



**Annual SEND Report for Governors
(for the Academic Year 2023 - 2024)**

School:	Buckler's Mead Academy
SENDCO:	Mrs. S Thompson
Date of report:	20/11/23
SEN Governor:	Mr A. Williams

Overall School Context

	Year 7	Year 8	Year 9	Year 10	Year 11	Total Current (to 10.01.24)
Total	168	154	148 (Closed)	149	141 (Closed)	760
Boys	90	76	75	68	74	383
Girls	78	78	73	81	67	377
PP	58	67	42	46	50	263
SEN	23	28	18	28	25	122
EAL	27	29	27	25	26	134

As part of their statutory duties, governing bodies must publish information about and report on, the school's policy on special educational needs.

Buckler's Mead Learning Support Department 2023-2024

The Learning Support Department is currently made up of 10 Teaching Assistants, an admin support assistant, a deputy SENCO, and an Assistant Headteacher SENCO. Both the SENDco and Deputy SENDco hold the mandatory qualification - National Award for SEN.

Name	Role
Mrs S Thompson	Assistant Head SENCO
Mr I Rowland	Deputy SENCO
Mrs J Coate	SEND Teaching Assistant
Mr G Ingersent	SEND Teaching Assistant
Mrs J Purchase	SEND Teaching Assistant
Mrs C Sprules	SEND Teaching Assistant & ELSA

Mrs A Witham	SEND Teaching Assistant
Mrs K Hobson	SEND Teaching Assistant
Mrs J Wallis	SEND Teaching Assistant & THRIVE practitioner
Mrs L Hallett	SEND Teaching Assistant
Mrs S Wallcroft	SEND Teaching Assistant
Mrs C Johnstone	SEND Teaching Assistant
Mrs L Garrad	SEND Admin Assistant

SEND Policy and Information Report

These documents are reviewed annually and are due for the next review in December 2024 at the Local Governing Board meeting. These documents set out the Academy's visions and values for SEND learners and how the school will implement strategies to support SEND learners, including the identification of SEND.

- The SEND local Policy can be found here:

[2871-BMA_SEND_Policy_23-24.pdf \(midsomernortonschoolpartnership.com\)](#)

- The SEND Information report can be found here:

[2693-SEND_Information_Report.pdf \(midsomernortonschoolpartnership.com\)](#)

SEND Profile

Summary of overall SEND profile for academic years 2022/23 and 2023/24

Academic Year	2023 2024	2023 2024	2023 2024	2023 2024	2022 2023	2022 2023	2022 2023	2022 2023	2022 2023
Total NOR	Total number of learners with SEND in the school	Total % on school census coded K and E for the current year	Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed	Total NOR		Total % on school census coded K and E for the previous year	Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed
752	K 108 E 12	K 14.4% E 1.6%	1	Still with the statutory team		K 119 E 12	K 16% E 1.6%	5	3 1 will be resubmitted Feb 23
Total	Tot: 120	Tot: 16%				Tot: 131	Tot: 17.6%		
* National Average		14.8%					14.1%		
* Somerset Average		16.6%					15.9%		

*** National & Somerset data Jan 2023**

SEND profile by year group - Academic Year 23-24 (Data taken 01.12.23)

2023/24	Total number on register	K - SEN Support	E - EHCP
7	22	20	2
8	27	24	3
9	18	15	3
10	28	25	3
11	25	24	1
Total	120	108	12
%	16%	14.4%	1.6%
National Data*	14.8%	12.2%	2.4%
Somerset Data*	16.6%	13.7%	2.8%

Number on school roll 752*** National data Jan 2023**

There are currently two open draft EHCPs waiting to be finalised

- 1 Yr 11
- 1 Yr 9

SEND profile based on the four broad areas of need (Data taken 01.12.23)

	Number on register	Percentage of SEND register
Cognition and Learning	55	46%
Communication & Interaction	28	23%
Physical / Sensory	4	3%
Social Emotional Mental Health	33	28%
Total	120	100

There is a significant overlap of need for the most vulnerable learners at our school. 51% of the SEND register are also eligible for Pupil Premium.

