Buckler's Mead Academy

Annual SEND Report for Governors
(for the Academic Year 2025 - 2026)

School:	Buckler's Mead Academy
SENDCO:	Ms. S Perkins
Date of report:	September 2026
SEN Governor:	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 2027.

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

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1. **Buckler's Mead Learning Support Department 2025-2026**

The Learning Support Department is currently made up of 11 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.

Name	Role
Mrs S Thompson	Acting Deputy Headteacher and SENDCO
Mrs S Perkins	SENDCO
Mr I Rowland	Deputy SENDCO
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
Mrs R Corbin	SEND Teaching Assistant SEMH & ELSA
Mrs L Garrad	SEND Admin Assistant

Staffing changes throughout the year

During 2025/26 a successful transition from Mrs S Thompson to Ms S Perkins has taken place. Mrs S Thompson remains line managing the department and is an additional SENDCO to support this area of the school. Mr I Rowland continues to support in the role of Deputy SENDCO.

One additional TA joined the team in December 2025 and is working alongside SEND and the Pastoral Team with a focus on SEMH students.

2. SEND Register School Profile

Overall school profile for academic year 2025/2026

	Total at start (01.09.25)	Year 7	Year 8	Year 9	Year 10	Year 11
Total	805	173	162	162	159	149
Girls	405	85	90	72	83	75
Boys	400	88	72	90	76	74
Disad.	267	62	64	50	58	33
SEN	127	31 (6 E)	29 (5 E)	22 (2 E)	25 (5 E)	20 (4 E)

The total number of learners on the SEND register was 127 (15.8%). This is made up of 105 students at SEN Support (13.0%) and 22 students with an Educational Health and Care Plan (2.7%).

The national percentage of students at SEN Support in state funded secondary schools is 14.8%. Therefore Buckler's Mead has a slightly higher number of students at this stage 15.8%.

The EHCP national percentage in state funded secondary schools is 6.0%. Therefore Buckler's Mead has a lower number at 2.7%.

Statutory Assessments

9 Statutory assessments were requested in 2025/2026, (2 of these were parental requests). 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 - 2
Year 8 - 1
Year 9 - 2
Year 10 - 3
Year 11 - 1

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 only just being met effectively. This is largely outside the academy's control. The SENDCO and Deputy Headteacher request updates from the LA and communicate to parents regularly about the process. However, the Local Authority has supported in providing extra funding for students, before EHCPs have been finalised to enable us to provide extra support in terms of Alternative Provision and tutoring, the impact of which has led to a more positive relationship between school and the student.

3. **SEND register by category of need**

	Number on register	% of SEND register
Cognition and Learning (MLD)	58	46%
Communication & Interaction (SLCN)	30	24%
Physical / Sensory	4	3%
Social Emotional Mental Health (SEMH)	35	27%
Total	127	100%

There is a significant overlap of need for the most vulnerable learners at our school. 12% of students on the SEND register were also 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, which enrols students with an Autism diagnosis.

Student voice

All EHCP students contribute to their EHCP annual reviews. Students also contribute to the SEND Assess Plan Do Review 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.

Student voice is also becoming an increasingly important part of our SEND quality assurance. Regular surveys and opportunities for SEND students to share their experiences enable us to better understand their perspective of school, including what helps them to learn, where they experience barriers and what additional support they feel would improve their experience. This information is considered alongside assessment and behaviour data to inform ongoing improvements to provision.

The Academy operates two Inclusion bases, these are The Learning Support Classroom (LSC) and The Learning Support Base (LSB). A review of our LSC and LSB was conducted in the Summer Term 2026 which is currently helping to inform improved practice. The LSC is well established in school and provides a calm, quiet space for learning. Both bases can be used flexibly throughout the day to help students access mainstream education. Students are respectful of the classroom environment, and understand the expectations of the space.

The LSC also has a vertical tutor group for students who need extra support at this time and the Read to Succeed sessions have been very successful, and welcomed by the students.

The LSB offers a friendly nurturing environment, where students can relax and talk to each other and staff. It provides emotional support and allows a safe space for SEND students to express their feelings. Student voice revealed that some students found the environment messy and unorganised, with games and puzzles which were outdated. This has since been rectified, with the LSB being decluttered, better organised and overhaul of the activities.

