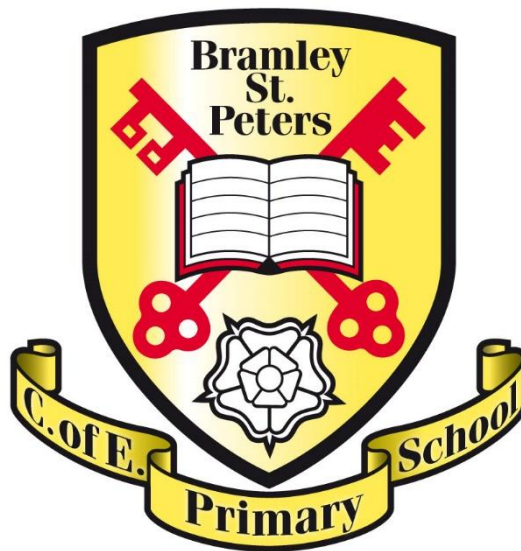




*Journeying together with God*

**Bramley St Peter's C of E (VA)  
Primary School**

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

*Ratified by the Governing Board on 17<sup>th</sup> September 2026.  
To be reviewed annually.  
Review due September 2027*

## **Special Educational Needs and Disability Policy (SEND Policy)**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been developed with reference to the following guidance and documents:

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Children and Families Act 2014
- Department for Education: Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (updated June 2013, as amended)
- The Equality Act 2010

This Policy was developed ~~created~~ by Mrs Chelsea Butters, SENDCo in liaison with Mrs Ruth Esplin, Headteacher.

At Bramley St Peter's we believe in the uniqueness of every child and that all children have the right to be fully included in the life of the school. Our staff are dedicated to fostering an inclusive environment where every pupil can thrive. We therefore:

- Provide a safe and healthy environment for every pupil
- Value every individual, enabling them to enjoy their learning, achieve their full potential and prepare for adulthood and future life.
- Support every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Recognise and overcome potential barriers to learning.
- Set suitable learning challenges tailored to every pupil
- Maintain high aspirations and expectations for every pupil.

This policy forms part of the Leeds Local Offer provided by Leeds City Council.

<https://leedslocaloffer.org.uk/#!/directory>

### **Definition of SEND**

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

A child or young person has a learning difficulty or disability if they:

- 1) *have a significantly greater difficulty in learning than the majority of others of the same age;*  
*or*
- 2) *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*

### **Principles and Objectives of the Policy**

- Children are identified and assessed in line with the SEND Code of Practice (2015).
- All staff share responsibility for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND using a graduated approach as an integral part of raising standards.

- Children with SEND, including those with social, emotional, and mental health (SEMH) needs, are recorded on the whole school Special Educational Needs Register.
- All children with SEND will be actively involved in their own learning. Positive relationships with key staff are encouraged to help children feel safe and confident in expressing their opinions and needs.
- Pupils and parents/carers are involved as partners in developing provision and gaining a better understanding of individual needs.
- The school will work in partnership with outside agencies and/or other schools when the pupil's needs cannot be met by the school alone.
- Assessment of pupil progress is embedded in regular attainment tracking for all children.

#### **Responsibility for Co-ordination of SEND Provision**

- The Headteacher and Deputy Headteacher will work closely with the SEND Co-ordinator (SENDCo), who is responsible for co-ordinating the day-to-day provision and overall strategy for children with SEND.
- The SENDCo will consult, as appropriate, with the Leadership Team and Governing Board regarding interventions and implementation of the SEND policy.
- The strategy and priorities related to SEND are discussed in leadership meetings, aligned with whole school priorities, and are reflected in the School Development Plan.
- The SENDCo will collaborate closely with other key staff members to meet the needs of all children and their families.
- The SENDCo is a member of the school Senior Leadership.

The SENDCo is Mrs Chelsea Butters.

The Governor with specific oversight of the school's arrangements for SEND is Miss Chloe Cartwright.

The Intervention Manager will be appointed by the school and will work closely with the SENDCo to support the implementation of interventions and monitor pupil progress.

#### **Arrangements for Co-ordinating SEND Provision**

The SENDCo will:

- Work in partnership with colleagues, parents/carers, pupils and outside agencies to set, monitor and review outcomes in each child's Individual Provision Map or support plan.
- Oversee the records of all pupils with SEND.
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform action planning.
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND.
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement.
- Liaise with parents/carers of pupils with SEND.
- Liaise with external agencies in matters relating to pupils with SEND.
- Liaise with the SEND Governor.
- Ensure that all statutory duties and timescales relating to SEND are met.

Provision for children with SEND is a priority for the school.

The SENDCo, with the support of the Headteacher and Governing Board, is responsible for the day-to-day operation of SEND provision within the school. The SENDCo provides professional guidance to colleagues to secure high-quality teaching, the effective use of resources, and improved outcomes for children with SEND, in accordance with the SEND Code of Practice (2015).

### **Identification and Review of Children's Needs**

All staff at Bramley St Peter's have a responsibility to identify, assess and review children's needs in line with the SEND Code of Practice (2015). Class teachers, supported by the Senior Leadership Team and SENDCo, regularly assess pupil progress to identify children who:

- Are significantly below their peers' developmental levels; or
- Are making less than expected progress given their age and individual circumstances.

