



# Buckler's Mead Academy



## Special Educational Needs Information Report 2023-2024

Somerset Local offer - <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

SEND code of practice - [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years)

Somerset Graduated response Tool -  
<https://somensetsafeguardingchildren.org.uk/publication/graduated-response-tool/>

## Legislation and guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (Section 6.79) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for Students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

SENDco – Mrs S Thompson

Deputy SENDco – Mr I Rowland

## Aims:

Our SEND procedure aims to:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by following the Assess, Plan, Do, Review cycle.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for both children and parents / carers.

## Objective

- Set out how we identify barriers to education at the earliest opportunity.
- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for students with SEND at Buckler's Mead School.

The school believes working in partnership with parents and young people can ensure that all students enjoy high quality learning experiences so that they are able to achieve their full potential.

## How does the school know if children and young people need extra help and may have SEND difficulties which need further investigation?

- This is most effectively done by gathering information from parents / carers, education, health and care services and feeder primaries prior to the child's entry into the school.
- The school collates data from KS2 SATS tests, and Cognitive Ability Tests (CATS) which are completed in September year 7 to increase our knowledge of students' strengths and barriers.
- Teachers monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure they are able to reach their full potential.
- When concerns are raised by a parent at any time during the child's educational journey.
- There is a significant and or prolonged change in a child's behaviour presentation at school or home.
- Collaborate with and support outside agencies to work with children and young people. Buckler's Mead may receive further support from external agencies for example, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Visual Impairment Service and Hearing Impairment Service.

## Definitions

A student is considered to have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Arrangements for Coordinating SEND Provision

The Learning Support Department will hold details of all SEND Support records such as the SEND Register. All staff can access the following documents on the school systems:

- The Buckler's Mead Academy SEND procedures (including how to refer a child to the SENDco).
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Quality First Teaching (QFT) in the classroom.
- Information on individual students' special educational needs including Personalised Learning Passports and information sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Somerset's SEND Local Offer.  
<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

All teachers are teachers of SEND and adapt their teaching accordingly to meet the needs of the students in their classes. By accessing the above, every staff member will have complete and up-to-date information about all students with special educational needs and / or disabilities and their requirements.

This information report is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision. The SENDCo, alongside the Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEND.
- In-class provision and support are deployed effectively to ensure the curriculum is differentiated and adapted where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

## What happens if concerns are raised by a parent or staff member about a child's SEND?

The following is not an exhaustive list, but an example of the types of responses the school will give in order to establish any barriers a student is experiencing.

- Round robins to all staff asking specific questions regarding a student's presentation in their lessons.
- Analysis of progress checks and other internal assessments.
- Book looks from all subjects to identify any inconsistencies or difficulties.
- Further testing to establish barriers to learning. E.g. reading comprehension.
- Co-produce a student passport published to all staff.
- Adaptation to provision e.g. Speech and Language sessions.
- Gain student voice to find out their thoughts and opinions about their education and progress.
- Start an APDR cycle (This is explained in detail later in this document)

## Admission Arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes students with any level of SEND; those with Education, Health and Care Plans and those without.

Students with EHCPs will be assessed by the SEND team at Somerset County Council to help secure an appropriate placement to meet their needs.

Where appropriate upon transition; students with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action may be written to aid transition.

## Roles and responsibilities

### The SENCO

The SENCO will:

- Work with the Headteacher and CEO of the trust to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of the SEND procedures and the coordination of specific provisions made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and directing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

### The Local Governing Board

The Local governing board will:

- Monitor the quality and effectiveness of SEND and disability provision within the school and provide challenge to both the SENDco and Headteacher.
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND procedures and provision in the school.

## The Head teacher

The Head teacher will:

- Work with the SENDco and Local Governing Board to determine the strategic development of the SEND procedures and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class. All staff are responsible for meeting the Special Educational Needs and / or Disabilities of the students they teach.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow these SEND procedures.

## What types of SEND are provided for?

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning**, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. For example, dyslexia, dyspraxia.
- **Social, emotional and mental health difficulties**, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

## Consulting and involving Students and Parents / Carers

Early discussion between the student, parents/carers and school is very important. This helps to identify whether a student may need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- Take in the views and wishes of the child.
- Take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a student will receive SEND support.

## Supporting Students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

When a child is moving into the school from another setting we will make contact with their previous school and collate information about their needs. This will include parental meetings. If external agencies are involved we will make contact with them and request access to reports and / or advice on the student.

## Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

Buckler's Mead Academy works within their financial limits to provide a graduated response in supporting students with SEND. Provision is allocated according to need and follows an "assess, plan, do and review" cycle.

