

BRAMCOTE CHURCH OF ENGLAND PRIMARY SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

2026–2027

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Approved By	Full Governing Body	
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Review Date	September 2027	
Approval	Headteacher:	Chair of Governors:

1.Christian Vision

At Bramcote Church of England Primary School, our Christian vision of “**Life in All Its Fullness**” (**John 10:10**) underpins everything we do.

We believe that every child is uniquely created and valued by God and has the right to flourish academically, socially, emotionally and spiritually. We are committed to providing an inclusive learning environment where every child is welcomed, respected and supported to achieve their potential.

We aspire to remove barriers to learning and participation so that all pupils develop confidence, independence and a strong sense of belonging within our school family.

Our inclusive approach is supported through adaptive teaching, SEND Support Plans, ELSA provision, nurture support, pastoral care, Mental Health Support Team involvement, specialist agency support and strong partnerships with families. These approaches help ensure every child experiences a genuine sense of belonging and is able to flourish within our Christian community.

2. Definition of Special Educational Needs and Disabilities

The formal definition of Special Educational Needs is set out in Section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Children must not be regarded as having SEND solely because the language or form of language spoken at home differs from the language in which they are taught.

3. Policy Statement

This policy reflects the principles and requirements of:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils with Medical Conditions
- Keeping Children Safe in Education
- Nottinghamshire Local Offer

4. Aims

At Bramcote Church of England Primary School we aim to:

- Identify SEND as early as possible.
- Ensure all pupils receive high-quality inclusive teaching.
- Enable every child to access an ambitious curriculum.
- Remove barriers to learning and participation.
- Promote confidence, resilience, independence and wellbeing.
- Foster strong partnerships with families.
- Ensure pupils with SEND participate fully in school life.

- Work collaboratively with external agencies.
- Celebrate diversity and individual strengths.
- Ensure every child experiences success, belonging and achievement.

5. Commitment to Inclusion

At Bramcote, inclusion is at the heart of everything we do.

We want every child to:

- Feel welcomed and valued.
- Be part of our school community.
- Access an ambitious curriculum.
- Develop confidence and independence.
- Build positive relationships.
- Participate fully in school life.
- Achieve their very best.

Children with SEND are encouraged and supported to participate in:

- Educational visits
- Residential experiences
- Clubs and enrichment activities
- Sporting events
- Performances and productions
- Collective worship
- Leadership opportunities within school

6. Equality and Accessibility

Bramcote Church of England Primary School complies fully with the Equality Act 2010.

We do not discriminate against any child on the grounds of disability and will make reasonable adjustments to ensure equal access to education and the wider life of the school.

We are committed to identifying and removing barriers so that all pupils can flourish within an inclusive learning environment.

This policy should be read alongside the school's Accessibility Plan and Equality Policy.

7. Responsibility for SEND

Headteacher

The Headteacher has overall responsibility for SEND provision and inclusion across the school.

Acting SENDCo

The Acting SENDCo is Julie Shiels.

Tel: 0115 9258548

Email senco@bramcote.notts.sch.uk

The SENDCo is responsible for:

- Leading and managing SEND provision.
- Supporting and advising staff.
- Maintaining SEND records.
- Liaising with parents and external agencies.
- Monitoring progress and provision.

- Leading reviews and referrals.
- Supporting staff development.

SEND Governor

The SEND Governor is Judith Renton.

The SEND Governor works with school leaders to monitor the quality of SEND provision, outcomes for pupils with SEND and compliance with statutory requirements.

8. Governing Body Responsibilities

The Governing Body will:

- Ensure this policy is implemented effectively.
- Monitor SEND provision and outcomes.
- Ensure resources are allocated appropriately.
- Appoint a SEND Governor.
- Promote equality and inclusion.
- Publish and review the SEND Information Report annually.
- Ensure compliance with SEND legislation and guidance.
- Support continuous improvement of provision.

9. Admissions Arrangements

Bramcote Church of England Primary School welcomes applications from all children, including those with SEND.

Admissions are administered in accordance with Nottinghamshire County Council admissions arrangements and the Equality Act 2010.

No child will be refused admission because of a special educational need or disability. The school works closely with families, previous settings and external professionals to ensure successful transitions and appropriate provision wherever possible.

Where a child has an Education, Health and Care Plan (EHCP), the school will work collaboratively with the Local Authority and family to ensure appropriate provision can be made to meet identified needs.

10. Identification of SEND

When identifying SEND, the school adopts a graduated and evidence-based approach. Progress, attainment, attendance, behaviour, wellbeing and wider development are considered carefully.

Slow progress and low attainment do not necessarily mean a child has SEND. Equally, attainment in line with age-related expectations does not automatically mean that there is no SEND. Staff consider the needs of the whole child before identifying SEND.

Children will not be identified as having SEND solely because English is an Additional Language (EAL), attendance has been disrupted, or other external circumstances have influenced progress.

We monitor the progress, wellbeing and development of all pupils carefully.

Additional needs may be identified through:

- Discussions with parents.
- Teacher observations.
- Assessment information.

- Information from previous settings.
- Discussions with pupils.
- Attendance or wellbeing concerns.
- Advice from external professionals.

We recognise the four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

Including speech and language needs, social communication needs and Autism Spectrum Condition (ASC).

Cognition and Learning

Including dyslexia, dyscalculia, literacy difficulties and processing difficulties.

Social, Emotional and Mental Health

Including anxiety, ADHD, attachment needs and emotional regulation difficulties.

Sensory and Physical Needs

Including hearing impairment, visual impairment, physical disabilities and medical needs.

The SEND Register

A pupil may be placed on the SEND Register when evidence demonstrates that they require provision which is additional to or different from that normally available through high-quality teaching and adaptive practice.

Decisions regarding inclusion on, or removal from, the SEND Register are made following consultation with parents, carers, staff and, where appropriate, the pupil.

Removal from the SEND Register does not necessarily mean that support ceases. Pupils may continue to receive adaptations and monitoring through inclusive classroom practice.

11. Graduated Approach

We follow the Assess, Plan, Do, Review cycle outlined within the SEND Code of Practice.

Assess

Strengths, barriers, progress and needs are identified using assessment information, teacher observations, parental views, pupil voice and professional advice.

Plan

Staff, parents and pupils agree outcomes, support strategies and provision.

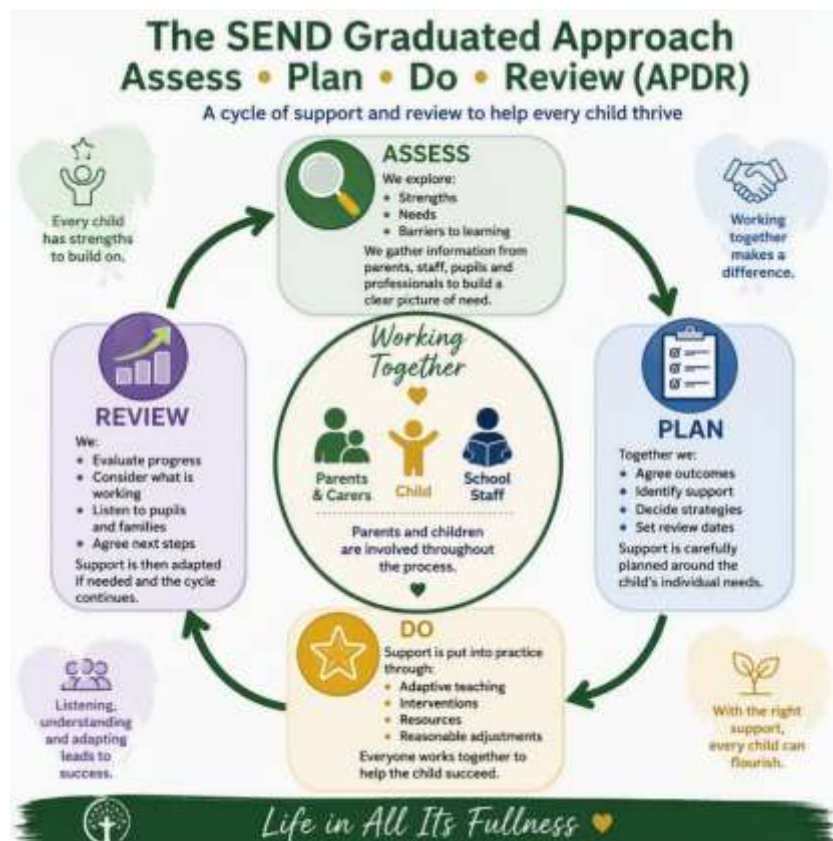
Do

Teachers remain responsible for every pupil's learning and oversee interventions and support.

Review

Provision and progress are reviewed regularly with parents and pupils, with next steps agreed collaboratively.

The class teacher remains responsible and accountable for the progress and development of all pupils in their class, including where pupils access interventions or support delivered by teaching assistants or specialist staff. Parents and carers are involved throughout the Assess, Plan, Do, Review process and their views are central to decision-making.



12. Quality First Teaching

The school promotes adaptive teaching approaches that enable all pupils to access, engage with and achieve an ambitious curriculum alongside their peers wherever possible. Teachers use assessment information to remove barriers to learning and ensure that support is responsive to individual needs.

Teachers may use:

- Visual supports
- Structured scaffolding
- Flexible grouping
- Adapted resources
- Alternative recording methods
- Assistive technology
- Opportunities to revisit learning

Teachers consider a range of strategies, reasonable adjustments and classroom adaptations before and alongside more specialised provision.

