



## **Buckler's Mead Academy**

### **Annual SEND Report for Governors (for the Academic Year 2024 - 2025)**

<b>School:</b>	Buckler's Mead Academy
<b>SENDCO:</b>	Mrs S Thompson transitioning to Mrs. S Perkins (May 2025)
<b>Date of report:</b>	November 2025
<b>SEN Governor:</b>	Mr. M Gulliver

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

#### **Statutory Documentation - SEND Policy and Information Report**

These documents are reviewed annually and are next due for review at the Local Governing Board meeting in September 2026.

It is important to read these documents alongside this report. These documents outline the roles and responsibilities of key staff and set out the Academy's vision and values for learners with SEND. They also explain how the school identifies and implements strategies to effectively support SEND learners.

- The SEND Policy and Information Report can be found here: [SEND Policy and Information](#)

**This report is structured as follows**

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## **1. Buckler's Mead Learning Support Department 2024-2025**

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

<b>Name</b>	<b>Role</b>
Mrs S Thompson	Acting Deputy Headteacher and SENDCO
Mrs Susan Perkins	SENDCO
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 S Wallcroft	SEND Teaching Assistant
Mrs C Castell	SEND Teaching Assistant
Miss M Calarn	SEND Teaching Assistant (Joined Nov 2025)
Mrs L Garrad	SEND Admin Assistant

### **Staffing changes throughout the year**

We appointed Mrs S Perkins to be the full time SENCO taking over the role from Mrs S Thompson, who still remains at the school as the current Acting Deputy Headteacher. The impact of this is positive as we now have two fully qualified SENCOs working across SEND and pastoral departments.

## 2. SEND Register School Profile

Overall school profile for academic year 2024/2025

	Total at start (02.09.24)	Year 7	Year 8	Year 9	Year 10	Year 11	Total Current (to 17.06.25)
Total	780	165	179	155	150	148	797
Girls	405	93	84	76	77	81	411
Boys	375	72	96	79	73	67	387
Disad.	282 (36.2%)	64 (38.8%)	56(31.3%)	55 (35.5%)	33 (22%)	37 (25%)	245 (30.7%)*
SEN	144	34 (6 E)	32 (4 E)	30 (4 E)	26 (3 E)	22 (3 E)	124 + 20 E

\*Forces children removed from PP group. (30)

The total number of learners on the SEND register was 144 (20.5%). This is made up of 124 students at SEN Support (15.5%) and 20 students with an Educational Health and Care Plan 2.5%.

The national percentage of students at SEN Support in state funded secondary schools is 13.4%. Therefore Buckler's Mead has a higher number of students at this stage 15.5%.

The EHCP national percentage in state funded secondary schools is 3.1%. Therefore Buckler's Mead has a slightly lower number at 2.5%.

### Statutory Assessments

10 Statutory assessments were requested in 2024/2025. All of which were agreed to access. Due to the delay at Somerset Local Authority some of these plans have not been issued yet.

Year 7 - 3

Year 8 - 2

Year 9 - 3

Year 10 - 2

Year 11 - 0

The impact of completing statutory assessments for key students has helped to formally identify and document their needs, working more collaboratively with parents, enabling the school to put in place appropriate support and provision with appropriate funding.

Unfortunately due to the Local Authority's delay in managing the EHCP process some students' needs are not being met effectively. This is largely outside the academy's control. The SENCO and Deputy Headteacher request updates regularly from the LA and communicate to parents regularly about the process.

### 3. SEND register by category of need

	Number on register	% of SEND register
Cognition and Learning (MLD)	58	40%
Communication & Interaction (SLCN)	34	24%
Physical / Sensory	5	3%
Social Emotional Mental Health (SEMH)	47	33%
<b>Total</b>	144	100%

There is a significant overlap of need for the most vulnerable learners at our school. 22% of the SEND register are also eligible for Pupil Premium.

National order of prevalence: SLCN, SEMH, MLD. Buckler's Mead order of Prevalence MLD, SEMH, SLCN. This may be due to another local secondary school having an Autism base.

#### Student voice

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

Spring & Summer terms 2025 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.

