



Special Educational Needs (SEN) Information Report 2024-2025

Brampton Village Primary School

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This information report aims to provide an overview of how we implement our SEND policy, outlining how we support children with special educational needs in our school.

For more detailed information about our SEND arrangements, we encourage you to read our full SEND policy, which is available on our website at, www.brampton.cambs.sch.uk.

Alternatively, if you prefer, a staff member can provide you with a printed copy or send it to you directly. If there are any terms in this report that are unclear, please refer to the Glossary at the end for clarification.

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

Our school provides for pupils with the following needs:

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)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical disability

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs and Disabilities Co-Ordinator (SENDCo)

Miss Edwards is our full-time SENDCo and a qualified teacher. She manages the Special Educational Needs and Disabilities (SEND) provision at our school. She holds the National Award in Special Educational Needs Co-ordination (2020) and the Advanced SENDCo Award (2021).

For any inquiries or support regarding SEND provision, you can reach the SENDCo via email at medwards@brampton.cambs.sch.uk or contact the school office at 01480 375063.

Our Child and Family Worker

Mrs Shears works closely with our families, bringing a wealth of experience to her role. In addition to her current position, she has previously worked as an occupational therapist and a higher-level teaching assistant.

She has completed training as a Designated Safeguarding Lead, along with specialised training to support looked-after children and young carers.

She also serves as our school's Attendance Officer.

Class Teachers

All of our teachers receive ongoing Special Educational Needs (SEN) training and are supported by the SENDCo to ensure they can effectively meet the needs of pupils with SEN.

In addition, our teachers undergo annual safeguarding training, ensuring they are up-to-date with the latest safeguarding practices. They also work closely with, and act upon, the advice provided by external services such as specialist teachers, educational psychologists and speech and language therapists.

Teaching assistants (TAs)

We have a dedicated team of TAs, including Higher-Level Teaching Assistants (HLTAs) who are trained to deliver targeted SEN support.

Our TAs are skilled in providing a range of specialised interventions, including Drawing and Talking Therapy, Lego Therapy, and Sensory Circuits, alongside other therapeutic approaches. These interventions are designed to meet the diverse needs of pupils in our setting, ensuring tailored support for their emotional, social, and sensory development.

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 therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

3. What should I do if I think my child has SEN?

Tell us about your concerns

- If you think your child might have SEN, the first person you should tell is your child's teacher.
- If necessary they will pass the message on to our SENDCO through a referral form.
- You can also contact the SENDCO directly via the school office.

We will invite you to a meeting to discuss them.

- 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 decide whether your child needs SEN support.

- 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 trained to identify and support pupils with Special Educational Needs (SEN). They closely monitor pupils' academic and social progress, keeping an eye out for those who are not meeting the expected levels.

If a teacher notices a pupil falling behind, they will assess whether there are any gaps in the pupil's learning. If a gap is identified, the teacher will provide additional support to help the pupil catch up. Most pupils without SEN make quick progress once these gaps are addressed.

However, if the pupil continues to not make progress despite this support, the teacher will consult with the Special Educational Needs and Disabilities Coordinator (SENDCO) and contact you to discuss the possibility of SEN.

The SENDCO will then observe your child both in the classroom and on the playground to assess their strengths and difficulties. They will also collaborate with your child's teachers to review any concerns or changes in academic progress, behaviour, or development, and will compare your child's progress to their peers and national data.

Your input will be sought by the SENDCO, and they will also speak with your child to gather their perspective.

When appropriate, external professionals such as speech and language therapists, educational psychologists, or paediatricians may be consulted for additional insight.

