



Brede Primary School

Special Educational Needs and Disabilities Information Report

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report should be read in conjunction with our SEND policy. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex

www.eastsussex.gov.uk/localoffer

We will review this report every year and have involved pupils, parents and carers, through our term 6 surveys. We welcome your views about the report, please contact the school office.

Signed: Mrs Anne Hanney

Chair of Governors

Date: 17th November, 2025

2. Who do I contact?

If you are thinking of applying for a place, contact East Sussex County Council.

If your child is already at the school, you should talk to the child's class teacher, in the first instance. Any important information should be shared with the class teacher rather than the adults who may be within the team, supporting your child.

The Special Educational Needs and Disabilities Coordinator (SENDCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC)

plans. The SENDCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

The SENDCO is: Mrs Knock

office@brede.e-sussex.sch.uk

01424 882393

The SEN Governor is: Mrs Sandra Bourne

3. Which children does the school provide for?

We are a Primary School. We admit pupils from age 4 to 11. We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

Further information can be obtained from the School Admissions Section, Education Department, County Hall, Lewes (Tel: 01273 481000) or online www.eastsussex.gov.uk. You can also contact Information for Families for admissions advice (Tel: 0345 60 80 192).

4. Summary of how the school meets the needs of children with SEN and disabilities

Our school aims for every child to access a vibrant and engaging curriculum that allows them to be nurtured as successful, healthy individuals in a positive and safe environment. Through collaboration, we will explore opportunities to share and respect different cultures and values. Because every child is unique and on an individual path, we will encourage and support them with the necessary skills in preparation for their life ahead.

We recognise and accept our equality duties as set out in the Equality Act 2010 and at Brede we seek to foster a warm, welcoming and respectful environment, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the Additional Needs Plan (ANP) and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs or disabilities?

We aim to identify children's special educational needs or disabilities (SEND) as early as possible, so that the child achieves the best possible outcomes. We share information about the additional needs of individual children at transition meetings prior to them starting at our school.

A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs or a disability. The SEND Co-ordinator (SENDCO) will ensure that there is high quality teaching, with carefully planned, targeted intervention.

In identifying a child as needing SEND support, the class teacher working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers. Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed, its effectiveness monitored and the impact on the child's learning, tracked.

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. As stated above, parents should discuss any concerns with the child's class teacher in the first instance. This may then lead to a meeting with the class teacher and special educational needs co-ordinator (SENDCO) in order to agree next steps and the desired outcomes for the child.

A child with behavioural difficulties does not necessarily mean that they have a SEND. Where there are concerns, there would be an assessment to determine whether there are any underlying factors.

Where a child has English as an additional language we look carefully at all aspects of the child's progress in different areas of learning and development to establish whether it is due to limitations in their command of English or if it arises from SEN or a disability.

Following the removal of National Curriculum levels, we have adopted a milestone approach to tracking progress, using a points system which is in place from Years 1-6.

6. How does the school teach and support children with SEND?

The classroom teacher will take responsibility for the daily high quality provision for your child and will be supported and advised by the school SENDCO where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. We evaluate the impact of any interventions on a termly basis as part of our pupil progress reviews.

7. How will the curriculum and learning environment be matched to the child's needs?

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a camera or recording device. This type of teaching is known as differentiation and will enable your child to access a broad, balanced and relevant curriculum.

Intervention groups, may also be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as for the SEND support cycle.

8. How are parents and carers involved in reviewing children's progress and planning support?

We have an open-door policy for any daily information that needs to be shared between school and home. Parents can arrange an individual meeting with the class teacher or with the SENDCO if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may also be used.

Parent consultation appointments are offered twice a year and there is also an opportunity to discuss your child's end of year report.

If a child is identified as needing an additional needs plan or an Education Health Care Plan to support their education, then parents will be involved in helping the school to create this. We will then focus on reviewing the agreed outcomes, at regular intervals, usually three times per year or more if needed as well as holding an Annual Review for those children with an EHCP.

9. How are children involved in reviewing their progress and planning support?

The views of the child are paramount in planning support and reviewing their own progress. Where appropriate the child will be involved in discussions with all adults who support them or by gathering their views as part of the preparation. Some of the opportunities for children to talk about their learning are:

	Who's involved?	How often?
Self-assessment	Pupil, peer group, class teacher	Daily
Class discussion times/ PSHE	Pupil, peer group, class teacher	Weekly
RRS Ambassadors and School Meetings	Pupil, peer group, class teacher, Headteacher	3 times per year
Pupil Voice	Pupil, class teacher, support staff, SENDCO, Headteacher	At least once per year
SEN support review meetings	Pupil, class teacher, SENDCO, parents	At least 3 times per year
Annual Reviews (EHC plans only)	Pupil, class teacher, SENDCO, parents, support services, local authority	Once a year

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

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

If your child is moving to another school:

- We will liaise with the school SENDCO and ensure they are informed about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher, who will discuss any support needed and the strategies that have been successful. Additional Needs Plans and Education Health Care Plans will be shared with the new teacher.

In Reception:

- There are induction events during the summer term for all children who are joining the Foundation Stage in September.
- The reception class teacher and teaching assistants will arrange individual home visits.
- The SENDCO may arrange additional visits for children identified as having SEND, and additional meetings for parents and other agencies who have been involved with your child, such as iSEND.

In Year 6:

- The Year 6 teacher and/or SENDCO will discuss the specific needs of your child with the SENDCO/Inclusion Manager of their secondary school.
- The new school are invited to attend reviews that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, a book or social story may be created to support them to understand the concept of moving on and prepare for the transition.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. We train staff, based on the needs of the pupils within our school. Staff are supported to undertake more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed.

- Our SENDCO is Julie Knock. She is currently working towards the National Professional Qualification for SENCOs.
- Our support staff are trained in delivering Phonics, Jump Ahead, ELSA type activities and basic Speech and Language programmes

We have a wide range of training available to us via: [East Sussex Local Authority](#)

12. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We self-evaluate the impact of our provision annually and use this to prioritise actions that we believe will further improve our SEND provision.

We seek parental feedback via meetings, using the results to prioritise actions on the school improvement plan. Parents can also provide feedback through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

OFSTED February 2022

'Pupils with SEND are fully included in all activities and school life. Teachers and support staff are ambitious that they will do well. Staff make sure that pupils have the right help at the right time so that they can be successful. Staff work closely with other professionals to identify pupils' needs effectively. They plan appropriate adaptations to the curriculum, while also supporting the wider development of pupils with SEND.'

13. How accessible is the school and how does the school arrange equipment or facilities children need?

We recognise and accept our equality duties as set out in the Equality Act 2010 and at Brede Primary School we seek to foster a warm, welcoming and respectful environment, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning, and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

We will consider whether to provide auxiliary aids that are directly related to disabled children's educational needs as a reasonable adjustment, particularly where the child is not provided for under an EHC Plan, or where the Plan does not provide the auxiliary aid or service.

We have an accessibility plan, which is available to view on our website. We also have a policy on supporting pupils with medical conditions, which is available from the school office, on request. The school site was adapted during the summer of 2014 to become fully wheelchair accessible. We have disabled toilets that are large enough to accommodate changing. Visual timetables are used in all classrooms and ensure that the learning environment is fully accessible and inclusive for all learners.

14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity. After school clubs are available to all pupils. Vulnerable pupils are given priority and we will work with providers to help them make adjustments to support their participation.

Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

15. What support is there for children's overall well-being and their emotional, mental and social development?

We are an inclusive school. We welcome and celebrate diversity. All staff believe that children's high self-esteem is crucial to their emotional well-being and academic progress. Trained first aiders, paediatric first aiders and staff trained in the administration of medicine are available in school. If your child needs medication to be administered in school then you are asked to provide details of this. The school nursing team is available for advice. Where a child has a specific diagnosed medical need, an individual health care plan can be written, in collaboration with the diagnosing health professional.

The school has a system of sanctions and rewards for behaviour management for all children (please see the school's Behaviour Policy available on the school website). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties (please see the school's Safeguarding and Child Protection policy available on the school website). The school runs a system of sports leaders and buddies to support social skills development at lunchtimes. These focus on building children's self-esteem and developing social skills such as turn-taking.

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

There are a range of agencies that can work with schools, these include the Education Psychology Service (EPS), Communication, Learning and Autism Support Service (CLASS), the Team Around the School Service (TASS), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy Service (SALT), Children's Integrated Therapy and Equipment Service (CITES) Sensory Needs Service, the Traveller and English as an Additional Language Service (TEALS), the School Nursing Team, and Children's Services.

You can find out more about the full range of services who work with schools at:

[East Sussex Local Offer](#)

17. Where can I get information, advice and support?

[East Sussex Local Offer](#)

[Information for Parents, Advice and Support](#)

Amaze SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) are a local charity. They offer free, independent, and impartial advice for all matters relating to SEND. Contact Amaze SENDIASS by:

Phone - [01273 772 289](tel:01273 772 289)

Email - sendiass@amazesussex.org.uk

18. What do I do if I am not happy or I want to complain?

Please refer to our school complaints procedure on the school website. This procedure is intended to allow you to raise a concern or complaint relating to the school, or the services that it provides.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: office@brede.e-sussex.sch.uk