

Responding to SEND at Budmouth Academy

All children and young people are entitled to an education that is appropriate to their needs, which promotes high standards and the fulfilment of potential.

This should enable them to:

- ***Achieve their best***
- ***Become confident individuals living fulfilling lives***
- ***Make a successful transition into adulthood, whether into employment, further or higher education or training.***

SEND Code of Practice 2015 Children and Families Act 2014 The Equality Act 2010	National
The Local Offer – County Services and Support	County
SEND Policy SEND Information Report Accessibility Policy	School



EHC plans

482,640

pupils in schools in England. Up by 11.1% from 2024

▶ [What is this EHC plan number?](#)

EHC plans (percent)

5.3%

percent of pupils with an EHC plan. Up from 4.8% in 2024

▶ [What is this EHC percent?](#)

SEN support/SEN without an EHC plan

1,284,284

pupils in schools in England. Up by 3.7% from 2024

▶ [What is this SEN support number?](#)

SEN support/SEN without an EHC plan (percent)

14.2%

percent of pupils with SEN support. Up from 13.6% in 2024

▶ [What is this SEN support percent?](#)

Over 1.7 million pupils in England have special educational needs (SEN)

This is an increase of 93,700 (5.6%) pupils since 2024. This includes the number of pupils with an education, health and care (EHC) plan and the number of pupils with SEN support, both of which continue the trend of increases since 2016.

- The percentage of pupils with an EHC plan has increased to 5.3%, from 4.8% in 2024.
- The percentage of pupils with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024.

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

EHCs (E)	SEND Support (K)
59	228
3.98 % of NOR	15.38% of NOR
Autism	SLCN

Year Group	EHCP	SEND Support
7	12	228 students across all across KS3/4/5
8	13	
9	9	
10	8	
11	17	
12	0	Monitoring
13	0	55

The Need for Inclusive Classrooms



Teacher/Whiteboard

X X

The Need for Inclusive Classrooms



Teacher/Whiteboard

X X

X X

X X

X

The Need for Inclusive Classrooms

Teacher/Whiteboard

X X

X X

X X

X X

X

The Need for Inclusive Classrooms

Teacher/Whiteboard

X X

X X

X X

X X

X X

X

Chapter 6 – SEND Code of Practice

‘High Quality Teaching targeted at the young person’s areas of weakness’.

‘Where progress continues to be less than expected the class or subject teacher, working with the SENDCo, should assess whether the child has SEN’.



Department
for Education

Teachers’ Standards

5 Adapt teaching to respond to the strengths and needs of all pupils

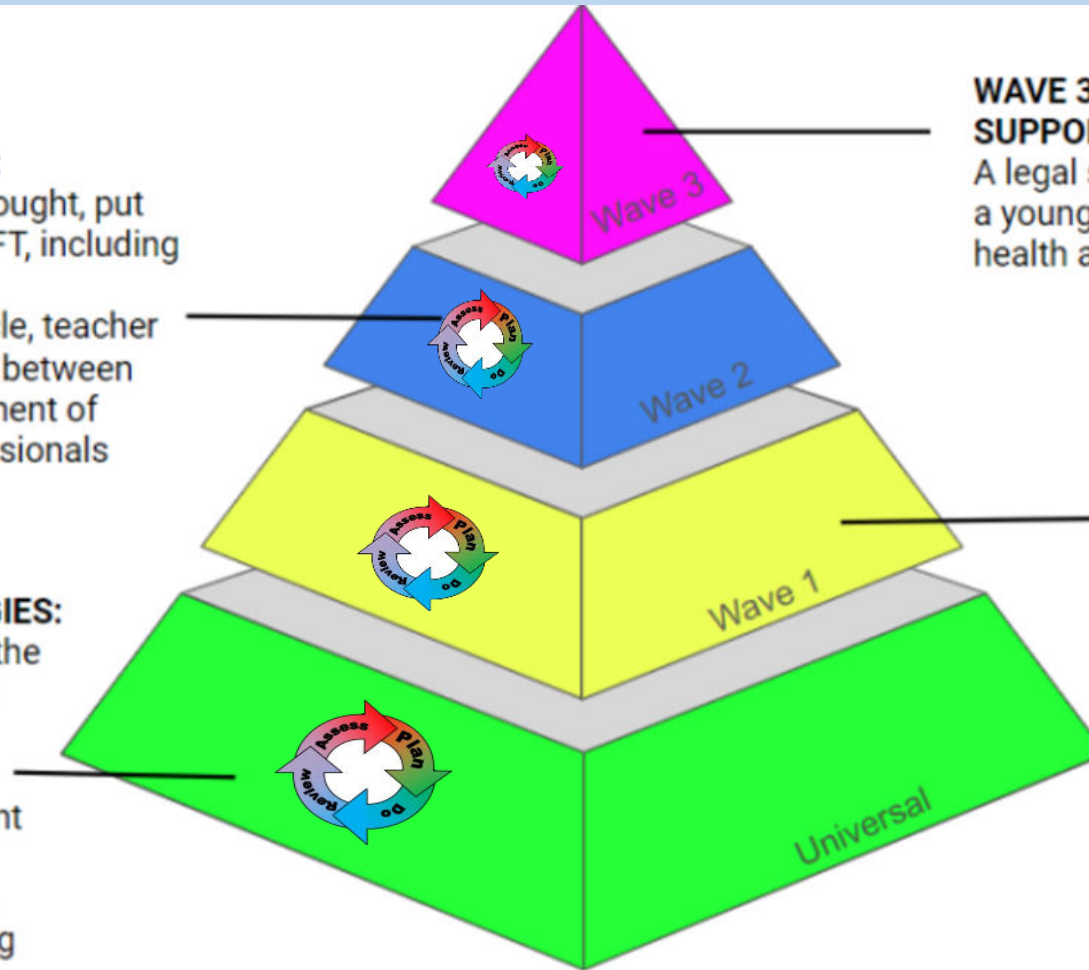
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

WAVE 2 SEN SUPPORT (K):

More specialist advice is sought, put into place and reviewed. QFT, including evidenced use of the 'assess-plan-do-review' cycle, teacher oversight and close liaison between home and setting. Involvement of external resources / professionals supporting the pupil.

UNIVERSAL QFT STRATEGIES:

Quality First Teaching and the use of standard evidenced differentiated approaches within the learning environment. The consistent use of Academy identified programmes and systems, alongside adaptive teaching methods for all.

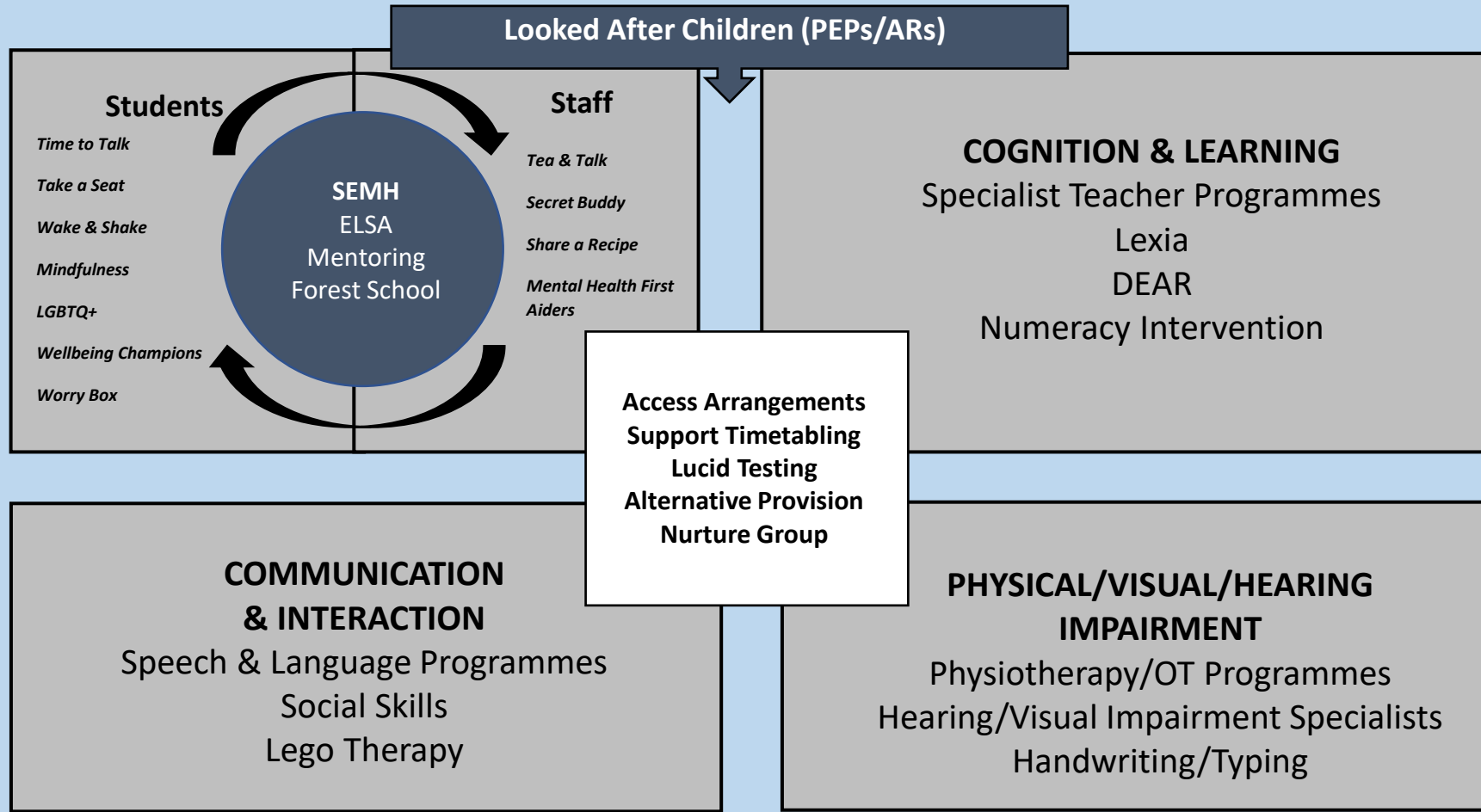


WAVE 3: EHCP / HIGHLY SPECIALISED SUPPORT STRATEGIES (E):

A legal statutory document describing a young person's special education, health and social care needs

WAVE 1 MONITORING STRATEGIES:

The use of personalised, differentiated approaches form the Wave 1 offer. Sought internal to the school and carried out by internal resources



'Additional intervention and support cannot compensate for a lack of good quality teaching'. [6.37]

- Every teacher a teacher of SEND
- CPD programme ensures **high quality, inclusive teaching** - a proactive rather than reactive approach
- All interventions are evidence based, timebound and lead to an inclusive classroom – no ongoing provisions without certainty of impact
- Teachers can navigate with ease to key information which is up to date and takes account of professional input - reading/spelling info, pupil passports, advices etc.

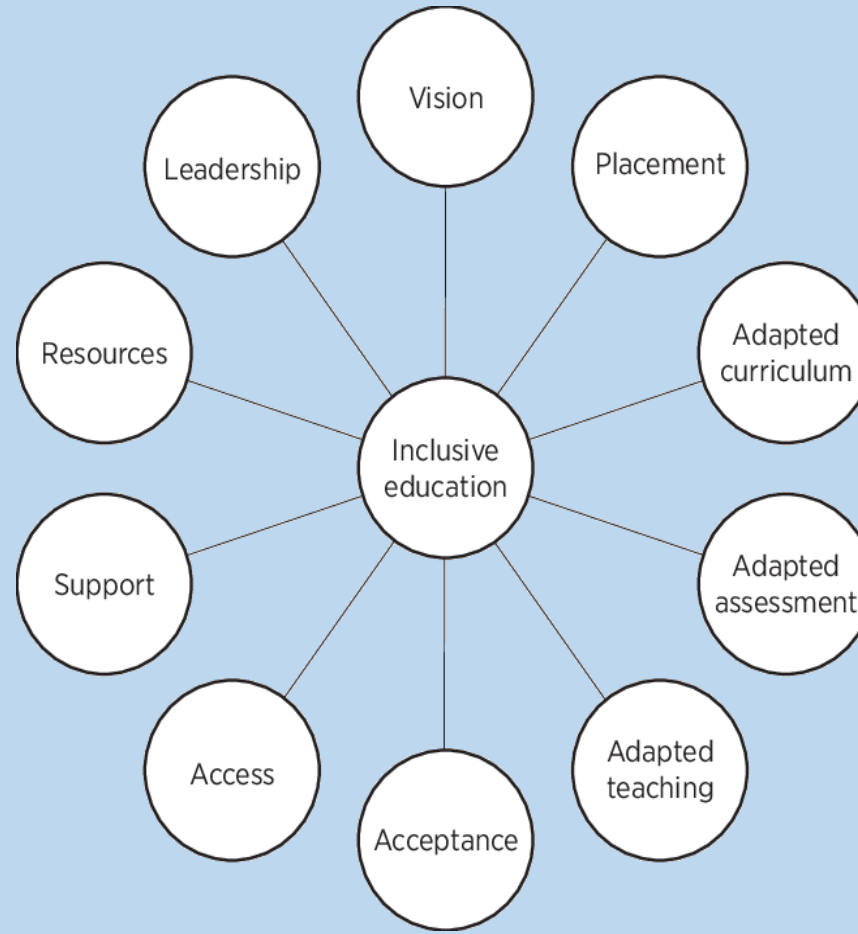
- ‘Whole School Graduated Response to need evidenced by Pastoral and SEND Teams
- Early Identification - working closely with feeder primary schools to promote accountability
- The gap between SEND and non-SEND for **progress** and **attainment** is reduced year on year in response to the P8 and A8 measures and ultimately exceeds figures recorded nationally.

- Ongoing reviews, with SEND and Inclusion never coming off the agenda
- **The right support at the right time**
- Appropriate provisions which are **evidence/research based**, measurable and timebound - Ref. EEF/Sutton Trust – audit
- **Support staff enhancing the work of teachers and not replacing it**
- Playing to the strengths of the team - best fit
- Upskilling team through Support Staff appraisal/growth model
- **Less is more - consistency is key**
- Getting the balance right between **Support** and **Challenge**.

Inclusion begins with 'I'

MORE...

- High Quality Teaching
- Inclusive approaches
- Targeted, timebound provision
- Collaborative working
- Sharing of good practice
- Collective responsibility
- Accountability
- TAs enhancing rather than replacing the expertise of teachers
- Aspiration for SEND pupils



LESS...

- TAs on demand
- Differentiation by support
- Division of SEND from subject areas
- Students with most complex needs being taught by TAs and/or away from peers
- Interventions for interventions sake