Where a child's learning difficulty or disability requires provision that is additional to or different from that normally available, the child will be identified as having SEND and appropriate support will be put in place.

The SEND Code of Practice identifies four broad areas of need to support schools in planning provision:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

The purpose of identifying need is to determine the support required for each child, rather than to categorise pupils. Many children have needs that span more than one area and these needs may change over time.

At Bramley St Peter's:

- Individual needs are assessed, and support is provided according to each child's strengths, needs and circumstances.
- Staff build positive relationships with children, ensuring they understand their individual strengths, needs and how best to support them.
- Children requiring provision that is additional to or different from that normally available are recorded on the school's SEND Register and identified as receiving SEN Support or having an Education, Health and Care Plan (EHCP).
- Parents/carers and children are involved in discussions about needs, provision and outcomes wherever appropriate.

Some children may experience barriers to learning or lower attainment but do not have SEND. These may include:

- Disability (where SEND provision is not required)
- Attendance and punctuality difficulties
- English as an Additional Language (EAL)
- Receipt of Pupil Premium funding
- Being a Child Looked After
- Being a child of service personnel
- Health and welfare issues

These children are monitored by the Senior Leadership Team (SLT) and appropriate support is put in place where required.

Behaviour is not, in itself, an indicator of SEND. Where a child displays behavioural difficulties, the school will consider whether these are a response to an underlying need and will identify and address that need where appropriate. Staff are trained to identify underlying needs and develop appropriate support strategies to enable children to succeed.

### **Allocation of Resources for Pupils with SEND**

Support for pupils with SEND at Bramley St Peter's is allocated using the Leeds City Council SEND funding framework.

For pupils in early years, this may include the SEND Inclusion Fund (SENDIF) for children with low-level or emerging needs, and the SEND Inclusion Fund Plus (SENDIF+) for children with more complex needs.

For pupils with more significant or complex requirements, funding may be allocated through High Needs Top-Up Funding as part of the Education, Health, and Care Plan (EHCP) process. Funding decisions are made by the Local Authority following an Education, Health and Care Needs Assessment (EHCNA) where additional support beyond the school's delegated SEND funding is required.

Allocation of resources is managed fairly and considers both individual and group needs. Staff at Bramley St Peter's take a creative and flexible approach, using a wide range of strategies and resources tailored to the individual needs of each child to ensure the best possible outcomes.

### **A Graduated Approach to SEND Support**

#### **Quality First Teaching**

It is the responsibility of all teachers to include pupils with SEND within the classroom by planning, managing support, and providing resources that enable access to a broad and balanced curriculum through quality first teaching. Teachers are accountable for the progress and development of all pupils in their class. The Senior Leadership Team regularly reviews the quality of teaching and, where necessary, supports improvements in teachers' understanding of strategies to identify and support children with SEND in the classroom.

For pupils with special educational needs or disabilities, the curriculum is adapted according to individual need, with appropriate scaffolding, reasonable adjustments and other inclusive teaching approaches used to remove or reduce barriers to learning. There are high expectations for all pupils, with a strong focus on appropriate and meaningful outcomes. All staff support children to access the full curriculum as part of quality first teaching. For children who may have SEND, teachers will also:

- a) Monitor any pupils who are experiencing barriers to learning, making less than expected progress or whose needs may require additional support, taking account of their individual starting points and circumstances, through whole-school pupil progress meetings.
- b) Closely monitor and assess pupils identified as possibly having SEND to better understand their strengths, needs, barriers to learning and the nature of any difficulties they may be experiencing. This assessment will consider academic progress as well as communication and interaction,

cognition and learning, social, emotional and mental health, and sensory and/or physical needs where relevant.

- c) Provide adaptive teaching, appropriate scaffolding, targeted support and learning opportunities tailored to the pupil's individual needs, strengths and barriers, in order to support progress and inform the most effective teaching approaches and provision.
- d) Consult the SENDCo for additional support and advice as needed; the SENDCo may observe the pupil in class. The class teacher will complete an initial concerns and referral plan where this is part of the school's agreed SEND identification process.
- e) Use the information gathered from monitoring and SENDCo advice to determine the level of provision required moving forward and, where SEN Support is identified as necessary, use the graduated approach of Assess, Plan, Do and Review to identify, implement and evaluate appropriate support.
- f) Include pupils recently removed from the SEND register in this monitoring process to ensure appropriate support and continued monitoring following the cessation of SEN Support. Where a pupil no longer requires SEN Support, this decision will be based on evidence of sustained progress and will be discussed with the pupil and their parents/carers. Support will be reconsidered if concerns re-emerge.
- g) Keep parents/carers informed about concerns, their child's progress and any additional support being considered or provided. Parents/carers will be encouraged to share relevant information, contribute their views and aspirations, and work in partnership with the school to identify appropriate outcomes and provision. The views of the pupil will also be sought and considered in an age- and developmentally appropriate way.
- h) Record concerns about a child's progress on CPOMS as being "under observation" due to parent or teacher concerns; this does not automatically place the child on the SEND register. Any concerns will be discussed with parents/carers. Parents' evenings and additional meetings throughout the year provide further opportunities to monitor and discuss progress. Where a pupil is receiving SEN Support, the school will review the effectiveness of the support and the pupil's progress towards agreed outcomes at appropriate intervals, involving the pupil and their parents/carers. The SEND Code of Practice recommends that schools meet with parents/carers of pupils receiving SEN Support at least three times each year.

