SEND Local Offer Information Report

Budmouth Academy, Weymouth

Version Control	
September 2026 September 2025 September 2024 September 2023	Reviewed and changed to 'The Wave Model of Intervention'. TA Playbook included. New AP Inclusion. Reviewed and changes to Universal Wave Model / graduated response Reviewed and changes to staff qualifications Reviewed and changes to staff contact names/titles

Owner:	Assistant Principal - Inclusion	**Date of next review:**	September 2027

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?

At Budmouth Academy, we are committed to identifying students' needs as early as possible and providing timely, personalised support through the graduated approach of Assess, Plan, Do, Review, as outlined in the SEND Code of Practice (2015).

Our specialist inclusion provision is delivered through the Learning Support Centre (LSC) and Student Support Centre (SSC). These teams work collaboratively with teachers, pastoral staff, families and external professionals to identify barriers to learning, coordinate appropriate provision and enable every student to access a broad, balanced and ambitious curriculum.

Support is provided across the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction – supporting students who experience difficulties with speech, language, communication, social interaction or autism.
- Cognition and Learning – supporting students with learning difficulties, including literacy, numeracy, memory, processing or specific learning differences such as dyslexia or dyscalculia.
- Social, Emotional and Mental Health (SEMH) – supporting students whose emotional wellbeing, behaviour or mental health impacts their learning, relationships or engagement with school.
- Sensory and/or Physical Needs – supporting students with hearing or vision impairments, physical disabilities, medical conditions, motor difficulties or sensory processing differences.

Many students have strengths and needs that span more than one area. We work closely with students, parents and carers to understand each young person's individual profile and ensure that support is tailored to their specific needs, strengths and aspirations.

Students may be identified as requiring additional support through a range of evidence and information, including:

- Information received from primary schools and previous educational settings.
- Education, Health and Care Plans (EHCPs) and professional reports.
- Transition meetings with parents, carers and external agencies.
- Whole-school literacy and numeracy screening, including standardised assessments.
- Diagnostic assessments and examination access arrangement assessments.
- Ongoing teacher assessment and classroom observations.
- Referrals from teachers, tutors, Heads of Year, Teaching Assistants or pastoral staff.
- Concerns raised by parents, carers or the students themselves.
- Attendance, behaviour, wellbeing and academic progress data.

We place significant importance on ensuring a smooth and successful transition from primary to secondary school. During the Summer Term of Year 6, members of the SEND team visit partner primary schools to meet with SENDCos, teachers and other professionals to discuss each student's strengths, identified needs, successful strategies and appropriate provision. This information is used to plan personalised support before students join the academy. Where appropriate, an individual Pupil Passport is created and shared with parents and carers before the start of Year 7, providing an opportunity for families to review the proposed strategies, contribute additional recommendations and ensure that the passport accurately reflects their child's needs, strengths and aspirations from the outset. This collaborative approach helps ensure that appropriate support is in place from the first day of attendance.

For students with an Education, Health and Care Plan (EHCP), the SENDCo, or a member of the Inclusion team where appropriate, will endeavour to attend the Year 6 Annual Review or transition planning meeting. This enables us to work closely with families, primary schools and the Local Authority to ensure a smooth and successful transition into secondary education.

If you have concerns about your child's learning, development or wellbeing, we encourage you to contact the academy as soon as possible. In the first instance, you should speak to your child's Tutor, who will work alongside subject teachers and the Inclusion Team to review your concerns and consider any appropriate classroom strategies or support.

If further assessment or provision is required, a meeting will be arranged with the SENDCo to discuss your child's needs, agree next steps and consider whether additional assessments or SEND Support are appropriate. Where appropriate, a Pupil Passport will be created or reviewed in partnership with you and your child. This document identifies your child's strengths, barriers to learning, successful strategies and any reasonable adjustments required, ensuring that all staff have a clear understanding of how best to support your child. Parents and carers are encouraged to contribute their views and recommendations so that the passport accurately reflects their child's individual needs and aspirations.

We recognise that parents and carers know their children best and value the important role they play in identifying needs and working in partnership with the academy to secure the best possible outcomes for every student.

