

Branston Junior Academy Policy



SEND Policy

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

This policy should be read in conjunction with the Inclusion and the Safeguarding policy

1.0	INTRODUCTION / SCOPE
1.1	This Academy has the following aspirations: <i>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'.</i> 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 our 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. Our 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.
2.4	The policy will explain the roles and responsibilities of everyone involved in providing for pupils with SEN.
2.5	This policy complies with the statutory requirement laid out in the SEND Code of Practice

Last Review: Spring 2026

Next Review due: Spring 2027

Branston Junior Academy Policy



	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
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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: <i>"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"</i>
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	<u>DEFINITIONS (SEN)</u> 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	The Code of Practice states that 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. • Their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. 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.

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	Not all children who need some 'different from or additional to' provision have Special Educational Needs (as there are other barriers which may be affecting them). This is why the assess-plan-do-review cycle is so important. Through this process we can more robustly identify which children have a SEN. Our support in school is needs-led and includes consideration of the child's ability to engage in and access learning as well as the social and physical environments of the school. The school will identify the needs of pupils by considering the whole child. These needs may be related to: • cognition and learning • communication and interaction • social, emotional or mental health • a sensory, medical or physical condition
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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: <i>"..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."</i> (Code of Practice 2015; para 6.36) <u>Each Class Teacher is responsible for:</u> - the progress and development of every pupil in their class through working closely with colleagues to plan and assess the impact of support and interventions. - playing a critical role within SEN reviews pertaining to the children in their class; generating, implementing and reviewing the targets that have been set (ILP or IBP or EHC) and seeking the views of children and parents.

5.0	SPECIAL EDUCATIONAL NEED AND DISABILITIES PROVISION IN SCHOOL <i>(Code of practice 2015; para 6.44 to 6.55)</i>
5.1	<u>Our approach to teaching pupils with SEN</u> 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 adapted for individual pupils. We provide a range of evidence-based 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. Interventions are not solely focused on cognition and learning. Emphasis is also placed on supporting children (with or without SEN) with their social and emotional needs.



5.2	<u>Adapting our curriculum and learning environment</u> Special Education is a particular response to the needs of an individual child, in the form of one or more of the following: - Adapting 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 physical resources. - Provision of means of access to the curriculum through special equipment, facilities or resources, modification of the environment or specialist teaching techniques.
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 <u>four broad categories of need</u> and it is recognised that there may well be overlaps between the categories (Paragraph 6.28 to 6.35): <u>Communication and interaction</u> (para 6.28) for example; autism spectrum disorder, speech and language difficulties <u>Cognition and learning</u> (para 6.30) for example; dyslexia, dyscalculia <u>Social, emotional and mental health difficulties</u> (para 6.32) for example; attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) <u>Sensory and/ or physical needs</u> (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
5.5	When the teacher has concerns about a pupil, they will initially have discussions with parents and then, if required, the SENDCo. The situation will be monitored as part of a Graduated Response: Assess, Plan, Do, Review (ADPR) cycle. The meetings will focus around designing SMART targets. This will be used to determine and plan the support that is needed to meet the targets. If, after careful monitoring of the impact of the support that is put in place, 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
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. 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' or attendance at the meeting (with parental agreement).
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 a need identified (i.e. this support is not just for children on the Special Educational Needs register).
5.10	<u>Education, Health and Care Plans (EHC Plans):</u> 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 the Local Authority (unless the parents apply for an EHC Plan themselves).
5.11	<u>Exiting the SEND Register</u> Pupil progress and attainment is reviewed regularly, and so therefore, is our SEN Register. Children may be removed from the SEND Register, in agreement with parents, when all agree that a place on the Register is no longer required. When this happens, children are placed on the Monitoring List. If progress continues to be good, then the child will be removed from the Monitoring List and then be subject to the normal monitoring and assessment/evaluation cycles within school.
5.12	<u>Evaluating the effectiveness of SEN provision</u> Evaluating the effectiveness of SEN provision is ongoing. We evaluate the effectiveness of our provision by: • Reviewing pupils' individual progress towards their targets 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 for Education, Health and Care Plans in line with statutory guidance.
5.13	<u>Pupil participation</u> 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.
5.14	<u>School Offer</u> 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	<u>Transition:</u> <u>Internal transition:</u> Branston Junior Academy uses a web-based assessment and monitoring system. Every teacher has access to each child's assessment data from KS1 final assessments up to the most current teacher's on-going and summative assessment data.

Branston Junior Academy Policy



	Staff liaise closely prior to end of year ready for class transition to ensure all relevant information is shared. <u>External transition:</u> 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 their secondary school placements.
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6.0	ASSESSMENT, MONITORING, REPORTING AND RECORDING OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
6.1	The SENDCo will be responsible for initiating the review cycle of ILP's. 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.
6.2	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 the Local Authority, as required.
6.3	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.
6.4	Progress and attainment of all children on the Special Educational Needs register, will be monitored by the Headteacher and the SENDCo.

7.0	<u>Managing the medical conditions of pupils.</u> (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.
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Branston Junior Academy Policy



	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".
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8.0	TESTS
8.1	The following forms of assessment may be used: • Schonell Reading Test • Schonell Spelling Test • Commercially produced end of year assessments • 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

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9.0	COMPLIANCE
13.1	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

10.0	RAISING CONCERNS OR COMPLAINTS ABOUT SEN PROVISION
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Branston Junior Academy Policy

10.1	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 Headteacher. Further details are available on the ' Complaints ' policy.
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11.0	LINKS TO OTHER POLICIES AND DOCUMENTS
11.1	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

- SEND Flowchart

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Branston Junior Academy Policy

