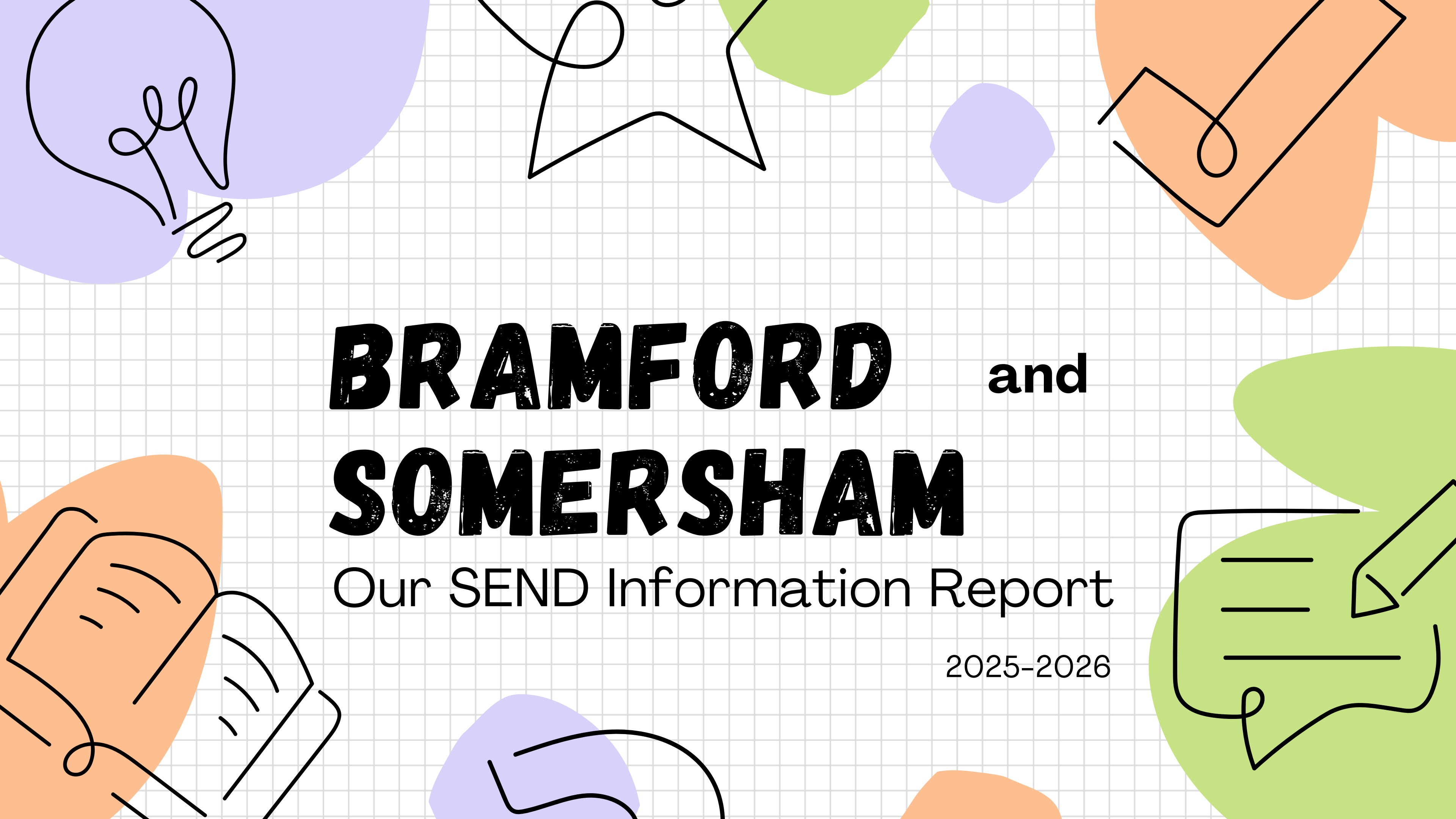




BRAMFORD and **SOMERSHAM**

Our SEND Information Report

2025-2026

WHAT IS SEND?

SEND stands for Special Educational Needs and Disabilities. It refers to children who have learning difficulties or disabilities that make it harder for them to learn or access education than others their age. A child has SEND when they need support that is additional to or different from what is normally provided in a mainstream setting. Needs may fall into four areas: communication and interaction, cognition and learning, social, emotional and mental health (SEMH), or sensory and physical difficulties. SEND does not depend on having a diagnosis—it is based on the support a child requires to make progress and access school successfully.

COMMUNICATION AND INTERACTION

Speech,
language and
Communication
needs (SLCN)

Autistic
Spectrum
Disorder (ASD)

COGNITION AND LEARNING

Specific Learning
Difficulty (SpLD)

Moderate Learning
Difficulty (MLD)

Severe Learning
Difficulty (SLD)

Profound and
Multiple Learning
Difficulty (PMLD)

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Being withdrawn or
isolated, as well as
displaying challenging
or disruptive
behavior

Being anxious or low
Difficulties with
attachments

Difficulties with
attention

SENSORY AND / OR PHYSICAL

Visual Impairment (VI)

Hearing Impairment
(HI)

Multi-Sensory
Impairment (MSI)

Physical Disability (PD)

WHO SHOULD I TALK TO IF I HAVE CONCERNS ABOUT MY CHILD'S NEEDS?

