



The Special Educational Needs & Disability Department: Our DNA

Head of Department: Ms Widdowson

‘Same expectations, same aspirations’

The SEND department is committed to ensuring all pupils with SEND make expected progress across all Key Stage 3, 4 and 5, and in every subject. We uphold and display the values of the Academy and encourage the pupils to also BE BOLD at every possible opportunity within academic studies as well as their own social and emotional well being. Our aim is to support educational attainment in every subject and ensure that pupils are happy and supported in all aspects of their school life. We maintain strong links with all stakeholders involved with the achievement of our pupils with SEND through regular communication with parents/carers and external agencies. We maintain that pupils with SEND have the same expectations and same aspirations as all pupils at Bolingbroke Academy.

- **Teaching and Learning**

Bolingbroke Academy’s SEND Department is a reflective, flexible and enthusiastic department that supports teaching and learning across all subject areas in the academy. Regular and effective CPD supports the quality first teaching that Bolingbroke delivers. Each September, all members of staff receive a full SEND induction, whether they are existing or new staff. SEND induction training includes an introduction to the department, the pupils, dyslexia friendly teaching strategies and autism training. Each member of staff is made aware of all our pupils who are on the SEND register and their needs as well as the initial concerns process if they suspect a pupil to need involvement from the SEND team. The initial concerns referral process is made simple to encourage staff to raise any concerns and to ensure no pupil remains unsupported in their education.

Being a dyslexia friendly school is central to our work as a department, as we believe that dyslexia friendly teaching supports all learners. For this reason, during the SEND induction all staff are made aware of dyslexia friendly teaching practices and the pupils that are on our dyslexia register. Throughout the year, CPD reflects the needs of the teachers in the academy which are highlighted in regular learning walks and observations allowing the SENCO to work closely with the lead for teaching and learning to ensure teachers are delivering quality first teaching.

In each year group, pupils are placed in classes according to ability to allow for small group teaching in the Clarke band. The average class size in the Clarke band is 10 pupils, with an LSA to support where possible. This allows the pupils that are highlighted as under-achieving to have more time with the teacher, in a calm environment that suits their pace of learning.

- **Knowing every pupil’s needs**

It is central to the SEND department that all pupils with SEND are known to all members of staff, whether they are teaching staff, support staff or admin staff. To support staff in knowing every pupil, the SEND information booklet is

shared with staff in early September which details each pupil on the SEND register, dyslexia register and medical needs register with key information about their additional needs. This supports each member of staff in making reasonable adjustments for learning and behaviour. Teachers are also signposted to additional information such as external reports, a pupil information form (PIF) and pupil support plan. PIFs are developed with the SEND team, family and pupil to give the teachers useful additional information that the pupil wants the teachers to know in order to support them effectively. It is important to us that this process is pupil centred to give a voice to our pupils with SEND.

- **Learning Support Assistant Accountability**

LSAs are incredibly valued at Bolingbroke Academy and give vital support to some of our most vulnerable learners. We want our LSAs to feel valued as professionals and are expected to engage with data, annual reviews, PIFs and support plans. After every 6 weekly data capture, LSAs complete a data review for a key pupil they are working with to reflect on provision being offered and the level of progress being made. Using this document, LSAs are able to have data driven conversations with teachers to ensure all professionals are working together to tackle underachievement. This 6 weekly data review is also important in celebrating success and capturing where a pupil may be making progress with a view to explore what has supported this. LSAs are also responsible for creating an LSA-teacher agreement with each teacher that they are working with to ensure that the LSA and teacher work in partnership with each other and that both parties take accountability. This agreement helps to identify any pupils with SEND in the classroom, any key points where pupils may need certain support and classroom routines that the teacher has. This supports the role of the LSA by giving them directed instruction from the classroom teacher.

- **Professional Development**

As well as feeling valued as professionals, we want our SEND department to be a skilled department that offers specialised support. We have 3 specialised members of staff in the department leading on phonics, dyslexia and autism who deliver regular training and support to the rest of the SEND department and teaching body. All specialised members of staff support non-specialised LSAs in developing their own practise. Through the introduction of CPD pathway 4, all LSAs are coached and line managed weekly by a lead LSA. The CPD pathway 4 group uses an LSA learning walk pad to improve the quality of LSA support given by identifying areas of success as well as professional targets for the LSA to develop. The SEND department are measured against observation guidance developed by Bolingbroke Academy based on current research. Each formal observation is given a grade of either 'good or better' or 'working towards good'. The objective is to have all LSAs operating at a standard of 'good or better'.

- **Interventions and enrichments**

Having two cycles of enrichment means that interventions and enrichments can be adjusted throughout the year to reflect the needs of pupils. Interventions and enrichments include: a speech and language group, a fine motor skills groups, social skills, art therapy, Lego therapy and homework support. Since September 2016, we have also offered 'Life Skills' to a KS3 group and a KS4 group every Friday afternoon to support their functional skills outside of school. The Bolingbroke Inclusion strategy outlines our key links with external agencies and how these support each area of SEND. We have strong links with external agencies and work closely with them to offer wave 3 intervention. We receive regular support from speech and language therapists, Autism outreach workers, educational psychologists and Connexions Youth workers. The wealth of external agency support available strengthens our provision and offers specialist provision to those pupils who need it most.