



Special Educational Needs (SEN) Information Report

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Improving outcomes and life chances for all students with Special Educational Needs and Disabilities (SEND) is central to our work at Branston Community Academy. Our commitment to supporting students with additional needs ensures that every learner receives the personalised, high-quality provision required to thrive academically, socially, and emotionally.

Effective SEND provision relies on strong, trusting relationships built with students and their families. These relationships enable us to understand each student's individual profile of strengths and needs so that we can reduce barriers to learning and promote positive engagement. Ultimately, our aim is to help students with SEND develop confidence as learners and to ensure they feel supported, valued, and able to participate fully in all aspects of school life.

High-quality teaching is the most significant factor in improving outcomes for learners with SEND, and it sits at the heart of our strategy. By prioritising excellent classroom practice, alongside the recruitment and retention of skilled staff, we ensure that adaptive teaching and inclusive approaches are embedded across the curriculum. Our focus is on accurately identifying individual needs, reducing attainment gaps, and ensuring no disparities in engagement, effort, or attendance for students with SEND.

Our strategy aims not only to close gaps in attainment but also to broaden horizons and nurture students' curiosity, independence, and enjoyment of learning. We work to remove any barriers that may

limit access to the full curriculum or wider school experiences. Relationships remain central to our work, and we continue to place them at the forefront of our approach to SEND provision.

We believe that the learning environment and a strong sense of belonging are essential for all students, particularly those with SEND. We want every student to feel safe, included, and empowered to take advantage of every opportunity available to them. To support this, we provide a range of targeted interventions, personalised support, and inclusive enrichment activities designed to build confidence, resilience, and Cultural Capital.

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://branstonca.lincs.sch.uk/wp-content/uploads/SEND-policy-Autumn-2025.pdf>

1. What is ‘Special Educational Needs and Disability’ and what types of SEN does the school provide for?

A Special Educational Need and Disability (SEND) is a difficulty or barrier that affects a child’s ability to access the curriculum and to learn. It may be appropriate for a pupil with SEN to access provision which is ‘additional to, or otherwise different from’ the educational provision made generally for pupils of their age. Disability is a long-term health condition which causes a difficulty or barrier to learning or to accessing the curriculum.

We are a nonselective, co-educational school near Lincoln. We believe that all children, regardless of need, can be successful academically if they are provided with adequate support. We cater for students with a range of SEN, including (but not limited to) those identified below:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)

Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is new to the role at Branston Community Academy and brings with her 12 years of teaching experience and 5 years' experience as a fully qualified Sendco in a large secondary school. She also has extensive experience of primary teaching in addition to her experience at secondary level.

The Senco is allocated full time, 5 days a week to manage SEN provision across the school.

Class/Subject teachers

All of our teachers receive in-house SEN training annually, and are supported by the SENCO to meet the needs of pupils who have SEN. Teachers have fortnightly Send updates and training, and whole school CPD continues an Adaptive teaching theme throughout each academic year. Teachers are also trained from external professionals on ASD/ADHD and other SEN needs personalised and tailored for our students.

In addition, our staff have training in:

- Safeguarding
- Understanding and managing behaviour
- Autism
- Positive regard
- Adaptive practice

Teaching assistants (TAs)

We have a team of 22 TAs who are trained to deliver SEN provision.

We have a large number of teaching assistants who are trained to deliver interventions such as ELSA, EBSA pathways. 2 TAs are qualified to British Sign Language Level 2. 2 TAs are qualified to deliver CAMHs Friends for Life programme.

Learning Coaches

We have a specialist support/behaviour hub staffed by a team of trained learning coaches who help students in small group settings. They can also deliver individual interventions including emotional language, ELSA, sensory circuits, attendance and behaviour support and monitoring, regulation as well as parental support. Learning coaches work closely with BOSS and Needbright solutions to further extend our repertoire of support.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?

In the first instance, please contact your child's form tutor or Head of Year to discuss your concerns. Alternatively, you could contact the Senco.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact the school by emailing equiries@branstonca.lincs.sch.uk. Alternatively, you may prefer to telephone: 01522 880400.

