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**Braunstone Frith**  
Primary Academy

# Special educational needs (SEN) information report

Braunstone Frith Primary Academy  
2025

Approved by:	Naomi Grant Head of School Izzy Reid-Mackay Chair of Governors	Date: 04.09.2025
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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 [BFPA SEND Policy](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	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 Mrs Duggan

Mrs Duggan is also Deputy Head and has worked in the school for 15 years. Mrs Duggan is a qualified teacher, designated teacher for looked after children and is currently working towards achieving the National Award in Special Educational Needs Co-ordination. She is allocated 3 days a week to manage SEN provision.

### Assistant SENCO

Our assistant SENCO is Miss Brewin

Miss Brewin supports the SENCO with all aspects of parents, paperwork and reports.

### SENCO Assistant

Our SENCO Assistant is Miss Gamble. Miss Gamble supports the completion of paperwork and undertaking school based assessments.

## **Inclusion Team**

We are fortunate to have an inclusion team which comprises of a Behaviour Mentor - Miss Wittering, A school based counsellor - Mrs MacGregor, Assistant Head for Behaviour - Mrs Murray and our Designated Safeguarding Lead - Miss Hynes.

## **Teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All staff have access to the National College which offers several bespoke courses for SEN. Teachers are directed to these as needed including:

Developing pedagogical practice for pupils with SEND  
Teaching children with neurodiversity inclusive practice  
Effective assessment for pupils with SEND  
Developing positive relationships to manage behaviour of pupils with SEND  
Teaching pupils with Autism  
Supporting girls with Autism  
Supporting Autistic pupils through technology  
Teaching pupils with ADHD  
Teaching pupils with Dyslexia  
Adopting Dyslexia friendly practices  
Teaching pupils with pathological demand avoidance  
EAL children with SEND  
Innovative strategies for complex SEND needs  
Sensory play and brain breaks  
Building executive functioning skills in neurodiverse children  
Using EEF guidance to support children with SEND  
The engagement model Dfe guidance  
Using assistive technology with pupils of send

## **Teaching assistants (TAs)**

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

In the last academic year, Teaching Assistants have been trained in the graduated response, best endeavors approach, Teaching pupils with Autism, Teaching pupils with ADHD, Teaching pupils with Dyslexia

