



**SEND Information Report- Bradfield Primary School's Offer**

**Summer 2025**

<p><b>Our School Ethos</b></p>	<p>Bradfield Primary School is committed to providing a quality education where learning matters. Our inclusive curriculum develops creative, curious and challenging minds with a desire for life-long learning. Equality of opportunity is key.</p> <p>We believe there are no barriers to achievement and no limit to aspirations. Our caring and supportive school is a place to thrive and grow. We nurture a strong sense of self-esteem and foster high personal expectations. We celebrate success at every opportunity.</p> <p>At Bradfield Primary School we place great importance on wider opportunities that develop our creative and physical skills. We believe in the power that positive thoughts and actions can have. We are outward looking, value diversity and respect others. We take responsibility for our behaviours. Our core values are important to remember and help us to make the right choices now and in the future.</p>
<p><b>How do we know if a child has special educational needs?</b></p>	<p>As stated in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, the benefits of early identification are widely recognised. We have systems for identifying children's need at the earliest point and then making effective provision.</p> <p>We have close links with pre-school providers who keep us informed about children with specific needs who are starting school.</p>

We baseline assess our new intake and use other screening assessments to help us develop a picture of each child's development. Once in school, the progress of all children is monitored regularly by their class teacher, which means that any learning, emotional or behavioural difficulties which affect progress, can be identified at an early stage.

Where a child is identified as requiring additional support, their individual needs will be met by the school's provision management systems in line with the SEND Code of Practice. School policy is to intervene as early as possible so children may be helped to overcome their difficulties and become increasingly independent learners. To enable this to happen, the school's senior leadership team have a structured and continuous monitoring programme. Assessments are shared with parents and details are discussed and agreed with parents before a child is placed on our SEND register.

All teaching and support staff use assessment every day as part of their teaching. It is the day to day monitoring and observation that enables teachers to identify the children who need extra help early. They respond to this by altering their planning and teaching to see if, with reasonable adjustment, the child can resume adequate progress. If concern for a child continues then they will consult the school's SENCO.

In KS1 and KS2 children are assessed every term and their level in maths, reading and writing is recorded. These allow staff to see children's attainment in relation to expected levels for their age, and more importantly, their rate of progress.

Class teachers meet termly with the SLT during Pupil Progress Meetings. In these meetings any children who are falling behind are identified and a plan is put in place to accelerate their progress. If they are children who have not been identified as SEN it is a chance to discuss them and consider if this may be the case.

If the school is concerned about a child's progress, parents/carers are always informed and consulted about the action school proposes to take. If parents/carers have any concerns with regard to their child's progress, they are encouraged to discuss this with their child's teacher in the first instance.

<p><b>Our Staff</b></p>	<p>All teaching and support staff are responsible for all children in their care, including those with SEND. They are responsible for ensuring the needs of each child are met (education, health and social) and ongoing staff training and development is planned to meet this requirement.</p> <p>The SENCo has input into strategic planning for SEN children in terms of class allocation, structure and size. The SENCO has regular meetings with senior staff, teachers, TAs, families and outside professionals about the provision in school. The SENCo regularly attends SEN cluster meetings, training and conferences to be kept informed about latest policies and practices.</p>
<p><b>Our Governors</b></p>	<p>We have a named governor with responsibility for supporting SEND provision. The governor and SENCo meet on a termly basis to discuss the SEND provision. Termly progress reports are shared with all governors.</p> <p>The governing body's policies in regards to SEND, safeguarding, equality and welfare make explicit the duty of the school to make referrals or seek advice/support from the local authority and other outside bodies to meet the needs of children with SEND.</p> <p>The school works closely with a range of support and external services (Early Help and Advice Hub, Family Solutions, School Nurse) to help meet the needs of our pupils and their families.</p>
<p><b>Staff Training</b></p>	<p>We have regular opportunities for staff to focus their skills and development with SEND so that they:</p> <ul style="list-style-type: none"> <li>• Understand the different special educational needs and disabilities</li> <li>• Know how to plan and teach their lessons in a way that is appropriate for children with SEND</li> <li>• Know how to support the emotional needs of children with SEND</li> <li>• Understand how important it is to work closely with parents and carers.</li> </ul> <p>Training may be for the whole staff, adapted for teachers or teaching assistants. Personalised training may be appropriate for teaching a specific child and to accommodate their needs.</p> <p>The SENCo has over sight of all SEND training and their quality and impact is closely monitored.</p>

