



## Special Educational Needs and Disability (SEND) Information Report 2025 – 2026

### **Our Ethos and Intent**

At Bramley St Peter's, staff and governors are committed to creating a stimulating and nurturing environment where every child can shine and reach their full potential. We celebrate the individuality of each pupil, recognising their personality, perseverance, talents, and academic strengths.

We aim for every child to experience success and grow in confidence through their achievements. Our broad and balanced curriculum ensures that all pupils, including those with SEND, are included, supported, and able to thrive.

### **Identifying and Supporting SEND**

If you think your child may have additional needs, the first step is to speak with your child's class teacher, who is responsible for their progress and development.

We follow a graduated approach called Assess – Plan – Do – Review:

- **Assess:** Understand your child's needs using teacher assessments, past progress, comparisons with national expectations, pupil views, parental input, and external advice if needed.
- **Plan:** Agree what support will be put in place and set clear outcomes.
- **Do:** Deliver the agreed support.
- **Review:** Regularly evaluate the support and make changes if needed.

Slow progress or low attainment alone does not automatically indicate SEND. Decisions are based on the whole picture: needs, strengths, and desired outcomes.

If concerns remain, parents can contact the SENDCo, Mrs Butters, via email at [send@bsp.leeds.sch.uk](mailto:send@bsp.leeds.sch.uk), phone or arrange a meeting.

### **Supporting Learning**

All teachers are responsible for ensuring children with SEND can access a broad and balanced curriculum. They plan lessons, provide resources, and track progress carefully.

Most support is provided by the class teacher, teaching assistants, Higher Level Teaching Assistants, behaviour team or the pastoral team. Pupils requiring ongoing support beyond what their peers receive are added to the SEND register.

### **Matching the Curriculum to Needs**

We adapt the curriculum and learning environment to meet each child's needs. Support is provided at three levels:

- **Universal:** Strategies available to all pupils.
- **Targeted:** Extra support for pupils needing additional help.
- **Specialised:** Highly individualised support for pupils with complex needs.

### *Communication & Interaction*

- **Universal:** Vocabulary displayed, word mats, visual timetables, staff modelling, clear language, and environment checklists.
- **Targeted:** Choice boards, group interventions (speech and language, nurture, mentoring), social stories, one-to-one support, fortnightly speech therapy.
- **Specialised:** Objects of reference, intensive interaction strategies, individual timetables, one-to-one therapy sessions.

### *Cognition & Learning*

- **Universal:** Little Wandle phonics, key words on display, thinking time, visual prompts, multi-sensory learning, same-day English/Maths support.
- **Targeted:** Small group sessions to reinforce skills, pre-teaching, additional time, adapted lessons.
- **Specialised:** Personalised learning programmes, mentoring, small steps tracking, guidance from specialist services or educational psychologists.

### *Social, Emotional & Mental Health (SEMH)*

- **Universal:** One Life PSHE curriculum, Healthy: Inside and Out days, soft start to the day, calm spaces, visual timetables, quiet lunchtime club.
- **Targeted:** MindMate Support Team, one-to-one pastoral support, behaviour mentor groups (including sensory circuits and Lego therapy), resilience and social-emotional groups, Flourishing Families mentoring, social stories.
- **Specialised:** Specialist referrals (educational psychologist, SEMH Inclusion Team), one-to-one counselling, personalised behaviour approaches, individual risk assessments.

### *Physical and Sensory*

- **Universal:** Tactile resources, pencil grips, flexible seating, lift access.
- **Targeted:** Writing slopes, wobble cushions, ear defenders, handwriting/fine motor groups.
- **Specialised:** Assistive technology, specialist furniture, one-to-one physiotherapy, staff training, individual risk assessments.

The Accessibility Policy on our website provides further details on facilities and equipment.

## **Parent and Carer Involvement**

We encourage parents and carers to be fully involved with their child's learning journey:

- Open-door policy and extra meetings with class teachers or SENDCo.
- Senior leaders available daily 8:40–8:55am for informal chats.
- Termly "Stay and..." sessions to learn alongside your child.
- Copies of Individual Provision Maps (IPMs) and plans from outside agencies.
- Parents/carers are encouraged to provide feedback on IPMs to shape support.

- Parent/carer training opportunities and resources are shared via Seesaw and the school website.

### **Monitoring Progress and Supporting Learning at Home**

Parents/carers receive updates through reports, meetings, and informal conversations. Feedback on IPMs is welcomed to inform planning and ensure progress.

Pupil voice is also included where possible, so children can share their experiences and be part of planning their learning.

### **Wellbeing and SEMH Support**

We support every child's wellbeing through:

- Collaboration with the Bramley Cluster to support families.
- Pastoral team providing group sessions, one-to-one support and regular check-ins.
- Flourishing Families offering cooking classes, resilience groups and art mentoring.
- One Life PSHE lessons and Healthy: Inside and Out days each half term.

The school website provides a wellbeing section with links to anti-bullying, community support, health, online safety, and safeguarding. Policies on behaviour, medical conditions, PSHE, safeguarding, and anti-bullying are also available online.

### **Services and Expertise**

**Universal:** School nursing, SENDCo, safeguarding team, pastoral team, Higher Level Teaching Assistants, staff with autism awareness and Team Teach training, up-to-date safeguarding.

**Targeted:** Cluster services, MindMate Support Team, traded speech and language therapy.

**Personalised:** Educational psychologist referrals, STARS (Autism Support Team), SENIT (Specialist Education Needs Inclusion Team), sensory teams, SEMH Inclusion Team.

### **Staff Training**

Staff are kept up to date via secure documents, meetings, and SENDCo discussions. Training is a priority and includes internal sessions, external courses, and specialist guidance recommended by professionals.

### **Inclusion in Activities Outside the Classroom**

Children with SEND can take part in sports and creative activities through partnerships with: West Schools Sports Partnership, Flourishing Families, Scrapshed and Leeds Artforms. Risk assessments and additional staffing ensure safe participation on all school trips.

## Transition Support

**Starting Reception:** Home visits, stay and play sessions, meetings with previous settings, SENDCo and teacher review meetings, SEND meeting with parents, transition books.

**Between Classes:** Individual transition plans, SEND transition meetings, home-school transition sheets.

**High School:** Transition meetings with high school staff, additional visits, “Talk About... High School” social intervention group, transfer of SEND information via CPOMS or hard copy.

## Resources and Funding

Funding is allocated based on Leeds SENDIF guidelines to support pupils with SEND:

- Behaviour Mentors for SEMH needs
- Additional HLTAs for structured interventions
- Little Wandle catch-up programme
- Specialist equipment and maintenance
- Area Inclusion Partnership collaboration
- Specialist teachers and teaching assistants for high-funded pupils
- Staff training
- Traded speech and language therapy

EHCP applications are made by the SENDCo in collaboration with parents/carers. Eligibility is determined by Leeds Local Authority criteria.

## Contact Information

### School contacts:

- SENDCo: Mrs Butters
- Pastoral Lead: Mrs Lambert
- School Office: 0113 2559680 | [send@bsp.leeds.sch.uk](mailto:send@bsp.leeds.sch.uk)
- SEND Governor: Miss Chloe Cartwright

### Other useful contacts:

- **Leeds Local Offer:** [leedslocaloffer.org.uk](http://leedslocaloffer.org.uk)
- **SENDIASS:** [familyinformation.leeds.gov.uk/sendias](http://familyinformation.leeds.gov.uk/sendias) | Helpline: 0113 378 5020 (Mon–Fri 10am–3pm)
- **MindMate Neurodiversity Hub:** [mindmate.org.uk/nd](http://mindmate.org.uk/nd)
- **STARS (Autism Support Team):** Leeds for Learning – STARS