

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, Special Educational Needs (Information) Regulations Clause 65

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer and can be linked to or uploaded to their record by signing in here to the Buckinghamshire Family Information Service website.

1. The type of SEND provision that Bourne End Academy caters for:

Bourne End Academy is a secondary, inclusive mainstream school which will consider all students, regardless of Special Educational need. The admission arrangements for students with SEND do not differ from those without a SEND. Admission is according to LEA policy and is based on the principles of equality of opportunity and access. All students who live within the school's catchment area are entitled to a place at the school, in accordance with the Admissions Policy. This applies equally to students with SEN, provided that it is agreed by the LEA that their needs can be best met in a mainstream school. If applications for admission exceed the number of places available, places are allocated according to LEA Policy guidelines. According to the 1992 Education Act (Par 160) "parents of statement students have the right to name a preferred school". LEAs are obliged to accept this preference unless they can show that it would be inappropriate or not an efficient use of resources.

All teachers are teachers of students with Special Educational Needs and initial provision is made through high quality teaching which is differentiated and personalised to meet the needs of the student. Through collaborative working, all staff at Bourne End Academy are dedicated in supporting the progress of all students, regardless of need. Some students may need something 'additional to and different from' what is provided and this would be assessed by the teacher and SENDCo in the first instance to determine the best type of provision and intervention.

Bourne End Academy has a wide range of Special Educational Needs in which the school supports. This includes students with specific diagnosis of Autistic Spectrum Disorder, Specific Learning Difficulties with Literacy, Attention Deficit Hyperactive Disorder, Downs Syndrome, Dyspraxia, Hearing Impairments, Visual Impairments as well as those with undiagnosed but apparent difficulties such as Social, Mental and Emotional Health, Speech and Language Difficulties, Specific Learning Difficulties, General Learning Difficulties and those students with Sensory and Physical Difficulties.

The school also has an Additional Resource Provision (ARP) for those students with Autistic Spectrum Disorder. The ARP is an 18 place unit which is attached to the mainstream school. Students are expected to be able to access at least 60% of mainstream lessons with LSA support. The students will spend some of their week being taught specific lessons within the ARP. This includes:

- Social Skills
- Life Skills
- Speech and Language sessions

- Literacy and Numeracy Catch up

Admission to the ARP is made by Bucks LEA and not Bourne End Academy. Only students with an EHCP can gain a place within an ARP.

2. a) The School's Policy (including students who do and do not have an EHC Plan) for identifying and assessing students with SEND

- Students who are working at levels significantly below those designated for their age
- Teacher or parental concern
- Students who make little or no progress despite receiving a differentiated curriculum
- Students who display poor communication skills, expressively and/or receptively
- Students requiring greater attention than most in the class because of learning and/or behaviour difficulties
- Students requiring specialist materials/equipment or support for sensory/physical problems
- Students who score poorly on group tests or individually administered standardised tests of attainment and/or ability
- Students who display a specific difficulty in an area of the curriculum
- A student transferring to the school with a school based assessment/SEND status already in place

The process begins with transition meetings which are held with all feeder junior schools in the summer term before prior to the September term.

Information about new Year 7 SEND students is collected and detailed information that outlines the child's needs and specific strategies to support them is compiled for each student into the SEND Support list which all teachers have a copy of on the first day in September.

On entry all students are assessed and the data from these tests is then analysed by the SENDCo and class teachers to identify any potential areas of need.

The assessments taken by the students on entry include:

- Reading comprehension and spelling tests
- Single Word reading tests if required
- Baseline Assessments for each subject

On-going identification is also completed as each term data is collected and analysed in all subject areas. Teachers can refer students to the SENDCo if they have concerns. As well as this, the SENDCo meets fortnightly with each Head of Year to discuss SEND students' progress, behaviour and any apparent concerns. As well as discussing SEND student, the Head of Year may want to discuss students who may require SEN intervention due to any of the concerns listed above.

On-going assessments are also completed throughout your child's time at Bourne End Academy. These include:

- Reading and spelling tests each summer (all year groups)
- Subject based tests
- End of year exams

Additional information may also be collated through the following means:

- Feedback from classroom teachers
- Referrals from outside agencies
- Parents
- Observations

- Access for exam testing (Year 9, 10 and 11)
- Dyslexia screening tests
- Liaison with outside agencies eg, Educational Psychologists, Speech and Language Therapist, Specialist Teacher Service, CAMHS, Specialist Teacher for SPLD
- **b) Evaluating the effectiveness of its provision for students with SEND and assessing & reviewing the progress**

All interventions and support offered to students is monitored and evaluated by the SENDCo. This is done through the SEN Support Plan (SSP) which replaces the Individual Education Plan (IEP) or Individual Provision Map (IPM). They are reviewed each term with the parent/carer and student by the SENDCo. Adjustments are then made accordingly.

