



Brampton Abbots CE Primary School



Bridstow CE Primary School



Oak Meadow Federation

## SEND INFORMATION REPORT

### Chapter 5.2

### CURRICULUM DELIVERY SUITE

This policy will be reviewed and updated by the governing body at least annually.  
All references to 'the school' imply both Brampton Abbots and Bridstow Primary Schools.

Date signed off by full governing body: 17<sup>th</sup> October 2023

Signed Daniel Brearey, Head teacher

Paul Mason, Chair of governors

Date next review due: October 2024

## **Introduction**

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Our vision is rooted in Psalm 1:3: 'You are like a tree, planted by streams of water that never run dry. Your fruit ripens in its time; your leaves never fade or curl. In all you do, you prosper'. To this end, and in order to create a positive learning environment, this policy suite sets out the school's approach to treating each other fairly, and to providing opportunities for open and honest feedback that enables pupils to grow and develop.

This suite of policies aims:

- to ensure all children are supported to achieve their potential, knowing their achievements and what they need to do next;
- to ensure that suitable reasonable adjustments are put in place to enable all children to engage fully in the life of the school and to achieve their potential.

This policy suite contains the following chapters:

[Chapter 1](#): Assessment, feedback and marking

[Chapter 2](#): Educational visits

[Chapter 3](#): Home learning and remote learning with technology

[Chapter 4](#): Equality policy and information, including accessibility plan

[Chapter 5](#): **SEND policy**

[Chapter 6](#): Looked-After Children

[Chapter 7](#): Supporting children with medical conditions

[Chapter 8](#): Children with health needs who cannot attend school

[Chapter 9](#): Elective home education

Other key school documents to refer to are:

- Safeguarding suite
- Curriculum contents suite

## **Complaints and whistleblowing**

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Complaints should follow the procedures as set out in the Complaints Policy on our website. Staff also have a responsibility to raise any concerns following the school's whistleblowing policy.

## **Compliance**

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This policy is set out in line with the legislation, statutory guidance and good practice guidance set out at Appendix 1.

## **5.2 SEND INFORMATION REPORT**

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### **5.2.1 Identifying SEND and putting appropriate support in place**

The school regularly and carefully reviews the quality of teaching for all pupils, including those who are at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. There are four broad areas of SEND:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory, physical or medical needs.

Children and young people with SEND may need extra help with:

- thinking and understanding;
- physical or sensory needs;
- emotional or social needs, including how they relate to and behave with other people;
- difficulties with speech and language.

These broad areas give an overview of the range of needs that are planned for in school. The purpose of identification is to work out what action the school needs to take to meet the needs of a pupil, not to fit a pupil into a category.

Identifying behavioural issues as a need is no longer an acceptable way of describing SEND. Any concerns relating to a child's behaviour are considered in line with the identification of any underlying need(s) which should be addressed.

We identify the needs of pupils by considering the needs of the whole child, which will include not only the special educational needs of the child or young person. Where a pupil has specific needs, we will first seek to support them through high-quality teaching and (where relevant) dedicated support from teaching assistants and specialist staff. In line with the Code of Practice, we only record pupils' needs on the SEND register if they do not make adequate progress once this personalised support has been put in place.

### **5.2.2 Recording a pupil on the SEND register**

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The class teacher, the SENDCo and the headteacher (where appropriate) consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. When appropriate, specialist assessment tools deployed by the SENDCo will be used to assess the specific needs of an individual. This process follows the ASSESS – PLAN – DO – REVIEW cycle to ensure that a child's needs are being met most effectively. At all stages of the process, parents/carers, families, children, and young people are involved through consultation and regular formal and informal opportunities to discuss short-term and longer-term progress and targets. If appropriate, the class teacher, in liaison with the SENDCo, will write a child-centred plan for an individual with multiple needs that can be more easily understood by the teacher in order to deliver provision effectively.

### **5.2.3 Managing the needs of children on the SEND register**

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Each child's educational programme will be planned by the class teacher and will be differentiated to suit the individual needs of pupils in the class. This may include additional support from the class teacher or a teaching assistant. If a child has more specific needs relating to an area of their education, then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to each

pupil's needs. These interventions will be recorded on the child-centred plan which records the impact. If there are queries related to these interventions, the class teacher or SENDCo should be contacted.

Occasionally, a child may need more expert support from an outside agency. In these situations, a referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support will be recommended and implemented in consultation with the parents/carers and the child.