#### Parent/carers voice (Annually collected)

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

October 2025 SEND coffee morning. Parental Voice gathered specifically around year 6 into year 7 transition led by Deputy SENDco Mr. I Rowland

#### Main Actions from discussions

- Communicate the routine for the first day to parents so they can prepare the more vulnerable students well in advance e.g. July.
- Provide a map of the school for home use.
- Produce a parent information pack for homework and include instructions about google classrooms.
- For "expression of interest for trips" can we have a look at how we make contact with parents of SEND students.
- Informed of interventions of SEND students - Could we know in advance what type of interventions they will access as they start year 7.

These will now be considered by the SENDco to develop the SEND provision. Deputy SENDco to organise future coffee mornings and expand to all year groups.

## 4. Outcomes

### Year 11 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
2025	20	28.49	-0.92	25%	10%	10%	10%
2024	14	22.8	-0.78	12%	0%	12.5%	0%
2023	17	29.3	0.02	15%	5.9%	5.9%	5.9%

Attainment for SEND learners has shown significant improvement in the 2025 outcomes, reaching the highest levels in a five-year trend. Notably, 10% achieved English and Maths basics at grade 5+, up from 0% in 2024, and 25% achieved 4+, marking substantial progress.

In individual subjects, 90% achieved 4+ in Science, with 44% at 5+; 100% achieved 4+ in Modern Foreign Languages, with 50% at 5+; and Humanities outcomes also improved, with 16.7% achieving 4+ and 11.3% achieving 5+.

These results demonstrate the positive impact of targeted support and interventions, reflecting increased progress, confidence, and engagement among SEND learners.

A small percentage of the students who did not perform as well as predicted had an impact on the overall performance of the results with regard to the value added/ progress 8 scores for this year. Due to the small number of students, and the nature of their individual needs any statements relating to their attainment and progress would easily identify them and therefore are discussed in detail during exam analysis meetings with the headteacher and line managers.

### EHCP Outcomes

In the 2024/25 cohort, three students had EHCPs. Students with EHCPs often follow highly personalised Key Stage 4 pathways, including reduced subject entries or alternative courses, in line with their specific needs outlined in Section F of their EHCPs. As a result, their outcomes may not fully align with standard Progress 8 and Attainment 8 measures, which are designed around typical GCSE access. Because each EHCP is individualised and the cohort is very small, it is difficult to make meaningful statistical statements about performance at an individual level. Contextual understanding of each student's progress is therefore essential to accurately evaluate achievement and ensure that successes are recognised relative to personalised learning goals. Each student's progress is considered in exam analysis meetings and through discussions with line managers and the headteacher, ensuring that achievements are evaluated relative to each pupil's personalised curriculum and developmental pathway.

All three students have transitioned to post 16 courses.

### Impact of targeted support for students who qualify for Special Exam Access Arrangements (SEA)

During this academic year we focused on supporting students more closely to understand and confidently use their exam access arrangements, including the effective use of extra time, improved their independence and reduced exam-related anxiety. As a result, students were better able to demonstrate their knowledge and skills in assessments, contributing to improved attainment and more accurate outcomes that reflect their true academic ability.

There were a total of 40 students who received access arrangements for the exam season 2025. 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 2026. This has proven more effective than reading pens.

## **Destinations**

No SEND students from the 2023/2024 cohort were recorded as NEET.

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

We are currently waiting for the 2024-5 data to be released to us. As soon as this is provided this section of the report will be updated.

## **Achievement of pupils with SEND**

### **Percentage of students achieving 4+**

	Y7	Y8		Y9	
	Y7 P1	Y7P3	Y8 P1	Y8 P3	Y9 P1
<b>All</b>	<b>69%</b>	<b>73%</b>	<b>75%</b>	<b>73%</b>	<b>76%</b>
<b>SEN</b>	<b>44%</b>	<b>43%</b>	<b>48%</b>	<b>45%</b>	<b>51%</b>

### **Percentage of students achieving 4+**

		Y10	Y11	
		Y10 P1	Y10 P3	Y11 P1
<b>All</b>	<b>Exam Subjects</b>	<b>59%</b>	<b>60%</b>	<b>62%</b>
	<b>Vocational</b>	<b>72%</b>	<b>24%</b>	<b>26%</b>
<b>SEN</b>	<b>Exam Subjects</b>	<b>27%</b>	<b>55%</b>	<b>60%</b>
	<b>Vocational</b>	<b>54%</b>	<b>20%</b>	<b>33%</b>

## **Impact of CPD**

Our focus during this academic year has been the introduction and continuous use of Inclusion boxes. Continuous professional development for teaching staff on inclusion strategies, annotated seating plans, and techniques such as effective questioning and front-loading instructions has strengthened classroom practice and differentiation. As a result, lessons are more accessible to all learners, engagement has increased, and SEND and vulnerable pupils are better supported to achieve their potential, leading to improved learning outcomes across the school.

