



## **Special Educational Needs and Disability (SEND) School Report**

This should be considered a live document can be updated and altered as and when required.

**Last updated:** March 2018

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Welcome to the SEND Department at Bucklers Mead Academy. The purpose of this report is to outline Bucklers Mead Academy's practice for special educational needs and disabilities. It sets out the types of provision which may be considered in response to a child's special educational needs.

Our aim is to ensure all students who have needs which are different from and additional to other students have a platform to achieve their full potential.

We currently have 164 students on the SEND register with a wide range of different needs. Despite being categorised by their primary need, each student will be assessed and provision provided in a child centred way.

| <b>Type</b>                                 | <b>Number</b> |
|---|---------------|
| Education Health and Care Plan / Statements | 11 students   |
| Sen Status                                  | 149 Students  |

### **Definition**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The status of a student may change throughout the course of their education at Bucklers Mead Academy and they may move onto or off the register. If at any time you feel we do not have all the information regarding your child's needs, or they have had appointments with external agencies and you have received reports (e.g. paediatrician), please contact the Academy and arrange to pass on any documentation, or arrange a meeting in order to pass on the information with the Special Educational Needs Coordinator (SENCO), so that we can adjust the arrangements to support your child.

### **Roles and Responsibilities**

The SENCO is **Mrs S Thompson**. She will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the Academy
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Academy keeps the records of all pupils with SEN up to date

The SEN Governor. **Mrs J Bell**, she will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Academy and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the Academy.

Teachers at Bucklers Mead Academy are responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

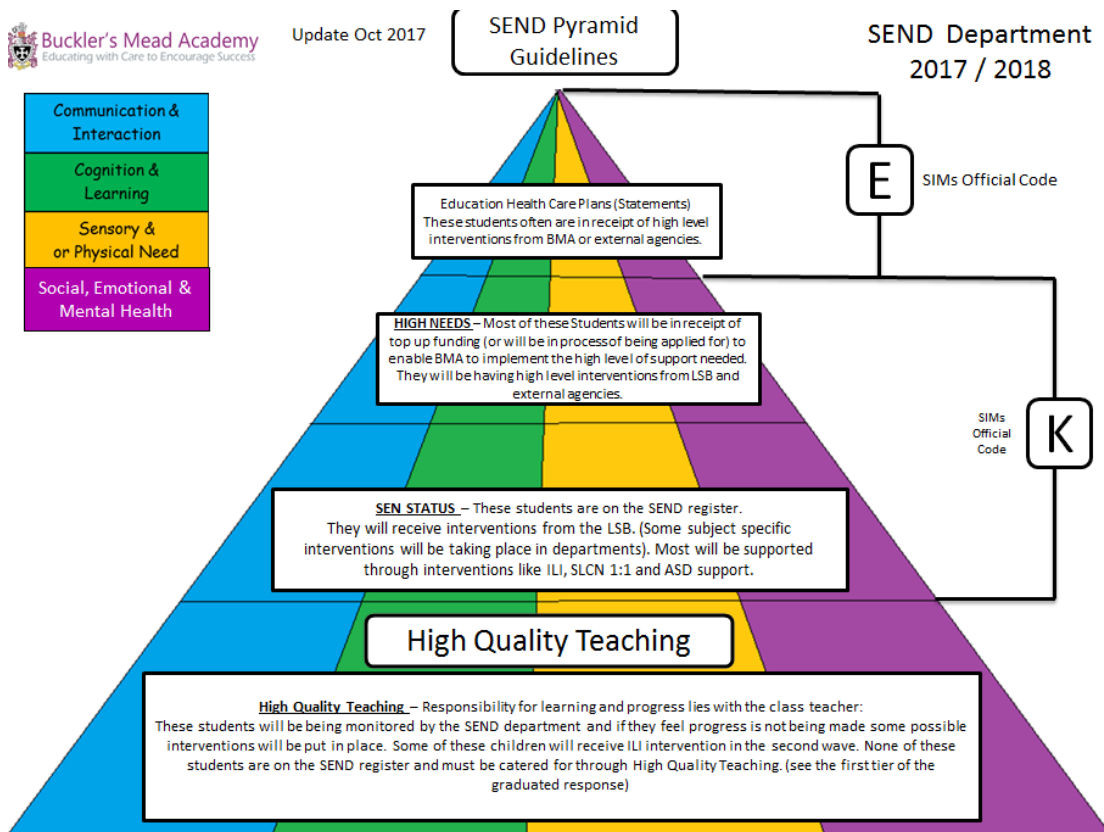
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## The Register

