Braunton Academy

Special Educational Needs & Disabilities (SEND) Policy

2026 - 2027

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years (2015)
- This guidance refers to Part 3 of the Children and Families Act 2014 and associated regulations.
- Equality Act 2010

Trustees responsible for SEND:	Roxie Reeder
Principal:	Fay Bowler
Special Educational Needs Coordinator (SENCO):	Caroline Harding
SENCo Qualifications:	SENCO is a member of the Senior Leadership Team
Contact details:	charding@braunton.academy
This policy will be reviewed annually	
SEND Policy Review: Sept 2027	
Other key school policies/plans relevant to the SEND policy	Safeguarding and Child Protection Behaviour and Anti-Bullying Children with Medical Needs Data Protection Policy Accessibility Plan/Strategy Pupil Premium Plan School Admissions Schools Complaints procedures Health and Safety Relationships and Sex Education Teacher's Standards 2012 Equality Policy and objectives

Special Educational Needs and Disability Policy

This Policy seeks to promote the successful inclusion of pupils with special educational needs and disabilities at Braunton Academy.

Rationale:

At Braunton Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. All children are of equal value and deserve access to resources and opportunities to develop their full potential. At Braunton Academy we work in collaboration with families and external agencies to ensure all pupils are given full opportunity to reach their potential and achieve success.

- **All teachers are teachers of Special Education Needs.**
- **Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from additional adults or specialist staff.**

This policy pays due regard to and reflects the principles of:

- The SEND Code of Practice: 0 to 25 Years, July 2014, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations.
- The Equality Act of 2010.

School Admissions

No pupil will be refused admission to Braunton Academy on the basis of their special educational needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Plan/Strategy is available on request.

https://www.gov.uk/guidance/equality-act-2010-guidance

SEND Information Report

Schools have a duty to publish SEN information annually so that parents/carers can see what support a school provides for its pupils. This will be accessible on the

school's website. Further details on the SEND Information Report can be found on the school website.

1. Aims and Objectives

We aim to ensure that pupils' individual special educational needs and disabilities are identified and that the provision made at Braunton Academy will enable these pupils to make good progress and achieve their potential and are fully included in all aspects of the school's community.
Braunton Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

To provide the structure for a pupil-centered process that engages pupils, family, the Academy and other professionals in planning for and implementing high quality, needs led provision that is consistent across the Academy.

This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well- being.

• Ensure the Equality Act 2010 duties for pupils with disabilities are met

• To enable pupils with special educational needs to have their needs met

• To take into account the views of the pupils with special educational needs

• To encourage good communication and genuine partnerships with parents/carers of children with special educational needs

• To facilitate full access to a broad, balanced and relevant education

• In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at the Academy with medical conditions

• To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process

• Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods

• Employ a collaborative approach with learners with a SEN or disability, their families, staff within the Academy, other external agencies including those from Health and Social Care

• Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family

• Share expertise and good practice across the Academy

• Make efficient and effective use of resources

• Have regard to the Code of Practice (2014) for the identification, assessment support and review of special educational needs

• Have regard to guidance detailed by Devon County Council

2. Areas of Special Educational Need

Definition of SEND

3.1 Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her. This is provision which additional to or different from the ordinarily available inclusive provision (OAIP) accessible to all pupils. This may be ongoing or for a limited time.

We regard pupils as having a Special Educational Need if they:
a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream School/Colleges or mainstream post - 16 institutions
c) A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We have regard to the SEND Code of Practice 2014/2015 when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the School/College that SEND provision is being made for their child.

Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;
Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties
Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder, conduct disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder
- Unprocessed trauma (ACES)
- Depression/anxiety
- OCD

At Braunton Academy, we always seek to address the underlying cause of the presenting behaviour. This means a collaboration where appropriate of family and health colleagues which supports the child's needs.

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism including PDA.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as DeafBlind)
- Physical disability (PD).

3. A Graduated Response to Special Educational Needs and/or Disabilities

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed through the ordinarily available inclusive provision (OAIP) within the classroom and a record is kept of strategies used and outcomes.

If a pupil continues to raise concerns the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to assess if the pupil has a special educational need and agree the appropriate support. Details of assessment tools and materials used in can be found in **Appendix 2.**

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always be discussed and agreed with the pupil's parents/carers.

When the school is considering whether a pupil has a special educational need one or more of the concerns below may be observed:

- *Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;*
- *Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;*
- *Persistent emotional or behavioural difficulties which are not resolved by appropriate behaviour management strategies;*
- *Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;*
- *Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.*
- *Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;*

- *Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;*
- *Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.*

Where it is determined that a pupil does have Special Educational Needs and/or a Disability (SEND) the parents/carers will be formally advised. The school will take appropriate action to support learning and put effective special educational provision in place. This is termed **SEND support**.