At Bramford and Somersham Primary schools we follow the Graduated Response to support parents and families with any concerns regarding Education and progress.

Graduated response

1 Response Level one

UNIVERSAL

Concerns raised with the class teacher.

Access to quality first teaching both inside and outside of the classroom.

Universal Offer for all pupils.

Barriers identified by class teaching team and monitored in class. Reasonable adjustments and adaptations made as appropriate .



4 Response Level four

SEND SUPPORT

ASSESS, PLAN, DO, REVIEW for Learning Plan - review meeting with parent/ carer.

Additional / External Agency Support

Sendco, teacher and parent/carer assessments carried out



2 Response Level two

IN CLASS SUPPORT

Meeting with parents to discuss impact from response level one.

Initial Plan to be used - ASSESS, PLAN, DO and REVIEW for barriers identified

Concerns form to SENDCo for parent and teacher if little progress is made after a significant amount of time.

5 Response Level five

SEND SUPPORT+

If the pupil continues to demonstrate significant cause for concern a request for an Education, Health and Care plan will be discussed.

A range of assessments and evidence will be carried out to support the request.

3 Response Level three

SCHOOL FOCUS

Inclusion Support Meeting to be carried out by teacher

Learning Plan Created from Inclusion Support Meeting.

Teacher to write out ISM report.

One Page Profile created

If little progress is made at response level two and after discussions the pupil may be placed on the SEN register.



6 Response Level six

EHCP

An EHCNA will be applied for with evidence from parent/ carers and school.

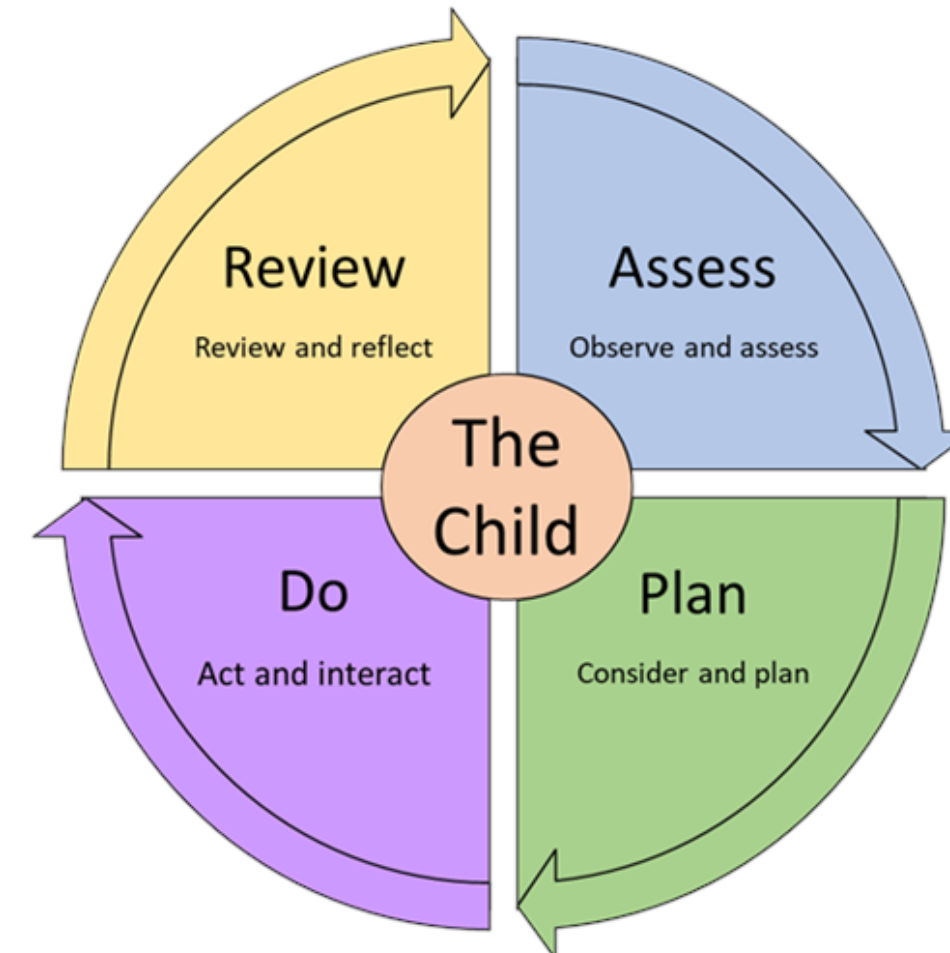
Learning Plan continues to be used with Assess, Plan, Do and Review.