How will staff support my child and how will the curriculum be matched to my child's needs and how accessible is the environment?

At Budmouth Academy, we believe that Inclusion is everyone's responsibility. Our approach to inclusion follows the Wave Model of intervention which is a graduated response to meet diverse needs. The model ensures that students receive support appropriate to their individual level of need, with a strong foundation of high-quality teaching in every classroom.

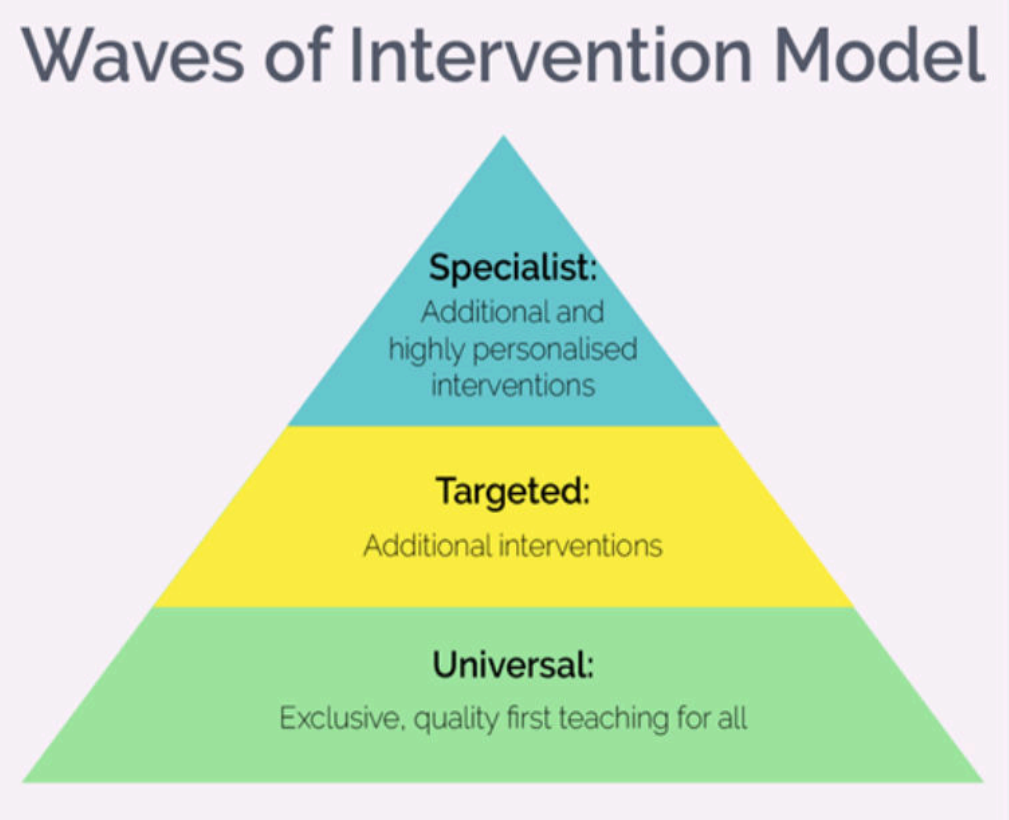
Wave 1: Quality First Teaching (QFT)]: The first and most essential layer of support is Quality First Teaching – excellent classroom practice. All students benefit from QFT, and most students' needs can and should be met through inclusive, responsive teaching in the classroom.

Wave 2: Targeted Small Group Interventions: When students need more support than what can be provided solely in the classroom, Wave 2 interventions may be put in place. These are time-limited, small-group sessions designed to address specific needs.

- Student Support Centre (SSC): ELSA support, counselling, mentoring, emotional regulation groups, sensory diets.
- Learning Support Centre (LSC): Literacy and numeracy interventions, fine motor skills support, social skill groups.

Wave 3: Specialist External Support: A small number of students may require specialist input from external agencies. These Wave 3 interventions are highly personalised and may involve:

- The Hearing Impairment and Vision Services via the Local Authority
- The Educational Psychologist
- Specialist Teachers
- Speech and Language Therapists
- Occupational Therapists
- Other specialist clinicians and services



These professionals work closely with the academy to advise on strategies, provide assessments, and support staff in meeting students' needs effectively.