### **SEND Support**

Where it is determined that a pupil has special educational needs (SEN), parents/carers will be informed and, where appropriate, the pupil will be added to the school's SEND Register. A pupil will be identified as requiring SEN Support where their needs require special educational provision that is additional to or different from that normally available to pupils of the same age. Identification will be based on the pupil's individual needs and the evidence gathered through the graduated approach. A medical diagnosis is not required for a pupil to receive SEN Support.

Teaching staff will work with the SENDCO to complete an Initial Concerns and Referral Plan (see Appendix 1) where concerns have been identified and further assessment or support is required. Parents/carers will be involved in this process, and the pupil's views will be sought where appropriate. This plan outlines the child's strengths and needs, the provision being offered by the school, and how parents/carers can support their child at home.

The identification of a pupil's special educational needs enables the school to put appropriate support in place to address their individual needs and remove or reduce barriers to learning. This support follows the Graduated Approach, a four-part cycle of:

1. **Assess** – the pupil’s needs are assessed using a range of information from staff, parents/carers, and outside professionals and, where appropriate, the pupil’s own views. Assessment will consider the pupil’s strengths, needs, progress, attainment and any barriers to learning, as well as the effectiveness of support and adaptations already in place.
2. **Plan** – in consultation with the pupil (where appropriate) and parents/carers, an action plan is agreed. Targets and strategies are set out in the pupil’s Individual Provision Map (IPM) (see Appendix 2). For pupils presenting with more complex needs where a more coordinated or multi-agency approach is required, a My Support Plan may be implemented to identify the pupil’s needs, agreed outcomes and provision, and to support effective coordination between the school, family and relevant professionals (refer to Appendix 3). Where external professionals are involved, their advice will be considered when planning and reviewing provision.
3. **Do** – the class teacher remains responsible for working with the pupil daily and delivering the agreed provision, with support and oversight from the SENDCO. Where support is delivered by teaching assistants or other staff, the class teacher retains overall responsibility for the pupil’s learning, progress and the implementation of agreed provision.
4. **Review** – the effectiveness of the provision is reviewed regularly, and changes are made in response to the pupil’s progress and ongoing needs. The review will consider progress towards the agreed outcomes and the views of the pupil and their parents/carers, where appropriate. Provision will be adapted, increased, reduced or ceased as appropriate following the review.

This is a continuous cycle that allows provision to be refined and adapted as the school’s understanding of the child’s needs develops and in response to the pupil’s progress, changing needs and the effectiveness of the support provided. It also helps identify the interventions and approaches that are most effective in supporting the pupil to make progress and achieve positive outcomes.

### **Assess**

The first step in the Graduated Approach is to develop a clear and thorough understanding of the pupil’s needs. This involves analysing a range of information, including:

- The class teacher’s assessment and day-to-day experience of working with the pupil, including their strengths, progress, needs and barriers to learning
- The pupil’s previous progress and attainment data, taking account of their individual starting point and circumstances
- Assessment information in relation to age-related expectations and, where appropriate, national benchmarks, recognising that SEND is not identified solely on the basis of attainment or comparison with other pupils
- The views of parents/carers, who are central to understanding the child’s needs, strengths and aspirations
- The voice of the pupil, wherever appropriate and in a way that is appropriate to their age, maturity and communication needs
- Advice or reports from external professionals (where involved)
- The pupil’s response to the quality-first teaching, adaptations, interventions and other support already provided
- Any relevant information relating to the pupil’s communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs.

All available information will be carefully considered to identify emerging or ongoing barriers to learning. This assessment process is not a one-time event but a continuous process, regularly reviewed to ensure that:

- Support and intervention remain well-matched to the pupil's current needs
- Provision remains effective and focused on agreed outcomes and the pupil's progress
- Adjustments are made, when necessary, based on progress and the evolving understanding of the pupil's needs
- The views of the pupil and their parents/carers continue to be considered when reviewing and adapting provision.

Where external professionals are already involved, their contributions are used to inform and enhance the assessment. If additional support from outside agencies is deemed necessary, this will always be discussed with parents/carers, and their views will be sought and taken into account before any referrals are made. The pupil's views will also be considered, where appropriate.

Pupils accessing SEN Support may be supported through various methods, depending on their level of need, such as:

- Individual Provision Maps (IPMs) (see Appendix 2)
- SEND Support Plans from external professionals
- SENIT 'Stages not Ages' toolkit for pupils working significantly below age-related expectations or making small and sustained steps of progress
- Early Years SENIT Developmental Journals (for children in Nursery and Reception)

These tools help ensure that targets are meaningful and progress is measurable. It remains the class teacher's responsibility to monitor and evidence the impact of interventions and to review progress in line with the provision outlined. The SENDCO will support the class teacher in coordinating, monitoring and reviewing SEND provision and, where appropriate, liaising with external professionals.

