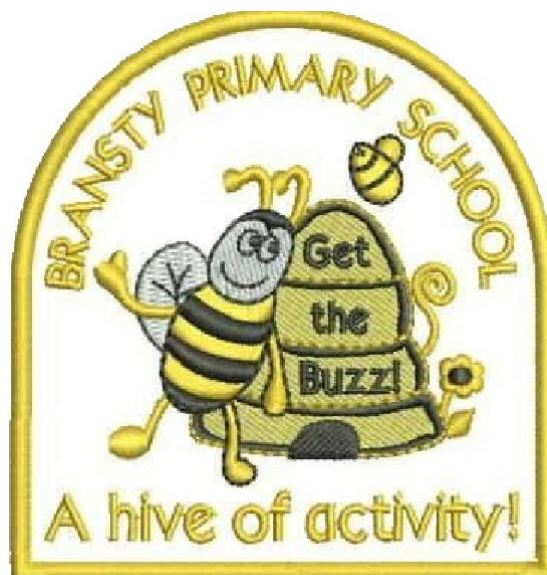


BRANSTY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY



BE BRANSTY

Be respectful • Be inclusive • Be kind • Be your best • Be resilient • Be safe

School	Bransty Primary School, Mona Road, Whitehaven, Cumbria, CA28 6EG
SENCO / SEND Lead	Mrs Laura Bell
Provision	Mainstream primary school with an 8-place Local Authority commissioned Resourced Provision
Designation	Mixed need
Policy approved	September 2026
Review date	September 2027, or sooner if legislation/local arrangements change
Status	Whole-school policy, including mainstream and Resourced Provision

Every teacher is a teacher of every child, including pupils with SEND.

1. Purpose and ethos

Bransty Primary School is an inclusive mainstream primary school with an eight-place Resourced Provision (RP) for pupils with mixed special educational needs and disabilities. SEND is a whole-school responsibility. We aim to identify need early, remove barriers to participation and learning, secure appropriate provision and enable every pupil to belong, participate, make progress and experience success.

Our approach reflects our six 'Be Bransty' values: Be respectful, Be inclusive, Be kind, Be your best, Be resilient and Be safe. We recognise that inclusion is not simply where a child is taught; it is the extent to which the child is known, valued, supported, able to communicate, able to participate and able to make meaningful progress.

The school uses relational, restorative and trauma-informed approaches alongside high expectations, explicit routines and adaptive teaching. Support is designed to increase access, independence, communication, regulation and belonging rather than create unnecessary dependence on adults.

2. Legal and statutory framework

This policy should be read in the context of current legislation and guidance, including:

- Children and Families Act 2014, particularly Part 3.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).
- Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty.
- The Special Educational Needs and Disability Regulations 2014.
- School Admissions Code and statutory arrangements for pupils with Education, Health and Care Plans (EHCPs).
- Supporting pupils at school with medical conditions: statutory guidance.
- Keeping Children Safe in Education and other current safeguarding guidance.
- Department for Education guidance on Inclusion Bases in Schools (2026), where relevant to specialist provision within mainstream schools.
- Cumberland Council SEND Local Offer, Ordinarily Available Provision guidance, SEND Sufficiency Plan and local EHCP processes.

The school will use the current statutory terminology and requirements in force at the time. National SEND reform is developing during 2026; where emerging terminology such as 'inclusion base' or 'specialist base' is used in national guidance, Bransty will continue to use its formal Local Authority designation of Resourced Provision unless and until that designation changes.

3. Definition of SEND

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age in mainstream settings.

The four broad areas of need are:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

These categories help schools plan support but do not define a child. Bransty considers the whole child, including strengths, interests, communication, sensory profile, relationships, attendance, health, family context and environmental barriers. A pupil may have needs across more than one area and needs may change over time.

4. Aims

- Create a culture of belonging in which pupils with SEND are visible, valued and ambitious for themselves.
- Identify emerging needs and barriers as early and accurately as possible.
- Ensure high-quality teaching and ordinarily available provision are the starting point for every pupil.
- Use the graduated approach of Assess – Plan – Do – Review (APDR) to match support to need and evaluate impact.
- Work in genuine partnership with pupils, parents/carers, the Local Authority and relevant professionals.
- Secure appropriate special educational provision and reasonable adjustments.
- Promote independence through evidence-informed deployment of teaching assistants and specialist staff.
- Ensure pupils in the Resourced Provision remain members of the whole school community and have meaningful access to mainstream learning, relationships and wider opportunities according to individual need.
- Prepare pupils for successful transitions between classes, phases, schools and future settings.
- Monitor outcomes, participation and wellbeing so that provision is changed when it is not working.

5. Identification and early response

Class teachers are responsible for noticing and responding to emerging barriers. A child is not identified as having SEND solely because attainment is below age-related expectations. Teachers consider the pupil's starting points, rate of progress, response to teaching, wider development and the nature and persistence of barriers.

Indicators that further assessment may be needed include progress which:

- is significantly slower than that of peers from a similar starting point;
- does not match or improve upon the pupil's previous rate of progress;
- does not close, or widens, an attainment or developmental gap;
- shows persistent difficulty in communication, regulation, sensory access, social participation, independence or self-care;
- remains limited despite appropriate adaptive teaching and targeted support.

Difficulties related primarily to attendance, English as an additional language, disadvantage, being in care, medical need or other contextual factors do not automatically mean a pupil has SEND. However, these factors can co-exist with SEND and must never be used to delay appropriate assessment.

6. The graduated approach: Assess – Plan – Do – Review

ASSESS

Gather a rounded picture using teacher assessment, observation, pupil and parent voice, work scrutiny, screening/standardised assessment where appropriate, previous records and professional advice. Identify strengths as well as barriers.

PLAN

Agree clear, measurable and meaningful outcomes; specify provision, adjustments, strategies, frequency, responsible adults and review arrangements. Record this in the pupil's SEND Support Plan or EHCP-linked planning.

DO

The class teacher remains responsible for the pupil's learning. Staff implement agreed strategies consistently. Additional adult support supplements, rather than replaces, teacher ownership and access to high-quality teaching.

REVIEW

Evaluate progress towards outcomes and the impact of provision with the pupil and parents/carers. Continue, adapt, intensify or cease support according to evidence. Where progress remains limited, consider further specialist advice or statutory assessment.

At Bransty, SEND Support Plans are working documents. Outcomes are broken into achievable steps and reviewed at least termly, with more frequent review where needs or risk require it. Provision maps and assessment information support strategic monitoring but do not replace individualised planning.

7. High-quality teaching and ordinarily available provision

High-quality, inclusive classroom teaching is the first response to SEND. Teachers plan from pupils' starting points and adapt teaching without unnecessarily narrowing ambition. Reasonable adjustments may relate to communication, task design, curriculum access, environment, sensory needs, recording, equipment, pace, grouping, assessment or adult support.

Bransty is developing practice in line with the Making the Best Use of Teaching Assistants (MITA) principles. Adults use approaches such as wait time, least-help-first prompting, modelling, questioning, scaffolding, strategic hovering/roving and planned fading of support. The aim is to avoid over-prompting and promote pupil thinking, agency and independence.

8. The Resourced Provision (RP)

Bransty hosts an eight-place Local Authority commissioned Resourced Provision within the mainstream school. The provision is designated for mixed need. It offers specialist and targeted support for pupils whose needs require provision beyond that ordinarily available in a mainstream classroom, while maintaining access to the opportunities, relationships and community of a mainstream primary school.

8.1 Principles of the RP

- The RP is part of Bransty Primary School, not a separate school.
- Pupils are Bransty pupils first. They are included in the life of the school, including assemblies, enrichment, trips, celebrations, play, clubs and mainstream learning where appropriate.
- Inclusion is individually planned. It is not measured by a fixed percentage of time in a mainstream classroom.
- Pupils may access the RP, mainstream classrooms and other school spaces flexibly according to their EHCP outcomes, regulation, communication, learning profile, safety and readiness.
- Specialist teaching, communication support, sensory regulation, therapeutic approaches recommended by professionals and personalised curricula may form part of provision.
- Where pupils require a highly adapted or alternative curriculum, this will remain purposeful, ambitious and linked to EHCP outcomes, engagement, communication, independence and preparation for the next stage.
- Movement between RP and mainstream is planned positively and reviewed. The RP must never be used as a sanction or a place to remove pupils simply because behaviour is difficult.
- The school seeks the least restrictive, safest and most inclusive arrangement that enables the pupil and others to learn.

8.2 Admissions to the RP

Admission to the Resourced Provision is not made through ordinary school admission arrangements and is not at the sole discretion of the school. Places are commissioned/allocated through Cumberland Council's SEND processes, normally for pupils with an EHCP where the Local Authority determines that resourced provision is required and consults the school.

When consulted, Bransty considers whether the pupil's needs can be met, the provision required in the EHCP, the suitability of the school's specialist and mainstream offer, the needs of pupils already placed, staffing and environmental requirements, and the efficient education of others. The school will provide clear evidence to the Local Authority where it considers that additional resources, staffing, training, adaptations or alternative provision are necessary.

8.3 Mixed-need model

Because the RP is mixed need, pupils may present with different and overlapping profiles across communication and interaction, cognition and learning, social/emotional/mental health, sensory and physical needs. Provision is therefore needs-led rather than diagnosis-led. Grouping, staffing and curriculum arrangements are dynamic and are based on individual plans, risk assessment and current presentation.

8.4 Quality assurance of the RP

- EHCP provision and outcomes are mapped and monitored.
- Pupil voice and parent/carers views inform reviews.

- Mainstream access and belonging are actively planned rather than left to chance.
- Staffing is organised around need, safety and independence, not simply diagnosis or placement label.
- The SENCO and senior leaders monitor teaching, provision, progress, attendance, behaviour/suspension patterns, safeguarding and wellbeing.
- Training is matched to the current needs of pupils and may include communication, autism, regulation, positive behaviour support, sensory needs, medical needs and safe working.
- Where a pupil's needs exceed the provision or resources currently available, the school will seek timely Local Authority and multi-agency review rather than allow an unsafe or ineffective arrangement to continue.

9. Education, Health and Care Plans (EHCPs)

Where, despite relevant and purposeful action through SEND Support, a pupil does not make expected progress or requires provision beyond the school's available resources, the school may support or request an Education, Health and Care needs assessment. Evidence will normally include APDR cycles, assessments, provision and impact, pupil and parent views, attendance, relevant professional advice and details of resources already deployed.

For pupils with an EHCP, Bransty must use its best endeavours to deliver the provision specified and will work with Cumberland Council where clarification, amendment or additional resource is required. Annual Reviews are person-centred and consider progress towards outcomes, changing needs, the suitability and specificity of provision, pupil and parent aspirations, preparation for transition and whether amendments are required.

An Annual Review may be brought forward where there is a significant change in need, repeated suspension, escalating risk, placement concern, substantial change in provision or evidence that the current plan is no longer sufficient.

10. Pupil voice and co-production

Pupils are supported to contribute in a way that is meaningful and accessible to them. This may include conversation, visuals, symbols, photographs, observation, communication aids, choice-making, supported advocacy or contributions from adults who know the child well. The absence of fluent speech must never be interpreted as the absence of a view.

Pupils should understand, at an appropriate level, what helps them learn, what adults are working on with them and how they can seek support.

11. Partnership with parents and carers

Parents and carers know their children well and are essential partners. Bransty aims for communication that is timely, respectful, honest and solution-focused. Families will be informed when SEND is identified, involved in planning and reviewing outcomes, and supported to understand the school's graduated response and any involvement from external professionals.

Where school and family perspectives differ, staff will seek to understand the reasons, record views accurately, explain evidence and statutory processes clearly, and keep the child's needs and outcomes at the centre of decision-making.

12. External agencies and multi-agency working

The SENCO may coordinate advice from services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, specialist teaching services, health services, CAMHS/mental health services, social care and other appropriate agencies. Referrals and information sharing will follow consent, safeguarding and data-protection requirements.

Professional advice is translated into practical classroom and provision strategies. Recommendations are reviewed for impact rather than simply recorded.

13. Roles and responsibilities

13.1 Governing Body

- Ensure the school fulfils its statutory SEND and Equality Act duties.
- Ensure a qualified SENCO is designated and has sufficient authority, time and access to senior leadership.
- Monitor the effectiveness of SEND provision, including the Resourced Provision, use of resources and pupil outcomes.
- Review the SEND Policy and ensure the SEND Information Report is published and updated as required.
- Provide appropriate challenge and support to leaders regarding inclusion, safety, staffing and provision.

13.2 Headteacher

- Hold overall responsibility for SEND provision and inclusion across mainstream and the RP.
- Work with the SENCO and governors to ensure appropriate strategic planning, staffing, resources and professional development.
- Ensure SEND is integrated into school improvement, curriculum, behaviour, safeguarding, attendance and professional development.
- Escalate concerns to the Local Authority where statutory provision, placement or resources are insufficient.

13.3 SENCO – Mrs Laura Bell

- Provide strategic leadership for SEND across the school and the eight-place mixed-need RP.
- Coordinate the graduated approach, SEND register, SEND Support Plans, provision mapping and statutory processes.
- Advise and support teachers and support staff in identifying need, adapting teaching and evaluating provision.
- Coordinate EHCP consultations, Annual Reviews and requests for statutory assessment/reassessment.
- Liaise with pupils, parents/carers, the Local Authority and external professionals.

- Monitor the quality and impact of provision, including pupil independence, inclusion and progress.
- Support transition into, within and beyond Bransty.
- Identify staff development needs and disseminate current evidence, statutory guidance and effective practice.
- Contribute to strategic decisions about SEND funding, staffing, deployment and school improvement.

13.4 Class teachers

- Remain responsible and accountable for the progress and development of every pupil they teach, including pupils supported by teaching assistants or specialist staff.
- Provide high-quality adaptive teaching and implement reasonable adjustments.
- Contribute to assessment, APDR, SEND Support Plans and EHCP reviews.
- Know and implement the provision relevant to pupils in their class.
- Work with families, the SENCO, RP staff and external professionals.
- Plan adult support so it increases access and independence.

13.5 Teaching assistants and specialist support staff

- Work under the direction of teachers and specialist leaders to implement agreed provision.
- Use consistent communication, regulation and learning strategies.
- Provide useful feedback to teachers about response, independence and barriers.
- Avoid creating unnecessary dependence; use prompting and scaffolding carefully and fade support when appropriate.
- Follow safeguarding, behaviour, medical, moving/handling and risk-management procedures.

14. Curriculum, assessment and personalised provision

Pupils with SEND are entitled to an ambitious, broad and balanced curriculum. Adaptation may include pre-teaching, overlearning, explicit vocabulary, visual structure, concrete resources, reduced language load, alternative recording, assistive technology, sensory regulation, adapted assessment or personalised sequencing.

For some pupils, particularly within the RP, meaningful progress may be best demonstrated through small-step assessment, engagement, communication, regulation, independence and EHCP outcomes as well as National Curriculum measures. Assessment systems will be chosen because they help staff teach and evaluate progress, not simply because a pupil has SEND.

15. Behaviour, regulation and safeguarding

Behaviour may communicate need, distress, dysregulation, sensory overload, communication difficulty or an unmet environmental demand. Staff seek to understand function and context while maintaining clear boundaries and safety.

Reasonable adjustments are considered within the school's relational and restorative approach. Individual regulation plans, risk assessments and positive support strategies may be used where required. SEND does not remove the school's duty to keep pupils and staff safe, but decisions about

behaviour, suspension and support must consider disability, unmet need, reasonable adjustments and whether provision remains appropriate.

Safeguarding concerns are managed under the school's Safeguarding and Child Protection Policy. Pupils with SEND may be particularly vulnerable to bullying, exploitation, communication barriers and difficulties reporting concerns; staff take these vulnerabilities into account.

16. Attendance and participation

The school monitors attendance and persistent absence for pupils with SEND and considers whether anxiety, sensory needs, medical needs, transport, relationships, curriculum access or unmet provision are contributing. Attendance support is coordinated with families and relevant professionals and does not replace the duty to address underlying SEND barriers.

17. Medical needs and accessibility

Some pupils with medical conditions are disabled or also have SEND. Bransty will support access to education, trips, physical education and wider school life through individual healthcare plans, reasonable adjustments and appropriate risk assessment where required.

The school's Accessibility Plan sets out how access to the curriculum, physical environment and information is improved over time. Accessibility is considered proactively when planning provision and transitions.

18. Transition

Transition is planned according to need and may include additional visits, visual information, transition books, photographs, social narratives, phased familiarisation, staff-to-staff meetings, transfer of SEND records and direct liaison with receiving SENCOs or specialist staff. For pupils with EHCPs, transition planning is incorporated into Annual Reviews and statutory timescales.

19. Funding and resources

Mainstream SEND support is funded through the school's delegated resources and relevant top-up arrangements. The eight commissioned RP places attract high-needs place funding in line with national and Local Authority arrangements, with individual top-up funding where applicable. Resources are deployed according to assessed need, statutory provision, safety and impact.

Where a pupil requires provision that cannot reasonably be secured from available resources, the school will evidence the gap and seek appropriate review, top-up, additional support or alternative commissioning from the Local Authority.

20. Staff development

SEND professional development is planned in response to the needs of current pupils, whole-school priorities and evidence-informed practice. This may include adaptive teaching, communication, autism, dyslexia/literacy difficulties, sensory processing, regulation, relational practice, trauma-informed

approaches, positive behaviour support, medical needs, assistive technology and effective teaching-assistant deployment.

21. Information, records and confidentiality

SEND records are confidential and are stored securely in accordance with data-protection requirements and the school's records-management arrangements. Relevant information is shared with staff on a need-to-know basis so that pupils are safe and provision is delivered consistently. Records are transferred securely when pupils move setting.

22. Complaints

Concerns about SEND provision should normally be raised first with the class teacher or relevant RP staff, then with the SENCO. If the matter remains unresolved, parents/carers may raise it with the Headteacher and use the school's published Complaints Policy. Families may also seek independent information and advice through Cumberland SEND Information, Advice and Support Service (SENDIASS).

23. Monitoring and evaluation

The effectiveness of this policy and SEND provision will be evaluated through:

- pupil progress and EHCP/SEND Support Plan outcome reviews;
- pupil and parent/carer voice;
- learning walks, work scrutiny and observation of provision;
- monitoring of attendance, participation, behaviour, suspensions and safeguarding patterns;
- review of mainstream inclusion and access for pupils in the RP;
- provision mapping and resource review;
- staff feedback and professional development evaluation;
- SENCO, senior leadership and governor monitoring.

24. Related school documents

- SEND Information Report / Local Offer information.
- Accessibility Plan.
- Relationship and Belonging / Behaviour Policy.
- Safeguarding and Child Protection Policy.
- Supporting Pupils with Medical Conditions / First Aid and Allergy procedures.
- Attendance Policy.
- Admissions Policy.
- Complaints Policy.
- Equality information and objectives.
- Curriculum and assessment policies.

25. Reference points and examples reviewed for this update

This 2026 revision updates the school's previous policy and draws on current statutory/national guidance, Cumberland arrangements and examples of practice from mainstream schools with specialist resource bases. Examples were used to inform structure and principles; Bransty's policy has been written for its own context and is not copied from another setting.

- **Department for Education – Inclusion bases in schools (published June 2026)**
<https://www.gov.uk/government/publications/inclusion-bases-in-schools>
- **Department for Education – High needs funding: 2026 to 2027 operational guide**
<https://www.gov.uk/government/publications/high-needs-funding-arrangements-2026-to-2027/high-needs-funding-2026-to-2027-operational-guide>
- **Cumberland Council – SEND Local Offer**
<https://www.cumberland.gov.uk/schools-and-education/special-educational-needs>
- **Cumberland Council – SEND Sufficiency Plan 2025 (current published plan accessed September 2026)**
<https://www.cumberland.gov.uk/schools-and-education/special-educational-needs-and-disabilities-send>

26. Review

This policy will be reviewed annually by the SENCO and school leaders, with governor oversight, and sooner where there are significant changes to legislation, national SEND reform, Local Authority commissioning arrangements or the designation/operation of Bransty's Resourced Provision.