Next steps will be to introduce 'focus' students per week for QA provision and inclusion.

## 5. Reading

### Reading Plus

In Summer 2025 we trialled reading plus. We trialled this with a pilot group which included 10 SEND students, they received the intervention every day for 6 weeks. These were our weakest readers. In 6 weeks we saw an average growth of 0.8 of a year's progress which is significant.

Based on this pilot we then were able to continue and run a further pilot with 50 Year 7s. Within this group we saw an improvement of 0.9 of a year on average over 6 weeks.

We have since purchased the software with 75 licenses. We are running daily intervention with those weakest readers who may be unable to access the Read to Succeed novels. This is a bespoke programme that tackles all aspects of reading: vocabulary, fluency and comprehension.

We re-screen students on this programme every half term and ensure that it is a fluid group, reintegrating students back into their form groups when appropriate progress is made. We then use a combination of reading plus data and NGRT to inform new groups or students who need to continue with the programme. Currently, in spite of fluidity and some students having only started recently, we have an average increase of one academic year per user (one term only), accessing an average of 50 reading lessons and gaining an average reading speed of 28 words per minute.

75 students have received specific reading intervention support this year across Years 7-11.

Percentages of students on SEN register who received reading support via specific intervention.

- Yr7 47%
- Yr8 50%
- Yr9 60%
- Y10 42.5%
- Y11 40.9%

Of these students 47.9% made 6 months or more progress in their reading skills and 8% made more than 1 year's progress.

The remaining students either remained consistent or made progress under 6 months.

54% of all students (who were not already at maximum capacity score for the test) increased their reading ages between June and October.

## 6. Attendance

	Academic year 2024/25
Attendance all	92.6%
Attendance SEND	90.65%
Persistent Absence All	17.8%
Persistent Absence SEND	31.5%



- Overall attendance (92.6 %) is above Nat Ave (91.6%), but below the expected level of 95+%.
- 4% above Nat Ave (85.6%) for SEND attendance.

### **Attendance of SEND Autumn term 1 2025**

SEN = 88.2% (national 87.9% BMA +0.3%)

Whole school attendance = 93.2% (national 93% BMA + 0.2%)

Good attendance is essential for all students. Having a good attendance allows consistent access to learning, enabling progress and improved outcomes. Maintaining a focus on attendance is essential, as regular participation directly influences academic achievement, engagement, and wellbeing.

The SENCO and Pastoral Leaders monitor attendance closely and, where necessary, convene Team Around the Child (TAC) meetings to identify barriers and implement strategies to improve attendance. The impact of these measures is variable, some students have successfully increased their attendance and reintegrated into mainstream education, while others face ongoing challenges. These challenges can be seen in students experiencing Emotionally Based School Avoidance (EBSA) where the complex and individual nature of each case can be difficult and resource dependent to successfully unpick, leading this group to have a significant Persistent Absence figure of 31.5%. In certain cases, parents contest Local Authority decisions regarding specialist placements for their child's EHCP, which directly affects attendance and requires ongoing collaboration with external agencies to support positive outcomes.

### **7. Extra Curricular activities**

We ensured that extracurricular clubs and activities have been fully inclusive for SEND learners which has enhanced their sense of belonging, confidence, and social engagement.

Participation in these activities has supported the development of social skills, resilience, and positive peer relationships. Through observations and discussions, we hear from SEND learners who talk with enthusiasm about their participation and subsequent achievement. Some of these achievements are recognised in our rewards assemblies at the end of every term

The SEND TAs often accompany students on trips or visits, either acting as an additional member of staff or to provide specific support for students with special educational needs. Encouraging all students to participate in trips and visits is an important part of the school's inclusive ethos.

