



Brampton Village Primary School

Special Educational Needs and Disability Policy

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1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure our school fully complies with national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - Provide appropriate support and tailored provision for pupils with SEND.
 - Enable pupils with SEND to access all areas of school life, allowing them to engage in the same activities as their peers without SEND.
 - Empower pupils with SEND to achieve their aspirations and reach their full potential.
 - Foster the development of confident, independent individuals who are prepared for fulfilling lives beyond school.
 - Communicate effectively with pupils with SEND and their parents or carers, ensuring their involvement in decisions related to their support and provision.
- Clearly outline the roles and responsibilities of all staff involved in supporting pupils with SEND.
- Ensure the SEND policy is understood and consistently implemented by all staff members.

2. Vision and values

At Brampton Village Primary School, every child is valued, and we are committed to creating an inclusive and nurturing environment where all pupils can thrive. We foster a culture of respect, responsibility, and care, ensuring children feel happy, safe, and confident in their learning.

	R		
r	E	<u>flexive</u>	<i>thinking about how to get better at learning</i>
re	S	<u>ilience</u>	<i>sticking at something and ignoring distractions</i>
res	P	<u>onsibility</u>	<i>making good choices in behaviour and learning</i>
r	E	<u>sourceful</u>	<i>exploring different ways to get things done</i>
re	C	<u>iprocity</u>	<i>working with others, listening and helping</i>
	T		

Our vision is built on the values of the 6 R's:

By working closely with parents, carers, and the wider community, we aim to provide an environment where children can flourish, reach their full potential, and develop into confident, responsible individuals ready for the future.

3. Legislation and guidance

This 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 SEND
- **The Special Educational Needs and Disability Regulations 2014**, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEN) information report
- The **Equality Act 2010** (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The **Public Sector Equality Duty** (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The **Governance Handbook**, which sets out governors’ responsibilities for pupils with SEND
- The **School Admissions Code**, which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school, we aim to foster an inclusive teaching environment that provides every pupil, regardless of their needs and abilities, with a broad, balanced, and challenging curriculum. We are dedicated to ensuring that all pupils have the opportunity to thrive and achieve their aspirations. To accomplish this, we will implement reasonable adjustments in teaching methods, the curriculum, and the school environment to ensure that pupils with SEND are fully included in every aspect of school life.

5. Definitions

5.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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 is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Miss Edwards. They will:

- Inform parents if their child may have Special Educational Needs (SEND) and work with them on their needs and provisions.
- Collaborate with the headteacher and SEND governor to develop and implement the SEND policy and provision.
- Oversee the day-to-day operation of the SEND policy and coordinate support for pupils with SEND, including those with EHC plans.
- Provide guidance to staff and work with parents and external agencies to ensure high-quality teaching and appropriate support for pupils with SEND.
- Advise on the graduated approach to SEND support and the effective use of the school's resources and budget.
- Act as the point of contact for external agencies, including the local authority, to ensure appropriate provision.
- Liaise with future educational providers to facilitate smooth transitions for pupils.
- Ensure timely communication of SEND information to new schools when pupils transfer.
- Work with the Headteacher and Governing Body to ensure compliance with the Equality Act 2010.
- Maintain up-to-date records of all pupils with SEND and monitor staff training needs regarding SEND.
- Regularly evaluate the impact of SEND support and collaborate with the Headteacher and local authority on local provisions.
- Prepare and update the school's SEND information report and analyse patterns in SEND identification for quality improvement.

6.2 The Governing Body

The Governing Body is responsible for ensuring the following duties are carried out, although these can be delegated to a committee or individual:

- Collaborate with the local authority (LA) to review local provision and develop the local offer.
- Ensure every pupil with SEND receives the support they need.
- Promote the inclusion of pupils with SEND in all school activities alongside their peers.
- Inform parents when the school is making special educational provision for their child.
- Establish arrangements to support pupils with medical conditions.
- Ensure access to a broad and balanced curriculum.

- Maintain a clear approach to identifying and responding to SEND.
- Provide an annual report to parents on their child's progress.
- Keep accurate and up-to-date records of the provision made for pupils with SEND.
- Publish a SEN information report on the school website detailing how the SEND policy is implemented.
- Provide information regarding the admission of disabled children, measures to prevent discrimination, accessibility facilities, and the school's accessibility plans.
- Ensure there is a qualified teacher designated as the SENCO, outlining their key responsibilities and monitoring their effectiveness.
- Determine resource allocation to support the progress of pupils with SEND.

