

BOSWORTH ACADEMY
School Local SEND Offer
Regulation 3 Special Educational Needs and Disability
(Information) Regulations (2014)



Documentation Information			
Reviewed By	Learning and Teaching Committee	Responsibility	Learning and Teaching Committee
Last Reviewed	October 2015, Spring Term 2016	Next Review	Spring Term 2018
Review Cycle	Bi-Annual	Ratified by FGB	10/03/16

School Local SEND Offer
Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

School/College Name:	Bosworth Academy
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School/College Specialism:	Sports College
Age Range of students (start and finish) to include Post 14 onwards where relevant):	11-19 (2014) (Yr7,10,11,12,13) 11-19 (2015) (Yr7,8,10,11,12,13) 11-19 (2016) (Yr7,8,9,10,11,12,13)
Date of Last Inspection:	4/5 February 2014
Outcome of last inspection:	Good
Does school/college have a specialist designated unit / additional learning support department? Yes / No?	Not a designated Unit, however, we have a Learning Support Faculty
Total number of students with special educational needs at college/setting : Total number of students receiving additional learning support:	175 Students under old SEN Classification 73



1. The kinds of special educational needs for which provision is made at BOSWORTH ACADEMY.

Bosworth Academy is a mainstream setting. As such the School has a commitment to inclusion within the framework of an entitlement for all students to have access to the broad, balanced, comprehensive curriculum. We are also committed to maximum integration, commensurate with meeting individual needs. We recognise that in order to meet those individual needs it is, at times, necessary to provide alternative arrangements for some students. We are dedicated to an inclusive school and curriculum, which will maximise the potential of all students.

We are committed to ensuring that all of our students experience the very best education that can be provided for them. We make specific provision for students with learning difficulties, for students with sensory and physical impairments, for those with speech, language and communication difficulties, for students in distress and for those with emotional, social and mental health difficulties.

2. Information about Bosworth Academy policies for the identification and assessment of pupils with special educational needs.

All students are constantly monitored by their subject teachers, pastoral managers and support staff. Concerns relating to the progress of a student will be passed to the SENCo and the SEN team. Further assessment will then take place in order to identify SEN issues. These will include:

- Diagnostic testing (e.g. dyslexia screening)
- Parent Voice (information from parents about their child's needs)
- Student Voice (information from the student about their difficulties and needs)
- Lesson Observations (to see how the student engages with learning in the classroom)

3. Information about Bosworth Academy policies for making provision for pupils with special educational needs whether or not pupils have Education Health (EHC) Plans, including:

a) How Bosworth Academy evaluates the effectiveness of its provision for such pupils

Following the assessment process a plan of action will be put into place. This will support any needs identified, focussing on appropriate outcomes for the student. The SENCo will complete this with the student, their parent/carer and an appropriate member of staff (this could be a subject teacher or pastoral manager).

Plans will be time limited and outcomes measurable. Any impact that the plan has on a student's progress will be monitored closely through support records and reviewed at agreed time intervals. The plan can be altered at any time should circumstances change.



The Governors monitor and evaluate the effectiveness through regular meetings with the Senior Leadership Team.

b) Bosworth Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs.

Once it has been agreed that a student requires an action plan, they will be allocated a Key Worker. This will be a member of the SEN team who will be required to maintain regular contact with the parent and update them on the progress of their child. This can be via email, telephone conversations or the use of a home school communication book. Parents will be invited into school to review the progress of their child on completion of the action plan, or a minimum of 3 times a year (termly).

This will be in addition to the normal reporting procedures of the school. Information will be provided to the parent/carer on how to support their child outside of the school setting.

c) Bosworth Academy's approach to teaching pupils with special educational needs.

All supported students on the SEN register will have a passport produced. This will include personal information, such as likes, dislikes, strengths and hobbies as well as any barriers to learning and strategies to overcome them. All subject teachers and support staff will have access to this document in order to plan lessons which meet the need of the students.

An Advice Sheet is produced, outlining the student's needs and strategies for supporting these needs. All members of staff will have these sheets in their planners, and are expected to show reference to them and the individual student as part of their routine planning.

Subject teachers should differentiate work when necessary, providing appropriate tasks to enable the student to succeed in the classroom. Teaching assistant support may be provided in the classroom depending on the need identified. Teaching assistants may also work with the student to reach the outcomes shown on their action plan.

d) How Bosworth Academy will adapt the curriculum and learning environment for pupils with special educational needs

The School currently offers different routes to success and students will follow a route that suits their needs or their career aspirations. The majority of students follow the GCSE / BTec route. Students with special educational needs routinely follow this route, with appropriate support provided at each level. Dual entry options may be available for English and Maths, for students to take both GCSE and Entry Level exams.



