

## **BRANSTON JUNIOR ACADEMY**

### **CATERING FOR THE INDIVIDUAL NEEDS OF PUPILS** **(SEND AND G&T)**

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**(National Award for SEND: University of Northampton & CfBT)**

#### **1.0 SCOPE**

This Academy has the following aspirations:

*Life is an unwritten page...our mission is to prepare children for an exciting and unknown future by encouraging Resilience, Reflection, Responsibility, Respect and Relationships. Together we will support children to write their own unique adventure, because 'Learning is a habit for life'.*

***BJA Mission Statement***

#### **2.0 AIMS**

- 2.1 At Branston Junior Academy we aim to raise the aspirations of and expectations for all pupils, including those with SEND. We focus on the outcomes for all our children and not just the hours of provision/ support. The staff and governors aim to provide a broad and balanced curriculum for all children that includes: setting suitable learning challenges; responding to pupils' diverse learning needs; overcoming potential barriers to learning. The policy will set out how out school will support and make provision for those children with special educational needs (SEN). It was developed by the staff for the children and is agreed by the school's governing body.
- 2.2 The school aspires to implement a 'whole child, whole school' approach to the management and provision of support for SEND.
- 2.3 We are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks with their learning within a safe and supportive environment. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant to children with SEND or those identified as gifted or talented.
- 2.4 The policy will explain the roles and responsibilities of everyone

involved in providing for pupils with SEN.

- 2.5 We believe that it is not only important to provide support for those with SEND, but also those who are identified as gifted and talented.
- 2.6 This policy outlines the purpose, nature and management of Special Education Needs and Disabilities (SEND) and the provision for Gifted and Talented pupils (G&T), in this Academy.
- 2.7 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:  
Part 3 of the Children and Families Act 2014  
Code of Practice 0-25 (September 2014)  
The Special Educational Needs and Disability Regulations 2014

### **3.0 NATURE AND PURPOSE**

- 3.1 The 1981 Education Act obliges schools to identify, assess and provide for pupils with Special Education Needs and Disabilities. We recognise the importance of identifying and providing for those pupils who have special (or additional) educational needs.
- 3.2 Every school is required to identify and address the SEND of the pupils that they support. The definition of SEND in the Code of Practice 2015 remains as:  
*"A pupil has SEND when their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age"*
- 3.3 Schools must:  
(Paragraph 6.14 to 6.17, 6.36 to 6.39)
- use their best endeavours to make sure that a child with SEND gets the support they need
  - ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND
  - designate a teacher responsible for co-ordination SEND provision (at Branston Junior Academy this is Mrs Simpson)
  - inform parents when they are making special educational provision for a child (Code of Practice 2014; para 6.2)
- 3.4 **DEFINITIONS (SEN)**  
A child has Special Education Needs if he/she has a learning difficulty or disability which calls for SEN provision to be made for them.
- 3.5 A child has a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of 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. The purpose of identification is to work out what action the school needs to take to support a pupil, not to fit a pupil into a category. The school will identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

These needs may be related to:

- a specific or moderate learning difficulty
- communication problems that lie within the Autistic triad of impairments
- emotional or behavioural difficulties
- a medical or physical condition
- the fact that the child may be Gifted or Talented

### 3.6 **DEFINITIONS: (Gifted or Talented Pupils)**

Gifted or Talented Pupils may be difficult to recognise and identify. They may develop quite late in their school careers. This academy accepts the government's definition of gifted and talented pupils, namely:

*"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."*

- 3.7 **Able Learners:** are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
- 3.8 **Gifted Children:** are defined as those with an innate ability, who present a natural outstanding aptitude or competence for exceptional performance.
- 3.9 A **Talented Pupil** is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

## 4.0 ROLES AND RESPONSIBILITIES

- 4.1 The **SEND Governor** is responsible for:
- helping raise awareness of SEN issues at governing board meetings

- monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- working with the Headteacher and SENCo to determine strategic development of the SEN policy and the provision in school

4.2 The **Head Teacher** will:

- work with the SENCO and SEN governor to determine strategies 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

4.3 The **SENDCo** will be involved with:

- playing a strategic role in the development of SEND policy and provision in school
- having responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying the meeting SEND.
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- liaising with potential next providers and previous providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned as per the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date  
(Code of Practice 2015; 6.84 to 6.90)
- gaining and sharing advice from external Support Services, such as; the Specialist Teacher Team, the Working Together Team, Educational Psychology Service, Behaviour Outreach Service, Speech and Language Therapy Service (SALT), NHS Children's Therapy Services etc.

