



Special educational needs (SEN) information report

Bramley C of E Infant and Nursery School

September 2026

Dear families,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: <https://www.bramley.surrey.sch.uk/key-information/policies>.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

This report is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted:	10/08/2026	Last reviewed:	10/08/2026
Review cycle:	Annual	Is this report statutory?	Yes
Approval:	CEdO	Author:	Head of Inclusion
Local approval:	Local Committee	Local author:	SENCO
Next Review Date of Template Policy:	01/06/2027		

Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	3
3. What should I do if I think my child has SEN?	4
4. How will the school know if my child needs SEN support?	5
5. How will the school measure my child's progress?	5
6. How will I be involved in decisions made about my child's education?	6
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?..	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?.....	10
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health, and emotional and social development?.....	11
15. What support will be available for my child as they transition between classes or settings,	11
16. What support is in place for looked-after and previously looked-after children with SEN?	12
17. What should I do if I have a complaint about my child's SEN support?	12
18. What support is available for me and my family?	13

1. What types of SEN does the school provide for?

Bramley C of E Infant and Nursery School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained to teach learners who may have difficulties with the areas outlined below.

We make reasonable adjustments to our practices in order to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with Special Educational Needs or Disabilities).

As an Academy in The Good Shepherd Trust, the Trust is the Admission Authority for the school and has agreed a Published Admission Number (PAN) of 90 pupils with the Local Authority (LA). Any child with an Education, Health and Care Plan naming the school will be admitted. The school has a Nursery that can admit 9 children and a Pre School that can admit 30 children.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Naomi Strickland
The are allocated 1 day a week to manage SEN provision and their SENCO working days are Monday, Tuesday, Thursday and Friday. Mrs Strickland is also the Headteacher
They can be contacted via: Phone: 01483 892346 Email: inclusion@bramley.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours. <i>Please note Mrs Strickland will not respond on her non working day – Wednesday.</i>
Mrs Strickland is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2014.



Our SENCO has 12 years of experience in this role and has worked as a SENCO across a range of setting including through Primary Schools, special schools and in KS3.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Staff have also had training from Freemantle's, Specialist Teacher for Inclusive Practise (STIPS), Team Teach, LEAP and Makaton Training.

Teaching assistants (TAs)

We have a team of 11 TAs, including 1 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as ELSA, Talk Boost and NELI.

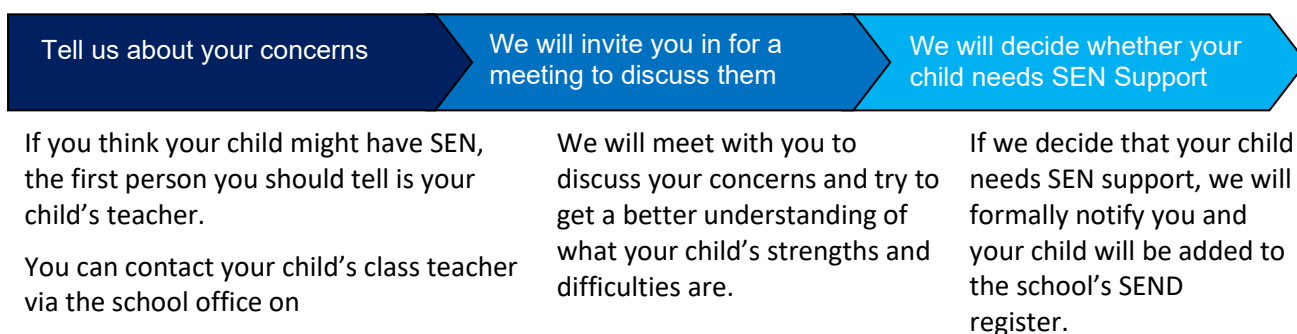
In the last academic year, TAs have been trained in supporting pupils have additional needs in the classroom.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Specialist Teacher for Inclusive Practise (STIPS)
- Freemantle's Outreach
- Pets as Therapy
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



office@bramley.surrey.sch.uk or 01483 892346

They will pass the message on to our SENCO, Mrs Strickland, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. inclusion@bramley.surrey.sch.uk

