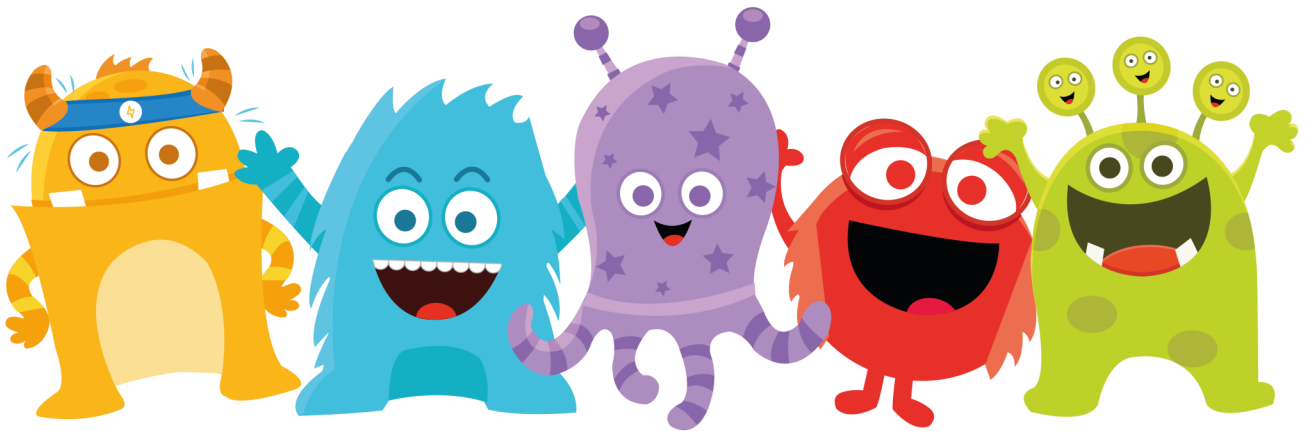
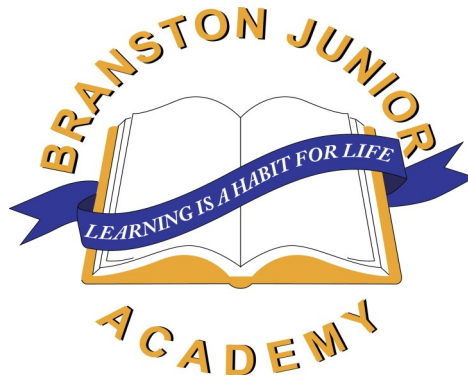


Branston Junior Academy: SEN information report



Please click the link below for
Lincolnshire County Council's Local Offer:

[Lincolnshire FSD \(openobjects.com\)](https://openobjects.com)

Branston Junior Academy 'Local Offer'

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Branston Junior Academy 'Local Offer'

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[How will the school prepare and support my child when joining or leaving?](#)

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[What if my child moves school at some other time?](#)

[What can I do to support my child?](#)

[What training or learning events do you provide for parents?](#)

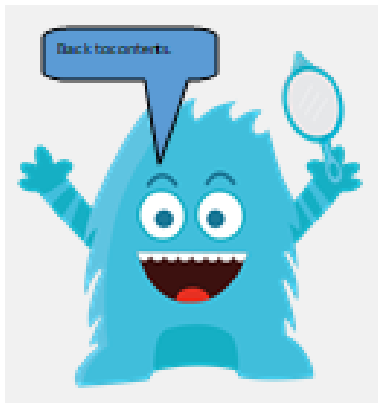
[Glossary of terms commonly used with SEND](#)

[Branston Junior Academy Complaints Policy](#)

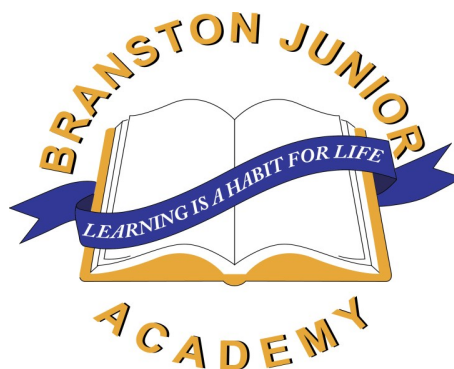
[Branston Junior Academy Behaviour Policy](#)

[Branston Junior Academy Access Audit and Accessibility Plan](#)

[Branston Junior Academy Equality Policy](#)



Wherever you see me, click on me to return to the contents page.



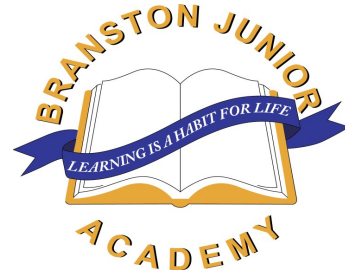
Here at **Branston Junior Academy**, Mrs Amanda Simpson is the SENCO.

She can be contacted by email:

amanda.simpson@branstonjunioracademy.co.uk

or by phone:

01522 880555



Please note that Mrs Simpson works on Wednesdays, Thursdays and Fridays and that she is classroom based on Thursdays and Fridays.

The Governor for SEN is Mrs Andre Bayes-Green

The Designated Safeguarding Lead is Mr Barry Thornton

The Deputy Safeguarding Lead and Behaviour Lead is
Miss Louise Perkins



The Designated Teacher for Children in Care (CiC) is Mr Barry Thornton

The Pastoral Lead is Mrs Carly Parker (mornings only)



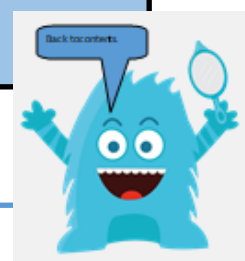
What should I do if I think that my child has additional or special educational needs (SEN)?

The first thing that you should do is contact/ make an appointment to see your child's class teacher. Teachers are always happy to meet with parents and we actively encourage an open door policy. The '[Identifying SEND' flowchart](#) will help you.

During your meeting with your child's class teacher a plan of action will be agreed and put into action. Your child's class teacher will usually also organise a follow-up meeting after an agreed timescale. They may also ask the SENCo for advice.

3. After the actions have been implemented and reviewed, it may be that the next step is for your child to be added to the Register for Special Education Needs, whereby an Individualised Learning Plan (ILP) will be created. This will form part of the Assess, Plan, Do, Review (ADPR) cycle. It may not be necessary to place them on the SEN register, but be closely monitored.

4. In addition to agreeing an action plan/ involving the SENCo, you might also decide to request the involvement of an [outside agency](#)



LINCOLNSHIRE LOCAL OFFER:

<https://www.lincolnshire.gov.uk/send-local-offer>

How will the school decide if my child needs extra support?

Decisions on which children need extra support are based on a range of both formal and informal information including:

Observations and assessments made by your child's class teacher.

Analysis of formative and summative assessments made by:

- * SENCo
- * Class teachers
- * [Assessment Co-ordinator](#)

Discussions with parents and/ or carers.


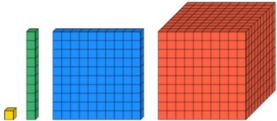
Discussions with your child.



Assessments and advice provided by [outside agencies](#) (where necessary)..



What are the different types of support available for children with SEND at Branston (1) ?

- The teacher will have the highest possible expectations for your child and all pupils in their class and all teaching will be based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using learning that is more practically based. (e.g. through the use of concrete apparatus such as Numicon).
- At times, the teacher may direct a Teaching Assistant to work with your child as part of normal working practice.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/ learning and needs some extra support to help them make the best possible progress.
- Children may work in a small group (often called an intervention group). This group may do work that is additional to or different from the usual differentiated curriculum.