## **Plan**

Planning will involve collaboration between the class teacher, SENDCO, and parents/carers and, where appropriate, the pupil to establish a shared understanding of the child's needs and the next steps for support. Together, they will:

- Identify the specific adjustments, interventions, and strategies required to remove or reduce barriers to learning
- Agree on the intended outcomes related to the pupil's individual needs, progress, development, participation and wellbeing, as appropriate
- Set a clear review date to evaluate the effectiveness of the support and the pupil's progress towards the agreed outcomes

Where appropriate, parental involvement will be encouraged to help reinforce strategies at home and contribute to their child's progress. Parents/carers will be given appropriate information about the support being provided and opportunities to share their views, knowledge and aspirations for their child.

In line with the SEND Code of Practice, all staff working with the pupil, including support staff, will be made aware of the pupil's needs, the intended outcomes, the support being provided and any teaching

strategies or approaches that are required. This information will be shared appropriately to ensure that provision is implemented consistently.

The Individual Provision Map (IPM) will record all agreed actions and outcomes. The SENDCO will ensure that relevant information is communicated to all staff involved, so support is implemented consistently and effectively across the school day.

## **Do**

The class teacher remains responsible for the day-to-day teaching and learning of the pupil, including the delivery of any additional support and interventions. This responsibility continues even when interventions take place outside of the classroom or are delivered by a teaching assistant or specialist teacher.

Teachers will work closely with teaching assistants and any specialist staff to:

- Plan targeted support and interventions
- Monitor and assess the impact of these interventions
- Ensure that support is consistently linked back to the pupil's everyday classroom learning and the agreed outcomes

The SENDCO will provide ongoing support with:

- Identifying barriers to learning
- Advising on appropriate strategies and resources
- Helping to implement effective and evidence-informed interventions
- Reviewing the quality and effectiveness of provision and supporting the class teacher to adapt provision in response to the pupil's progress and changing needs

Pupils with more complex needs, including those with an Education, Health and Care (EHC) plan, will receive provision that is appropriate to their individual needs and the outcomes identified in their plan. Where appropriate, this may include a personalised or adapted curriculum, targeted teaching or access to specialist environments or resources, alongside their peers where this is appropriate and supports their needs. The school will seek to maintain an inclusive approach and ensure that pupils are enabled to participate as fully as possible in the life of the school.

## **Review**

Each pupil's Individual Provision Map (IPM) is reviewed termly in collaboration with the class teacher, parents/carers, and where appropriate, the pupil. These reviews are part of the school's ongoing assessment cycle and form an essential element of the graduated approach to SEN Support.

During the review, the following will be considered:

- The impact of interventions and support provided
- The pupil's progress towards the agreed outcomes set
- Any new or emerging needs
- The views of the pupil and their parents/carers
- Recommendations for adapting support or provision
- The pupil's strengths, progress and any changes in their barriers to learning

- Whether the current provision continues to be appropriate, effective and proportionate to the pupil's needs

The class teacher is responsible for ensuring that the IPM is updated with this information and for identifying next steps. Adjustments to teaching approaches, interventions, or provision will be agreed and implemented based on this review. The class teacher will continue to have overall responsibility for the pupil's learning and progress, with support from the SENDCO where appropriate.

The SENDCO will oversee the review process, monitor the quality and consistency of IPMs across the school, and ensure that they are effectively used to support positive outcomes and improve provision for pupils with SEN. IPM reviews will also inform discussions at termly pupil progress meetings with the Senior Leadership Team to ensure whole-school accountability for outcomes for children with SEND.

The IPM remains a working document and may be updated between formal review points if significant changes in a pupil's needs or provision arise. Where a pupil's needs change significantly, the school will review provision promptly rather than waiting for the next scheduled termly review.

### **Reviews for Pupils with an Education, Health and Care Plan (EHCP)**

For children with an Education, Health and Care Plan (EHCP), formal Annual Reviews will be held in accordance with the SEND Code of Practice and statutory timeframes to ensure that the EHC plan remains appropriate and continues to reflect the child's needs, provision and outcomes. EHC plans must be reviewed at least annually, and more frequently where appropriate. For children under five, the review should take place at least every six months.

These reviews provide a structured opportunity to:

- Evaluate the progress made towards the outcomes outlined in the EHCP
- Assess the continuing relevance of the identified needs and provision
- Make recommendations for amendments to the EHCP where appropriate
- Plan for next steps in education, including transitions between year groups, key stages and settings, where appropriate

All relevant stakeholders will be invited to contribute, including:

- Parents/carers
- School staff, including the class teacher and SENDCO
- Any involved external professionals, such as therapists, specialist teachers, and social workers
- The pupil, whose views are gathered in a way that is meaningful and appropriate to their age, development, and preferred method of communication

The school will seek to ensure that the pupil and their parents/carers are able to contribute their views, wishes and feelings and that relevant advice and information from professionals is gathered and considered as part of the Annual Review process.

The school is responsible for collating and sending the Annual Review report and relevant supporting information to the Local Authority and all parties invited to the review within two weeks of the review meeting. The Local Authority will then consider the recommendations and decide whether to maintain, amend or cease the EHC plan and will notify the parent/carer and the school of its decision within four weeks of the review meeting.

In addition to the Annual Review, pupils with an EHCP will also have their progress and provision monitored termly through their Individual Provision Map (IPM), ensuring continuous tracking of needs, progress, and the effectiveness of support and ensuring that provision remains aligned with the outcomes and provision specified in the EHCP.