Effectiveness of provision for students is evaluated in the following ways:

- Observations of teachers and LSAs
- Analysis of student progress
- Pre and post intervention testing and analysis of data collected

3. a)The School's approach to teaching.

The Bourne End Academy's approach for teaching students with SEND (including students who do and do not have an EHC Plan) is committed to recognising difficulties, meeting individual needs and taking positive action so that everyone has an equal and inclusive access to the educational opportunities offered by the school. It is recognised that the needs of students are best met alongside their peers and the school encourage all students to take a full and active part in the life of the school.

Students are set according to ability for subjects for Mathematics and Science. They are grouped according to physical ability in PE. All KS3 students are taught in broadly mixed ability teaching groups for English, Geography, History, Religious Studies, Spanish, Music, Dance, Drama, Art and Personal Social & Citizenship Education. They are taught in small mixed ability groups for Technology and Graphic Design.

At KS4, students are able to select a range of option subjects, currently four, and these offers are grouped so that students choose a spread of lessons and skills. A programme of planned guidance for students begins early in Year 9, to support students in making the right choices at all levels.

We offer BTecs in Business, Health and Social Care, Music, Dance and Drama. There are academic options, including GCSEs in Spanish, Humanities, PE, Food Technology, Art and Graphic Design. In KS4 all students are set in ability groups for English, Mathematics and in Science, where according to ability, students will be entered to study either the combined Science GCSE or three separate Sciences: Biology, Chemistry and Physics.

A programme of planned guidance for students begins early in Year 9, to support students in making the right choices at all levels.

There is an opportunity for students with EHCPs around SLCN and Cognition and Learning to be withdrawn from Modern Foreign languages and receive an additional lesson in Literacy. These lessons do not follow the English curriculum but acts an enhancement to cover the basics of reading skills, writing and spelling in order to ensure the foundations are secure for the mainstream lessons.

The decision as to which students are withdrawn are made by the SENDCo and Senior Leadership Team and based on current progress data and SEN needs. If a student is likely to benefit from additional Literacy, consultation with parents/carers will take place before the intervention takes place.

Within lessons it is the teacher's responsibility to differentiate learning. Strategies to support students identified with SEND are included in the SEND Support list and the teachers will then use this information within their lesson plans to ensure reasonable adjustments are made for those that require it. The teacher and LSA will work collaboratively in the classroom, communicating with each other in order to ensure the right students are being supported, the work is differentiated correctly, the student is able to access the work and most importantly, the student understands the work and can work as independently as possible with minimal adult support.

b) Additional support for learning

All students have access to the full National Curriculum. To facilitate this curriculum entitlement, enhanced provision is available for students with SEND. This includes:

- In-class support from LSAs
- Small group work
- Individual programmes of work
- GCSE Support and GCSE Extension options
- Use of lap top computers/ Tablets
- Reading, spelling and comprehension workshops in Registration time
- Access to outside agencies if deemed appropriate
- SEND homework club
- KS4 study skills group
- KS4 Specific subject vocabulary group
- Ks3 Social skills

Students with an EHCP are supported in class according to the outcomes of their EHCP. This support is offered to ensure it is not detrimental to the student's self-esteem and independent learning. Bourne End Academy operates approximately on a 2:1 ratio where possible, meaning 2 students with EHCP to 1 LSA in a classroom. This can change according to the individual needs of the SEND students in the class.

If a student does not have an EHCP, in class support is not routinely offered, however, LSAs are aware of students in the class who require SEN Support and will support them once the student with an EHCP has understood the work set and is working independently. In extreme cases and if deemed appropriate, an LSA may support a student closely who does not have an EHCP.

Support is also provided through small group interventions where students will be withdrawn from non-core lessons for the period of the intervention or during morning registration or after school.

c) Activities that are available to students with SEND in addition to those available through the curriculum.

Bourne End Academy offers a wide range of educational trips and extra-curricular activities for students. We aim to support all students to enable them to attend trips and visits where possible. The needs of individual students are considered as part of the risk assessment process. A decision is then made by the trip leader and the SENDCo as to whether the student requires support on the trip by an LSA or whether or not it is possible for the student to attend. Parents and students are included in the discussion at all times. Bourne End

Academy have the safety and well-being of all students to consider when on an outing and every individual's safety is paramount.

d) Improving the emotional and social development of students with SEND

Bourne End Academy will support all aspects of a child's wellbeing. The school have a Student Support Base where students can access at break and lunch and speak to the student support officers.

Student Support Base offer support in the forms of pastoral, behaviour support. We have three members of full time staff who work with students to improve behaviour, through reflection and support mechanisms. Members of staff within the base also manage the outside agencies such as AddAction and the schools community nurse, these parties all who deal at different times with students with SEND. Student Support Base also offers a space for students to have a 'time out' during the day and speak to someone about any issues they may be facing.

Student Support liase closely with the SENDCo so that observations/assessments can be made as to whether a student requires additional support other than what the school can offer. This may include referrals to the school nurse, their own GP, RUSafe, a counsellor, social care, CAMHS or the Student Referral Unit for outreach or a placement.

Social skills group are set up with support from our specialist teacher. Students are selected by the SENDCo after collaboration with class teachers and LSAs as to which students may benefit. Those sessions may take place at lunchtime or in place of a non-core subject for KS3 students only.

Within Learning Support, there is a social area open at break and lunchtime for those students who struggle with unstructured times. The social area is staffed by an LSA and students are encourages to take part in group activities.

The Additional Resourced Provision (ARP) also have a social area within their unit as well as their own outside garden. This provision is for students who are part of the ARP but in order to make it an inclusive environment; they are allowed to invite friends.

Students in Year 7 are Placed in tutor groups with at least one student who they know from their primary school. Tutor groups are approximately 25 in a group.

The school also has an active anti-bullying group who meet regularly; part of this meeting gives students a safe place to talk to another student about any friendship, issues or concerns. The student council also supports and actively encourages changes to the school to improve student's social and emotional development, consulting and improving the house system and proactively encouraging and supporting the house based activities in the school.

4. The School's facilities

The school's main buildings are DDA compliant to the greater extent. Being DDA compliant is not just about the buildings but about the service offered too and whilst we still have one building that has two flights of stairs with no lift, and therefore not fully DDA compliant, we have amended our service provision, by ensuring that all students can access core English, Mathematics and Science lessons with their peers, by having them all taught in ground floor classrooms. There are small ramps around the school buildings where necessary, to allow students to feel equal and empowered as they move around the site. We also allow students with disabilities, to be

given all work 5 minutes before the end of a lesson, so they may walk slowly and easily from a lesson, before the crowds. There is a wide disabled parking bay in all three areas of school parking. There are ramps to the entrance of the main building. There is a lift in one block which allows access to two, two-storey buildings and a lift in the third building forms part of future development plans. To further support students with mild physical disabilities, we have strict rules for having one staircase in each block, for going upstairs and one for going downstairs.

There are three disabled toilets in the school, one located in Learning Support and the other located in the Wright Block plus one in the Sixth Form area.

5. The School's arrangement for training staff in relation to students with SEND

The SENDCo is a qualified teacher since 2006 and has gained the National Award for SEN Co-ordination. She is supported by a team of experienced LSAs who also have expertise in a range of areas including Autistic Spectrum, Social Emotional Mental Health and Speech and Language difficulties. The majority of LSAs have completed courses in the last 12 months in ASD, Mental Health and Counselling Skills. The school are continuing to offer all new LSAs online accredited courses in ASD this year.

New staff at The Bourne End Academy are given SEND training as part of their induction package in September. This includes:

- A brief outline of the SEND Code of Practice including the graduated approach
- SEND support plans
- An overview of the needs of SEND within the school
- What the different SEND diagnosis'/disorders mean
- Strategies to support the areas of SEND need
- How to use LSA's effectively in the classroom

At the start of the new academic year, the new Year 7's SEND needs are introduced to all staff via the SEND Support list.

Specific SEND training is offered to both teachers and LSAs at least twice a year covering one of the high areas of need. The training is either delivered by the SENDCo, Educational Psychologist or by one of our specialist teachers for the Buckinghamshire Learning Trust. Most recently staff have had specific training from our hearing impaired Specialist teacher and Visual Impaired Team.

6. The School's arrangement for consultation

- a) If a parent/carer has a concern about a specific subject they should contact the Subject Leader in the first instance. If the concern is pastoral then the Head of Year should be contacted. Specific concerns which relate to the students special need or disability should be raised with the SENDCo.

Each student who has been identified as having a special need will have a SEND Support Plan that is written by the SENDCo in conjunction with the student and their parent/carer.

Some students particularly those with an EHCP or a member of the ARP will require more frequent communication with the parent/carer and it may be appropriate to use a communication diary.

Assessment data is sent out at 5 key points throughout the academic year and will inform parents/carers of their child's progress and attitude to learning. Full written reports from all subject areas are also sent home once a year.

Parents' evenings are held twice a year for each year group. These could include at least one meeting with subject teachers and form tutors for Year 7 and 8 students; options evening for Year 9 parents and twice yearly subject evenings for Year 10 and 11 and sixth form.

Also during the end of the first year in the Sixth Form to support parents and carers to be able to support their children in applying for higher education, training or employment. There also parent power evenings and occasional ad-hoc meetings as required.

All Students with an EHCP will have an annual review to which the parent/carer, student, SENDCo, LSA and relevant external professionals are invited to discuss achievements since the last review and set new targets for the coming year. Any student with a SEN Support Plan have the document reviewed at least once a term and parents are offered a consultation meeting with the SENDCo to discuss outcomes and provisions.

Additional information about the school for parents, is held on our website and includes extra-curricular activities programme for lunch times and after school, and a calendar of events. All parents can monitor the homework being set and this is of particular support to students with Special Educational Needs, as the homework is on an interactive site accessed via the internet and takes pressure off some students having to write down the homework in their planner and then not be able to understand what they have written.

Parents and carers also have access to live data held on the school databases, via the schools web. The Learning Gateway allows parents to view Achievement and Behavioural points accumulated as they happen. They can monitor that students are in school and lessons via the attendance area, and to check what the timetable for the day is. Texts are being used more widely to inform or remind parents and carers of important facts or events not to miss.

7. The School's Partnerships

Specialist expertise is obtained by the following:

- Buckinghamshire County Council who provide us with specialist teachers for Communication and Interaction, Hearing Impaired and Visually Impaired Students.
- We have at least 2 Speech and Language Therapists who provide group work or 1:1 sessions to those students with an EHCP in mainstream or the ARP and who also provide advice and consultation to those students with a SEN Support Plan.
- Referrals to the Educational Psychologist are done through the SENDCo but requests can be made from Heads of Year and parents. All cases are considered using the Children and Young People Plan priorities, which a guideline is given to us from the Educational Psychology Service.
- School nurse
- RUSafe
- Social Services

- Family Resilience Service
- CAMHS
- Pupil Referral Unit
- County SEN team

8. The school's arrangements for students with SEND transferring between other education providers or preparing for adulthood & independent living.

During the Year 6 to Year 7 transition process, all feeder primary schools are visited by the Head of Year 7 and the SENDCo. Liaison with Year 6 teachers provides Bourne End Academy with the information they require regarding each student transferring to us. This information is then compiled into the SEN Support List which all teachers are provided with. The SEND Support list outlined a student's need and what strategies class teachers need to implement in order for the student to access the curriculum.

During the summer term prior to the Year 7s starting, the school run two induction days. One day is specifically for students with SEN.

Students with an EHCP and those students joining us in the ARP are welcome to visit us as many times as they feel they need to prior to joining the school. Students usually find it useful to come at break or lunch with their primary LSA or parent to get a feel of what the school is like at unstructured times. Students joining the ARP may like to come and take photographs of various parts of the school and key members of staff in order to create a passport. Please contact the SENDCo if you feel your child would benefit from this.

Students who have an EHCP will have a member of staff from Adviza attend their annual review in Year 11 if they are hoping to move into a college setting. At each review, Year 9 options and post 16 study are discussed in detail and a transition plan is written with the student, parent/carer and professionals input. This plan is reviewed and monitored at each annual review.

The school does collaborate between the following education providers and other settings where it is deemed appropriate for the individual student:

- Student Referral Unit
- Orchard House (CAMHS)
- Post 16 colleges
- Past primary schools.

9. The school communicates the contact details for the support listed above to students with SEND and their families by 1:1 discussions, the school website and annual reviews.

10. The School's/Nursery school's key contacts

The name and contact details of the Bourne End Academy SEN co-ordinator is

Name: Sarah Hassell

Email: shassell@bea.bucks.sch.uk

Tel: 01628 819022

11. The contact for compliments, concerns or complaints from parents of students with SEND

Name: Mr Ryan Williams (Headteacher)

Email: lgibbons@bea.bucks.sch.uk

Tel : 01628 819022

The school's Complaints policy can be found here:

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The School's link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk