



# SEND Information Report

**Bolder Academy**

390 London Road, Isleworth, Middlesex TW7 5AJ

Registered in England and Wales No: 08932893

SEND Information Report 2019

<b>This policy is called:</b>	<b>SEND Information Report</b>
<b>It applies to:</b>	All staff at Bolder Academy
<b>Person responsible for its revision:</b>	SENDSCO – Frances Gibney
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This SEND information report is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

Bolder Academy provides support to ensure that children and young people who have special educational needs and/or disabilities (SEND) can access an education which is inclusive and responsive to their individual needs.

### **Definition of Special Educational Needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

### **1. What kinds of SEN are provided for at Bolder Academy?**

Students with various types of needs are supported at our Academy. We work closely with parents/carers, staff and external agencies to ensure our students make good progress and the individual needs of the students are met. We can make provision for learners with various needs such as dyslexia, dyspraxia, speech and language needs, autism and other learning difficulties.

Bolder Academy also currently meets the needs of students with an Education, Health and Care plan with the following kinds of special educational need: Autistic Spectrum Conditions, Speech and Language Needs, Specific Learning Difficulties, Social and Mental Health, Physical Disabilities.

At times students enter secondary school with complex learning and/or medical needs and can find a mainstream school environment very challenging. Students with these difficulties might find their needs better met in a specialist school or resourced provision. Decisions on the admission of students with an Education,

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Health and Care plan are made in conjunction with the Local Authority. The admission arrangements for students without an Education, Health and Care plan will follow the usual school admissions procedures.

## **2. How are students with SEN identified and their needs assessed?**

We identify the needs of all students whether they have a special educational need or not, on admission and monitor and review their progress throughout their time at Bolder Academy. If special educational needs are identified and/or additional intervention is required, the school will inform the parent/carer.

### **Year 6 Primary Transition**

- Bolder Academy works closely in partnership with primary schools to provide a smooth transition for all students, these include primary transition visits to the students and staff.
- On confirmation of secondary school placement, Bolder Academy will start to communicate with primary schools and parents/carers to obtain information regarding each student to determine the most appropriate support to ensure good progress.
- All students will attend a Year 6 induction day held in the Summer term providing various taster sessions, and a question and answer session.
- Primary school files are passed to Bolder Academy, and the SENDCO and SAFE Leader (Student and Family Education Lead) will review all Year 6 student records.
- The SENDCO attends Annual Reviews and consults with the parents/guardians, primary school teacher and all other relevant external agencies involved with that student.
- EHCP students will have an individual education plan in place for the start of Year 7 which will provide details of the need and strategies to support in the classroom and around the Academy.

### **Year 7 Autumn Term**

- At Bolder Academy, all students are monitored and regularly reviewed for academic and overall progress by their subject teachers and the pastoral team. We also use a range of assessments including a National Reading Test in the Autumn Term of year 7, Progress Tests in Maths and English, as well as a series of subject specific assessments.

## **Interventions**

- Where progress is not sufficient, even if a special educational need has not been identified, we will put in place extra support to enable the student to catch up. This might include: small group teaching in year 7/8 for an identified group of students, Speech and Language sessions, Literacy or Numeracy interventions, Social Skills and Emotional Wellbeing support.
- At times, it may be necessary to consult with outside agencies to receive more specialised expertise. Bolder Academy follows the Code of Practice with regard to identifying a student with SEN.
- The Academy also follows the graduated approach outlined in the Code of Practice. This draws on identification through assessment and, where a need is identified, planning of appropriate support will take place with the parent/carers then support is implemented and reviewed. The parent/carers is consulted throughout the process.

## **Who can you talk to about your child's Special Educational Needs?**

- Form Tutor
- SAFE Lead – Debra Knights
- SENDCO – Frances Gibney

The SENDCO, Frances Gibney, is a qualified teacher and holds the following qualifications: National Award for SEND Co-ordination and a Master's Degree in Education.