SEND Support

The aim of formally identifying a pupil with SEND is to ensure that any action the school takes is an effective provision which seeks to meet the child's needs and remove the identified barriers to learning. . The school will ensure any actions taken support the pupil to make good progress in their learning and achieve positive outcomes.

This is known as **the Graduated Approach (See Appendix 3)**:

***Assess**

***Plan**

***Do**

***Review**

This is an ongoing cycle to enable the provision to be refined, revised and adjusted to enable greater understanding of the needs of the pupil as they develop. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

Assessment involves analysing the pupil's needs in their area of need. Evidence from the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and carers are explored. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require a regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. If they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents/carers to agree any adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to the progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the expected outcomes.

The agreed plan will be drawn up and shared with relevant staff and parents/carers. Clear targets and information will be stored on the plan. At Braunton Academy School we call these plans are called Provision Maps.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCo will monitor the progress pupils with SEN, and where required, provide further support and assessment of the pupil's strengths and needs. The SENCo will advise and support the class teacher to implement further additional support and guidance, where required.

Review

The review of a child's progress will be made regularly throughout the school year. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development and make any necessary adjustments to move the pupil forward. This will be carried out in consultation with parents/carers and the pupil.

When a pupil has made enough progress in their area of need that they no longer require any provision that is different from or additional to that which is ordinarily available in the classroom, they are no longer seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil is removed from the SEND register.

4. Statutory Assessment of Education, Health and Care (EHC) needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not achieved the expected progress, the school or parents/carers should

consider requesting an Education, Health and Care (EHC) needs assessment. The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents and Carers, Teachers, SENCO, educational professionals, Children's Social Care and Health professionals. Much of this information will be evidence already collected by the school and will relate to the current provision provided, the actions the school has taken, and the preliminary outcomes of targets set. A decision will be made by the SEN 0-25 Team about whether or not the child is eligible for an EHC needs assessment.

Parents have the right to appeal against a decision not to initiate a statutory assessment.
Information to support parents with this is via the Devon County Council website link:

https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer/support-education-health-and-care/education-health-and-care-ehc-plans

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the EHCP every twelve months as a minimum. Schools have a duty to co-operate therefore Braunton Academy will hold annual review meetings on the behalf of Devon Local Authority (LA) and complete the appropriate paperwork for this process.
For further SEND information parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send.

As required in the SEND Code of Practice (2015) Devon has an independent support body for parents and their website address is:

https://www.devonias.org.uk/

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the Academy and other professionals to ensure that their child's needs are identified properly and met as early as possible.

At the Academy we endeavor to support parents/carers so that they are able to:
• Feel fully supported and taken seriously should they raise a concern about their child

• Recognise and fulfil their responsibilities and play an active and valued role in their child's education
• Understand procedures and documentation
• Make their views known about how their child is educated
• Have access to information, advice and support during assessment and any related decision- making process about special educational provision
• Are provided with relevant resources so they reinforce learning in the home.
• Contribute to Parent Voice' and target setting on the Provision Maps, Pupil Profiles or Learning Plans.

6.6 Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support for SEND (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

6.7 Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to School/College resources and information

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and stage of development).

These views are welcome at any time but are specifically sought as part of the review process.

Allocation of resources

• Each year we map our provision to show how we allocate resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

• This support may take the form of differentiated/adapted work in class, support from a Teaching Assistant in focused intervention in groups, or for individuals.

• Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

• All staff have regular CPD when Quality First Teaching is addressed.

• The SENDCo and other SLT members provide regular CPD to other staff in specific aspects of meeting the needs of pupils with SEND.

• Teaching assistants and the Inclusion Team are engaged in an ongoing training whereby their awareness of a range of needs and responses is developed.

• External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions or to train staff in the use of specific interventions.
• Peer support and guidance is available daily for all staff and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil

Funding

Funding for SEND in our mainstream School/Colleges is mainly delegated to the School/College's budget. It is the expectation that School/Colleges provide support to their pupils with SEND from their SEND budget.
Where a pupil requires an exceptionally high level of support that incurs a greater expense, the School/College can access additional funding with an Education, Health and Social Care Plan (EHCP).

The School/College must demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it will be used. This additional EHCP funding is then paid from the Local Authority's high needs block into the School/College's budget.

6. Responsible Persons

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Trustee Body, the Head Teacher, SENDCo and all members of staff have important role and responsibility to support pupils with SEND.

The Trustee Body:

The Trustee Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO. This person must be a qualified teacher and must hold the National Award for SEN Coordination (if appointed after 2008).
- inform parents/carers when they are making special educational provision for a child
- prepare and publish an annual SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

The Principal is responsible for:

The day-to-day management of all aspects of the school's work, including provision for educational needs.

- Keeping the Trustee Body informed of all developments with regard to SEND.
- Informing parents of the fact that SEND provision has been made for their child.

The SENDCo role involves:

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for Pupils with SEND and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with other School/Colleges, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the Academy improvement plan

• Working with the Headteacher and the Trustees to ensure that the School/College meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching , OAIP strategies, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, utilising the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning for learning, on the pupil's response, and on the progress being made so support staff can contribute effectively to the graduated response, (assess, plan, do, review).

Children with Medical Needs

.14 The Children and Families Act 2014 places a duty on Schools to make arrangements to support pupils with medical conditions. Individual healthcare plans normally specify the type and level of support required to meet the medical needs of such pupils. 8.15 Where children and young people also have SEND, their provision is planned and delivered in a coordinated way. The Early Help Assessment and Right for Children are systems used to support multi-agency working. These systems support us in brings together health and social care needs, as well as special educational provision through the Team Around the Family (TAF). 8.16 The Academy recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the School/College complies with its duties under the Equality Act 2010. Please see the School/College's Medical Policy for further details. The Single Equality Policy, the Intimate Care Policy and the Accessibility Policy may also be relevant

Accessibility

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 and the Equality Act 2010, places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils. For

further information on the school's current Accessibility Plan and Disability Policy please contact the SENDCo or see Braunton Academy Accessibility Plan on the school website.

Children in Care:

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a Trustee for Looked after Children. The SENDCO will liaise closely with the designated member of staff where the pupil also has a SEN to ensure provision is appropriate.

External Support Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs and/or disabilities. Liaison with external agencies supplements the support and assessment of the needs of individual pupils. Regular liaison is maintained with the following external agencies:

Babcock SEN Advisory Teams;
- Educational Psychology Services
- Social, Emotional & Mental Health Team
- Communication & Interaction Team
- Sensory Impairment Team (Hi/Vi/MSI)

Physical Disability and IT Team
Children's Social Care
Speech & Language Therapy
CAMHS
Occupational Health
Physiotherapy
School Nurse
Virtual school for Looked after Children
EWO
FIG
SPACE
Family Compass
Young Devon
Mental Health in Schools Team

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We

endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.
Transition is carefully planned with our feeder schools, and a transition plan has been developed in conjunction with them and DCC Inclusion Partners. This plan will be reviewed and amended on a regular basis.

12. Responding to Complaints

The procedures for making a complaint against the school are outlined in the Academy's Complaints Policy. The policy can be accessed via the Academy website or via the school office.
All concerns or enquires about a pupil with special education needs and/or disabilities or the SEND provision should be dealt with by the class teacher, the SENDCo or the Headteacher. If a parent/carer does not feel an issue has been resolved effectively please refer to the School's complaints policy here: Complaints-Policy.pdf

13. Training and Resources

Braunton Academy understands the need for and value of staff development. Training needs of colleagues are identified through appraisal processes, staff questionnaires, feedback from staff training and from discussions during department meetings. SEND training is embedded in the overall planning for school development. Resources and time are allocated to colleagues which ensures they are up to date with SEND procedures, strategies and knowledge.

The SENDCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

14. General Data Protection Regulation (GDPR) 2018

Braunton Academy collects, uses and stores information about you and may receive information about you from your previous school. This information helps us:

- Support your teaching and learning
- Follow and report on your progress
- Provide the right care and support for you
- Understand how well your school is doing as a whole

The information we keep (although not limited to) includes contact details; assessment marks and results, attendance records; other information such as ethnic group or religion; special educational needs; and any relevant medical information.
We are required (through GDPR)) to take care of all information and we take this responsibility seriously.

We will not give information about you to anyone outside the school without your consent unless the law and our rules permit it. We are required by law to pass some of your information to the Local Authority (LA), and the Department for Education (DfE).

