



Special Educational Needs and Disabilities (SEND) Local Offer

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| Name of Headteacher: | Ms Heidi Swidenbank |
| Name of SEND Leader (SENCO): | Ms Frances Gibney |
| Name of SEN Governor: | Ms Eileen Sheedy |
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| Academy website: | www.bolderacademy.co.uk |
| Type of school: | Academy Mainstream comprehensive secondary school, mixed, 11-18 (Years 7-10 only in 2022) |
| Reviewed by Governors | February 2023 |

1. Identifying Special Educational Needs and Disabilities (SEND)

a. What kinds of Special Educational Needs and Disabilities does the Academy provide for?

- As a mainstream comprehensive Academy, we cater for students with a range of Special Educational Needs. This includes the following areas of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical.
- The Academy has an inclusive ethos so all SEND students experience and take part in all aspects of school life.
- Bolder has full wheelchair access.

b. How does the Academy know if children and young people have Special Educational Needs and Disabilities and need extra help?

- Bolder Academy has various systems that support the identification of Special Educational Needs and Disabilities (SEND). These procedures are primarily designed to identify areas of need but also to ensure the child and their parents/carers feel supported as the child progresses through their secondary education.
- Bolder Academy uses data collection to track individual student's academic development against time and employs a rigorous monitoring procedure to analyse and interpret rates of progression. If a student is not making expected progress, then any possible additional or underlying needs are investigated. This procedure helps staff support students with SEND and also highlights the possibility of additional learning needs for others.
- Bolder Academy works in collaboration with its feeder primary schools to ensure knowledge is shared and students are identified at the earliest opportunity so that the required level of support is available to ensure a successful transition to Bolder Academy. This transitional period can be something students with additional learning needs require significant support with.
- Opportunities for parent/carer consultation are welcomed and parents/carers are invited to contact the Academy with queries relating to SEND when appropriate. Parents/carers with concerns should make first contact with their child's Pastoral Manager, who can ensure the issue is shared with the appropriate staff member(s). The Academy's SENCO has responsibility for the strategic overview of SEND provision and will be informed of and involved with some parent/carer consultation.

c. What should I do if I think my child/young person may have Special Educational Needs/Disabilities?

- If you have any concerns, contact your child's Pastoral Manager at the Academy to arrange a meeting to discuss any concerns.
- The SEND Local Offer is a resource designed to support children and their families. It provides clear, accessible and up-to-date information about available provision and how to access it. It directly involves young people with SEND and their parents and service provider in its development and review. The Local Offer is published on:
- https://www.hounslow.gov.uk/info/20080/children_with_disabilities/1826/hounslow_local_offer

- Parents/Carers without internet access should make an appointment with the SENCO/Deputy SENCO for support to gain the information they require.

2. Support the Academy provides for children and young people with SEND

a. What teaching strategies do you use to support children with Special Educational Needs and Disabilities?

- The SEND Policy, which is available on the Academy's website outlines how students are supported. The responsibility for the strategic overview of SEND provision, including the SEND policy, is the SENCO and is closely monitored by the Academy's Governing Body.
- Bolder uses a wave model to help map provision and available support within the Academy. Wave 1 refers to provision offered to all students. Wave 2 provides additional short-term interventions for students who have been identified as not making expected progress. Wave 3 refers to specialist support offered to students with high levels of need. These will be funded at the level highlighted on the students Educational Health Care Plan where relevant.
- All teachers are considered teachers of SEND and are expected to deliver differentiated and personalised lessons that meet the needs of their students. The majority of students' learning needs, including those with an additional learning need, will be appropriately met within this Wave 1 provision.
- Wave 2 provision caters for students, including those with SEND, who are identified as requiring supplementary provision; these students may be offered additional interventions designed to promote learning and improve outcomes. All Interventions that fall within Wave 2 are designed to be short term, evidence based and all are monitored to measure expected rates of progress against time.
- If a student needs long term specialist support to access the Academy curriculum, they may fall within the bracket of Wave 3. Students in this bracket will often have an Educational Health Care Plan and require a high level of additional support. All additional support programmes are overseen by SENCO.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- The Academy has three teaching assistants that work with the teaching staff to support learners with SEND. Students will also work with other professionals such as Speech and Language therapists.
- The Academy uses a number of resources to support learning such as Accelerated Reader and Satchel One. Some targeted students attend other sessions delivered by external professionals to help support needs such as to develop communication skills or attention and listening skills.
- Social skills groups and emotional literacy support is also available to help support our more vulnerable learners.

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

- The SENCO will assess each SEND student from the evidence available; this includes progress data, information from subject teachers and from conversations with the parents/carers and student. If a student has an Education Health and Care Plan, this will be used to decide how much support the student needs. The level of support will be closely monitored. The Academy assesses the students regularly and this information is sent home so that parents/carers are kept up to date with progress.

d. How will I (the parent/carer) be involved in planning for and supporting my child/young person's learning?

- Parents/carers are part of the process of discussing any concerns there might be about a student's needs.
- This can be because parents/carers initiate concerns, or because the Academy initiates a meeting with the parents/carers as a result of emerging difficulties the student is experiencing.
- The Academy has an open-door policy. This means parents/carers can telephone or email the school to make an appointment to discuss issues with the Academy.
- Parents/carers are invited into Academy at regular intervals to discuss their child's progress, and are encouraged to support their child's needs at home, wherever possible. Students who have an Education Health and Care Plan will attend a formal Annual Review meeting every year. Progress evenings and other information evenings are also held throughout the year.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

- Academic progress and feedback is shared with parents/carers through Progress Evenings and written reports. These will include information about their child's attitude to learning.
- Parents/carers have the opportunity to meet with staff at Progress Evenings where it is possible for SEND issues to be discussed and actioned. During Progress Evenings we share best practice and clearly identify what can be done by families at home to support the child's learning.
- All SEND students contribute their opinion and view as to what support they feel helps their learning and this is communicated to all staff through the use of SIMS and Individual Learning Plans.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

- All students, including SEND students have reports which are sent home so that parents can monitor their progress. Staff have regular meetings to monitor the progress of each child. Students with an Educational Health and Care Plan have a formal Annual Review meeting once a year, but other meetings can be arranged if required.

b. How do you know if the provision for children and young people with Special Educational Needs and Disabilities at your Academy is working?

- All intervention programmes that we offer at Bolder have been proven to enhance the learning and improve the progress of students with SEND. The Academy measures the impact of its interventions through the use of data, book looks and observations.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

- The Academy has a strong sense of community and our values underpin all the work that we do: be kind, be strong, be brave.
- The Academy's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions. Students can achieve rewards for outstanding work and contribution to lessons. Attendance is monitored regularly and concerns are shared with parents/carers as applicable.
- All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding. Specialist staff are also trained as Designated Safeguarding Officers.

5. Preparation for new students and next steps

a. How will you help and prepare my child to join your Academy?

- Bolder Academy recognises that transitional periods can sometimes be particularly challenging for students who have SEND and consider it essential to offer the appropriate level of support.
- Bolder Academy works closely with local feeder primary schools and students with SEND needs are highlighted. To support the transition from primary to secondary, some students with SEND needs are invited to attend extra transitional days at Bolder Academy as appropriate.
- Preparation for the transition to post 16 education will include regular liaison with various educational institutes, careers interviews and planning as well as the sharing of information where appropriate to facilitate an effective move.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

- There are careers input sessions throughout years for all students delivered through a robust PSHCE programme.

6. Accessibility and specialist equipment

a. How accessible is the Academy environment? (The Academy's Accessibility Plan can be found on the website under policies.)

Is your Academy wheelchair accessible?

- Bolder Academy is fully wheelchair accessible. Students are able to access all classrooms, playground and other areas to access a full curriculum.

Have adaptations been made to the auditory and visual environment?

- As part of our transition process, full environmental audits are conducted to ensure accessibility for the individual needs of our students in relation to the auditory and visual environment.

What changing & toilet facilities does the Academy have for children and young people with Special Educational Needs and Disabilities?

- Bolder Academy has disabled toilets throughout the Academy in each toilet area.

Do you have disabled car parking for parents/carers?

- There are disabled car park spaces available for parents/carers that are visiting the school.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with Special Educational Needs and Disabilities, what expertise do they have and what training have they undertaken?

- The SENCO is a qualified teacher and holds the following qualifications: National Award for SEND Co-ordination, Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A), Level 3 Safeguarding Children and a Master's Degree in Education.
- The Deputy SENCO and Teaching Assistants attend training sessions and professional development focused around developing skills and attributes relating to SEND matters.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

- Bolder Academy works with a range of outside agencies to help support the needs of its SEND students.

c. Who should I contact if I have a complaint about SEND provision?

- Contact Frances Gibney (SENCO) in the first instance: office@bolderacademy.co.uk