What are the different types of support available for children with SEND at Branston (2) ?

Children are not only supported with their cognition and learning, communication and interaction, but also with their social and emotional health.

- Children's progress in terms of social and emotional health is also very important to us. Some children need additional support in this area.



- If behaviour is causing concern, it is always considered whether there are any underlying difficulties.

The class teacher would gather information about incidents occurring, at what time of day and during which lessons to see whether trigger(s) or pattern(s) can be identified. Behaviour checklists or 'Strength and Difficulties' questionnaires may be used.

Strategies would then be put into place to support the child—these are reviewed regularly.

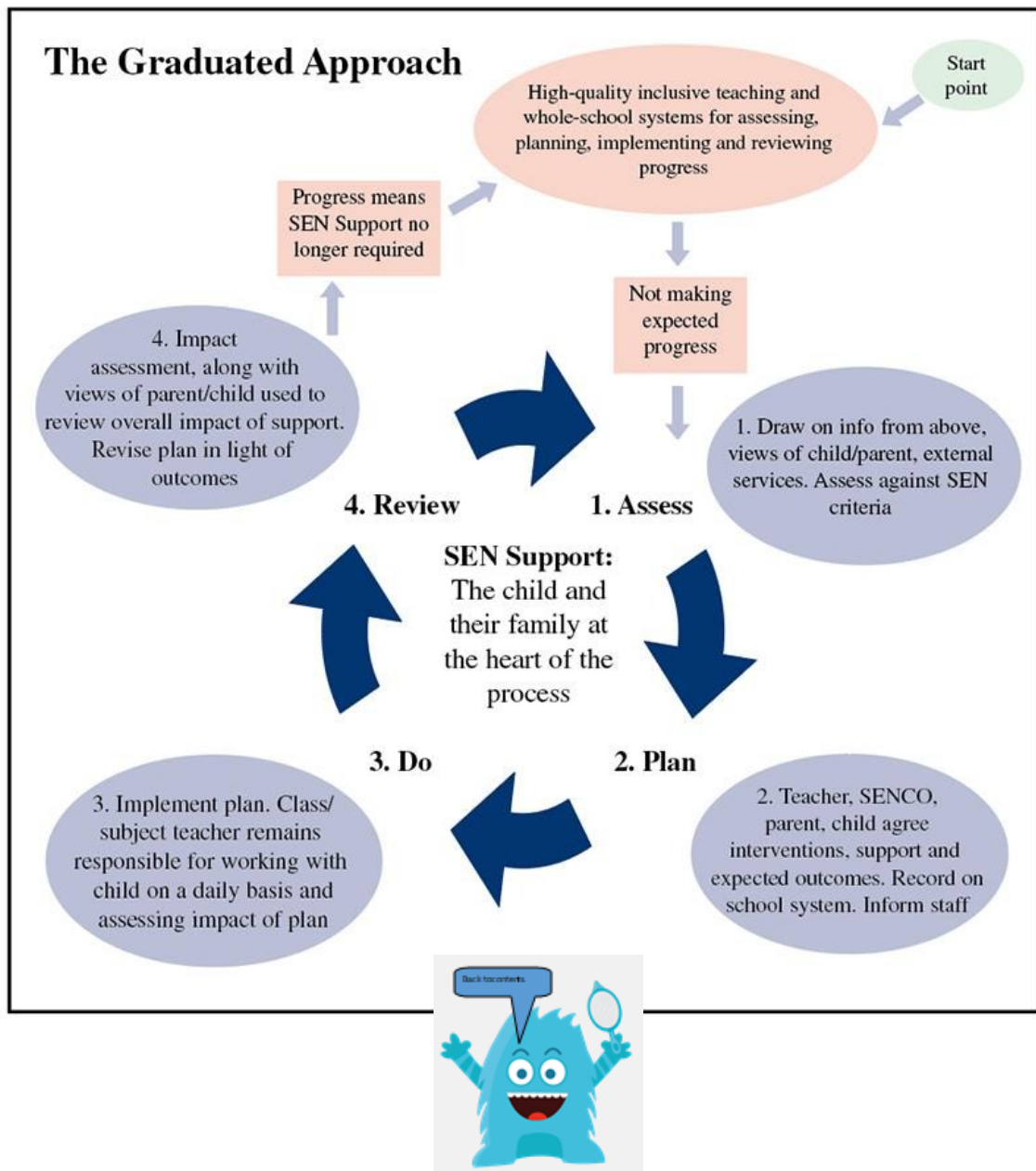
- If, after trying strategies 'in house', more support is needed then with carers/parents' permission we can refer on to external agencies for additional support. This includes referrals for counselling.
- The child will then be placed either on our monitoring list or SEND register (under SEN support).



What is SEND support?

SEND support is available for any child who needs it.
For your child this could mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- This could be linked to an individual learning plan (ILP) or a behaviour plan (IBP).
- A teaching assistant (or, in sometimes an external professional) will run these individual or small group sessions using the teacher's plan.
- The class teacher will review progress on a termly basis with the child and parent/carer and plan new targets, if needed.



Children requiring SEN Support (with outside agency involvement)

This means they have been identified by the SENCO as needing some extra specialist support in school from a professional outside the school.

- The class teacher or SENCO will have identified your child (or you will have raised your own concerns) as needing more specialist input in addition to quality first teaching and intervention groups.

This may be from:

- Local Authority central services such as autism outreach services (Working Together Team), Sensory Education Support Service (for pupils with a hearing or visual need).
- Speech and Language therapy Service (SALT)
- Educational Psychologists
- Specialist Teaching Team (STT)
- Child and Adolescent Mental Health Services (CAMHS)
- Healthy Minds Lincolnshire provides emotional wellbeing support to children and young people up to 19 years old (25 if special educational needs/disability or leaving care).
- Behavioural Outreach Support Service—for children with behaviour difficulties (BOSS)
- St Francis School, Lincoln for advice and support for those children with disabilities.
- NHS services, including Occupational Therapist, Physiotherapist, School Nurse and the Community Paediatric teams.



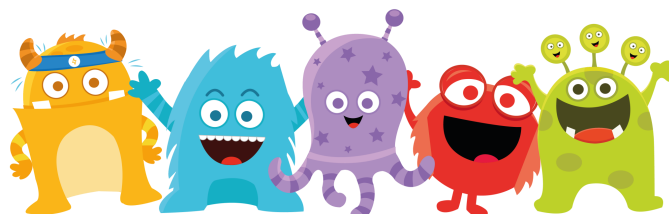
What is SEND support (continued)?

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making suggestions about changes to the way your child is supported in class,
e.g. some individual support or changing some aspects of teaching to support them better (classroom adjustments and strategies).
- Support to set specific and highly personalised targets, drawing on their professional areas of expertise.
- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- A group or individual work may with outside professional.
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups.

What if High Quality Teaching and SEND support is not enough?

- Where a child has been identified as needing a higher level of support for their needs to be fully met in school we, in co-production with parents/carers, would consider applying for a needs assessment via an **Education, Health and Care Plan (EHCP)**.
- **Application forms are available on the Lincolnshire Local Offer:**
<https://www.lincolnshire.gov.uk/send-local-offer>
- Parents are able to apply for a Needs Assessment themselves, should they wish to do so.



What if SEND support is not enough (continued)?

Statutory Assessment

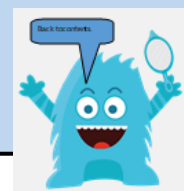
- The school (or you) can request that the Local Authority carry out a **statutory assessment** of your child's needs.

After the school have sent in the request to the Local Authority (with as much information about your child, including some from you, as possible) they will decide whether they think your child needs (as described in the paperwork provided) a needs assessment.

- If an **EHCna** (Education, Health and Care Plan needs assessment) is agreed, the LA will ask you and all the professionals involved with your child to write a report outlining their needs.
- If they do not think your child needs this, they will ask the school to continue with the support with outside agency involvement.
- If an EHCna is agreed the LA will arrange for further assessments to be undertaken to assess your child's needs.
- If an EHCna is agreed the LA will arrange for a Person Centred Planning meeting to take place between yourselves, school and a case worker. Other professionals may also contribute to this meeting.
- When all the information has been gathered the LA will then decide whether an EHC plan will be issued and will determine the level of funding. Outcomes and provision will be specified on the plan.



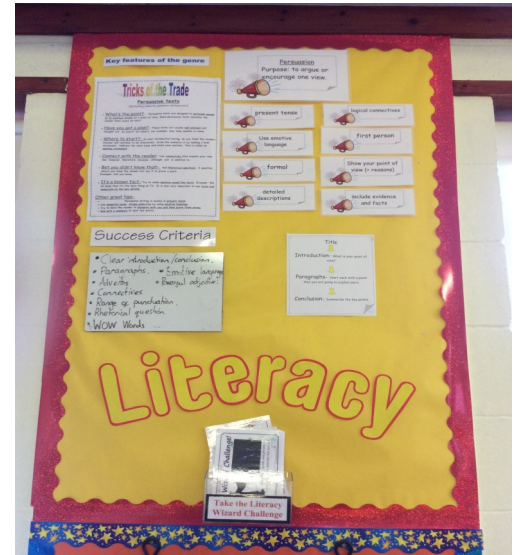
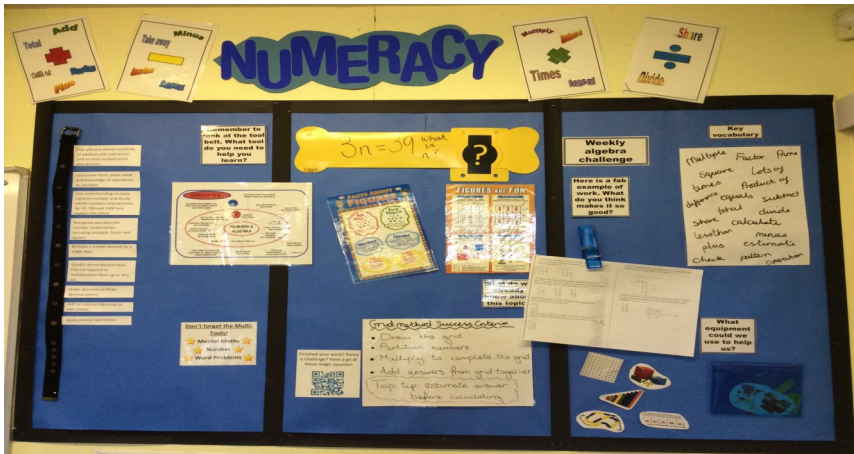
An example of the child-friendly (and chosen) front page of an EHC plan.



What will school do to support my child?

In addition to high quality adapted, scaffolded or differentiated teaching, all classrooms are organised in ways to support all the learners in the class:

WORKING WALLS



Each class has a working wall for the three core subjects: maths, English and science.

The 'walls' evolve as each day/ week progresses but have:

- The success criteria (i.e. what the children need to do to achieve), which have been developed with the class.
- Key vocabulary or phrases—often with additional post-it notes as more key words are discussed.
- Modelled examples of work, planning sheets and work in progress are also regular features of working walls.

VISUAL TIMETABLE

Visual timetables are used so that all children can see, at a glance, the day ahead.



 English	 SPaG	 Maths
 Science	 History	 Geography
 Reading	 Guided Reading	 Break Time

TEACHING ASSISTANTS

- We are extremely fortunate at Branston Junior Academy as we have skilled teaching assistants s on our staff.
- Teaching Assistants are used in a variety of ways to support both academic and social/ emotional needs.

Working with small groups in the classroom

Working with small groups outside the classroom

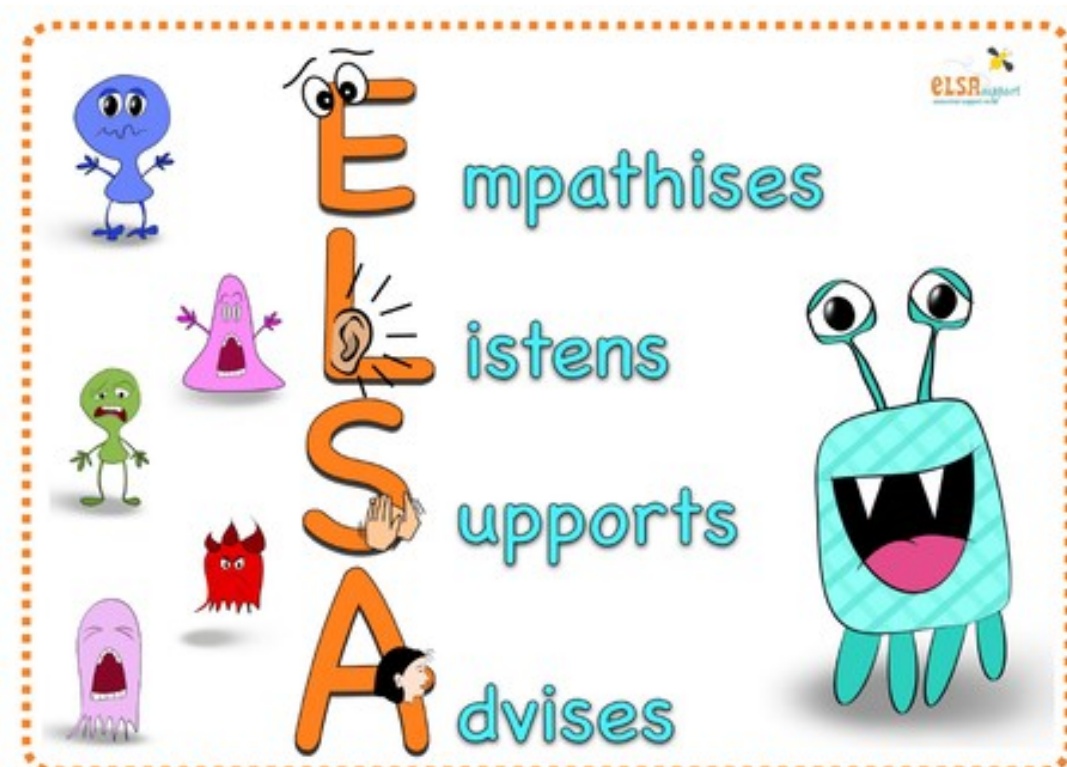
Working one-to-one in the classroom

Working one-to-one outside the classroom

Running specific interventions with a range of children—some are children with SEN, whilst some are children who will benefit from a 'boost'.

Working as play leaders outside during playtime and lunchtime.

- We are fortunate to have two Teaching Assistants who are ELSA-trained (Emotional Literacy Support Assistants).
- We have TAs trained to deliver Lego Therapy.
- We are also able to deliver the Fun FRIENDS and FRIENDS for Life interventions, as well as 'Feelings Detectives'.
- Maintaining a good quality training for our Teaching Assistant staff is important to us at Branston Junior Academy.



