

### ***Who is our SENDCo?***

**Sharon Reddyhoff**- Vice Principal/SENCo

**Lowry Stone and Rebecca Marshall**- Inclusion Team

### ***What kinds of special educational needs can be met at our Academy?***

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

Children may have special educational needs in the following areas:

- Communication and Interaction (Speech and Language difficulties and Autism)
- Cognition and Learning (Moderate Learning difficulties such as dyslexia)
- Social, Emotional and Mental Health (SEMH, ADHD, attachment needs)
- Physical Needs (Sight, Hearing, Physical or sensory needs)

### ***How does the Academy identify and assess children with Special Educational Needs?***

We work closely with parents/carers to gather information, as well as liaising with previous settings and relevant professionals prior to your child starting with us.

We regularly review progress and provision, providing intervention as early as possible. This is mapped out across our Phases using a Provision Map.

We may decide to formally assess children using diagnostic assessments, working with a specialist teacher, if the child is not making the required progress over time and where an underlying learning difficulty may be diagnosed or is:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

### ***How do we assess and provide for children with Special Educational Needs in our Academy?***

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

### **Whole Class**

The class teacher is the first most important person in ensuring that each pupil makes good progress, receives the correct level of work and relevant support in the classroom, this is quality first teaching. Careful checking of progress will lead to different approaches, supported work, use of practical equipment and early intervention, if a child requires this. All children in school should have access to this as part of excellent classroom practice.

### **Smaller Group**

Sometimes the class teacher will identify a specific gap in learning that requires extra teaching in a smaller group in or outside of the lesson.

### **Outside Support**

Sometimes we might need to work with professionals in school such as a specialist teacher or Outreach Support from a specialist provision. We may need to assess further or work in partnership with the Local Authority or Health. We would always talk to you about this first.

### ***What if my child has a more complex, long term need or disability?***

For a small number of children, assessment and provision may be required through an EHCP. The following steps will lead to this:

- The school, or the parent, asks the Local Authority to consider whether there is a need to formally assess the child's needs
- An application is made to the Local Authority with supporting evidence . This doesn't have to be the school, the parent can make this application as can any professionals working with the child.
- The Local Authority will consider the application and look at the evidence of the child's needs and what provision is in place.
- The Local Authority will make a decision to gather further information or not.
- If they decide to, the Local Authority will gather further information from the parents, school and any other agencies/professionals involved
- A decision is made to write an EHCP or not
- If they decide to, the Local Authority will write an EHCP outlining clear outcomes for your child, short and long term, with advice on how to meet the needs of the child and what provision is required at school.

### ***How do we know if we are doing the best we can for your child?***

- We review and track your child's progress regularly
- We talk to you and your child and listen to your views
- We take advice from professionals who work with our school

### ***How will we support your child with their social and emotional development?***

We teach a whole school PSHE scheme called Jigsaw to ensure that all children make good social and emotional progress. We will always talk with parents and children if extra activities are needed in the short or long term. This may lead to small group or 1:1 intervention through:

- In class pastoral support, circle time and regulation areas
- Small group ELSA (Toast and Talk) social and emotional resilience/social communication
- 1:1 bespoke support eg grief and bereavement, attachment and trauma, social story/comic strip conversations work
- School nurse

- Early Help family intervention
- Referrals to DFM
- Educational Psychology/Locality Support

***Who are the best people to talk to about my child's difficulties with learning?***

**Class teacher**

The class teacher is responsible for the day to day provision and follows the SEND Policy in their classroom.

**Phase Leader**

Mrs Liesel Muraro is the Phase Leader for KS2 (Yr5/6 and Yr3/4)

Mr Chris Gibson is the Phase Leader for EYFS/KS1 (Reception, Yr1, Yr2)

**Inclusion Team**

Our team , Mrs Lowry Stone and Mrs Rebecca Marshall, work in your child's classroom and support any children who have any barriers to learning.

**SENDCo**

Sometimes the class teacher, or the Phase Leader, will take their concerns to the SENDCo, Mrs Sharon Reddyhoff. The SENDCo is responsible for making sure that your child's special educational needs are met and that you are involved in supporting and reviewing your child's learning.

If your child has a specific learning or physical difficulty and you would like your child to attend our Academy, please make an appointment to talk with our **SENCo or our Principal Ms White**. We will work with you to find out if we can meet your child's needs.

***How are the staff supported and trained?***

- Regular INSET and staff training across all areas of SEND.
- The SENDCo supports all staff and children and organises training and support where necessary
- Multi agency working and external support

Our SENCO has over 8 years experience in this role and has worked at Bovington Academy for 14 years.

She is allocated 3 days a week to manage SEN provision.

We have a team of 9 teaching assistants across the school and 2 higher level teaching assistants (HLTAs), who cover PPA in the afternoon. All have accessed school INSET training.

In the last academic year, individual staff have been coached in SALT provision and trained in Precision Teaching, NELI Early Language, Success at Arithmetic, Read Write Inc, Move to Learn and Attachment and Trauma.

We use specialist staff from the NHS Language Service for SALT block therapy, which is delivered online.

### ***How does the Academy make sure that my SEND child can access the building and equipment?***

The Academy will make reasonable adjustments where possible and will contact the Local Authority and relevant professionals to discuss any building accessibility/adaptations required. We will work with relevant professionals in The Purbeck Locality Team to source any specialist equipment, as stated in our Accessibility Plan. We also :

Differentiate our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### ***Progress***

The Academy will offer 2 parents evenings per year for all children to discuss progress and provision.

In addition to the above :

- 6 weekly review meetings for any children with a behaviour plan or PSP (Pastoral Support Plan)
- 6 weekly TAF (Team Around the Family) meetings with Early Help Family worker or School Link worker.
- Inclusion Team phone check in/SEND review meetings, Family Worker visits via Purbeck Locality
- Annual Review for EHCP with SENDCo and relevant professionals

### ***Transition***

We understand that some children may require special preparations when they start a new setting, move between settings or move between classrooms. We aim to make this as smooth as possible by:

- Careful planning with the next setting/class
- Sharing information with parents/carers including the opportunity to meet with new staff where possible
- Additional visits to the new setting/class
- Transition booklets or electronic versions

- Visual timetables and social stories
- Whole School transition programme in term 6 in place.

### ***Consulting and Involving Parents and Pupils***

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support