Budget 2022 / 2023

Total Element 2 Funding 2022-2023	£888,659
Notional SEND Budget	£774,769
HNF	£31,838.47

2022-2023 SEND budget and spending

Budget	Spend	Impact
Top Up Funding Expenditure. £31838	Alternative Provision £2610	EHCP provision section F. Core Creative Education, REACH youth, Ryland's farm plus transport to and from. .
	TLE on site Alternative provision 2 additional adults one day per week. £14,625.00	Used to facilitate Forest school 1 day per week for the academic year, meeting EHCP Section F and SEN support for those who require SEMH support. Active English and Maths Leadership and mentoring sessions. 20 Students received forest school help to improve self-esteem, cooperation and softer skills needed for social communication. Active English Maths KS1 ability students (6) used to learn in a more hands on creative way.
	One to one Tutoring £6038	Meeting the needs in Section F of an EHCP. Reduced the need for a specialist school place.
	Salaries TA staff £8565	In class support assigned through EHCP costed plans Section F
SEN spending £6227	Software £2105.85 <ul style="list-style-type: none"> ● Provision Map subscription ● Twinkl ● ASDAN 	Documentation of APDR processes, student passports and safeguarding now all centrally kept on Provision Map. This allows faster and more effective

	<p>CPD £240</p> <p>Photocopying £1530</p> <p>IT £110</p> <p>Behaviour Analyst £50</p>	<p>management of information relating to students.</p> <p>ASDAN provides a KS4 alternative supportive curriculum Personal Social Effectiveness and short courses English, Maths and many more.</p> <p>Twinkl provides resources for use in sessions for SLCN and also access to Lower ability work and curriculums.</p> <p>ELSA supervision to allow the ELSA to work alongside Educational Psychologists and be advised on individual students. Emotional support has meant attendance in lessons has improved and lower anxiety for some EBSA students.</p> <p>Supporting SENCO documentation particularly EHCP processes. Department running 10 TAs delivering interventions for RWI, ILI, THRIVE, ELSA, 1 to 1 sessions</p> <p>Chrome book licences to allow support for 3 students with handwriting difficulties.</p> <p>Trust support for one student with complex needs and EHCP.</p>
<p>Alternative Provision</p> <p>Children without top up funding who need to access places like South Somerset Partnership school or Alt pro. REACH, future roots, tutoring for CLA.</p> <p>£13,900 allocated £5310 spent</p>		<p>TLE sports mentoring and leadership sessions has meant that we had to use less external Alternative provision leading to an underspend in this budget. The remaining funds returned to the schools main budget.</p>
	<p>South Somerset Partnership</p>	<p>Dual placement of students</p>

	School £3350	to reduce the risk of Permanent Exclusion. Medical tuition for one child.
	External Alternative Provision £5310	CLA reducing risk of permanent exclusion and therapeutic support. Child remained in education as a consequence.

In 2022/23 £7002 was allocated for SEN, £13,900 for Alternative Provision and £31,800 for Top Up Funding Expenditure.

Alternative Provision spend covered placements in the South Somerset Partnership school, REACH, Rylands Farm and associated transport.

Any remaining funding goes towards the cost of base staff's salaries,

2023-2024 SEND budget and spending

SEN budget in 23/24 £7463, Alternative Provision budget £14,000, and Top Up Funding budget £29,000 (as a lower level of High Needs income is anticipated this year)

2023 GCSE Results

Year	No in Cohort	Attainment 8	Progress 8	Achieving E and M 4+	Achieving E and M 5+	Entered for the EBACC	Achieved the EBACC
2023	17	29.3	0.02	17.6%	5.9%	5.9%	5.9%
2022	27	27.04	-0.43	29.6%	7.4%	0%	0%

2023 results for SEN students show a significant improvement in both progress and attainment. The increased number achieving the EBACC shows the ambition in the curriculum for SEN students. The national average P8 score for SEN students in 2022 was -0.69, so while our 2022 score was above National for SEN, the score for 2023 is a significant achievement.

Effectiveness of leadership and management for SEND

The SENCo is well-trained and knowledgeable. She has followed risk assessment processes set by the local area appropriately. The SENCo monitors the engagement and quality of work produced by pupils with SEND regularly. Consequently, these pupils are being offered an appropriate provision to meet their needs.