6.3 The SEND link governor

The SEND link governors are Amy Bradley-Jones and Gary Aubin. They will:

- Help raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and provide updates to the Governing Body.
- Collaborate with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

6.4 The Headteacher

The Headteacher is Mr Allen. They will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class, ensuring appropriate support is provided.
- Planning and delivering high-quality, adaptive teaching to meet the needs of all pupils, following a graduated approach.
- Working closely with teaching assistants and specialist staff to plan, deliver, and assess the impact of support and interventions, ensuring these are linked effectively to classroom teaching.
- Collaborating with the SENDCo to review each pupil's progress and development and making any necessary adjustments to provision.
- Following the SEND policy and SEN information report to ensure consistent and appropriate support for pupils with SEND.
- Communicating regularly with parents to:
 - Set clear outcomes and review progress toward them.
 - Discuss the activities and support in place to help achieve these outcomes.
 - Clarify the responsibilities of the parent, pupil, and school in supporting the pupil's progress.
 - Listen to parents' concerns and incorporate their aspirations for the pupils'

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. For pupils on the SEND register, parents or carers will always have the opportunity to share information and express their views regarding their child's needs and the support provided. They will be actively involved in discussions and decisions about this support and will:

- Be invited to termly meetings to review the support in place for their child.
- Be asked to share information on the impact of SEND support outside school and any changes in the pupil's needs.
- Can express concerns and, together with school staff, agree on aspirations for their child.

- Receive an annual report on their child's progress.

6.7 The pupil

Pupils will always have the opportunity to share their views about their SEND and the support they receive. They will be invited to participate in discussions and decisions about their support, which may include:

- Explaining their strengths and challenges.
- Contributing to the setting of targets or outcomes.
- Attending review meetings.
- Providing feedback on the effectiveness of interventions.

Whenever possible, the pupil's views will be considered in decisions that affect them.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

[Brampton Village Primary School - Home](#)

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Our approach to identifying SEND prioritises early identification of pupils with special educational needs and disabilities (SEND) to ensure timely and effective support. Early identification allows us to address learning challenges promptly, helping all pupils reach their full potential.

- **Initial Assessment:** Upon joining the school, we assess each pupil's skills and levels of attainment, building on information from previous settings. We also consider whether a pupil may have a disability and what reasonable adjustments might be needed.
- **Ongoing Monitoring:** Class teachers regularly monitor pupil progress, identifying those whose progress is slower than expected. This monitoring includes academic, social, and emotional development.
- **Targeted Support:** If slow progress is identified, teachers provide "adapted, high-quality teaching". If progress remains limited, the issue is discussed with the SENCO. We may consult external specialists if needed.
- **Consultation and Provision:** Slow progress or low attainment does not automatically mean a pupil has SEND. We involve parents in discussions about the pupil's needs and potential SEND support. We focus on desired outcomes and decide whether support can be provided through adjustments to regular teaching or requires additional provision.
- **Transition Support:** For pupils identified with SEND in previous settings, or those with an EHCP, we work with external agencies to ensure the necessary support is in place from the start.

8.2 Consulting and involving pupils and parents

The school will place the pupil and their parents at the center of all decisions regarding special educational provision. When identifying whether a pupil requires special educational support, we will hold an early discussion with both the pupil and their parents. These discussions will ensure that:

- Everyone gains a clear understanding of the pupil's strengths and challenges.
- Parental concerns are listened to and taken into account.
- There is a shared understanding of the desired outcomes for the pupil.
- The next steps in the support process are clearly communicated.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take swift action to remove any barriers to learning and put effective special educational provision in place. This support follows a 4-part cycle, known as the **Graduated Approach**, *Assess, Plan, Do, Review*.

Assess

The class teacher and SENDCO will conduct a thorough analysis of the pupil's needs, considering input from the pupil, parents, and external services, if necessary. This assessment will be regularly reviewed to ensure the support provided aligns with the pupil's needs. Observation during interventions is often a reliable way to identify and assess these needs.

Plan

In collaboration with the pupil and their parents, the teacher and SENDCO will decide on specific adjustments, interventions, and support strategies, setting clear outcomes and review dates. All staff working with the pupil will be informed of the pupil's needs, expected outcomes, and necessary teaching strategies. This information will be stored in 'Provision Map'. Parents will be fully informed and may be asked to contribute to progress at home.

Do

The class teacher remains responsible for the pupil's overall progress, even if group or one-on-one teaching is provided by others. Teachers will work closely with teaching assistants or specialist staff to plan and assess the impact of interventions, ensuring they complement classroom learning. The SENDCO will support the teacher in identifying the pupil's strengths and needs, offering problem-solving advice and guidance on implementing effective support.

Review

The impact of the interventions and the pupil's progress will be reviewed at the agreed time. This evaluation will consider:

- The views of parents and the pupil
- The pupil's progress towards their set outcomes
- Feedback from teaching staff involved

Based on the results, the teacher and SENDCO will adjust the support plan as needed, in consultation with the pupil and their parents.

