

BRIMSCOMBE C OF E (VA) PRIMARY SCHOOL

SEND Information Report 26-27

Status	Draft for governing body approval
Prepared by	SENCo and Headteacher
Last reviewed	July 2026
Next review	By September 2027, or sooner if information changes
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'Stay alert and hold firmly to all you believe. Be mighty and full of courage. Let love and kindness be the motivation behind all that you do.'

1 Corinthians 16:13-14

1. About this report

This report explains how Brimscombe C of E (VA) Primary School identifies, assesses and supports pupils with special educational needs and disabilities (SEND). It is written for parents, carers, pupils and professionals and forms part of Gloucestershire's Local Offer.

The report has been prepared in accordance with section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years and the Equality Act 2010.

It should be read alongside the school's SEND Policy, Accessibility Plan, Admissions Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and Complaints Policy. These documents are available from the school website. Paper copies are available free of charge from the school office.

Our commitment: Every pupil is entitled to high-quality, inclusive teaching, appropriate support and full participation in the life of the school.

2. What are special educational needs and disabilities?

A pupil has special educational needs where they have a learning difficulty or disability which calls for special educational provision that is additional to, or different from, that normally available to pupils of the same age. A disability is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

The SEND Code of Practice identifies four broad areas of need. A pupil's needs may fall within one or more of these areas and may change over time:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including moderate, severe or profound and multiple learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and developmental coordination disorder.
- Social, emotional and mental health, including needs associated with anxiety, attention, regulation, attachment or other mental health difficulties.
- Sensory and/or physical needs, including visual impairment, hearing impairment, multi-sensory impairment and physical disability.

The broad areas help the school plan support, but provision is based on the individual pupil, not solely on a diagnosis or category.

3. How we identify and assess SEND

Class teachers are responsible for the progress and development of every pupil in their class. They use day-to-day assessment, observation, discussion with pupils and families, and the school's assessment information to identify emerging concerns. Slow progress or low attainment does not automatically mean that a pupil has SEND.

A pupil may be identified as needing additional support through:

- information from parents, carers, the pupil, a previous school or early years setting
- teachers' assessment, observation and analysis of progress over time
- the pupil's response to high-quality teaching and carefully selected intervention
- screening or further assessment undertaken by the school
- advice or assessment from health, education or social care professionals
- a diagnosed disability or medical condition that affects access to education

Where concerns remain, the class teacher and SENCo consider the pupil's strengths, needs and barriers to learning. Parents and carers are involved from the outset. The school may seek advice from an external professional with parental consent. The school follows a graduated approach of assess, plan, do and review.

4. The graduated approach

Assess

The class teacher and SENCo draw together assessment information, the pupil's views, the family's views and relevant professional advice. The assessment considers attainment, progress, development, participation, wellbeing and access to the curriculum and wider school life.

Plan

Where special educational provision is required, the school agrees outcomes, support, adjustments and review arrangements with the pupil and their parents or carers. This is normally recorded in a My Plan or My Plan+ and shared with the staff who work with the pupil.

Do

The class teacher remains responsible for the pupil's learning and works with teaching assistants and specialists to deliver the agreed provision. Support is integrated with high-quality classroom teaching wherever possible.

Review

Progress towards agreed outcomes and the effectiveness of provision are reviewed at least termly. The pupil and their parents or carers contribute to the review. Support is continued, adapted or ended in response to evidence. Pupils with an Education, Health and Care Plan also have a statutory annual review.

5. Teaching and support

The first response to SEND is high-quality teaching that is adapted to pupils' needs. Teachers maintain ambitious expectations and ensure that pupils build secure knowledge and increasing independence.

Depending on individual need, provision may include:

- clear explanations, modelling, structured routines and carefully sequenced learning
- adapted resources, visual supports, pre-teaching, additional practice and assistive technology
- flexible grouping and targeted individual or small-group intervention
- support for speech, language, communication, literacy, numeracy, motor skills, sensory needs, emotional regulation or social interaction
- specialist equipment, auxiliary aids or advice from external professionals
- reasonable adjustments to teaching, assessment, routines, visits, clubs and the physical environment

Interventions are selected for a clear purpose, delivered by appropriately trained staff and monitored for impact. They do not replace pupils' entitlement to an ambitious and broad curriculum.

