

SEND Information Report 2024 - 2025: Braunton Academy

Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
School Policy and procedure		
<p>What kinds of SEND do pupils in the school have?</p>	<p>Braunton Academy is a mainstream secondary school where a range of Special Educational Needs and Disabilities (SEND) are catered for. Our school currently provides additional and/or different provision for a range of needs:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum condition (ASC), Asperger's syndrome, speech, and language difficulties. • Cognition and learning, for example, dyslexia, dyspraxia, and processing difficulties. • Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder, anxiety, and OCD. • Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy, Tourette's, ME (chronic fatigue syndrome) and hypermobility. <p>In accordance with our commitment to inclusive education we aim to provide reasonable adjustments to support students in all areas of SEND within the allocated budget.</p>	
<p>How do you know if a pupil needs extra help?</p>	<p>There are several ways that we identify and assess the needs of students starting at the Academy:</p> <ol style="list-style-type: none"> 1. In the year prior to students joining the Academy, we liaise with Primary Schools to establish any SEND needs/disabilities and establish the best ways to support their needs. Where a student has an EHCP we attend Year 5/6 Annual Reviews. 2. In the Autumn term we test students in Year 7 using the NGRT 	<p>Information about the school's policies for identification and assessment of students with special educational needs</p>

(New Group Reading Test) as a diagnostic tool to identify individual literacy needs.

3. We baseline test all Year 7s for their Maths ability throughout the Autumn term to establish whether they are in the correct group to meet their needs.

If a student is identified as having SEND (according to the criteria laid out in the Code of Practice) their name will be added to the Academy's SEND register. The aim of any additional strategies, techniques, support, or interventions implemented, is for the student to reach the desired outcomes. Once the threshold has been met a student will be removed from the register, however, they may be added again later if further needs arise.

A student may be identified as having a special education need at any stage during their education. For students in other years, we encourage staff to raise concerns about a pupil who is failing to make satisfactory progress or is causing concern for other reasons, to the SEND Department. Referrals are investigated, and any relevant school-based specialist assessments are undertaken to inform need, identify support and plan intervention if required. Where appropriate, teachers, subject-based TAs and other staff are given guidance, specific strategies, or interventions to support the student in class. If we decide that an intervention is necessary parents/carers are contacted. We will start with the desired outcomes, including the expected progress and attainment, and the views of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This may be a short-term targeted intervention, or it may require long term continued support. Sometimes we may need to refer the student for further assessment and advice from other external professionals to determine the best way forward.

	<p>In addition to the above, there are several events at which parents/carers are encouraged to visit the school to talk with staff about any concerns or information they have regarding their child's needs. These include Open Evening for prospective students with their parents/carers, Intake Evening for the parent/carers of students in Year 6 who are allocated a place at Braunton Academy and Parents/Carers Evenings.</p> <p>The following are NOT SEND but may impact on progress and attainment:</p> <ul style="list-style-type: none"> • Disability (the Code of Practice outlines the 'reasonable adjustment' duty of all settings and schools provided under the current Disability Equality Legislation – these alone do not constitute SEN, although students with a disability may also have SEN). • Persistent disruptive behaviour when there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues. • Attendance and punctuality • Health and welfare • English as an additional language (EAL - English as an Additional Language)) • Being in receipt of a pupil premium grant • Being a looked after child • Being a child of a service member 	
<p>Day to day support</p>		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>Teachers are responsible and accountable for the progress and development of all the students in their class. At Braunton Academy we follow a graduated approach to teaching students with SEND.</p> <p>Provision Wave 1</p> <p>Most additional support will take place in the classroom, with teachers providing high quality teaching - this is our first step in responding to</p>	<p>The school's approach to teaching students with SEND</p>

pupils who have SEND. Teachers will be responsively adapting learning tasks for individual pupils and making 'reasonable adjustments,' as necessary. Teachers will be supported in their planning utilising the strategies outlined in staff training, support from department-based TAs and individual guidance from the SEND department.

Braunton Academy provides reading enrichment for Key Stage 3 students during P6. There is a rich selection of texts read by the tutor to the students twice times a week. The texts have been chosen to increase students' cultural capital, as well as immersing all students in rich vocabulary and exposing them to expert, fluent reading.

Provision Wave 2

On some occasions it is necessary to withdraw students from lessons to implement aspects of individual or small group support to provide personalised learning opportunities. This may include literacy support, speech and language, social skills, mentoring etc. This is initiated by the SENDCO when the students are not making adequate progress (academically, socially, or emotionally).

Criteria for Wave 2 include:

- Consistent underperformance following quality first teaching
- Teacher observations
- Feeder school information
- Referral from staff

Short term and long-term Interventions are aimed at overcoming barriers to learning and may include:

- 1:1 support with Deputy SENCO. Support includes mentoring, social skills, emotional regulation, processing difficulties
- 1:1 or small group support for literacy skills
- Small group support sessions within The Study e.g. Social Skills

Provision Wave 3

Where students fail to make adequate progress despite additional provision at Wave 2, the school will seek advice and involvement from additional support services for them to:

- Provide specialist services
- Give further advice on teaching strategies or materials
- Provide short- term support or training for staff
- 1.1 support may be given in lessons where there are significant challenges, although this is not the norm

Students at Wave 3 and those with long term support in Wave 2 will be regarded as SEND and included in data collection.

Literacy Intervention

Students' literacy skills are assessed, and the results of the diagnostic tools inform the necessary intervention.

Students whose results fall just the below average range will join the IDL Literacy Intervention Programme which is an online multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. Students will access the programme twice a week for 30 minutes in school, but they do have access to use the programme at home too.

Where students are significantly below the average range, they will be seen by our Specialist Literacy Teaching Assistant for more specialise programmes.

Numeracy Intervention

Numeracy Support is provided via ability set classes in maths. This enables the teacher to further adapt the learning to match the needs of the pupils. The lower sets are a smaller class and are supported by a Maths Teaching Assistant who can extract students for more specialised support if necessary.

Social, Emotional and Mental Health Support

Our committed SEND and pastoral team look after the emotional well-being and social development of all students. A students first port of

	<p>call is their Tutor or Head of Year. However, it is acknowledged that a small number of students may need enhanced pastoral care and personal skills development which is co-ordinated by the SEMH TA and Pastoral Support Workers.</p> <p>Communication and Interaction Support A small number of students may benefit from support from the C&I TA, to develop their communication and interaction skills. Intervention will be determined by the SEND department.</p>	
<p>How will the curriculum be matched to my child's needs? Is there any additional support available to help children with SEND?</p>	<p>We make the following adaptations to ensure all students' needs are met:</p> <ul style="list-style-type: none"> • Responsively adapting our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, writing slopes etc. • Responsive teaching, for example, giving longer processing times, teaching of key vocabulary, reading instructions aloud, etc. <p>Braunton Academy has an aspirational curriculum which is designed to positively challenge all students, which is delivered by teachers providing quality first teaching to ensure lessons are accessible to all.</p>	<p>How adaptations are made to the curriculum and learning environment</p>
<p>How will the school know how well my child is doing?</p>	<p>In September students in Years 7 will have their reading level assessed using the NGRT – New Group Reading Test.</p> <p>In addition, students on the SEND register will have their Literacy Skills assessed twice a year using the Lucid Exact Programme, to ensure progress is being made.</p> <p>Literacy interventions are monitored, and fortnightly meetings are held between the SENDCo and Specialist Literacy TA to discuss student engagement and progress.</p> <p>There are data collections each term from subject teachers. The MTAs</p>	<p>Arrangements for assessing and reviewing students' progress towards outcomes</p>

	<p>(Mid Term Assessments) report on the student's attainment, level of engagement, organisation, presentation, and homework. Teachers and Heads of Departments can track student progress across the year and intervene if students are not making the expected levels of progress. Student progress is discussed in departments during departmental meetings.</p> <p>Following a data drop a Raising Standards Meeting is held to identify areas of strength and areas of need for students. We also look at this data in conjunction with school attendance – lower levels of attendance can lead to gaps in knowledge rather than a SEND need.</p> <p>Heads of Year meet fortnightly with the Assistant Vice Principal Inclusion, the Attendance Officer, the Safeguarding Lead and Pastoral Support Workers to determine the best way to support students with pastoral needs.</p>	
<p>How will I know my child is making progress? How do you check on this?</p>	<p>Parents will receive a Mid-term Assessment three times a year. The MTAs (Mid Term Assessments) report on the student's attainment, level of engagement, organisation and presentation, and homework. Parents Evening provides an opportunity for parents/carers to meet with teaching staff to discuss their child's progress.</p> <p>The progress of students with an Education Health Care Plan (EHCP) is formally reviewed once a year at an Annual Review to which parents/carers and any other agencies involved with the pupil are invited along with all adults involved with his or her education.</p> <p>Class Charts is the school's behaviour management software used by teachers to record and track student achievements and behaviour. The Class Charts app allows parents/carers to view the progress of their child in real time.</p>	<p>How the effectiveness of provision is evaluated</p>

<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All students are included in all areas of the curriculum including trips and activities outside the classroom. At times, adaptations may need to be made to ensure these suit a child's needs, but these will be shared with parents/carers.</p> <p>Students with SEND are actively encouraged to participate in student voice activities, prefect applications and student council.</p>	<p>How students with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>
<p>How will you support my child's overall well-being?</p>	<p>The SEND Department provides a supervised safe space for students with SEND – this is a quieter space for students who may feel overwhelmed in the canteen/dining hall or play spaces.</p> <p>All students have Personal Development lessons which addresses topics such as internet safety, equality, and personal responsibilities.</p> <p>The school has a team of Pastoral Support Workers who work with students referred by their Head of House on specifically identified programmes to develop skills such as resilience, self-esteem and building positive relationships.</p> <p>All staff within the school receive ongoing safeguarding training. We also have a dedicated safeguarding team who can be identified by their orange lanyards. Any staff or students who have a concern can speak with one of the safeguarding team.</p> <p>We also work collaboratively with parents/carers and multi-agencies through the Early Help Assessment Plan which aims to support the whole family.</p> <p>We work closely with outside agencies to support students; whether this is directly or via a staff consultation. These include:</p> <p>Attendance Officer Autism Team</p>	

	<p>Communication and Interaction Team Educational Psychologist Inclusion Officer Schools Nursing Team SPACE Speech and Language Team Youth Offending Team</p>	
<p>Involving families</p>		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<p>At Braunton Academy we recognise the importance of working in partnership with parents/carers to ensure the best outcomes for students.</p> <p>Parents/carers are encouraged to contact the SEND Team via the email: SEND@braunton.academy We politely request that your email details any SEND concerns you would like addressed, so we are able to direct your enquiry to the most appropriate person.</p> <p>Parents/carers are welcome to attend meetings throughout the year, including Parents Evening. If a student has an EHCP then parents/carers will be invited to an Annual Review Meeting which may also include different agencies to get advice.</p> <p>Students and parents/carers are invited to contribute towards the students SEND Profile Plan – which will be updated annually.</p>	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>
<p>How will my child be able to share their views?</p>	<p>A 'Listen to Me' document is used to capture student views – this document is often used at the initial SEND investigation stage. Students are actively encouraged to answer the questions openly and honestly. This allows us to ascertain positives for the student in school and any</p>	<p>Arrangements for consulting with children with SEND and involving them in their education</p>

	<p>areas that may be unsettling for them.</p> <p>There are also opportunities for students with SEND to contribute to student voice activities.</p> <p>For students who are non-verbal or have limited expressive communication we use Talking Mats to obtain their views.</p> <p>Students with EHCPs have a formal Annual Review each year and their views form part of the process.</p>	
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>We liaise closely with our feeder primary schools to ensure we have a good understanding of the students' strengths and areas of need before they join the Academy. Year 6 students with SEND will be invited to an enhanced transition session so they can familiarise themselves with the new setting and reduce anxiety around transition.</p> <p>Year 6 parents/carers of students with SEND will be invited to parents/carers meeting where the Academy will explain the SEND offer to support students' needs.</p> <p>We will inform parents/carers if students have been placed on the Academy's SEND register and a plan to support their needs will be formulated.</p> <p>Students transferring in-year, from a different setting or to a new setting, are also catered for. Information is sought from their previous placement to ensure we have the relevant information we need to support the new student and vice versa.</p> <p>Students transitioning from Key Stage 3 (Years 7 – 9) to Key Stage 4 (Years 10 – 11) are well supported when selecting their GCSE Options. Parents/carers are invited to attend a Pathways Evening in the Spring Term of Year 9.</p>	<p>Arrangements for supporting students moving between phases of education and preparing for adulthood</p>