(Feb 2021 Ofsted Monitoring Visit)

Area of Strength: SENCo knowledge of SEND in general and the needs of the pupils in the school.

The creation of a SEN toolkit for all classrooms; its effective use was seen in some classrooms during lesson visits.

The SENCo already knows what is going well and what needs to be developed - nothing has come as a surprise.

(Mark Lees: SEN Deep Dive Jan '24)

Quality of teaching, learning and assessment for pupils with SEND

SEN students achieved a P8 score of +0.02 in the 2023 exam series.

Where scaffolding and adaptations are being most effectively used, pupils are producing work of a higher quality. e.g. Science during lesson visits.

Staff receive regular and appropriate training/CPD for SEND. Staff are aware of the school's graduated approach and engage with this process. Staff have all of the information that they need in order to appropriately support all SEN pupils.

(Mark Lees: SEN Deep Dive Jan '24)

Personal development, behaviour and welfare of pupils with SEND

There are robust procedures in place to ensure that the placing of pupils in AP is appropriate for each individual.

(Mark Lees: SEN Deep Dive Jan '24)

Destinations

All students with SEND have progressed to positive destinations. The majority took up places at local colleges.

0 students from the 2023 cohort were recorded as NEET.

2023-2024 Achievement of pupils with SEND Autumn Term (to date)

	School Target	Year 7	Year 8		Year 9		Year 10 P8**		Year 11 P8		
		(R or R+)% English & Maths	(R or R+) % English & Maths		(R or R+) % English & Maths						
Date of data capture		Y7 Au2 WTG	Y7 Su2 WTG	Y8 Au2 WTG	Y8 Su2 WTG	Y9 Au2 WTG	Y9 Su2 WTG % E&M	Y10 Au2 WTG	Y10 Su2 WTG	Y11 Au1 LTA	Y11 Au2 LTA
All	0.1	76%	64%	76%	68%	75%	54%	0.16	-0.13	-0.13	-0.25
SEN	0	32%	35%	48%	17%	6%	15%	-0.08	-0.73	-0.72	-0.87

Statutory Assessments

2022-2023

4 statutory assessments were made in 2022 - 2023. Three of which were carried through and issued an EHCP. One was refused. This will be submitted again in 2023/24.

2023 - 2024

2 Statutory assessments have been made in the Autumn term 2023.

1 Year 11 SSPS Medical Tuition - EHCP issued.

1 Year 8 Girl SEMH - Still in assessment phase.

Special Exam Access Arrangements

There were a total of 26 students who received access arrangements for the exam season 2023. We used technology to support some of the access arrangements through Read Write Texthelp which is approved by JCQ in exam mode. This allowed students to use the reading facility and a computer to their answers. We are hoping to expand this to use the dictate function for a small number of students for 2024. This has proven more effective than reading pens.

Interventions 2022/23

Area of Need	Intervention	Number of students	How progress is measured	Notes
Social Emotional Mental Health (SEMH)	THRIVE	26	THRIVE Online assessment and action planning tool.	
	ELSA	14	Observation, attendance Recommended 6 sessions by EP service Supervision in place for ELSA	Referral process through pastoral. Parental consent
	Forest School	19	Observations. Engagement tools Attendance Behaviour	Autumn and Spring one term only. New forest school leader employed Sept 2023.
	School Counsellor	27	Strengths and Difficulties Questionnaires	Confidential service
	TLE Sports Forest School 4 hours per week	8	Observations. Engagement tools Attendance Behaviour	Provided Forest School cover one day a week April 23 onwards.
	TLE Sports Leadership & Mentoring PP Boys Allotment	6	Class charts behaviour logs Attitude and engagement in sessions	1 x CLA focus college visits and transition completed. High level engagement. Group
Cognition and Learning	TLE Sports Active English & Maths	6	Confidence values, thoughts and enjoyment scores	
	Integrated Literacy Intervention LH	5	WIATT-II RA / SA Dyslexia Screener LUCID EXACT	For students with RA of less than 7yrs.

	Spelling Detectors SW / LH	5	WIATT-II RA / SA Dyslexia Screener LUCID EXACT	
	Reading Fluency SW		NGRT data	
	ASDAN Personal Social Effectiveness	7	Year 10 students. EHCP Section F	
Com muni catio n and Inter actio n	Narrative groups & Social Skills		TALC Speech and Language Progression Tool Talk about assessment	Black Sheep resources Care plans from SLT
	Lego Therapy		TALC Speech and Language Progression Tool Talk about assessment	Black Sheep resources Care plans from SLT
	One to one sessions		TALC Speech and Language Progression Tool Talk about assessment Advice from Autism and Communication Service and/or EP	Black Sheep resources Care plans from SLT

Extra Curricula

The year 9 leaders attend a 'step into sport' inclusive leadership initiative which will allow them to gain different grade awards (bronze, silver and gold) depending upon their level of commitment to leading inclusive sports. In partnership with SASP the leaders will help run inclusive swimming, inclusive athletics and a multi skills activity course particularly for specialist SEN schools such as Fairmead and Fiveways.

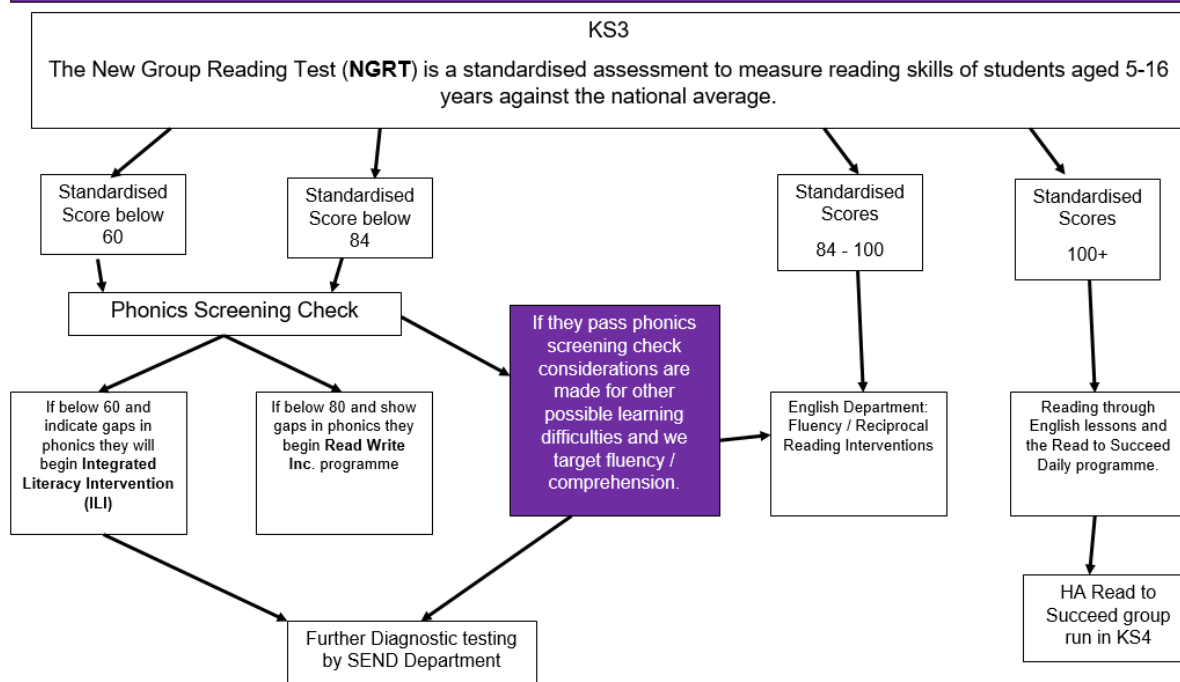
Our SEN students have been and will continue to work with Somerset Cricket club in a relatively new initiative called 'table cricket' and a new skills development game (an activity our leaders will also offer as a lunchtime activity).

We are the only non specialist state school in the county to be involved in inclusive football which is run by Somerset FA. Last year our U.16 team were runners up in the county. This is an initiative we have been involved with for a number of years.

Interventions planned for 2023 / 2024

Read Write Fresh Start Programme is being introduced Autumn term 1 2023 to build capacity for Literacy Interventions. Further expanded into Spring 1 with more TAs being trained to deliver. Based on NGRT standardised scores below 84 (RA 8 years 8 Months and below)

Reading Interventions @ BMA



Mental Health in School Team (MHST) has started working alongside the school as of September 2023. With a lead Senior Mental Health Practitioner - Mrs A Harding

Continued Professional Development

CPD for SEND

2022 -2023:

What CPD has taken place and what has been the impact of it for pupils with SEND?

Date	Theme	Impact
INSET Day Term 5 2023	Whole-Staff training "Unpacking Curriculum" and	
Term 6 2023	Instructional Coaching programme. Focus: Inclusion Strategies for SEND	

2023/2024 Planned Training

Date	Theme
2023 - 2024: INSET Day Term 1	Whole-Staff training - "Modelling Fluency" to support SEND learners. Launch of Inclusion Boxes
INSET Day Term 2 January 2024	"Adaptations to Curriculum" APDR
7th & 28th February 2024	Trauma Informed Schools Training. BMA was successful in a UK research study and has received 3 hours whole staff training on

	trauma informed practice. 4 places for staff to complete a Diploma in Trauma informed Practice.
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Student voice

All EHCP students contribute to their EHCP annual reviews. Students contribute to the SEND APDR meetings.

November 2023 Student Voice focus: The Quality of Education, Behaviours and Attitudes. Seven students from the SEND register were involved in the panel. All were able to express their views and contribute to the discussions.

2022-2023 Parent/carer voice (Annually collected)

All parents / carers of students with EHCP contribute to the students annual reviews and SEND APDR meetings.

December 2023 Parental Voice meeting led by Deputy SENDco Mr. I Rowland

Main points of discussion

- The parents were more worried about transition than the children. The children had opportunities to attend the school site and meet the SEN team (the parents didn't)
- Some parents found the current system of calling the school reception and hoping a message was given to the SEN department a little frustrating. The SENCO email address was not highlighted as a means of communication. Some parents didn't view their emails regularly and would prefer a phone call.
- Parents suggested that being able to make an appointment on parents evening would be preferred to the current system of the SENCO being available if needed. They did suggest that the appointment needs to be longer than the current time given to teachers/parents.
- Information on the website was very good and the SEN department was held in high esteem by the parents. The parents thought the idea of a "message line" would be good to pass on quick information such as "X is having a bad morning"

Actions taken

- Website updated with contact details for the SEND department. To include a direct SENCO email address.
- Build an opportunity to meet with SENCO at parents evenings / meet the tutor. Spring term 2024.

Plans for 2023-2024 Pupil voice

The next stage of student voice will be through MNSP monitoring of SEND Spring term. Followed by internally QA in Summer 2024.

External agencies

2022 -2023:

What external agencies have been involved and what impact has this had?

Agency	Purpose	Impact	Cost
Educational Psychology	The aim of the Educational Psychology Service is to improve outcomes for children and young people with SEND by assessing barriers in the four main areas of need. This can be targeted provision	TAs value the Supervision they receive. They say it has allowed them to discuss students of concern and problem solve the barriers.	Allocated time from county FREE 3 hours for a meeting with purchased additional hours

	with individuals or through SENDco discussion and advice. They also provide training and supervision to TAs in the SEND department. 4 Students were seen by the EP outside of statutory processes. Indirect support through EP planning meetings for a wider number of students.	Varying impact for individuals – APDR processes being followed which has led to EHCP requests to access in some situations.	08/03/2023 £4410.00 7 x EPS001/T 1 Day (6hrs) Package Educational Psychology Service
Support Services for Education	Learning Support Service – Mark Long. Working alongside SENDco and Deputy SENDco to streamline procedures and policy. Provide guidance and support to the SENDCO. Autism and Communication Service Virtual School for Children Looked After.	Analysis of need and planned next steps provided for individual students. LSS working alongside SENCO meeting the Code of practice. Streamlined the SEND register APDR processes at classroom level Inclusion strategies in the classroom including the introduction of the inclusion box. Learning Walks with SENCO to highlight current practice. Website compliance Information report and policy checking.	Free
Behaviour Specialist	Katie Parker through the Trust to observe and offer advice for one student.	Request to assess and assessment carried out for the child. Still waiting for specialist placement or costed plan to support need.	£350
Child and Adolescent Mental Health Service CAMHS	To support the mental health of individual students.	ongoing support weekly for individuals. Multi Agency planning and advice for complex cases. Safety planning	
Education Welfare Officer	Support SEND students whose attendance becomes of concern. 1 day per week	Individual support and parental meetings facilitated. Planning of next steps including escalation to EES when required.	