We work collaboratively with pastoral teams, families and a range of external agencies to provide holistic, personalised support that meets the academic, social, emotional and physical needs of our students. Support is delivered through a graduated approach and may include targeted interventions, specialist advice and reasonable adjustments to enable students to access learning successfully.

A range of evidence-informed interventions is available to support students' individual needs. These include social skills programmes, emotional wellbeing and bereavement support, alongside targeted literacy and numeracy interventions. Where appropriate, students may also benefit from assistive technology, including laptops or word processors, electronic reader pens and other specialist software designed to promote independence and improve access to the curriculum.

Students who meet the published criteria will be assessed for examination access arrangements in accordance with the regulations of the Joint Council for Qualifications (JCQ).

Teaching Assistants are deployed strategically to enhance high-quality adaptive teaching and ensure that students can successfully access learning alongside their peers. Working in partnership with class teachers, Teaching Assistants provide carefully planned scaffolding, targeted questioning and timely support that encourages students to opt into learning rather than opt out, building confidence, resilience and active participation in lessons.

The role of the Teaching Assistant is to complement, not replace, the work of the class teacher. Support is designed to develop students' independence by removing barriers to learning, promoting engagement and gradually reducing scaffolds as students become increasingly confident and successful learners.

Where significant and persistent literacy needs impact a student's ability to access the curriculum, the academy may offer an alternative curriculum pathway. This may include evidence-based literacy intervention, ensuring that students receive the most appropriate provision to meet their individual needs and maximise future outcomes.

We are committed to creating an inclusive learning environment where diversity is celebrated and every student is valued and respected. The academy meets its duties under the Equality Act 2010 and maintains an Accessibility Plan which is reviewed regularly. All staff are expected to understand and fulfil their responsibilities in removing barriers to learning and ensuring equality of opportunity for all students.

The majority of the academy site is fully accessible to wheelchair users and includes lifts within the Hub building, accessible toilets, a hoist, a wet room and adjustable-height furniture to meet individual physical needs.

While Clare Tower, which houses the Resource Centre, Learning Support Centre, Student Support Centre and CEIL provision, is not wheelchair accessible due to the nature of the building, this does not prevent students from accessing the support available.

All learning, intervention and specialist provision delivered by these departments can be relocated to accessible areas of the academy, ensuring that no student is disadvantaged or excluded from receiving the support they require.

How will both you and I know how my child is doing and how will you help me to support my child’s learning?

We recognise that students achieve their best when they feel safe, valued and supported. Promoting students' emotional wellbeing, mental health and personal development is central to our inclusive ethos, and we provide a range of pastoral and specialist support to meet individual needs. Where appropriate, students have an individual Pupil Passport that identifies their strengths, barriers to learning, personalised strategies and agreed targets. These passports are developed and reviewed in partnership with students and parents or carers, ensuring that families can contribute recommendations and work collaboratively with the academy to support their child's progress, wellbeing and independence.

Every student belongs to one of our four schools and is supported by a dedicated Tutor and Pastoral Support Lead, who work together to provide consistent pastoral care throughout their journey at Budmouth Academy. This continuity helps to build strong, positive relationships and ensures that every student has trusted adults who know them well and can respond quickly to their academic, social and emotional needs.

Tutors are the first point of contact for students and families, while Pastoral Support Leads work closely with Tutors, Heads of School, the Learning Support Centre (LSC), the Student Support Centre (SSC), the SENDCo and parents or carers to coordinate support, monitor wellbeing and respond promptly to emerging needs. This collaborative approach ensures that students receive joined-up support and that families are kept informed and involved throughout their child's time at the academy.

The Learning Support Centre (LSC) and Student Support Centre (SSC) provide a range of personalised interventions to support students' emotional wellbeing, independence and successful engagement with school life. Support may be delivered on an individual or small-group basis and can include emotional regulation, social skills, mentoring and targeted wellbeing interventions. Students may also access regular wellbeing check-ins with key members of staff, together with alternative break and lunchtime provision where this is appropriate to meet their individual needs.