13. Resourcing SEND Provision

Resources are allocated according to identified need and provision requirements.

All pupils with SEND are supported through the school's delegated SEND funding. Additional support may be accessed through:

- Education, Health and Care Plans (EHCPs)
- Local Authority High Needs Funding
- Nottinghamshire SEND funding processes
- Specialist commissioned services

The Headteacher, SENDCo and Governors monitor the use and effectiveness of funding to ensure resources achieve maximum impact.

The school maintains an overview of SEND provision and interventions to ensure resources are allocated effectively and support pupil outcomes. Provision is reviewed regularly by the SENDCo, Headteacher and Governing Body to evaluate impact, identify priorities and secure continuous improvement.

14. SEN Support

Pupils receiving SEN Support will normally have a SEND Support Plan which is reviewed through the Assess, Plan, Do, Review cycle.

Plans may include:

- Identified areas of need.
- Desired outcomes.
- Provision and intervention arrangements.
- Reasonable adjustments and adaptive teaching strategies.
- Success criteria.
- Staff responsible for delivery.
- Review dates.
- Parent and pupil contributions.

SEND Support Plans are reviewed at least termly with parents, carers and pupils

Provision may include:

- Classroom adaptations
- Targeted interventions
- Specialist programmes
- Small-group support
- Specialist resources
- External agency involvement

Provision is reviewed termly with parents and pupils.

15. Education, Health and Care Plans (EHCPs)

Annual Reviews of Education, Health and Care Plans will be conducted within statutory timescales.

Parents, pupils and relevant professionals will be invited to contribute to the review process. Recommendations arising from Annual Reviews will be submitted to the Local Authority within required timescales and any agreed actions implemented promptly.

For pupils with significant and long-term needs, a request may be made for an Education, Health and Care Needs Assessment.

Where a pupil has an EHCP, we:

- Implement agreed provision.
- Monitor outcomes carefully.
- Hold Annual Reviews.
- Work collaboratively with families, professionals and the Local Authority.

16. Working in Partnership with Families

Parents and carers know their children best and are central to successful SEND provision.

Parents can expect:

- Termly SEND review meetings
- Parents' evenings
- Annual written reports
- Ongoing communication through meetings, telephone calls and ClassDojo

We aim to:

- Listen carefully.
- Build positive relationships.
- Communicate openly and honestly.
- Involve families in decisions.
- Work together to overcome challenges.

17. Pupil Voice

Children's views are highly valued.

Pupil voice is gathered through:

- SEND reviews
- One-page profiles
- Pupil discussions
- Questionnaires
- Everyday conversations

Children are encouraged to share:

- What helps them learn
- What they enjoy
- What they find challenging
- Their aspirations and goals

Their views help shape planning and provision.

18. Supporting Wellbeing and Mental Health

We recognise that children learn best when they feel safe, happy and understood.

Support may include:

- ELSA provision
- Nurture support
- Pastoral interventions
- Mental Health Support Team referrals
- Emotional wellbeing programmes
- Transition support

We work hard to ensure every child feels safe, understood and supported.

19. Supporting Pupils with Medical Conditions

Some pupils may have medical conditions that impact upon their learning, attendance or participation. Where appropriate, the school will work with parents, healthcare professionals and other agencies to develop Individual Healthcare Plans.

Where a pupil has both SEND and medical needs, provision will be planned in a coordinated way to ensure that barriers to learning are reduced and educational outcomes are supported effectively.

20. Attendance and SEND

We recognise that some pupils with SEND may face additional barriers to good attendance. Where attendance becomes a concern, we will work closely with families and professionals to identify reasons and agree appropriate support.

Support may include:

- Pastoral support
- Individual attendance plans
- Reasonable adjustments
- Enhanced transition support
- Multi-agency involvement where appropriate

Our aim is to help every child feel safe, successful and connected to school.

21. Working with External Agencies

We work closely with a range of external professionals and agencies including:

- Educational Psychology Service
- Speech and Language Therapy
- Autism and Inclusion Teams
- Nottinghamshire SEND Inclusion Service
- Mental Health Support Team
- CAMHS
- Health Professionals
- Social Care Services
- Specialist outreach services

These partnerships enable us to provide coordinated and effective support for children and families.

22. Records and Information sharing

The school maintains accurate and up-to-date SEND records for pupils identified as requiring SEND provision.

Records are held securely in accordance with data protection legislation and are accessed only by staff who require the information to fulfil their professional responsibilities.

Where pupils transfer to another setting or educational provider, relevant SEND information is shared appropriately to support continuity of provision and a successful transition.

23. Staff Training and Expertise

We are committed to ensuring all staff have the knowledge and skills needed to support pupils with SEND.