Parent/carer voice (Collected annually)

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

In October 2025 we held a SEND coffee morning. Parental Voice was gathered specifically around year 6 into year 7 transition led by Deputy SENDCO Mr. I Rowland.

Main actions and feedback:

- Communication between home and school has often been cited as a barrier for SEND students. The coffee morning gave the parents an opportunity to meet the SEND leads and give face to face information that is difficult to give by other processes.
- Parents high-lighted that they were not told of some interventions e.g. Reading. This gave us the opportunity to tighten our approaches to inform parents of any changes to individual timetables.
- After listening to those parents that attended we have now moved our coffee morning to afternoon tea. This is to support those parents that work and we hope in the future we can get more of our parents to attend.
- Meeting face to face in a more sociable environment helped the parents and SEND department to build relationships and communication.

4. Outcomes

Year 11 GCSE Results

Year	No in Cohort	Attainment 8	Progress 8	Achieving E and M 4+	Achieving E and M 5+
2026	20	31.06	-0.48	30%	12%
2025	20	28.49	-0.56	25%	10%
2024	14	22.8	-0.93	12%	0%

Attainment for SEND learners has had a slight gain 2026, but remained similar to last academic year and continued to show improvement overall in the 3 years. Notably, 30% achieved 4+ English & Maths, marking substantial progress.

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

SEND students in 2024-2025 were a higher attaining cohort, however the 2025-26 cohort had low KS2 scores with only 7 students inline with the National Average score. 4 students also had significant low attendance.

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 2025/26 cohort, five students had EHCPs. Students with EHCPs often follow highly personalised Key Stage 4 pathways, including reduced subject entries and/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 5 students have transitioned to post 16 providers or Education Other Than At School (EOTAS) packages.

Impact of targeted support for students who qualify for Exam Access Arrangements (EAA)

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 restbreaks, before assessing for extra time. This was to support and improve their independence and reduce 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 38 students who received access arrangements for the exam season 2026, plus 14 students who were allocated a smaller room to support with anxiety and neurodiverse needs. We used technology to support 12 students with the computer reader software, 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. This allows more independence than a reading pen, and is in line with support provided by business when students go into work. Students were also given numerous opportunities prior to mock exams and the GCSEs to practice using the software. We will continue to use this software for 2026/2027, and foresee a similar number of students using a computer reader.

Destinations

Although the provisional data we have for 2025/2026 shows 3 students were identified to be NEET, 2 of these successfully applied for college with the support from our careers coordinator. We are awaiting the enrollment data to be released for September 2026.

The 2024/2025 destinations data showed that 3 SEND students were recorded as NEET (January 2026 data). The majority of the other SEND students went to Yeovil College.

Impact of CPD

Our focus during this academic year has been the introduction of 'focus' students per fortnight for Quality Assurance provision and inclusion and continuous use of Inclusion Boxes. Continuous professional development for teaching staff on inclusion strategies, use of the Inclusion box toolkit and techniques such as effective questioning has strengthened classroom practice and differentiation. The quality assurance programme has also enabled learning walks and pupil pursuits, which has had a positive impact on staff communicating concerns and requesting additional support from the SEND team. 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 include continuing to have 'focus' SEND students throughout the year and Inclusive teaching practices in the classroom.

5. Reading

Reading Plus is a key component of our targeted literacy provision and is used as a daily lunchtime intervention to support students who require additional development in reading comprehension, reading speed and fluency. The programme provides personalised reading activities that enable students to work at an appropriate level of challenge while developing their confidence, reading stamina and independence.

There are currently 83 students enrolled on the Reading Plus programme, with provision delivered daily. This targeted intervention is particularly important given the needs of our current cohort, with approximately 38% of this year's intake identified as having a SEND need.

The impact of Reading Plus is monitored through regular assessment and analysis of student progress. To date, SEND students participating in the programme have demonstrated an average 1.6 years of growth in reading age, alongside an average increase of 32 words per minute (WPM) in reading fluency. These measures provide evidence of progress in both students' ability to understand increasingly complex texts and their ability to read with greater accuracy, speed and fluency.

The programme operates as part of a wider graduated approach to literacy intervention. Students are monitored throughout their time on Reading Plus, with progress data used to determine whether continued targeted intervention is required. Once a student reaches an appropriate level of reading proficiency, they transition back into their mainstream classroom provision, where their reading development is supported through the Read to Succeed programme.

