



# Bramham and Shadwell Federation

SEND Policy  
Statutory Policy

**Adopted by the Full Governing Body  
September 2025**



*Inspiring Inclusive Community*

## **Special Educational Needs and Disability**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### **Contact details:**

**The name and contact details of the SENCo with responsibility for SEND at:**

**Bramham Primary School.**

**Beth Ings**

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**Shadwell Primary School is:**

**Jess Pettitt (Maternity Leave)**

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**The SEND Governor is [Laura Vickers](#) who can be contacted via email on either;**

**Bramham - [officeb@leedsfederation.org](mailto:officeb@leedsfederation.org)**

**Shadwell – [offices@leedsfederation.org](mailto:offices@leedsfederation.org)**

Bramham Shadwell Federation has published the '**SEND information report**' on the website of both schools.

### **Our beliefs:**

- All pupils at the Bramham Shadwell Federation are entitled to access high quality teaching and a broad, balanced and relevant curriculum whatever their individual needs.
- Every teacher is a teacher of SEND.
- All staff are responsible for the early identification, planning, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.
- All pupils with SEND are fully included in the educational and social life of the school wherever possible and reasonable. If this is not possible, we will work with parents and outside agencies to identify more appropriate specialist provision.
- All pupils with SEND are actively involved in their own learning; pupil voice is essential.
- The school will work in partnership with outside agencies/schools.

### **Legislative Compliance**

This policy is based on the [Special Educational needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCo's) and the SEND information report (Updated annually and available on the school website)

### **Aims:**

Bramham Shadwell Federation is committed to the inclusion of all pupils. We therefore:

- provide an environment which enables every pupil to be safe and healthy
- value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- enable every pupil to make a positive contribution to their school and community

- identify and respond to pupils' diverse and individual needs
- identify and overcome potential barriers to learning
- set suitable learning challenges for every pupil

### **Educational Inclusion:**

We respect that children:

- Have different educational and emotional needs
- Acquire and communicate information at different rates
- Need a range of different teaching approaches, strategies and learning experiences.

### **Objectives:**

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice, 2020
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator who will implement the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils

### **Identifying special educational needs :**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that is normally available to pupils of the same age. Early identification is essential – it is particularly important in the Early Years Foundation Stage (EYFS) that there is no delay in making any necessary special educational provision.

Bramham and Shadwell Federation has a clear approach to identifying and responding to pupils with SEND.

**Class teachers, supported by the senior leadership team**, make regular assessments of progress for all pupils. These seek to identify pupils who are: significantly below the development of their peers or are making less than expected progress given their age and individual circumstances. Progress can be categorised by that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or improve on the child's previous rate of progress (N.B. sometimes children do 'plateau' in their rate of progress and this would not always mean that the pupil would be identified as having a SEND)
- fails to close the attainment gap despite significant intervention between the child and their peers
- The attainment gap increases.

**Parental concerns** / liaison with **previous school or nursery on transfer** / **information from external services** all form part of an analysis of a child's additional need. At Bramham and Shadwell Federation, the views of all stakeholders are taken into consideration when identifying the need for SEND provision.

There are four broad areas of need that we plan for when identifying any special educational needs of our pupils. The purpose of identification is to work out what action the school needs to take. In practice, individual children or young people often have needs that fit into more than one area, furthermore, their needs may change over time.

The broad areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Descriptions of these categories can be found in **Appendix 1** or alternatively in the SEND Code of Practice (2020 ) 6.28 – 6.35

## Provision for SEND

**Universal Provision: adapted, high quality teaching, including, where appropriate, the use of small group interventions.**

- All learners will have access to high quality teaching.
- Some learners will have access to carefully adapted activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for pupils with SEND.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the register of pupils being offered additional SEND support

### **A Graduated Approach for those children identified as needing SEND Support:**

- The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had access to appropriate high quality teaching and interventions.

*High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.*

*This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.*

*SEND Code of Practice (2020) 6.37*

### **The graduated approach**

- The model of support is: assess, plan, do and review.
- The cycle for this model is continuous.

Once a child has been identified as having SEND they will be placed on the school internal **SEND register**.

Each child on the SEND register will have an individual **support plan** provided by school or the relevant external agency involved. These are reviewed and updated with new targets in consultation with parents / carers and pupils each term. The support plans provide details of the targets the child is working towards along with the provision that is in place to achieve the targets.

Each class teacher is responsible for reviewing the support plan.

Plans are only effective if they are living records which tell us exactly what needs have been identified, how to remove key barriers to learning effectively, what outcomes are to be achieved (and by when) and who is responsible for maintaining and updating this support plan. The teacher holds the responsibility for evidencing progress according to the outcomes described in the support plan.

All class teachers have access to Provision Map which includes all the details and needs of the pupils with SEND in that class.

For higher levels of need, we can refer to external agencies. The decision to do this would be made by the SENCo. The SENCo coordinates external agencies and invites them and parents to joint meetings.

## **Education Health and Care Plan**

In the event of a child on the SEND register who has taken part in the graduated approach of assess, plan, do, review and is still not making progress or needs significant specialist support to meet their needs it may be necessary to carry out a multi-disciplinary assessment with any relevant external agencies in order to consider the need for an Education Health and Care Plan.

Pupils with an Education Health and Care Plan will have a support plan in the same way as all pupils on the SEND register however, one of termly support plan meetings will be their EHCP annual review meeting.

### Top Up Funding

Due to the update in funding applications and allocations, **only** children with an EHC Plan are eligible for additional funding. This application for funding is then automatically processed. Additional monies are usually used as a contribution towards staffing costs to provide extra support for the individual child or a group of children as required. At Bramham and Shadwell Federation we believe in 'inclusion' as well as the importance of 'independence' and as such teaching assistants are managed appropriately to ensure this.

### Criteria for exiting the SEND register:

Where a child no longer requires provision **different from or additional to** that is normally available to pupils of the same age, they will be removed from the SEND register. This will be discussed beforehand with the parent/carer.

### Partnership with Parents / Carers:

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

We do so by:

- working effectively with all other agencies supporting children and their parents
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for pupils in consultation with parents/ carers
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- drawing parents and carers attention to the availability of relevant and accessible information, support and advice (e.g. Leeds SEND Information Advice Support Service)

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to have a voice about their own progress and learning.

### Partnership with Outside Agencies

We seek to respond quickly to emerging need and work closely with other agencies including:

- Local NHS services such as Speech and language Therapy, occupational therapy and the visual impairment team as examples
- SENIT
- DAHIT
- CAMHS and Mindmate Spa
- SENSAP
- Educational Psychology Service
- Leeds SEND Information Advice and Support Service (SENDIASS)
- Sensory Impairment team
- Early Years SEN support service
- EPOSS
- AIP
- MindMate Support Team
- Leeds Inclusion Team

In accordance with the SEND Code of Practice we invite all relevant agencies to annual review meetings and other meetings where appropriate.

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

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. We aim to ensure that all pupils within the Federation with medical conditions are supported such that they have full access to education; including school trips and physical education. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010.

Some pupils may also have SEND and may have an Education Health and Care (EHC) Plan, which brings together health and social care needs, as well as their special educational provision. Where this is the case, the SEND Code of Practice (2020) is followed.

Please refer to 'Supporting pupils with medical conditions policy

### **Monitoring and Evaluation**

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

We monitor and evaluate the quality of provision through:

- ongoing review of support plans where staff views and parent/pupil voice information are gathered
- analysing progress data for pupils with SEND
- analysing attendance and exclusion data for pupils with SEND
- day to day management by the SENCo who provides leadership across the school
- classroom observation by the SENCo and other senior leaders
- regular meetings regarding pupils' progress between the SENCo and class teacher and the SENCo and senior leaders
- Headteacher's report to parents and governors
- SENCo's annual report to governors
- annual parent surveys

### **Arrangements for Transition**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and extra support where necessary. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

### **Training and resources:**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is sometimes arranged as INSET or as external training. Staff are also kept informed and updated regarding SEND issues and pupils on the SEND register through staff meetings, briefing meetings, face to face discussions and email correspondence. All new teachers and support staff undertake induction. The SENCo also attends network meetings in order to keep up to date with local and national information regarding SEND.

