

Bratton Primary School



SEN Policy

May 2026

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [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 set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Laura Gullen. Mrs Gullen is currently on the Senior Leadership Team. They will:

- Oversee the day-to-day operation of the school's SEN policy.
- Co-ordinate provision for children with SEN.
- Liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- Advise a graduated response to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and the Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governors

The SEN governors will:

- Help to raise awareness of SEN issues at Governing Board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

See separate document.

6. Monitoring arrangements

This policy and information report will be reviewed by The Governing Body **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour / Anti-bullying
- Equality and diversity policy
- Teaching and learning policy
- Complaints policy

Appendix 1

SEN information for the school website

At Bratton Primary School we believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best. We aim to ensure that children and young people with special educational needs and or disability (SEN/D) engage in the activities of the school alongside pupils who do not have SEN/D.

SEN/D Provision

All pupils will have access to a broad and balanced curriculum. Our teachers set high expectations for every pupil, whatever their prior attainment and they use appropriate assessment to set targets which are deliberately ambitious.

Potential areas of difficulty are identified and addressed at the outset and lessons are planned to address areas of difficulty and to remove barriers to pupil achievement. Quality first teaching, including Ordinarily Available Provision, will support the children through scaffolding and learning aids. Specific interventions the child receives are recorded on an individual education plan. This allows the teachers to track the child's progress and attainment, both in the long and short term, linking to the provision they are receiving.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for co-ordinating the day-to-day provision of education for students with SEN/D. This is currently Mrs Gullen.

Arrangements for co-ordinating educational provision for students with SEN/D

All class teachers have responsibility for meeting the needs of all students including those with SEN/D.

The needs of students with SEN/D are discussed with all staff prior to the beginning of each school year. The special needs list is up-dated after student SEN/D review and is constantly under review. Teachers assess the children in their class termly, reviewing the needs of the children regularly throughout the year. Therefore, evaluating the effectiveness of the provision.

Teaching assistants work closely with teachers and the SENCO to ensure that adjustments and interventions are having an impact and resulting in sustained learning. The deployment of our teaching assistants is directly linked to the needs of the children within the school, which is reviewed termly.

The progress of pupils with SEN/D is reviewed during each 'big term' – Autumn, Spring, Summer. Parents with pupils who have EHCPs are an integral part of Annual Review process. Parents are also welcome to book an appointment with their class teacher or Mrs Gullen (SENCo) at a mutually convenient time, if they have any concerns between review meetings. The children play a key part in their own development. Therefore, when appropriate, the children are invited to review meetings and are consulted with regularly.

Admission arrangements

Students with SEN are admitted on exactly the same criteria as other students. Provision for students with SEN, including those with education, health and care plans reviewed on entry and continuity of support is maintained where possible.

Links with other schools, agencies including the voluntary sector

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings where necessary. Children are invited to visit Bratton Primary School for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher and SENCo to ensure that they have a smooth transition.

Close links are maintained with secondary schools in the Bratton/Westbury area, to ensure smooth transition between Years 6 and 7. Transition arrangements include a pre-visit by all children to the secondary school. Staff from the secondary schools visit Bratton Primary School ahead of the transition to secondary.

Special Educational Needs Specialisms and Special Units

There is no special unit on the site.

The school aims to meet a range of special educational needs, including those Moderate Learning Difficulties and Emotional/Behavioural Difficulties, which would be expected to be found in a mainstream school. This also includes children who are looked after by the local authority. The member of staff responsible for looked after children is Mrs Gullen.

The social, emotional and mental health of children with SEN is supported through our ELSA (Emotional Literacy Support Assistants). This is essential to ensure children with SEN are fully integrated into school life. This includes listening to the views of individual children and preventing bullying from peers.

When children's needs are significant and require more specialist advice, we work with outside agencies such as the Specialist SEN Service and the Behaviour Support Service. The SENCO has certification in 'Vulnerable Learners and Inclusion'.

Special Facilities

At present not all areas in the school building are accessible to students in wheelchairs. There is a toilet for disabled people. There are members of staff who are qualified First Aiders, with some Staff having attained Paediatric First Aider level. All classes have space available for specific group/individual work.

More Information

If you require more information please contact your child's class teacher, Mrs Gullen (SENCo) or contact Mrs Bunce (Admin Officer) on 01380 830511 or admin@bratton.wilts.sch.uk

Our SEND policy is available online. You could also visit [Support for SEND - Wiltshire Council](#). If a parent with a child with SEN wishes to make a complaint, it is paramount that they follow our complaints procedure. The first step, will always be to speak to the class teacher and/or the SENCo.

Policies to refer to:

- SEND policy
- Equality and diversity policy
- Teaching and learning policy
- Behaviour and anti-bullying policy
- Complaints policy

Reviewed April 2026

Appendix 2

Glossary of Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
BSS	Behaviour Support Service
EHCP	Education and Health Care Plan
ELSA	Emotional Literacy Support Assistant
IEP	Individual Education Plan
LA	Local Authority
SSP	SEN Support Plan
OPP	One Page Profile
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SMART	Smart, Measurable, Achievable, Realistic and within an appropriate Time frame)
SSENS	Specialist SEN Support Service
TA	Teaching Assistant
WGRSS	Wiltshire Graduated Response to SEND Support

Appendix 3 SEN Flowchart

Concerns about a child's learning, progress, communication or behaviour?
WGRSS (Wiltshire Graduated Response to SEND Support) completed to identify their area of need.
Strategy bank used to put reasonable adjustments in place.
Impact monitored (ideally over 2 terms)



Still concerned about a child's learning, progress, communication or behaviour?
IEP (Individual Education Plan) written, with a maximum of 3 SMART targets.
Reviewed with child and parents, where appropriate, 3 times a year.
Advice from external professionals could be of use.
Child would now appear on the school's SEN Register, at SEN Support.



Still concerned about a child's learning, progress, communication or behaviour?
SEN Support Plan (SSP) is written. Views collected from child, parents and external professionals.
Outcomes created that IEP targets can feed into and the child can aspire to achieve.
Reviewed 3 times a year.



Still concerned about a child's learning, progress, communication or behaviour?
The application for an EHCP (Education, Health Care Plan) is considered. An EHCP would result in extra funding to support the child in school.
There must be at least 2 review cycles of the SSP before this can be actioned.
The school will request assessment by the local authority and an SEN Lead Worker is assigned who develops an EHCP if the application is approved by a panel of professionals.
The entire process takes 20 weeks.
EHCP's are reviewed annually as part of the Annual Review process.



Parents are consulted at every stage.
Where appropriate, pupil voice is included and considered at every stage.
Reviews at each stage are documented
A One Page Profile is written to provide an 'at a glance' document sharing what is important.