Importantly, transition from targeted intervention does not mean that monitoring stops. Students continue to have their reading progress tracked through NGRT (New Group Reading Test) assessments and regular fluency testing. This enables staff to identify whether progress is being sustained and to respond promptly if a student's reading development begins to plateau or further support is required.

This approach ensures that literacy provision is responsive to individual need, with clear assessment points, targeted intervention and ongoing monitoring. The combination of Reading Plus, classroom-based Read to Succeed provision and continued assessment enables the school to identify barriers to reading, provide appropriate support and evaluate the impact of that support over time.

Reading Intervention

Alongside the Reading Plus provision, the school has significantly increased the breadth of its targeted literacy interventions. Currently, 73 students receive weekly Reciprocal Reading and fluency interventions, targeted specifically at developing both reading comprehension and fluency.

Reciprocal Reading provides students with structured opportunities to develop their understanding of texts through explicit strategies such as predicting, questioning, clarifying and summarising. This is complemented by targeted fluency work, which focuses on improving reading accuracy, pace, expression and confidence. The combination of these approaches enables intervention to address both the underlying comprehension skills required to access the curriculum and the fluency skills needed to read with greater independence. Our Read to Succeed structure is also focused on improving fluency through choral, echo and paired reading which all SEND students in the school take part in. We have a specialist group who complete this in our LSC setting supported by a specialist TA.

In addition, four students received targeted phonics intervention and integrated literacy intervention to address specific gaps in their early reading skills and to strengthen foundation literacy skills. This ensures that students with more fundamental decoding needs receive an appropriately matched intervention, rather than relying solely on comprehension-based approaches.

The current provision represents the largest number of students we have been able to target through additional literacy intervention to date. This increased capacity enables the school to respond more effectively to identified needs and provides a broader range of intervention pathways, from phonics and foundational reading skills through to fluency and higher-order comprehension.

6. Overall Attendance 2025/2026

	BMA	National
Attendance all	92.6%	91.1%
Attendance SEND	87%	85.5%
Persistent Absence All	18.3%	-
Persistent Absence SEND	40.2%	-

- Overall attendance (92.6 %) is above Nat Ave (91.1%), but below the expected level of 95+%.
- 1.5% above Nat Ave (85.5%) for SEND attendance.

Attendance of SEND Autumn term 1 2026

SEND = 89.35% (national 89.67%)

Whole school attendance = 95.8% (national 94% BMA + 1.8%)

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 SENDCO and Pastoral Leaders monitor attendance closely and, where necessary, convene Team Around the Child (TAC) meetings and work with the education engagement service and the SEND team at Somerset Local Authority 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.

In certain cases, parents contest Local Authority decisions regarding placements for their child's EHCP, which directly affects attendance and requires ongoing collaboration with external agencies to support positive outcomes. In most of these cases, working closely with the family and external agencies has had a positive impact, and these students are in educational alternative providers for some of the week, and/or attending tutoring. This has a

positive impact on these students, who continue to have links to school and support them to have more positive experiences whilst at school.

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/Cheerleading	60%
Inclusive Pantathlon	100%
Flying start challenge	45%
Spring music show (Grease) Dec 2025	33%
Peripatetic music lessons	33%
KS3 Band	30%
Singing club	40%
School drama production (Treasure Island) November 2025	22%

Homework Club

The after school Homework Club runs three afternoons a week from 3 - 4 pm, providing a structured, supportive environment for completing assignments with access to technology. 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

We are now fully using Arbor to track and monitor behaviour. Our positive to negative ratio for the academic year 2025/26 was 12:1.

Type	All Students	SEND Students
Total no. of Suspensions Individual students (Days of Suspensions)	150 74 (383)	64 26 (174)
Permanent Exclusions	2	1

We continue to see a positive reduction in the number of suspensions for all students, decreasing from 98 in 2024/25 to 64 in 2025/26, a reduction of 34 suspensions. The total number of days students were suspended has also decreased, from 193.5 days to 174 days.

The Behaviour Policy has continued to be applied consistently, with no substantial changes to its implementation. This consistency has provided a clear and predictable approach to behaviour management across the school.

Overall, the trend is positive and indicates an improvement in outcomes for SEND students. However, there remains further scope to reduce suspensions and ensure that the needs of SEND students are fully considered within behaviour support and intervention. In 2026/27, there will be a continued focus on reasonable adjustments, early intervention and targeted provision, alongside careful monitoring of individual and whole-school suspension patterns.

We have also strengthened the quality and continuity of learning within the Internal Exclusion Centre (IEC) for SEND students. There is a greater focus on ensuring that work is purposeful, accessible and appropriately matched to students' needs, reducing the risk of missed curriculum time leading to widening learning gaps.

As part of this provision, we are increasing the range of dyslexia-friendly and age-appropriate reading materials available within the IEC. These resources provide students with meaningful opportunities to continue developing their reading while accessing the centre, with a particular focus on reading confidence, comprehension and fluency. This complements the wider literacy provision across the school and ensures that time spent in the IEC continues to contribute positively to students' educational development.

Alongside these developments, we continue to monitor patterns of IEC use among SEND learners and the impact of the support and adjustments in place. Reducing the frequency and recurrence of IEC use for SEND students remains an important area of focus. The combination of regular QA, student voice, assessment information, reading and fluency data

and analysis of IEC use provides a growing evidence base through which we can evaluate and refine our provision.

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 (3)	THRIVE Online assessment and action planning tools.	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. 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. Although capacity still remains an issue as the volume of students needing this level of support continues to be high.
	ELSA	20	Observations, attendance, pre and post assessments (SDQs) Recommended 6 sessions by EP service Supervision in place for ELSA	
	Forest School	20	Observations. Engagement tools Attendance Behaviour	
	School Counsellor	20	Strengths and Difficulties Questionnaires (SDQs)	
	Mental Health in Schools Team (MHST)	39	N/A	
Cognition and Learning	Onset and Rhyme / ILI	3	YARC WIATT-II	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. 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
	Read Write Inc	4	Phonics Screening and NGRT	
	Reading Plus	83	NGRT data	
	Reciprocal Reading and or Reading Fluency SW	73	NGRT data	

				already a high percentage of students using the programme have made increases to their reading skills.
Communication and Interaction	Narrative groups & Social Skills	6	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 or EHCP outcomes) 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	6	TALC Speech and Language Progression Tool Talk about assessment	
	One to one sessions	21	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

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

10. SEND Budget 2025/2026

Total Element 2 Funding 2025/2026	£6000
Notional SEND Budget (IDACI deprivation funding, FSM Ever6 and low prior attainment)	£1,026,747.15
HNF - Top up funding	£190,106
Alternative Provision	£35,869
SEND Staffing Budget	£352,644
SEND Department Budget	£6583

The funding is subject to changes throughout an academic year, due to EHCP costed plans being agreed and also new plans being issued.

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, Player Ready, plus transport to and from the provision. The impact on those who access these provisions is substantial and allows them to maintain access to their local mainstream provider and meets a wider number of their needs than remain fully onsite.
	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 ● Provision Map subscription ● Twinkl ● Widget online ● THRIVE licence	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. (E.g. documentation of APDR processes, allocation of provisions and student passports are completed on Provision Map) 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. 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. THRIVE Interventions has enabled targeted support that helped students to build emotional resilience, self-regulation, and positive relationships. As a result, students are better able to engage in learning, leading to improved behaviour, wellbeing, and academic outcomes.
	CPD	Supervision allowed the ELSA & counsellor to

	ELSA School Counsellor	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 EBSA students.
	Photocopying IT	Supporting SENCO documentation particularly EHCP processes. Department running 11 TAs delivering interventions for RWI, ILI, THRIVE, ELSA, 1 to 1 sessions
		Chrome book licences to allow support for 3 students with handwriting difficulties.
	Educational Psychology	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.
Alternative Provision Children without top up funding who need to access support.	Ryland's Farm - Future Roots Core Creative Education REACH Youth, Player Ready	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.

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

2025/2026

Date	Theme
September 2025 *INSET Day Term 1*	*Whole-Staff training - Inclusion in the classroom. Inclusion Boxes. SEND register and PLPs shared.*
October 2025	*Use of Inclusion box in the classroom and SEND student updates*
Terms 3-5	*Fortnightly SEND focus students.*

Staff development has included INSET training focused on inclusive teaching and adaptive practice, drawing on guidance and evidence from the Education Endowment Foundation (EEF) and relevant Department for Education (DfE) publications. This has supported the development of a shared understanding of effective approaches to meeting the needs of SEND learners within the classroom. Inclusive and adaptive teaching strategies continue to feature regularly within Teaching and Learning priorities, learning walks and quality assurance activity.