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of special educational needs and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include not on track to meet the Early Learning Goals in Reception, speech and language difficulties or difficulties communicating, not keeping up with our phonics programme, finding it hard socially or regulating in school.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

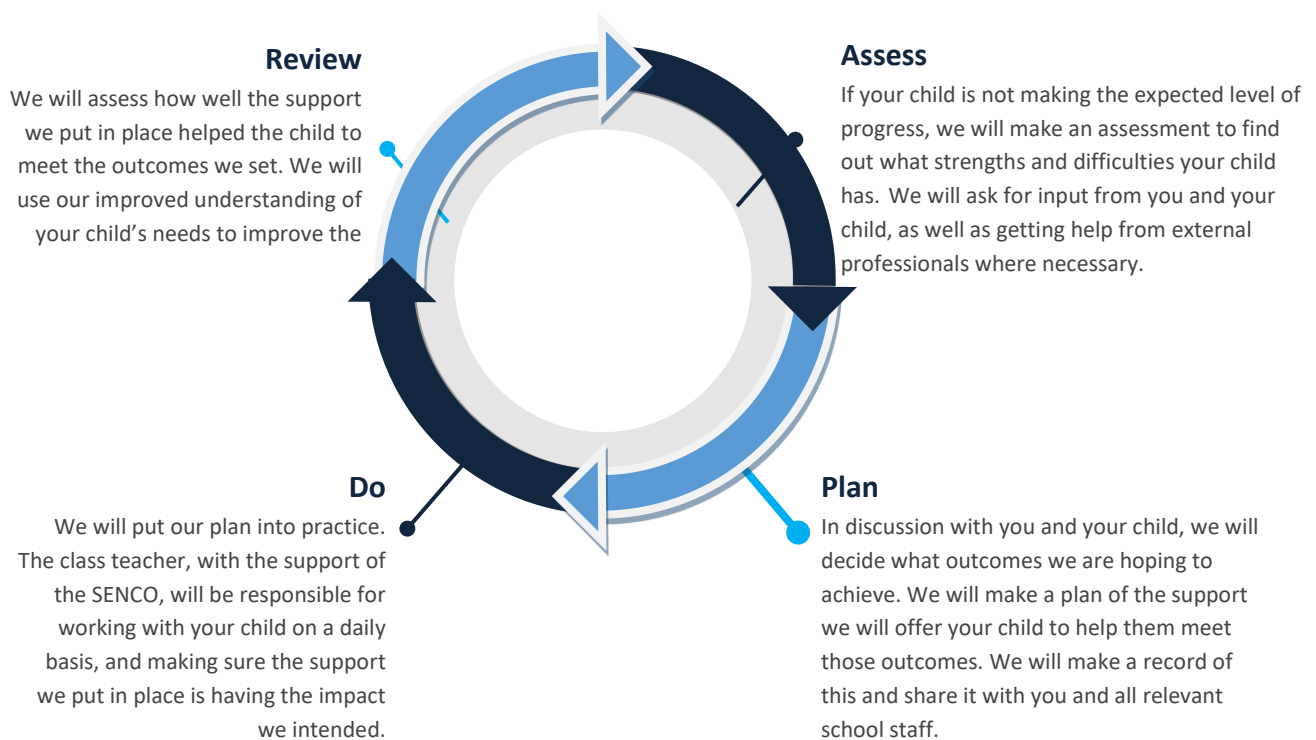
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you twice a year at parents evenings and adhoc meetings as required, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations, We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact your child's class teacher via the school office on office@bramley.surrey.sch.uk or 01483 892346

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

We follow personalised curriculums in all subjects, in line with the National Curriculum, with EYFS and Key Stage 1. This allows for tailored adaptations and effective differentiation to be made for each child at the planning stage of each set of lessons. The School incorporates engaging activities, trips out and visitors in school so that everyone is well catered for and makes good progress.