In accordance with Section 6 of the SEND Code of Practice, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, they will gain statutory accreditation within three years of appointment.

### **Roles and responsibilities:**

The Governing Body, in co-operation with the head teacher, is responsible for the school's general policy and approach to provision for pupils with SEND.

See **appendix 2** for details of the responsibilities of the:

- Class teacher
- SENCo
- Head teacher
- SEND Governor

### **Admission Arrangements**

In accordance with the Equalities Act 2010 we will take all reasonable steps to provide effective educational provision for all children. If parents wish to apply for a place within our Federation we would encourage and welcome parents/carers to contact us to discuss the needs of the child in the first instance.

Where parent/ carers of a child with identified SEND accept a place within our Federation, we would complete initial assessments to establish the reasonable adjustments needed to meet the needs of the child. This process would include liaising with existing settings and outside agencies involved.

*(see Admission policy for the school, as agreed with the Local Authority)*

### **Accessibility:**

We are committed to ensuring every child can access an exciting curriculum.

We always strive to:

- set suitable learning challenges
- respond to pupil's diverse and individual needs
- attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is adapted according to need.

Bramham and Shadwell Primary Schools have DDA (Disability Discrimination Act) compliant toilets. Both schools have stairs.

### **Complaints**

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher, then the SENDCo, then if still unresolved, by the Head of School. The Governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken according to the Complaints Policy.



## **Appendix 1 – The four areas of need**

At **Bramham and Shadwell Federation** children are identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category.

In practice, some children have difficulties that fit clearly into one of these areas and some have needs that span two or more areas. Children's needs can change over time and this will be reflected in their SEND support plan.

### **1. Communication and Interaction (C&I)**

Some of the aspects of difficulty included in this area are:

#### **Autism Spectrum Disorder (ASD)**

**Pupils with ASD find it difficult to:**

- Understand and use non-verbal and verbal communication
- Understand social behaviour, which affects their ability to interact with children and adults.
- Think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Children with ASD cover the full range of ability and the severity of their impairment varies widely. Some children also have learning disabilities or difficulties, making diagnosis difficult.

#### **Speech, Language and Communication Needs (SLCN)**

Children may have a range of difficulties with speech and language, some of which may resolve as the child develops.

Children may have difficulties in the following area;

- Speech production
- Finding the right words or joining them together meaningfully in expressive language
- Acquiring language and expressing thoughts and ideas
- Understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

### **2. Cognition and Learning (C&L)**

Some of the aspects of difficulty included in this area are:

#### **Moderate Learning Difficulty (MLD)**

Children who have a MLD will have attainment which is significantly below expected levels in most areas of the curriculum despite appropriate interventions being put in place. Children with a MLD will not be able to have their needs met by normal differentiation/ adjustments. Children should only be recorded as having a MLD if additional educational provision is being made to help them to access the curriculum. Children with a MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

#### **Specific Learning Difficulty (SpLD)**

A child with a SpLD may have difficulty in one or more aspects of learning. This includes a range of conditions including

- **Dyslexia** (Difficulties with reading and spelling)

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Children may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. Children may mispronounce common words or reverse letters and sounds in words.

We do not diagnose dyslexia but recognise these traits and can put provision and intervention in place to help support children.

- **Dyscalculia** (maths)

Children with Dyscalculia have difficulty acquiring mathematical skills. Children may struggle to understand simple number concepts and have problems learning number facts and procedures.



