



Budmouth Academy
 Special Educational Needs and Disability
 Information Report
 September 2019

<p>How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?</p>	<p>Budmouth Academy’s SEND (Special Educational Needs & Disabilities) department, known as LSC (Learning Support Centre) provides support for young people across the 4 areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> ▪ Communication & Interaction ▪ Cognition & Learning ▪ Social, emotional and mental health difficulties ▪ Sensory and/or physical needs <p>Young people with SEND are identified and assessed using; information passed on from primary schools, whole school literacy screening in Yr7, 8, 9, individual assessments for access arrangements as well as referrals from teachers, pastoral leads, TAs, parents and students.</p> <p>Visits will be made to primary schools to talk to the SENDCO (Special Educational Needs & Disabilities Co-ordinator) and teachers in the Spring/Summer term of Year 6. Any needs that have already been identified are discussed and appropriate provision planned. For children with an EHCP (Education, Health & Care Plan), the SENDCO will attend a transition meeting as part of their annual review process.</p>
<p>How will staff support my child and how will the curriculum be matched</p>	<p>Staff at Budmouth Academy will provide quality first teaching which is differentiated to meet individual needs. Information is shared with staff supporting individual students, in the form of provision maps and one page profiles and we work collaboratively with our pastoral leads and</p>

<p>to my child's needs and how accessible is the environment?</p>	<p>outside agencies, to offer holistic support. We are able to offer social skills and emotional support groups, as well as literacy and maths interventions, using assistive technology and software such as Read, Write Gold. We will apply for access arrangements as necessary and there is some TA support in classrooms. Students who need additional support in literacy will be considered for an alternative program of study instead of participating in a second language.</p> <p>Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are expected to make themselves aware of the requirements of the Equality Act (2010), ensuring that both policy and practice is followed.</p> <p>Our physical environment has wheelchair access, lifts within the buildings and disabled toilets. We have a hoist and wet room. We have adjustable height tables to accommodate wheelchair access.</p>
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>As well as having an open door policy, termly progress reports will be shared detailing students' target grades, current level and indication of effort. Parents' evenings will be held to discuss progress and attainment.</p> <p>In addition to this, interventions are monitored and their impact assessed, enabling adjustments to be made as necessary, to target individual needs and support the work between the LSC and that of class teachers.</p> <p>If a child has an EHCP, not only will parents be invited to review meetings, but there will also be an Annual Review to which parents, staff, external agencies and the student will be invited to contribute.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>As well as offering emotional support through intervention with either 1:1 work with our ELSA (Emotional Literacy Support Assistant) or in small group work in our Social Skills groups, Budmouth Academy has a counsellor and pastoral leads. Each pastoral lead is attached to a year group and follows the student through their journey at Budmouth so that there is a consistent member of staff for the student to be familiar with. Pastoral leads work very closely with both the LSC and tutors, who also offer emotional support to students. We also have an inclusion centre where tailored support is offered to students either in a small group or on a 1:1 basis. Both the inclusion and</p>

	<p>learning support centres also offer check-ins for students and alternative break and lunch time provision as needed.</p> <p>As part of our broad and balanced curriculum, we also deliver PHSCE either as single lessons or as themed days, alongside team building school community project opportunities, such as participating in The Duke of Edinburgh scheme or fund raising events.</p> <p>For further support we work with outside agencies such as CAMHS (Child & Adolescent Mental Health Service), GPs and other health professionals such as Virtual School.</p> <p>We also ensure that students have a voice through operating an open door policy with regards to them independently accessing help or advice from pastoral leads, tutors or the SENDCO. Students also have school council and student voice groups who are able to put ideas and concerns forward with staff.</p>
<p>What specialist services and expertise are available at, or accessed by the school?</p>	<p>As well as having a school counsellor, trained safeguarding officers and a drop-in nurse, Budmouth Academy has established relationships with professionals in health, social care and locality services.</p> <p>The college regularly refers to outside agencies such as Virtual Schools, the Educational Psychologist, Behaviour Support Team, specialist teachers such as the Sensory Specialist teacher, Specific Learning Difficulties Specialist teachers, Speech and Language Therapists, Hearing and Vision Support Services, Occupational Therapy and the Paediatric Team (following a student referral from their GP).</p>
<p>What training do staff supporting children and young people with SEND have?</p>	<p>Training is accessed annually to ensure that we are up to date and equipped to support individual needs. All members of staff who are involved in supporting a student are invited to organised training offered by outside agencies, such as the Brain Injury Team, Vision and Hearing support services. Individual training is also offered to key members of staff as needed, such as those undertaking manual and equipment handling, intimate care and occupational or physiotherapy needs.</p> <p>The SENDCO holds the National Award for SENDCO qualification and offers bite sized training to TAs throughout the year as well as advice and support to teachers, which includes a full electronic</p>

	<p>glossary of SEND offering classroom strategies. TAs attend training according to the interventions that they deliver and the roles that they carry out and we have both HLTAs who have achieved the Higher Level Teaching Assistant status and a Principal TA who has extensive experience in supporting students with a range of SEND.</p>
<p>How will my child be included in activities outside the setting including trips out?</p>	<p>There are a range of activities and trips provided by the college and our policy promotes inclusion, where possible, of all of our students in all aspects of the curriculum including activities outside of the classroom. The college consults with parents and health professionals as needed to make access arrangements for students with SEND, so that all can participate in visits and outside learning opportunities. The staff member organising the trip or activity will complete a risk assessment and where there are specific issues regarding safety or access for individuals, further plans are put in place to ensure that needs are discussed and prepared for (using risk assessments) in consultation with parents.</p>
<p>How will the setting prepare and support my child/young person moving to the next stage of education/life. How will you increase their dependence?</p>	<p>The SENDCO and other key teaching staff hold transition meetings in the Spring/Summer term of Year 6 to aid transition into Budmouth Academy. Transition visits are offered to all students joining our college, with an enhanced transition program available to students who are identified as needing additional support.</p> <p>We have a career advisor in school and students have input about progression routes post-16 and have the opportunity to have individual careers interviews with a representative from Ansbury, Mr Michael Grew.</p> <p>Developing independence in students with respect to their learning is a high priority for us and the support that students receive will change as they move through the college to facilitate this.</p>
<p>How are the school's resources allocated and matched to young people's special educational needs?</p>	<p>The Special Educational Needs budget is allocated in response to the needs of individual students at the school. The majority of the college's funding is spent on teaching and support staff and the allocation of their time is agreed by the SENDCO and other senior staff. Consideration is given to what support may be appropriate at any given time and to the student's views on this provision. Budgets are closely monitored and aligned to the School Improvement Plan.</p>

<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Working with the student and staff, assessment data is used by the SENDCO to consider the course of provision that will best match a student's needs.</p> <p>The SENDCO oversees all additional support and regularly updates the Director of Inclusion. All students with an EHCP will have appropriate support to work towards achieving the agreed outcomes as laid out in their plan.</p> <p>Students' progress is continually monitored and reviewed at review meetings and any changes to support will be agreed and implemented if needed. Progress will be measured against termly agreed outcomes and academic progress. The student, parents and other professionals involved in provision for the student, are requested to share their views at the annual review meeting.</p>
<p>How are parents involved in the school?</p>	<p>Parents are invited to parents' evenings during the year to discuss their child's progress and attainment with the subject teachers. They can also contact teachers regularly by telephone or email or request a meeting. Parents might also be involved in working parties looking at a particular area of interest. The governing body also includes parents.</p>
<p>How can I be involved?</p>	<p>The college believes in developing strong and lasting relationships with parents to support a young person's learning, needs and aspirations. Parents are encouraged to contact staff by telephone or email whenever they need and are also invited to formal meetings throughout the year to discuss progress and amend provision where necessary. The Governing Body includes parent governors. Where appropriate, working groups will be arranged to review SEND and parents are welcome to join this.</p>
<p>Who can I contact for more information?</p>	<p>In the first instance, parents/carers are always encouraged to talk to their child's teacher.</p> <p>Further information and support can then be obtained from;</p> <p>SENDCO - Mrs Nita Dooley ndooley@budmouth-aspirations.org Director of Inclusion – Mr Pete McCarthy pmccarthy@budmouth-aspirations.org Base manager – Mrs Rose Hayward rhayward@budmouth-aspirations.org</p> <p>The following organisations also offer information and support for students with specific SEND;</p>

Dorset Parent Partnership offers impartial and independent information, advice and support to parents of children with SEND and can be found at <https://www.dorsetforyou.com/parent-partnership-service>
The British Dyslexia Association – <http://www.bdadyslexia.org.uk>
The National Autistic Society – www.autism.org.uk and [Community Wessex](http://autismwessex.org.uk/community_wessex)
http://autismwessex.org.uk/community_wessex
Please visit the Dorset County Council website to view the Dorset Local Offer.

Other useful documents;

Budmouth Academy SEND policy 2019

Budmouth Academy key personnel document 2019

Budmouth Academy Accessibility Plan 2019