	<p>Students with EHCPs transitioning to Post 16 Education – will also be supported to navigate the change in setting. Additional transitions are made where appropriate. We work closely with Careers Southwest to ensure students are aware of the courses that are available to them.</p>	
<p>Staff skills and wider support</p>		
<p>What skills do the staff have to meet my child's needs?</p> <p>What specialist services are available at or accessed by the school?</p>	<p>The SENDCo has completed the National Award for SEND Co-ordination with the University of Plymouth.</p> <p>Teachers and Teaching Assistants receive INSET Training with regards to areas of need, for example ASD (Autistic Spectrum Disorders) and ADHD; and adaptive ways to support students in their class.</p> <p>We have a Specialist Literacy Teaching Assistant who works alongside students whose literacy skills are significantly below the age expected level.</p> <p>Where necessary, we consult with outside agencies to seek further advice and guidance. For example, the Communication and Interaction Team, Educational Psychologist, Educational Welfare, Schools Nursing Team etc.</p>	<p>The expertise and training of staff to support students with SEND, including how specialist expertise will be secured</p> <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting students' SEN and supporting their families</p>
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>If a student requires large specialist equipment, such as adapted seating, the Physical Disabilities Team or Occupational Health Team will work alongside the Academy to accommodate these needs.</p> <p>Accessibility</p> <p>The original part of the Academy is centred around The Quad which houses the Expressive Arts departments and some Humanities - these classrooms have a step up into the room.</p>	<p>How equipment and facilities support children with SEND will be secured</p>

	<p>The MFL and Computer Rooms are based above the science block which does not have lift access. The building has been inspected and it is not possible to install a lift. There are plans to increase the number of computers in the library, which could be used to host a computing class should the need arise. With regards to MFL classes, we would look swap classes to a lower floor to accommodate a student's needs. We have disabled toilets and changing facilities within the school. The Library and Humanities department along with Isaac Hall can accessed via lifts.</p> <p>There is a disabled parking bay outside the main school reception.</p>	
<p>How will my child manage tests and exams?</p>	<p>In the first half term students in Year 7 have their reading level assessed using the NGRT – New Group Reading Test. This allows the SEND department to identify those who demonstrate a below average reading ability. These students are further assessed using Lucid Exact programme which identifies, in detail, the areas of need. Interventions will be actioned to support progress. Students on the SEND register are tested twice a year using Lucid Exact. This enables us to build up a picture of need and determine who may need support with their tests and exams.</p> <p>GCSE Access Arrangements</p> <p>Students who qualify for GCSE access arrangements/reasonable adjustments will have been identified through tracking procedures during Key Stage 3 – demonstrating a clear history of need and support. Access arrangements include:</p> <ul style="list-style-type: none"> • Extra Time • Computer Readers • Scribes/laptops • Rest Breaks • Smaller venues <p>All schools are duty bound to adhere to the JCQ (Joint Council for Qualifications) regulations which clearly states the criteria and evidence needed to apply for access arrangements. If your child</p>	<p>Information regarding access arrangements</p>

meets the criteria, an application will be submitted by the school, and you will be notified of the outcome.

Please note: *A diagnosis of dyslexia will not mean automatic Exam Access Arrangements - it is the evidence of the student's need over time in their normal learning situation which is most important.* **British Dyslexia Association.**

Private Dyslexia Assessments: The Joint Council for Qualifications (JCQ) states that from 1 September 2017, parents who feel their child requires access arrangements in examinations (such as extra time, a reader or scribe) **must** consult with their child's school **before** arranging a private assessment.

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

What do I do if I am not happy or if I want to complain?

Where can I get information, advice, and support?

Where can I find out about other services that might be available for our family and my child?

If you think your child may have a special educational need or disability, please email the SEND Team outlining your observations: SEND@braunton.academy

In the first instance, please arrange a meeting with the SENDCo to further discuss your concerns.
A meeting can be arranged with the Assistant Vice Principal Inclusion, Mrs Woodhead: ewoodhead@braunton.academy
Parents/carers can also request a meeting with the SEND Governor via the school.

The SENDCo will be able to support parents/carers further by signposting them to relevant services.
The Devon Information Advice and Support (**DIAS**) Service is available to give further impartial advice and support should you need it.
The Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools have been required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer.'
The intention of the Local Offer is to improve choice and transparency for families. It will also be a valuable resource for parents in understanding the range of services and provision in the local area.

Contact details for the Special Educational Needs Coordinator
Arrangements for handling complaints from parents of children with SEND
Contact details of support services for parents of students with SEND
The school's contribution to the local offer and where the LA's local offer is published

