriate. The delivery of the interventions will be recorded on the child's IEP and continues to be the responsibility of the class teacher supported by the Inclusion Team.

School Request for an Education Health and Care Plan

A request will be made by the school to the LEA if a child demonstrates significant cause for concern. The LEA will be given information about the child's progress over time and will receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Intervention records for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in literacy and numeracy
- Education and/or other assessments, from outside agencies such as: Educational Psychologist / Speech Therapist / Occupational Therapist
- Views of the parents

The parents of any child who is referred for an Education, Health and Care Needs Assessment (EHCNA) will be kept fully informed of the progress of the referral.

Children with an EHC Plan are reviewed termly in addition to the statutory Annual Review. When this coincides with transfer to the child's next school, the SENCO from the new school is invited to participate in the review meeting. The child's views are always sought and taken into account, as are those of the parents, whose support is vital if progress is to be achieved and maintained.

Disability Equality

As part of its duty to prevent discrimination against disabled pupils, in accordance with the SEN and Disability Act 2001, Bramber Primary School staff will:

- ensure that disabled pupils are not treated less favourably for a reason which relates to their disability
- make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled

Training and Resources

The Inclusion Team attend professional SEND courses and the local WOW (Whole of Worthing) SENCO support group meetings as appropriate. Other members of staff have the opportunity to choose SEN courses when they are available and appropriate to their needs. SEND school based INSET sessions are held for all staff.

Admissions

The admission arrangements for pupils with Special Educational Needs follow the same criteria as for all pupils. These are consistent with LEA Policy and are non-discriminatory.

Accessibility

Bramber Primary School is fully accessible for wheelchairs with level access. There are accessible changing facilities comprising of one hygiene room. In addition, there is a toilet for the disabled, a toilet frame fitted for children's use and footrests and steps.

Information technology is used to support SEND pupils in the classroom. The school possesses I-Pads, lap-tops, e- readers and a range of specialist computer software.

Arrangements for raising concerns or complaints

A complaint could be about the amount of help a child is receiving or the way the school is delivering that support.

Initially, it is hoped that complaints will be addressed to the class teacher and through them to the Inclusion team, if appropriate, where problems can be discussed and settled amicably.

If not, the head teacher will help to resolve the complaint through an informal meeting.

Bramber Primary School have had no complaints about their special educational needs provision. However, if parents do have concerns they can ultimately complain to the School Governors and the Local Education Authority.

Links with Other schools and support services/outside agencies

Bramber Primary School has good links with all the local pre-schools and secondary schools. We have a professional relationship with a range of outside support agencies and services including:

Speech and Language Therapy Service
Educational Psychology Service
Occupational Therapy Service
Learning Behaviour Advisory Team (LBAT)
Autism and Social Communication Advisory Team (ASCT)
YourSpace – Child Counselling and Play Therapy Service
Sensory Support Service
School Health Team
Child Development Centre
CAMHS
West Sussex Community Mental Health Liaison Service

We also have close links with Social Services, Community Police Liaison Officers and The Education Welfare Department.

Monitoring arrangements

This policy and information report will be reviewed annually by the SENCO in consultation with the school governor with responsibility for SEND. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

Links with other policies and documents

This policy links to the following documents:

Accessibility plan

Behaviour policy

Equality and diversity policy

Supporting pupils with medical conditions policy

Anti-bullying policy

Reviewed: January 2025

Next update: June 2025 or earlier

Appendix

The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND): <https://westsussex.local-offer.org>

Reaching Families have published a series of fact sheets written for parent carers by parent carers. They are designed to provide parents with bite size information. There is a range of fact sheets on specific conditions, which combine clinical information with local information on what projects and services are available to help children, parents and families: <https://www.reachingfamilies.org.uk/factsheets.html>

ADHD

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.

Many children go through phases where they're restless or inattentive. This is often completely normal and does not necessarily mean they have ADHD. You should discuss your concerns with your child's teacher, the SENCO or a GP if you think their behaviour may be different from most children their age.

West Sussex ADHD Support is a parent-led volunteer team supporting parents, carers, professionals and families with questions or advice on ADHD: <https://westsussex.local-offer.org/services/1148-west-sussex-adhd-support>

Autism

Autism is a lifelong developmental disability that affects how people communicate and interact with the world. Autism is a spectrum condition and affects people in different ways. Like all people, autistic people have their own strengths and weaknesses.

Difficulties may include:

- Social communication and social interaction challenges
- Repetitive and restrictive behaviour
- Over- or under-sensitivity to light, sound, taste or touch
- Highly focused interests or hobbies
- Extreme anxiety
- Meltdowns and shutdowns

Bramber Primary School currently holds the bronze Autism Aware Award. This award recognises whole school understanding and acceptance of autism within school (including pupils, staff, and parent carers).

Aspens offers a support service for children on the autistic spectrum and their families: <https://www.aspens.org.uk>

Dyslexia

‘Dyslexia is a specific learning difficulty resulting in problems in learning to read and write and other closely linked skills. Dyslexia often runs in families and may affect all levels of ability.’

Dyslexia always affects the acquisition of literacy skills, meaning that there is a discrepancy between with some aspects of literacy skills and performance in other areas.

For dyslexic type learners, difficulties will be evident in some or all of the following areas:

- Reading (e.g. problems with decoding, fluency, comprehension or acquiring sight vocabulary)
- Spelling (e.g. recalling phonic patterns; poor memory for irregular spellings; letter reversals or transposition of letters)
- Writing (e.g. structuring ideas; place keeping difficulties or handwriting difficulties)
- Phonological skills (e.g. hearing how words can be broken into separate sounds or syllables; identifying rhyme)

Dyslexic learners may also experience difficulties with:

- Maths (e.g. recalling number facts or transposing digits)
- Day to day organisational skills (e.g. remembering PE kit or losing belongings)
- Sequencing days of the week / months of the year
- Memory difficulties (e.g. remembering instructions, dates and times; calculating mentally; forgetting what they wanted to write or say; not retaining new learning)

Many dyslexic pupils show strengths in some of the following areas:

- Drama, art and design, music and sport
- Problem solving
- Creative skills
- Computing
- General knowledge
- Oral language skills (e.g. discussion and debate)

Dyslexia can only be formally diagnosed through a Diagnostic Assessment carried out by a certified assessor. Several tools are available to help give an indication of possible dyslexic difficulties.

At Bramber, if a child has difficulties such as those listed above, provision is carefully considered and adapted. We may use screening tests and checklists to help in order to ensure support is put in place quickly, but they can't provide a diagnosis.

Dyscalculia is at the severe end of the maths learning difficulties. It is a specific and persistent difficulty in understanding numbers which can lead to a diverse range of difficulties with mathematics

British Dyslexia Association: <https://www.bdadyslexia.org.uk>

We have clear procedures in place for identifying pupils who may have Specific Learning Difficulties. Parents should speak to their child's class teacher, in the first instance, if they have any concerns.

SEN Support in School