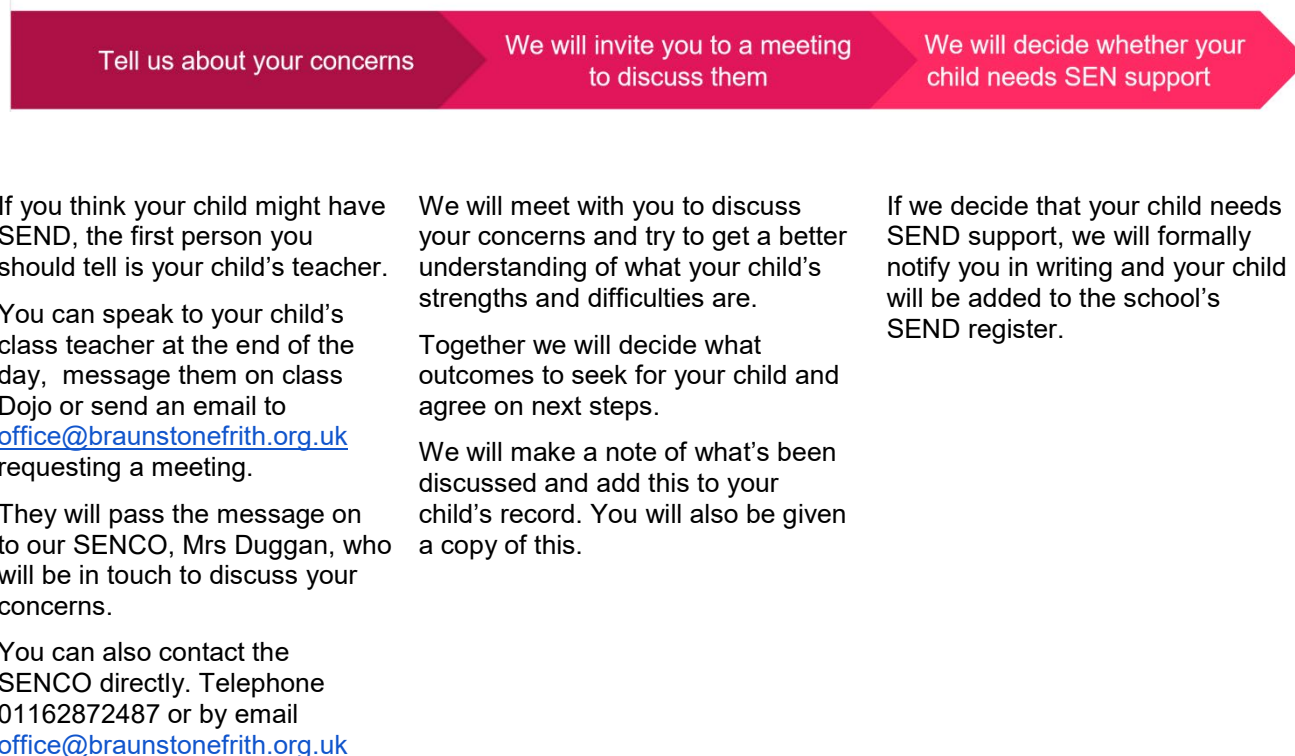
## **External agencies and experts**

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 - Early Help

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



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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths and or social/behavioural issues.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will target this gap to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil 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 pupil in the classroom and in the playground 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.

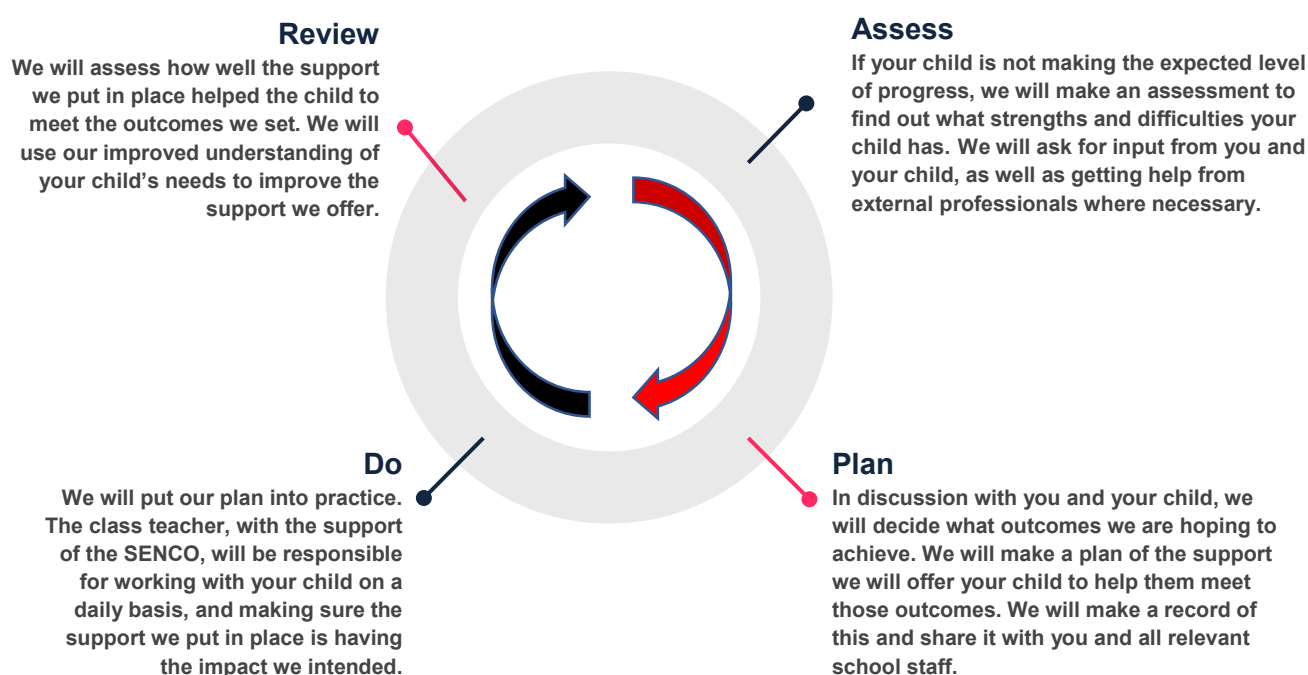
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be asked to sign a document stating your agreement for your child to receive SEN support.

Following this, your child's name will be added to the school's SEND register, and the SENCO will work with you to create a learning plan for them.

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

We assess that our best endeavours have been met using the Leicester City Local Authorities document and then we 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 and create a learning plan that is shared with you three times a year. Most of our SEN support focusses on in class support in line with our inclusive approach.

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 termly reports on your child's progress through your child's learning plan.

Your child's class teacher will inform you on their progress three times per year, 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

We know that you're the expert when it comes to your child's needs and aspirations. So 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. There is a space on your child's learning plan for you to add what you would like school to know about 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 of your child's updated learning plan.

If you have concerns that arise between these meetings, please contact your child's class teacher either by emailing the office on [office@braunstonefrith.org.uk](mailto:office@braunstonefrith.org.uk) or through class dojo. If you need to speak with the SENCO you can also email the office on [office@braunstonefrith.org.uk](mailto:office@braunstonefrith.org.uk).