### **Referral for an Education, Health and Care Plan (EHCP)**

If a child has special educational needs which cannot reasonably be met through the support ordinarily available within school, an Education, Health and Care (EHC) needs assessment may be requested to determine whether an Education, Health and Care Plan (EHCP) is necessary.

This request can be initiated either by the school or by the parent/carer. The school will discuss any request with the pupil and their parents/carers and will work collaboratively with them throughout the process.

The request for an EHC needs assessment will be informed by the graduated approach and must include evidence of:

- The child's special educational needs and the impact these have on their learning and access to education
- The interventions and support already put in place by the school through the Assess, Plan, Do, Review cycle
- The outcomes of those interventions and the reasons they are no longer sufficient to meet the child's needs or enable them to make appropriate progress
- Professional reports and assessments from relevant services (e.g. Educational Psychologist, health professionals, social care, specialist teachers) where involved or available
- The views of the child and their parents/carers

The evidence provided will demonstrate the provision already ordinarily available within school, the impact of that provision, the child's progress and ongoing needs, and why further assessment may be necessary.

The application process is co-ordinated by the SENDCO, in collaboration with parents/carers and any professionals involved. The SENDCO will support the school in gathering and submitting relevant evidence and will liaise with the Local Authority and other professionals as appropriate.

The Local Authority (Leeds City Council) will consider the application and determine whether the child's needs meet the legal requirements for an EHC needs assessment. The Local Authority will consider information and advice from the child's parents/carers, the school and relevant professionals when making its decision.

Where the Local Authority agrees to undertake an EHC needs assessment, the statutory process should normally be completed within 20 weeks of the initial request, including the issue of a final EHC plan where one is required, subject to the statutory exceptions to this timescale.

If the request is declined, the Local Authority will provide written reasons and information about the right to appeal and other next steps. The school will support parents/carers to understand the decision and, where appropriate, discuss alternative provision and support available through the graduated approach.

### **Supporting pupils at school with medical conditions**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. We recognise that pupils at Bramley St Peter's with medical conditions should be supported so that they have full access to the same opportunities as far as possible, including education, school trips, physical education and other school activities.

The school will make appropriate arrangements to support pupils with medical conditions and will work in partnership with parents/carers and relevant healthcare professionals to ensure that their medical needs are understood and appropriately supported.

Individual healthcare or intimate care plans will be developed where appropriate to set out the individual support required to manage a pupil's medical condition safely and effectively. Not every pupil with a medical condition will require an Individual Healthcare Plan. Where an Individual Healthcare Plan is required, it will be developed in partnership with the pupil, parents/carers, relevant healthcare professionals and school staff, as appropriate.

Staff will receive appropriate information, training and support to enable them to meet the needs of pupils with medical conditions. The school will also make appropriate arrangements for pupils with medical conditions during off-site activities and educational visits.

### **Evaluating the success of provision for pupils with SEND will include:**

- The Governing Board, in partnership with the Headteacher, SENDCO and other colleagues, will monitor and report on the success of provision for pupils with SEND in a variety of ways. The Governing Board will provide strategic oversight and appropriate challenge to ensure that the school's SEND provision is effective, inclusive and contributes to positive outcomes for pupils with SEND.
- Monitor and evaluate the success of individual targets through termly SEND reviews.
- Evaluate the impact of tailored provision and interventions and whether provision remains appropriate to pupils' identified needs.
- Analyse progress data for pupils with SEND and consider this alongside pupils' individual starting points, needs and outcomes.
- Analyse attendance and exclusion data for pupils with SEND to identify any patterns or potential barriers to inclusion and participation.
- Monitor progress against SEND priorities in the School Development Plan or SEND action plan.
- Monitor how SEND funding and resources are being used to support effective provision and provide value for money.
- Pupil and parental/carer feedback as evidenced through reviews and parent consultation evenings and other appropriate opportunities for feedback.
- Use the information gathered through monitoring, data, feedback and review to evaluate the effectiveness of SEND provision and inform school improvement priorities. The SENDCO will report to the Governing Board at appropriate intervals on SEND provision, outcomes, priorities and areas for development.
- The Governing Board will ensure that appropriate SEND oversight is identified within its governance arrangements and that governors have sufficient information, knowledge and understanding to fulfil their strategic responsibilities for SEND.

### **Concern and complaints procedure**

Bramley St Peter's has well established procedures for dealing with concerns and complaints. The standard process of how to address concerns is detailed below:

Contact the class teacher to discuss concerns.

Contact the SENDCO, Mrs Chelsea Butters, on 0113 255 9680 or [send@bsp.leeds.sch.uk](mailto:send@bsp.leeds.sch.uk) to arrange a meeting to discuss concerns relating specifically to SEND provision or support.

Should the concern not be resolved satisfactorily at the meeting, please contact the Headteacher, Mrs Ruth Esplin, on 0113 255 9680 to arrange a meeting.

The school will investigate the complaint, and a further meeting will be arranged to resolve the complaint.

Where a concern cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's Complaints Policy. The school's formal complaints procedure sets out the stages, timescales and arrangements for reviewing or appealing a complaint.

Parents/carers may contact Leeds SEND Information Advice Support Service (SENDIASS) for free, impartial and confidential information, advice and support about SEND. SENDIASS is independent of the school and does not form part of the school's formal complaints procedure.

Leeds SENDIASS

Phone: 0113 378 5020

Email: [leedssendiass@leeds.gov.uk](mailto:leedssendiass@leeds.gov.uk)

Website: <https://sendiass.leeds.gov.uk/>

Where a concern relates to an EHC needs assessment, EHC plan or another decision made by the Local Authority, separate statutory disagreement resolution, mediation and/or appeal arrangements may apply. Parents/carers will be provided with appropriate information about these routes where relevant.

Parents/carers should follow Bramley St Peter's published Complaints Policy when making a formal complaint about the school. Once the school's complaints procedure has been completed, parents/carers may be able to complain to the Department for Education where the matter falls within its remit. The Department for Education considers whether the school has followed the correct complaints process and its legal duties; it does not normally reinvestigate the original complaint or overturn the school's decision. ([gov.uk](http://gov.uk))

### **Training for School Staff**

Staff are regularly informed and updated about SEND issues and pupils on the SEND/Inclusion register through secure online documents, staff meetings, training sessions, and ongoing discussions with the SENDCO. Information about individual pupils will be shared appropriately and in accordance with the school's confidentiality and data protection procedures.

The SENDCO, in collaboration with the Headteacher and relevant staff, will contribute to the ongoing evaluation of the school's SEND provision, identifying strengths, areas for development and priorities for improvement. Where appropriate, these priorities will be incorporated into the School Development Plan or SEND action plan and reported to the Governing Board.

Bramley St Peter's is committed to supporting all staff in effectively meeting the needs of children with special educational needs and disabilities. Training opportunities are identified through the needs of

pupils, staff development needs, school self-evaluation, advice from the SENDCO and relevant external professionals, and changes in legislation, guidance or evidence-informed practice.

This training may include in-house INSET sessions or attendance at external courses. Where appropriate, staff will be supported to develop their knowledge and skills in areas of SEND relevant to the pupils they teach and support. This may include training relating to specific needs, adaptive teaching, communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs, and the effective use of reasonable adjustments and targeted interventions.

Teaching and support staff working directly with pupils with SEND will be provided with relevant information about pupils' needs, agreed outcomes, provision and effective teaching strategies or approaches.

### **Links to Support Services**

We are committed to maintaining high standards of provision by seeking support and advice from a range of professional services. We work collaboratively with agencies and organisations across the city to support both pupils and their parents/carers.

Our strong partnerships include Child Health Services, the Educational Psychology Team, Speech and Language Therapists, Social Care, Leeds City Council's Inclusion Advisory Team (IAT), Educational Psychology, Speech and Language Therapy, health services, Social Care and other specialist services, all dedicated to helping each pupil achieve their full potential.

We continue to develop links with a wide range of external services and agencies to provide effective support and guidance, enabling the school to meet the diverse needs of our pupils. The involvement of outside agencies will always be undertaken with the involvement of the pupil and their parents/carers, where appropriate. Their views, knowledge and wishes will be sought and taken into account when considering whether specialist involvement is appropriate. Where parental consent is required for a particular referral, assessment, intervention or the sharing of information, this will be obtained before proceeding.

### **Supporting Pupils and Families**

Bramley St Peter's publishes a SEND Information Report, which forms part of the Leeds Local Offer, detailing the SEND provision available at our school. This can be accessed on our website at <https://www.bsp.leeds.sch.uk/send/>.

We warmly welcome and encourage all parents and carers to be actively involved in their child's educational journey from the very start. We strive to build strong, effective partnerships by valuing parents' and carers' views and contributions. We also provide relevant and accessible information, support, and advice upon request. We will work collaboratively with pupils and their parents/carers when identifying needs, planning support, reviewing provision and considering any changes to provision.

Parents and carers will always be informed and involved when specialist or external agency support is being considered. Their views will be sought and taken into account, and where parental consent is required for a particular referral, assessment, intervention or sharing of information, this will be obtained before proceeding.

We benefit from strong partnerships with other schools and institutions within our local area and our 'Family of Schools'. We make particular efforts to ensure a smooth transition for pupils with SEND when

joining or leaving the school. SEND information accompanies pupils as they move between classes each year and is shared appropriately with relevant staff to ensure continuity of support and provision.

We liaise closely with local high schools before Year 6 pupils' transition, with Year 6 staff and the SENDCO providing detailed SEND information, including relevant targets and strategies, to the receiving school's SENDCO and other appropriate staff, in accordance with information-sharing and data protection requirements. Transition arrangements will be planned according to the individual needs of the pupil and may include visits, meetings between staff, enhanced transition support and opportunities for pupils and parents/carers to share their views and concerns.

Our relationship with parents and carers is founded on the principle of co-production, as outlined in the SEND Code of Practice (2015, section 4.9):

The school will involve parents/carers in assessing and planning provision and will provide information that is accessible, clear and appropriate to their needs. We recognise parents/carers as important partners in understanding their child's strengths, needs, aspirations and progress.

Additionally, we signpost families to support available outside school, such as the Leeds SEND Information Advice Support Service and other relevant local SEND services and support available through the Leeds Local Offer. We continue to encourage and support parents and carers in their involvement throughout their child's time at Bramley St Peter's.

