



SEND Information Report

Bolder Academy

MacFarlane Lane, Isleworth TW7 5DB

Registered in England and Wales No: 08932893

SEND Information Report

This policy is called:	SEND Information Report
It applies to:	All staff at Bolder Academy
Person responsible for its revision:	SENCO – 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 (SEND)

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 types of Special Educational Needs are provided for at Bolder Academy?

Students with all 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, Language and Communication Needs, Autistic Spectrum Condition, Physical Disabilities and other learning difficulties.

Bolder Academy also currently meets the needs of students with an Education, Health and Care plan with the following Special Educational Needs: Autistic Spectrum Condition, Speech, Language and Communication Needs, Specific Learning Difficulties, Social, Emotional and Mental Health and Physical Disabilities.

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Some students with complex learning and/or medical needs can find a mainstream school environment challenging, especially when transitioning from a primary to a secondary school setting. 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, 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 Special Educational Needs identified and their needs assessed?

We aim to identify the needs of any student 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 Academy 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. This includes primary transition visits to meet students and their primary school teachers.
- On confirmation of a secondary school placement, Bolder Academy will work closely with a student's primary school, as well as their parents/carers to obtain information to determine the most appropriate support to ensure a smooth transition.
- 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 Year 7 Transition Lead will review all Year 6 student records.
- The SENCO/Deputy SENCO will review all SEND information that is shared by primary schools.
- The SENCO/Deputy SENCO will attend Year 6 Annual Review Meetings wherever possible and consult with the parents/carers, primary school teacher and all other relevant external agencies involved with that student.
- The SENCO/Deputy SENCO will create an 'Individual Learning Plan' which will provide details of the student's areas of need and strategies to support in the classroom and around the Academy for those students with an Education, Health and Care Plan or Special Educational Needs.

Year 7 Autumn Term and beyond

- At Bolder Academy, all students are monitored and their academic progress is regularly reviewed by their subject teachers. We also use a range of standardised assessments which may include Cognitive Ability Tests (CATs), STAR Reading Tests (part of the Accelerated Reader programme), Progress Tests in Maths and English, as well as ongoing subject specific assessments.
- Students' overall progress and wellbeing is monitored by the pastoral team.

Interventions

- Where a student is not making expected levels of progress, extra support will be put in place to enable the student to catch up (even if a Special Educational Need has not been identified). Types of intervention may include: small group teaching for an identified group of students, Speech and Language sessions, Literacy or Numeracy interventions, Social Skills and Emotional Literacy 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 SEND.
- The Academy also follows the Graduated Approach outlined in the SEND Code of Practice. Where a need is identified through regular formative and summative assessment, appropriate support is planned and the student's progress is monitored and reviewed. The parent/carer is consulted throughout the process.

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

- SENCO – Frances Gibney
- Deputy SENCO – Vanessa Evans
- Pastoral Manager – Jhenni Izquierdo (Year 7), Katie O'Loughlin and Jessica Pickering (Year 8), Sheetal Takkar (Year 9), Tracy Palmer (Year 10) and Debra Knights (Year 11)
- Your child's Form Tutor

The SENCO, Frances Gibney, 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.

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Frances Gibney is available via email at: SEN@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/carers of children with Special Educational Needs

All parents/carers are invited to attend a Progress afternoon/evening held either online or at Bolder Academy. They will also receive regular Progress Reports outlining their child's academic attainment throughout the year. In addition, we are happy to arrange further meetings outside these times.

All students will be able to access additional support 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 progress are not seen, we will contact parents/carers to discuss the possibility of underlying Special Educational Needs and to discuss further provision that can be put in place.

Parents/carers are actively supported to contribute to the Special Educational Needs assessment, planning and review process. If the student is receiving Speech and Language support from the Academy's therapist, a detailed report containing a summary of the assessment will be shared with parents/carers.

In addition to this, parents/carers of students with an Education, Health and Care Plan will be invited to attend and contribute to an Annual Review meeting, 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 Academy, they can contact the relevant Head of Department if they have a subject specific concern, their child's Form Tutor/Pastoral Manager or the SENCO/Deputy SENCO if they have a specific concern about Special Educational Needs.

4. Arrangements for consulting young people with Special Educational Needs and enabling them to make decisions about their education

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If a student is identified as needing special educational provision, they will be consulted and involved in the arrangements made for them. A person-centred approach is about ensuring a child or young person with a Special Educational Needs is at the centre of the decisions that relate to their life. Students can meet with the SENCO/Deputy SENCO or their Form Tutor/Pastoral Manager 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 Special Educational Needs and Disabilities?

Every student at Bolder has their progress tracked and regularly monitored through subject specific assessments. In addition to this, the progress of students with Special Educational Needs receiving additional interventions will also be monitored closely. If adequate progress is not 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 SENCO/Deputy SENCO attends Annual Reviews and consults with the parents/carers, primary school teachers 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 student's onward journey by providing information to the next setting.

7. What is our approach to teaching students with Special Educational Needs?

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

Our aim is to adapt and 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, 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 day-to-day basis.

8. How do we adapt the curriculum and learning environment for students with Special Educational Needs?

At Bolder Academy we follow the guidelines set out 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:

[Accessibility Audit and Plan \(bolderacademy.co.uk\)](http://bolderacademy.co.uk)

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

Quality first teaching
Differentiated/re-modelling of materials across all curriculum areas
Differentiated and directed questioning
Teaching strategies that acknowledge individual needs
Literacy Interventions: Read, Write Inc. and Reciprocal Reading
Numeracy interventions
Homework Club
Teaching Assistant support
Speech and Language Therapy
Social Skills Groups
Breakfast Club
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
Counselling sessions
Whole school training for staff on the needs of students

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10. What expertise and training do staff have?

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

The SEND team consists of a qualified SENCO, Deputy SENCO, Intervention Teacher and Teaching Assistants.

We also have a Speech and Language therapist, 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

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

12. How do we evaluate the effectiveness of the provision made for students with Special Educational Needs?

We monitor how effective we are in supporting all students' progress and development – including those who have Special Educational Needs and Disabilities. 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 Special Educational Needs 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 Special Educational Needs?

At Bolder Academy we recognise the importance of enabling all students to develop emotional resilience and social skills. For some students with the highest 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:

Specialist Services/External Agencies
Educational Psychologist Services (EP)
Speech and Language Therapy (SaLt)
Occupational Therapy (OT)
Dyslexia Teacher
School Counsellor
Child and Adolescent Mental Health Services (CAMHS)
Wellbeing Practitioner
School Nurse
Social Services
Early Help
Physical Disability, Visual and Hearing Impairment Consultants (SENSS)
Virtual School
Alternative Provision

Where a student's needs require it, our SENCO/Deputy SENCO 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 Special Educational Needs

We encourage parents to discuss their concerns with the SENCO 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:

[Complaints Procedure Policy \(bolderacademy.co.uk\)](http://bolderacademy.co.uk)

17. Contact details of support services for parents of students with Special Educational Needs

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

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

https://www.hounslow.gov.uk/info/20230/local_offer

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

- Heidi Swidenbank – Headteacher
- Adam Bones - Deputy Headteacher
- Liz Green – Deputy Headteacher
- Frances Gibney – SENCO and Assistant Headteacher

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:

https://www.hounslow.gov.uk/info/20230/local_offer

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



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