6. Assessing progress and evaluating effectiveness

Teachers assess learning continuously and review attainment and progress through the school's assessment systems. Leaders and the SENCo evaluate the quality and impact of SEND provision through:

- termly reviews of My Plan or My Plan+ outcomes
- pupil progress meetings and analysis of assessment information
- monitoring of intervention entry points, outcomes and next steps
- lesson visits, work scrutiny and discussion with pupils
- feedback from parents, carers, pupils, staff and professionals
- annual reviews for pupils with Education, Health and Care Plans

If progress is less than expected, the school reviews the assessment, teaching, adjustments and provision. Further specialist advice may be sought with parental consent.

7. Working with pupils and families

The school values parents and carers as partners. Families are encouraged to raise concerns early with the class teacher or SENCo. Parents and carers are involved in identifying needs, agreeing outcomes, reviewing provision and planning transitions.

Parents and carers of pupils receiving SEN support are normally offered at least three review opportunities during the academic year. Additional meetings are arranged where circumstances change or concerns arise. Information from external professionals is shared and explained.

Pupils' views are sought in ways appropriate to their age, development and communication needs. This may include discussion, pupil conferencing, visual tools, questionnaires, contributions to My Plan reviews, School Council and annual reviews. Pupils are supported to understand their strengths, needs, provision and next steps.

The school invites feedback on this report throughout the year. Parent, carer and pupil feedback, complaints, emerging needs and changes to services are considered during the annual review.

8. Inclusion, wellbeing and participation

Pupils with SEND are supported to participate alongside their peers in lessons, collective worship, visits, residential experiences, clubs, playtimes, performances, leadership opportunities and other aspects of school life. The school considers accessibility and reasonable adjustments when planning activities and discusses individual arrangements with families.

The school supports social and emotional development through its curriculum, relationships, pastoral provision and targeted support. This may include structured social communication work, emotional literacy or regulation support, supported play and liaison with health or mental health services.

The school takes active measures to prevent bullying, including:

- teaching pupils about respectful relationships, difference, disability and bullying through PSHE, relationships education, collective worship and the wider curriculum
- ensuring pupils know how to report concerns and can speak to a trusted adult
- providing appropriate staff supervision and responding promptly to emerging concerns
- recording, investigating and monitoring reported bullying, including prejudice-related and disability-related incidents
- informing and involving parents and carers where appropriate
- using pupil voice, including discussions and questionnaires, to identify concerns
- providing targeted pastoral, social or emotional support where required
- making reasonable adjustments so that behaviour associated with a pupil's SEND or disability is properly understood

All reported bullying is addressed in accordance with the school's Anti-Bullying and Hate Policy, Behaviour Policy and safeguarding procedures. The effectiveness of the school's response is monitored by school leaders.

9. Staff expertise and external support

All teachers are teachers of pupils with SEND. The SENCo supports staff with assessment, planning, provision and liaison with families and professionals. Training is planned in response to the school's current pupil profile, statutory requirements, staff development needs and professional advice.

Where appropriate and with the necessary consent, the school may work with:

- Gloucestershire Advisory Teaching Service
- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- School Nursing, paediatric and sensory support services

- Mental health services, including Young Minds Matter and CAMHS
- the Virtual School, Early Help and social care services
- other relevant statutory or voluntary organisations

The involvement of an external service is based on individual need and the service's referral criteria and capacity.

10. Funding and deployment of resources

The school uses its delegated budget to provide ordinarily available and additional SEND support. The Headteacher and SENCo advise governors on the deployment of staffing, training, equipment and specialist services according to identified need and evidence of impact. Where a pupil's needs may require provision beyond the school's normally available resources, the school and/or family may request an Education, Health and Care needs assessment from the local authority.

11. Education, Health and Care Plans

An Education, Health and Care Plan is for a child or young person whose needs require provision beyond that which is ordinarily available through SEN support. Requests for an Education, Health and Care needs assessment are considered by the local authority. Parents, carers, the pupil, the school and relevant professionals contribute evidence. The local authority decides whether an assessment and, following assessment, a plan are necessary.