The interventions will be reviewed regularly to ascertain the effectiveness of the provision and to inform future planning. Pupil progress meetings are held each term, which identify how pupils are progressing over time and provide an opportunity for the teacher, headteacher, SENDCo and governors to highlight any potential barriers to learning that a child or children might be experiencing, in order further to support an individual or group of children. Annual reports are sent home to parents/carers, but we pride ourselves on close liaison with parents/carers and provide termly reviews to discuss the progress of the child. If we have a concern about a child, we will contact the parent/carer immediately to discuss how best to support a child's learning, without waiting for an annual report or termly review.

The school's 'SEND Information Report' gives information for parents to understand what we provide as a school to support SEND. For more information about services offered at a county level, please refer to the local authority's [webpage on children with special educational needs and disabilities](#), including the [Local Offer](#). Contact details of specific agencies can be found [here](#).

#### 5.2.4 Education, Health and Care Plans (EHCPs)

Following advice from an educational psychologist or other professional, the school and parents/carers may consider that help is needed beyond the school's own resources. In this case, the SENDCo completes the form requesting statutory assessment for an EHCP. If the panel agrees to proceed with an EHCP, the SENDCo prepares further documentation about the child, which is sent to the local authority and, in consideration with similar documents from other involved professionals, an EHCP is completed. The class teacher in conjunction with the SENDCo is then responsible for drawing up a clear implementation plan to deliver the school's portion of the EHCP. EHCPs should be reviewed at least annually.

#### 5.2.5 Roles and responsibilities

Role	Responsibilities
SENDCo	<ul style="list-style-type: none"> <li>• to monitor the needs of children with SEND, together with the class teachers, headteacher and link governor;</li> <li>• to assist with and advise on the teaching and assessment of children with SEND;</li> <li>• to ensure that the impact of SEN interventions is assessed for each pupil;</li> <li>• to ensure child-centred plans are written when needed;</li> <li>• to organise annual EHCP reviews and regular Learning Passport reviews;</li> <li>• to meet regularly with the headteacher to discuss individual children, resources and use of time, including discussing and potentially applying for additional <a href="#">high-needs top-up funding</a>;</li> <li>• to advise on the level of support and on appropriate resources and strategies to support learning;</li> <li>• to liaise with children and families in relation to the support they receive and to ensure that they are fully part of the process;</li> </ul>

	<ul style="list-style-type: none"> <li>• to ensure that the school’s SEN register &amp; provision map is updated regularly;</li> <li>• to lead the annual review of the SEND policy;</li> <li>• to make contact with outside agencies to provide support for children with SEND;</li> <li>• to lead InSeT and JCBs (weekly staff training opportunities) on SEND;</li> <li>• to keep his or her own skills updated by reading, researching and continuing professional development;</li> <li>• to report to governors if requested to by the headteacher or governing body.</li> </ul>
Class teachers	<ul style="list-style-type: none"> <li>• to know which pupils in their class are on the SEND register, and for what needs;</li> <li>• to liaise with children and families in relation to the support they receive;</li> <li>• to ensure that the headteacher and other colleagues are aware of specific needs;</li> <li>• to write Support Plans, where appropriate, with the support of the SENDCo;</li> <li>• to ensure that Support Plans are reviewed with the parents/carers and child at least twice a year;</li> <li>• to ensure that TAs are supporting pupils in their class, as directed.</li> </ul>
Teaching Assistants	<p>Under the guidance of the class teacher and SENDCo to:</p> <ul style="list-style-type: none"> <li>• to carry out activities and learning programmes planned by the class teacher and / or the SENDCo;</li> <li>• to keep records of this work as requested;</li> <li>• to support children in class or by withdrawing individuals and small groups;</li> <li>• to attend undertake Continuous Professional Development where appropriate;</li> <li>• to be fully aware of the school's SEND policy.</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• to ensure that SEND provision is an integral part of the school;</li> <li>• to have a named governor responsible for the implementation of the SEND policy;</li> <li>• to have up-to-date knowledge about the school’s SEND provision, including funding;</li> <li>• to have due regard to the <a href="#">Code of Practice</a> when carrying out the governing body’s duties towards all pupils with SEND;</li> <li>• to be fully involved in developing and monitoring the SEND policy;</li> <li>• to know how equipment and personnel resources are deployed.</li> </ul>

## **Appendix 1: Legislation, Statutory Guidance and Good Practice Guidance**

[SEND Code of Practice 0-25 years](#)

[SEND Regulations 2014](#) (specifically, contents of the SEND Information report)

[DfE Guidance on supporting pupils with a medical condition](#)

[DfE Guidance on supporting pupils who cannot attend school due to health needs](#)