



Bolingbroke Academy

SEND Report for Children with Special Educational Needs and/or Disabilities

2018-19

The information provided in this booklet details the provision available within the school and ways in which parents and children can access the support required for Special Educational Needs.

As an ARK Academy we work within the Wandsworth guidance on Provision for children with SEND in mainstream schools which explains the ways pupils with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan.

At Bolingbroke all pupils, regardless of their particular needs, are offered inclusive, quality first teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

Our Special Education Needs Co-ordinator is:

Ms Sinead Stanton

0207 924 8200

s.stanton@arkbolingbrokeacademy.org

TITLE	DETAILS
THE PRINCIPLE OF THE ACADEMY	CLAIRE EDIS
THE ACADEMIC YEAR OF THE DOCUMENT	2018-2019
CHAIR OF GOVERNORS	GARETH DAVIES
SAFEGUARDING LEAD	JAY KERBY



Bolingbroke
Academy

1 .Who are the best people to talk to at Bolingbroke about my child’s difficulties with learning, special educational needs or disability?

- ✓ Talk to your child’s Civitas tutor* about your concerns.
- ✓ It is likely that the Civitas tutor will have discussed your concerns with the Academy’s SENCo*. You may wish to arrange a meeting with the SENCo.
- ✓ If you continue to have concerns arrange to discuss these with the Head teacher*.

(*See Roles and Responsibilities below.) insert details

2 .How will Bolingbroke let me know if they have any concerns about my child’s learning, special educational need or disability?

- ✓ Your child’s class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.
- ✓ The class teacher/civitas tutor may also talk to you about any issues at a parent/teacher consultation meeting.
- ✓ The SENCo may contact you and arrange a meeting to discuss your child’s difficulties with learning and any possible support strategies the school might be considering.

3. How will Bolingbroke consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?

- ✓ At Bolingbroke Academy we believe it is very important for parents/carers to be involved in all areas of their child’s learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child’s views on any difficulties they may experience with their learning.
- ✓ You will be able to share your views and discuss your child’s progress at regular meetings with the class teacher and others.
- ✓ If your child has an identified special educational need you will be invited to a termly meeting with the SENCo to discuss current progress, support strategies being used and expected outcomes.
- ✓ If your child has a *Statement* of special educational need or an *Education, Health and Care plan* (EHCP) you and your child will be able to share your views at the Annual Review.

4. How does Bolingbroke ensure the teaching staff are appropriately trained to support my child’s special educational needs and/or disability?

- ✓ At Bolingbroke Academy we believe that your child’s learning needs will first be met through the high quality first teaching delivered by her/his class teacher.
- ✓ We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- ✓ The school is able to access training programmes from different organisations across the ARK network and through wider training schemes.
- ✓ Individual training can also be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- ✓ At Bolingbroke Academy we believe that your child's learning needs will first be met through the high quality first teaching delivered by her/his class teacher.
- ✓ We carefully plan our curriculum to match the age, ability and needs of all children.
- ✓ The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- ✓ It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- ✓ Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- ✓ Bolingbroke regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. How will you support my child to reach his/her learning goals?

- ✓ The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed termly.
- ✓ External agencies and specialists may also review your child's progress and adapt their planning accordingly.

7. What is an EHC Plan and who can request one for one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain:

- ✓ the views and aspirations of you and your child,
- ✓ a full description of his/her special educational needs and any health and social care needs,
- ✓ establish outcomes for your child's progress,
- ✓ specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the Academy, usually the SENCo or Principal, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

8. How will you help me to support my child's learning?

- ✓ There may be suggested strategies or activities for you to do at home to support your child's learning.
- ✓ We sometimes run parent/carer workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- ✓ The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- ✓ You may have an opportunity to meet with other professionals involved in supporting your child.

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9. How is support allocated to children and how do they move between the different levels of support in school?