	<p>TAs meet regularly with the SENCo to discuss interventions, give feedback and receive updates. Training needs are ascertained on a regular basis.</p>
<p><b>What we do to help children/young people with special educational needs?</b></p>	<p>Provision for children with special educational needs is a whole school responsibility. The governing body, head teacher, SENCO, class teachers and teaching assistants all have important duties.</p> <p>Teachers offer high quality teaching to all children. The class teacher has full oversight of SEN provision in their class. The special educational needs and disability code of practice: 0-25 years gives four broad areas of needs that schools should plan for.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>In practice individuals often have needs that span across some or all of these areas. We seek to support children based on an understanding of their strengths and weaknesses. We have developed a wide range of ways to support children with special educational needs. These are personalised to meet the needs of the individual child.</p> <p>Bearing in mind that ‘high quality teaching is the first step in responding to pupils who have or may have SEN’ (Code of Practice), we teach children with special educational needs or disabilities alongside their peers.</p> <p>Lessons are planned to cater for the needs of all children including those with special educational needs or disabilities. All teachers plan lessons based upon children’s prior learning and the steps they need to progress. Teaching Assistants are used flexibly to support learning.</p> <p>Support can be given in many different ways.</p> <ul style="list-style-type: none"> <li>• Individual pupil/ teacher conversations (TLCs)</li> <li>• Attendance at one plan review meetings</li> <li>• Joint working visits with specialist teachers, and other professionals.</li> </ul>

- Curriculum adaptations/differentiation
- Specific teaching interventions
- Support for behaviour
- Grouping of pupils and / or specific individual support
- Support for communication needs
- Advice on how to support learning at home.

Regular contact between home and school, e.g. home/ school communication book, telephone conversations  
Pupil's progress is monitored through the school's assessment tool. In addition, children with high-level needs are tracked through individual pupil assessment tools which detail progress in areas specific to their needs e.g. Language and Communication, ASD or Emotional Well-being.

Children in KS1 and KS2 who are working below the standard of the national curriculum assessments are assessed using the 'The Engagement Model' tool. This ensures that progression in all aspects of a child's development is tracked. A range of different interventions and/or support programmes are implemented to ensure that pupils who are not making expected progress make as much progress as possible. Some of these children may have special educational needs and some may not. Partaking in an extra learning programme does not necessarily mean the child has been identified as having special educational needs. We run different programmes to address different needs such as:

- reading
- writing
- handwriting
- phonics
- maths
- social skills
- fine and gross motor skills
- speech and language
- emotional wellbeing

	<p>These interventions may be delivered to a small group of children or 1-1. They are often delivered by TAs who have been trained to deliver them effectively. In order that children with special educational needs do not miss out on having a broad and varied curriculum every child's timetable is looked at carefully by their class teacher and the SENCo. The aim is to ensure to make sure that children are not withdrawn too frequently from their classrooms.</p> <p>Some children with high needs have an Education, Health and Care Plan (EHCP) which is issued by the Local Authority. The EHCP gives details of the needs of the child and the provision that should be put in place by a school to meet those needs. These higher need pupils are more likely to have specialist services involved. We use the support available from outside professionals to develop staff knowledge and understanding as well as to advise and help develop our provision of SEN.</p> <p>At Bradfield Primary School we recognise that where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. When appropriate, our staff are proactive in referring to outside agencies promptly and pursuing referrals.</p>
<p><b>How we adapt our teaching for children with special educational needs?</b></p>	<p>In our school, all children are supported through what we call Ordinarily Available provision. Adaptive teaching enables all pupils to access the curriculum and make progress. Teachers adapt their teaching in response to pupils' needs, including those with special educational needs and/or disabilities (SEND). This may involve making changes to resources, scaffolding learning, adjusting the level of support, or providing alternative ways for pupils to demonstrate their understanding.</p> <ul style="list-style-type: none"> <li>• Allow the child additional time to complete tasks, ensuring expectations remain high while removing unnecessary barriers.</li> <li>• Provide adapted or additional resources that promote independence and access to high quality teaching.</li> <li>• Deploy additional adults effectively, so that support complements—not replaces—whole-class teaching.</li> <li>• Adapt the task itself where needed, informed by an ongoing understanding of the pupil's strengths and areas of difficulty.</li> <li>• Use carefully targeted questioning at different levels to stretch and support pupils, fostering a positive and inclusive environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate pictures, visuals, and other scaffolds to aid understanding and remove barriers, while planning for gradual independence.</li> </ul> <p>A small proportion of children have significant special educational needs. It may be appropriate for them to have elements of the curriculum focused on in order that they can have enough time to practise and revisit key aspects of literacy and numeracy.</p> <p><b>How we decide what resources we can give to a child/young person with special educational needs?</b> Part of the school's budget is for supporting pupils with special educational needs and disabilities. This is a variable sum each year depending on the levels of funding for EHCPs and analysis of pupil needs. We have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. The support needs of a pupil or a cohort of children is reviewed annually by the headteacher and SENCO.</p> <p>Decisions about which support programme is best for a child are made by the SENCO in consultation with a child's class teacher and parents or carers.</p> <p>Parents are invited to contribute to planning through our One Planning review meetings. Pupils, development, progress and attainment is monitored to ensure the interventions and learning support is having impact</p>
<p><b>How we check that a child/young person is making progress and how we keep parents informed?</b></p>	<p>We believe in working with parents/carers as partners and we hope that our parents will share that belief.</p> <p>Communication between home and school is vital and we know that where teachers and parents work together, the effect on the achievement of the children is considerable. For this reason we attempt to keep parents regularly informed of what is working well or not working as well. Similarly, we ask parents and carers to share relevant information from home with us.</p> <p>The progress of all children, including those with SEN, is monitored and assessed regularly (at least termly) by class teachers and SLT in pupil progress meetings. In addition to this, children with special educational needs have their progress in interventions recorded as the programme/strategy goes along. The adult delivering the intervention regularly communicates progress with class teachers and the SENCO.</p>

