



Bradwell Village School

Meeting the needs of pupils with Special Educational Needs and Disabilities

The School Offer

At Bradwell Village School children are identified as having SEND in a variety of ways including:

- concerns raised by parents/carers.
- liaison with the child's previous school /early years setting.
- concerns raised by the child's class teacher or the school SENCo.
- concerns raised due to behavioural difficulties or poor self- esteem which is affecting academic performance.
- liaison with external professionals (e.g., speech and language therapist or the Inclusion and Intervention Team).
- Concerns by outside agencies working with the families
- a medical diagnosis.
- Support within school by the Pastoral Team

How does the school know if children need extra help?

Ongoing monitoring takes place by class teachers to identify children who are not making progress or who have emotional, social and/or behaviour needs which are affecting their ability to engage in learning activities. After discussions with key staff and parents/carers, appropriate additional support will be put into place appropriate to the unique needs of each child. The views of the pupil about their support will be given consideration at this stage.

Who should a parent/carer contact if they think their child may have special educational need or a disability (SEND) and what are their responsibilities?

Initially the parent/carer will contact their child's class teacher who may direct you to the SENCO.

The responsibilities of the class teacher

- Adapting and refining the curriculum to respond to strengths and needs of all children. Checking on the progress of all children and identifying and planning the delivery of any additional support. It may not be the class teacher delivering this support, but he/she will oversee the work.
- Contributing to the development of a personalised learning plan which prioritises and focuses on the next steps required for child to access and improve their learning.
- Applying the school's SEND policy.
- If you have concerns or are worried about your child, you should speak to your child's class teacher first. You may then be directed to the SENCO.
- Creating a positive management plan (PMP) for children with behavioural needs.
- Creating a Provision Map to be shared with all concerned.

The responsibilities of the SENCO Tracy Branch

- Coordinating the provision for children with SEND and developing the school's SEND policy.
- Ensuring that parents are:
 - involved in supporting their child's learning and access to the curriculum.
 - kept informed about the range and level of support offered to their child.
 - included in reviewing how their child is doing.
 - consulted about planning successful movement or transition to a new class or school.
 - liaising with a range of agencies who can offer advice and support to help children overcome any difficulties.
 - providing specialist advice and facilitating training to ensure that all staff are skilled in and confident about meeting a range of needs.

- sending off for referrals to external agencies.
- PM's and PMP's are completed accurately, appropriately and on time
- Direction to support within school by the Pastoral Team

How will the school support a child who has been identified as having special educational needs or a disability?

In all year groups, children will have access to learning and the curriculum through individual plans tailored to the child's need. Class teachers organise and plan for intervention with support from the Inclusion Lead or outside agencies as required to support children to make progress with their learning. Progress is carefully tracked and monitored with interventions being implemented as required.

Strategies and programmes to support Speech and Language.

- Speech and Language Therapist advice is implemented by the teaching staff.
- Speech therapy for individual children or through group work can be delivered by support staff following speech therapist advice.
- 1:1 support delivered by a qualified speech and language therapist.

Strategies to support and develop English.

- Small group intervention programmes to support reading and writing.
- Read Write Inc scheme.
- Additional reading support.
- Opportunities for over learning and pre-learning.
- Government funded tuition

Strategies to support and develop Mathematics.

- Small group intervention programme to fill gaps and consolidate learning.
- Opportunities for over learning and pre-learning.
- Government funded tuition
- Quality First teaching and planning

Strategies to support and develop independent learning.

- Mentoring support.
- Visual timetables for class & individuals.
- Lesson objectives clearly displayed.
- Success criteria used in all lessons.
- Subject objectives shared with children for whole year

Strategies to support and modify behaviour.

Advice from SEMH (Social, Emotional and Mental Health) specialist teacher team.

Advice from Romans Field School staff.

Advice from Romans Field Counsellor.

Mentoring and guidance from teaching staff.

Values curriculum.

Restorative Principles approach as set out in the school behaviour policy.

Positive management plans (PMP) individual strategies listed and shared with everyone who works with that child.

Provision Maps identify all support

Active playgrounds

Support from the Pastoral Team

Support and supervision at unstructured times of the day including personal care.

- Trained staff supervising during break time.
- Brads Buddies
- Access to structured activities overseen by an adult during lunch times.
- Lunchtime club for social games and quiet time
- Trained medical staff available all day.
- Learning Mentor

Planning, assessment, evaluation, and next steps are always agreed through.

- Regular reviews with parents and gaining the views of the child.
- Where applicable an Education Health Care Plan.
- Progress assessed and reviewed termly with senior leaders.
- Individual learning plans in place for children whose needs are additional to and different from the core cohort.
- Planning and delivery of lessons take account of assessments.
- Provision Maps where appropriate.

How will the curriculum be matched to the child who has special educational needs or a disability?

- Quality first teaching is in place in all classes for all children to access the curriculum.
- Teachers are highly skilled at adapting teaching to meet the diverse range of needs in each class.
- Daily planning takes into account individual children's needs and requirements.
- Planning is approached in a range of ways to support access and ensure that all children can experience both success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed ability groups to maximise learning opportunities for all. Grouping also needs to consider learning styles, teaching styles and personalities of the children.
- Additional adults are used flexibly to help groups and individual children develop independent learning skills.
- Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will the school and the parent/carer know how well the child is doing and how will the school help the parent/carer to support their child's learning?

- Additional support is documented for learning and behaviour needs.
- In consultation with the SENCO and parents/carers, short term targets are agreed which prioritise key areas of learning or behaviour to be addressed and by which progress can be measured on the Provision Maps.
- Where external agencies are involved, their advice and recommendations are included in these support programmes.
- Actions agreed take into account each child's views and strengths as well as their difficulties.
- In some cases, additional support may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transitions.
- Formal review meetings are held at least termly. Parents/carers, children and when appropriate, relevant external agencies are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set.
- Support arrangements are updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.
- If a child is continuing to have significant difficulties, further external expertise may be requested.

Tests and Examinations: Access Arrangements

For some children additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO or Class Teacher will inform parents/carers about eligibility and applications for these arrangements. Only recognised national assessments will be implemented and access arrangements will be made.

Parental involvement

We value parents/carers as partners in their child's learning journey. All parents/carers are encouraged to contribute to their child's education. This may be through:

- parents'/carers' evening discussions and review meetings.
- working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by the school.
- ensuring their child has good attendance and punctuality.
- ensuring their child is ready for school by having sufficient sleep, a nutritious breakfast and by ensuring they have all they need with them – being well equipped for learning.
- attending information events at school or outside of school.
- where appropriate the school will help parents/carers find training and events.
- attending meetings with external agencies.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

Attendance will be closely monitored and discussed with parents/carers (see the school attendance policy).

Behaviour support

Behaviour Support is delivered following the School Behaviour Policy. Where appropriate a Positive Management Plan (PMP) will be written. Exclusions will be used when necessary, following the school and local and national guidelines.

Support within school by the Pastoral Team

Romans Field School support individual pupils in need of Behaviour Support and train and support Staff to effectively manage Behaviour. The LA SEND Team will also support, where required.

Medical support

- All medicines will be administered following the school policy.
- Where more specialist medicines or care are required, this will be provided where possible. This will depend on having available and trained staff. A Health Care Plan will be agreed between the medical professionals, parents/carers, and the school staff. Where appropriate the child's views will also be obtained.
- The school works closely with medical professionals to support a child with medical needs.

Pastoral Support

Strategies to support the development of children's social skills and enhance self-esteem include:

- additional 1:1 support.
- small group programmes.
- mentoring and interventions.
- daily or weekly celebration opportunities.
- breakfast, lunch time and after school clubs.
- Brads Buddies
- Mental Health Ambassadors

Mentoring activities

Brads Buddies

Peer support

Mental Health Ambassadors

Strategies to reduce anxiety and promote emotional wellbeing.

- Regular contact, communication, and liaison with parents.
- Transition support when transferring from one year group to another as well as to other schools.
- Consistency of approach by all adults.
- Regular planned opportunities for children to give their views.
- Identifying causes of anxiety and taking steps to avoid or limit these.
- Use of specifically designed rooms to enable/promote self-regulation
- Learning Mentor support

What specialist services and expertise are available at or accessed by the school?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. The school fosters liaison and communication with professionals and parents. Relevant staff attend all meetings and prepare all reports. The school organises:

- Regular meetings as required.
- Parent/carer forums for the parents/carers of children with SEND.
- Meetings with the SENCO and/or class teacher – meetings can be booked through the school at any time if there are any concerns.
- Referrals to outside agencies as required following internal and LA systems.
- Speech and Language Therapy for specific individual pupils.
- Service 6 and other external; Mental Health support
- Educational Psychologist advice and guidance.
- specialist teacher advice and guidance.
- EMA Network (Ethnic Minority Achievement Network) advice and guidance.
- Parent/carer forums for the parents/carers of children whose first language is not English.
- Communication with medical professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals, and specialists.
Liaison with Children's Centres and (CFP) Children and Families Practice MK.
- Liaison with Children's Social Care.
- Liaison with YOT, Hazard Alley, Police and other support agencies re crime prevention
- LA SEND Team

SEND IAS (SEND information, advice, and support service)

The SEND IAS offers impartial information, advice, guidance, and support to the parents/carers of a child (aged 0-19) with an identified special educational need, or where there is a concern that there may be a special educational need. SEND IAS contact details – Civic Offices, Saxon Gate East, Central Milton Keynes, MK9 3EJ, Tel: 01908 254518, email: mksendias@milton-keynes.gov.uk

The Education Professional responsible for children who are Looked After and Previously Looked After children is our Designated Safeguarding Lead.

The Milton Keynes Virtual School oversees and monitors provision for children who are in the care of the local authority.

What training are the staff having or going to have to support children with special educational needs and disabilities?

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. Milton Keynes has special school provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs. Training and guidance are provided for all staff to meet the needs of the individual children they work with.

How will children with special educational needs and disabilities be included in activities outside the classroom including school trips?

Whenever possible, activities and school trips are available for all. Risk assessments are carried out and where appropriate are discussed with parents/carers and procedures are in place to enable where possible all children to participate. If it is deemed appropriate that an intensive level of 1 to 1 support is needed, a parent or carer may be asked to accompany their child during a specific activity. Our SEND provision for our children with complex needs includes bespoke trips and visits for this group of children.

How accessible is the school environment for children with special educational needs and disabilities?

- School is on multiple levels but is fully accessible to all.
- The hall area can be accessed from the front entrance for disabled use
- Disabled toilet available. Access from the hall.
- Most door thresholds around the main building are level and where there is a step, alternative access is available.
- Ramped level access from the car park to the main building reception.
- Where possible, appropriate translators will be used to support parents/carers where English is not their first language.
- All specialist equipment will be safely stored when not being used.

How will the school prepare and support the child who has special educational needs or a disability to join the school and then transfer to a school for the next stage of their education?

Children and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition. When starting at our school with no previous school experience:

- we will organise a visit and talk to parents about their child’s previous learning experiences i.e., child minder, pre-school, nursery, playgroup, children’s centre or at home with family.
- where relevant and with permission we will talk to previous settings.
- with parental permission we will ask the previous setting for information about special arrangements, support for that child and previous targets.

When starting at our school having attended another school or when starting school having attended another school:

- the SENCO and/or class teacher will attend a transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact. This may involve home visits.
- in some cases, additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school to see the child in their current setting.
- we will ensure that all records are passed on as soon as possible.
- the school may put a passport in place to support the transition process.
- there may be additional activities and visits to aid transition.

When moving classes in school:

- an information sharing meeting will take place with the new teacher.
- opportunities to visit the new class and teacher are provided for all children.
- Information to the children about their new class teachers is shared along with an information pack about their next year group.

How are the school’s resources allocated and matched to the child’s special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for special educational needs. Mainstream schools contribute up to the first £6000 (approx. 12 ¾ hours of TA support) for each child on the SEND stage of the Code of Practice. Top-up funding can be provided for children whose high needs cost more than £6000. To access this funding schools, have to clearly show the provision they have in place using their delegation resources. This

will be evident from the school's provision management, children's achievement of targets and progress. Funding will relate to the severity of need. The school SEND Budget is used to provide additional support or resources to support the needs of children. This can be:

- providing specialist equipment to support a need e.g.: a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion.
- providing additional intervention programmes to help a child learn and progress.
- providing additional support for small group learning.

Who can a parent/carer contact for further information at school?

Initially contact should be made to the class teacher or SENCo. If further help is required, the Head of School can be contacted.

The Executive Headteacher is responsible for:

- the strategic leadership of all aspects of the school, including the provision made for pupils with SEND.

The Head of School is responsible for:

- the day-to-day leadership of the school, including the provision made for pupils with SEND along with the SENCo.

The SEND Governor is responsible for:

- supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school. The Governing Board have a legal duty to:
- ensure that all pupils with special educational needs are appropriately catered for.
- be involved in the regular review of the school SEND policy.
- ensure that the SEND code of practice is followed.

Legislation and guidance

- Children and Families Act 2014 (Part 3) – including the duty to publish SEN information (section 69).
- Special Educational Needs and Disability Regulations 2014.
- Special educational needs and disability code of practice: 0 to 25 years (last updated 12 September 2024).
- Equality Act 2010 – including the anticipatory duty to make reasonable adjustments for disabled pupils.
- Keeping children safe in education (last updated 1 September 2025).
- Working together to improve school attendance (last updated 19 August 2024; statutory guidance from 19 August 2024).
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (last updated 19 August 2024).
- Supporting pupils with medical conditions at school (last updated 16 August 2017). Note: the Department for Education consulted on proposed updates in March–May 2026.

This report is updated as required to reflect changes in SEND, relevant policies and all other school processes and procedures.

ASC Provision – opened September 2025

In September 2025, Bradwell Village School opened an ASC (Autism Spectrum Condition) Unit attached to the mainstream school. The unit provides specialist provision for pupils whose primary need is autism, alongside planned opportunities to be included within mainstream classes and wider school life where appropriate. All admissions are allocated through the Local Authority in line with agreed placement processes.

- **Capacity and structure:** 3 classrooms of up to 8 children (up to 24 places in total).
- **Staffing:** each classroom will be staffed by 3 adults (1 fully qualified teacher and 2 Learning Support Assistants).
- **Aims:** to provide a structured, communication-friendly environment that supports regulation, independence and progress towards agreed outcomes.

- **Curriculum:** pupils will access the Sensory Curriculum for learning alongside appropriately adapted learning aligned to our whole-school curriculum, with individualised targets and reasonable adjustments.
- **Approaches and communication:** we will use Attention Autism, TacPac and a Total Communication approach to support engagement, interaction and communication.
- **Inclusion:** where appropriate, pupils will access mainstream learning, enrichment and wider school life with planned preparation and support.
- **Environment:** predictable routines, visual supports, low-arousal spaces and access to calm/regulation areas to support sensory and emotional needs.
- **Assessment and review:** provision will be reviewed regularly with parents/carers, the pupil (where appropriate), and relevant professionals, and will link to Provision Maps and/or EHCP outcomes.
- **Transition:** enhanced transition planning into the provision and onwards to the next phase, including additional visits, phased entry where appropriate and multi-agency working.

We will continue to review the provision in partnership with families, pupils (where appropriate) and professionals, and will share updates as our practice develops.

Reviewed: May 2026