- ✓ Bolingbroke Academy receives funding from the Education Funding Agency and/or the local authority . These funds include money to support the learning of children with SEN and/or disabilities.
- ✓ The Headteacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- ✓ The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- ✓ This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

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10. How will Bolingbroke know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- ✓ Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- ✓ The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- ✓ You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

11. What support will there be for my child's happiness and well being at Bolingbroke?

- ✓ At Bolingbroke we believe that the happiness and well being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- ✓ You can be confident that in particular your child's Civitas tutor, class teacher, the teaching assistants, and the SENCo are available to provide support to match your child's needs.
- ✓ You should also feel free to contact your child's Civitas tutor if you have any concerns.

12. How is my child included in all the same activities as his/her peers at school?

- ✓ Bolingbroke Academy is an inclusive school and committed to providing equal opportunities for all children.
- ✓ Enrichments, educational visits and residential trips are available to all children.
- ✓ When necessary the Academy will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- ✓ You should also feel free to contact your child's Civitas tutor if you have any concerns.

13. How will Bolingbroke support my child in transition stages?

- ✓ We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- ✓ While at Bolingbroke we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- ✓ If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- ✓ From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

14. Who can I contact if I have a complaint about the SEN provision made for my child?

- ✓ Initially speak with your child's Civitas tutor and/or the SENCo. Hopefully they will be able to address your concerns.
- ✓ You can then contact the Head teacher, who may direct you to the school's Complaints Policy and procedure. This can be found on the Academy website.

15. If I have any other questions about my child at Bolingbroke, who can I ask?

- ✓ At Bolingbroke we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;
 - The Civitas Tutor
 - The Head of House
 - The Senco
 - The Principal

Part A: People who support pupils

Class teacher	Various (please see your child's timetable)
Civitas tutor	Various (please see your child's timetable)
Learning Support Assistant	Various - please contact the SENCO for more information
SENCo	Sinead Stanton
Principal	Claire Edis

Roles and Responsibilities at Bolingbroke Academy

- ✓ Class Teacher
- ✓ Civitas Tutor
- ✓ Learning Support Assistants
- ✓ SENCo
- ✓ Principal
- ✓ Speech and Language therapist
- ✓ Educational Psychologist
- ✓ Advisory Teachers (HI, VI, ASD, MSI, SLCN, MLD)
- ✓ Occupational Health therapist
- ✓ School counsellor
- ✓ Youth work mentoring services
- ✓ School nurse

Bolingbroke Academy Policies

- ✓ SEND policy
- ✓ Accessibility Policy
- ✓ Curriculum Policy
- ✓ Pupil Premium Policy
- ✓ Complaints Policy and procedure
- ✓ Educational Trips and Visits Policy
- ✓ other

Part B: Different levels of support

This really depends upon the nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

- ✓ Communication and interaction
- ✓ Cognition and Learning
- ✓ Social, emotional and mental health
- ✓ Sensory and/or physical needs

At Bolingbroke we have a 3 tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

- ✓ Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number a weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

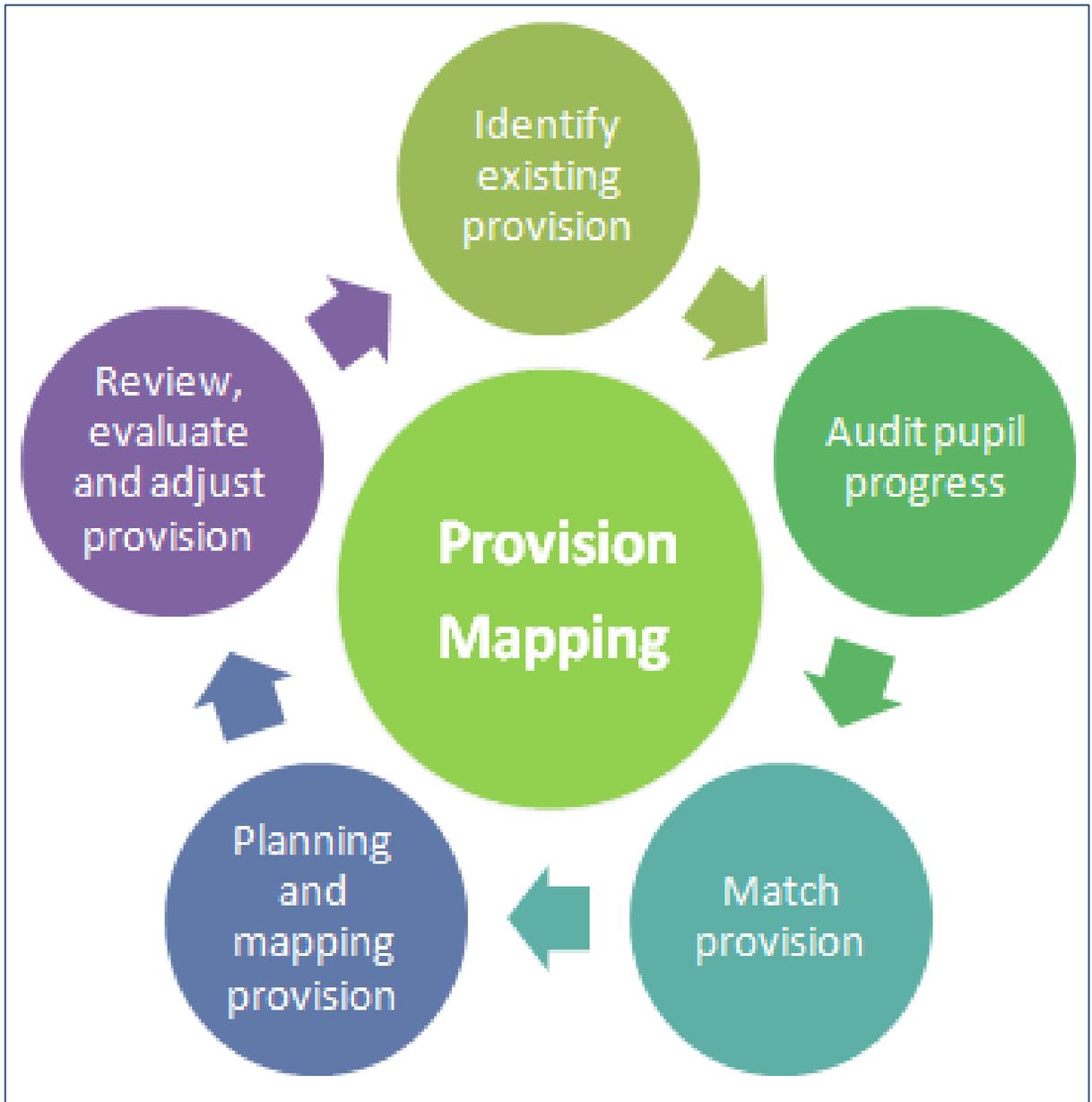
- ✓ The current interventions provided at Bolingbroke include:

- Fresh Start Phonics Programme
- Narrative and Vocabulary Intervention
- Speech and Language Provision
- Educational psychology / CAMHS input
- Occupational Therapy
- On Site counselling
- Independent Study Sessions

Part C: Examples of provision and support available

Intervention or Provision	Year Group	Frequency & Duration	Anticipated Progress Range	Staff	Staff/pupil ratio
Freshstart Phonics	Year 7	4 x 60 mins a week	1 sub level +	LSA	1:8
Lexia reading intervention	KS3 / 4	Various depending on need	1 sub level +	LSA	1:8
Social Skills Interventions	KS3	1 x 60 mins a week		LSA	1:8
Independent Study / Curriculum support	KS3/4	3 x 60 mins a week	1 sub level +	LSA	1:3
Speech and Language Intervention	KS3/4	1 x 60 mins a week		LSA	1:8
Occupational Therapy Intervention	KS3/4	1 x 60 mins a week		LSA	1:8

Part D: Systems for identifying SEN and necessary provision to support progress



The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.