Type	% of SEND participants
Swimming lessons	46%
Inclusive Athletics	100%
Cricket Initiative	88%
Table Cricket Initiative	100%
Inclusive football	88%
Dance workshop Y10	50%
Inclusive Pantathlon	100%

Flying start challenge	33%
Christmas music show Dec 2023	36%
Peripatetic music lessons	33%
KS3 Band	34%
Singing club	39%
School production	9/39

### Homework Club

The after school Homework Club runs three afternoons a week from 3–4 pm, providing a structured, supportive environment for completing assignments. Having staff available for SEND learners allows them to ask questions, gain clarification, and access guidance, which has been positively received by both students and families. Staff support also facilitates communication with teaching staff, helping to ensure work is appropriately differentiated and accessible. The impact of this provision for SEND students includes reduced anxiety, increased confidence, and improved engagement with learning.

## 8. Behaviour and Attitudes data

During the Summer term 2025, we transitioned from tracking and monitoring behaviour using Class Charts to a new system, Arbor. As this brought with it a change in the type and category for logging and documenting behaviour it has made some analysis at classroom level difficult. However, overwhelmingly this change has improved the way behaviour data is captured, stored, and analysed, providing more accurate insights into patterns and trends.

As a result, staff can respond more effectively to emerging needs, leading to improved pupil engagement, consistency in behaviour management, and a clearer understanding of the relationship between behaviour and learning outcomes.

Type	All Students	SEND Students
No. of Suspensions ALL (Days of Suspensions)	196 (406.5 days)	98 (193.5)
Permanent Exclusions	2	2

We have seen a reduction in the number of SEND students receiving a suspension from 112 (2023/24) to 98 (2024/25). This is likely an indication of an improved behaviour policy, staff awareness and training in inclusion, including the learning cycle. Early indications in the Autumn term 25/26 have seen a reduction in the number of SEND students receiving a suspension. Down from 38 (2024/5) to 28 (2025/26). We have tightened our monitoring and tracking of students which we hope will have a bigger impact on using APDR and internal structures to support behaviour lowering suspensions for SEND students.

The impact of reducing suspensions for key individual students, has ensured more consistent access to learning, reducing gaps in progress, and supported the development of social, emotional, and behavioural skills within a structured, supportive setting.

Despite quality assurance observations indicating that classroom behaviour of SEND students is generally good, a number of internal exclusions are still being issued for this group. This may reflect the increasing number of students with complex SEND needs, particularly those with SEMH-related challenges, being placed in mainstream settings.

Our attention will now focus on our internal exclusion centre to ensure we are helping to support the reduction in suspensions and also not facilitating learning gaps for individuals with SEND. The focus will be around work provided and linked to curriculum areas and how Heads of Department can track and monitor those students who have missed learning due to a behaviour sanction.

## 9. Interventions

Interventions for SEND students are targeted strategies, programs, or support mechanisms designed to address specific barriers to learning. Their purpose is to ensure that all pupils have equitable access to the curriculum, can engage meaningfully in learning, and make measurable progress. Interventions also aim to develop independence, social and emotional skills, and confidence, preparing students for successful outcomes both academically and personally.

The types of interventions and support offered at Buckler's Mead can be found in more detail on the SEND Information Report [SEND Policy and Information](#)

Area of Need	Intervention	Number of students	How progress is measured	Impact
Social Emotional Mental Health (SEMH)	THRIVE To include temper flares	45	THRIVE Online assessment and action planning tool.	SEMH interventions continue to have a positive impact on both participating students and the wider school community. These targeted supports have helped students develop emotional regulation, resilience, and social skills, which in many instances reduced behavioural incidents or improved how a student deals after an issue has occurred. As a result, the overall school environment is calmer and targeted behaviour management for a smaller cohort is now clearer.
	ELSA	18	Observation, attendance Recommended 6 sessions by EP service Supervision in place for ELSA	
	Forest School	22	Observations. Engagement tools Attendance Behaviour	
	School Counsellor	22	Strengths and Difficulties Questionnaires	Closer working relationships with the MHST have strengthened the school's capacity to identify and address students' mental health needs early. This collaboration provides targeted interventions, and staff guidance, reducing anxiety and emotional barriers to learning. As a result, less students are being referred through to CAMHS.
	Mental Health in Schools Team (MHST)	10	N/A	Although capacity still remains an issue as the volume of students needing this level of support continues to be high.