With the new Code of Practice for Special Educational Needs and Disability 2014, now in place we have adjusted our systems to meet the criteria set out. As a reminder, there are no longer categories for School Action and School Action Plus. These have been removed and replaced by a category called SEN Status.

If your child has an existing statement, it will remain in place. Over time these statements will be transferred to an Education Health Care plan (EHCP). An EHC plan will link together support from the NHS, social care and education, and are active from birth to 25. If you would like more information about EHC plans please contact Mrs Thompson to discuss these further.

At Bucklers Mead Academy the SENCO will share information about the SEND register with staff in a variety of ways. One way is using a pyramid of need, which highlights where students' primary need lies and how much support is in place for each child.



The kinds of SEN that are provided for are detailed in the table below.

| Communication and Interaction  | Cognition and Learning  | Sensory and or Physical need  | Social, Emotional, Mental Health (SEMH)  |
|--|---|---|--|
| <p>Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, for example</p> <ul style="list-style-type: none"> <li>• Asperger's Syndrome               <ul style="list-style-type: none"> <li>• Autism</li> <li>• Speech</li> <li>• Language</li> </ul> </li> <li>• Communication</li> </ul> | <p>Where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.</p> <ul style="list-style-type: none"> <li>• Dyslexia/SpLD               <ul style="list-style-type: none"> <li>• Dyscalculia</li> </ul> </li> <li>• Dyspraxia/DCD</li> <li>• Mild Learning Difficulties (MILD)</li> <li>• Moderate Learning Difficulties (MLD)</li> </ul> | <p>Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment</p> <p style="text-align: center;"><b><u>Sensory</u></b></p> <ul style="list-style-type: none"> <li>• Severe/profound hearing loss</li> <li>• Mild/moderate hearing loss               <ul style="list-style-type: none"> <li>• Blind</li> <li>• Partially sighted</li> <li>• Multi-sensory impairment</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>• Cerebral Palsy</li> <li>• Spina bifida and/or hydrocephalus</li> <li>• Muscular dystrophy</li> </ul> <p style="text-align: center;"><b><u>Medical Conditions/ Syndromes</u></b></p> <p>Information on these are held with the Academy nurse</p> | <p>Where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing, for example</p> <ul style="list-style-type: none"> <li>• Attention Deficit Hyperactivity Disorder (ADHD)</li> <li>• Attention Deficit Disorder (ADD)               <ul style="list-style-type: none"> <li>• Attachment Disorder</li> </ul> </li> </ul> |

Bucklers Mead Academy follow the guidelines from the Code of Practice for a graduated response to need through 3 waves.

- Wave 1: High Quality teaching, inclusive classrooms.
- Wave 2: Group intervention. Literacy / numeracy intervention
- Wave 3: Individualised 1:1 intervention to meet specific identified needs.

## **Identifying Students with SEND**

Buckler's Mead Academy works closely with feeder Primary Schools to ensure a smooth transition to secondary school. A range of data and information is collected and used to inform our provision.

Concerns about a student or young person having special educational need may be raised by any member of the staff, any parent or the student themselves.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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 child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Staff, parents and students may raise their concerns in exactly the same way by making contact with the Academy. Engaging in a discussion for example with a student's form tutor, head of year or SENCO will provide a starting point for consideration of need. Concerns will be explored and the student's needs will be assessed before a considered response is given.

Buckler's Mead Academy in conjunction with LA Support Services is able to offer a wide range of assessments. Additional support for families is available through links with the following agencies:

- Somerset Parent Partnership
- Family Focus
- School Health Clinic
- Educational Welfare Service
- Local Authority Support Services e.g.
  - Learning Support Service
  - Educational Psychology
  - Autism and Communication Service
- Children Social Care
- REACH
- Future Roots
- Parent and Families Support Assistant (PFSA)

## How the Academy evaluates the effectiveness of its provision for such students

Buckler's Mead Academy evaluates the effectiveness of its provision for students with SEND by:

- Comparing baseline assessments with rates of progress against targets and final assessments
- Measuring improvement in skills being developed through the use of standardised testing. Some examples: reading and spelling accuracy, comprehension and writing speed and computation skills.
- Measuring impact on progress in the classroom. For example: by examining progress in English and/or Maths through the use of assessment data, making observations of performance and/or behaviour through learning walks or book scrutiny, and also through liaison with subject teachers.
- Discussing progress with students themselves. Parental feedback is also welcomed.
- Evaluations of interventions are shared with the SEN Governor at least termly.

In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, Heads of Department monitor student progress through the following:

- Learning walks
- Book Scrutiny
- Departmental meetings
- CTG Meetings
- Departmental Meetings - Progress is also monitored in each subject through the termly assessments and reviews. The data is analysed carefully and any student not making the expected rate of progress will be identified (AFA approach). Discussions between the SENCO and other members of staff, such as Teaching Assistants, Subject Teachers, Heads of Department, Form Tutors and Heads of Year, take place in which actions are planned to improve student progress and further address any barriers to learning.

Additional monitoring assessments take place throughout the year, by the SENCO or Learning Support Teaching Assistants, for students who have been having support, which is additional to, or different from, that normally provided. These assessments focus on any barriers to learning, which have been previously identified, such as literacy or numeracy and review progress in these areas.

Any student with a Statement or EHCP has a formal Annual Review Meeting in which progress is discussed and targets set for the next academic year. Parents, and all professionals involved, are invited to contribute and attend, along with the student.

Information is shared with parents through progress reports and meetings with parents. Regular contact with parents/carers is achieved through:

- Connect
- Additional home/Academy communication books
- Email
- Telephone contact
- Letters
- Parent Portal

## **The Academy's approach to teaching students with special educational needs**

Teachers are 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 pupils who have SEN. Classroom activities will be differentiated for individual pupils. Subject teachers are responsible for differentiating lessons to meet the needs of all students in their classes (High Quality Teaching). All lessons are required to be differentiated to meet the needs of all students. There are many ways in which this can be achieved. For example: through ability levelled tasks, alternative methods of recording, adaptation of questioning, catering for different learning styles or the use of additional and/or different resources.

Information on students who have been identified as having a special educational need is shared with the teaching staff and is regularly updated. Recommendations and strategies to (Personalised Learning Passports) address a student's needs are made by the SENCO/Learning Support in order to remove barriers to learning and enable access to the curriculum.

## **Adaptions to the Curriculum and Learning Environment**

Students with more acute needs may have in-class support or a modified curriculum. Both the academic and pastoral needs (emotional & social needs) of students are met by a range of staff within Buckler's Mead Academy such as Form Tutors, Heads of Year, Heads of Department, subject teachers and Learning Support staff. Further support is also available through links with external agencies.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, an external provision.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Buckler's Mead Academy ensures that reasonable adjustments are made to both the academic and pastoral needs of the students with SEND, so allowing them to develop their skills, achieve their potential and prepare for the future. Buckler's Mead Academy responds to the learning needs of students with SEND by:

- Making changes to the curriculum
- Making adaptations to the learning environment
- Small group and one to one interventions
- In-class support
- Differentiation - Most areas of Buckler's Mead Academy have disabled access. There are also specialist personal care facilities.
- Adjustments are made to individual timetables to ensure students with SEND are able to access their lessons and have sufficient time to move safely around the site.

### **Additional support for learning that is available to students with special educational needs;**

Buckler's Mead Academy works within their financial limits to provide a graduated response in supporting students with SEND. Provision is allocated according to need and follows an "assess, plan, do and review" process.

#### **Individualised Literacy Intervention (ILI)**

Some students at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. This intervention allows for tailored individual support for students to improve their literacy skills. This is normally aimed at students with a reading and / or spelling age of below 7-8 years.

#### **Speech, Language and Communication (SpLC)**

Speaking, listening, reading and writing are four aspects of language development that are at the core of the Academy curriculum. There is evidence that children with speech and language difficulties suffer difficulties with all four skills that adversely affect their educational progress and vocational prospects. This intervention is aimed at those children who have a significant need in this area or who have been seen by the Speech and Language service.

#### **Autistic Spectrum Condition 1:1 Support**

Those students who have had a diagnosis or are undergoing assessments for Autism will be seen by our two main ASC specialist PLTs. This might be to assess the need for support (some students who have an ASC diagnosis do not need any support) or it could be through in-class support or 1:1 sessions in the LSB. Each student's intervention will be different based around the specific areas they are finding challenging.

#### **Emotional Literacy (EL) Group / 1:1**

This can be delivered through a group session or on a 1:1 basis.

Emotional Literacy is the term used to describe the ability to understand and express feelings. EL involves having self-awareness and recognition of one's own feelings and knowing how to manage them. It includes empathy, i.e. having sensitivity to the feelings of other people.

Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively. This is helpful to developing good communication skills and the enhancement of our relationships with other people.

#### **Foundation Learning (normally only in Year 9 – 11)**

This is a small number of students who have had difficulty accessing the full curriculum at Academy, or who benefit from having nurtured time within the Academy week to support their learning in all other curriculum areas. It is normally lead by a teacher of Special Needs.

#### **Individualised Learning Programmes**

In some very extreme circumstances it may become necessary to remove a student from timetabled lessons. We never do this lightly and only when all avenues of support have been tried. Normally if a student has been removed from the main curriculum they will initially work in the LSB under the supervision of Mrs Coate and /or a PLT, until a decision is made about how best to meet the needs of the student. It might be decided that the needs are best met in another educational establishment.



### **In-Class Support**

All the LSB staff regularly support students in lessons across all curriculum areas. The amount of in-class support provided will be needs' assessed and increased or decreased depending on how successful the support is. Most subject areas will deploy their own subject specific teaching assistant to help support some learners in lessons.

### **ASDAN**

ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for work and skills for life.

### **Exam Access Arrangements**

All Year 9 students (previously receiving support or new to Buckler's Mead Academy) are screened to assess if they require access arrangements for public examinations. Gathering of information and further assessments are completed. Applications are made for students who meet the criteria set by the Joint Council for Qualifications (JCQ). Parents/carers of students requiring access arrangements will be informed by letter.

### **Meet the Team**

#### **Senior SEN Teaching Assistant - Mrs Coate**

Mrs Coate has responsibility for overseeing the Vulnerable Pupil Base (Learning Support Base 3) and transition from primary to secondary. She also assists the work of the SENCO and will support parental engagement.

#### **SEN Teaching Assistants**

Mrs Ryall- **Autism Specialist**\_ Students who have a diagnosis or a suspected need of Autism may receive intervention from Mrs Ryall. Mrs Ryall links with the Autism and Communication Service to support student needs here appropriate.

#### **Emotional Literacy Support Assistants (ELSA)- Mrs Witham**

Our specialist ELSA has taken part in training and work under guidance of the Educational Psychologist. Our ELSA helps students with a wide range of emotional problems. This support might take the form of small group intervention or on a 1:1 basis. You will always be informed if your child is seeing Mrs. Witham.

#### **Forest School – Mrs Witham**

Mrs. Witham also provides our Forest School. This is an intervention which helps students build self-esteem and confidence. It allows them to understand cooperation and team work in the outdoor environment.

## **Numeracy - Mrs Crane**

Mrs. Crane will work closely with our pupils with numeracy difficulties and offers small group, 1:1 or in class support across both Key Stages.

## **Literacy - Mrs Hallett and Mrs Tucker**

Mrs. Hallett Mrs. Tucker are largely responsible for the management of literacy difficulties in Academy. They will liaise with the learning support service to assess a student's needs fully. They will also carry out Literacy intervention in small groups or on a 1 to 1 basis.

**ASDAN** – Mrs Wheaton and Mrs Purchase lead on delivering two ASDAN awards. Personal Progress and Personal, Social Development.

**THRIVE** – Mrs Wallis leads on our new programme of THRIVE. It is way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips us to work in a targeted way with children and young people who have struggled with difficult life events to help them re-engage with life and learning.

All our SEN teaching assistants will provide an element of in class support for our students as and when required. Mrs Sprules has recently joined our team and will work predominantly in classes to support learners.

Alongside all these provisions we also provide support for developing the emotional and social needs of students with SEND by:

- Mentoring
- Heads of Year and Form Tutors
- REACH
- Future Roots Farm
- Magdalene Farm
- Education Welfare Officer (EWO)
- School Counsellor
- Outreach support from South Somerset Partnership School (ATLAS/Positive People)

## **Supported Social Time**

### **Breakfast Club 8am – 8.30am**

Children can come into Learning Support Base 3 (LSB) with toast and hot or cold drinks which they will have been given in the canteen. They can also check timetables and ask any questions to help prepare for the day ahead. We all know how important it is to have a good breakfast to start the day and this is the place they can do this. They do not need to book a place or come every day. This is an invitation only facility.

### **Supported registration 8.30am – 8.50am**

This is an invitation only session, where those most vulnerable learners can gain support for an extra 20 minutes to develop the confidence to attend registration with their tutor groups. It is a place where those students who suffer from very high levels of anxiety and need support in accessing mainstream activities.

### **Break time 10.50am – 11.05am**

The LSB3 is open and staffed during break time, if your child wants to come in to check timetables, seek support or have a safe, quieter place to spend break they will be welcomed into LSB3. They are able to eat snacks and have drinks during this time.

### **Lunch Time 1.05pm – 1.35pm**

LBS3 is open for those most vulnerable students who need support during this time. Normally lunch club is on an invitation only basis, as we have to adhere to fire regulations and numbers the LSB can cater for. During this time LSB3 is staffed by 2 TAs who can help with concerns or help understand any issues that have occurred throughout the school day.

### **Homework Club 2.40pm – 3.30pm**

Homework club is held on Monday Tuesday and Thursday in LSB3. This is a time where some specific types of activities are on offer, such as handwriting practice, basic numeracy and social games to improve confidence. It is also a time where homework can be completed with support from 2 PLTs. There are 12 computers in the LSB and a wealth of equipment. We can also work alongside the study centre (library) to get books out to help complete work from all subjects.

### **Medical Conditions**

Administration of medicines and personal care are carried out by designated staff. Please see our separate policy. Also please read our accessibility plan found on our website.

A brief overview of Buckler's Mead Academy premises:

- Disabled toilet and changing facilities – located in the PE department
- Adaptations for the visually impaired – Supported through SENATAS
- The site is largely accessible to wheelchairs (adjustments are made to students' timetables to reflect their need for an accessible classroom)
- Specialist equipment for students with visual impairments can be accessed through Somerset Visual Support Team and resources can be modified to meet their needs. The same applies to students with physical impairments; specialist equipment tailored to their needs can be sourced through Physical Impairment and Medical Support Team (PIMS)
- Buckler's Mead Academy site has disabled car parking bays available for blue badge holders.

### **Communication with the SEND Department**

1. You can ring the school office **01935 424454** and ask to speak Mrs Thompson or Mrs Coate (Senior SEN TA)
2. You can email the main office on: office@bucklersmeadacademy.com and mark it F.A.O Mrs Thompson
3. You can write a letter

F.A.O

Mrs Thompson  
Buckler's Mead Academy  
1 St. John's Rd,  
Yeovil,  
Somerset,  
BA21 4NH

If at any time you are concerned about your child's needs and/or the support in place please do not hesitate to contact us.

### **Complaints about SEN provision**

Complaints about SEN provision should be made to Mrs Gorrod, Headteacher in the first instance. Directions will be given to follow the school complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

**The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.**

The Local Authority Offer will have a dedicated website to outline the services available to support parents of students with special educational needs:

<https://somerset.local-offer.org>

Referrals can also be made to the following outside agencies: Educational Psychology

- Occupational Therapy
- Physiotherapy
- Autism Outreach Team

- Speech and Language Therapy Service
- Physical Impairment and Medical Support Team (PIMS)
- Children Social Care
- Child and Adolescent Mental Health Service (CAMHS)
- Somerset Parent Support Service
- Family Focus