- **Dyspraxia** (co-ordination)

Children with dyspraxia are affected by an impairment of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain. Children may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws etc.) Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

- **Dysgraphia** (writing)

Children with Dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organising letters, number and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees
- Language processing difficulty: trouble processing and making sense of what the ear hears

### **3. Social and Emotional and Mental Health Difficulties (SEMHD)**

Some of the aspects of difficulty included in this area are:

#### **Attention Deficit Hyperactivity Disorder (ADHD)**

ADHD is a complex condition that can seriously affect a child's concentration, behaviour and learning. A children with ADHD can present in the following ways:

- Feel easily bored
- Easily distracted by sounds and sights
- Be impulsive and finds it hard to sit still
- Difficulty in concentrating for the periods of time needed to complete tasks (this means the work they produce may not reflect their true ability)

#### **Anxiety Disorders**

A child suffering from an anxiety disorder may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. Children may also display inappropriate emotional responses, such as outburst of laughter or crying out of context.

#### **Adjustment Disorders**

A child suffering for an adjustment disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/ or behaviour.

### **4. Sensory and/ or physical needs (S&PN)**

Some of the aspects of difficulty included in this area are:

#### **Hearing impairment (HI)**

Children with a HI range from those with a mild hearing loss to those who are profoundly deaf. A number of children with a HI also have an additional disability or learning difficulty. Four categories of hearing loss are generally used: mild, moderate, severe and profound. Some children with a significant loss communicate through sign instead of, or as well as, speech.

#### **Visual impairment (VI)**

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

- Partially sighted indicates someone type of visual problem has resulted in a need for special education
- Low vision generally refers to a severe visual impairment.
- Legally blind indicates that a person has less than 20/20 vision in the better eye.
- Totally blind children learn via braille and other non-visual media.

#### **Physical Disability (PD)**

There are a wide range of physical disabilities and children cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. Other children their physical disability could impact on their education.

## **Medical Needs**

Children's medical conditions will include those with

- Asthma
- Diabetes
- Arthritis
- Epilepsy
- Severe allergies
- Incontinence
- Eczema
- Cystic fibrosis

A medical diagnosis does not necessarily mean a child has a special educational need it depends on the impact their medical condition has on their educational needs. School staff will take into consideration medical guidance available and this will be recorded via the school's medical register.

## Appendix 2 - Roles and Responsibilities

### Class teacher:

- liaising with the SENCo to agree:
- which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs.
- pupils who require additional support because of a special educational need may have a support plan, which could be written in consultation with other professionals. This ensures good provision and good outcomes for all groups of learners by:
- providing adaptations and/ or differentiated teaching and learning opportunities.
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2020)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of SEND learners

### Special Educational Needs and Disability Coordinator

In line with the recommendations in the SEND Code of Practice, the SENCo will oversee the day- to-day operation of this policy in the following ways:

- Overseeing the day-to-day operation of the school’s SEND policy;
- Coordinating provision for children with SEND.
  - Liaising with the relevant designated teacher where a child looked after pupil has SEND
  - Advising on a graduated approach to providing SEND Support
  - Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
  - Liaising with parents of children with SEND
  - Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
  - Being a key point of contact with external agencies.
  - Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
  - Working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010, updated in May 2019) with regard to reasonable adjustments and access arrangements
  - Ensuring that the school keeps the records of all children with SEND up to date.

### Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENCo).
- The head teacher will be informed of the progress of all SEND learners and any issues with regard to the school’s provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - regular meetings with the SENCo
  - discussions and consultations with pupils and parents as appropriate

### SEND Governor

- To act as the champion for children with SEND and inclusion needs
- To ensure that the school is fulfilling its duties to children with SEND
- To undertake required training, including school-specific induction with the SENCo
- To meet the SENCo in the Autumn, Spring and Summer terms

- To ask questions and raise awareness relating to SEND and inclusion provision at Governing Body meetings
- To monitor the SEND notional budget and what impact that spending has had on Learner progress and attainment
- Work with the SENCo to produce a SEND Annual Report to Governors
- To confirm that the school's duties have been fulfilled

Where we have referred to the SEND Code of Practice, we have referenced 2020 in line with the addition of guidance on "Changes to the law on education, health and care needs assessments and plans due to coronavirus."