When required we link to other services which can include:

- Hearing Support Services
- Visual Impairment Service
- Hospital Services
- Social Care
- Speech and Language ITS
- Youth Offending Team
- Physiotherapy
- Community Nursing Team

2022-2023 Complaints relating to SEND

No SEND specific complaints received

SEND Improvement Priorities

SIP Objective	Key actions	Success criteria
● Reduce Suspensions for SEND learners	Use of Somerset's graduated response tool kit & quick checkers to find barriers to learning faster. Launch the whole school APDR process at classroom level to build evidence of all support provided so parent, student and school work together more effectively.	Suspension data improves for SEND learners Where suspension has to be used there is a clear and well documented APDR process which captures both parent and child voice.

<ul style="list-style-type: none"> To improve specific inclusion strategies in the classroom Develop APDR processed for those students on the SEND register 	<p>To provide Further CPD on underlying difficulties of MLD / SPLD as these will often present through SEMH needs and therefore might be overlooked.</p> <p>Develop Inclusion boxes and training to staff around specific strategies to use at classroom level to reduce barriers to learning.</p> <p>Passports sent home with parental views form with the progress checks 3 times per year. Bookable slots with SENCO at parents evenings / tutor evenings. Review weeks built in to academy calendar for SEND TAs to review provision and collate pupil voice in line with progress checks.</p>	<p>Class teachers are seen to be using more specific strategies at classroom level which are seen through the Q&A process by HoD & SLT. Students report feeling more supported in their learning.</p> <p>More robust records to show graduated response to need. A more fluid SEND register and greater parental engagement in SEND processes.</p>
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Are there any concerns regarding provision for pupils with SEND?

The time taken by Somerset Local Authority to assess and finalise EHCP including costed plans continues to be a barrier to getting the provision required in section F of the EHCPs. This includes finding and placing students in specialist settings. This in turn puts pressure on school level resources and the relationship between parents and school.

TA recruitment has been an issue and is an issue nationally. Although we have recently been successful in appointing an additional TA after three rounds of advertising.

The number of students receiving literacy intervention is still an area of focus. Having had a high staff turnover of TAs able to deliver the interventions of integrated Literacy Intervention and Read Write Ink has meant we have had to start again. There is a clear rationale and process of how we identify students requiring literacy intervention but delivery is still a focus.

Any other developments regarding SEND?

The school joined a pilot study by TISUK - Trauma Informed School research study. We have been selected as the training group which will provide the staff three hours of direct training on trauma informed practice. Spaces have been provided to train staff through a Diploma Level 5 qualification and specific training for Senior Leaders.

Links to alternative provision and other providers

According to the January 2023 census, pupils at this school were also registered at the following registered providers (this does not include unregistered):

- Alternative provision - South Somerset Partnership School - URN 134697 (1)

Other Alternative providers monitored and checked by the School

- Core Creative Education
- Reach Youth
- Future Roots - Ryland's Farm

Attendance

	End of 2021/2022 (from Heads report to LGB)	Summer 2023	Increase/ Decrease
Attendance All	89.34%	91.4%	2.1%
Attendance SEN	85.29%	87.52%	2.23%
PA	33.8%	25%	8.8% reduction
PA (SEND)	53%	25.4%	27.6% reduction.

Current data:

Attendance of SEND as of 12/01/24

All SEN =87.49%, SEN K=88.58%, SEN E=78.07. Whole school attendance = 91%.

Behaviour and Attitudes data

1st September 2023 – 26th November 2023

Data Type	All students	Learners with SEND
Days of Suspensions (to December '23)	173 days (All)	35.5 days
Permanent Exclusions	3	1

We are seeing a diminishing number of SEN students being suspended. When SEN students are suspended actions are put in place quickly to identify what support is needed to ensure they are fully able to access the curriculum and barriers to learning are reduced.

The training staff have received in supporting SEN students has meant that SEN students are more able to access their learning and less problems occur.