Where a pupil has an Education, Health and Care Plan, the school delivers the specified educational provision and reviews the plan at least annually in partnership with the pupil, family, local authority and relevant professionals.

12. Transition

Transitions are planned according to individual need. The school shares relevant records securely, liaises with the receiving or previous setting and involves the pupil and family.

- On entry, the SENCo and class teacher liaise with early years settings, schools, families and professionals. Additional visits, transition materials or meetings may be arranged.
- Between classes, staff share assessment, provision and successful strategies in advance. Pupils may receive additional visits, visual information or transition support.
- For secondary transfer, the SENCo liaises with the receiving school. Additional visits, meetings and specialist transition work may be arranged. The receiving SENCo may be invited to relevant reviews.
- When a pupil leaves during the year, records are transferred promptly and the school discusses essential arrangements with the receiving setting.

13. Admission of disabled pupils

Brimscombe C of E (VA) Primary School welcomes applications from disabled pupils. Applications are considered under the school's published admission arrangements. A child with special educational needs but without an Education, Health and Care Plan is considered on the same basis as other applicants and will not be refused admission because the school believes it may not be able to meet the child's special educational needs.

Where an Education, Health and Care Plan names the school, admission is managed through the statutory Education, Health and Care Plan process. Before admission, the school works with the family, current setting, local authority and relevant professionals to understand the pupil's needs and plan reasonable adjustments, support, training or equipment.

The school's current admission arrangements are published on the [Admissions page](#) of the school website.

14. Preventing less favourable treatment

The school must not discriminate against a disabled pupil and takes reasonable steps to ensure that disabled pupils are not treated less favourably than others. Reasonable adjustments are considered for all aspects of

school life, including teaching, assessment, behaviour support, communication, attendance, school visits, clubs, collective worship and access to facilities.

Adjustments are based on the pupil's individual needs and are planned with the pupil and their parents or carers. The school anticipates common barriers where possible and reviews arrangements when needs or circumstances change.

15. Facilities and accessibility

The school considers each pupil's access requirements individually. Current facilities and arrangements include marked disabled parking, sloping pathways from the playground, alternative access to the upper field, doors capable of wider opening in most areas, a low reception visibility window, an accessible toilet and clearly marked emergency routes. Where a route or doorway presents a barrier, the school identifies an alternative and considers reasonable adjustments.

Support may also include adapted furniture or equipment, visual supports, assistive technology, alternative formats, specialist advice and individual emergency or healthcare arrangements. Parents and carers are encouraged to discuss specific access needs with the SENCo before admission or as soon as a need arises.

16. Accessibility Plan

The school's Accessibility Plan sets out how it will, over time:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment so that disabled pupils can take advantage of education, facilities and services
- improve the availability of information for disabled pupils in accessible formats

The current Accessibility Plan is published on the school's [Policies page](#). Linking to the stable Policies page helps families find the current approved version when the plan is updated.

17. Complaints about SEND provision

The school aims to resolve concerns promptly and through open discussion. Parents and carers should normally raise a concern first with the class teacher. If it remains unresolved, they should contact the SENCo and then the Headteacher. A formal complaint may be made under the school's Complaints Policy. Complaints relating to an Education, Health and Care Plan may also involve the local authority's statutory disagreement-resolution, mediation or tribunal arrangements.

The school's Complaints Policy is available on the [Policies page](#).

18. Information, advice and support

School contact

SENCo: Mrs Gail Bateman

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Email: senco@brimscombe.gloucs.sch.uk

Address: Brimscombe Hill, Brimscombe, Stroud, Gloucestershire GL5 2QR

SENDIASS Gloucestershire

SENDIASS provides free, confidential and impartial information, advice and support to children and young people with SEND and their parents and carers.

Freephone: 0800 158 3603

Website: sendiassglos.org.uk

Gloucestershire Local Offer

The Local Offer brings together information about education, health, social care and community support for children and young people with SEND and their families.

Access the [Gloucestershire Local Offer](#) online.

19. Reviewing this report

This report is reviewed at least annually. It is updated sooner when information changes during the year. The SENCo and Headteacher lead the review, drawing on feedback from pupils, parents, carers, staff, governors and relevant services. The governing body maintains oversight of the school's statutory SEND duties.