4.4 **Teachers** are: *"..responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."* (Code of Practice 2015; para 6.36)

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 SENCO to review each pupil's progress and development and decide on any changes to provision.
- Playing a critical role within SEN review meetings pertaining to the children in their class;  
Generating, implementing and reviewing and targets that have been set (ILP or IBP or EHC) - the SENDCo will initiate the review cycle. Seeking the views of children and parents.

- 4.5 The Teaching Assistants are managed by the Deputy Head.
- 4.6 The **able, gifted and talented leader**, with the support and active participation of the whole staff, is responsible for:
- updating and reviewing the information record of children on the gifted and talented register; and monitor their progress
  - ensuring liaison with parents where necessary
  - reviewing policy and practice
  - monitoring provision
  - identifying of any suitable mentors for pupils
  - provision of any necessary resources
  - keeping up to date with information to with the AGT and feeding back to the staff consulting with SLT, staff and governors.
- 4.7 The **Designated Teacher with safeguarding responsibility** is the **Head Teacher**.
- 4.8 The member of staff responsible for managing PPG/LAC funding is the Head Teacher alongside the SENDCo.
- 4.9 The Head teacher is responsible for managing the school's responsibility for meeting the medical needs of pupils.

## **5.0 SPECIAL EDUCATIONAL NEED AND DISABILITIES PROVISION IN SCHOOL**

(Code of Practice 2015; para 6.44 to 6.56)

### 5.1 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 provide a range of interventions within school, in addition to high-quality teaching. These interventions may be run as a small group or delivered on a one-to-one basis depending on need:

Precision Maths	Plus 1/ Power of 2 (maths)	Shine Maths	Precision Spelling
Word Wasp (spelling & reading)	Toe by Toe (reading)	Stride Ahead (reading & comp)	Beat Dyslexia (reading & spelling)
Sound Linkage (phonological skills)	Nessy (reading & spelling)	IDL (maths and English)	Language for Thinking
Feelings Detectives	FRIENDS (resilience programme)	ELSA (emotional literacy support assistant)	Lego Therapy (social skills)

Our interventions are not solely focused on cognition and learning. We place a great emphasis on supporting children (with or without SEN) with their social and emotional needs, as reflected in the number of interventions where this is the focus.

Further information about these interventions is available on our website. The interventions are delivered by our teaching assistants, as directed by the class teacher and the SENCo.

### Adaptations to the curriculum and learning environment

5.2 Special Education is a particular response to the needs of an individual child, in the form of one or more of the following:

- Provision of means of access to the curriculum through special equipment, facilities or resources, modification of the environment or specialist teaching techniques;
- Provision of a special or modified curriculum;
- Particular attention to the social structure and emotional climate in which education take place.
- Differentiating our curriculum, to ensure that all of our pupils are able to access it, for example by: grouping (including both same and mixed ability grouping); 1:1 work; teaching style; lesson content; use of scaffolds and visuals; use of recommended aids (e.g. coloured overlays, coloured books, large font, writing slopes, laptops).
- Whenever possible, children will participate in the normal school curriculum.

5.3 **The kinds of SEN provided for:**

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

The Code of Practice (2015) describes the four broad categories of need and it is recognised that there may well be overlaps between the categories (Paragraph 6.28 to 6.35):

- Communication and interaction (para 6.28) for example; autism spectrum disorder, speech and language difficulties

- Cognition and learning (para 6.30)  
for example; dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties (para 6.32)  
for example; attention deficit hyperactivity disorder (ADHD),  
attention deficit disorder (ADD)
- Sensory and/ or physical needs (para 6.34)  
for example; visual impairments, processing difficulties, epilepsy

#### 5.4 **Identifying children with SEN, assessing and supporting their needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stage One. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- declines and the attainment gap widens
- is adversely affected by social or emotional difficulties

Slower than expected progress or low attainment will not automatically mean that a pupil is recorded as having SEN.

- 5.5 When the teacher has concerns about a pupil, they will have discussions with parents, the SENDCo and / or Headteacher, and the situation will be monitored as part of a **Graduated Response:** Assess, Plan, Do, Review (ADPR) cycle. Whenever parents are in agreement, the child should be actively encouraged to be present at meetings concerning them, if deemed appropriate.

The initial meetings will focus around desired outcomes, including the expected progress and attainment. This will be used to determine the support that is needed and whether it can be provided by adapting our core offer or whether something different or additional is needed.

If, after careful monitoring of the impact of any support that is put in place (in the first instance, through whole school provision mapping), it is considered appropriate to place the child on the 'Special Educational Needs' Register, this will be done in consultation with parents and a Pupil Progress document (such as an ILP or behaviour plan) will be agreed.

#### 5.6 **The Graduated Response for pupils on 'SEND Support'** (6.45 to 6.56)

SEND support arises from a four-part cycle (the graduated approach) through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages are: Assess – Plan – Do – Review

### 5.7 **Consulting and involving pupils and parents**

We believe strongly in involving parents as partners in the education of their children. As soon as any concerns are raised regarding a child's learning, their parents will be contacted and their views sought and a plan of action agreed.

These conversations will make sure that:

- everyone develops a good understanding of the child's areas of strength and difficulty
- everyone understands the agreed outcomes sought for the child and how these might be achieved
- everyone is clear about what the next steps are
- everyone is clear about the nature of any SEN and whether the child has been added to the Register for SEN
- everyone is clear about any specific 'access arrangements' required within day to day teaching and when engaged in more formal testing (for examples, end of Key Stage 2 SATs tests)

### 5.8 **Assessing and reviewing pupils' progress towards outcomes**

The Assess-Plan-Do-Review cycle will be followed in line with the Graduated Approach.

The SENDCo will be responsible for implementing the review cycle of ILP's and the Provision Map. Class Teachers will be responsible for inviting all parents of children in their classes with ILP's to regular meetings to review their child's progress: at least once per full term.

The review meeting will draw upon a range of evidence, including:

- The teacher's assessment and experience of the pupil
- Attainment and progress data (both formative and summative)
- The views of the child's parents
- The child's own views through the completion of the 'Child's voice questionnaire'.
- Advise from external agencies, where involved.

### 5.9 **Working with outside agencies**

We work alongside a number of outside agencies to ensure that we provide the correct support for our pupils and their families wherever there is a need identified (i.e. this support is not just for children on the Special Educational Needs register).

The details below are not exhaustive but reflect recent referrals (2019-2021)

The Working Together Team (TWTT) (specialists in supporting learners with ASD)	NHS Children's Therapy Services (physiotherapy and occupational therapy)	Speech and Language Therapy Service (SALT) (supporting speech needs)
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Extended Communication and Language Impairment Provision for Students (ECLIPS)	The Specialist Teaching Team (STT) (supporting particularly literacy development)	Ethnic Minorities and Traveller Education Team (EMTET)
Behaviour Outreach Support Service (BOSS) (supporting those with SEMH needs)	St Francis Outreach Team (supporting those with physical/ medical disabilities)	Lincolnshire Educational Psychology Service (providing support and training to staff based on individual's needs)
Ask SALL (Lincolnshire advice line for SENCOs in the county)	Early Help	Healthy Minds (NHS counselling service for children with social or emotional needs)

#### 5.10 **Education, Health and Care Plans (EHC Plans):**

If there is insufficient progress in achieving the targets set out as part of the graduated response, it may be decided that the child may need a needs assessment so therefore an application for an Education and Health Care Plan (EHC Plan) will be required.

The decision to apply for an EHCP will be taken by the SENDCo in consultation with the Class Teacher, Headteacher and parents. The SENDCo will be responsible for collating all paperwork necessary for submission to County (unless the parents apply for an EHC Plan themselves).

#### 5.11 **Exiting the SEND Register**

Should it be decided in conjunction with parents and other agencies (where involved) a child may be removed from the SEND Register provided all parties are in agreement that a place on the Register is no longer required. The child will then be subject to the normal monitoring and assessment/evaluation cycle within school.

#### 5.12 **Evaluating the effectiveness of SEN provision**

Evaluating the effectiveness of SEN provision is ongoing. We evaluate the effectiveness of our provision by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions through on-going formative assessments as well as as part of the APDR cycle
- Gathering pupil voice during the review process
- SENCo and assessment coordinator analysis of check-point data
- SENCo contact with class teachers and information sharing
- Reviewing Individual Learning Plans (ILP) both in-house and with parents (depending on review point)
- Holding annual reviews (and, in addition, mini-reviews) for Education, Health and Care Plans in line with statutory

guidance.

### 5.13 **Pupil participation**

We believe that no child should be prevented from accessing the same activities as their peers who are without an SEN need. As a school we will aim to remove any such barriers so that all children can participate in after school clubs, attend residential visits, contribute to sports activities or join in special workshops etc. Please also refer to our school's **Accessibility Plan** which is available on our website.

### 5.14 **Admission and transition**

This academy has produced a '**School Offer**' which is available online at the school website. This School Offer, when viewed in conjunction with Lincolnshire County Council's Local Offer will provide parents with a range of information about the provision provided by this school and the services available within county.

5.15 The **Admission arrangements** are also available on the school website.

### 5.16 **Transition:**

Internal transition: Branston Junior Academy uses a web-based assessment and monitoring system for which every teacher has access to each child's assessment data from KS1 upto the most current teacher/formal assessment.

Additionally, the staff liaise closely prior to end of year ready for class transition to ensure all relevant information is shared.

External transition: This school works very closely with both its feeder school and transfer schools. Enhanced transition is encouraged/ arranged for those pupils who will benefit from it (regardless of whether they are on the SEND Register or not).

All children moving between phases (KS1 to KS2 and then KS2 to KS3) will ordinarily experience one full day as a 'Change Over Day'. This is usually in the final Summer Term.

In addition to this, those children who are identified as requiring it (SEN or not) are offered an enhanced transition programme whereby extra visits are organised to the secondary school.

We always endeavour to support any pupil who requires enhanced transition and often 'bespoke' arrangements are made in liaison with parents and the other schools involved.

## **6.0 IDENTIFICATION OF GIFTED AND TALENTED CHILDREN**

6.1 The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate in. The process starts as soon as children enter Branston Junior Academy

and is reviewed constantly. Before identifying any child as gifted or talented in any areas, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. A register of able, gifted and talented children is displayed in the staff room so that all members of staff are constantly striving to best support these pupils and have the opportunity to share how they are meeting pupil needs. As new opportunities arise therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved off, either temporarily or permanently.

- 6.2 Identification must also be based on ability, not on achievement. Some children can 'underachieve' for a variety of reasons such as peer pressure, behaviour problems, special educational needs or reluctant learners; and all staff need to be aware of this and look for 'hidden talents'. Both qualitative and quantitative information can be used for identification purposes.
- 6.3 It is worth remembering that gifted and talented pupils can be:
- Good all-rounders
  - High achievers in one area
  - Of a high ability by low motivation
  - Of good verbal ability, but with low writing skills
  - Very able, but with a short attention span
  - Very able, but with poor social skills
  - Keen to 'disguise' their skills

## 7.0 PROVISION FOR GIFTED AND TALENTED PUPILS

- 7.1 At Branston Junior Academy the main focus is to improve provision for able pupils in day-to-day teaching and learning. There are three basic ways of meeting the needs of gifted and talented pupils: *accelerate*, *enrich* and *extend*.
- 7.2 **Accelerate** consists of enabling pupils to access work which would typically be for older pupils. This can occur through moving pupils up a year group or through simply giving them work which would usually be given to older pupils. At Branston Junior Academy we focus on *enrichment* and *extension* as the two main strategies for meeting the needs of gifted and talented pupils, but we would also consider using *acceleration* in exceptional circumstances.
- 7.3 **Enrichment** consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of a topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.
- 7.4 **Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

- 7.5 Opportunities for extension and enrichment are built into teacher's planning, but may not be specifically targeted at only gifted and talented pupils to ensure that we do not create a ceiling for other pupils.

## **8.0 ASSESSMENT, MONITORING, REPORTING AND RECORDING OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

- 8.1 The SENDCo will be responsible for implementing the review cycle of ILP's and the Provision Map. Class Teachers will be responsible for inviting all parents of children in their classes with ILP's to regular meetings to review their child's progress: at least once per full term.  
Additional meetings with the SENDCo and / or Headteacher can then be arranged, if required.
- 8.2 The SENDCo will be responsible for providing support and advice for all staff working with children with special educational needs and for liaising with external agencies, including the SEND department at County, as required.
- 8.3 Academic monitoring will help to encourage consistently high standards and attainment. Monitoring will be carried out by the SENDCo, Subject Leader and/or Head teacher and a Governor, according to the monitoring timetable.
- 8.4 Progress and attainment of all children on the Special Educational Needs register, will be monitored by the Headteacher and the SENDCo.
- 8.5 Children's work will be assessed and progress reported to Governors and Parents:
- In annual written reports
  - At Governors' meetings
  - Analysing School Performances documentation and internal data (EAMAG)

## **9.0 ASSESSMENT, MONITORING, REPORTING, AND RECORDING OF GIFTED AND TALENTED**

- 9.1 Monitoring will help to encourage consistently high standards, and attainment.
- 9.2 Monitoring will be carried out by the Gifted and Talented Subject Leader and a Governor, following the review timetable.
- 9.3 Subject Leaders are responsible for including details within their subject action plan outlining gifted and talented provision and ways of monitoring and evaluating its impact and amending policy and practice in the light of that evaluation of that plan.

9.4 Children's work will be assessed and progress reported to Governors and parents:

- In annual written reports to parents
- At Governors' meetings (where appropriate)

9.5 **Managing the medical conditions of pupils.**

(Guidance issued under Section 100 of the Children and Families Act 2014)

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The school will always support children, wherever possible, in controlling their medical conditions. Arrangements can be made for appropriate training to be given to staff in the administration of medicines to pupils within the school day. A safe place and an appropriately trained adult will be provided so that this can happen as per medical instruction. Please refer to the school's policy on "**Supporting children with medical conditions in school**".

## **10.0 TYPES OF PROVISION FOR GIFTED AND TALENTED PUPILS**

10.1 **Class Provision:**

- Teachers have high expectations
- Teaching is personalised (when required), well-paced and challenging
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills
- A variety of grouping is used effectively; eg; setting, mixed-ability etc.

10.2 **School-based Provision:**

*Varies according to subject area and covered using a variety of methods.*

- Shared celebration of children's achievements
- School clubs including sports, arts, music, Latin, IT etc. Including the promotion of the Children's University.
- House captain opportunities, Year 6 responsibilities, peer mediators and school councillors
- Enrichment opportunities including specialist days. This includes exploring the world of work.
- Intervention groups
- Opportunities to learn a musical instrument; including working

alongside the Lincolnshire Concert Orchestra.

- Opportunities for performance
- Opportunities to attend a range of competitions throughout the academic year (drama, sports, maths, debate).

### 10.3 **Out of School Provision:**

- Access to summer schools where appropriate
- Helping children find support, training and clubs for more diverse talents
- Opportunities to enter national schemes and competitions
- Ensuring close liaison with secondary schools

## **11.0 TESTS**

The following forms of assessment may be used:

- Salford Reading Test/ Burt Reading Test
- Schonell Spelling Test
- Commercially produced end of year assessments (eg those from CGP)
- Hedderly Sentence Completion
- YARC (York Assessment of Reading Comprehension)
- HAST-2 spelling assessment
- SWRT (Single Word Reading Test)
- NonWord Reading Test
- Turner Ridsdale Digit Span Test
- Strength and Difficulties Questionnaire (SDQ)
- Previous SATS papers
- IDL screening assessments
- External assessments by support agencies
- Teacher observation and assessment

## **12.0 PUPIL PREMIUM**

12.1 The use of pupil premium funds for vulnerable groups will be used at the discretion of the head teacher on an individual pupil basis; using the following criteria as a guideline:

- The service or resources are delivered by a recognised, accountable external provider.
- The service or resources have been agreed by all stakeholders, to be in the best interests of the child and will create maximum impact per spend.

12.2 Impact of pupil premium spending will be monitored closely by the head teacher to ensure that vulnerable groups are 'closing the gap' on their peers.

## **13.0 COMPLIANCE**

This policy complies with the statutory requirement laid out in the SEND

Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0 -25 (1 September 2014)
- Safeguarding Policy

#### **14.0 RAISING CONCERNS OR COMPLAINTS ABOUT SEN PROVISION**

If you have concerns regarding your child's provision then please contact the SENCo in the first instance. Should you then feel that this has not been resolved then please refer the matter to the Head teacher. Further details are available on the '**Complaints**' policy.

#### **15.0 LINKS TO OTHER POLICIES AND DOCUMENTS:**

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Supporting Pupils with Medical Conditions
- Admissions
- Complaints
- School Offer (Branston Junior Academy Offer)

#### **APPENDIX**

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**SEND RECORD OF CONCERN**

Name of pupil					
D.O.B.			Age (Years)		(Months)
Year Group		KS1 results: Reading:	Maths:	Writing:	
		Current results: Reading:	Maths:	Writing:	

Persons raising Record of Concern			
Name		Position	

Area (s) of concern	
Communication and interaction (para 6.28)	
Cognition and learning (para 6.30)	
Social, emotional and mental health difficulties (para 6.32)	
Sensory and/ or physical needs (para 6.34)	

Additional information: (eg YARC, Single Word Reading Test, Phonics Screening (CfBT))

Brief description of difficulty (refer to the categories in area of concern)

Strategies which have been used with this pupil within ordinary differentiated provision and how well they have worked  
*(include details of individual and group support within the ordinary classroom from staff, reward systems, alternative resources, teaching styles matched to need)*

Note of any discussions with parents/carers (e.g. Parents' Evening)

External agencies involved (esp Medical)

Action agreed following discussion with SENDCo

Remain within ordinary differentiated curriculum  
 (Continue to monitor)

Move to SEN Support  
 (Place pupil on SEND Register and draw up ILP)

## SEND Flowchart

*Here are some guidelines about the process of placing a child on the SEND Register.*

*If we all follow the steps then our SEND systems will be reliable, accurate and up-to-date. The underlying principle is the 'Asses, Plan, Do, Review' Cycle.*