Alternative provision in the form of supported lessons within our Progress Hub are provided to those students with special educational needs for whom a full timetable of subjects is inappropriate and who may require extra time to complete work from core and option subjects. This is done through discussion with feeder schools and or parents/carers.

It sometimes becomes clear that a full timetable of subjects is not appropriate for a student. At this point the student may, after consultation with parents and subject tutors, decide to drop a subject. This can create extra time in the Progress Hub to complete core and option subjects.

e) Additional support for learning that is available to pupils with special educational needs;

In class support is available for students identified as having a Statement of Education or an EHC. This is allocated according to need and in conjunction with the provision stated in a student's plan. Support is available across the curriculum.

Additional literacy support is provided according to need, starting in Year 7, and continuing as needed.

Access arrangements can be made for public examinations. This is done in conjunction with exam board criteria and will involve assessment of skills. Initial concerns may be raised by a teacher, parent or member of support staff. It must be pointed out that having a special educational need does not always guarantee access arrangements.

Decisions are made about additional support requirements as part of an action plan. The SENCo, subject teacher, pastoral manager, parent/carer and student may be involved. Parents and carers will be asked to complete a parental voice questionnaire as part of the process and will be invited to discuss any requirements as necessary.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

Extra-curricular activities include;

Sporting activities

Performing Arts

Computing Club

Bosworth Blogging

Individual subject homework/course work sessions

These activities take place at lunchtime and at the end of the school day.

Students with special educational needs are able to access any of the activities provided.

Facilitators will be made aware of any requirements and support may be provided if required.

For a complete list of these activities click on this link: [Activities](#)



The School website provides details of activities and trips. Parents are informed of specific activities by letter and are welcome to discuss their child's needs with the activity or trip co-ordinator.

Breakfast Club and support is provided for students with special educational needs, and other members of the school community in the Progress Hub from 8:15am. Support is also provided at break and lunch every day.

g) Support that is available for improving the emotional and social development of pupils with special educational needs;

The School operates a House system in Key Stage 3. There are five houses each with a Head of House and a Pastoral Manager who co-ordinates and oversees the Houses. Every student belongs to a house and can access support from the Pastoral Manager when needed. In addition students with special educational needs have a key worker who will support their needs and liaise between School and home.

At Key Stage 4, students work closely with their form tutor, who is supported by a Learning Support Assistant (LSA), giving opportunities for personalised support and guidance throughout this crucial stage of their education?

A school Counsellor is also available for students to talk to as well as 'drop in' sessions for the School Nurse.

The Learning Support faculty has a key worker who is responsible for providing medical support in conjunction with a team of First Aid trained staff.

The SEN staff and the Maximising Learning Team (MLT) provide social support during breaks and lessons and in addition mentor students who have timetabled sessions.

Medicines and Social Care are monitored through general care plans, which follow statutory guidelines.

Bosworth Academy has a policy to support behaviour for learning. Students are expected to follow the policy and sanctions are put in place for those who cannot conform. Students with special educational needs may have these sanctions adapted to meet their needs. Exclusions are avoided through the use of internal exclusion, or in extreme cases alternative provision outside school. An attendance officer works closely with the faculty to ensure that students attend. In some cases students can reintegrate slowly into school by spending time within the MLT area.

Safety – we take safety very seriously and have policies in place to deal with bullying, safeguarding, internet safety, unwanted visitors and general behaviour.

Students with special educational needs are able to contribute their views through student voice. This is obtained before Annual Reviews and following Assessment Points.



As an inclusive school, all students including those with SEND are able to contribute to wider aspects of the learning environment. Applications to join the student council are accepted from all students. Those with special educational needs are also invited to join interview panels for new members of staff.

4. The name and contact details of the SEN Co-ordinator

Mrs Elaine Holloway BA (English), National Award for Special Needs Co-ordinators
Tel: 01455 822841
Email: eholloway@bosworthacademy.org.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured;

The School is committed to professional development and as such staff can request training to support their needs. This can be both internally or externally provided.

Awareness raising training is provided by members of the Learning Support Faculty at weekly sessions. This is open to any member of staff who comes into contact with SEND students. Enhanced and specialist training is provided to all staff working directly with students with SEND.

In order to prepare for a student with a need not previously supported, a member of staff (usually the key worker) would attend an appropriate training or awareness course and cascade the information to relevant parties. Depending on the need, a whole school training/awareness may be provided.

We currently have staff who have specialist qualifications in supporting dyslexia. All members of the learning support faculty have recently attended training supporting students with Autism. All LSAs are trained in the use of "Epipens".