We continue to maintain a strong focus on the experiences, engagement and outcomes of our SEND learners, with a particular emphasis on ensuring that students experience high-quality, inclusive teaching across the school. Inclusive and adaptive teaching is increasingly embedded within our wider approach to teaching and learning, with regular Teaching and Learning foci including opportunities to develop and evaluate adaptive practice.

There remains a strong focus on the early identification of need, with information increasingly being used to support teachers in understanding individual students. Seating plans are used strategically and include key information such as reading age and reading fluency, alongside other relevant SEND information. This enables teachers to consider potential barriers to learning and make appropriate adjustments to classroom practice, seating and support.

Our fortnightly 'SEND Focus' quality assurance continues to provide regular oversight of the experiences of identified SEND students. This is supplemented by regular drop-ins focused specifically on SEND students, allowing leaders to monitor learning, engagement, behaviour and the implementation of appropriate provision and reasonable adjustments. This provides a regular opportunity to identify strengths and areas where further support or intervention may be required.

Additional CPD was allocated last year specifically for our TAs. This included facilitator training for exam access arrangements, specific training on sensory processing disorder and best practice for students with PDA (Pathological Demand Avoidance) and ELSA training for a TA to support the growing demand of SEMH needs and EHCP requirements for ELSA support. This CPD has had a positive impact on our TAs who work with specific students, increasing their confidence and allowing them to embed strategies into their practice.

13. External agencies

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 with individuals or through SENDco discussion and advice. They also provide training and supervision to TAs in the SEND department. 5 Students were seen by the EP outside of statutory processes. We had to use some of our traded time to rewrite Section F for 2 EHCP students. Indirect support through EP planning meetings for a wider number of students.	TAs value the Supervision they receive. They say it has allowed them to discuss students of concern and problem solve the barriers. Varying impact for individuals – APDR processes being followed which has led to EHCP requests to access in some situations.	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
Access to Inclusion (Virtual School)	This combines the learning support teams and autism and communication team. Working alongside SENDCOand Deputy SENDco to streamline procedures and policy. Provide guidance and support to the SENDCO. Transition support. Virtual School for Children Looked After.	Analysis of need and planned next steps provided for individual students. A2I working alongside SENDCO meeting the Code of practice. Streamlined the SEND register. APDR processes at classroom level Inclusion strategies in the classroom Website compliance Information report and policy checking.	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.	£33,600

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
All SEN students and those with needs are able to access the full curriculum, and are reading at age-appropriate level and fluency.	Staff training on Inclusion followed by QA of identified students which includes book looks and learning walks. All staff have clear plans in place for SEND learners e.g. annotated seating plans. Student passports are more succinct.	Reading Plus now rolled out to a higher number of students. (see Reading section for impact) Outcomes of SEND learners have maintained at national average and improved on some measures. Improved consistency of Inclusion strategy and Inclusion box - However, still more work needed to embed this further. SEND pupil passport information has been included on Arbor.
Proactive, timely support and intervention to break down barriers for learning for SEN, Boys and PP students. A continued reduction in Fixed Term Suspensions and permanent exclusions.	Pastoral Coordinators training is ongoing. SENCO, Deputy SENCO & EWO are targeting high level SEN non attendance. Pushing a higher level of multi-agency working and TAC/F meetings were appropriate. Learning walks for high level IEC users and book looks. Planning work to match the curriculum whilst in the IEC. The use of alternative provision and High Needs Funding to help remove barriers to mainstream education.	2 SEND focus students are discussed fortnightly - however more focus needed with link to attendance. The number of suspensions of SEN has reduced from 24/25. The number of SEN/PP has reduced from 24/25. This will continue to be a focus for the next academic year. Curriculum work matching SoL now supplied for use in the IEC. Costed plans in place and more matched to need than ever before. Which means more students with complex needs have had barriers removed to education. 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/carer. EHCP needs assessments were requested for a higher level of support via alternative provision.

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 2026-27

	Priority
1	Continue to embed effective adaptive and inclusive teaching so that all students can access learning (and make good progress) and embed SEND strategies for learners in the classroom. Continued and improved use of Inclusion boxes.
2	Continue to 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	To develop our Inclusion offer alongside Somerset's Local Authority Ordinarily Available Inclusive Practice (OAIP) and the Graduated Response Framework
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.