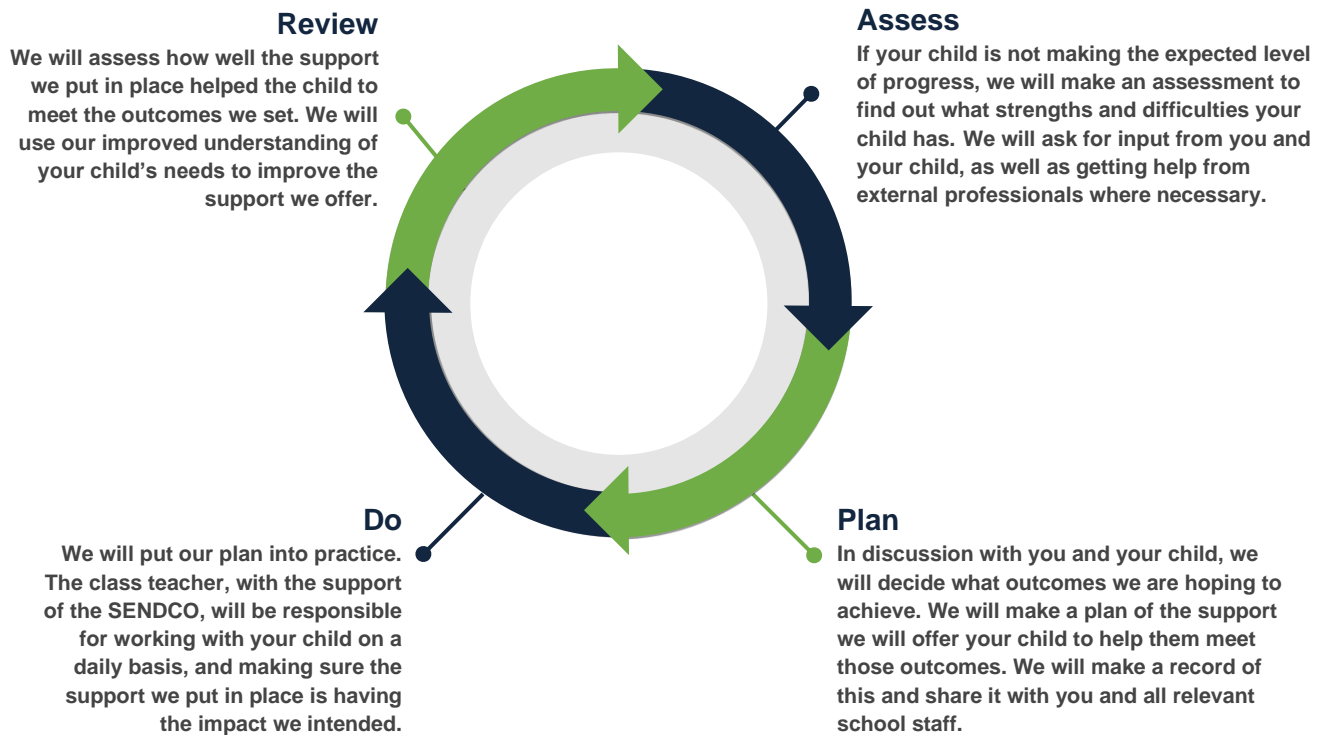
Based on this thorough evaluation, the SENDCO will determine if your child requires SEN support, and you will be informed of the decision in writing.

If SEN support is needed, your child will be added to the school's SEND register, and together with the class teachers, the SENDCO will collaborate with you to create a tailored SEN support plan. This will follow the process of assess, plan, do, review (APDR).

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?

Your child's class teacher will review the APDR cycle at least 3 times a year and meet with you during parents' meetings. This will provide an opportunity to:

- Set clear goals for your child's progress
- Review their progress towards those goals
- Discuss the support we will provide to help them succeed
- Identify actions for us, for you, and for your child

The SENDCO may also join these meetings to offer additional support.

We recognise that you are the expert when it comes to your child's needs and aspirations. Our aim is to ensure you fully understand how we are supporting your child so that you can share insights into what you believe will work best.

We value your input and want to hear from you regularly, so we can get a clearer picture of how our SEN support is affecting your child both at home and at school. If your child's needs or goals change at any point, please inform us as soon as possible so we can adjust our support accordingly.

After each meeting, we will document any agreed outcomes, actions, and support, and share this with all relevant staff. You will also receive a copy.

If any concerns arise between these meetings, please don't hesitate to contact your child's class teacher by emailing office@brampton.cambs.sch.uk.

7. How will my child be involved in decisions made about their education?

Your child's level of involvement will depend on their age and abilities. We understand that every child is unique, so we'll make decisions on a case-by-case basis with your input.

We may gather your child's views by asking them to:

- Attend meetings to talk about their progress and goals
- Prepare a presentation, written statement, video, drawing, or similar
- Share their thoughts with a staff member who can represent them during the meeting

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

Your child's teacher is responsible and accountable for the progress and development of every pupil in their class.

Our first step in meeting your child's needs is through high-quality teaching. We ensure that your child has access to a broad and balanced curriculum throughout their time at our school.

We adapt our teaching methods to suit how each child learns best. There is no 'one-size-fits-all' approach; we tailor our adjustments to your child's specific needs to ensure they are meaningful.

These adaptations may include:

- Differentiating the curriculum so that all pupils can engage, such as through grouping, 1-to-1 work, or adjusting the teaching style or lesson content
- Modifying our teaching strategies, such as allowing more time for processing, pre-teaching key vocabulary, or reading instructions aloud
- Adjusting our resources and staffing
- Using recommended tools, like laptops, visual timetables, or larger fonts
- Directing teaching assistants to support pupils in small groups or individually

We may also offer additional interventions as needed. These interventions are part of our contribution to Cambridgeshire County Council's local offer. [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

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:

- Through teacher assessment
- Reviewing their progress towards their goals each term (APDR)
- Reviewing the impact of interventions after a number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- 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.

If funding is needed beyond what is available in the school budget, we will seek it from the Local Authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All our extracurricular activities and school trips, including before and after-school clubs, are open to **all** pupils.

We encourage every child to participate in our school trips, including our residential trip, as well as in sports day, school plays and special workshops.

No pupil is excluded from these activities due to their SEN or disability. We will make any necessary reasonable adjustments to ensure they can fully participate.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Brampton Village Primary School, we are committed to ensuring that our admissions process is inclusive and fair for all prospective pupils, including those with Special Educational Needs and disabilities (SEND). We welcome applications from pupils with SEND and make every effort to provide the necessary support to accommodate their needs. In line with statutory requirements, any pupil whose Education, Health, and Care (EHC) plan names our school will be admitted as a priority, ahead of other applicants. Our admissions criteria is carefully designed to ensure that pupils with disabilities or

SEN are not unfairly disadvantaged, and we do not apply any criteria that would exclude or limit access for these pupils. Our aim is to provide equal opportunities for all children, creating an inclusive environment that supports their individual needs.

13. How does the school support pupils with disabilities?

We are dedicated to creating an inclusive environment that ensures all pupils, staff, parents, and visitors have full access to the curriculum. We embrace and value everyone, regardless of their educational background, physical abilities, sensory needs, social circumstances, spiritual beliefs, emotional well-being, or cultural background. In line with the Equality Act 2010, we are committed to fostering a culture of inclusion, support, and awareness, particularly concerning disabilities. Our Accessibility Plan outlines the steps we are taking to enhance access for disabled pupils, staff, and visitors, ensuring reasonable adjustments are made where necessary within a set timeframe. The plan includes specific, timely actions to support these goals. You can find our school's Accessibility Plan under the Policies section of the Brampton Village Primary School website [Brampton Village Primary School - Policies](#).

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:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support, listening to the views of pupils with SEN through our nurture provision in "The Bridge" and "The Hive".
- We offer soft starts to the school day or emotional regulation through sensory circuits.
- We provide opportunities for self-regulation and sensory input throughout the school day.
- We run interventions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying by implementing the strategies outlined in our Anti-bullying policy [Brampton Village Primary School - Policies](#).

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 the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Secondary Transition

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. 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
- Plugging any gaps in knowledge

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

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

Our SENDCO and Child and Family Worker will work together to ensure that all teachers understand how a looked-after or previously looked-after pupil's circumstances may interact with their SEN, and the implications this has for teaching and learning.

Looked-after and previously looked-after children will receive support similar to any other child with SEN. However, they will also have a Personal Education Plan (PEP). We will ensure that the PEP aligns with any SEN support plans or EHC plans, so that they work together seamlessly.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. [Brampton Village Primary School - Policies](#)

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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.

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

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 [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#) local offer.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#)

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

[Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire \(pinpoint-cambs.org.uk\)](#)

[Cambridgeshire Online | Support for families](#)

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

SENDCO – the special educational needs and disabilities 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