If you require more information about how the Local Authority store this data, you can visit the following website:

https://new.devon.gov.uk/keepingdevonsdata/education-and-learning/

Please also refer to Braunton Academy's Privacy Notice on our school website

****School to add GDPR information as appropriate to setting**

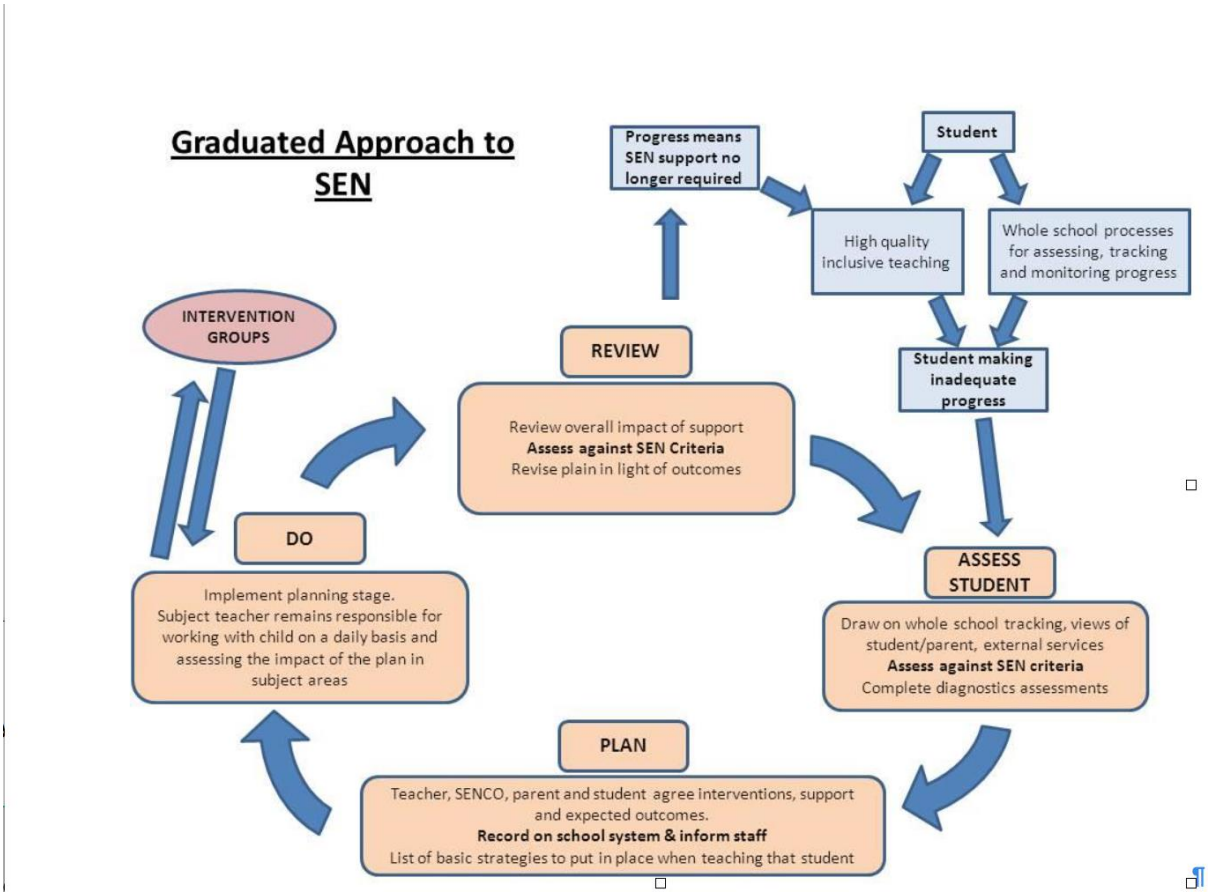
Appendix 1 – School SEND Information Report (SIR)
Available on school website
Braunton Academy - Aspire and Achieve

Appendix 2

Details of assessment tools and materials used in . These may include the following:

- SATs and Optional SATs results
- NGRT Test
- Fresh Start Phonics assessment
- IDL assessment
- Sparx Maths assessment
- Speech and Language Assessments
- THRIVE assessments
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- Emotional Literacy Support Assistant, (ELSA)social skills assessments and other social and communication assessments as required
- EBSA forms
- Skills assessments
- Observations made by teacher / teaching assistant / other members of staff
- Pupil comments / opinions on progress (where appropriate)

Appendix 3



The Graduated Approach

Assess	• In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school. • The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a My Plan (or individual school equivalent). The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the My Plan. • This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan	• Parents/carers, with their child, will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a My Plan with a date to review the plan. The date for review will depend on the level of need present. • The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. A copy of this will also be attached to the pupil's profile on SIMS. • The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge. • The My Plan will usually involve a contribution by parents/carers to reinforce learning at home. • Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes. • Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need). • **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a My Plan detailing the support which will bring about the next part of the cycle –**
Do	• The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. • The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support. • **The class teacher is responsible for the daily implementation of the plan and will contribute to –**
Review	• There will be a review of the My Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers. • Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review. • Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial TAF meeting. • This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil. • Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.