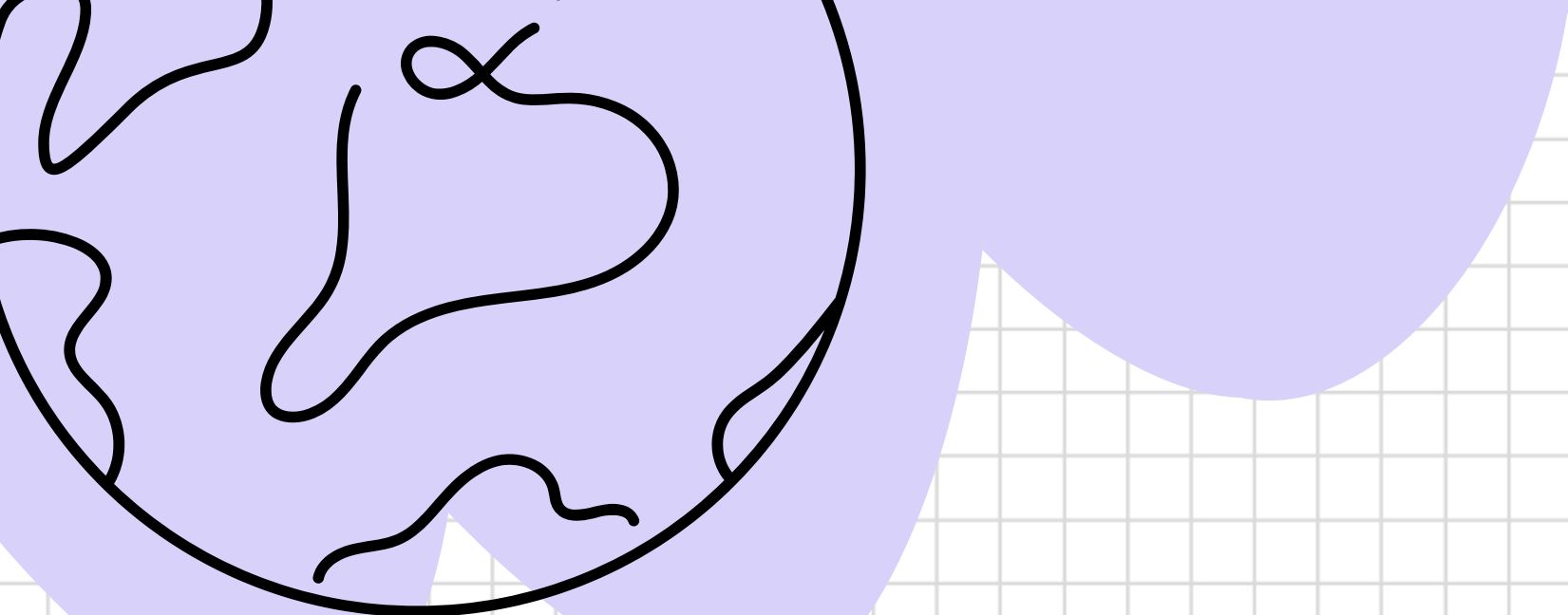
HOW DO WE IDENTIFY CHILDREN WITH SEND?

Children with SEND are identified through ongoing observation, assessment, and monitoring of their progress. If a child repeatedly shows difficulties with learning, communication, social interaction, behavior, emotional regulation, or physical/sensory access, the teacher raises concerns. The school then follows the Assess–Plan–Do–Review (APDR) cycle: assessing the child’s needs, putting support in place, and reviewing progress. If the child makes little or no progress despite well-planned interventions, or if their needs are significantly greater than their peers, this might indicate SEND. Schools also gather information from parents, use screening tools, and may involve specialists (such as educational psychologists or speech and language therapists) to help clarify the nature of the child’s needs. Through this combined evidence, the school determines whether the child requires support that is additional to or different from what is normally provided, which confirms SEND.

We assess children through:

- Assess-Plan-Do- Review (APDR) cycle
- Observations
- Speaking with parents and careers, discussing strengths and barriers.
- Class based assessments
- Setting targets and monitoring children’s progress
- Diagnostic assessment if necessary
- Working with professionals to ask advice if relevant
- Teacher assessment and their experience of the pupil
- Pupil views and experiences





HOW WILL THE SCHOOL MEASURE THE PROGRESS OF MY CHILD?

All pupils at the Bramford and Somersham Federation receive 'Quality First' teaching. This means we provide a varied, inclusive curriculum and employ a range of teaching styles to ensure that all children access a curriculum matched to their needs. We emphasise the importance of writing, reading, maths, social and personal skills with a strong focus on educating the whole child and preparing them for the future.

