

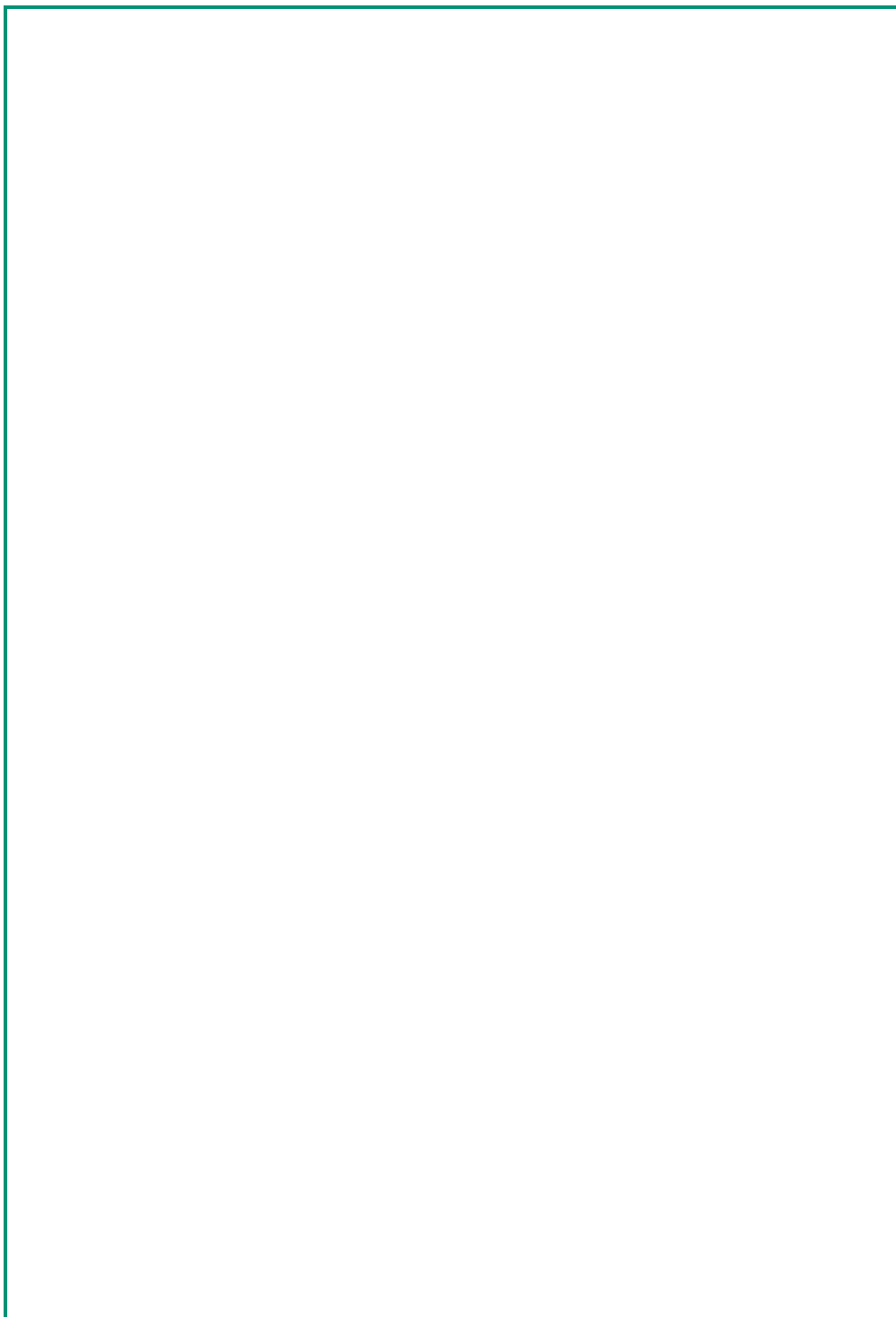


# **Supporting children with SEND**

**(Special Educational Needs and Disability)**

**at**

**Bramber Primary School**



## **Bramber Primary is an Inclusive 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

Inclusion for all is a key aspect of this school's work. The most significant part of our work to achieve this is through a challenging, exciting and inclusive curriculum and through the highest quality teaching. We have high ambition for children with SEND, and strive to identify the barriers they might face and adapt the implementation of their learning experience to meet their unique needs.

### **If there are concerns...**

All parents/carers want to give their child the best possible start and see them develop into a happy, confident and successful people. However, there may be times when your child seems to be having difficulty in mastering a new skill or seems slow in a particular area of development. It is important to remember that all children develop at different times.

If you have any worries about your child's development or progress, please speak to your child's teacher as your first point of contact. Likewise, if your child's teacher has concerns, they will speak with you. Working together as part of a team means that that the best possible support can be put in place.

## What are Special Educational Needs (SEN)?

Special Educational Needs (SEN) means that your child has a difficulty in learning or has emotional, behavioural, sensory or physical problems, or has problems with communication. A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

Class teachers make regular assessments of progress for all pupils and identify those whose progress is a concern. 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.

If special education provision is required, this is recorded on the **SEN register**. 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 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.

## **Provision at Bramber Primary School**

We offer support to meet specific and wide-ranging needs including emotional, behavioural and academic. The nature of this support varies from one child to another but aims to be flexible to meet a wide variety of changing circumstances. Our skilled teachers work with the Senior Leadership Team, which includes Miss Barrett, the Special Educational Needs Coordinator (SENCO), to ensure that every child can make the best possible progress.

### SEN support

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. Further intervention and support follows the graduated approach and the four-part cycle of assess, plan, do, review. Children on the SEN register have a termly reviewed Individual Education Plan shared with parents.

### EHCP (Education, Health and Care Plan)

If a child demonstrates significant cause for concern and the school is not able to provide the help and support needed, a request for a needs assessment is made to the local authority ("LA"). The LA decide, based on the evidence from the EHC needs assessment, whether it is necessary for the child to have an EHCP.

An EHCP is a legal document that describes a child's special educational needs, the support they need, and the outcomes they would like to achieve. The special educational provision (the type/amount of support and intervention) described in an EHCP must be provided by the child's LA. An EHCP can give a child who needs it extra educational support and can also give parents and young people more choice about which school or other setting the child or young person can attend.

## 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, laptops, e-readers and a range of specialist computer software.

We have an open-door policy at Bramber Primary School and encourage you to talk with us and ask any questions. If you have any concerns around SEND, please speak with your child's class teacher. The inclusion team will offer support and advice should this be needed.

The Children and Families Act 2014 requires every educational setting to have its own individual special educational needs (SEN) offer. This information explains what SEN Support an educational setting provides. This is available on our school website. Please ask at the office if you would like a paper copy.

## **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)  
Your3Space – 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.

September 2023