

# Braunton Academy SEND Information Report

## 2021-2022

### Introduction

In line with the SEND Code of Practice 2014, welcome to our Special Educational Needs and Disabilities Information Report. Braunton Academy is an 11 – 16 comprehensive school committed to removing barriers to learning. We have an established Additional Needs Team to ensure that all our students feel supported. Working to ensure the inclusion of all students, this team focuses particularly on those who require help or support in their learning or have emotional, behavioural, physical or mental health needs.

### 1. How does the school know if pupils need extra help with learning?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory or Physical

If a pupil has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is *additional to or different from* that which is available to all pupils.

At Braunton Academy we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, pupils are identified as having SEND through a variety of ways, including the following:

- Liaison with primary school/previous school
- Internal student literacy assessments
- The pupil performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by a teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a pupil is identified as having SEND (according to the criteria laid out in the Code of Practice 2014) their name will be added to the Additional Learning Needs (ALN) register, but we recognise that pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school's ALN register. If they fall behind again at any point, then they may be added to the register again.

## **2. What should I do if I think my child has special educational needs?**

Your first point of contact at school should always be your child's tutor who will be able to discuss your concerns and refer these on to the appropriate member of staff. You can also contact your child's Head of Year, the SENDCo or a member of the Senior Team.

The SENDCo will discuss these concerns with you further – either in person or by telephone. The next stage could include classroom observations and testing using standardised tests. A full range of age appropriate, standardised tests can also be used to identify a full range of learning needs. The results of tests will always be discussed with both parents/carers and the pupil in question. The SENDCo may offer links to a range of appropriate supportive outside agencies.

## **3. How will the school support my child?**

Subject teachers are responsible for the education and progress of pupils in their lessons. They are able to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENDCo (or the member of the Senior Team line managing SEN provision in the SENDCo's absence) is responsible for ensuring teachers:

- understand a child's needs
- are trained in meeting those needs
- have support in planning to meet a child's needs
- ensure the quality of teaching for pupils with SEND, and that provision across the school is efficiently managed.

Sometimes some children require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCo is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

**Wave 2 withdrawal sessions** – when pupils are withdrawn from some lessons in small groups for pre-arranged sessions with TAs/HLTA. Lessons include, for example: handwriting, reading, numeracy, study skills, organisation skills, social skills, etc.

**Wave 3 1:1 intervention** – Pupils are withdrawn for frequent, but short term, 1:1 sessions with the SENDCo, HLTA or a TA. Programmes are highly structured, multi-sensory and aim to ensure the learner progresses.

The progress of SEND learners in all subject areas is tracked and monitored continually, and progress is compared to the progress made by the non-SEND peers of these pupils. Appropriate intervention can then be put into place at the appropriate time.

- Disapplication – if long-term intervention is needed, a pupil can sometimes be disapplied from MFL, in order to allow time for intensive support with learning.

#### **4. What is Home Learning?**

The homework tasks set by teachers is an integral part of a pupil's learning and can contribute directly to how well a pupil makes progress. The school expects parents to engage with their child's home learning, so that children can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every pupil's learning.

#### **5. Who will explain provision to me?**

- Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is an annual opportunity for this at your child's parents' evening, but teachers can liaise with parents at any point in the school year to discuss your child's progress.
- In the case of individual or small group interventions, the SENDCo or Intervention Teaching Assistant will write home explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

#### **6. How are the school governors involved? What are their responsibilities?**

- The SENDCo reports to the governors annually, via the nominated SEND Governor, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- The nominated governor for SEND meets with the SENDCo termly through Portfolio meetings. SEND issues within school are discussed when necessary.

## **7. How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?**

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In some curriculum areas, such as maths, pupils may be grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Pupils are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the pupil can access the learning. This can mean teachers plan:

- to use Small group or 1-1 learning with an TA
- to pre-teach content or vocabulary
- to set alternative activities for homework
- to provide specially targeted texts and resources appropriate for an individual pupil's reading age
- to provide additional apparatus or materials
- to adapt and adjust resources and materials to make them accessible for pupils with specific learning needs

At Key Stage 4 pupils choose from a range of GCSE and vocational opportunities which help to prepare them for the next step in their education when they leave Braunton Academy. Pupils and parents are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a whole school Homework Club available in the library to all pupils each day after school from 3.05-4.15pm where pupils can seek help and support with their homework tasks from a TA.

## **8. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

Parents are welcome to make an appointment to meet with either a subject teacher or tutor or another member of staff if appropriate and discuss how their child is progressing. Parents can contact staff members directly by writing a note in their child's planner or through the school office.

Planned arrangements for communicating between school and home include:

- Every pupil has a school planner, which travels between home and school every day so that comments from parents, teachers or tutors can be shared and responded to as needed

- Each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents and discuss your child's progress and learning
- Each year group has an annual programme for reporting to parents. This includes termly progress checks (current levels of attainment and attitudes to learning). The Mid Term Assessments are sent home to parents and provide a basis for discussion about progress in different subject areas
- If your child has an SEND Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents, TAs and outside agencies involved in the pupil's education

## **9. How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at our school includes:

- Data collection each term, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and Heads of Department in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties or are not making the expected levels of progress.
- In the case of intervention programmes progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENDCo and relevant HLTA and TAs, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed regularly by the SENDCo. TAs and teachers work together in planning and reviewing lessons.
- Teachers are observed by senior leaders and line managers as part of the school's Managing Performance procedures; the deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The KS3 and 4 Raising Standards Leaders are responsible for whole school data and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for pupils.
- At the start of Year 7 pupils are screened for reading, comprehension and spelling. This allows us to identify when they may need further support, intervention or additional assessment to detect any underlying difficulties.
- The school's positive behaviour management system (including the rewarding of achievement points) provides parents with information about how well a pupil is engaging with the learning opportunities on

offer and provides pastoral staff with evidence for how well a child is learning at school.

## **10. What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?**

- The school uses a positive behaviour management system with the opportunity to be awarded PLTs (Personal, Learning and Thinking Skills). The point system also enables the tutors and Heads of Year to identify pupils who are falling behind their peers and gives them the tools to investigate and to address the reasons for this.
- Pupils who struggle with social situations are provided with a quiet space to go to during lunchtimes, break times and before school, where they are supported by TAs to manage unstructured social time.
- If a pupil is unwell during the school day, then they will be sent to the First Aider, for an assessment. If the child is too ill to stay at school, a parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The qualified first-aider will decide if the pupil is well enough to stay at school or not. All relevant staff are trained annually on administering Epi-Pens for anaphylactic shock, and all staff throughout the school year are made aware of pupils who have severe allergies or other significant health/medical needs arising.
- The school also has 3 Academic Mentors and students can be referred via their Head of Year.

## **11. How does the school manage the administration of medicines?**

Medicines for pupils are managed by a qualified First Aider. If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to Reception by a parent where a Medicines Form must be completed.
- The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the medical room.
- To take their medicine the pupil must go the First Aider where the dose will be administered.
- Each time the medicine is administered, the time, date and dosage is recorded.

## **12. What support is there for behaviour, avoiding exclusion and increasing attendance?**

- The school uses a positive behaviour management system.
- There are consequences for poor behaviour, which are outlined in the school behaviour policy on the school website. As well as losing privileges, pupils may receive sanctions such as detention, isolation or fixed term exclusions.
- However, if a pupil is falling significantly behind their peers and their behaviour is affecting their learning or the learning of others, then additional support may be provided.
- The tutor, Head of Year or Attendance Officer will support parents/carers to manage their child's attendance at school and will liaise with outside agencies if appropriate.
- The Head of Year or Pastoral Assistant Headteacher oversees the liaison with outside agencies that can support families in difficult situations.
- Tutors, Heads of Year and/or the SENDCo work with pupils when their learning is affected by their behaviour: providing emotional support, sign-posting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health with the School Counsellor.
- The tutor, Head of Year, SENDCo and/or School Counsellor work with pupils whose behaviour is affecting the learning of other pupils: helping them to develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; providing education plans and arranging workshops/lessons. We also have links with outside agencies providing behaviour support.

## **13. How will my child be able to contribute their views?**

Pupils' views are highly valued at the school and their opinions are sought on many areas of school life as well as their own learning. We use a variety of methods for seeking pupil views:

- The school has an active pupil council, where pupils are elected each year to represent their tutor group.
- Pupil panels regularly form a part of the school's interview process for new members of staff.
- A member of staff leads on whole school pupil voice initiatives to work with and promote pupils' views, enabling them to have an impact on aspects of school life.
- If a pupil takes part in an intervention programme, then they will contribute their views to the half-termly review of progress through a student pupil voice activity.

- If your child has a SEND EHCP, their views will be sought before any review meetings.

#### **14. What specialist services and expertise are available at or accessed by the school?**

The SENDCo liaises with many specialist services and outside experts to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Children's Services – locality teams, social workers, child protection teams, family Intervention programmes
- Educational Psychology Service
- Specialist Teacher Advisors – hearing and visual impairment, physical disabilities, communication and language, SEND Team

#### **15. What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- Our Intervention TAs have extensive experience and training in planning, delivering and assessing intervention programmes. The team keep up to date with training within their specialism.
- All staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students.
- The school works closely with other local schools, especially our catchment primary schools, sharing training opportunities and outside experts.
- During this academic year all teaching staff will receive further training as part of the school's teaching and learning training programme

#### **16. How accessible is the school environment?**

- The school site is fairly flat but the Maths block has stairs but no lift.
- A lift allows access to the top floor Humanities Department and

library.

- The Quad area of the school is an old building which has a step up into each classroom – this block houses the English Classrooms, Drama and Music rooms.

## **17. How will the school prepare and support my child when joining the school or transferring to a new school?**

- Our goal is to make sure our new pupils feel like they belong at our school before they formally start. Learning is most effective when pupils feel they belong and are comfortable in the school environment.

### **Key Stages 2 and 3**

- Careful transition from primary school is planned and arranged.
- All pupils in Year 6 who have accepted a place at Braunton Academy for Year 7 are invited to a Transition Day in the summer term. This day provides a taste of secondary school life and involves experience of lessons, information about how the school runs and provides an opportunity for pupils to meet their new classmates.
- Parents/carers and Year 6 pupils are invited to a 'Transition Evening' in the summer term, to meet key members of the school staff and to receive information about the organisation of the school.
- The Headteacher, SENDCo, Head of Year visit catchment primary schools to meet pupils, gather information from Year 6 teachers and support staff.
- Teachers are provided with information about new pupils' needs, strengths and background before a new academic year starts.
- The Heads of Year allocate Year 6 pupils to tutor groups according to guidance and information from their primary schools. If Year 6 pupils have an older sibling in a particular house they will also be assigned to that house but within a different tutor group.
- In Year 7 pupils learn together about how to be effective learners and develop their own 'toolkit' of learning skills.
- The school arranges regular transition groups and visits for vulnerable Year 6 pupils to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the pupils' needs, but typically involve: group activities; experience 'shadowing' Year 7 pupils; tours; and, informal gatherings for children and parents.
- Year 7 students have also had CAT tests as this will help identify some underlying needs

### **Key Stages 3 and 4**

- At the end of Year 9, relevant SEND pupils will be tested for examination access arrangements. These pupils will have featured on the school ALN register throughout Key Stage 3 or been brought

to the attention of the SENDCo by subject teachers. Pupils must meet the strict criteria laid out by JCQ when tested, using a range of standardised diagnostic tests. Examination concessions include the use of a reader or scribe, extra time in examinations or sitting in a separate room. All teachers are fully aware of the exam concessions in place.

- The school organises a range of activities in KS4 for all pupils to help them plan for the next step after school. We also arrange visits for pupils to college taster and open days and further education events. Support with finding and applying for apprenticeships is also available.
- Pupils are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for pupils to inspire the ambition to pursue this route.
- Pupils in Year 11 are provided with careers advice from a Careers Southwest Advisor to advise and help them plan possible routes for training or further education when they leave school.
- Pupils with a Statement of SEND or an EHCP who are moving on to further education are supported by a Careers Southwest Advisor.
- The ALN Team liaises closely with local colleges about individual pupils with SEND. This liaison is arranged in accordance with a pupil's needs, but typically can include: extra visits or tours, meetings with college support staff; or guidance and advice for college staff on meeting the pupil's needs.
- All information relating to a pupil's exam concessions and required differentiation is passed on to college or a training provider during the summer term of Year 11 once college places have been confirmed.

### **Joining mid-year**

- All pupils admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about the pupil's learning needs
- A pupil 'buddy' is chosen to support the new pupil for the first few days of being at our school. The buddy takes the new pupil to lessons, introduces them to other pupils and answers questions.
- Contact is made with the previous school to ensure the effective transfer of information and to receive the child's school file.

### **Moving to another school**

- Contact is always made with the new school to ensure the transfer of information and to forward on the child's school file.

## **18. How are the school's resources allocated and matched to children's needs?**

- We ensure that pupils with SEND have their needs met to the best of the school's ability within the funds available.
- The pupils who have EHCP have an allocated fund to provide support.

## **19. How is the decision made about what type and how much support my child will receive?**

- Our provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age expected attainment.
- The SENDCo consults with subject teachers, academic and pastoral leaders, as well as with support staff to discuss the pupil's needs and what support would be appropriate.

## **20. How do we know if it has had an impact?**

- We see evidence that the child is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The pupil is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the child at school
- Pupils may move off of the ALN register when they have 'caught up' or made sufficient progress.

## **21. What should I do if I have a concern about the school's SEND provision?**

- A parent's first point of contact should be the child's tutor to share concerns
- Parents can request a meeting with the SENDCo or Headteacher (line manager for SEND provision) depending upon the seriousness of the concern
- Parents can also contact the nominated SEND Governor via the school

## **22. Who can I contact for further information?**

- Braunton Academy: Mrs K De Groot – Director of Additional Learning Needs [kdegroot@braunton.academy](mailto:kdegroot@braunton.academy)

- Parent Partnership (independent, free advice for parents of children with SEND): If you would like support, information or training, please call our central enquiry line:

Tel: 01392 383080 (24 hour answer machine)

Devon Information, Advice and Support Service  
Great Moor House,  
Bittern Road,  
Sowton,  
Exeter EX2 7NL  
Email: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)

### **23. Who should I contact if I am considering whether my child should join the school?**

In the first instance contact the Headteacher's PA, Mrs Hellmund, to arrange an appointment:

Braunton Academy  
Barton Lane  
Braunton  
North Devon  
EX33 2BP  
Tel: 01271 812221  
Email: [admin@braunton.academy](mailto:admin@braunton.academy)