### **Links with other schools and educational establishments**

Bramley St Peter's works collaboratively with a range of schools and educational establishments to promote inclusion, share good practice and support positive outcomes and effective transitions for pupils with SEND. These links include:

- Primary Schools in the local area through our Family of Schools
- Local High Schools to support transition from primary to secondary education
- Specialist Inclusive Learning Centres and other specialist educational provision, where appropriate to meet individual pupil needs
- Area Inclusion Partnership and other local inclusion networks
- Bramley Cluster and other local schools, services and community partners

These partnerships provide opportunities to share expertise, access specialist advice and training, develop inclusive practice and support pupils and families at key points of transition.

### **Links with other agencies and voluntary organisations**

We work hard to develop links with the range of agencies, specialist services and voluntary organisations available to support children and families, for example:

- Social Care
- Health Services – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS) and the school nurse.
- Leeds City Council's Inclusion Advisory Team (IAT), including specialist advice relating to cognition and learning, communication and interaction, autism, and social, emotional and mental health (SEMH), where appropriate
- Educational Psychology Service
- Other specialist education, health and social care services and voluntary organisations, according to the individual needs of pupils and families.

## **Summary**

At Bramley St Peter's, our aim is to identify and remove or reduce barriers to learning and participation for all pupils with SEND. The implementation of this policy supports the effective inclusion of pupils with SEND by providing appropriate, high-quality support that enables them to make progress, achieve positive outcomes and participate as fully as possible in all aspects of school life.

We are committed to working in partnership with pupils, parents/carers, staff and relevant professionals to ensure that SEND provision is responsive to individual needs, strengths and aspirations.

I particularly recommend "remove or reduce barriers" rather than simply "remove barriers". It is more realistic and aligns with the language we've used throughout the policy.

*Written by Helen Prouse (SENDCo) – July 2022*

*Reviewed by Helen Prouse (SENDCo) – July 2023, September 2024*

*Reviewed by Chelsea Butters (SENDCo) – July 2025*

*Reviewed by Chelsea Butters (SENDCo) – June 2026*

## Appendix 1



### Initial Concerns and Referral Plan

|                         |                |                |              |
|-------------------------|----------------|----------------|--------------|
| <b>Pupil's Name:</b>    |                |                |              |
| <b>Year Group:</b>      |                |                |              |
| <b>Member of Staff:</b> |                |                |              |
| <b>Current Data</b>     | <b>Reading</b> | <b>Writing</b> | <b>Maths</b> |
|                         |                |                |              |

|                                                  |                          |
|--------------------------------------------------|--------------------------|
| <b>1. Tick which area(s) are a concern:</b>      |                          |
| Communication and Interaction                    | <input type="checkbox"/> |
| Cognition and Learning                           | <input type="checkbox"/> |
| Social, emotional and mental health difficulties | <input type="checkbox"/> |
| Sensory and/or physical difficulties             | <input type="checkbox"/> |

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| <b>2. Briefly explain what difficulties the pupil is experiencing and what provisions are in place.</b> |
| <br><br><br><br><br><br><br><br><br><br>                                                                |

|                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| <b>3. Any other factors which may be relevant: (Include conversations with the pupil/parents.)</b> |
| <br><br><br><br><br><br><br><br><br><br>                                                           |

**Date:** \_\_\_\_\_

|                                |
|--------------------------------|
| <b>Actioned by the SENDCO:</b> |
| <b>Assess</b>                  |
| <b>Plan</b>                    |
| <b>Do</b>                      |

**Date:** \_\_\_\_\_

## Appendix 2

## Individual Provision Map



|                     |               |                    |                       |                          |                |                 |
|---------------------|---------------|--------------------|-----------------------|--------------------------|----------------|-----------------|
| Photo               | Name          |                    | SEND code             | K                        | Primary need   | Choose an item. |
|                     | Date of birth |                    | Pupil premium         | <input type="checkbox"/> | Secondary need | Choose an item. |
|                     | Class         |                    | EAL                   | <input type="checkbox"/> | Other need     | Choose an item. |
|                     | Date          |                    | CLA/PCLA/Guardianship | None                     | Medical        |                 |
|                     | Review date   |                    | Absence Concerns      | None                     | Diagnosis      |                 |
| Areas of Strength   |               |                    | Areas of Need         |                          |                |                 |
|                     |               |                    |                       |                          |                |                 |
| Universal Provision |               | Targeted Provision |                       | Specialist Provision     |                |                 |
|                     |               |                    |                       |                          |                |                 |

| Targets         |              |                          |
|-----------------|--------------|--------------------------|
| Area of need    | SMART Target | Strategies and Provision |
| Choose an item. |              |                          |
| Choose an item. |              |                          |
| Choose an item. |              |                          |

| Parent/Carer Voice     |  |
|------------------------|--|
| What is going well?    |  |
| What could improve?    |  |
| Date of parent meeting |  |

| Review   |                 |         |  |
|----------|-----------------|---------|--|
| Target 1 | Choose an item. | Comment |  |
| Target 2 | Choose an item. | Comment |  |
| Target 3 | Choose an item. | Comment |  |

# Appendix 3

# My Support Plan



|                                |               |                    |                                |                          |                |                 |
|--------------------------------|---------------|--------------------|--------------------------------|--------------------------|----------------|-----------------|
| Photo                          | Name          |                    | SEND code                      | Choose an item.          | Primary need   | Choose an item. |
|                                | Date of birth |                    | Pupil premium                  | <input type="checkbox"/> | Secondary need | Choose an item. |
|                                | Class         |                    | EAL                            | <input type="checkbox"/> | Other need     | Choose an item. |
|                                | Date          |                    | CLA/PCLA/Guardianship          | Choose an item.          | Medical        |                 |
|                                | Review date   |                    | Absence Concerns               | Choose an item.          | Diagnosis      |                 |
| Areas of Strength              |               |                    | Areas of Need                  |                          |                |                 |
| Communication & Interaction    |               |                    | Communication & Interaction    |                          |                |                 |
| Cognition & Learning           |               |                    | Cognition & Learning           |                          |                |                 |
| Social Emotional Mental Health |               |                    | Social Emotional Mental Health |                          |                |                 |
| Physical & Sensory             |               |                    | Physical & Sensory             |                          |                |                 |
| Universal Provision            |               | Targeted Provision |                                | Specialist Provision     |                |                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Clear classroom routines and expectations</li> <li>• Use of visual timetables</li> <li>• Access to visual aids and resources</li> <li>• Calm and inclusive environment – access to a safe quiet space if needed</li> <li>• Flexible groupings</li> <li>• Regular assessment and feedback</li> <li>• Use of emotion check-ins and worry boxes</li> <li>• PSHE curriculum to support emotional/social development</li> <li>• Regular staff training and awareness</li> </ul> |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

#### Attainment

| Reading | Writing | Maths | Phonics |
|---------|---------|-------|---------|
|         |         |       |         |

#### Small Step Tool

|                                   |                                          |
|-----------------------------------|------------------------------------------|
| SENIT DJ <input type="checkbox"/> | Stages Not Ages <input type="checkbox"/> |
|-----------------------------------|------------------------------------------|

| Personal, Social & Emotional Development | Communication & Language | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts & Design |
|------------------------------------------|--------------------------|----------------------|----------|-------------|-------------------------|--------------------------|
|                                          |                          |                      |          |             |                         |                          |

#### Communication & Interaction Targets

| SMART Target |  | Strategies and Provision |
|--------------|--|--------------------------|
| Short Term   |  |                          |

|                    |  |  |
|--------------------|--|--|
| <b>Medium Term</b> |  |  |
| <b>Long Term</b>   |  |  |

| <b>Cognition &amp; Learning Targets</b> |  |                                 |
|-----------------------------------------|--|---------------------------------|
| <b>SMART Target</b>                     |  | <b>Strategies and Provision</b> |
| <b>Short Term</b>                       |  |                                 |
| <b>Medium Term</b>                      |  |                                 |
| <b>Long Term</b>                        |  |                                 |

| <b>Social Emotional &amp; Mental Health Targets</b> |  |                                 |
|-----------------------------------------------------|--|---------------------------------|
| <b>SMART Target</b>                                 |  | <b>Strategies and Provision</b> |
| <b>Short Term</b>                                   |  |                                 |
| <b>Medium Term</b>                                  |  |                                 |
| <b>Long Term</b>                                    |  |                                 |

| Physical & Sensory Targets |  |                          |
|----------------------------|--|--------------------------|
| SMART Target               |  | Strategies and Provision |
| Short Term                 |  |                          |
| Medium Term                |  |                          |
| Long Term                  |  |                          |

| Pupil Voice |
|-------------|
|             |

| Parent/Carer Voice     |  |
|------------------------|--|
| What is going well?    |  |
| What could improve?    |  |
| Date of parent meeting |  |

| Communication & Interaction Review |                 |         |  |
|------------------------------------|-----------------|---------|--|
| Target 1                           | Choose an item. | Comment |  |

|                 |                 |                |  |
|-----------------|-----------------|----------------|--|
| <b>Target 2</b> | Choose an item. | <b>Comment</b> |  |
| <b>Target 3</b> | Choose an item. | <b>Comment</b> |  |

| Cognition & Learning Review |                 |                |  |
|-----------------------------|-----------------|----------------|--|
| <b>Target 1</b>             | Choose an item. | <b>Comment</b> |  |
| <b>Target 2</b>             | Choose an item. | <b>Comment</b> |  |
| <b>Target 3</b>             | Choose an item. | <b>Comment</b> |  |

| Social Emotional Mental Health Review |                 |                |  |
|---------------------------------------|-----------------|----------------|--|
| <b>Target 1</b>                       | Choose an item. | <b>Comment</b> |  |
| <b>Target 2</b>                       | Choose an item. | <b>Comment</b> |  |
| <b>Target 3</b>                       | Choose an item. | <b>Comment</b> |  |

| Physical & Sensory Review |                 |                |  |
|---------------------------|-----------------|----------------|--|
| <b>Target 1</b>           | Choose an item. | <b>Comment</b> |  |
| <b>Target 2</b>           | Choose an item. | <b>Comment</b> |  |
| <b>Target 3</b>           | Choose an item. | <b>Comment</b> |  |