Quality First Teaching can be described as having:

Highly focused lessons with clear objectives

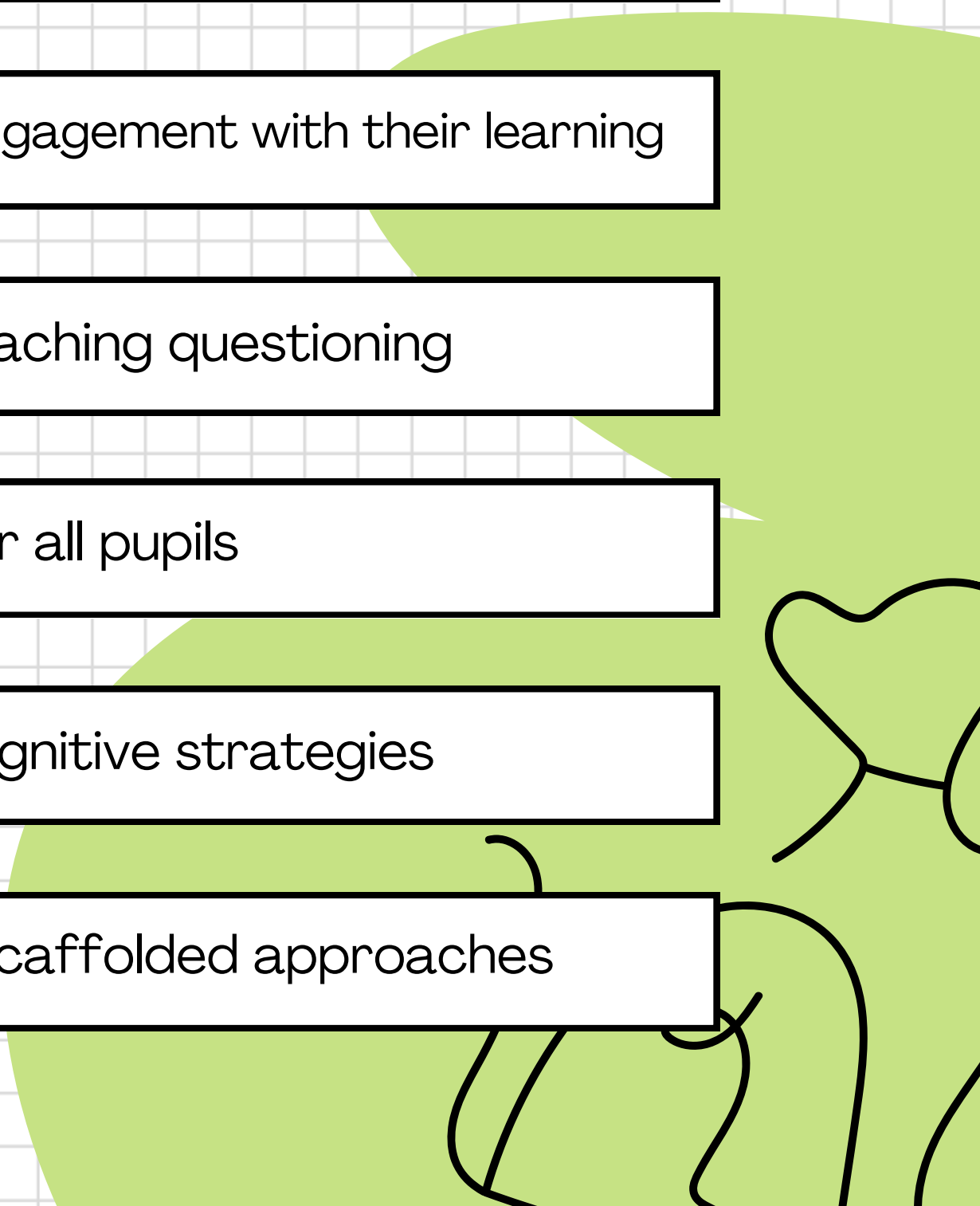
Pupil involvement and engagement with their learning

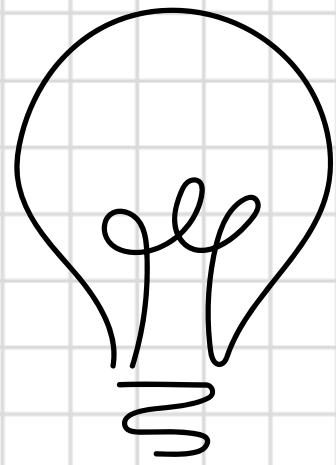
Appropriate use of teaching questioning

Explicit Instructions for all pupils

Cognitive and metacognitive strategies

A range of different scaffolded approaches





HOW WILL THE SCHOOL MEASURE THE PROGRESS OF MY CHILD?

EYFS

The children are assessed against the Early Learning Goals in the Early Years.

Children working significantly below age expected levels may be tracked using the 'Engagement Model' and teacher assessments.

We look at where a child was in their learning before and after interventions and additional support, to assess for progress. This is part of the APDR (Assess-Plan-Do-Review) cycle.

KS1

The children are assessed against the National Curriculum standards for Key Stage One.

At the end of Year 1 all children take the Phonics Screening Check. At the end of Key Stage One all children are required to be carefully assessed.

If a child is working significantly below their peers we look at their learning before and after interventions and additional support to assess for progress. As part of the APDR (Assess-Plan-Do-Review) cycle.

KS2

Progress for children with SEND in KS2 is measured by looking at a broad range of evidence, not just academic results. We track progress in reading, writing and maths, as well as how well pupils achieve their targets set through the Assess-Plan-Do-Review cycle or EHCP outcomes. We also monitor social and emotional development, communication skills, independence, behaviour, and engagement in learning, often using tools like Vsend or SALT (Speech and Language Therapy /OT Occupational therapy targets. This holistic approach ensures progress is judged against the child's individual needs and starting points.

WHAT ADDITIONAL SUPPORT CAN YOU OFFER?

UNIVERSAL OFFER

- Begins with an introduction that introduces a topic and grabs the learner's attention.
- Gives specific, relevant information supported through evidence such as facts, statistics, examples, quotations from experts and anecdotes.
- Clear organisation of ideas and information in format relevant to the topic e.g. compare/contrast, cause/effect, definition, sequence or timeline.
- Ends with a conclusion that summarises the main points.

FIRST QUALITY TEACHING

- High expectations for your child
- Understanding of what your child already knows, can do and can build upon previous knowledge
- Flexible and adaptive approaches to teaching are in place so that your child is fully involved in the learning
- Specific strategies (suggested by the SENDCo and outside agencies) are matched to support your child's needs.
- Assessment. The teacher and SENDCo will carefully check progress and any gaps in understanding.

WHAT IS AN EHCP?

An EHCP (Education, Health and Care Plan) is a legal document for children and young people aged 0–25 who have significant and long-term special educational needs or disabilities. It sets out the child's needs, the support they require, and the outcomes they should work towards.

An EHCP can provide access to additional or specialist support beyond what a mainstream school can normally offer, such as 1:1 help, therapy, specialist teaching, or adjustments to the learning environment.

It ensures that education, health and social care services work together to meet the child's needs, and it must be reviewed every year to check progress and update provision.



INDICATORS A CHILD MAY NEED AN EHCP

1. They are making little or no progress, even with SEN Support

Examples:

- They have targeted interventions (e.g., reading programmes, speech therapy sessions) but still fall far behind.
- They cannot generalise skills learned in small groups to the classroom.

2. Their needs require support beyond what a mainstream school can ordinarily provide

This might mean:

- A high level of 1:1 or adult support in school.
- Specialist teaching approaches.
- Regular input from external professionals (e.g., SALT, OT, CAMHS, educational psychologists).

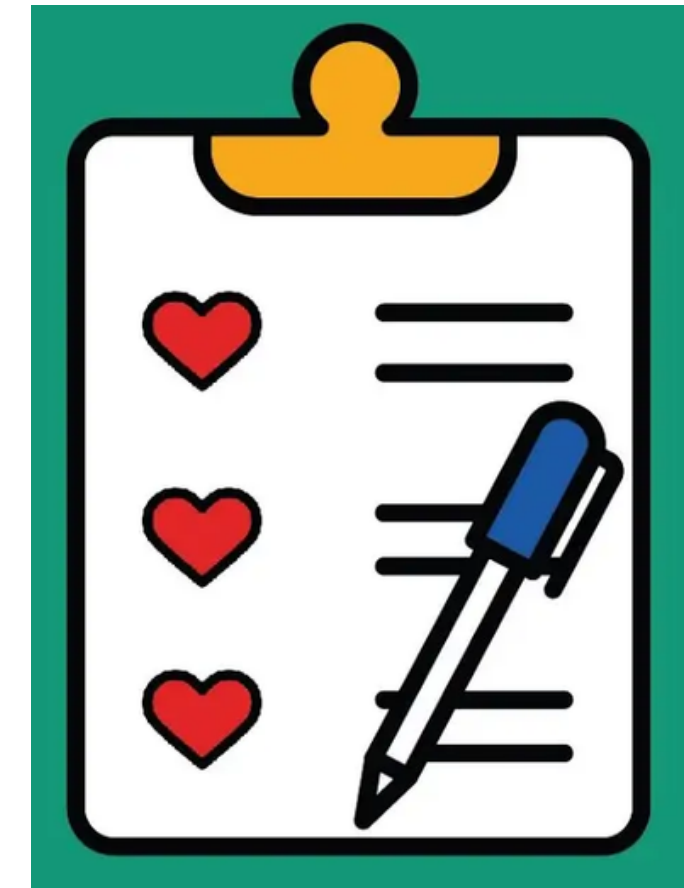
3. Their needs are long-term and complex

EHCPs can cover:

- Cognitive and learning difficulties
- Social, emotional, and mental health needs
- Autism, ADHD, or other neurodevelopmental conditions
- Speech, language & communication needs
- Physical or sensory impairments

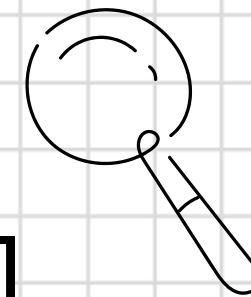
If these needs significantly impact daily functioning in school, an EHCP may be needed.

1. Gather evidence: reports, school records, medical input, behaviour logs, etc.
2. Keep a diary of needs and support already tried.





INDICATORS A CHILD MAY NEED AN EHCP



4. They cannot access the curriculum without significant adjustments

For example, if they need:

- A highly adapted timetable
- Modified learning materials
- Assistive technology
- Sensory regulation spaces

5. Their difficulties affect their safety or ability to be in school

Such as:

- High levels of distress, meltdowns, or school avoidance
- Behaviours that challenge, linked to unmet needs
- Risk of exclusion

6. School has exhausted SEN Support and still feels unable to meet the child's needs

An EHCP is appropriate when the school has:

- Tried a clear plan (Assess–Plan–Do–Review cycles)
- Used outside professionals
- Documented interventions over time

...yet the child still cannot access education adequately.