Professional development may include:

- Adaptive teaching
- Autism
- Speech and Language
- Social, Emotional and Mental Health needs
- Attachment and trauma-informed approaches
- Medical needs
- Positive behaviour support

The SENDCo attends relevant professional networks and training opportunities and disseminates good practice across the school.

24. Developing Independence and Preparing for Adulthood

We recognise that preparation for adulthood begins from the earliest years and is an important element of SEND provision.

Through the curriculum, wider opportunities and personalised support, we help pupils develop the knowledge, skills and confidence needed for future success.

Preparation for Adulthood includes supporting pupils to:

- Develop confidence, resilience and self-esteem.
- Become increasingly independent and organised.
- Communicate effectively and advocate for themselves.
- Make decisions and solve problems.
- Build positive relationships.
- Participate in school and community life.
- Develop aspirations for future learning and employment.
- Promote healthy lifestyles and wellbeing.

Pupils are encouraged to contribute to decisions about their learning and support arrangements so that they develop increasing independence and confidence for future transitions.

25. Accessibility

The school provides:

- Accessible entrances
- Ramped access
- Accessible toilet facilities
- Changing facilities
- Adapted resources and equipment where required

Accessibility is reviewed regularly and further details can be found in the school's Accessibility Plan which is available on the school website.

26. Transition Arrangements

We recognise that transitions can be exciting opportunities for pupils, but may also present challenges for some children. We provide a range of carefully planned transition activities and personalised support to help pupils feel prepared, confident and secure when experiencing changes in routines, classrooms, staff or phases of education.

Starting School

We provide:

- Parent meetings
- Stay and play sessions

- School visits
- Transition sessions
- Additional SENDCo meetings where required

Moving Between Classes

We support transitions through:

- Teacher handovers
- Transition activities
- Pupil passports
-

Secondary Transfer

Additional support may include:

- Additional visits
- Enhanced transition programmes
- Meetings with receiving schools
- Transition passports and booklets

Our aim is to help children feel confident, secure and ready for the next stage of their education.

27. Children Looked After and Previously Looked

We recognise that children who are looked after or previously looked after and who also have SEND may experience additional barriers to learning, participation and achievement.

The SENDCo works closely with the Designated Teacher for Children Looked After, families, carers, social workers, the Virtual School and external professionals to ensure provision is coordinated effectively and meets identified needs.

We work closely with:

- Families and carers
- Social workers
- Virtual School colleagues
- Health professionals
- External agencies

Provision is reviewed regularly to ensure coordinated support, effective communication between agencies and positive outcomes for each child.

28. Monitoring Impact and outcomes

The effectiveness of SEND provision is evaluated through:

- Progress and attainment data.
- Progress towards individual SEND outcomes.
- Attendance and engagement.
- Behaviour and wellbeing indicators.
- Reviews of SEND Support Plans.
- Intervention impact evaluations.
- Pupil voice.
- Parent and carer feedback.

- Staff feedback.
- Participation in wider school life.

The Headteacher, SENDCo and Governing Body regularly analyse information relating to pupils with SEND to inform school improvement priorities and ensure resources are used effectively.

29. Complaints Procedure

We encourage concerns to be raised as soon as possible so that issues can be resolved collaboratively.

Concerns should usually be raised in the following order:

1. Class Teacher
2. SENDCo
3. Headteacher
4. Chair of Governors

If parents remain dissatisfied following the school's complaints process, they may seek advice and support from:

- Nottinghamshire SENDIASS
- Nottinghamshire County Council
- The First-tier Tribunal (Special Educational Needs and Disability), where appropriate

Further details can be found in the school's Complaints Policy available on the school website or from the school office.

30. SEND Information Report

Further information about SEND services is available through the Nottinghamshire Local Offer.

The Local Offer provides information about education, health, social care and support services available to children and young people with SEND and their families.

Families may also access independent advice and support from SENDIASS.

Further information about the school's SEND provision can be found in the annual SEND Information Report published on the school website.

The SEND Information Report provides details about:

- Types of need supported.
- Available provision and interventions.
- Access arrangements.
- External agency involvement.
- Accessibility arrangements.
- Transition arrangements.
- How pupils and families are involved in decision-making.
- Arrangements for complaints and support.

The SEND Information Report is reviewed annually and published in accordance with the SEND Regulations 2014.

Nottinghamshire Local Offer

The Nottinghamshire Local Offer provides information about education, health, social care and support services available to children and young people with SEND and their families. Families can access the Local Offer through Nottinghamshire County Council and are encouraged to use this resource when seeking information, support or guidance regarding SEND services and provision.

31. Related Policies

This policy should be read alongside:

- SEND Information Report
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Supporting pupils with medical needs.
- Admissions Policy
- Anti-Bullying Policy

This policy will be reviewed annually – Next Review September 2027