Student wellbeing is further promoted through our broad and balanced curriculum. Personal, Social, Health and Economic (PSHE) education is delivered through dedicated curriculum time and themed learning days, enabling students to develop resilience, healthy relationships, emotional literacy and an understanding of keeping themselves safe. Students are also encouraged to participate in enrichment opportunities that promote confidence, teamwork and personal development, including the Duke of Edinburgh's Award, student leadership roles, charitable fundraising and wider school community projects.

We are committed to ensuring that every student has a voice and is actively involved in decisions about their education and support. Students are encouraged to seek help whenever they need it through our open-door approach, enabling them to speak with trusted adults across the academy. Their views, aspirations and feedback are central to the planning and review of support, with agreed strategies, targets and, where appropriate, Pupil Passports developed collaboratively with students, parents or carers and academy staff. Students also contribute to the wider development of the academy through Student Leadership and regular student voice activities, helping to shape decision-making, improve provision and enhance opportunities for all members of the school community.

What specialist services and expertise is available at, or accessed by the school?

We have a skilled and experienced inclusion team that works closely with teaching staff, families and external professionals to ensure that students with SEND receive specialist advice and appropriate support.

Our Special Educational Needs Coordinator (SENDCo) leads the strategic development of SEND provision across the academy and works alongside the Learning Support Centre (LSC), Student Support Centre (SSC), Pastoral Team and Teaching Assistants to ensure that support is evidence-informed, responsive and aligned with each student's individual needs.

Where specialist expertise is required beyond that available within the academy, we work in partnership with a wide range of education, health and social care

professionals. Referrals are made, with parental consent where appropriate, to access specialist assessments, advice or intervention. These services may include:

- Educational Psychology Service
- Speech and Language Therapy (SaLT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health Support Teams (MHST)
- Specific Learning Difficulties (SpLD) Specialist Teachers
- Sensory Support Services, including Hearing and Vision Support
- Community Paediatric Services (via GP referral)
- Virtual School for Children in Care
- Children's Social Care and Early Help Services
- Other Local Authority and NHS specialist services, where appropriate

The academy also provides access to a range of in-school specialist services to support students' wider needs. These include a qualified school counsellor, trained Designated Safeguarding Leads, Mental Health First Aiders and a school nursing service, ensuring that students can access appropriate advice and support when required.

Recommendations provided by external professionals are carefully considered and incorporated into classroom practice, individual support plans and targeted interventions. The Inclusion team works closely with staff to ensure that specialist advice is implemented effectively and reviewed regularly, enabling students to make sustained progress academically, socially and emotionally.

Through strong multi-agency partnerships and a commitment to continual professional development, we ensure that students benefit from specialist expertise that removes barriers to learning and promotes successful outcomes both in school and beyond.

What training do staff supporting children and young people with SEND have?

We are committed to ensuring that all staff have the knowledge, skills and confidence to support students with Special Educational Needs and Disabilities (SEND). Professional development is central to our inclusive practice, with all staff engaging in regular, evidence-informed training to ensure they remain up to date with national guidance, current research and effective classroom practice.

All teaching and support staff receive ongoing SEND training through whole-school professional development, specialist workshops, external providers and online learning. This enables staff to meet the diverse needs of students across all four areas of SEND and ensures that high-quality adaptive teaching remains at the heart of our provision.

Our Special Educational Needs Coordinator (SENDCo) holds the National Award for SEN Coordination (NASENCO) and leads the strategic development of SEND

across the academy. The SENDCo provides regular coaching, advice and bite-sized professional development sessions for teachers and Teaching Assistants, ensuring that staff are equipped with practical strategies that can be implemented consistently across the curriculum.

