

SEN Policy and Information Report

Keelham Primary School

Well Heads, Bradford, BD13 4HH



Approved by: Mrs Taylor
SEN Governor, Chair of Governors

Last reviewed: August 2026
Next review due: August 2027

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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

At Keelham Primary School we aim to create an inclusive and safe working environment which allows our children to become confident, resourceful learners. We care about all of our children and their welfare and happiness is at the heart of everything we do. All children are supported and encouraged to achieve their full potential through intensive adult interactions and the use of specific strategies and resources.

We are committed to ensuring that all pupils, including those with SEND, are protected from harm and can learn in a safe environment. This policy should be read in conjunction with our Child Protection and Safeguarding Policy, which sets out our approach to keeping all children safe, including those who may be more vulnerable due to their special educational needs or disabilities.

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

- The Equality Act 2010, which sets out the school's duties to make reasonable adjustments for pupils with disabilities
 - The Public Sector Equality Duty 2010, which requires schools to have due regard to eliminating discrimination and advancing equality of opportunity
 - Keeping Children Safe in Education (2026), which sets out safeguarding responsibilities for all pupils, including those with SEND
 - The Children Act 1989 and 2004, which set out the welfare duties of schools
 - The SEND and Alternative Provision Improvement Plan (2023)
 - The Inclusion and Special Educational Needs: Improving Outcomes framework (2024)
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3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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 SENDCo Team

The SENDCo team consists of:

- **Miss Rankin** (EYFS and KS1)
- **Miss Shearn** (KS2)
- **Mr R Hunter** (Headteacher)

SENDCo email: send@keelham.bradford.sch.uk

The SENDCo team will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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 SEND up to date using the **Insight** system
- Monitor the use of Insight to track progress, store SEND plans, and share reviews with families
- Ensure that safeguarding concerns relating to pupils with SEND are identified and responded to appropriately, in line with Keeping Children Safe in Education (2026)
- Work closely with the Designated Safeguarding Lead (DSL) to ensure that pupils with SEND who may be more vulnerable to abuse or exploitation are appropriately supported and protected
- Liaise with our SEND consultant, Anna Robinson, to ensure best practice and strategic development of SEND provision

Division of responsibilities:

- **Miss Rankin** is responsible for SEND provision in EYFS and KS1, including early identification, phonics interventions, and transition support
- **Miss Shearn** is responsible for SEND provision in KS2, including ongoing interventions, preparation for secondary transition, and monitoring progress
- **Mr R Hunter** (Headteacher) has overall strategic responsibility for SEND provision and ensures that the school meets its statutory duties

4.2 The SEN governor

The SEN governor is **Mrs Taylor** (Chair of Governors).

The SEN governor 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 SENDCo team to determine the strategic development of the SEN policy and provision in the school
- Ensure that the school's responsibilities under the Equality Act 2010 are being met
- Monitor the use of Insight and ensure that SEND plans are being reviewed and shared with families appropriately
- Hold the school to account for its provision for pupils with SEND

4.3 The headteacher

The headteacher will:

- Work with the SENDCo team and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that the school meets its safeguarding duties towards pupils with SEND
- Ensure that staff receive appropriate training on SEND and safeguarding
- Allocate appropriate time and resources to the SENDCo team to fulfil their responsibilities
- Maintain links with our SEND consultant, Anna Robinson, to ensure strategic oversight and quality assurance

4.4 Class teachers

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 SENDCo team to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy
- Recording progress and interventions on Insight
- Being alert to safeguarding concerns and reporting these to the DSL, recognising that pupils with SEND may face additional barriers to disclosing abuse
- Creating an inclusive classroom environment where all pupils, including those with SEND, feel safe and supported

4.5 The Designated Safeguarding Lead (DSL)

The DSL will work closely with the SENDCo team to:

- Ensure that pupils with SEND are appropriately safeguarded
- Recognise that pupils with SEND can face additional safeguarding challenges, including:
 - Being more prone to peer group isolation or bullying (including prejudice-based bullying)
 - Communication barriers and difficulties in managing or reporting abuse
 - Assumptions that indicators of possible abuse relate to the child's SEND without further exploration
- Ensure that safeguarding information about pupils with SEND is appropriately recorded and shared with relevant professionals
- Provide training to staff on recognising safeguarding concerns in pupils with SEND

4.6 SEND Consultant

The school works with **Anna Robinson** (Anna Robinson Consultancy) as our SEND consultant.

Contact: arc@annarobinsonconsultancy.org

Anna Robinson provides:

- Strategic advice and guidance on SEND provision
- Support with policy development and annual SEND review
- Training for staff on SEND best practice
- Quality assurance of SEND provision
- Support with complex cases and EHCP processes
- Advice on resource allocation and deployment
- Support with external agency liaison
- Guidance on compliance with SEND Code of Practice and legislation

The SENDCo team liaises regularly with Anna Robinson to ensure that provision remains of high quality and meets statutory requirements.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), anxiety, attachment difficulties
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We recognise that pupils with SEND may face additional barriers to recognising or disclosing abuse, and we ensure that all staff are trained to be alert to these vulnerabilities.

5.2 Identifying pupils with SEN and assessing their needs

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo team will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to special educational needs.

We use **Bradford Graduated Response** to assess the level of support required for each child.

We use Insight as our assessment system for pupils with SEND. Insight allows us to:

- Track progress against individual targets and curriculum objectives
- Store SEND plans electronically in a secure, accessible format
- Share reviews with families digitally, ensuring transparency and collaboration
- Monitor the effectiveness of interventions and adaptations
- Identify patterns in learning and areas requiring additional support
- Generate reports for annual reviews, EHCP processes, and multi-agency meetings
- Ensure continuity when pupils transition between key stages or move to new schools

Our SEND consultant, Anna Robinson, provides advice and support on assessment processes and ensures that our identification procedures are robust and effective.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on Insight and shared with their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents and carers of pupils with SEND have access to their child's SEND plan and reviews through Insight. This enables:

- Real-time updates on progress towards targets
- Visibility of interventions and support in place
- Digital access to termly reviews and annual review documents
- Collaborative target-setting between home and school
- Secure communication with the SENDCo team about their child's provision

Parents and carers who require support accessing Insight should contact the SENDCo team at send@keelham.bradford.sch.uk.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

- Guidance from our SEND consultant, Anna Robinson, where appropriate

The assessment will be reviewed regularly using Insight.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Reviews are conducted termly and shared with families via Insight.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When a pupil with SEND transfers to another school, the SENDCo team will:

- Transfer SEND records from Insight securely and in a timely manner
- Provide a summary of current provision, progress, and ongoing needs
- Arrange transition meetings where appropriate
- Ensure that safeguarding information is shared appropriately with the receiving school

For pupils transitioning from KS1 to KS2:

- Miss A Rankin will work with Miss Chloe Shearn to ensure a smooth transition
- SEND plans will be reviewed and updated on Insight
- Parents will be involved in transition planning meetings

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Phonics (delivered and monitored by Miss A Rankin for EYFS/KS1, Miss Chloe Shearn for KS2)
- Mathematics
- Literacy
- SEMH (Social, Emotional and Mental Health) support
- Small group work and one-to-one sessions

All interventions are recorded and monitored through Insight.

Our SEND consultant, Anna Robinson, provides training and guidance to staff on effective teaching strategies for pupils with SEND.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using Widget resources to support pupils' learning through visually reinforced concepts and key words
- Ensuring that the learning environment is safe and supportive for all pupils, including those with SEND

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as ELKLAN.

Teaching assistants will support pupils on a 1:1 basis when required or stipulated on a child's EHCP.

Teaching assistants will support pupils in small groups when a more intensive approach is required.

We work with the following agencies to provide support for pupils with SEN:

- **Anna Robinson Consultancy** – SEND strategic advice and support (arc@annarobinsonconsultancy.org)
- Bradford SCIL Team – targeting 4 areas of need
- Education Psychologist
- School Nursing Team
- Early Help
- Speech and Language
- CAMHS (Child and Adolescent Mental Health Services)
- Bradford Social Care
- Local authority safeguarding teams

The SENDCo team maintains regular contact with these agencies and ensures that information is shared appropriately to support pupils' needs.

5.9 Expertise and training of staff

Our SENDCo team has extensive experience:

- **Miss A Rankin** has worked as an Early Years teacher and leader and specialises in early identification and intervention
- **Miss Chloe Shearn** has expertise in KS2 SEND provision and transition planning
- **Mr R Hunter** (Headteacher) has overall strategic responsibility and 2 years' experience in the SENDCo role

The SENDCo team is allocated dedicated time each week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All staff receive regular training on:

- SEND Code of Practice
- Safeguarding pupils with SEND
- Recognising and responding to abuse in pupils with SEND
- Using Insight to track and monitor progress
- Specific interventions and strategies
- Equality Act 2010 and reasonable adjustments

Training is provided by:

- The SENDCo team
- Anna Robinson (SEND consultant)
- External agencies and specialists
- Local authority SEND services

5.10 Securing equipment and facilities

The SENDCo team is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The school ensures that appropriate equipment and resources are available to support pupils with SEND, including assistive technology, sensory resources, and specialist materials.