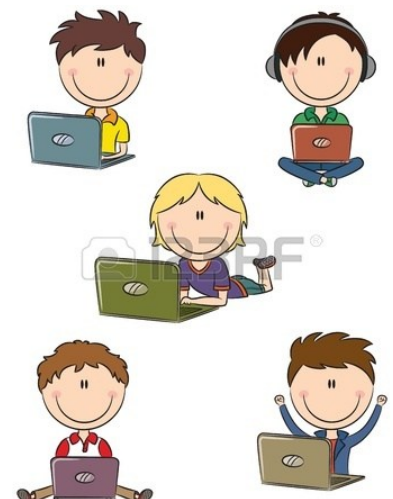
What do you mean by 'differentiate'?

Class teachers scaffold or differentiate your child's work according to their strengths and areas to develop. This means that your child's class teacher will provide them with work and equipment that is suitable *for them*.

Differentiation can be employed in many different ways:

- Content** The content of your child's work may be adjusted so as to ensure that it is relevant to them.
- Pace** Your child might have opportunities to work at a pace, in lessons and during interventions, that is suited to them, ensuring that they are given the chance to have 'mastered' a skill before moving onto the next one.
- Access** Particular accommodations/ arrangements can be made so that your child can access the curriculum. This might mean providing a scribe, alpha-smart keyboard, laptop, fiddle toy or by allowing extra time, or other access arrangements, to complete tasks.
- Outcome** In some pieces of work it is appropriate for the differentiation to be through what the children achieve.
- Curricular sequence** Sometimes, if your child needs it, sequences of lessons will be planned for your child's individual needs, particularly in the core subjects.
- Structure** The structure of lessons, perhaps being 'chunked' into smaller pieces, or being amended to suit your child's learning needs.

(From: Lewis, 1999; cited Rose, 'The practical guide to Special Educational Needs in inclusive schools' p19-20)



What do you mean by 'differentiate'? Cont.

Teacher time	Your child's class teacher may decide that during certain lessons they will spend more time with your child.
Teaching style	Teachers use a wide range of teaching styles in their classrooms and will adapt lessons in order to accommodate children's learning preferences.
Level	Where appropriate, teachers might change the difficulty of input to suit your child's 'level' (as shown in assessments).
Grouping/seating	Teachers use a variety of grouping and seating plans within their classes depending on the learning objectives and the skills of the children in their class.
Interest	Our whole curriculum is designed to engage the children's interests. However, within individual classrooms, wherever there is an opportunity to do so, teachers will tap into individual/ group of children's interests.

(From: Lewis, 1999; cited Rose, 'The practical guide to Special Educational Needs in inclusive schools' p19-20)



What is assess-plan-do-review (ADPR)?

Your child's progress and targets will be monitored closely by your child's class teacher as part of the Assess, Plan, Do, Review (APDR) process.

Depending on the needs of your child, they may receive additional support—either within a small group, or one-to-one—from a teaching assistant or teacher.

The process of providing and evaluating the effectiveness of support is:

ASSESS

Using a range of data:

- * Teacher's observations
- * Marking work
- * Formal tests
- * External agency observations and assessments

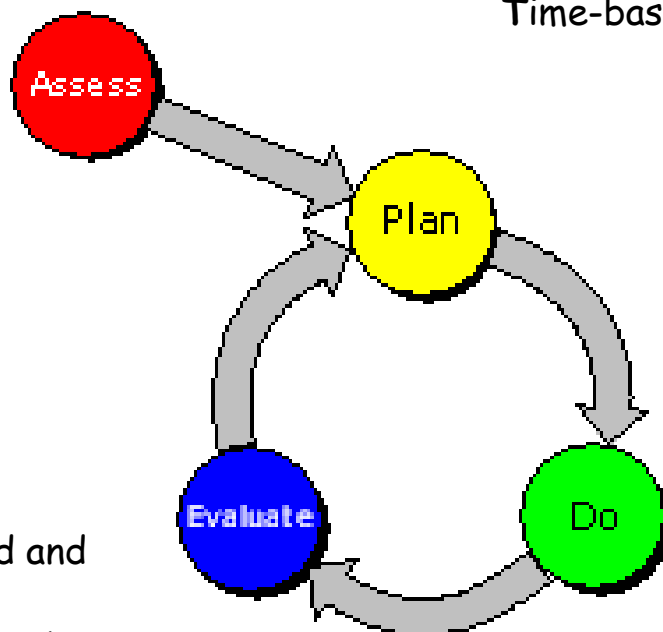
PLAN

Agree on targets. Targets with usually be '**SMART**'

Specific
Measurable
Action-based
Realistic and relevant
Time-based

REVIEW

- * Targets are reviewed and new ones set
- * Reviews held once per big term.
- * You are also welcome to come in between times.



DO

The targets and strategies are implemented.

Reviews evaluate:

**PROGRESS;
WHAT WORKED WELL;
NEXT STEPS?**



In what areas will you be able to support my child?

At Branston Junior Academy we are able to offer you child a varied range of support in the following FOUR key areas from the Code of Practice:

Cognition and Learning

- Differentiated class teaching and activities
- Individualised teaching
- Hands on experiences, including our much-loved 'WOW' days!
- Specifically targeted [intervention programmes](#).
- Additional adult support for groups and individual work.



Communication and Interaction

- Resources and programmes from [Speech and Language Therapy](#) (SALT). Or TWTT (The working Together Team)
- ECLIPS support
- Social Skills Games
- Social Stories

Social, Emotional and Mental Health

- Social Stories
- Lego Therapy
- Feelings Detectives
- PSHE
- Reward strategies:
Whole school
Class-based
Individualised
- Sensory tunnel
- Emotional Literacy Support (ELSA)
- [Easy Counselling](#)

Medical, Physical and Sensory Needs

- Fine Motor Skills Programme
- Specialist equipment:
pencil grips, writing slopes, Alpha-smart keyboards, wobble stools, therabands
- Sensory tunnel (Wiggle corridor)

Who organises support for my child?

The SENCo, Mrs Simpson, manages and monitors which children receive which additional support through a 'provision map' (this does not include how class teachers choose to deploy the teaching assistants in their classrooms).

The 'provision map' is updated frequently and is very much a working document. Not all children on the provision map will have SEN, some will be on there to provide a boost in a specific area. Some children feature regularly on the provision map, some infrequently and some not at all—all this depends on individual needs.

What does the 'provision map' do?

The Code of Practice 2014 identifies four main areas of need.

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Medical, Physical and Sensory Needs


For each area (see above) the type of [intervention](#) to be used is identified, as well as which children will be on it.

The provision map also specifies:

- * which teaching assistant will run the intervention,
- * when it will be run (usually either 9—9.30 or 11.45—12.15, or during after-noons)



What types of intervention/ provision are there?

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Medical, Physical and Sensory
Toe by Toe Stride Ahead Beat Dyslexia Precision Reading Precision Spelling Word Wasp Precision Maths Shine (maths) Plus 1 (maths) Power of 2 (maths) Sound Linkage (phonological awareness) IDL Cloud programme 1:1 Support in class Small group support in class STT (Specialist Teacher Team) assessment Educational psychology assessment	Friends for Life Feelings Detectives Social Stories Circle Time Lego Therapy SALT programmes Social Group Playground buddy First Call Folder resources ELSA (Emotional Literacy) Language for Thinking ECLIPS team involvement TWTT (The Working Together Team) intervention Play Leaders Peer Mediation	Circle Time Friends for Life Fun Friends Lego Therapy ELSA (Emotional Literacy) Natter Time (provided by ELSA) Feelings Detectives Drawing for Talking Easy Counselling Social Stories TWTT (The Working Together Team) intervention	Motor skills programme Teodorescu handwriting programme First Move Folder resources Physiotherapy or occupational therapy exercises as recommended by practitioners. 