A key element of our professional development programme is the **Budmouth Teaching Assistant Playbook**, which provides a structured framework for high-quality classroom practice and intervention delivery. The Playbook sets clear expectations for all Teaching Assistants and supports continuous professional development through evidence-informed guidance on:

- High-quality Teaching Assistant practice and effective classroom routines
- Literacy, oracy and numeracy support
- Speech and language development
- Sensory, motor and executive functioning needs
- Social, emotional and mental health support
- Adaptive teaching and effective scaffolding
- Delivering high-quality interventions that promote independence
- Preparing for and responding to Ofsted expectations

The Playbook is underpinned by guidance from the Department for Education (DfE), the Education Endowment Foundation (EEF), Ambition Institute and Ofsted, ensuring that Teaching Assistants deliver consistent, research-informed support across the academy.

Teaching Assistants receive additional specialist training linked directly to the interventions they deliver and the responsibilities they undertake. The academy benefits from experienced Higher Level Teaching Assistants (HLTAs), who provide additional expertise and leadership within the inclusion team.

Where students have more complex or specialist needs, bespoke training is provided for relevant staff. This may include training in areas such as autism, speech and language, sensory impairment, Social, Emotional and Mental Health (SEMH), medical needs, manual handling, intimate care, occupational therapy, physiotherapy and the safe use of specialist equipment.

Staff also receive training from external professionals, including Educational Psychologists, Mental Health Support Teams (MHST), Hearing and Vision Support Services and Speech and Language Therapists.

All staff complete annual safeguarding training, alongside regular updates throughout the year. Staff involved in examination access arrangements also receive annual training to ensure that all support provided during internal and external examinations complies fully with the regulations of the Joint Council for Qualifications (JCQ).

Through a culture of continual professional development and reflective practice, we ensure that all staff are equipped to provide high-quality, inclusive education and enable every student with SEND to thrive academically, socially and emotionally.

How will my child be included in activities outside the setting? including trips out?

We are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have equal opportunities to participate fully in every aspect of academy life. We believe that educational visits, enrichment activities, extracurricular clubs and residential experiences are an important part of students' personal development and are committed to removing barriers to participation wherever possible.

Our inclusive approach means that students with SEND are encouraged and supported to take part in all curriculum and enrichment activities alongside their peers. Reasonable adjustments are made to enable participation while maintaining students' safety, dignity and independence.

When planning educational visits or off-site activities, staff carefully consider the needs of all students. The Visit Leader works closely with the SENDCo, pastoral staff, families and, where appropriate, external professionals to identify any adjustments that may be required. This may include:

- Individual risk assessments where appropriate.
- Accessibility and mobility planning.
- Medical and personal care arrangements.
- Additional staffing or adult support where required.
- Adaptations to activities or equipment.
- Travel and transport considerations.
- Strategies to support communication, sensory needs or emotional wellbeing.

Parents and carers are involved in the planning process where additional support or adjustments are required. We value their knowledge of their child and work collaboratively to ensure that suitable arrangements are in place before the visit takes place.

Where necessary, personalised risk assessments are completed to identify potential barriers and agree practical solutions that enable students to participate safely and successfully. Our aim is always to make reasonable adjustments that maximise inclusion, rather than exclude students from opportunities available to their peers.

In addition to educational visits, students with SEND are encouraged to participate in the full range of extracurricular clubs, leadership opportunities, sporting activities, performances, enrichment programmes and residential visits offered by the academy. We are committed to ensuring that every student has the opportunity to develop new skills, build confidence, foster friendships and experience success beyond the classroom.

By working in partnership with families and applying a proactive, inclusive approach to planning, we strive to ensure that every student can access the wider life of the academy and enjoy the same opportunities as their peers.

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?

We are committed to ensuring that all students experience successful transitions throughout their educational journey and are well prepared for adulthood,

further education, employment and independent living. Transition planning begins early and is personalised to meet the individual needs of each student.

For students joining Budmouth Academy in Year 7, members of the inclusion team work closely with primary schools during the Spring and Summer Terms of Year 6. Information is shared through transition meetings, visits to primary schools, discussions with parents and carers, and liaison with external professionals where appropriate. Students with an Education, Health and Care Plan (EHCP) or those identified as requiring additional support are offered an enhanced transition programme, which may include additional visits, personalised transition activities, familiarisation sessions and opportunities to meet key staff before starting at the academy.

Throughout their time at Budmouth Academy, students are supported to become increasingly independent in their learning and everyday school life. Teaching staff and Teaching Assistants use adaptive teaching and carefully planned scaffolding to develop students' confidence, resilience and self-management skills. Support is gradually reduced where appropriate, enabling students to take greater ownership of their learning, organisation and decision-making while ensuring they continue to receive the support they need to be successful.

Preparing students for adulthood is embedded within our curriculum and wider enrichment programme. Through Personal, Social, Health and Economic (PSHE) education, careers education and enrichment opportunities, students develop the knowledge, skills and attributes needed for life beyond school, including communication, problem-solving, teamwork, financial awareness and personal responsibility.

All students have access to impartial careers education, information, advice and guidance throughout Key Stages 3 and 4. A qualified Careers Adviser provides individual guidance interviews, helping students explore their aspirations and make informed decisions about post-16 education, apprenticeships and future employment. Students also benefit from employer encounters, work-related learning and work experience opportunities, enabling them to develop confidence and prepare for the world of work.

For students with SEND, transition planning for post-16 destinations begins early and is tailored to individual aspirations and outcomes. The academy works closely with parents and carers, post-16 providers, employers, the Local Authority and external agencies to ensure that appropriate support is in place and that students experience a smooth transition to the next stage of their education, training or employment.

Our aim is that every student leaves Budmouth Academy as a confident, resilient and independent young person, equipped with the knowledge, skills and qualifications needed to thrive in adult life.

How are the school's resources allocated and matched to young people's special educational needs?

The academy receives funding to support students with Special Educational Needs and Disabilities (SEND) in accordance with the Local Authority's funding arrangements. Resources are allocated strategically to ensure that provision is matched to individual needs and delivers the greatest possible impact on students' learning, wellbeing and independence.

The SENDCo, working closely with senior leaders and other key staff, is responsible for overseeing the deployment of SEND resources across the academy. Decisions regarding staffing, interventions, specialist equipment and additional provision are based on a range of evidence, including students' identified needs, progress, professional assessments, Education, Health and Care Plans (EHCPs), and the graduated approach of Assess, Plan, Do and Review.

Funding is used to provide a broad range of support, which may include:

- High-quality adaptive teaching and classroom resources.
- Teaching Assistants and targeted intervention programmes.
- Staff training and professional development to improve inclusive practice.
- Specialist equipment, assistive technology and learning resources.
- Access to external specialist services and professional advice.
- Personalised provision for students with more complex needs.

The academy's priority is to develop the expertise of all staff so that high-quality teaching meets the needs of every learner. Investment in professional development, including our evidence-informed Teaching Assistant Playbook and whole-school inclusion training, ensures that support is delivered consistently and effectively across all classrooms.

The effectiveness of SEND provision is monitored regularly through student progress, intervention reviews, feedback from students and parents, and ongoing evaluation by the SENDCo and senior leaders. Resources are reviewed and adjusted where necessary to ensure they continue to meet students' changing needs and represent the best use of available funding.

SEND funding forms part of the academy's wider strategic planning and is aligned with our School Improvement Plan, ensuring that resources are used effectively to promote inclusion, remove barriers to learning and improve outcomes for all students with SEND.

How is the decision made about what type and how much support my child/young person will receive?

Decisions about the type and level of support a student receives are based on their individual needs and are made through a collaborative, evidence-informed process. We follow the graduated approach outlined in the SEND Code of Practice (Assess, Plan, Do, Review) to ensure that support is personalised, effective and regularly evaluated.