We make every reasonable effort to adjust the school building for children with disabilities. There are wheelchair ramps, appropriate width entrance doors to facilitate disabled access and a disabled toilet facility. In medical cases where the child has been hospitalised and unable to attend school while convalescing the Access to Educational Service (A2E) may be involved to provide home/school teaching. The Inclusion Lead does regular learning walks of classrooms and school to ensure the environment is meeting all children's needs. The school has an Accessibility Plan which can be accessed via the school website:

<https://www.bramley.surrey.sch.uk/key-information/policies>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when pupils need more specialist support.
- Teaching assistants will support pupils in small groups when an intervention is being delivered or a small group need support to access the learning.

We may also provide the following interventions. If further interventions are required for individual pupils this will be discussed with outside agencies and families:

AREA OF NEED	CONDITION	
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Widget symbols
	Speech and language difficulties	Speech and language therapy Talk Boost (Pre-School) NELI (Reception) ELCi Programme (Reception) Makaton used by staff and pupils
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia	Writing slope Coloured overlays or coloured exercise books Larger or less text on worksheets etc. Reading, writing or maths interventions as required.
	Moderate learning difficulties	As above Higher levels of adult support Tasks adapted where required
	Severe learning difficulties	Highly differentiated curriculum Small group or 1:1 support Information presented in other ways e.g. visual or sound Alternate ways of recording e.g. voice recording or scribing
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)	Quiet workstation Visual timetables (may be individual) Now/Next boards Support for unstructured time e.g. break and lunch ELSA support
	Attention deficit disorder (ADD)	As above
Sensory and/or physical	Hearing impairments	Child sat in place that works best for their hearing impairment

		Any assistive equipment e.g. radio mics used. Staff stay in view of pupil so they can use lip read. Adequate lighting so lip reading is possible.
	Visual impairment	Adapted classroom displays New lighting across the school last academic year Seating position considered for the pupil
	Multi-sensory impairment	As above
	Physical impairment	Accessible building Ramp access to all classrooms Accessible bathroom Seating aids as required Adaptive tables

These interventions are part of our contribution to Surrey's local offer (see section 18).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards the goals in their SEND Learning Plan each term
- Reviewing the impact of interventions each term or once the intervention has been completed.
- Using pupil voice
- Monitoring by the SENCO including learning walks, monitoring
- Family voice including questionnaires
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further support from staff members
- Further training for our staff
- External specialist expertise
- Alternative provision where appropriate

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips and we ensure trips are accessible to all.

All pupils are encouraged to take part in sports day, school plays, special workshops or events at the school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The school welcomes applications from prospective pupils with Special Educational Needs (SEN) and/or disabilities. The school will consider applications in accordance with its published admission arrangements and will not refuse admission solely because a child has SEN or a disability.

The school will make reasonable adjustments, where required, to ensure that its admissions processes do not place prospective pupils with a disability at a substantial disadvantage compared with other applicants. Where appropriate and with the necessary permissions, the school will work with parents/carers, the local authority and relevant professionals to understand the child's needs and identify any reasonable adjustments or support that may be required.

Where a prospective pupil has an EHC plan, the school will work with the relevant local authority as part of the statutory consultation process to determine whether the school is an appropriate placement.

Admission of pupils whose EHC plan names the school

Where a pupil's **EHC plan names the school**, the school will admit that pupil in accordance with the statutory requirements applying to EHC plans.

Such pupils will be admitted **before places are allocated to other applicants under the school's published oversubscription criteria**. An EHC plan naming the school therefore takes precedence over the school's usual oversubscription criteria.

The school will work with the relevant local authority, parents/carers and other professionals to ensure that appropriate arrangements are made for the pupil's admission and that the provision specified in the EHC plan can be delivered.

Oversubscription and pupils with SEN or disabilities

If the school is oversubscribed, places will be allocated in accordance with the school's published oversubscription criteria, subject to the statutory priority given to pupils whose EHC plan names the school.

The school's oversubscription criteria are designed to be **fair, objective and transparent** and will not directly or indirectly discriminate against prospective pupils because of disability or SEN.

The school will not use criteria that disadvantage pupils because they have SEN or a disability—for example, by applying a blanket requirement relating to attainment, attendance, behaviour or medical needs where doing so would have a disproportionate adverse effect on disabled pupils or pupils with SEN.

Where relevant, the school will make reasonable adjustments to its admissions procedures and consider individual circumstances appropriately. The school will also ensure that its admissions arrangements comply with its duties under the **Equality Act 2010**, the **Children and Families Act 2014** and the **School Admissions Code**.

13. How does the school support pupils with disabilities?

We are committed to ensuring that all pupils, regardless of disability, have equal access to a high-quality education and can participate fully in all aspects of school life.

We take a range of steps to ensure that disabled pupils are not treated less favourably than their peers. These include:

- Providing reasonable adjustments where required to support individual needs.
- Working closely with parents, carers and external agencies to identify and remove barriers to learning and access.
- Training staff to understand and meet the needs of pupils with disabilities.
- Ensuring that policies, procedures and practices promote equality, inclusion and accessibility.
- Monitoring participation, attainment and wellbeing to ensure all pupils have equal opportunities to succeed.

Facilities, Auxiliary Aids and Services

We provide a range of facilities and support services to enable disabled pupils to access education and school activities. These may include:

- Accessible entrances and ramps
- Accessible toilet and changing facilities.
- Specialist equipment and resources to support learning.
- Assistive technology where appropriate.
- Adapted teaching materials and classroom resources.
- Support from trained staff and external specialists.
- Individual healthcare and support plans where required.

Provision is regularly reviewed to ensure that pupils can access the curriculum, school environment and wider school activities as fully as possible.

Our Accessibility Plan outlines how we will continue to improve access for disabled pupils. The plan includes measures to: Increase participation in the curriculum, Improve the physical environment, Improve access to information, Provide information in alternative formats where required.

A copy of our Accessibility Plan can be found on our website here: <https://www.bramley.surrey.sch.uk/key-information/policies> or obtained from the school office upon request.

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council or Worship team
- Pupils with SEN are also encouraged to be part of any of our after-school clubs to promote teamwork/building friendships, including our Wrap Around Care
- We provide extra pastoral support for listening to the views of pupils with SEN by using pupil voice, our school ELSA and ensuring pupils with SEN have roles within the school e.g. school council or Worship Team.

We have a 'zero tolerance' approach to bullying. Please see our Anti-bullying policy for further information: <https://www.bramley.surrey.sch.uk/key-information/policies>

15. What support will be available for my child as they transition between classes or settings

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule drop ins with the incoming teacher towards the end of the summer term
- Pupils may visit their new classroom and take home photographs to share at home
- Some pupils may benefit from a transition book
- Some pupils may have support from the RIPPL or Aspire Programme

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the Junior school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Have additional visits to their new school before the main transition day
- Pupils may visit their new classroom and take home photographs to share at home
- Some pupils may benefit from a transition book

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher for looked-after and previously looked-after children is Mrs Naomi Strickland (Headteacher)
They can be contacted via: Phone: 01483 892346 Email: inclusion@bramley.surrey.sch.uk Please note that we aim to return calls or emails within 48 hours. <i>Please note Mrs Strickland will not respond on her non working day – Wednesday unless it is a safeguarding concern.</i>



Mrs Naomi Strickland will work with colleagues, to make sure that all staff understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy, which can be read here:

<https://www.bramley.surrey.sch.uk/key-information/policies>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Global Mediation](#) is the independent mediation contact for Surrey. It is free of charge and your conversation will be confidential. For more information please visit Surrey's website [here](#).

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the local authority's local offer. Surrey publishes information about the local offer on their website:

- [Surrey Local Offer website](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

- [SEND advice Surrey](#)

Local charities that offer information and support to families of children with SEN are:

[National Autistic Society](#)

[NAS Surrey Social Group](#)

[Dreams Come True](#)

[Equipment for Disabled Children](#)

[Waverley Family Centre](#)

[The Matrix Trust](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages