



Branston Church of England Infant Academy

Special Educational Needs & Disability Policy

Policy Co-ordinator: Mrs L Cook

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Reviewed Policy Date: January 2026

Presented to Local Council: January 2026

Date to be Reviewed: January 2027

Cycle Review: Annually

Our Philosophy

We believe that all children should be given the opportunity to take part in lessons that enthuse and motivate them. They should be given the opportunity to develop the skills, knowledge and understanding that are appropriate to their individual stage of academic, social and emotional development. They should be provided with opportunities that take into account their starting points and allow them to make good progress.

Special Educational Needs and Disability

The 2014 Children and Families Act and the 2015 Special Educational Needs and Disability Code of Practice obliges schools to identify, assess and provide for pupils with Special Education Needs.

1. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(s20. Children and Families Act 2014)

Special educational needs and provision fall under four broad areas, these are:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or Physical.

(SEND Code of Practice 2015: p97)

SEND Support

Children with SEND may be identified in the following ways:

- Information from a previous school, pre-school or nursery.
- Parental concerns.
- Records of progress to determine whether 'adequate progress*' has been made (including the results of assessments, tracking and observations recorded on provision maps).
- Information from other agencies.
- Teacher observations.

The SEND Code of Practice states adequate progress includes that which:

- Is similar to that of peers starting from the same baseline.
- Matches or better the child's previous rate of progress.
- Closes the attainment gap between a child and their peers.
- Prevents the attainment gap getting wider.

Where a child has continued to make inadequate progress the school will assess whether that child has a significant learning difficulty and put in place support necessary to ensure their needs are met. This can take form of one or more of the following:

- Suitably Differentiated Learning activities.
- Provision of a means of access to the curriculum or building, through special equipment, facilities or resources, modification of the environment or specialist teaching techniques.
- Provision of a special or modified curriculum.
- Provision of appropriate social and emotional support available within the learning environment.

Whenever possible, children will participate in the normal school curriculum.

If, for any reason, the teacher has a reason to be concerned about a pupil, they will discuss their concerns with the SENCo (Mrs L Cook) the child's parents/carers and the child themselves. The situation will be monitored by placing the child on their class provision map. If, after careful monitoring, it is agreed by the school working in line with parents/carers that it is deemed necessary to place the child on the 'Special Educational Needs and Disability' Register, parents will be made aware and informed of their child's involvement at every stage of the Code of Practice. Parents will be sent a letter to sign to record that they give permission for the school to place their child on the SEND register.

All meetings regarding the child's Special Education Needs are recorded on CPOMS.

A graduated response will then take place which includes the following cycle:

Assess: Whether the child has made 'adequate progress' following targets put in place previously by the school.

Plan: The class teacher, always in consultation with the child's parents/carers, and sometimes where appropriate the SENCo and external agencies will write a 'Pupil Passport' which will set out targets for the child to work on and plan the support that will be put into place to help them achieve planned outcomes. The Pupil Passport, along with the child's Gold Sheet will be kept by the SENCO. A 'working copy' of the Pupil Passport will be kept by the class teacher who, as the first professional working with the child, has responsibility for implementing the plan. The SENCO is responsible for maintaining the SEND Register on ScholarPack.

Do: The class teacher in consultation with parents, the SENCo and if necessary, external agencies, will provide support in a range of ways; including Quality First Teaching, pre-teach, Behaviour Support, Additional Literacy and Numeracy support as well as suitably differentiated work. All interventions are based on research and published programmes.

Review: The class teacher, SENCo and parents/carers will meet termly to review the child's Pupil Passport and the progress made. This, along with consideration of assessment information, will inform the next steps in planning support to meet the child's needs. If it is felt that additional support or advice is required to meet the child's needs beyond that which the school can routinely provide, the SENCo will request the involvement of external support services. They can provide more detailed assessment and/or strategies for the school to implement.

Where a pupil continues to make less than expected progress in spite of the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the SENCo will consider in consultation with the class teacher, parents/carers, any external agencies involved and the child themselves, requesting an **Educational Health and Care needs assessment**. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available in mainstream schools. The SENCo will be responsible for providing evidence to the Local Authority of the action taken by the school as part of the SEN Support.

Classroom Management of support for children with learning difficulties will remain the responsibility of the class teacher, who will be expected to:

- Plan suitably differentiated work for children they teach who are on the school's SEN register.
- Ensure that Quality First Teaching is in place and teacher performance is not the reason why progress is less than expected.

- Ensure that both the Teacher and Teaching Assistant, work with children who require differentiated support within a normal lesson structure.
- Regularly work with the child themselves so they are able to provide the quality first teaching needed to help the child make progress.
- Timetable regular support for children on the SEN register, ensuring the targeted support is delivered as per the agreed time on the mini-provision map on the Pupil Passport.
- Discuss Pupil Passport targets and progress with children and parents/carers regularly each term. Record responses in the 'review' section on the passport where there is a place for all stakeholders to record their thoughts.
- Maintain and update records of progress against these targets at least termly.

Children who have social, mental and emotional difficulties will be supported, where appropriate, by:

- Differentiated planning
- Group/individual activities focused on their individual needs
- External agencies
- Appropriate targets for improvement

Responsibility for meeting these children's needs remains with the **class teacher**.

Assessment, Monitoring, Recording and Reporting

The SENCo will be responsible for monitoring the delivery of Pupil Passports. Class teachers will be responsible for inviting all parents of children in their class on the SEND Register to termly meetings to review their child's progress. These usually take place in October, March and July. These will take place in addition to Parent Consultations to ensure there is enough time to discuss progress. Additional meetings with the SENCo and/or Headteacher can also be arranged, if required.

Academic monitoring will help to encourage consistently high standards and attainment. Monitoring will be carried out by the Subject Leader, Headteacher and Academy Committee. Progress and attainment of all children on the Special Educational Needs Register will be monitored by the SENCo. The SENCo will meet with and report to the SEND Local Council Member on a regular basis.

Children's work will be assessed, and progress reported to Academy Committee and Parents:

- In annual written reports.
- At Academy Committee Meetings.

Support Services

The following support services may be involved where necessary, to ensure each child's needs are being met appropriately:

- Children's Speech and Language Therapy Services.
- Educational Psychology Team.
- Lincolnshire Behaviour Outreach Support Service (BOSS).
- Specialist Teaching Team (STT).
- The Working Together Team – Lincolnshire Autism, Social Communication and SEND Outreach Service.

Related Documents

- SEND Code of Practice 2025.
- Children and Families Act 2014.
- Branston Church of England Infant Academy Local Offer (updated annually)
- Lincolnshire County Council Local Offer (this can be found on their website)