🚦 Who can request an EHCP needs assessment?

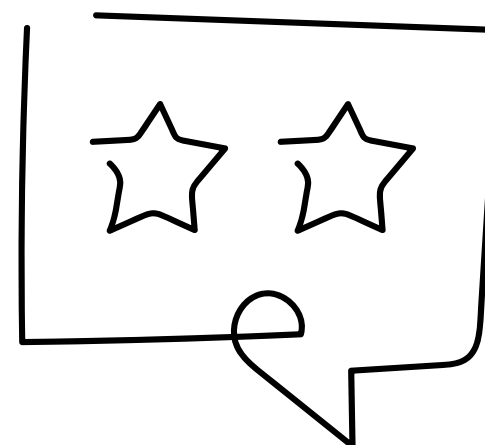
A parent or carer

The young person (16+)

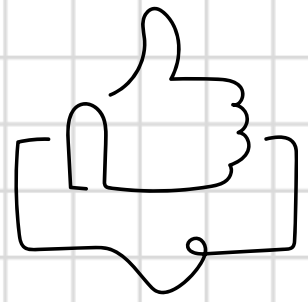
The school or nursery

You do not need the school's agreement to apply.

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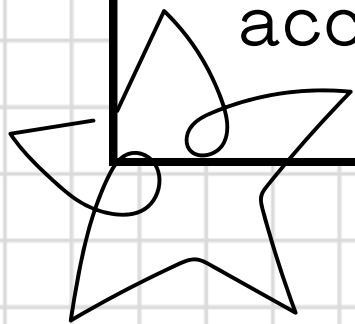
HOW ARE THE SCHOOLS ACCESSIBLE:



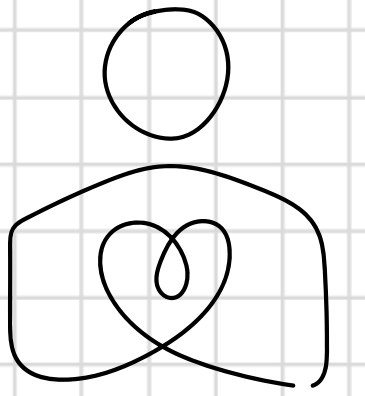
The school has access with automatic doors and a ramp at the entrance, ensuring that it is compliant with DDA (Disability Discrimination Act) requirements. We ensure that, wherever possible, equipment used is accessible to all our children, however TA's will support children with additional needs in situations they might be otherwise be unable to access.

We have accessible toilets. For children needing adaptive aid in the classroom, we work with occupational therapists to ensure all needs are met. Additional resources including ear defenders, pencil grips and other specialist equipment are made available as and when needed for specific children.

After school activities and clubs are accessible to all children, including those with SEND. School makes reasonable adjustments to ensure all children are supported to access the same activities and experiences.