Please feel free to contact the SENCo, Mrs Simpson, if you would like further information about any of these interventions and to discuss ways that you can support your child at home.

This provides an example of the sort of intervention offered routinely at Branston Junior Academy—should different strategies or programmes be recommended (for example by the Educational Psychologist) then we will always do our best to put them into practice.

Who will support my child in school?

Midday Supervisors:

May provide support in the personal, emotional and social needs of your child (e.g. by initiating games), as directed by your child's class teacher.

Class Teacher:

Sets and monitors targets based on your child's needs.
Organises support in class and liaises with SENCo.

Outside Agencies:

Provide guidance.

May write detailed reports and observations about your child.

Suggest targets, strategies and resources.

SEN Governor:

Oversees provision

Critical friend to the SENCo

Teaching Assistants:

Provide day to day support both in the classroom and for intervention.

Sometimes support on a one-to-one basis and sometimes in a group.

Directed by your child's class teacher and the SENCo.

SENCo:

Provides guidance to classroom teachers.
Liaises with external agencies on the best ways to support your child.

Responsible for review meetings and statutory paperwork such as Educational and Health Care plans (EHCs).



Who's Who: Teachers

Miss L Perkins
Deputy Head

Maths Specialist
Teacher (MAST)
Assessment Lead
Maths Coordinator

Mr B Simpson
Y3/4 Teacher

Autism Awareness
Drama/ Film making
specialism
Geography and History
Coordinator
Design &
Technology Coordinator

Miss E Tysoe
Y5/6 Teacher

PE and Sports
Coordinator
P.E. Premium Coordinator

Miss H Gethings
Y3/4 teacher

Residential Visits
Coordinator
RE Coordinator
PSHE Coordinator

Mrs K James (3 days)
Y3/4 Teacher

International Schools
Coordinator
Student Teacher
Mentor qualification
Science Coordinator

Mrs A Simpson (2 days)
Y3/4 Teacher
SENDCo (1 day)

SpLD (APC—Patoss)
Difficulties in Literacy
Development (Masters
Level)
SEN National
Accreditation Award
(Masters Level)
Pupil premium Coordina-
tor
Art Coordinator

Miss A Kisby
Y5/6 Teacher

Literacy Coordinator
Peer mediator Lead

Mrs C Hennegan
Part-time teacher

Music Coordinator
Outdoor learning

Mr M Pyburn
Part-time teacher

Computing Coordinator
MFL Coordinator



Who else might be involved in supporting my child's needs?

COGNITION AND LEARNING

- *EDUCATIONAL PSYCHOLOGIST
- *SPECIALIST TEACHER
- *DYSLEXIA OUTREACH

COMMUNICATION AND INTERACTION

- *COMMUNICATION AND INTERACTION OUTREACH SERVICE (TWTT)
- *SPEECH AND LANGUAGE THERAPY
- *ECLIPS Team

SOCIAL, EMOTIONAL AND MENTAL HEALTH

- *CASY Counselling
- *Healthy Minds (NHS)
- *CAMHS (Child and Adult Mental Health Service)
- *GRIEF AND LOSS (Lincolnshire Co-op Tear Drop project)

MEDICAL, PHYSICAL AND SENSORY NEEDS

- *OCCUPATIONAL THERAPY (NHS)
- *PHYSIOTHERAPY (NHS)
- *TWTT (The Working Together Team):



What support is there for me as a parent?



LIAISE

For SEND information, advice and support in Lincolnshire. The advice is free, confidential and impartial.

Offers a confidential helpline and can offer initial help and advice by email or telephone.

<https://www.liaiselincolnshire.org.uk/>

Tel: 0800 195 1635

Email: liaise@lincolnshire.gov.uk

LINCOLNSHIRE PARENT CARER FORUM

This is an independent organisation run by parents for parents.

They offer a range of services from informal 'coffee and cake chats' through to specific training events.

Their website can be found following this link:

<https://www.lincspcf.org.uk/>

Email: admin@lincspcf.org.uk

Tel: 07925 232 466



LINCOLNSHIRE LOCAL OFFER

By following the link below you can access information about a wide range of services available to support both you and your child within Lincolnshire.

<https://www.lincsfamilydirectory.org.uk/kb5/lincs/fsd/>

CHILDREN'S THERAPY SERVICES

TEL: 01522 514814

[https://](https://www.lincolnshirechildrenstherapyservices.nhs.uk/)

www.lincolnshirechildrenstherapyservices.nhs.uk/



What support is there for me; for parents?

PARENTLINEPLUS

This is a national family support charity that can offer you support on wide variety of topics.

Open 24 hours per day, seven days per week.

www.familylives.org.uk

Tel: 0808 800 2222



LINCOLN ADHD SUPPORT GROUP

A parent-run group to support parents or carers of those with ADHD.

<https://adhdlincs.org/>

Tel: 01522 539939

PAACT (Autism Support)

A support group for parents and carers of children or young people with Autism

<https://www.paactsupport.com/>

Email: paactsupport@hotmail.co.uk



DYSLEXIA ACTION

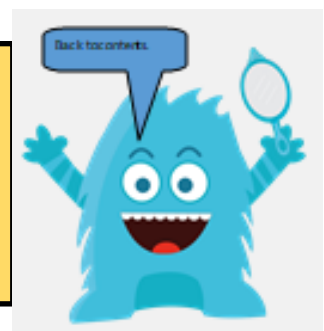
TEL: 01522 539267

FAMILY INFORMATION SERVICE:

TEL: 01522 546168

HEALTHY MINDS

<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire>



What support will there be for my child's emotional and social well-being?

Pastoral and Social Support

* All staff build strong relationships with the children. When appropriate, some children are allocated a specific member of staff to support their development and learning in this area.



Play Leaders

* There are 3 Y4 play leaders and 3 Y6 play leaders.
These are overseen by [Miss Tysoe](#).

Communication and Monitoring

* Any incidents are appropriately recorded by the adults supervising play and lunchtimes.
* Pertinent information is always passed to the class teacher or TA as soon as possible.

Peer mediation

* A peer mediation system is used in school whereby children are encouraged to use their own strategies to solve problems during play. There are 12 peer mediators all in Y5/6. They are overseen by the headteacher.

Social Intervention Strategies

* Circle of Friends, Feelings Detectives, ELSA support, Lego Therapy, Natter time and Social Stories are used to support children through small group or 1:1 work.

Child Protection

* Mr Thornton (head teacher) is the designated member of staff for child protection.
* Miss Perkins (DHT) is the deputy safeguarding officer.