Anna Robinson provides advice on resource allocation and ensures that funding is used effectively to meet pupils' needs.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term using Insight
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Analysing data from Insight to identify trends and patterns
- Seeking feedback from parents and carers through Insight
- Conducting learning walks and observations
- Reviewing safeguarding data to ensure pupils with SEND are appropriately protected
- Regular quality assurance visits and reviews by Anna Robinson (SEND consultant)

The SENDCo team reviews assessment data from Insight termly to ensure that provision remains appropriate and ambitious for each pupil.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff receive regular training on teaching and learning styles and they endeavour to meet each child's needs.

The use of an assess, plan, do and review cycle and individual My Support Plans (stored on Insight) allows the child to access the curriculum using smaller steps that are appropriate to their needs.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Risk assessments are conducted for all school trips and activities to ensure that pupils with SEND can participate safely and fully.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council and class ambassador programme
- Access to SEMH interventions and support
- Regular check-ins with trusted adults
- Access to pastoral support and counselling where appropriate
- Social skills groups
- Nurture provision

We have a zero-tolerance approach to bullying, including bullying of pupils with SEND. This is set out in our Behaviour Policy and Child Protection and Safeguarding Policy.

We recognise that pupils with SEND may be more vulnerable to bullying and we:

- Ensure staff are trained to recognise the signs of bullying in pupils with SEND
- Provide additional support to pupils who are being bullied
- Take swift action to address bullying behaviour
- Work with parents and external agencies where appropriate

5.14 Working with other agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records (stored on Insight) in order to establish which strategies have already been employed and which targets have previously been set. However, to be referred to such outside agencies a child must meet the extensive criteria as set out in the Bradford Matrix of Need.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal

classroom setting. The delivery of the interventions recorded in the My Support Plan, or assess plan do and review cycle (on Insight), continues to be the responsibility of the class teacher.

The SENDCo team maintains regular contact with external agencies and ensures that:

- Information is shared appropriately and securely
- Multi-agency meetings are arranged and attended
- Recommendations from external agencies are implemented and monitored
- Parents are kept informed of agency involvement
- Safeguarding information is shared where appropriate

Our SEND consultant, Anna Robinson, provides:

- Support with complex cases requiring multi-agency involvement
- Advice on EHCP applications and annual reviews
- Liaison with external agencies where appropriate
- Quality assurance of external agency recommendations

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of their peers

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo team or headteacher in the first instance. They will then be referred to the school's complaints policy.

Contact the SENDCo team:

- Email: send@keelham.bradford.sch.uk
- Phone: 01274 832491

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Services available to parents can be found here: [Bradford Local Offer | SEND Provision in Bradford](#)

Additional support services:

- **Bradford SENDIASS** (Special Educational Needs and Disabilities Information, Advice and Support Service) – provides impartial information, advice and support to parents and carers
- **Bradford Parent Carer Forum** – a parent-led organisation representing the views of parents and carers of children with SEND
- **Anna Robinson Consultancy** – SEND strategic advice (arc@annarobinsonconsultancy.org)

5.17 Contact details for raising concerns

Please contact the SENDCo team by:

- **Email:** send@keelham.bradford.sch.uk
- **Phone:** 01274 832491
- **In person:** Keelham Primary School, Well Heads, Bradford, BD13 4HH

For safeguarding concerns relating to pupils with SEND:

- **Email:** safeguarding@keelham.bradford.sch.uk

For strategic SEND advice and support:

- **Anna Robinson Consultancy:** arc@annarobinsonconsultancy.org

5.18 The local authority local offer

Our contribution to the local offer is: [Bradford Local Offer | SEND Services](#)

Our local authority's local offer is published here: [Bradford Local Offer | SEND Provision in Bradford](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo team and Headteacher 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.

Monitoring will include:

- Termly reviews of Insight data by the SENDCo team
 - Annual review of the effectiveness of SEND provision
 - Regular meetings between the SENDCo team and the SEN governor
 - Feedback from parents, pupils, and staff
 - Analysis of safeguarding data relating to pupils with SEND
 - Review of compliance with the Equality Act 2010 and SEND Code of Practice
 - Quality assurance visits and reviews by Anna Robinson (SEND consultant)
 - Regular monitoring of the use of Insight for SEND planning and review
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7. Links with other policies and documents

This policy links to the following documents:

- **Child Protection and Safeguarding Policy**
 - **Accessibility plan**
 - **Behaviour policy**
 - **Equality information and objectives**
 - **Supporting pupils with medical conditions policy**
 - **Anti-bullying policy**
 - **Online safety policy**
 - **Complaints policy**
 - **Data protection policy**
 - **Privacy notices**
 - **SEND Curriculum Implementation and Pedagogy document**
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