SUPPORTING EMOTIONAL WELLBEING



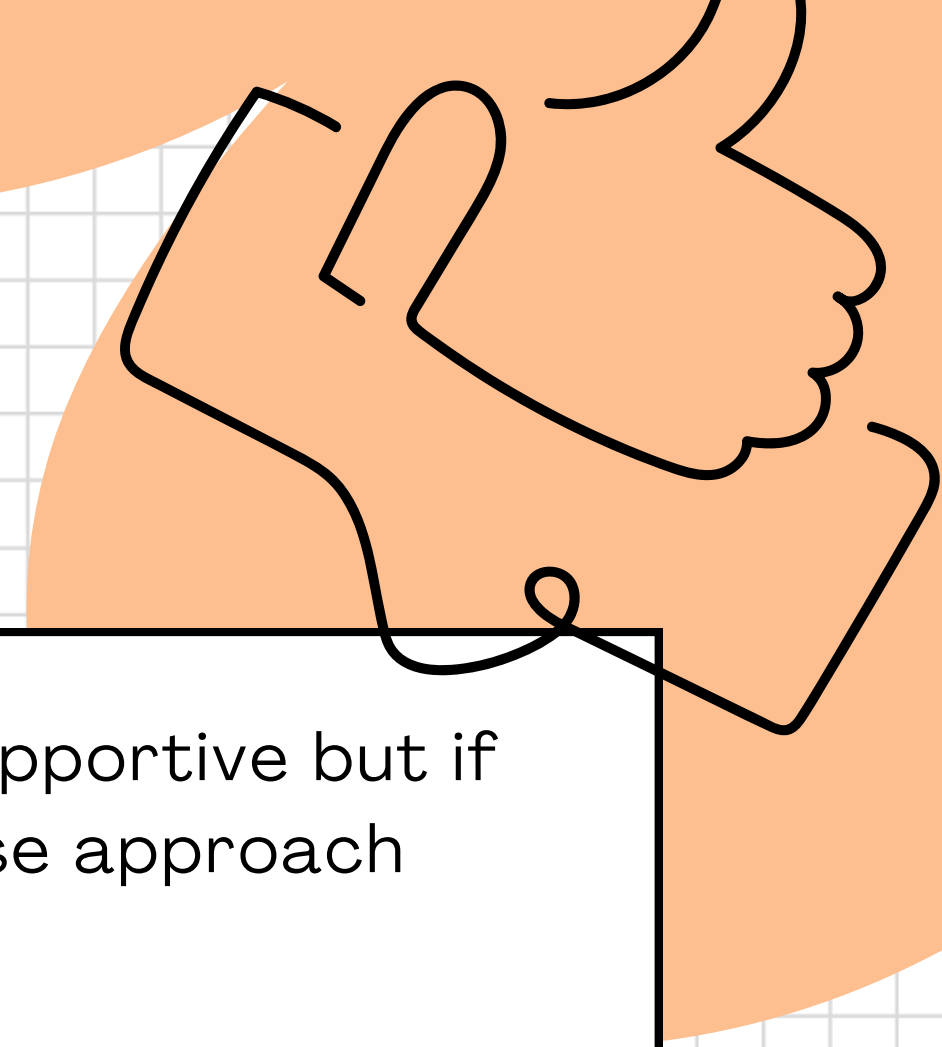
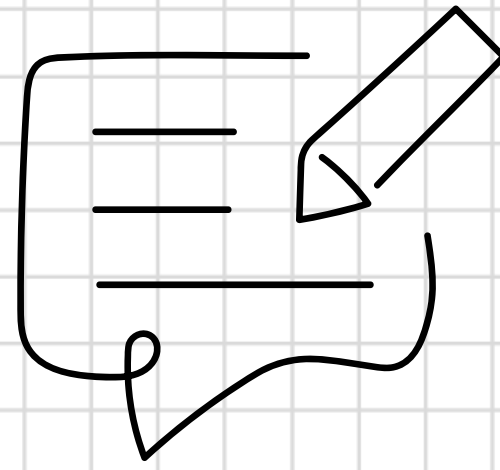
Children with social and emotional needs or anxiety will initially be helped in school, possibly in a small groups, such as in THRIVE. Thrive supports children with their emotional health, well being and social skills, all of which are needed to enable learning to take place. We also offer ELSA sessions, which stands for Emotional Literacy Support Assistant. These sessions are designed to support students' emotional and social needs.

If a concern continues they may have access for check-in's with the Family Support Worker and Pastoral team.

If a concern continues, a child may be referred to the Emotional health and Wellbeing team, mental health school teams, or the school nurse by the family support worker at either school.

Every child has the opportunity to participate in all activities the school offers. If this involved your child needing extra support on a school outing please speak to the class teacher who will do all they can to meet the needs of your child.

COMPLAINTS



We would like to think that parents/ carers find us approachable and supportive but if you do not feel your concerns have been dealt with appropriately, please approach your child's teacher and/ or the SENDCo.

If your particular situation cannot be resolved at this stage, then ask for an appointment with the head teacher. The appropriate teachers will keep notes of these meetings and provide you with a copy after the meeting.

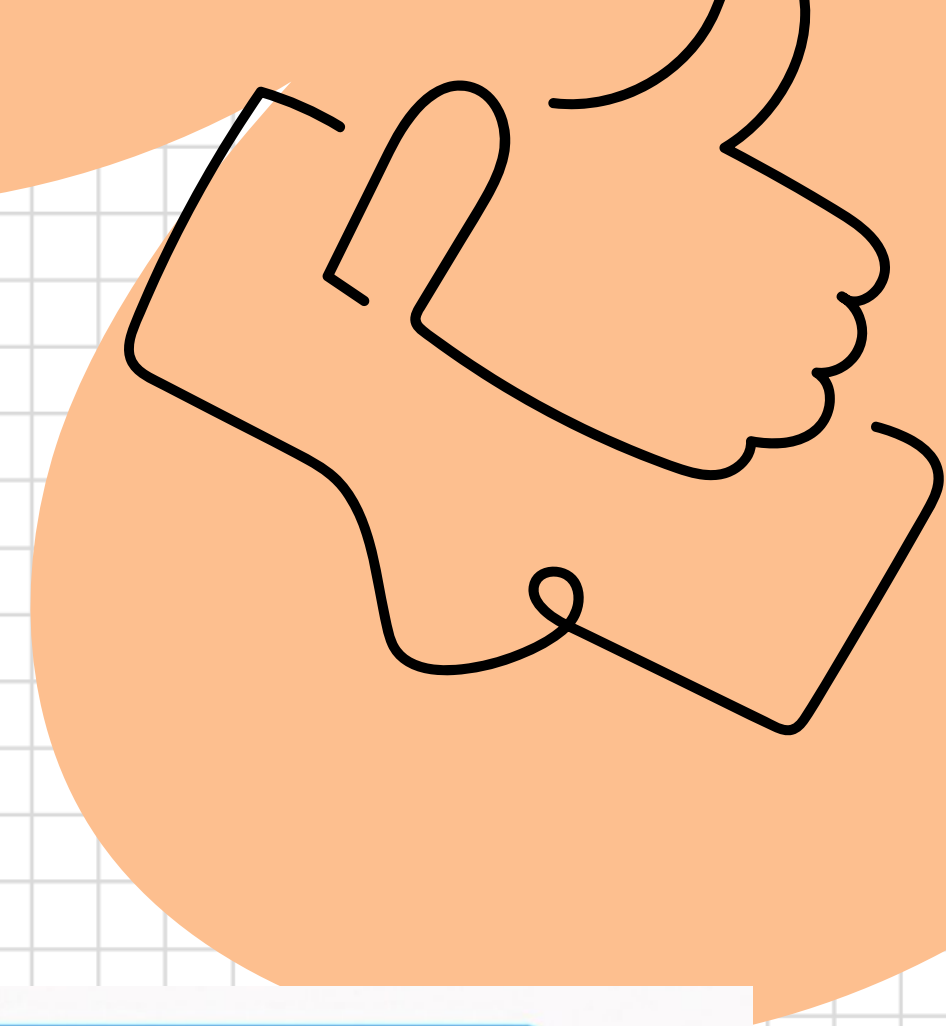
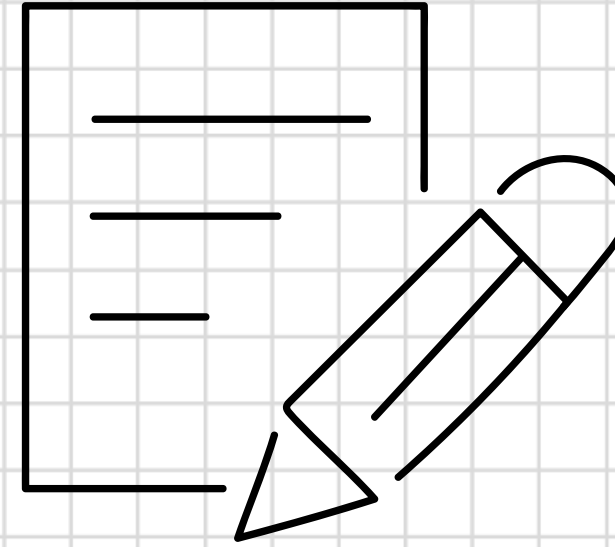
Finally, you are welcome to contact the Governor responsible for SEND at the Federation if you feel your concerns have not been addressed at the above stages.



SENDIASS

SENDIASS the is Special Educational Needs and Disabilities Information Advice and Support Service. They offer;

- Confidential support and someone to talk to in confidence
- Advice and information about special educational needs
- Independent support for children, young people and families
- Preparing for meetings with your child's school or with professionals who are working with your child
- Information about your rights and responsibilities as a parent, child's rights and SEN law and guidance.
- Information about local support groups and organisations.



Special Educational Needs
and Disability Information,
Advice & Support Service

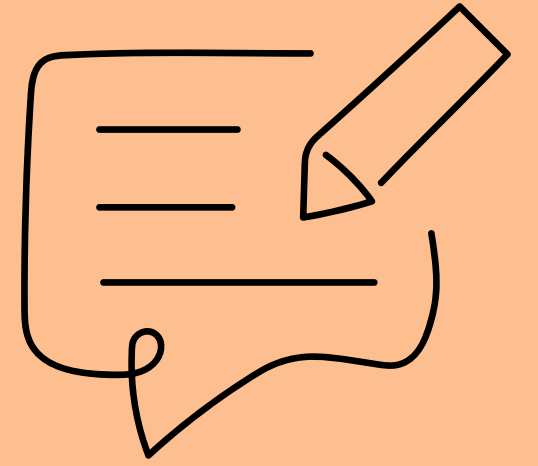
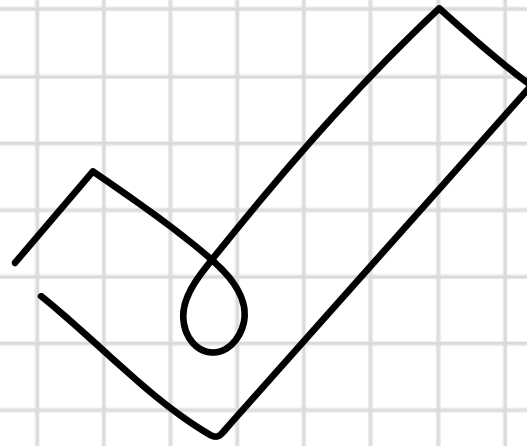
sendiass

www.suffolksendiass.co.uk

Helpline: 01473 265210

Text: ADVICE4ME to 87007

GLOSSARY



- **APDR** (assess-plan-do-review) This is the process the federation uses to set targets, support the children and consider next steps.
- **SENDCo** – The adult in school that leads on SEND needs
- **EHCP**– Education, Health and Care Plan
- **FSW**– The Family Support Worker. The Family Support Worker works with families and outside multi-agency organisations and teams to support yourself and the children.
- **CAMH**– Child and Adolescent Mental Health– This service is used to support children with significant mental health concerns.