

BCA Local Offer

- **What should I do if I think my child has special educational needs?**

If you have concerns regarding your child in one specific subject you should talk to the subject teacher. If your concerns are relating to all subjects or you continue to feel concerned you should contact Mrs Bayes-Green (Special Educational Needs and Disability Coordinator). The Academy works to the definition of special educational needs as outlined in the code of practice for SEN 2014

- **How will the academy respond to my claim?**

The first thing we will do is listen to you. If an appointment is needed this will be arranged at a mutually convenient time. We will discuss your concerns with the key staff that teach your child and gather feedback relating to this. This information will be shared with you and if necessary a follow up meeting will be arranged to discuss what may help your child.

- **How will the academy decide if my child needs extra support?**

This decision will be made by the subject teachers, pastoral staff and the SENDCo, it will be based on the progress your child has made. We will always involve you and your child in deciding on what support might be appropriate and in setting targets for your child to work towards. We will also be aware of previous school records and when a student joins us with special educational needs we will endeavour to provide similar support.

- **What will the academy do to support my child?**

Tier 1 - All subject teachers will be made aware of your child's needs and will ensure that they meet these in their classroom management, planning and differentiation, specific targets will be set and progress reviewed during the parents' evening.

Tier 2 - If it is felt that your child needs further support or progress against targets is not made we will look at the most appropriate interventions that may be individual, small group or require specific equipment or resources. These will be recorded on an Individual Education Plan (IEP). These interventions will be monitored by staff and reviewed with you and your child at agreed times.

- **Who will support my child in academy?**

At Branston your child may be supported by-

Form tutors, The Key Stage pastoral team, Student Support Officers, subject teachers, the SENDCO, teaching assistants.

- **What training and experience do staff have for the additional support my child needs?**

The SENDCO has 20+ years of experience of teaching children with special educational needs.

All staff have undertaken safeguarding training

All staff have had training in autistic spectrum disorders and dyslexia.

TAs have had training to deliver a range of different interventions.

2 TAs are qualified to British Sign Language Level 2.

2 TAs are qualified to deliver the CAMHs Friends for Life programme

- **Who else might be involved in supporting my child?**

At tier 3 and beyond your child may be supported by one of a range of outside agents who we regularly work with

Educational Psychologist

Specialist Teaching Team

Working Together Team

Sensory Impaired Support Teacher

Emotional & Behaviour Support Worker (Acorn Free School and BOSS)

Child & Adolescent Mental Health Team (CAMHS)

Careers Guidance Service

St Francis Outreach Team

NHS Physiotherapists

NHS Occupational Therapists

School Nursing Team

Early Help Worker through an Early Help Assessment

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

The emotional and social well-being of our students is important as we feel it underpins their ability to achieve to their potential. If it is appropriate we will provide your child with additional support either individually or in a small group. If appropriate we will consult with outside agencies for further advice or support.

Internally we have a clear whole-school behaviour policy that includes both rewards and sanctions, we are consistent in our expectations relating to behaviour and work closely with you as this is essential in supporting your children's behaviour.

- **How will my child be involved in the process and be able to contribute their views?**

Your child's views are important to us in helping us ensure that strategies and support are effective and that progress is made. We will involve them in all discussions, reviews, target-setting and feedback about assessments and progress.

- **How will the curriculum be matched to my child's needs?**

As far as possible, your child will study a broad and balanced curriculum. All subject teachers are responsible for differentiation and ensuring that your child is able to access the curriculum. To help with this, teachers have access to baseline data for your child.

ICT is used regularly and students are encouraged to use it for homework as well.

In English and Maths students are placed in ability groups to further support individual students needs and for students who are finding these subjects particularly difficult class sizes are smaller. There is also a smaller support group in Science.

Classroom seating plans are used and these will take into consideration student's needs.

- **What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?**

Every year there is one formal parents' evening at which there will be the opportunity to meet with the SENDCo, in addition to this we have a pastoral evening early for Y7s students with an opportunity for you to discuss how your child has settled. For students in Y9 and 11 there are additional evenings to support their choices for their KS4/5 curriculum.

You will also receive a full annual report and 3 progress checks giving you teacher assessments of the level your child is working at and their efforts will be graded.

There will also be the opportunity to review your child's progress with the SENDCo and/or a member of the SEND team and where appropriate outside agencies.

For parents of children with an EHCP there will be the annual review.

If there are more pressing concerns subject teachers and/or the SENDCo will arrange a meeting with you.

The planner is also to be used for home/school communication.

- **How does the academy know how well my child is doing?**

Each subject will track the progress of every student and targets are set, this will be reviewed by departments and where there are concerns about progress strategies will be put in place to support this. The overarching philosophy is the progression of skills, knowledge and understanding over time towards a the target grade.

We will use the Branston levels in KS3 and GCSE grades at KS4.

For students with literacy and or numeracy difficulties baseline assessments may also be undertaken and learners receiving additional literacy / numeracy interventions are tested regularly. The following cycle will commence as with all subjects.



- **How will my child be included in activities outside the classroom including academy trips?**

We have a programme of school trips that are run by subject and pastoral staff designed to enrich students' curriculum knowledge and social skills. We will always make reasonable adjustments to ensure that your child is included.

Extra-curricular activities are run by a range of staff and are fully inclusive. More details about these can be found on the website and around the academy.

If you are concerned about how your child will access an out of classroom activity or school trip, contact the organiser of the trip in the first instance.

- **How accessible is the academy environment?**

For students with physical disabilities some parts of the academy are single storey and are proven to be accessible to disabled students including those in a wheelchair there are also two blocks that are two-storey and one that is three storey, all blocks have stairs with handrails. There are a number of specialised toilet facilities around the site.

In our swimming pool we have a pool hoist to support access to the pool as well as specialist changing facilities on the poolside.

Our fully functional gym is fitted with a disabled lift up to it.

We are able to adapt timetables to ensure that students are able to access lessons in ground floor rooms.

For students with emotional or social difficulties we are able to offer access to a nurture facility at lunch-times, this is restricted to identified students to ensure that it remains a nurturing environment.

- **How accessible is the curriculum?**

All students follow the national curriculum at KS3 and GCSE/B Tec courses at KS4. All lessons are closely differentiated to the needs of the students and in English and Maths ability sets further support this with lower sets having smaller numbers.

Most classrooms are suitable for wheelchair access and we work closely with physiotherapists occupational therapists and St Francis outreach team to ensure that where possible we meet the specific needs of our students.

- **How will the school prepare and support my child to join the school?**

For students joining the academy in Y7 the transition between primary and secondary is supported by the KS3 pastoral team under the supervision of Mrs Moore (Head of KS3) For students with special educational needs she works closely with the SENDCo. Transition visits are usually made to primary schools jointly between pastoral team and SENDCo and occur in late May and early June. Details are collated about each child's needs and shared with tutors prior to the Y6 Transition day in June. Further to this extra visits can be arranged and tailored to individual student's needs.

The SENDCo will endeavour to attend any primary SEN reviews to which she is invited to ensure that we are fully aware of every student's needs.

For lateral intake students after an initial meeting with Mr Wright, Vice Principal your child's details will be passed to the SENDCo. If you wish to discuss details further please request an appointment.

- **How will the academy prepare and support my child to transfer to a new phase/ setting/school/college?**

In Y 9 , your child will choose his/her options for Y10/11. Support and advice is available from your child's tutor, the pastoral team, the SEND department and SLT. A member of the SEND team will be available at the Y9 options evening to offer advice.

In Y11 your child will choose the next phase of their education. There are a range of options. If your child chooses to stay at BCA support for course choices is available at the Y11 preparing for 6th form evening, from subject teachers, from the SEND team and SLT. During the interview phase of the process your child's additional need will be noted and shared by the SENDCo with the 6th form pastoral team.

For students at the end of KS4 looking at a college placement our Careers SSO, other SSOs as well as the SEND team will support students with their applications. We have good communication with Lincoln College and will work with them to ensure that the most appropriate course is found, taster sessions can be arranged and we are able to request support from Lincolnshire County Council with independent travel.

For students leaving to attend a new school we will ensure that all details are sent promptly to their new school.

- **How can I be involved in supporting my child?**

Communication is vital, this will be through the planner which should be signed on a weekly basis by the parents/carers of all students. If further communication is needed please contact the subject teacher, tutor or SENDCo.

You can attend Parents' Evenings and review meetings.

You can reinforce and support the Academy's Policies on homework and behaviour.

Homework is an essential part of your child's learning as it reinforces skills or prepares them for the next stage of learning. Please ensure that your child has a quiet place to complete homework and that you support them in the completion of it.

Additional reading at home is beneficial and for those students with literacy difficulties they will benefit from being heard read and sharing books with you.

- **How can I access support for myself and my family?**

Please contact our SENDCo to discuss these issues and options for support.

There are a number of organisations and agencies that can support you and your family. A good source of information is the Local Authority local offer web site:

<http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>

Another good source is the parents section of the Local Authority website:

<http://www.lincolnshire.gov.uk/parents/>

Liase SEND Independent Advice and Support in Lincolnshire:

<http://www.lincolnshire.gov.uk/liase/about-us/the-team/121723.article>

Parent Carer Forum:

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

If a number of agencies are needed to support your family, you may be asked to complete an Early Help Assessment form, possibly leading to setting up a Team around the Child (TAC)

- **Who can I contact for further information?**

SENDCo is Mrs Bayes-Green

E mail: enquiries@branstonca.lincs.sch.uk

Phone: 01522 880400

Who should I contact if I have a complaint about the provision made for me child?

In the first instance contact the SENDCo Mrs Bayes Green. If you do not feel the complaint has been dealt with successfully then contact Mrs Campbell. Further information about the school's complaint policy can be obtained from Mrs H Marriott, Administration and HR Manager .

E mail: enquiries@branstonca.lincs.sch.uk

Phone: 01522 880400

The SENDCo will provide regularly report to the Governing body, no individual cases will be discussed but an overview into the ranges of interventions available will be highlighted.