For a description of the Assess, Plan, Do, Review cycle and a breakdown of the types of interventions that might be provided by the school please see our [Additional Information document](#).

## Adaptations to the curriculum and learning environment

Buckler's Mead Academy ensures that reasonable adjustments are made to both the academic and pastoral needs of the students with SEND, allowing them to develop their skills, achieve their potential and prepare for the future. Our intention is to enable all students, whatever their need, to benefit from access to a full curriculum and to school life. There are, however, areas of Buckler's Mead Academy that are inaccessible for those who use wheelchairs. Students with more acute needs may have in-class support or a modified curriculum. Both the academic and pastoral needs (emotional & social needs) of students are met by a range of staff within Buckler's Mead Academy such as Form Tutors, Heads of Year, Heads of Department, subject teachers and learning support staff. Further support is also available through links with external agencies.

We make the following adaptations to ensure all students' needs are met:

- Using an inclusive approach in lessons.
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## Somerset's Graduated Response Tool

Somerset's Graduated Response Tool sets out the barriers to learning that children and young people may have and the strategies and provisions that could be in place to support them.

Somerset's Graduated Response Tool has been created to support all users to understand the Graduated Response to Special Educational Needs in the context of current legislation. The document makes it clear 'what to expect' in terms of what is provided and is written for parents / carers, children and young people, school staff and those who provide services to families.

The tool sets out the provision that is ordinarily available in Somerset schools at both the Universal and Special Educational Needs (SEN) Support levels.

A copy of the tool can be found here: [Somerset's Graduated Response Tool - Somerset Safeguarding Children Partnership](#)



### Additional support for learning and external agency working

We have teaching assistants who are trained in various SEND specialisms in order for them to deliver interventions.

Teaching assistants may work with a student on a 1:1 basis, within small groups or within the classroom being guided by the class teacher.

Here are examples of external agencies we work closely with to provide support for students with SEN:

- Somerset Parent and Young People's Partnership Service
- School Health
- Educational Safeguarding Service
- Local Authority Support Services e.g.
  - Virtual School & Learning Support Service
  - Educational Psychology Service
  - Autism and Communication Service
  - Hearing Support Service
  - Vision Support Service
- Children Social Care and Family Intervention Service
- REACH
- Future Roots – Ryland's Farm
- EAQ Manor Farm
- Core Creative Education
- Parent and Families Support Assistant (PFSA)
- South Somerset Partnership School

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are overriding safeguarding issues.

### Expertise and training of staff

Our SENDCo and Deputy SENDCo have gained the National Award for Special Education Needs, which is the legal requirement for the post held. Mrs S Thompson is allocated 3 days a week to manage SEND provision.

We have a team of 10 teaching assistants, who are trained to deliver SEND provision. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The school seeks the support of external agencies when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aims to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses and network meetings, and facilitates and signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the school.

The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **Enabling Students with SEND to engage in activities available to those in the school who do not have SEND**

All extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.

All students are encouraged to go on our day trips and residential experiences when these are available.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

## **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council.
- Students with SEND are also encouraged to be part of the Learning Support Base to promote teamwork/building friendships and to access study support e.g. homework.
- We have trained THRIVE practitioners and ELSA trained Teaching Assistants.
- We have pastoral care, which consists of Heads of Year and 5 pastoral support assistants.
- We have a school counsellor.
- We have a zero tolerance approach to bullying.

## **Evaluating the effectiveness of SEND provision**

In order to make continuous progress in relation to the SEND provision at Buckler's Mead Academy, we encourage feedback from staff, parents and students during the academic year. Parents can access the SENDco and Learning Support Department regularly by making an appointment or sending alternative communication e.g. email.

Staff surveys are conducted throughout the academic year as well as collecting parental feedback at parent's evenings/consultation evenings. This will be collated and published by the directing body of the school on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **Communication with the SEND Department**

1. School office telephone number: 01935 424454 ask to speak to the Learning Support Base.
2. Email the main office on: [office@bucklersmeadacademy.com](mailto:office@bucklersmeadacademy.com) and mark it F.A.O Mrs Thompson
3. You can write a letter, please find the school address on our Website.
4. Email the senco: [senco@bucklersmeadacademy.com](mailto:senco@bucklersmeadacademy.com)

## **The local authority local offer**

Our local authority's local offer is published here: Somerset's Local Offer - <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

## **Monitoring arrangements**

The SEND procedures will be reviewed by the SENDCo and Headteacher every year. They will also be updated if any changes to the information are made during the year. They will be approved by the governing board.