	<p>The class teacher and/or the SENCo arrange termly meetings with children and their families. These One Plan meetings are a time to review progress and to discuss together what the next steps might be. We strive to make these meetings as child and family centred as possible. The pupil voice is highly valued in our school and children have opportunities to comment on and contribute to their learning. The outcomes and next steps from these discussions are updated on 'Insight'</p> <p>Parents of all children receive termly report cards outlining their child's achievement and progress.</p>
<p><b>Support we offer for children's/young people's health and general wellbeing</b></p>	<p>Children need to be happy and settled in order to learn well. Staff have a good understanding of children's behaviour and what it shows us about their emotional development, and crucially, how to respond to them as individuals. Pupils who have been identified as having specific needs may access the support of our trained well-being mentor.</p> <p>The Supporting Children with Medical Conditions policy sets out clear guidance on responsibilities and procedures for administering prescribed medicines. All medicines given in school hours are recorded. Regular long term needs are met and monitored through a school health care plan. Staff have training to meet the medical needs of pupils. Our Intimate Care policy also gives guidance and procedures for management of intimate care. If a child requires this specific support, an Intimate Care plan is agreed with the school and family. The school has changing and showering facilities.</p> <p>Rigorous systems promote positive behaviour and good attendance. Good attendance is celebrated through presentation of attendance certificates and weekly awards to the class with the best overall attendance that week. Good behaviour is constantly promoted through our whole school behaviour code of conduct. It is also celebrated through consistent house points system in every classroom. We have a clear code of conduct for responding to inappropriate behaviour which can be found in the Behaviour Policy. Our assemblies promote our vision, values, attitudes and inclusive ethos of our school.</p> <p>There are many opportunities for children to contribute their views including teacher/learner conferences (TLCs), talking about learning discussions, one plan meetings. We encourage all children to participate and share their views and any concerns. We make sure all children's views, including SEND children's views are heard.</p>

<p><b>Specialist external services we use when we think extra help is needed</b></p>	<p>Sometimes, a child will have needs that will benefit from additional support from specialists outside the school. In discussion with parents and carers, and depending on a child’s needs, we may draw on support from:</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Inclusion Partners</li> <li>• Occupational Therapy</li> <li>• Educational Psychologist</li> <li>• Emotional Wellbeing and Mental Health Services</li> <li>• Social Care</li> <li>• Medical professionals including School Nurse</li> </ul>
<p><b>Partnerships with Families</b></p>	<p>We know that where teachers and parents work together, the effect on the achievement of the children is considerable.</p> <p>Close contact between the school and parents is essential for an open and trusting relationship between us. For this reason, we attempt to keep parents regularly informed of anything that may concern them or their children. Similarly, we ask parents and carers to share relevant information from home with us.</p> <p>Parents and carers are encouraged to take an active involvement in school life; for example, supporting home learning, attending meetings and joining in other events and activities.</p> <p>There is a weekly newsletter informing parents of any forthcoming events, celebrations or other activities occurring in the school.</p> <p>We provide a number of opportunities for family members to come into school. These include ‘open door’ afternoons, ‘learning together’ sessions, themed curriculum events/days etc.</p> <p>The class teacher and SENCo arrange regular half-termly meetings to discuss progress against targets. The SENCo is available during termly parent’s evening and can be contacted at any convenient time during the school week to offer advice or support</p>