<b>Cognition and Learning</b>	Integrated Literacy Intervention LH	4	WIATT-II RA / SA Dyslexia Screener LUCID EXACT	These interventions strengthen foundational literacy and problem-solving skills, increase confidence, and support independent access to the curriculum, ensuring that pupils can engage fully and achieve their potential.
	Onset and Rhyme	3	YARC WIATT-II	
	Read Write Inc	3	Phonics Screening and NGRT	
	Reading Plus	52	NGRT data	
	Reciprocal Reading	13	NGRT data	For some key individuals improving literacy has directly impacted behaviour for learning in the classroom and reduced behaviour logs associated with disrupting teaching and learning.  We haven't been using Reading Plus for an extended period of time yet, but already a high percentage of students using the programme have made increases to their reading skills.
	Reading Fluency SW	26	NGRT data	
	IXL - Maths and English Intervention	50	NGRT & Measuring tool within the programme	
<b>Communication and Interaction</b>	Narrative groups & Social Skills	12	TALC Speech and Language Progression Tool Talk about assessment	For small numbers of targeted students, bespoke communication and interaction sessions in small groups or one to one sessions based on (NHS SALT care plans) have supported the development of speech, language, and social communication skills.  As a result, students are developing their ability to express themselves, engage in social interactions, follow instructions, and participate meaningfully in learning and school life with more resilience.
	Lego Therapy	8	TALC Speech and Language Progression Tool Talk about assessment	
	One to one sessions	15	TALC Speech and Language Progression Tool Talk about assessment Advice from Autism and Communication Service and/or EP	

Alternative Provision - According to the January 2024 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 (2)

Other Alternative providers monitored and checked by the School

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

#### 10. SEND Budget 2024/2025

Total Element 2 Funding 2024/2025	£6000
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Notional SEND Budget	£884,674.08
HNF - Top up funding	£35 000
Alternative Provision	£14 000
SEND Staffing Budget	£215,332
SEND Department Budget	£7227

The funding is subject to changes throughout an academic year, due to EHCP costed plans being agreed and also new plans being issued. Therefore these figures are the original starting budget for the academic year 2024/2025.

Budget	Spend	Impact
Top Up Funding Expenditure. High Needs Funding (HNF)	Alternative Provision	EHCP provision section F. Core Creative Education, AEC, REACH youth, Ryland's farm plus transport to and from the provision.
	Teaching Assistant Support	EHCP provision following section F.
	One to one Tutoring	Meeting the needs in Section F of an EHCP. Reduced the need for a specialist school place.
SEN Departmental costs	Software <ul style="list-style-type: none"> <li>• Provision Map subscription</li> <li>• Twinkl</li> <li>• Widget online</li> <li>• THRIVE licence</li> </ul>	<p>The Provision Map subscription enables the school to accurately track, and evaluate SEND interventions. It ensures targeted support is reported for individual students and their needs documented providing clear evidence of impact for reviews and statutory processes. This leads to more timely adjustments to provision and improved outcomes for SEND learners.</p> <p>(E.g. documentation of APDR processes, allocation of provisions and student passports are completed on Provision Map)</p> <p>Twinkl provides accessible, differentiated teaching resources that support inclusive classroom practice. It enables staff to adapt learning materials to meet a wide range of SEND needs, increasing pupil engagement, independence, and access to the curriculum. This supports improved confidence and progress for SEND pupils across subjects.</p> <p>Widget online - Software to design and create visual resources for those students with social communication barriers. The use of visual supports and symbol-based resources has helped key students to better understand routines, instructions, and learning tasks, reducing anxiety and barriers to learning and improved engagement and participation.</p> <p>THRIVE Interventions has enabled targeted support that helped students to build emotional resilience, self-regulation, and positive</p>

	<p>CPD ELSA School Counsellor</p> <p>Photocopying IT</p> <p>Educational Psychology</p>	<p>relationships. As a result, students are better able to engage in learning, leading to improved behaviour, wellbeing, and academic outcomes.</p> <p>Supervision allowed the ELSA &amp; counsellor to work alongside Educational Psychologists and professional colleagues and be advised on individual students. Emotional support has meant attendance in lessons has improved and lower anxiety for some ELSA 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>6 additional days purchased. The additional Educational Psychology days provide timely specialist assessment, advice, and staff guidance, enabling earlier identification of need, more effective targeted interventions, and improved outcomes for students with SEND.</p>
<p>Alternative Provision</p> <p>Children without top up funding who need to access support.</p>	<p>Ryland's Farm - Future Roots Core Creative Education REACH Youth</p>	<p>The use of alternative provision has had a significant positive impact on key students with SEMH needs by providing a structured, supportive environment tailored to their emotional and behavioural needs. This approach has improved engagement, emotional regulation, and attendance, while enabling students to develop positive relationships and coping strategies. As a result, incidents of challenging behaviour have reduced, students are better able to reintegrate into school routines, and the risk of permanent exclusion has been significantly lowered.</p>