The SENDCo works closely with teachers, pastoral staff, parents or carers, the student and, where appropriate, external professionals to identify barriers to learning and determine the most appropriate provision. Decisions are informed by a range of evidence, including:

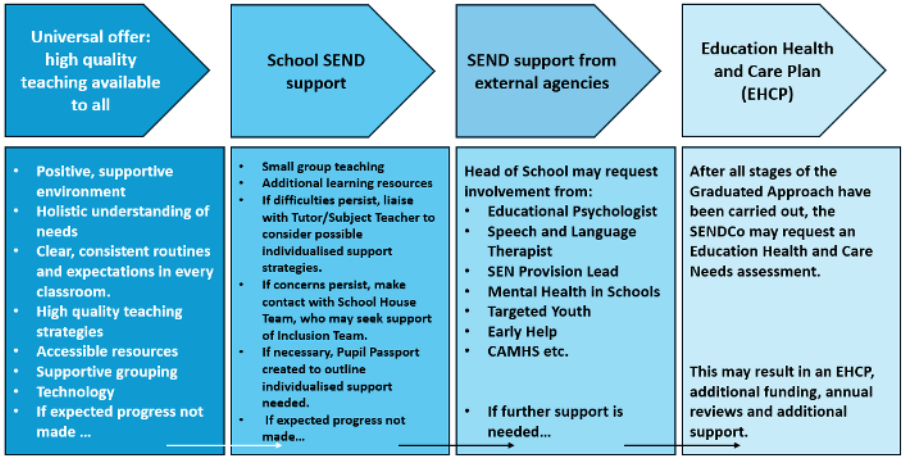
- Teacher assessments and classroom observations.
- Academic progress and attainment data.
- Standardised assessments and screening.
- Advice from external specialists.

- The student's strengths, aspirations and views.
- Parent and carer feedback.
- Any medical information or Education, Health and Care Plan (EHCP).

Support will always begin with high-quality adaptive teaching within the classroom. Where additional provision is required, targeted interventions, specialist resources or Teaching Assistant support may be introduced to address specific identified needs. The type, frequency and duration of support will vary depending on the individual and will be regularly reviewed to ensure it remains appropriate and effective.

The SENDCo oversees all SEND provision across the academy and works closely with senior leaders to ensure that support is deployed effectively and resources are matched to students' needs.

Budmouth Academy's Graduated Response to Supporting Pupils with SEND



Students with an Education, Health and Care Plan (EHCP) receive provision outlined in section F of the EHCP. The academy works closely with families, the Local Authority and external agencies to ensure that provision enables students to make progress academically, socially and emotionally while developing the independence and life skills needed for adulthood.

Student progress and the effectiveness of provision are reviewed regularly through the graduated approach, with formal reviews taking place throughout the academic year. Adjustments to support are made whenever evidence indicates that a different approach is required. For students with EHCPs, an Annual Review is held to evaluate progress towards agreed outcomes and consider any amendments to provision. Parents, carers, students and all relevant professionals are invited to contribute to this process.

Parents and carers are kept informed of their child's progress through regular communication, Parents' Evenings, progress reports and review meetings. We believe that decisions about support are most effective when made in partnership with students and their families, ensuring that provision reflects individual needs, promotes independence and secures the best possible outcomes.

How are parents involved in the school?

At Budmouth Academy, we believe that strong partnerships with parents and carers are fundamental to ensuring the best possible outcomes for all students, particularly those with Special Educational Needs and Disabilities (SEND). We are committed to maintaining open, honest and collaborative communication, recognising that parents know their children best and play a vital role in supporting their child's education, wellbeing and development.

Parents and carers are encouraged to be actively involved throughout their child's time at the academy. Regular opportunities to discuss progress and wellbeing

include:

- Parents' Evenings with subject teachers and tutors.
- Bi-annual progress reports and academic updates.
- Weekly attendance updates.
- Review meetings for students receiving SEND Support.
- Annual Review meetings for students with an Education, Health and Care Plan (EHCP).
- Meetings with the SENDCo, Heads of School, Pastoral Support Leads, Tutors or other key staff as required.

In addition to scheduled meetings, parents are encouraged to contact the academy at any time if they have questions or concerns regarding their child's progress, wellbeing or provision. Members of staff are available via telephone, email or by appointment, ensuring that concerns can be discussed promptly and appropriate support agreed.

We actively seek the views of parents and carers when reviewing SEND provision and developing individual support plans. Their feedback is valued as part of our graduated approach (Assess, Plan, Do, Review) and helps to ensure that provision remains responsive to students' changing needs.