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 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

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

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 differentiate (or adapt) how we teach to suit the way the pupil 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:

- Differentiating our curriculum to make sure all pupils 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 chrome books, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will provide SEN Support to match the pupils need or as stipulated in their EHCP, outlined in their learning plan or when they need support at the start of a lesson to ensure they are on track or need catch up support for a short period of time.
- Teaching assistants will support pupils in small groups when they need catch up support for a short period of time.
- You can also access the schools accessibility plan [here](#)

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays
	Moderate learning difficulties	Scaffolds to support learning. Specific targets to support retention of learning Differentiated homework
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Brain breaks Visual timetable Red and green behaviours Zones of regulation strategies
	Adverse childhood experiences and/or mental health issues	Strong relationships and support when needed from the inclusion team
<b>Sensory and/or physical</b>	Hearing impairment	Hearing loop system



	Visual impairment	Specific seating Large font
	Multi-sensory impairment	Ear defenders Fidget toys Brain breaks
	Physical impairment	Walking and standing frames  Accessibility to school and toilets  Support on the playground

These interventions are part of our contribution to Leicester City's local offer.

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

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 six weeks
- Using pupil 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. We will complete a costed provision plan for your child.

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 trip to Condover.

All pupils are encouraged to take part in sports day/school plays/REAL LiFE Missions.

No pupil 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.

If we cannot keep a child safe on a school visit because they do not follow instructions and cannot keep themselves safe, then they will not be included. This applies to all pupils.

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

Admission arrangements at Braunstone Frith Primary comply with the schools admissions code and the school admissions appeals code.

Please click the link below for BFPA and Leicester City arrangements

<https://braunstonefrith.org.uk/admissions/admissions/>

## **13. How does the school support pupils with disabilities?**

Braunstone Frith Primary aims to be inclusive to all pupils. Our curriculum is accessible to all.

- Buildings and rooms are accessible to children with a physical difficulty via ramps.
- We provide an inclusive learning environment for children with a hearing or visual impairment.
- Equipment and resources used are accessible to all children regardless of their needs.
- Trips are accessible for children with SEND
- After school provision is accessible to all children including those with SEND.

You can access the schools accessibility plan [here](#)

## **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are also encouraged to be part of after school clubs or to become school Ambassadors to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN from the inclusion team through the school based family support worker, behaviour mentor and the school counsellor.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by being a 'No Outsiders School'. We promote tolerance and developing an understanding of marginalised sections of our community. We use the acronym STOP - several times on purpose and STOP - start telling other people. Our children also receive lessons on consent.

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

Whether children transfer between classes, within the school or move to another school we ensure:

- A face to face meeting between the SENDCo and the new teacher to communicate the child's strengths, progress, targets and effective strategies.
- Transfer of all written records.
- Where necessary, pre transition arrangements are put into place to support a seamless move.

At Braunstone Frith Primary Academy, arrangements are made for supporting pupils in moving to their next phase of education. The school has strong links with feeder secondary schools. During the Summer Term, the SENCos meet with secondary SENCos to discuss the needs of the pupils transferring. Where necessary, extra visits are planned and secondary staff begin making links with transferring pupils.

## **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed and their individualised learning plan is transferred to the next teacher.
- Schedule lessons with the incoming teacher towards the end of the summer term during our transition days
- Provide extra transition visits to your child's new classroom and photos to take home in order to reduce anxiety over the summer holidays.

## **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We normally share your child's SEN file within 5 working days.

## **Between phases (for primary schools)**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Having extra transition visits to their new school (If the secondary school facilitates.)
- Plugging any gaps in knowledge

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

Our SENCO, Mrs Duggan is also the designated teacher for Looked after and previously looked after children in school. Mrs Duggan works closely with our family support worker to make sure that all teachers understand how a looked-after or previously looked-after pupil'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 pupils 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.

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

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting your child's needs. If you have a concern, please bring this to the attention of your class teacher or SENCo in the first instance. Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **Click here to access BFPA Complaints Policy**

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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. SENDIASS is Leicester City's independent support. You can contact them at:

SENDIASS Leicester  
1st Floor Alliance House  
6 Bishop Street  
Leicester  
LE1 6AF

Tel: 0116 482 0870

Email: [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)

Facebook: [SENDIASS Leicester](#)

Twitter: [@SendiassL](#)

## **18. 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 Leicester City's local offer. Leicester City publishes information about the local offer on their website:

[SEND local offer | LCC Family Hub](#)

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

Email: [info@sendiassleicester.org.uk](mailto:info@sendiassleicester.org.uk)

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

- [National Autism Society](#)
- [ADHD Solutions](#)
- [SENDIASS](#)
- [Diabetes UK](#)
- [Downs Syndrome Society](#)

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

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

## 19. 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
- **Learning plan** - a document outlining a child's specific learning needs, strengths, targets, and the support they will receive to achieve them

- **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, that 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