Behaviour Policy

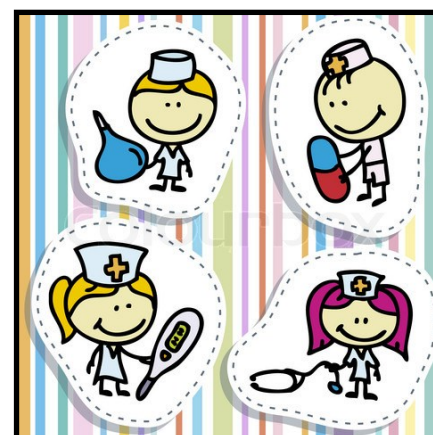
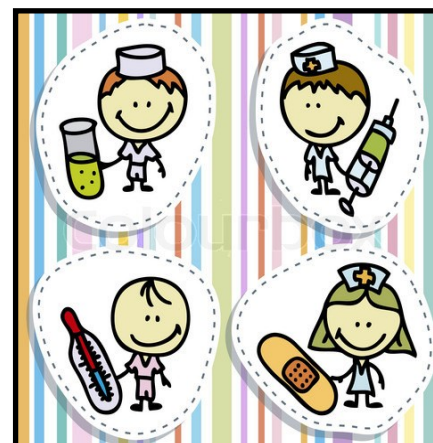
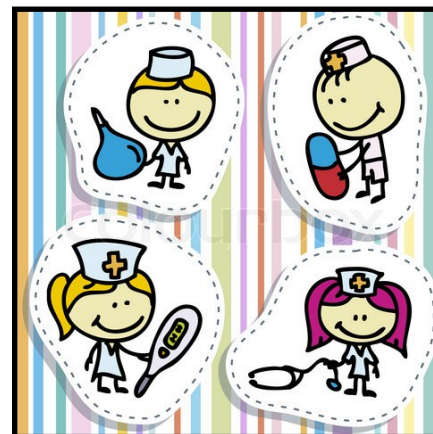
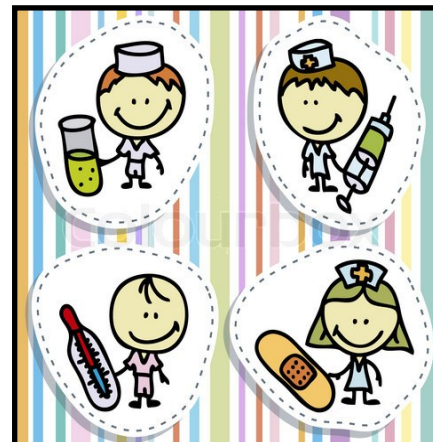
* Clear behaviour policy in place.
Reviewed by governors annually.



What support will there be for my child's medical needs?

Medical needs

- * All staff hold an up-to-date First Aid certificate.
- * Any accident is recorded in the 'Accident Book' which is held centrally.
- * Parents are always advised if their child has received a blow to the neck or head as a precautionary measure.



My child has medical needs, what should I do?

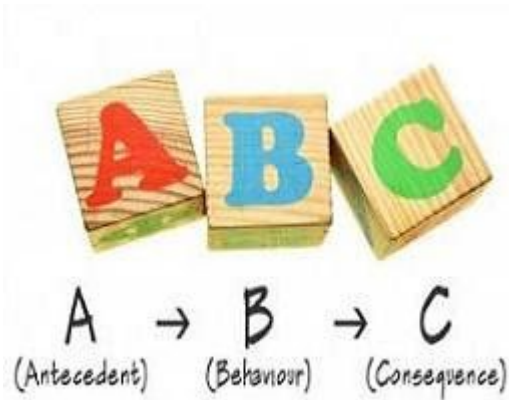
- * You should contact your child's class teacher and the school administrator and designated first aider.
- * If required, a 'care plan' can be drawn up with referral to all relevant parties.
- * The care plan will inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- * Liaison with NHS staff will be organised as required.

What if my child has on-going medication?

- * You should contact the front desk to make arrangements about who, how and when any medicines need to be administered. Any medicines need to be fully labelled with your child's name and dosage instructions.



What support do you offer for my child's behaviour?



Behaviour is a form of communication.

Should you, or the staff feel that your child needs particular support in managing their behaviour and emotions, then the following process will be discussed with you.

ASSESS

Your child may be observed by an [Educational Psychologist](#), Behaviour Outreach Service (BOSS) or by another external agency (in the first instance) to understand the nature of your child's difficulties, e.g. attention, anxiety, aggression, cognition.

REVIEW

The targets will be reviewed with pupils, parents and adults in school. Next steps will be agreed.

PLAN

Specific targets are set for your child based on the professional's recommendations. Other outside agencies may also be contacted and involved.

Do

Interventions or strategies that have been agreed will be put in place, monitored and reviewed.



What happens if my child's behaviour remains an issue despite intervention?

School will work extremely hard to support your child with their behaviour. The Department for Education's guidance on exclusion is followed.

Next steps, should behaviour continue to be an issue, might be to set up a multi-agency meeting (where ALL adults involved with your child are invited attend) to decide on the next steps to avoid exclusion.

Specialist outside agencies may be contacted to help design a 'behaviour plan' to support your child.

Branston Juniors follow the Lincolnshire Ladder of Behavioural Intervention, including the implementation of Pastoral Support Plans and working alongside BOSS (Behavioural Outreach Support Service).

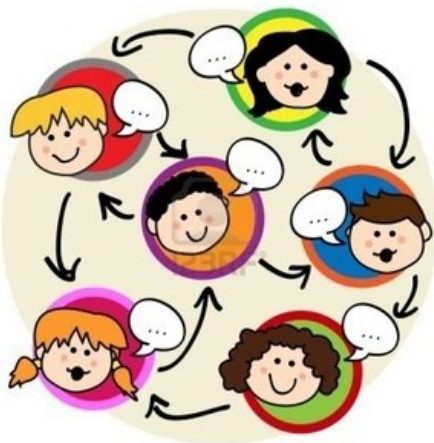
Exclusion is always considered to be the 'last resort' and is only used following an intensive programme of support and intervention for your child, taking on board advice from a range of professionals (including the Virtual School if the young person is in care).



How will my child's views be heard?

ILP Reviews

We actively encourage your child to provide their opinions as part of ILP reviews—after all they are all about their learning.



EHCP Annual Review

- *We would encourage your child to have input into their Annual Review process through the 'Child Voice' process or attendance (if appropriate).
- *As part of the review process your child will be asked to complete a child-friendly questionnaire about their views.
- *If appropriate, they may be invited to the review meeting.

Daily conversation

On an informal level staff are always noting children's comments about how they feel about themselves and their learning.

These are used as much as possible when planning interventions.



How will you match your curriculum to my child's needs?

If your child has Special Educational Needs then it may well be that they need support that is 'additional to' or 'different from' the rest of the children in the class as part of their [differentiated](#) activities.

Sometimes, when appropriate, your child might be taught outside of the class, but usually particular adjustments will be made to suit their needs within the classroom.

Using ICT to record iPads Alpha-smart keyboards Clicker 7 word processing Laptops	Using ICT to support learning Programmes: eg Nessy/TT Rockstars Games and games apps Clicker 7	Using drama techniques Hot-seating Freeze-framing Conscience corridor Role play	Using thinking skills Making links between learning across the curriculum
Using concrete apparatus Practical resources such as cubes, number lines, white-boards Numicon	Using seating for learning Position chosen to be near: adult support peer support friends	Using talk partners To share and discuss ideas and thoughts	Using visual aids Visual timetables Working walls Word mats Planning grids
Using different groupings Mixture of ability groups Independent work Adult-led work	Using pre-learning Key vocabulary and concepts may be introduced before lessons	Using WOW days Inspirational days to inspire children as topics start	Using support packs Individual packs with resources and materials your child may need



How does the school know how well my child is doing?

There are a number of ways that Branston Junior Academy staff will know how well your child is doing.

Informal assessments such as:

- Teacher observation; pupil progress meetings (involving the adults who work most with your child).
- Assessment for Learning (AfL): teachers keep notes on their planning which informs the next lesson.
- PIVATs: These are used when children make smaller steps of progress than the usual expectations. This enables teachers to measure small steps of progress as well as being a useful tool for identifying 'gaps' and possible target areas.
- Frequent updates on EAZMAG (school's data analysis tool)

Formal assessments such as:

- * National Curriculum tests.
- * Assessed pieces of work.
- * Reading and Spelling ages.
- * Standardised assessments; these are undertaken by the [Specialist Teacher](#) or the [Educational Psychologist](#).



How does the school know how well my child is doing?



Analysing Data:

Data is carefully analysed frequently throughout the term:

- *Against age-related expectations
- *Against your child's base-line performance (ie as they start Y3)
- *Against your child's Y2 results
- *Against your child's previous 'check point' assessment

Check points occur at set points throughout the academic year and this is when teachers input your child's most up to date assessment. This may be through formal testing or teacher assessment, or a combination of both.



How will my child be included in activities outside the classroom, such as trips?

At Branston Juniors we make every effort to include all children as fully as possible in extra-curricular activities and trips. The views of parents are regularly taken into account during the organisation of visits.

All children are encouraged to attend, including those with SEN or who are 'looked after' (CiC).

We work hard to ensure that every child has an equal opportunity .

How accessible is the school environment?



We are a one-level site with ramped access to the main reception area and to three classrooms. There are two further flat or ramped access points.

We have the benefit of wide corridors and doorways thus enabling wheelchair access.

There are two disabled toilets.

Each classroom is fitted with a Smart board and projector enabling staff to easily increase magnification of work or background colour.

Alpha-smart keyboards, iPads, laptops and other devices are alternative ways that children can access recording their work.



How will the school prepare and support my child when joining or leaving (transition)?



TRANSITION

As a junior school we have to make sure that our arrangements for transition both from the infant school to ours, and from our school to secondary school is as smooth as possible for **all** children (and their parents; we understand how anxious many parents feel about transition).

To ensure positive transition, the SENCo (Mrs Simpson) liaises closely with both the SENCo at Branston Infant School and at Branston Community Academy as well as any other 'feeder' school (i.e. any other school we 'receive' from or 'send' to).

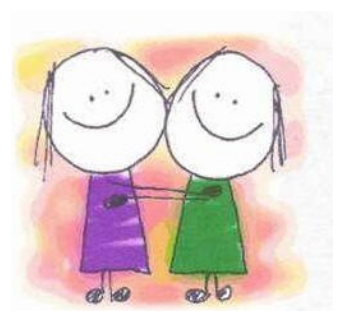
Where appropriate you will be invited to attend additional transition meetings, alongside any other relevant professionals, so that your child has as positive a start at their new school as possible.



SUPPORTING Y2 to Y3 TRANSITION

All children in Y2 take part in a 'Theme Day' (linked to the topic planned for the September when your child starts) with the current Y3s and the Y3/4 teaching team (including teaching assistants) in the school hall at Branston Juniors.

- * 'Change Over Day', usually in the second summer term, is the time when the Y2s find out who their class teacher will be and who their classmates are.
- * Sometimes children with SEN or identified with particular needs (medical, anxiety about the move etc) benefit from additional visits to us in small groups. These usually happen after Change Over Day.
- * The teaching assistants who will be working most closely with your child will visit them at the Infant school on 'getting to know you' visits, prior to them starting with us.
- * Wherever possible, the SENCo from Branston Junior Academy will attend ILP reviews or EHC plan reviews prior to transition.
- * Branston Juniors holds a '[Parents' Information](#) session' during the summer term so that you can meet your child's class teacher and the Y3/4 team.
- * You are always more than welcome to book additional appointments to see the SENCo, or your child's class teacher should you have any further queries.



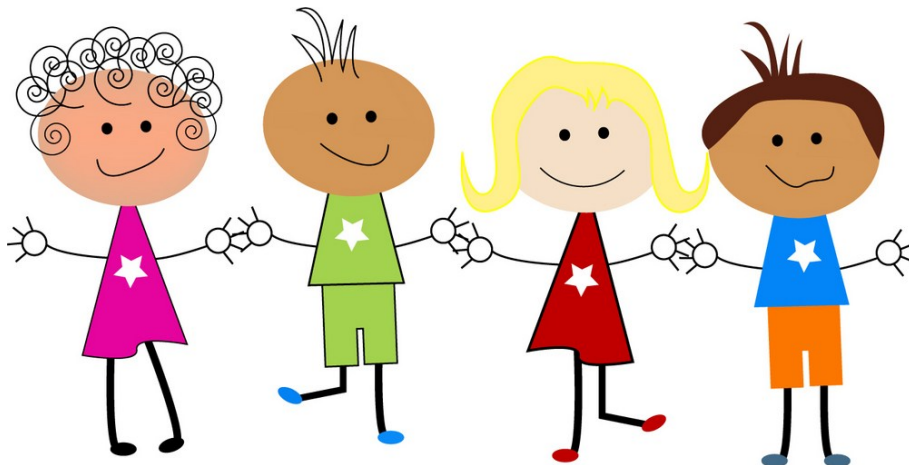
SUPPORTING Y6 to Y7 TRANSITION

- * 'Change Over Day', usually in the second summer term, is the time when the Y6s find out who their form tutor will be and who their classmates are.
- * Sometimes children with SEN or identified with particular needs (medical, anxiety about the move etc) benefit from additional visits to the Community Academy. These usually happen after Change Over Day.
- * If you feel your child would benefit from additional visits then please discuss it either with your child's class teacher or with Mrs Simpson. However, visits are coordinated by the Y5/6 teachers to fit in around end of Year 6 projects!
- * The SENCo from your child's chosen secondary school will be invited to attend ILP reviews or EHC reviews in the term prior to transition. If this is not possible, then alternative arrangements are made to ensure that important information is shared.
- * If your child is going to be designated a 'key' teaching assistant then opportunities for your child to meet them, prior to starting their secondary school, will be organised during the second summer term.
- * All relevant paperwork (ILPs, Pen Pictures, Meeting Minutes etc) are sent up to the chosen secondary school before the end of the summer term so that the SENCo there has all the relevant information when they are planning form tutors, groups and any additional support/ intervention.
- * You are always more than welcome to book additional appointments to see the SENCo should you have any further queries.



WHAT IF MY CHILD MOVES SCHOOL AT SOME OTHER TIME?

- * Whenever your child **starts our school**, we always encourage parents to come in and see their child's new class teacher—this is particularly important if they are a Child in Care (Cic), or have SEN—either an ILP or an EHC plan.
- * We support new children by designating a buddy or a buddy group to ensure that they feel welcome to our school. We feel this is something that we do particularly well!
- * If a child is moving from or to a distance away, we often encourage a 'video' meet up prior to their arrival. In these cases, this is usually with the class teacher, the child and their parent/ carers. Where appropriate, detailed liaison with the existing school is also organised.
- * We will liaise with your child's previous school so that we can find out as much as we can about your child, so that we can ensure their transition is as easy as possible.
- * Should your child **leave our school** we will share relevant information with their new school as quickly as possible (also see above).



What can I do to support my child?



There are many ways that you can support your child at home.

Your child's class teacher will always be more than happy to discuss ideas with you and to suggest suitable resources.

Some general pointers:

- * Check out the website links on our website under 'curriculum'
- * Practise times tables with your child
- * Practise basic maths skills; such as number bonds to 10, 20 and 100
- * Practise doubling and halving
- * Use practical maths—especially in the kitchen!