Frances Gibney is available via email at: [fgibney@bolderacademy.co.uk](mailto:fgibney@bolderacademy.co.uk)  
We encourage parents/carers to participate in supporting their children's learning at all stages through use of their child's school planner, consultation events and other communication.

### **3. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents/carers are invited to attend a Progress afternoon/ evening held at Bolder Academy and receive regular progress reports outlining their child's academic attainment throughout the year. In addition, we are happy to arrange meetings outside these times.

All students will be able to access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. This will not imply that the student has a special educational need. However, if improvements in

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progress are not seen, we will contact parents/carers to discuss the possibility of SEN provision that can be put in place.

Parents/carers are actively supported to contribute to assessment, planning and review. If the student is receiving Speech and Language support from the Academy's therapist, a detailed report containing a summary of the programme, outcomes and targets met will be sent home for parents/carers.

In addition to this, parents/carers of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible to parents/carers.

If parents/carers have any concerns regarding the progress of their child at Bolder, they can contact the SENDCO. The SENDCO will discuss your concern with all relevant staff in school and contact you with feedback and suggested next steps.

#### **4. Arrangements for consulting young people with SEN and enabling them to make decisions about their education?**

If a student is identified as needing special educational provision, the student will be consulted about and involved in the arrangements made for them. A person centred approach is about ensuring a child or young person with a SEND is at the centre of the decisions that relate to their life. Students can meet with the SENDCO or SAFE Lead to discuss the support that is put in place. Parents/carers are likely to play a more significant role in the younger years with the young person taking more responsibility and acting with greater independence as they move through the school.

#### **5. How do we assess and review the progress of students with SEN?**

Every student at Bolder has their progress tracked three times per year in English, Maths and Science and four times a year in all other subjects. In addition to this, the progress of students with special educational needs receiving additional interventions will be monitored more closely. If this support does not show adequate progress is being made, interventions and detailed outcomes will be reviewed and adjusted accordingly.

## **6. Arrangements for supporting students moving between phases of education**

At Bolder Academy we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The SENDCO attends Annual Reviews and consults with the parents/guardians, primary school teacher and all other relevant external agencies involved with that student to build a detailed case study in order to best prepare the teaching staff for the new academic year. We have developed strong links with local universities, higher educational settings and local businesses, allowing our students insight into further opportunities and the world of work. We will contribute to a students' onward journey by providing information to the next setting.

## **7. What is our approach to teaching students with SEN?**

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND Code of Practice, 2014)

Our aim is to differentiate our teaching in order to be responsive to the range of individual children's learning needs so that they can progress within the curriculum (including emotional and social development).

We support students' learning through the arrangement of teacher-student groupings, one to one tutoring, mentoring, peer mentoring, small group teaching, use of ICT software and, where appropriate, the involvement of Teaching Assistants. The subject teacher will remain responsible for working with the student on a daily basis.

## **8. How do we adapt the curriculum and learning environment for students with SEND?**

At Bolder Academy we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Our access policy can be found in the following location on the Academy website, this includes arrangements for students with disabilities:

<http://bolderacademy.org/wp-content/uploads/2019/03/Accessibility-Audit-Plan-2019.pdf>

## 9. What additional support for learning is available for students with SEN?

Quality first teaching
Small group teaching in English and Maths
1:1 and small group reading and phonics
Speech and Language Therapy
Morning Literacy and Numeracy interventions
Small group homework support
1:1 Sky Reading and Maths Mentors
In class support
Social Skills Groups
1:1 mentoring between staff and students (an opportunity for students to express their needs and staff to identify effective strategies for support)
Wellbeing Groups
1:1 Counselling sessions
Differentiated/remodeling of materials across all curriculum areas
Differentiated and directed questioning
Teaching strategies that acknowledge individual needs
Whole school training for staff on the needs of students

## 10. What expertise and training do staff have?

In house training of teachers and teaching assistants supports our response to students' learning and other needs. This takes the form of teacher peer support; communication arrangements among staff; consultation with, and training by, our SEND team, as well as training offered by the Local Authority and other agencies. All staff undertake an induction programme that includes training with the SEND team to explain the systems and structures in place around the school dealing with inclusion provision and practice, as well as to discuss the needs of individual students.