## 11. Effectiveness of leadership and management for SEND

Buckler's Mead was inspected by Ofsted in May 2024, achieving a 'Good' overall grade. The inspection team commented on the strong work of the SEN department, but also felt the overall provision was planned to reduce the cognitive load of students through systems and processes which students with needs were benefiting significantly from.

*Pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified. Appropriate adaptations are made for learning in class or with personalised support. As a result, these pupils achieve well. (Ofsted May 2024)*

*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.*

SEND DeepDive Review Conducted by Mark Lees 13.2.25:

#### Quality of teaching, learning and assessment for pupils with SEND

- Seating plans and teacher folders were available in all classrooms
- Lesson structure was consistently being used
- SEND pupils were targeted for questioning.
- Several pupils, including non-SEND, are supported through the use of scaffolded help sheets and worksheets.
- SEND pupils are really accessible to the teacher. Lots of checking in.
- Evidence of TA support, as identified in PLP, in pupil books
- 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.

#### 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: SEND Deep Dive Jan '24)

## 12. Continued Professional Development

2024/2025

Date	Theme
<b>September 2024</b> <i>INSET Day Term 1</i>	<i>Whole-Staff training - Inclusion in the classroom. Inclusion Boxes. SEND register and PLPs shared.</i>
<b>September 2024</b>	<i>Trauma Informed Schools UK (TISUK) Training whole staff part A</i>
<b>September 2024</b>	<i>Trauma Informed Schools UK (TISUK) Training whole staff part B</i>
<b>October 2024</b>	<i>Adaptive Teaching for SEND learners.</i>
<b>September 2025</b> <i>INSET Day</i>	<i>Using SEND Toolkit and Inclusion Boxes</i>
<b>March 2025</b>	<i>Adaptive Teaching for SEND learners.</i>
<i>Terms 3-5</i>	<i>Fortnightly SEND focus students.</i>

The school completed the training by TISUK - Trauma Informed School research study. School staff have now received 6 hours of specific trauma informed training and all 3 staff members who started the Diploma Level 5 qualification in trauma informed practice have all passed. The specific training for Senior Leaders has been completed by 3 members of SLT. The impact of completing trauma-informed training has strengthened staff understanding of trauma, enabling more responsive and supportive approaches. This has improved the school's capacity to meet the social, emotional, and mental health needs of some students, promoting wellbeing and engagement in learning, including attendance.

Members of the SEND team completed SCERTS training in January 2024. The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with Autism. The completion of SCERTS® training has strengthened the SEND team's expertise in supporting students with Autism or suspected Neurodiversity. This has enhanced the quality of targeted



interventions for Neurodivergent pupils, and established a foundation for collaborative practice with a partner primary school to further develop and share best practice.

During the academic year, the Local Authority specifically requested that all local schools contribute to improving SEND provision in Yeovil. Buckler's Mead Academy collaborated closely with LA colleagues and neighbouring primary and secondary schools, which has led to a proposal for additional KS2 provision to be made available across all three secondary schools in Yeovil. We are currently awaiting the outcome of this proposal.

### 13. External agencies

Agency	Purpose	Impact	Cost
Educational Psychology	<p>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 with individuals or through SENDco discussion and advice. They also provide training and supervision to TAs in the SEND department.</p> <p>6 Students were seen by the EP outside of statutory processes. Indirect support through EP planning meetings for a wider number of students.</p>	<p>TAs value the Supervision they receive. They say it has allowed them to discuss students of concern and problem solve the barriers.</p> <p>Varying impact for individuals – APDR processes being followed which has led to EHCP requests to access in some situations.</p>	<p>Allocated time from county FREE 3 hours for a meeting with purchased additional hours £4620.00   6 x EPS001/T 1 Day (6hrs) Package Educational Psychology Service</p>
Support Services for Education	<p>Learning Support Service (LSS) - 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.</p>	<p>Analysis of need and planned next steps provided for individual students.</p> <p>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.</p>	Free
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	Free - NHS
Mental Health in Schools Team MNST	To support the mental health of individual students.	ongoing support weekly for individuals. Multi Agency planning and advice for complex cases. Safety planning	Free - NHS
Education Welfare Officer	Support SEND students whose attendance becomes of concern. 2 days per week	Individual support and parental meetings facilitated. Planning of next steps including escalation to EES when required.	£28,925

When required we link to other services which may include:



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

#### 14. Review of SEND Improvement Priorities 2024/2025

SIP Objective	Key actions	Impact
The Reading/ Literacy Strategy is embedded across the Academy.	<p>A clear strategy is in place to support all students to be in line with age related expectations by the end of Year 9. (Weaker readers).</p> <p>NGRT tests take place twice per year in Term 1 and Term 6</p> <p>Staff training on R2S and literacy are provided.</p>	<p>The lowest SEND learners reading age has increased allowing more access to the curriculum. Solid upward trend in comprehension. The median gain is right on +1 year in every tested cohort and two-thirds of pupils typically make <math>\geq</math> 12-month progress. Declines are small (<math>\approx</math> 10 % of tested pupils) and concentrated in a handful of individuals.</p> <p>– The disadvantage gap is narrowing. In every year group the Pupil-Premium gap in NGRT age closes by 3–5 months over the year. <math>\frac{2}{3}</math> of PP pupils hit <math>\geq</math> 12-month growth.</p> <p>– SEN cohort progress is broadly in line with their peers. Across all years 54 % of SEN-identified pupils achieved <math>\geq</math> 12-month comprehension gains vs 60 % whole-cohort.</p> <p>-The standout success is Year 9: On average pupils are now reading a year older than at the start. (9 months difference btw tests) - this is inline with our priority to close reading gaps by end of Y9.</p>
There is clear evidence teachers are using SEND strategies identified to support students in all lessons.	<p>SEND inclusion strategies and Inclusion boxes shared with all staff with training provided.</p> <p>Teaching folders have annotated seating plans and pupil passports inside</p> <p>SEND passports adapted to show 5 what works for me strategies and 5 barriers to learning which appear first.</p>	<p>Outcomes of SEND learners will improve the consistent implementation of BMA Inclusion strategies. - Greater consistency is needed for use of inclusion boxes.</p> <p>SEND pupil passport information has been included on Classcharts and Arbor. This is completed.</p> <p>SEND passports have all been reviewed and updated in this format.</p>
Reduce Suspensions for SEND learners	<p>Use of Somerset's graduated response tool kit &amp; quick checkers to find barriers to learning faster. Launch the whole school APDR process at classroom level to build evidence of all support</p>	<p>Suspension data improves for SEND learners.</p> <p>Academic year 2024/25 98 suspensions for SEND learners. This particular academic year had 5</p>

	<p>provided so parent, student and school work together more effectively.</p> <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>complex SEND students whose needs were proving hard to meet in a mainstream setting.</p> <p>Where suspension was used there is a clear and well documented APDR process which captures both parent and child voice. Clear reintegration meetings and minutes are documented and shared with parents/carers. EHCP needs assessments were requested for a higher level of support via alternative provision.</p>
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### 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.

The impact this has is directly limiting timely access to bespoke or highly specialist provision as outlined in Section F. As a result some students' needs are not being met in full. This causes frustration and stress for the student, families and school staff. This has the impact of affecting parent- school relationships and will hinder student progress.

No formal complaints specifically related to SEND have been received by the school. However, several parents are contesting the placement of their child at Buckler's Mead Academy and are currently pursuing the tribunal process with the Local Authority.

### 15. Priorities for Academic year 2025-26

	Priority
1	Ensure effective adaptive teaching (and differentiation where needed) so that all students can access learning (and make good progress) and embed the new Learning Cycle to support learners' understanding of how they learn. Continued and improved use of Inclusion boxes and
2	Embed the Reading Plus program and continue to develop reading fluency and comprehension, with the aim of increasing pupils' reading ages so that they progress in line with national expectations.
3	Continue to track, monitor and implement targeted interventions for SEND students.
4	Reduce suspensions and internal Exclusions for SEND learners
5	Ensure rapid attendance interventions take place working collaboratively with pastoral colleagues and external agencies to reduce persistent absenteeism for SEND.