Further opportunities to become involved in academy life include consultation events, parent surveys and working groups, enabling families to contribute to the ongoing development of our provision and wider school community.

By working together with parents, carers and external professionals, we aim to create a consistent and supportive partnership that enables every student to thrive academically, socially and emotionally.

How can I be involved?

We believe that parents and carers are our most important partners in supporting students to achieve their full potential. We value the knowledge, experience and insight that families bring and are committed to working collaboratively throughout every stage of a student's education.

There are many opportunities for parents and carers to become involved in academy life and in shaping the support their child receives. We encourage families to maintain regular communication with the academy and to contact us whenever they have questions, concerns or information that may help us better support their child. Members of staff, including Tutors(first point of contact), Pastoral Support Leads, Heads of School, the SENDCo and senior leaders, can be contacted by telephone, email or by arranging a meeting. Please refer to the communication ladder on page 13.

Parents and carers are invited to attend a range of formal meetings throughout the academic year, including Parents' Evenings, SEND review meetings and Annual Reviews for students with an Education, Health and Care Plan (EHCP). These meetings provide opportunities to review progress, discuss provision, celebrate successes and agree future support in partnership.

We also encourage parents to play an active role in the wider development of the academy. Families are invited to attend our termly Friends and Associates of Budmouth (FAB) Forums, where they can meet with members of the Senior Leadership Team, share their views, ask questions and contribute to discussions about school improvement and the ongoing development of our provision.

Parents and carers may also be invited to participate in consultation events, surveys and working groups, including those focused on SEND and inclusion, helping to shape academy policies, practice and future priorities. Feedback from families is highly valued and is used to inform the continual development of our provision.

By working together in a genuine partnership, we aim to provide every student with the support, encouragement and opportunities they need to succeed both in school and beyond

Who can I contact for more information?

We operate a clear communication pathway to ensure that concerns are addressed promptly and by the most appropriate member of staff. In the first instance, parents and carers should always contact their child's Tutor, who will coordinate support and, where necessary, involve pastoral leaders, the SENDCo or senior leaders.

1. Your Child's Tutor or Subject Teacher	2. Your Child's School Team	3. Special Educational Needs Coordinator (SENDCo)	4. Assistant Principal - Inclusion Vice Principal - Standards	5. Associate Principal & Principal
Contacts found on the academy website	Attenborough: HoS: jhooper@budmouth-aspirations.org BEC: eallen@budmouth-aspirations.org PSL: mfox@budmouth-aspirations.org Hawking: HoS: jwebber@budmouth-aspirations.org BEC: tparkes@budmouth-aspirations.org PSL: groberts@budmouth-aspirations.org Shelly: HoS: mstafford@budmouth-aspirations.org BEC: Ldelahaye@budmouth-aspirations.org PSL: arogers@budmouth-aspirations.org Turing: HoS: crogers@budmouth-aspirations.org BEC: krendell@budmouth-aspirations.org PSL: dkirby@budmouth-aspirations.org	Faith Harrell fharrell@budmouth-aspirations.org.uk	Natasha Sibley nsibley@budmouth-aspirations.org.uk Peter Pring ppring@budmouth-aspirations.org (including Alternative Provision (AP), Attendance and Behaviour)	Chris Buller - Associate Principal cbuller@budmouth-aspirations.org Sara Mishike - Principal smashike@budmouth-aspirations.org

In addition to the support available within the academy, parents and carers may find the following organisations helpful:

- Dorset SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) – Provides free, confidential and impartial information, advice and support for children and young people with SEND, and their families.
- Dorset SEND Local Offer – Information about education, health, social care services, support groups and activities available for children and young people with SEND across Dorset.
- British Dyslexia Association – National advice, guidance and resources relating to dyslexia.
- National Autistic Society – Information, advice and support for autistic children, young people and their families.
- Autism Wessex – Regional support, services and advice for autistic people and their families.

Further information about the academy's approach to SEND can also be found in the following documents, available on our website:

- Budmouth Academy SEND Policy
- SEND Information Report (Local Offer)
- Accessibility Plan
- Supporting Students with Medical Conditions Policy