The SEND team consists of a qualified SENDCO, SAFE Lead, Teaching Assistant and Speech and Language therapist who is based onsite two days a week. We also have a Wellbeing Practitioner and qualified counsellor working regularly with students.

## 11. How equipment and facilities to support children and young people with special educational needs will be secured

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Where external advisors recommend the use of equipment or facilities that the school does not have, we will purchase it using the notional SEN funding, or seek it by loan or fundraising.

## **12. How do we evaluate the effectiveness of the provision made for students with SEND?**

We monitor how effective we are in supporting all students' progress and development – including those who have SEND. Each review of provision will be informed by the views of the student, parents/carers and subject teachers and the assessment information from teachers which will show whether adequate progress is being made. This information is, in turn, used to evaluate the effectiveness of our provision, and to enhance it, as part of the Academy's Improvement Plan.

## **13. How do we enable students with SEND to take part in extra-curricular activities?**

All trips, clubs and activities offered to students at Bolder Academy are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the Academy will use the resources available to it to provide additional adult support to enable the safe participation of the students in the activity.

## **14. How do we support the emotional and social development of students with SEN?**

At Bolder Academy we recognise the importance of enabling all students to develop emotional resilience and social skills. For some students with the most need in this area we also can provide the following: a school based mentor, access to the school nurse, referral to Child and Adolescent Mental Health services (CAMHs) and support from the pastoral team.

## **15. What specialist services and expertise are available at or accessed by the school?**

The services which the SEND department work with to support students and families are:

<b>Specialist Services/External Agencies</b>
Educational Psychologist Services (EP)
Speech and Language Therapy (SaLt)

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Occupational Therapy (OT)
School Counsellor
Child and Adolescent Mental Health Services (CAMHS)
Wellbeing Practitioner
School Nurse
Social Services
Team Around the Family / Team Around the Child
Visual and Hearing Impairment Consultants (SENSS)
One-Eighty
Virtual School

Where a student's needs require it, our SENDCO/SAFE Lead calls on such expert help as is currently available from the Local Authority through its 'local offer' and other community and specialist services. In all instances, the Academy-based and additional support is planned in consultation with parents/carers and with the students themselves.

## **16. Arrangements for handling complaints from parents/carers of children with SEN**

We encourage parents to discuss their concerns with the SENDCO before making the complaint formal. The procedures are set out in Bolder Academy's Complaints Procedure Policy.

Our Complaints Procedure Policy can be found in the following location on the school website:

<http://bolderacademy.org/wp-content/uploads/2018/05/Complaints-Procedure-2019.pdf>

## **17. Contact details of support services for parents of students with SEN**

### **SEND information advice and support (SENDIASS)**

- If you would like any advice about special educational needs and disability (SEND) issues, you can contact SENDIASS to get impartial and confidential advice, covering educational matters, social care and health entitlements.
- You can also find out about changes to the way that services are provided for children and young people with SEND, which were introduced in September 2014.

**Telephone** 020 8583 2607

**Email** [SENDIASS@hounslow.gov.uk](mailto:SENDIASS@hounslow.gov.uk)

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**For more specific services follow the link below to those included on the 'Local Offer'**

[https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=2341\\_8](https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=2341_8)

**18. Named contacts within the school for when students or parents have concerns**

- Heidi Swidenbank – Headteacher
- Adam Bones - Deputy Headteacher
- Frances Gibney – SENDCO and Assistant Headteacher
- Debra Knights - Student and Family Lead (SAFE) and Attendance

**19. How can I find information on the local authority's 'Local Offer' of services and provision for children and young people with special educational needs and disability?**

The Local Authority 'local offer' of services, and other available sources of support is published on the Hounslow Local Authority Webpage:

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

Parents/carers without internet access should make an appointment with the SENDCO for support to gain the information they require.



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