8.4 Levels of support

School-Based SEN Provision

Pupils receiving SEN support will be listed on the school's SEND register. These pupils have needs that can be addressed through the school's graduated approach. If their needs cannot be met using in-house expertise, staff will consult with external specialists as early as possible.

Provision for these pupils is funded through the school's notional SEND budget. On the school census, they are recorded with the code K.

Education, Health, and Care (EHC) Plan

Pupils requiring more support than the school can provide through regular SEN provision may be eligible for an EHC plan. This legal document outlines the pupil's needs, the support to be provided, and the intended outcomes.

The provision for pupils with EHC plans is funded through the school's notional SEND budget and may also receive additional funding from the local authority, typically from the high-needs funding block of the dedicated school's grant. On the census, these pupils are recorded with the code E.

8.5 Evaluating SEND Support

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Staff professional development is planned through a review of individual training needs, considering school development priorities, personal goals identified through performance management, and staff competencies. The headteacher and SENDCO will prioritise the needs of all staff, particularly in relation to special educational needs and

disabilities (SEND), continuously monitoring to identify specific training requirements. This will be incorporated into the school's plan for ongoing professional development.

Training will be provided regularly to teaching and support staff, with the SENDCO assisting in the provision of training for teachers and Teaching Assistants. The school's in-service SEND training plans, including for class teachers, the SENDCO, and Teaching Assistants, will be reported to the governors. Governors will also prioritise SEND training in their own development plans, focusing on responsibilities, assessment, and provision.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

11. Admission and accessibility arrangements

11.1 Admission arrangements

Brampton Village Primary School is a community primary school with a published admission number of 90 pupils. Cambridgeshire County Council is the admissions authority, and parents who wish to register their child for admission to our Reception class must apply using the standard Cambridgeshire admission form. This form, along with a covering letter and a guide to the process, will be available to parents in the autumn term. It can be picked up from primary schools, requested from the local authority, or downloaded from the County Council website. The letter will encourage online applications and direct parents to the full admissions booklet on the web, with an option to request a paper copy if needed.

Children with a Statement of Special Educational Need (SEN) or an Education, Health and Care Plan (EHCP) that names the school will be admitted. If the school is not named, the Statutory Assessment Team (SAT) will determine an appropriate placement.

In the event of oversubscription, places will be allocated based on Cambridgeshire's criteria:

- Children in Care (Looked After Children) and those previously in care, adopted, under a residence (child arrangement) order, or special guardianship.
- Children who were in state care outside England and adopted.
- Children living in the catchment area with a sibling at the school (or partner infant/junior school) at the time of admission.
- Children living in the catchment area.
- Children living outside the catchment area with a sibling at the school (or partner infant/junior school) at the time of admission.
- Children of staff who have been employed at the school for at least two years or recruited to fill a vacancy for which there is a demonstrable skills shortage.
- Children living outside the catchment area, but closest to the school as measured by a straight line.

In cases of equal merit within the criteria, priority will be given to children living closest to the school, measured by a straight line.

For mid-year admissions to year groups other than Reception, parents should apply using the Mid-Phase Transfer Form available on the Cambridgeshire County Council Admissions website. Applications can also be made online. If the number of children in a year group is below the published admission number and there is no reserve list, a place may be offered.

If a year group is oversubscribed and parents wish to appeal, they should contact the Cambridgeshire Admissions Team on 01223 718472.

Our school is committed to ensuring equal access for all pupils, including those with SEN or disabilities. Reasonable adjustments are made to ensure a fully accessible learning environment, allowing every child to thrive.

11.2 Transitions

At Brampton Village Primary School, we are committed to ensuring smooth transitions for all children, whether they are moving between year groups, joining us from another school, or transitioning to secondary school. We encourage open communication, allowing children to share any concerns and actively contribute to the support they receive during the transition process.

Transfer Between Classes

- Towards the end of the summer term, meetings are held between the current and receiving class teachers to discuss each child's needs, allowing for effective forward planning.
- At the end of the term, class teachers ensure that all relevant information, including Assess, Plan, Do, Review (APDR) documentation, Class On A Page summaries, and Passports are updated and handed over to the receiving teacher to ensure continuity of care and support.

Transfer from Other Schools

When children join us from other schools with identified special educational needs or disabilities:

- The SENDCO will meet with the parents to gather all relevant information.
- Information from the child's previous school is reviewed, whether in written records or through direct communication with their former headteacher, class teacher, or SENDCO. These records are used as the foundation for the child's ongoing assessment and educational provision.
- Previous outside agencies involved in the child's support will be contacted, and, if needed, new agencies will be engaged.
- The SENDCO will meet with the child's new class teacher shortly after the transfer to assess the child's needs and plan appropriate strategies and support.

Transfer to Local Secondary Schools

For children with an Education, Health, and Care Plan (EHCP), the secondary school SENDCO is invited to attend the Annual Review in Years 5 and 6. For all children on the SEND register:

- Meetings are arranged between the SENDCOs of the primary and secondary schools, and additional meetings are held between the Year 6 teachers and the Year 7 Coordinator to ensure a comprehensive handover.
- Children and parents are offered opportunities to visit the secondary school, familiarise themselves with the environment, meet key staff, and learn about the support systems in place.
- The SENDCO will send all SEND records to the secondary school to ensure a smooth transition and continuity of support.

Transfer to Other Schools

When children transfer to another school, the SENDCO will send all relevant SEND records, just as with secondary transfers. Any additional information can be provided through further telephone liaison if needed.

By focusing on personalised support and collaboration with parents, teachers, and external agencies, we ensure that every child experiences a seamless transition, enabling them to feel confident and well-supported throughout the process.

11.3 Accessibility arrangements

We are committed to ensuring that all pupils, including those with disabilities, are treated equally and can fully access our facilities and curriculum. In line with the **SEN and Disability Act 2001**, we take proactive steps to prevent disabled pupils from being treated less favourably than their peers and strive to meet their individual needs through the provision of appropriate facilities, auxiliary aids, and services.

Following an accessibility audit, the Governing Body has produced an **Accessibility Plan**, which is reviewed and updated every three years.

The plan outlines our approach to:

- **Increasing participation in the curriculum:**

We work to ensure that disabled pupils can fully engage with all aspects of the curriculum by making reasonable adjustments and providing tailored support. This may involve the use of specialised equipment, differentiated teaching methods, or additional resources.

- **Improving the physical environment:**
We continuously assess and enhance the physical environment of the school to ensure it is accessible to pupils with disabilities. This includes installing ramps, modifying entrances, and ensuring classrooms and communal areas are conducive to learning for all pupils.
- **Enhancing the availability of accessible information:**
We collaborate with parents and outside agencies to provide information in formats that meet the specific needs of disabled pupils. This could include large print, audio versions, or other formats as appropriate.

Our Accessibility Plan is available for review by parents and the wider community, outlining our commitment to creating an inclusive and supportive learning environment.

12. Complaints about SEND provision

Brampton Village Primary School is committed to fostering a strong sense of partnership with parents, carers, and members of the local community. This collaborative approach helps establish a solid foundation for understanding and resolving any issues that may arise.

For concerns specifically regarding our school's Special Educational Needs and Disabilities (SEND) provision, we encourage parents to first raise their concerns informally with the class teacher, SENDCO, or Headteacher. Our aim is to address and resolve any issues informally whenever possible.

If informal discussions do not satisfactorily resolve the concerns, parents are invited to submit a formal complaint.

Formal complaints regarding SEND provision should be directed to the class teacher, SENDCO, or Headteacher in the first instance, and these will be handled in accordance with the school's Complaints Policy, which can be found on the school website or obtained from the school office.

If parents or carers remain dissatisfied with the school's response, they have the right to escalate the complaint. In certain circumstances, pupils themselves may also exercise this right.

For a full explanation of suitable avenues for complaint, please refer to pages 246 and 247 of the **SEN Code of Practice**.

To learn about disagreement resolution and mediation services available in our local area. [Cambridgeshire Online | Mediation and Tribunals](#). Mediation can be requested by contacting [Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDIASS\)](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are committed to continuously improving our SEND policy by regularly evaluating our progress in achieving the objectives outlined in Section 1.

Our evaluation will focus on the effectiveness of our SEND provision in several key areas, including:

- Staff awareness of pupils with SEND at the beginning of the autumn term.
- The timeliness of identifying pupils who have SEND.
- The progress and attainment of pupils once they have been identified as having SEND.
- Ensuring that pupils with SEND feel safe, valued, and included within the school community.
- Gathering comments and feedback from both pupils and their parents.

By systematically reviewing these aspects, we aim to enhance our support for all pupils with SEND.

13.2 Monitoring the policy

This policy will be reviewed by the Headteacher, SENDCo and SEND Governors every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full Governing Body.

14. Links with other policies and documents

This policy links to the following documents:

- SEN Information Report - [Brampton Village Primary School - Policies](#)
- The Local Offer - [Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)
- Accessibility Plan - [Brampton Village Primary School - Policies](#)
- Behaviour Policy - [Brampton Village Primary School - Policies](#)
- Equality Information And Objectives - [Brampton Village Primary School - Policies](#)
- Supporting Pupils With Medical Conditions Policy - [Brampton Village Primary School - Policies](#)
- Attendance Policy - [Brampton Village Primary School - Policies](#)
- Safeguarding Policy - [Brampton Village Primary School - Policies](#)
- Complaints Policy - [Brampton Village Primary School - Policies](#)