SEND
(Special Educational Needs and Disabilities)

Information Report

July 2026

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Dear parents and carers,

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 in our school.

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

You can find it on our website and you can ask a member of staff to- send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with a range of needs including:

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)
	Individual SEMH needs
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?

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

The Inclusion Team at Bramber Primary School

Headteacher	Mrs Tracy Scott
SENCO/Deputy Headteacher	Miss Claire Barrett
Wellbeing Coordinators	Miss Kerri Newman Miss Mairi Law
School Counsellor / Play Therapy Provider	Professional Therapeutic Support Service
Designated Safeguarding Lead	Mrs Tracy Scott
Designated Teacher for Looked After Children	Miss Kat Barber

Our special educational needs co-ordinator, or SENCO

Our SENCO is Miss Claire Barrett.

She is responsible for managing and coordinating the support for children with special educational needs, including those who have Education, Health and Care Plans (EHCP). She also provides professional guidance to school staff and works with parents/carers and other services that provide for children in the school. Contact email: senco@bramberprimary.com

Miss Barrett is an experienced SENCO and qualified primary teacher who is also the deputy head teacher at Bramber. She achieved the National Award in Special Educational Needs Co-ordination in November 2022.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

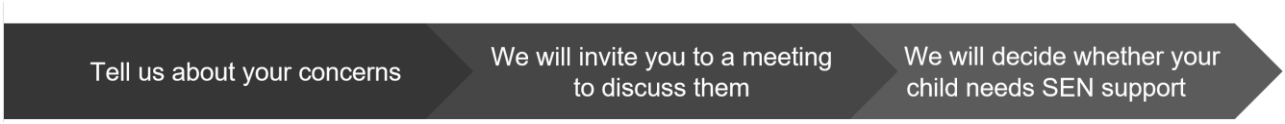
We have a team of TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision. Some teaching assistants are also trained to deliver particular interventions.

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



If you think your child might have SEN, the first person you should tell is your child's teacher.

Please speak with them or email to arrange a meeting to discuss your concerns.

If needed, the class teacher will discuss concerns with our SENCO to decide on the next steps or action.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

All our class teachers are aware of SEN and are on the lookout 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 identify 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 SENCO, and will contact you to discuss the possibility that your child has SEN. The class teacher will ask for your opinion and speak to your child to get their input as well.

The SENCO 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.

They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

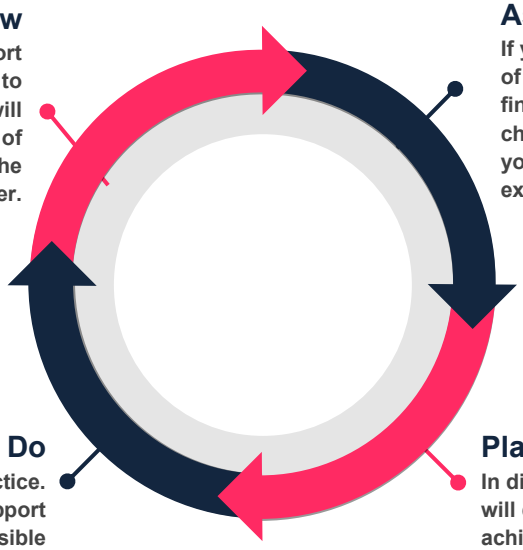
Based on all of this information, the class teacher and SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the class teacher will liaise with you to create a SEN support plan for them. This will be overseen by the SENCO.

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

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 assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will 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 in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you three times a year 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 SENCO may also attend these meetings to provide extra support.

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.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher by speaking with them or sending an email – please refer to our Communication policy.

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 2 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 share these during a meeting
- Work with an adult to complete a questionnaire

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

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

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.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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 include:

- Differentiating/adapting 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/adapting 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 laptops, coloured overlays, visual timetables, larger font, etc.
- Staff development and training to introduce strategies that are more effective.
- Supporting pupils on a 1-to-1 basis or in small groups as appropriate. This will be decided by the class teacher and/or SENCO

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories SULP (Social Use of Language Programme)
	Speech and language difficulties	Speech and language therapy - individual programmes NELI (Nuffield Early Language Intervention)
Cognition and learning	Specific learning difficulties, including dyslexia and dyscalculia	Breaking tasks into small steps Use visual prompts and checklists Concrete resources and visual representations Pre-teaching Reduce cognitive load Alternative ways to record
	Moderate learning difficulties	As above Targeted programmes
	Severe learning difficulties	Individual Education, Health and Care Plan
Social, emotional and mental health	ADHD	Quiet workstation
	Adverse childhood experiences and/or individual SEMH needs	Nurture groups Pastoral support Play therapy Regulation strategies
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	Environmental adaptations Carefully considered classroom placement Follow advice from Sensory Support and therapy teams

These interventions are part of our contribution to West Sussex's local offer.

Where a child continues to experience significant difficulties despite well-evidenced SEND support, the school may, in partnership with parents and other professionals, request an Education, Health and Care Needs Assessment.

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:

- Reviewing and updating Learning Plans each term
- Reviewing the impact of interventions at least each term
- Holding termly pupil progress meetings
- Data analysis
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

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 teaching assistant 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 trips, including our residential trips to Lodge Hill and Bowles and our Bell Tents night at school.

All pupils are encouraged to take part in Sports Day, school productions, workshops and all other events.

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?

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

13. How does the school support pupils with disabilities?

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.

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:

- The whole school uses The Zones of Regulation curriculum
- Our play therapist works with individuals during weekly sessions, and our wellbeing coordinators offer provision of particular intervention, nurture groups and opportunities for children to talk
- Pupils with SEN are encouraged to take on responsibilities such as being part of the school council, house captains etc
- We have various regulation and sensory supporting areas of the school including Regulation Zones and our Sensory Garden
- We have a zero-tolerance approach to bullying.

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:

- Ask both the current teacher and next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule time with the incoming teacher towards the end of the summer term
- 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.

Between schools and phases

We share information with the school or other setting to which a pupil is moving.

The SENCO of the secondary school have the opportunity to meet with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently

We may offer enhanced transition to prepare pupils. This may include additional visits to their new school and a transition booklet containing helpful information.

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

Miss Barber is our designated teacher for looked-after children and previously looked-after children at Bramber.

Miss Barber will work with Miss Barrett, our SENCO, 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?

Initially, concerns should be discussed with the class teacher.

Complaints about SEN provision should be made to the SENCO or headteacher in the first instance. If they cannot be resolved informally, they will then be referred to the school's complaints policy.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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 the West Sussex local offer. West Sussex publishes information about the local offer on their website: SEND Local Offer - West Sussex County Council

Our local special educational needs and disabilities information, advice and support (SENDIAS) service is: West Sussex SENDIAS Service

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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
- **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
- **SENCO** – 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