They will pass the message on to our SENCO, Kelly Kophazy or Joanne Love, who will be in touch to discuss your concerns.

You can also contact the SENCO directly: kophakel@branstonca.lincs.sch.uk

lovejoa@branstonca.lincs.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are especially mindful of any students who are having difficulty making the expected level of progress in their schoolwork or socially.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Teachers are fully trained in checking for understanding and using adaptive practice and will use this to help plug any gaps for individual students. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the student in the classroom and in non-structured times to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

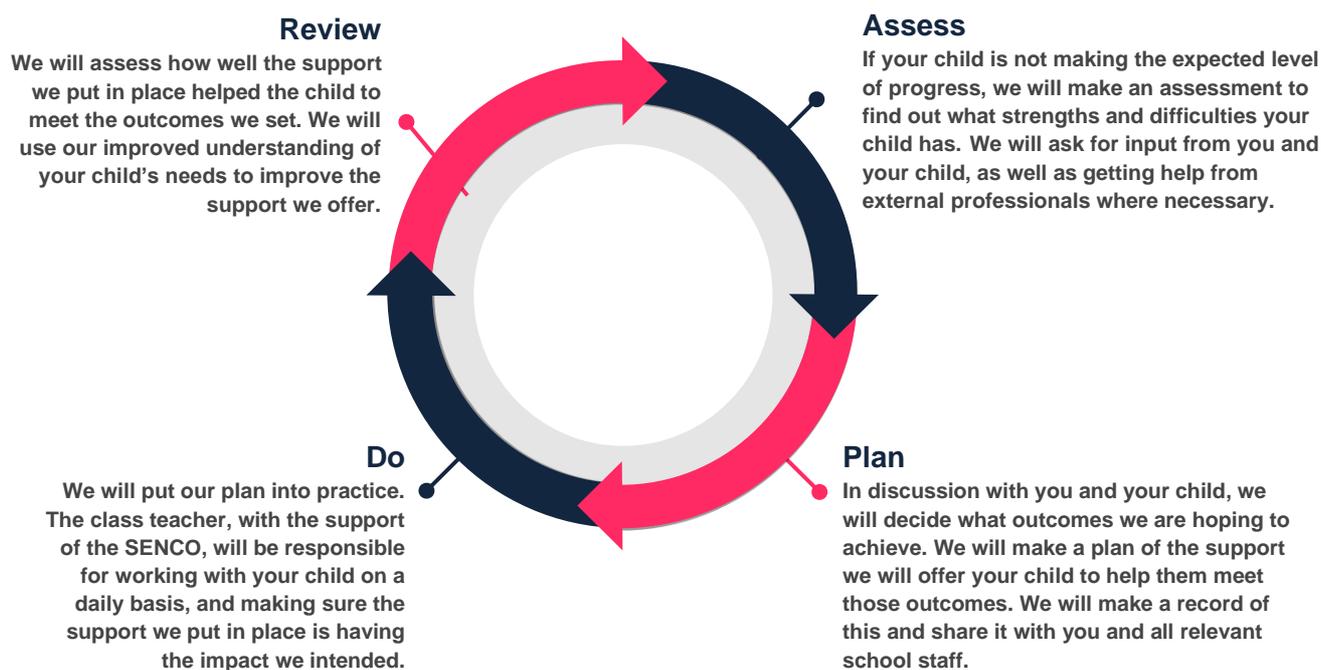
All students are assessed at the beginning of Year 7. The assessments provide us with robust data about each child's current ability in reading, writing and numeracy. This information will build upon information received from previous settings and Key stages. Class teachers make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

We don't just monitor academic progress at Branston Community Academy. The Senco also liaises with teachers regarding social and emotional progress including behaviours for learning, communication and building relationships with others.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide three reports on your child's progress per academic year.