Bosworth Academy is able to access services from the following services, Autism Outreach, Specialist Teaching (for visual and hearing impaired students), Educational Psychology Service, counselling and behaviour support. In addition, we have access to social services and occupational health. Our SEN students routinely meet with Prospects (Formerly Connexions / Careers service) in preparation for their move to Key Stage 5 at the Academy, Further Education or Apprenticeship.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The setting is generally accessible to all students, with wheelchair access to most areas. A lift is available to help access rooms on upper floors. Classes will be based in downstairs accommodation where there is no access by lift.



There have been recent improvements to the visual environment and the outside surfaces comply with regulations for visually impaired access.

Disabled changing and toilet facilities are available and students can be provided with a key to the toilet.

Disabled parking bays are located at the front of the school.

ICT, coloured overlays, books, specialist pens, reading rulers and overlays for computers are routinely available. Other specialist equipment such as visual enhancement software is secured from external suppliers when needed. Any other equipment will be provided as necessary.

The School works with relevant outside agencies for example VISTA blind to gain advice and information on supporting students.

7. The arrangements for consulting with parents/carers of children with special educational needs about and involving such parents/carers in the education of their child.

The School is committed to working in partnership with parents. For students with Special Educational Needs, this means regular contact with parents to discuss positive, shared responsibilities in ensuring the progress of students. All SEN Statements/EHC are reviewed annually. As a school, we actively seek to work with parents and value their contribution. We recognise their unique strengths, knowledge and experience regarding their child.

Routine parent/carer evenings are offered to all year groups; this provides an opportunity to discuss progress with the subject teacher.

In addition parents and carers with children with additional needs can discuss progress with external agencies for example Autism Outreach, if they would like.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

If an action plan of support is required the student will be consulted at every stage to involve them in making decisions about their learning needs.

Access to outside agencies can be arranged through consultation with the SENCo or pastoral managers.



9. Any arrangements made by the governing body or proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.

Bosworth Academy has a formal complaints policy which can be obtained on request or downloaded from our website. There are three stages for a complaint which are: Stage One: Complaint Heard by Staff Member or Investigating Officer, Stage Two: Complaint Heard by Principal, Stage Three: Complaint Heard by Governing Bodies Complaints Appeal Panel All formal complaints must be made in writing. Please refer to our complaints policy.

Any issues that relate directly to the procedure and provision of the school, complaints will be directed in the first instance to the relevant member of staff or class teacher. See stage of complaints in complaints policy.

We will acknowledge any letter of complaint within two working days of receiving it. We will send a full reply within 10 working days unless there is a need to get information from other sources, or complete an investigation. If this is not possible, then we will write or call to explain why and when a full reply will be sent.

For telephone complaints, we will aim to answer your call as soon as possible, however, if we are not available, you can leave a message on our voicemail. We will try to answer your questions, or refer you to someone else who can. We will give you our name and, if we have to leave a message for another member of staff to contact you, we will ensure they have contacted you within one working day and let you know the complaint is being processed.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and supporting the families of such pupils.

Through liaison with the SENCo and MLT in conjunction with the SEN governor.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Bosworth Academy has a booklet of information that informs parents about support for children with special educational needs - a list of organisations and services that can provide additional information and support to parents and carers can be found inside the booklet.

The first point of contact for a parent or carer to discuss a special educational issue is the SENCo. Alternatively if there are general concerns or worries they can contact their child's Head of Year. For information about progress in subjects, individual teachers can be contacted directly.



Parent/carers of a child with special educational needs considering whether their child should join the School can contact the main reception or the SENCo to arrange a visit.

SENCo: Mrs Elaine Holloway. 01455 822841

Email: eholloway@bosworthacademy.org.uk

Parents can find the local authority's local Offer at www.leics.gov.uk/local_offer

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Successful transition between educational phases is important to us. We have strong links with our primary and high school feeders; the SENCo is invited to attend the transitional annual reviews of Year 6 statemented students at the Primary Schools and of Year 9 statemented pupils at the High Schools. Pre-transfer consultation meetings take place between the SENCos from the primary and high schools and Bosworth Academy. Arrangements are also made for SEN students from our feeder schools to visit Bosworth Academy in order to allow for a smooth transition. These visits normally take place during the Summer Term, but this is flexible, according to need. Feeder schools send a Learning Support Record and information for Year 7 and Year 9 students, which are used as a basis for target setting.

Teaching assistants in conjunction with the SENCo and pastoral teams provide support for students during transition. Teaching assistants will also support students on any work experience placements or extracurricular activities as required.

13. Information on Bosworth Academy's contribution to the publication of the local authority's offer.

Local authorities have been required for some time to publish information about support for children and young people with SEND, including what they expect schools to provide from their delegated budgets and provision for short breaks.

Bosworth Academy is required to produce information about the provision for students with special educational needs which will be available on the County website.

Information on the local offer can be found at: www.leics.gov.uk/local_offer