<p><b>How we include children in their learning / school life / activities and school trips?</b></p>	<p>We want all of our children, including those with SEND, to feel confident and to have high expectations of themselves so that they can achieve. We aim to include children with SEND in all areas of school life. Provision is made to ensure all children have access to the school and wider curriculum opportunities.</p> <p>All pupils are given equal opportunities to participate in all school activities and roles of responsibility.</p> <p>We work closely with all children to discuss their learning and individual needs. We include them in conversations about their progress, welfare and achievements, where appropriate. The pupil voice is highly valued and children have opportunities to comment on and contribute to targets and reviews.</p> <p>All school activities, including visits are planned to include all children. Risk Assessments are routinely completed for all activities and support provided as identified by this process. We will make sure that we only choose places that are accessible to all our children, including those with SEND.</p> <p>Any visit will always be accompanied by a member of our staff who is a trained First Aider.</p>
<p><b>How we prepare for children joining our school and leaving our school?</b></p>	<p>We have a clear induction process for children new to our school.</p> <p>The Reception class teacher and SENCO arrange visits to see the children in their current settings.</p> <p>The SENCO also has handover meetings with the SENCO at pre-school providers where key information and assessments are shared.</p> <p>If a child is due to start school with an already identified significant educational need then we would do some or all of the following to ensure our support starts early:</p> <ul style="list-style-type: none"> <li>• Visit the children in their previous setting.</li> <li>• Meet with parents.</li> <li>• Have a transition meeting with the child’s previous setting.</li> <li>• Arrange for the child to visit us in advance.</li> <li>• Read any records carefully to gather as much information as we can.</li> <li>• Contact any outside agencies that are involved to ensure continuation of care.</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare a book of photographs to show the child key adults, his/her new class mates, main areas of the school.</li> </ul> <p>We have a whole school transition process as children move into a new year group at the end of each year. Current and new teaching staff meet with the Head teacher and SENCo for a transition meetings. Individual children and their needs are discussed, and plans are made to best support them with the transition where appropriate. This could include making a transition booklet, having additional visits to classroom and providing further opportunities to get to know new teacher. All children have time to spend with their new teacher in their new classroom towards the end of term. The SENCO ensures that new teachers have up to date information and reports for every new child in their Pupil Profile folder.</p> <p>When children are transferring to Secondary School, the SENCO and class teacher will meet SENCOs of each school to transfer SEN information.</p> <p>All SEN school records will be passed onto new settings. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review. Extra visits for children with SEN are made in the summer term</p>
<p><b>Who to contact for more information or to discuss a concern?</b></p>	<p>Parent’s first point of contact if concerned about the wellbeing of their child is their child’s class teacher. A parent or carer may also speak to:</p> <ul style="list-style-type: none"> <li>• Head teacher – Mrs Maria Luck-Davies</li> <li>• SENCO – Mrs Elinor Quince</li> <li>• Deputy Head Teacher – Miss Emma Page</li> </ul> <p>We have a named governor with responsibility for supporting SEN provision and working with the SENCo in school. They meet termly to discuss the SEND provision and the SENCo gives regular progress reports to the governor.</p> <p>The procedure for complaints is highlighted in the School Prospectus and on the school website.</p> <p>We strongly encourage parents to raise any questions or concerns with teachers at an early stage.</p>

	<p>All staff aim to resolve any issues quickly and in person. We endeavour to work closely with parents and hope that parents feel that they can make an appointment to see a member of staff to discuss any issues they have.</p> <p>Should a parent feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the head Teacher. The school will follow the Complaints Procedure where necessary.</p> <p>Information can be found at: <a href="http://www.essexlocaloffer.org.uk">www.essexlocaloffer.org.uk</a></p>
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