Your child's class/form teacher will meet you during progress evenings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO is also available during these evenings.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can email your child's teacher through the Edulink app or by emailing enquiries@branstonca.lincs.sch.uk

7. How will my child be involved in decisions made about their education?

We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Review their Pupil profile with us to ensure their views and preferences are shared with all teaching staff

8. How will the school adapt its teaching for my child?

We are delighted to welcome all students to our academy and are dedicated to providing everything they need to achieve their full potential. Our teachers are trained in adaptive teaching practices, and we take pride in our nurturing, pastorally-led approach to both personal and academic development. We are committed to helping every child succeed, and building strong relationships by understanding each student as an individual is central to this mission. Every student at Branston Community Academy has the opportunity to follow a full and varied curriculum, following all National Curriculum subjects as well as an appropriate GCSE pathway.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way each student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Adapting our curriculum and/or teaching methods to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We may also provide a targeted intervention following a review of the student profile or an assessment of need.

9. How will the school evaluate whether the support in place is helping my child?

Your child's progress is carefully monitored. Class teachers provide regular assessments, and we use these to ensure that your child is making good progress and identify where support may be required. The curriculum is carefully designed for all students to maintain and build on prior knowledge.

We will evaluate the effectiveness of provision for your child by:

- › Reviewing their progress towards their goals each term
- › Reviewing the impact of interventions after 6-10 weeks
- › Using student questionnaires
- › Monitoring by the SENCO
- › Using provision maps to measure progress
- › Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips. We will work closely with parents/carers to discuss and plan opportunities for our students with SEN.

All pupils are encouraged to take part in every curriculum opportunity available.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The admissions arrangements for all students are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care plans and those without.

Students with SEN are given extra transitional support. This includes

- Additional visits to the school during the end of Year 6.
- Supported visits both during and after the school day (to visit the school in busy and quiet times)
- The sendco will also visit your child's primary setting and discuss ways in which we can further support transition with their current primary teachers/TAs
- Information for how best to support your child will be shared with all teachers in preparation for your child's transition to his/her new classes

13. How will the school support my child's mental health and emotional and social development?

Pastoral and Social Support

At Branston Community Academy we have a well-established and close-knit pastoral team. We have designated staff for each year group who oversee the emotional and social needs of all students. Students see their form tutor at the start of every day. The form tutor takes the students to assemblies and will deliver the personal development curriculum to your child. The form tutors are supported by a Head of Year and pastoral manager. Our year teams move through the school with the students, and this provides an excellent opportunity for closer working relationships for all.

Where staffing retention allows, a student's tutor, Head of Year and pastoral team will start with them in Year 7 and move with them through to the end of Year 11. In 6th form they are supported by a further team of specialists.

Our SEN team specialists enhance the pastoral offer by providing additional emotional support to those who need it through interventions such as ELSA (emotional literacy support), the 6th form well-being ambassadors (fully trained mentor programme). We also provide one to one help and support with TAs who are trained in a wide range of additional programmes to help support your child with any difficulties.

We run a nurture group every break and lunchtime for students with SEN to access freely, should they wish to.

14. Moving to Adulthood / Choices Post-16

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

15. What support is in place for looked-after and previously looked-after children with SEN?

Jo Baker (Vice-Principal) is the designated teachers for looked-after children.

She will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

<https://branstonca.lincs.sch.uk/wp-content/uploads/Policies/Complaints-Policy.pdf>

Complaints about SEN provision in our school should be made to the Senco.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at local offer.

Lincolnshire County Council publishes information about the local offer on their website:

<https://www.lincolnshire.gov.uk/send-local-offer?categoryId=20159>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.lincolnshire.gov.uk/send-local-offer/liaise>

Liaise is Lincolnshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

They provide confidential and impartial information, advice and support to children and young people (0-25 years) with SEN and disabilities, and their parents and carers.

The Liaise advice line is open 9am-4pm Monday to Friday.

Liaise:

work at arm's length from the local authority and health services

are trained in SEN and disability law

work to national standards, so you know what to expect

They aim to empower families to have the SEND knowledge and understanding they need.

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, which explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages