Bourne End Academy
Special Educational Needs School
Information Report

“What we offer”

THINK BIG
DO THE RIGHT THING
TEAM SPIRIT
This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school. It is produced by the academy to show parents and carers how the SEND policy is implemented. It is updated annually and compiles with the requirements of the Children and Families Act 2014 and the revised SEN code of practice 2014.

This report links to our policies on:

- Special Needs and Disability
- Equal opportunities
- Supporting pupils with medical needs
- Teaching and Learning
- Behaviour
- Admissions
- Complaints
What is the admissions process for students with SEND?

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.

Bourne End Academy also has an Additional Resource Provision (ARP) for those students with Autistic Spectrum Disorder. The ARP in 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 LA and not Bourne End Academy. Only students with an EHCP can gain a place within an ARP.

We provide support for the following types of special educational needs and/or disabilities:

• Communication and Interaction. For example, Autistic Spectrum Disorder, Speech and Language Disorder, Pathological Demand Avoidance

• Cognition and Learning. For example Dyslexia, Dyspraxia

• Social Emotional and Mental Health. For example Attention Deficit Hyperactivity Disorder, Anxiety Disorders

• Sensory and/or physical needs. For example, Visual Impairments, Hearing Impairments, Multi-sensory needs.
How do you teach children or young people with special educational needs and disabilities?

Bourne End Academy is a secondary, inclusive mainstream school which will consider all students, regardless of Special Educational need and Disabilities.

All teachers are teachers of students with Special Educational Needs and/or Disabilities and initial provision is made through ‘Quality First Teaching’ which is differentiated and personalised to meet the needs of the student. This may include writing frames, differentiated class work and well placed seating plans.

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.

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.

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.
SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.
SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’
How do you decide a child or young person has special educational needs or disabilities?

Class teachers and learning Support Assistants closely monitor the progress of all students in lessons. The following will trigger an investigation into a student’s needs:

- 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. This is especially crucial for students joining as an in-year transfer as well as year 6 into year 7 transition.

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

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Arrangements providers have for identifying the particular SEN of children and young people.’
SEND Code of Practice 2014 4.34: ‘Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.’
SEND Code of Practice 2014 4.35: ‘The school-specific information should relate to the schools’ arrangements for providing a graduated response to children’s SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.’
What extras do you offer children or young people with special educational needs and Disabilities?

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 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
- Mental Health first Aiders
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 or specific 1:1 interventions (wave 3) where students will be withdrawn from non-core lessons for the period of the intervention or during morning registration or after school.

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.
SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.
SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’
How do you make sure children and young people with special educational needs and disabilities do well?

We follow the graduated approach for students with Special Educational Needs and Disabilities, using the Assess, Plan, Do, Review Cycle. This is documented through a SEN Support Plan (SSP) or Individual Provision Map (IPM). They are reviewed each term with the parent/carer and student by the SENDCo. Adjustments are then made accordingly. All interventions and support offered to students is monitored and evaluated by the SENDCo.

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

What the legislation says...

SEND Code of Practice 2014 4.32: ‘Information about assessing and reviewing pupils’ and students’ progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): ‘How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.’
What facilities do you have to support children or young people with special educational needs and disabilities?

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.

As well as this we also have a sensory room to support students emotional and mental health needs and supervised social areas at break and lunch time to support students who struggle with unstructured times of the day.
What the legislation says...
SEND Code of Practice 2014 4.32: ‘Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).’
SEND Regulations 2014 5(f): ‘How facilities that are available can be accessed by children and young people with special educational needs or a disability.’
Do you have staff with specialist training or have ‘experts’ to support you?

Our School 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 online accredited 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
- Waves of support and Quality first teaching to meet the needs of the SEND learner
Specific SEND training is offered to both teachers and LSAs at least twice a year covering one of the high areas of need –
Communication and Interaction (ASD, SLCN) Cognition and Learning, (SPLD) Social Emotional and Mental Health (ADHD,
ODD) and Sensory/Physical difficulties (HI, VI, MSI).
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.

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 and Physical Disabilities.
• 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.

Other services we use are
• School nurse
What the legislation says:
SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:
- awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
How do you support the wellbeing of children and young people with special educational needs and disabilities?

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.
The school has a trained ELSA (Emotional Literacy Support Assistant) who will see students for 6 weekly sessions. Students are identified by the Head of Year in discussion with the SENDCo. Students can be referred for anxiety issues, bereavement, anger issues, exam stress, to name a few. The school also has a counsellor who is in school for 1 day a week.

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 encouraged 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.
Risk assessments will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis.

The school supports the distribution of Personal Social and Health Education (PSHE) and this is reinforced through our whole school assemblies, form time activities and external visitors.

There are a number of staff members who hold a current first aid certificate, which is updated when required. The medical team collates information provided by parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only designated staff are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).’ SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.
What happens if a child or young person needs specialist equipment, services or support?

If a student needs specialist equipment or support this can often be accessed through the specialist teaching services. 1:1 support for students is provided if a student has an EHCP. If a student on SEND Support is exceeding 13.5 hours of support and not making progress then applications will be made to the Local Authority by the SENDCo for either High Needs funding Block or an EHCP. Evidence for both types of additional funding needs to be robust and show that the school have put in place provisions above and beyond. Professional reports from other agencies should be sought to support the applications.

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.
SEND Code of Practice 2014 4.35: ‘The information must also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...’
How will I know if my child or young person is doing well in school?

Parents are informed of the progress their child is making through parents’ evenings, meetings and school reports. Where a class teacher has concerns about a child’s progress, the SENDCO will be informed and in the first instance extra targeted support in class may be provided. Where progress continues to be limited, more individualised support may be provided.

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 student’s 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 4 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.

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Information about assessing and reviewing pupils’ and students’ progress towards outcomes, including how providers work with parents and young people in doing so.
SEND Regulations 2014 5(d): ‘How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.’
Do you have ‘out of school’ activities that children or young people can do?

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.

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.

What the legislation says...
SEND Code of Practice 2014 4.32: ‘Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.’
SEND Regulations 2014 5(g): ‘What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.’
How do you support children or young people moving on to their next school or setting?

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.
What the legislation says...
SEND Code of Practice 2014 4.32: ‘Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.’
Parent Carer feedback: ‘I want to know what schools are supposed to do to help when my child changes school.’
What should I do if I disagree with what you’re doing or want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher, Head of Year or SENDCO to see if the issue can be resolved.

If a student has concerns about their level of support, we encourage them to speak to their form tutor in the first instance. If they are unable to resolve the matter, they may go to their Head of year.

However, Bourne End Academy does have a formal complaints procedure, a copy of which can be obtained from the school office or on the web site.

If there is a concern of a safeguarding nature, students, parents or carers can contact the schools Designated Safeguarding Lead.

What the legislation says...
SEND Code of Practice 4.7: ‘Comprehensive:...The Local Offer must include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.’
Who should I contact for more information?

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

Name: Sarah Hassell
Email: sarah.hassell@e-act.org.uk
Tel: 01628 819022

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

Name: Mr Ryan Williams (Headteacher)
Email: office@e-act.org.uk
Tel: 01628 819022

The school’s Complaints policy can be found here:
G:\POLICIES\COMPLAINTS policy.doc
Who should I
Where can I find out more about what support there is for children and young people with SEND in the local area?

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