



SEND Information Report 2025 Bramley Sunnyside Infant School

Welcome to our Special Educational Needs and Disabilities (SEND) Information Report. All governing bodies of maintained schools have a legal duty to publish information on their website about the school's policy for pupils with SEND, which is written in line with the Special Education Needs and Disabilities Code of Practice: 0-25 years 2015.

At Bramley Sunnyside Infant School, we are committed to working together with all members of our school community. This Information Report has been produced with the Head teacher, Special Educational Needs Coordinator (SENDCO) and the Governing Body. It will be reviewed annually by staff, governors, parents and pupils. We would welcome your feedback and future involvement in the review of our report, so please do contact us:

Head teacher: Mrs Sue Searson

SENDCO: Mrs Kirstie Fitzgerald

SEND Governor:

All can be contacted via reception. Tel: 01709 543061

Email: enquiries@bsi.school



The types of Special Educational Needs Provided for at Bramley Sunnyside Infant School:

At Bramley Sunnyside Infant School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities. We endeavour to provide provision for any kind of SEND and will make any reasonable adjustments possible to include pupils in our school.

The categories of need are outlined in the SEND Code of Practice and are as follows:

Communication and Interaction – for example, where children have speech, language and communication difficulties (SLCN) which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and Learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, Emotional and Mental Health – for example, where children have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or Physical Needs – for example, children with visual and/or hearing impairments, or a physical need that means they need additional ongoing support and equipment.

Some children with SEND may have needs in more than one of these areas.

We currently provide support for a number of children with addition needs. Currently we have;

Children on role:	267
Children with SEND:	52 (20%)
EHCP:	6
SEN Support:	26
Monitoring:	19
Greatest need:	Communication and Interaction

How do we identify children and young people with SEND?

Through communicating regularly with parents and any previous education settings, we hope to work together to identify any SEND early and take appropriate action to support pupils. There is a **graduated response** to identifying and providing for pupils with additional needs.

Every learner has their progress closely monitored through regular pupil progress meetings with the class teachers, Year group team/lead and a member of the Senior Leadership Team (SLT) alongside frequent consultation with parents/carers. Children who are not making expected progress can be given access to interventions or additional support in class within a focus group or join a specific targeted group with other children from school.

If difficulties persist, and again in consultation with parent's advice from specialist agencies is requested. This could include Specialist Inclusion Team (SIT), Speech and Language Therapy Service (SALT), Child Development Centre (CDC), Educational Psychology Service or Child Adolescent and Mental Health Service (CAMHS). Advice from these services can provide specific and focussed strategies for school to implement which will enable children to make the most of their learning journey.

If, despite, this additional support, a child is still not making satisfactory progress a request to the Local Authority (LA) for an Education, Health and Care Needs Assessment (EHCNA) may be necessary. Once an EHCA is completed a decision will be made by the LA on whether to issue an Education, Health and Care Plan (EHCP).

What is the process for our SEND journey?

All children in school receive **Quality First Teaching**. This means their class teacher sets learning activities matched to their level of ability and gives them an appropriate level of challenge. They may take part in targeted focus activities within their classroom or in an intervention space. Any children who require additional support may be added to the **Inclusion Register**. This could include activities such as: additional reading; booster classes; support at break times; targeted activities to support mathematics or literacy activities.

This is called 'Monitoring' and for your child this would mean:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve strategies such as; using technology; practical learning through making or exploring; or using specific equipment to support them.
- Specific strategies (which may be suggested by the SENDCO or other professionals) are in place to support your child to learn following suggestions and strategies from the Graduated Response.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress which may be run in the classroom or an intervention space.

If a pupil has been identified by the SENDCO/class teacher as needing some extra specialist support in school, advice from an appropriate agency is sought. This could be from the Local Authority central services, such as the Specialist Inclusion Team (SIT), School Nursing Services or the Education Psychology Service (EPS). Pupils with an identified Special Educational Need will be placed on the school's **SEND register**.

This is called 'SEND Support' and would mean:

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist, Specialist Teacher, Educational Psychologist etc. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional may work with your child to understand their needs and make recommendations as to the ways in which your child is given support in school.

If your child has a diagnosis of a condition such as autism or is already known to a service such as the Speech and Language Service, they may be included on the school's inclusion register, or (with parental permission) the SEN register.

If your child is still struggling in school and is not making progress and school has made all reasonable adjustments, the SENDCO will discuss a request for a more complete assessment of needs. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual support. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need continued specialist support in school from health or other professionals not based in school.

For your child this would mean:

- The school (or you) can request that Local Authority Services begin the assessment process for an EHCP after consultation with all involved. This is a lengthy, statutory process, which sets out the amount of support that will be provided for your child when it cannot be reasonably provided within the resources of the school.
- This process has a statutory timescale of 20 weeks after all of the evidence and advice from other professionals has been sought. A panel of experienced, lead professionals will consider all the information from the assessment and make a decision as to whether or not to proceed with an EHCP
- Further details can be found here:

<https://www.rotherhamsendlocaloffer.org.uk/education-health-care-plans>

All children who are on the school's SEND register (including those with an EHCP) will usually have termly reviews involving the child and their family and follow a cycle of: **plan, do, assess, review**.

How do we consult with Parents of children with SEND and involve them their child's education?

If you have concerns about your child's progress, in the first instance, you should speak to your child's class teacher. You do not need to wait until parents' consultation meetings. Any member of staff will be happy to meet at a mutually convenient time. If you continue to be concerned that your child is not making progress, you may speak to the SENDCO. If your child is identified as having additional needs, the school will set up a meeting to discuss this with you in more detail and to plan any additional support your child may need, listen to any concerns you may have and to discuss with you any referrals to outside professionals to support your child.

Children with identified SEND will have termly review meetings where parents and carers have the opportunity to discuss progress and any intervention plans with the class teacher, SENDCO and any agencies involved.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used in both environments. The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will usually be discussed with you with the person involved directly, or where this is not possible, in a report. Termly review meetings to discuss personal progress targets, Support Plans /Individual Education Plans (IEPs) are shared with parents/carers of pupils with SEND every term. A home-school contact book may be used to support communication with you when this has been agreed to be useful or frequent communication on Class Dojo may be more suitable. We are extremely proud to have achieved the Rotherham Four Cornerstones Charter, which promotes genuine partnership between school and parents to develop honest, open communication. We are a very welcoming school and we encourage you to contact us if you have any worries or concerns regarding your child. If you feel you require help at home with your child, we can contact the **Early Help Team** who work with many families in the borough. They will often work on strategies that can help parents of pupils who are having social or emotional difficulties in the home, not just in school. Support from the children's disability team within social care can also be requested for help with specialist short breaks (respite care) and any adaptations to the home. More information can be found below.

[Children's Disability Team \(proceduresonline.com\)](http://proceduresonline.com)

How do we consult with Children with SEN and involve them their education?



At Bramley Sunnyside Infant School, we understand how important it is for children to have a say in their education. Wherever possible, we encourage children to share their thoughts and feelings appropriately either through talking to an adult, using photographs or another supported communication strategy. We believe children and families should be at the heart of SEND planning and we share ideas together at review meetings.

How do we assess and review the progress towards outcomes agreed?

Your child's progress will be continually monitored by his/her class teacher and will be reviewed by the Head Teacher, SENDCO and class teacher at termly Pupil Progress Meetings. We use a range of assessment tools in school and will be happy to discuss these with you if you require more detailed information.

A child on the SEND register may have a Support Plan (or IEP) which will be reviewed termly.

In addition to termly reviews, the progress of children with an EHCP will be formally reviewed at an Annual Review with the child, parents and all parties involved with the child's education and development. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in, including personal and social development.

Regular book scrutiny and lesson observations through routine monitoring, will be carried out by subject leaders and members of the Senior Leadership Team to ensure that the needs of all children are met and that the provision in place is suitable for the needs of the child. The school's 'provision-map' is also reviewed to consider the needs of pupils and the availability of staff to provide support and intervention.

How do we support transition arrangements for pupils?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school we can:

Arrange visits to Pre-School providers; provide taster sessions; create transition books and share photographs and information for children and families.

If your child is moving to another school we can:

Share information; hold a planning/transition meeting with the SENDCO from the new school; pass on records as soon as possible; create transition books and arrange visit days.

When moving classes and year groups within school we will:

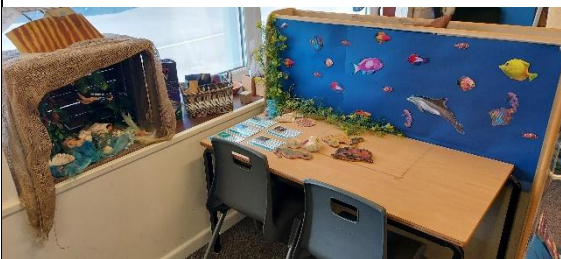
Share information; continue Support plans/IEPs if appropriate; ensure specific needs are planned and provided for as part of the review process.

If pupils move to Bramley Sunnyside Junior School we can:

Support enhanced transition between the two buildings; facilitate extra visits; allow time to get to know new teachers and teaching assistants; create a transition book or photos.

- The SENDCOs from both schools will meet to discuss the needs of children moving from Y2 to Y3 and the Junior school SENDCO (Mrs Woolley) is invited to the Summer Term SEND reviews to meet with parents/carers. Parents/carers are encouraged to arrange a visit to the junior school to ask any questions and observe the provision for themselves.

How do we approach teaching children with SEND?



All children will receive Quality First Teaching. In addition to this, specific resources and strategies can be used to support children individually and in groups where necessary. The planning and teaching will be adapted, on a daily basis if needed, to meet all children's learning needs and the support staff, under the direction of the class teachers, may adapt planning/activities to

support the needs of your child where necessary. Where appropriate targets may be set by using advice from other services or using Information from small steps assessment schemes such as PIVATS or Boxall.

How is Bramley Sunnyside Infant School accessible for children with SEND?

The curriculum is adapted to meet the needs of all our pupils. Class teachers make sure pupils have learning activities that are appropriately challenging regardless of any SEND. The activities will be scaffolded to support anyone who needs it. Children have access to scaffolds such as pencil grips, coloured overlays, writing slopes, specialist chairs and equipment, personal workstations, visual timetables, move 'n' sit cushions and more.

The school building is fully accessible for wheelchairs and walking frames. Arrangements are made if physiotherapy exercises are needed and appropriate adult support is given to those who need it while moving around school. We work closely with Occupational Therapy Services, Physiotherapy Services and the Local Authority to ensure the classrooms are accessible. The majority of staff have received Autism Awareness Training. We also have intervention areas and spaces for 'quiet time' which children who may have sensory processing needs can access if required. There are two accessible toilets (one in the main building and one in foundation) and changing facilities are located within these spaces.

For more information on how we make the school a fully accessible environment please see the school's accessibility plan.

[Accessibility Plan-Bramley-Sunnyside-Infants-November-2023.pdf \(bramleysunnysideinfant.co.uk\)](https://www.bramleysunnysideinfant.co.uk/Accessibility_Plan-Bramley-Sunnyside-Infants-November-2023.pdf)

How does the expertise and training of staff help support pupils with SEND and how do we secure specialist expertise?

The SENDCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as autism and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children within their class. Therapists and other specialists will model approaches and coach and mentor key staff working with children with SEND. As a school, we liaise with a variety of agencies who can help to provide specialist support to both parents and children following a referral. The class teachers or SENDCO are willing to discuss the support available to your child if it is appropriate. These services include:

Educational Psychology	Specialist Inclusion Team	Child Development Centre (for under 5s)
Speech and Language Therapy	Physiotherapy	Occupational Therapy
Hearing Impairment Team	Visual Impairment Team	School Nursing Services
Aspire Outreach for Children with Social, Emotional & Mental Health needs	Health Visiting Team (0 – 19 service)	Rotherham Parents & Carers Forum
CAMHS	Staff from specialist provision within Rotherham	

How are children enabled to engage in extra-curricular activities?

Pupils with SEND are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are on occasions restrictions on the numbers of pupils who are able to join certain clubs, but a child's SEND is not a factor that would affect their chances of participating.

Any SEND requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs and activities.

If required, individual risk assessments are completed and shared with those leading visits or activities.

How are pupils supported in their emotional and social development?

We recognise that some children have additional emotional and social needs that need to be understood, supported and nurtured. These needs can show themselves in a number of ways, including anxiety, behavioural difficulties and being uncommunicative. We encourage all children to be an active participant within the school day and we model the appropriate social skills, behaviour and learning skills with which to do this. Children have access to a wide range of activities and games during lunchtimes/playtimes. These activities are changed regularly and staff encourage participation, communication, positive play and positive friendships.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. All year groups also have weekly sessions of the My Happy Mind programme to support positive mental health. However, for those children who find aspects of this difficult, we offer lunchtime and playtime nurture support groups that help promote bonding and social skills through planned activities and group work.

If your child still needs extra support, with your permission, the SENDCO will access further support through relevant agencies such as Early Help, Aspire Outreach and CAMHS.



Where can I find more information?

There are sources of information for parents available online including on the school's website.

The School Website: <http://www.bramleysunnysideinfant.co.uk/>

This includes the 'SEND Local Offer' for Rotherham which will give you a great deal of information regarding the services available locally.

The Local Offer: <https://www.rotherhamsendlocaloffer.org.uk/>

The Government guide to SEND for Parents: <https://www.gov.uk/government/publications/send-support>
<https://www.gov.uk/government/publications/send-support-easy-read-guide-for-parentseasy-read-guide-for-parents>

Independent advice for parents in Rotherham can be found at: <http://www.rotherhamsendiass.org.uk/>

Support for parents and families of children with SEND can be found here on the Rotherham Parent Carers Forum: <https://www.rpcf.co.uk/>

If you require any further information, please do not hesitate to call, email or make an appointment to see a member of staff.

In the unlikely event that you need to make a complaint, a copy of the complaints policy is available from the school office or the school website.

SEND INFORMATION REPORT

Mrs K Fitzgerald

October 2025