- * Read to your child every day (the importance of this cannot be overestimated)
- * Listen to your child read at least three times per week
- * Talk to your child about books, films, programmes you share on TV

- * Play memory games such as 'Kim's Game' or 'I went shopping and I bought..'
- * Play strategy games such as battleships, chess
- * Play visual games such as snap, pairs, Connect 4
- * Play turn-taking games and don't let your child win (handling disappointment, for some children, is very difficult)

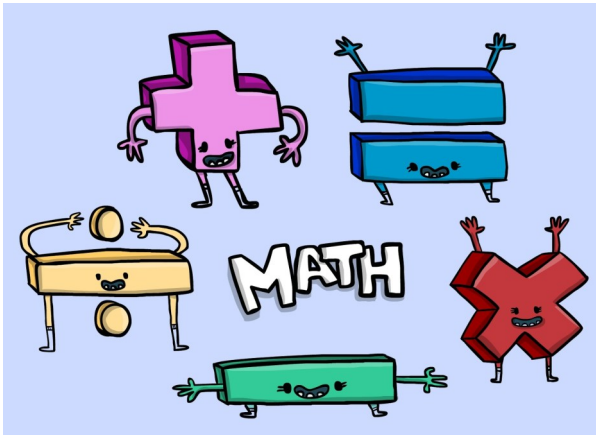
Some parents might be asked to support their child at home using specific programmes that will support their child's development such as:

Toe by Toe, Teodorescu Writing Programme or IDL.



What training or learning events do you provide for parents?

Please keep an eye on our webpage for information about courses or meetings delivered by external agencies which you may find useful.

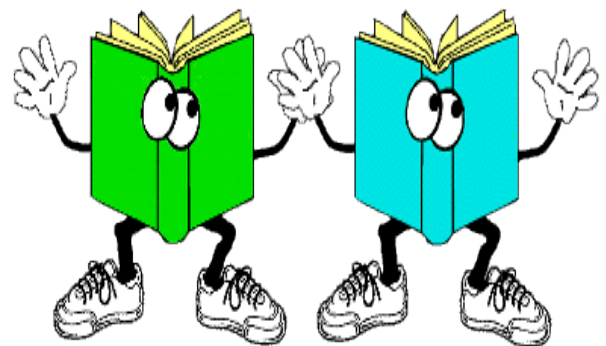


We hold parents' information sessions on the calculations methods that are taught in class.

These sessions also give you ideas on how you can help your child with maths at home.

During parents' information sessions we also discuss the genres of writing your child is taught in school, and some of the techniques we teach the children to use in their writing.

We also explain the ways that you can develop your child's reading.



Where the need arises we have hosted information and practical advice sessions run by '[Dyslexia Outreach](#)'.

In these sessions you will receive practical advice on how to support your child should you be concerned that they may have Dyslexia.



What provision do you make for Children in Care (CiC) and previously looked-after children with SEN?

Looked-after children and previously looked-after children are statistically more likely to have SEN than their peers. A significant proportion will have EHC plans (DfE Statutory Guidance 2018).

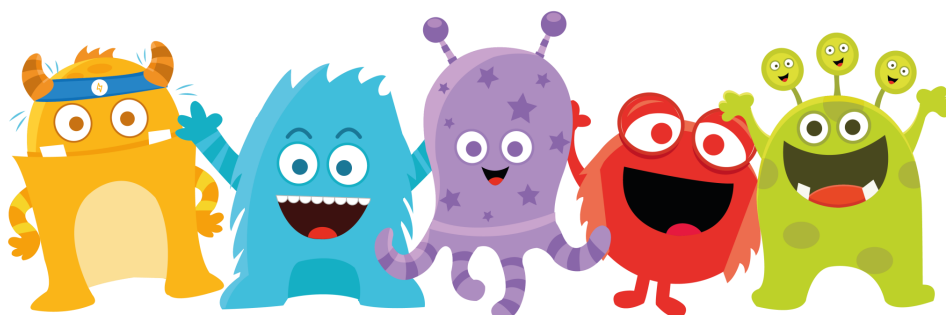
The school's designated teacher (the Head) will be aware of these needs and will ensure that the staff who teach these children are fully informed with regards to the contents of any EHC plan.

The designated teacher will ensure that the children's PEPs work in harmony with their EHC plan. The information in the PEP will feed into the 'Care' element of the EHC plan.

During PEP meetings, any potential SEN issues will be identified and details on how to access further support and assessment (as required) will be discussed.

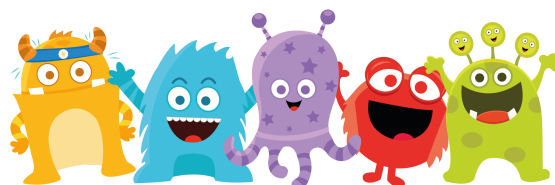
The SENCo will also be involved with guiding the support around those children.

The **Code of Practice for SEN** will be followed for CiC children, as it is for all children.



Glossary of terms

- **Individual Learning Plan** - This outlines the necessary teaching strategies and intervention required to support the pupil.
- **Provision** - Any extra help, support or equipment that a pupil receives.
- **Graduated approach** - This is also known as the ADPR cycle (Assess-Plan-Dp-Review). This cycle works through finding what the need is, how it will be met and then a review of outcomes.
- **Education, Health and Care Plan (EHCP)**- A personal plan which details outcomes for students and the ways in which these may be achieved..
- **Annual review** - the review of an EHC plan which the local authority must make as a minimum every 12 months.
- **Medical Healthcare Plan** - This is a document which describes any significant medical conditions that a child may have which require special medication or adjustments. The plan outlines the pupil's needs and what needs to be put in place to support them. It is then shared with all those staff supporting the child.
- **Provision Map** - A provision map shows a range of interventions in place which may be used to provide support.
- **SEND** - Special Educational Needs and Disability.
- **EHCna**—Education and Health Care needs assessment
- **SENCO** - Special Educational Needs Co-ordinator, the person in school responsible for managing SEND.
- **SEN Support** - A single category for pupils with less complex needs but who still require support.
- **SILCS** - Sensory Impairment Lincolnshire County Service.
- **LIASE** – Lincolnshire Information, Advice and Support Service for parents.
- **STT** - Specialist Teaching Team.
- **CAMHS** - Children and Adolescent Mental Health Service.
- **BOSS**—Behavioural Outreach Support Service
- **EP** - Educational Psychologist.
- **Safeguarding** - Ensuring the well-being of all pupils.
- **SALT** - Speech and Language Therapy.
- **Transitions** - A change or transfer from one school or class to another.





Concern identified and information collected by:

Class teacher
Teaching assistant
Parent
School tracking systems
External professionals

Parents informed
of any concerns as
soon as possible.



Lower level of concern (monitoring):

Class teacher and Teaching assistant ensure high quality teaching is in place.
Provide additional support.
Inform SENCo that access to intervention timetable may be necessary.
VSEND tool.

Progress reviewed as part of
whole school tracking systems.

Progress made.
No further concern.

Additional
support and
provision to
continue.

Progress made.
No further concern.
Remove from register.

Higher level of concern:

SENCo involved and meeting arranged.
Discussion with stake holders to plan next steps.
If all agreed that the child needs support that is *'different from or additional to that normally available to pupils of the same age'*.
Place child on SEN Register:
Primary area of need agreed.
ILP or IBP generated with SMART targets.
VSEND tool.

Assess-Plan-Do-Review (ADPR) cycle:

In school assessments
Additional provision
Review of targets and
plan next steps (each
term or more frequently,
depending on needs).



External advice required/ referral to community paediatrician/ therapy services

Class teacher, SENCo and parent discuss next steps and referrals may be generated to external agencies.
This step will be taken appropriate to the needs of the child and is not a fixed part of process.

All internal resources exhausted:

SENCo may request an EHCNAR (Education, Health and Care Needs Assessment Request) from the local authority (LA) in partnership with the child's parent(s).

Parents:

Parents are involved through all parts of the process from early identification onwards.
The needs of most children will be met through high quality teaching.

The Four Areas of Need:

Communication and Interaction
Cognition and Learning
Social, Emotional and Mental Health
Physical and Sensory

The decision as to whether a child should be on the SEN register is needs-led, and based on providing provision to meet their specific needs.