

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES LOCAL OFFER INFORMATION REPORT

Version control	
September 2023	Reviewed and changes to staff contact names/titles

Owner:	Vice Principal Inclusion, SEND and Wellbeing	Date of next review:	September 2024
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<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 inclusion departments, known as the LSC (Learning Support Centre) and the SSC (Student Support Centre) provide 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, external diagnostic assessments, individual assessments for access arrangements as well as referrals from teachers, pastoral leads, teaching assistants, parents and students.</p> <p>Visits will be made to primary schools to talk to the SENDCO 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 endeavour to attend a transition meeting as part of their annual review process whilst they are in Year 6.</p>
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<p>How will staff support my child and how will the curriculum be matched to my child's needs and how accessible is the environment?</p>	<p>Staff at Budmouth Academy will provide quality first teaching which is differentiated to meet individual needs. Teachers are provided with 'WAVE One' sheets to provide a one-page summary of Information that is shared with staff supporting individual students, in the form of provision maps/one-page profiles and we work collaboratively with our pastoral leads and outside agencies, to offer holistic support. We are able to offer social skills and emotional support groups, which includes bereavement support, as well as literacy and maths interventions, we also use assistive technology such as word processors and software such as electronic reader pens. We will apply for access arrangements as necessary and there is some TA support in classrooms. Students who need significant 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>
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	<p>Most of our physical environment has wheelchair access, there are lifts within the Hub building and disabled toilets. We have a hoist and a wet room. We have adjustable height tables to accommodate wheelchair access.</p> <p>Our older building Clare Tower which houses the Resource Centre, Learning Support Centre, Student Support Centre and CEIL does not have wheelchair access, however, all learning and intervention opportunities offered from these departments can be easily delivered in accessible rooms in other areas of the school to ensure that no student is disadvantaged.</p>
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<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. The SENDCO, Student Support Centre manager and Pastoral Leads are also available during parent's evenings.</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 inclusion team and that of class teachers.</p> <p>If a child has an EHCP, not only will parents be invited to the evening 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 Learning Mentors or ELSA (Emotional Literacy Support Assistant) or in small group work in our Social Skills, Nurture or Positive Behaviour groups, Budmouth Academy has a counsellor, an HLTA with bereavement training, TAs with trauma therapy training and pastoral support leads. Budmouth Academy is proud to be one of the schools involved in welcoming the Mental Health in Schools Team (MHST) into our academy to offer early intervention support to students and training and advice to our staff.</p>

	<p>Each pastoral support lead is attached to one of our four 'schools' 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 support leads work very closely with both the LSC, SSC, Heads of Schools and tutors, who also offer emotional support to students. Within the Student Support Centre, tailored support is offered to students either in a small group or on a 1:1 basis. Both the LSC and SSC teams 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 wellbeing assistance we are supported by outside agencies such as CAMHS (Children and Adolescent Mental Health Service), GPs, MHST (Mental Health in Schools Teams), Educational Psychologist and other professionals such as Virtual Schools.</p> <p>We ensure that students have a voice through operating an open-door policy with regards to them independently accessing help or advice from the department and key adults. Students also have a school council and student voice group who are able to put ideas and concerns forward with staff.</p>
What specialist services and expertise is available at, or accessed by the school?	<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 Academy regularly refers to outside agencies such as Virtual Schools, Educational Psychologist, 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>

What training do staff supporting children and young people with SEND have?	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 vulnerable student are invited to organised training offered by outside agencies, such as the Brain Injury Team, Vision and Hearing Support Services and Mental Health in Schools teams. Individual training is also offered to key members of staff as needed, such as those undertaking manual and equipment handling, intimate
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	<p>care and occupational or physiotherapy needs. Annual Safeguarding training is attended by all members of staff.</p> <p>The SENDCO is working towards the National Award for SENDCO qualification and offers regular bite sized face to face and online training to TAs throughout the year as well as advice and support to teachers, which includes a full electronic 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. TAs also attend annual training in Access Arrangements to ensure that our staff are up to date with understanding permitted support in formal exams from the exam boards and awarding bodies. At the start of the current academic year, a Deputy SENDCO has been appointed to qualify for the National Award for SENDCO and support the SENDCO in the daily leadership of the department.</p>
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<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 Academy 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 Academy consults with parents and health professionals as needed to make access arrangements for students with SEND, so that all can participate in visits and outdoor 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 Academy, with an enhanced transition program available to students identified by their current school as needing additional support.</p> <p>We have a careers advisor who attends the academy and students have input about progression routes post-16 and have the opportunity to have individual careers interviews and work experience opportunities.</p> <p>Developing independence in students with respect to their learning and self-sufficiency is a high priority for us and the support that students receive will change as they move through the Academy to facilitate this.</p>

<p>How are the school's resources allocated and matched to young people's special educational needs?</p>	<p>The Academy receives a budget allocated in response to the higher SEND needs of individual students at the school. The majority of the funding will be spent on awareness training and upskilling teaching and support staff and resources for all. 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 other members of the Senior Leadership Team. All students with an EHCP will have appropriate support to work towards achieving the agreed outcomes as laid out in their plan and in working towards becoming independent young people in preparation for life beyond Budmouth.</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 termly, with key staff reviewing agreed outcomes and academic progress. The student, parents and other professionals involved in provision for the student, are requested to share their views at annual review meetings for students with an EHCP. Parent's evenings throughout the year provide additional opportunities for progress to be shared with all students and parents.</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 and tutors. They can also contact the SENDCO, Heads of School, Pastoral Support Leads, teachers and tutors regularly by telephone or email or request a meeting. Parents might also be involved in working parties looking at a particular area of interest within the Academy.</p>

How can I be involved?	<p>The Academy 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. Where appropriate, working groups will be arranged to review SEND provision and parents are welcome to join this.</p>
Who can I contact for more information?	<p>In the first instance, parents/carers are always encouraged to talk to their child's teacher and/or tutor.</p> <p>Further information and support can then be obtained from Sally Emms, Vice Principal, semms@budmouth-aspirations.org.uk 01305 830557</p> <p>The following organisations also offer information and support for students with specific SEND;</p> <ul style="list-style-type: none"> • SENDIASS (Special Educational Needs and Disability Information and Support Service). Weymouth and Portland contact - Rebecca Maslen (Chesil) on 07464 675467 or email rebecca.maslen@dorsetcouncil.gov.uk • 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 <p>Please visit the Dorset County Council website to view the Dorset Local Offer.</p> <p>Other useful documents; Budmouth Academy SEND policy.</p>