SEND Annual Information Report

September 2026

Name of SENDCo: Ms Sue Matthews

Dedicated time weekly: 3 days per week (Monday, Tuesday and Wednesday)

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Name of SEND Governor: Mandy Lancy mandylancy@aspirationsacademies.org

School Offer link/SEND Policy: SEND Policy 2026/2027

Local Offer link:
https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer

Whole School Approach to Teaching and Learning:

Bovington Academy is one of sixteen schools within the Aspirations Academies Trust and is a single-form entry primary school set within a garrison 'town' in rural Dorset. We are fairly unique in that we usually have approximately 60-65% Service children on roll, with the local area having an above average military presence. Service children encounter and experience different challenges during their educational years because they usually move schools when a parent is mobilised. Bovington is a training camp for the Royal Armoured Corp meaning that, on average, service pupils move every two years. This can have a huge impact on Service children but is exacerbated for children with additional needs. We are dedicated to removing any learning barriers and ensure that all children have equal access to teaching and learning, accessibility to the outside agencies providing needed support as well as supporting with ongoing diagnosis.

Before starting at Bovington Academy, our admissions administrator , will organise an induction meeting to discuss any needs and to orientate the child/young person around the school. An additional meeting may take place with the SENDCo and the class teacher before a start date is finalised to ensure all barriers are removed and that the correct provision is in place.

Bovington Academy has a child-centred, collaborative and inclusive approach when meeting the needs of children. The latest national figure for children needing SEND support (updated in June 2026) rose to 14.8% up from 14.2% in 2025 (DoE, 2026), our SEND register figure as of the May census was 22.3%, of which 81% are Service children. Children with Education, Health and Care plans (EHCPs) decreased to 4.4% in 2026 from 5.3% in 2025, bringing the total number of pupils with an EHC plan nationally to around 538,500, an increase of 11.6% between 2025 and 2026 and has more than doubled since 2016.

Bovington Academy has a dedicated, experienced and skilled team of teaching staff, Learning Support Assistants (LSA's) and Higher-Level Teaching Assistants (HLTA's). We have two trained ELSA's who are also Service Champions. We also have 1 HLTA who has had training from YoungMInds to support the young carers identified within school.

Bovington Academy also provide:-

✓ High Quality Teaching and Learning. All teachers are responsible for the learning and progress of every child in their class, including those with SEND.

✓ An inclusive, adaptive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.

✓Additional access arrangements are made for children with SEND, where needed.

✓ Where necessary, we have access to a range of further assessments and screening tools to assess reading/spelling abilities, dyslexia, speech and language, physical difficulties, social and emotional difficulties and mathematical difficulties.

✓We use the Engagement Model to assess pupils who are engaged in subject specific study but are working below the overall standard of the national curriculum.

✓Requests for advice and support from Specialist Teachers and other outside education and healthcare agencies.

Alongside the universal curriculum, support may be given in the following areas:

✓ Communication and Interaction
✓ Cognition and Learning
✓ Social, Emotional and Mental Health
✓ Physical, Sensory and Medical Needs

Our Graduated Response for Learners: Assess, Plan, Do, Review (APDR)

For children/young people on our SEND Register, an Assess, Plan, Do, Review cycle was established by the SENDCo in partnership with the child/young person, their parents/carers and the class teacher. Please see our SEND Policy for further details.

The SENDCo oversees the provision and interventions and monitors their success through rigorous observations and data analysis. Every teacher at Bovington Academy is committed to the achievement of every child through high quality teaching and tailored interventions, allowing all children to fulfil their potential and thrive.

All children/young people identified as requiring SEND Support, or with an Education, Health and Care Plan are on our SEND Register.

How we identify children/young people that need additional or different provision: Assess, Plan, Do, Review.

✓ Class teacher refers to the SENDCo for support and advice after identifying and tracking the progress of children/young people by summative and formative assessment. These children may require extra support to catch up and to help close the learning and knowledge gap.
✓ Teachers create provision maps for children who need to receive support in their class. This details the intervention / support given, timings, groupings and progress. Provision maps are continually monitored and adjusted throughout each half term (see below).
✓ Leuven Scales are used to measure emotional wellbeing
✓ Referral of concern onto Cause for Concern log
✓ APDR cycles begin
✓ Continual monitoring of the quality of teaching
✓ Ongoing curriculum assessments
✓ Tracking progress using data
✓ Further assessments by specialists, including those from external agencies e.g. TADSS (Teaching Alliance of Dorset Specialist Schools), Specialist Teachers, OT etc.

✓ Consideration of application for Education, Health and Care Plan via a Needs Assessment and / or a paediatric referral once enough evidence is gathered.

We take a holistic approach in all aspects of a child's development and well-being. Our pastoral arrangements for supporting the emotional and social development of all children/young people, including those with SEND, is set out in our School Offer.

Bovington Academy has a comprehensive Assessment Policy which outlines a range of assessments used throughout the school. There are a variety of ways that we identify and assess children with SEND. Through stringent data analysis and half termly pupil progress meetings, children who are underachieving and not reaching their full potential are quickly identified. Teachers that have any concerns about a child, academically, socially or emotionally will approach the SEND Team for an initial discussion. These concerns will also be raised and discussed with the parents/carers. The concerns are then put on the Cause for Concern log. The SEN team will then carry out an observation, look at work and talk to the child about their views of their learning and school depending on the need that has been identified. After these discussions, appropriate interventions and support will be put in place, or further assessment requested.

At Bovington Academy we recognise that parents/carers know their children best and it is common for them to raise concerns about their child's learning or wellbeing and this can be done by talking to the class teacher initially and then the SENDCo. If further assessments are necessary, then the SEND Team will carry these out. Depending on the outcomes and needs of the child, outside agencies may be contacted, with permission of the parent. The outside agencies will then advise and support the school with interventions and strategies. If despite this support, the child is still not making progress and the school and outside agencies feel that an Education, Health and Care plan is necessary then the school will apply for an Education, Health and Care Needs Assessment.

We evaluate provision through:

✓ <u>Provision Maps</u>

Bovington Academy uses provision maps to evaluate the effectiveness of interventions by tracking the outcomes of the interventions. 'Entry' and 'exit' data is used at the beginning and end of a timed block of intervention and through this data the interventions can be evaluated to ensure that the children are making progress. If the intervention is not

having the desired impact it is continuously adapted to ensure that the children are making progress. The provision maps are written, reviewed and shared with parents.

✓ Data Analysis

At Bovington Academy we input data every 6 weeks in Reading, Writing, Spelling and Grammar and Maths in KS2 with the addition of phonics in KS1 and for the Early Learning Goals in EYFS. This data is analysed at termly meetings and every child is individually tracked. It is immediately highlighted if any child is underachieving or not reaching their full potential.

✓ Pupil Progress Meetings

Termly the Senior Leadership Team, SENDCo and class teacher meet to discuss children's progress. During these meetings whole school data (including attendance) is analysed and a collaborative discussion takes place: addressing any children/groups that need extra support. Provision maps are analysed termly, evaluating the effectiveness of provision for SEND children. If there are any concerns regarding individual children, the SEN team will observe the child and contact outside agencies if needed.

✓Teaching and Learning

Pupil Progress Meetings are used to assess and review the progress of pupils as a whole but the teacher will also continuously be reviewing progress throughout lessons and interventions which will shape future learning. This includes all forms of Assessment for Learning: questioning, observing and marking. Progress is also reviewed through the entry and exit data on provision maps, class targets and in some individual cases, APDR plans. Progress is also reviewed through target setting and teacher assessment. Regular meetings will be held with the parent/carer and child to assess and review the EHCP outcomes, targets and update their individual small steps document detailing termly progress. In some cases, external agencies are invited to meet the parent and child.

This year, provision made for children/young people on our SEND Register has been:

✓ **Communication and Interaction**

Classroom environments made communication friendly, with all school staff and some children wearing lanyards with appropriate symbols to support children/young people with their C&I development. Whole class and individual visual timetables used.
ELSA – small group or 1:1 sessions in a dedicated safe and quiet environment

NELI for Early Years
SoundGym
All LSA's have had a range of training for Speech and Language Therapy including SoundGym
Exit cards / brain break / safe spaces / outdoor gym equipment
Introduction of daily Sensory Circuits at the start and end of each day
Individual and tailored timetables
Referrals to Speech and Language Therapists
Referrals to Early Help for whole family working
Referrals to Outreach - Teaching Alliance of Dorset Specialist Schools
Access to The NEST

✓ **Cognition and Learning**

Classroom environments and seating reviewed regularly
Adaptive teaching
Precision Teaching
Individual and tailored timetables
Concrete resources such as fiddle toys, wriggle cushions, Therabands, chrome books and headphones.
Manipulatives, displays, word mats.
Pre-teaching, over learning and modelling
Resources tailored to individual needs e.g. checklists, Learning Objective in simple language on stickers, paper copies of power points, photographs of WAGOLL etc.
Half termly provision map reviews
Access to The NEST
Lifeskills sessions

✓ **Social, Emotional and Mental Health**

Access to the Blandford Suite and Pastoral
Proactive and reactive ELSA support in a dedicated room
Trauma Informed Schools trained staff e.g. big empathy drawings, sand tray and clay work etc.
Access to The Listening Ear safe space
ELSA – small group or 1:1 sessions
Individual and tailored timetables

Therapy Dog in school weekly
Referrals to Dorset Councils 'Dorset Families Matter' support packages
'Walk and Talk' 1:1 sessions
Access to the Ocean Room – sensory and calm space
Safe spaces for individual pupils
Exit cards for 'brain' or sensory breaks
Access to Theraplay where required
Access to The NEST
Lifeskills sessions

✓ **Sensory and/or Physical Needs**
Learn to Move, Move to Learn
Access to the Blandford Suite for Pastoral / ELSA support
Outdoor gym equipment
Indoor PE equipment
Access to the Ocean Room for sensory breaks, outdoor movement breaks (running, basketball, football)
School uniform - reasonable adjustments made
Sensory circuits
Individual Health Care Plans
Therapy Dog in school weekly

During the 2025/26 academic year, Bovington Academy had 40+children / young people receiving SEND Support, and by the end of the 2025/26 academic year 8 children/young people with Education, Health and Care Plans.

This figure does fluctuate during the year as mobilisation by the Armed Forces means children arrive and leave mid-year with regularity.

Support Staff Deployment:

Support staff were deployed in a number of roles:

✓Support in Classroom
✓Precision Teaching
✓Behaviour Response
✓Service Champions and Dandelion kids– support group for Service Children
✓Young carers Champion

✓Attendance Champion
✓Overseeing the School Council
✓Supporting the Anti-Bullying Ambassadors
✓Supporting individual and tailored 1:1 timetables
✓Being on the Listening Ear timetable
✓Providing 1 : 1 Provision
✓ Small group intervention
✓ Playground support
✓Lunchtime support
✓Supporting at Morning and After school Clubs
✓Running After school Clubs
✓Running Breakfast Club
✓PPA Cover (HLTAs)
✓First Aid
✓Support for medical needs
✓Morning and afternoon minibus driving
✓Gate duty
✓Community Food Cupboard – organisation and distribution of food parcels
✓Fortnightly Parent Pod meetings which will be led by a range of professionals and staff
✓Organised school trips
✓Support school trips
✓Safeguarding all pupils
✓Pastoral support

We monitored the quality and impact of this support by:-

✓Speaking to parents/carers and children/young people
✓Members of the Senior Leadership Team, SEN team and Pastoral Lead are available on gate duty both mornings and afternoons for parents to speak to
✓Organising Parent Pod meetings
✓An open-door policy
✓Parent questionnaire

How we listened to the views of children/young people and their parents:

What	Who	When
Informal Discussions	All pupils and parents	Daily
Parents/Carers Evenings	All pupils and parents/carer	Twice a year
School/ class Dojo	All parents/carers	Daily
Text Messages/ emails	All parents/carers	When necessary
Assess, Plan, Do, Review meeting Face-to-Face or Virtually	Pupils on SEND Register and parents/carers	Termly
Team Around the Child/Family Meetings/CIN Meetings	Individual pupils / parents/carers	At least Half Termly or when necessary
School Council	Representatives from all Classes	Half termly
Parent Pod meetings	All parents/carers	Fortnightly
Parent / Principal Meetings	Pupil / Parent/ Carers Representative	When necessary
General SEND Meeting / Early Annual Review / Annual Reviews	All parents/carers and children with an EHCP	Annually; Review date or when needed

Our measures to prevent bullying can be seen in our Anti-bullying policy which you can read here:-

https://bovington.academies.aspirationsacademies.org/wp-content/uploads/sites/2/2026/06/Anti-Bullying-Policy-24_25.pdf

Distribution of Funds for SEND

SEND funding was allocated in the following ways:

✓Support staff
✓External Services (See School Offer)
✓Teaching and Learning resources
✓Well-Being Provision
✓Staff training
✓1:1 and small group work

Continuing Development of Staff Skills:

Individuals' CPD this year:

Area of Knowledge/Skill	Role of Staff undertaking CPD	Training Received from
Speech and Language	LSA	NELI
Level 3 LSA qualification	LSAs	Aspirations Academy Trust Learning Institution
Various SALT training	Teachers / LSAs	Dorset NHS
ELSA Supervision	LSA's / Pastoral Lead	Dorset Council
EBSA Training Part 1 and 2	LSA	Dorset Council
Communication Champion Workshops	LSA	NHS Speech and Language DCC
Learn to Move, Move to Learn Training	LSA	NHS Occupational Health

Whole Staff / Group Training (INSET)

Area of Knowledge/Skill	Roles of Staff undertaking CPD	Training Received from
Safeguarding and Keeping Children Safe in Education - Sept 25	All staff	TES online training
Safeguarding and Keeping Children Safe in Education & KCSIE quiz - Sept 26 Refresher	All staff	TES online training
RWI training	Various staff	RWI trainer
Sounds and Syllables	KS2 teachers	Jason Wade
Safeguarding refresher	All staff	TES
GDPR@ Education	All Staff	TES
Online safety	All Staff	TES
Prevent training & Prevent quiz	All Staff	TES / LGFL
Restrictive practise and Quiz	All Staff	Aspirations
Grief training	Teaching Staff	Mosaic

We monitored the impact of this training by continuous monitoring and updating of staffs' skill sets.

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

✓ Enhanced transitions with 4 upper schools
✓ EarlyBird Plus Course at Westfield College
✓ SENDCo Network briefings – Purbeck Locality
✓ Enhanced transition with Yewstock School for a child with an EHCP
✓ Enhanced transition with Gillingham School (SRP) for a child with an EHCP

This year, 6 children/young people requiring SEND Support and 2 children / young people with Education, Health and Care Plans joined us.

Twelve children/young people on our SEND Register in 2025/2026 made a successful move to other schools. This included 10 pupils moving onto their secondary education. One child has moved to a specialist provision and one child is being Electively Home Educated.

We supported the transition from local nurseries into our Reception class by regular visits by our Early Years teachers to the settings to get to know the children, and to have discussions with the head of nurseries and the children's key workers. We also completed home visits and held transition meetings for parents to meet the new teachers. We also supported a military move from Europe for a Reception child.

We helped children to make the move from the Early Years Foundation Stage to KS1 and from KS1 to KS2 by a transition afternoon and with regular 'drop-ins' to their new teacher. 'Meet the Teacher' presentations are also held for parents to attend.

Termly Parent Pods focus on supporting parent's understanding of how and what their children are learning. For example: phonics, spelling systems, Power Skills and how to support reading and maths at home.

The transition from year 6 to secondary school has been supported through extra sessions and enhanced transitions run by Purbeck Secondary School (Connected Minds) twice over the year. Support from the Pastoral/ELSA teams is also fully utilised alongside positive communication with the follow-on schools and regular contact with parents/carers.

We also supported a child and his family with a successful transition from Bovington Academy to a Specialist school placement within Dorset. Another family are Electively Home Educating their child who has an EHCP and we have supported them to make this transition.

For children/young people with SEND, we also made transition books with photographs of their new teacher / classroom / cloakroom / toilet areas. We also compiled social supporting stories and enhanced transitions for them. They are invited to come into school over the INSET days so that they can see their new classrooms, know where their pegs, trays and place is as well as begin to develop routines for the start of term. Similarly, a parent survey is sent out during the last week of the holidays so that any concerns can be brought to the school's attention and resolved before the start of term.

Parents/carers were included in this process through communication with old and new teachers, transition meetings and an open-door policy. We always have members of the SLT, SEN team, Pastoral and Inclusion teams on gate duty each day to listen to any comments or concerns that parents may have. Parents/carers can also contact their class teacher via Dojo or email.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. As previously mentioned, Bovington Academy has a comprehensive Assessment Policy which outlines a range of assessments used. Through data analysis and pupil progress meetings children who are underachieving and not reaching their full potential are quickly identified and extra provision put in place. We do this through our Academy Improvement Plan, which includes our SEND Improvement Plan.

On 23rd February 2026, the Government published the long-awaited "Every Child Achieving and Thriving" report. This is a 10-year long strategic plan for English schools and Special Educational Needs and Disabilities (SEND) white paper. It sets a broad national standard linking high academic standards with mandatory inclusion, introducing tiered support layers, digital Individual Support Plans (ISPs), and targeted funding packages. This link give more information:-

https://www.gov.uk/government/publications/every-child-achieving-and-thriving

This is the link to Dorset Councils website with information from the Government report:-

https://www.dorsetcouncil.gov.uk/w/every-child-achieving-and-thriving-schools-white-paper

Details about our curriculum, including how it is made accessible to children/young people with SEND can be viewed from the link on our website. You will also find details of how we keep children/young people safe in our Safeguarding Policy which can be viewed on the school website :-

https://www.bovington-aspirations.org/

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEND Policy is here:- SEND Policy 2026/2027

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should see our complaints policy here :- https://bovington.academies.aspirationsacademies.org/wp-content/uploads/sites/2/2026/03/Complaints-Policy.pdf

This year we did not receive any complaints with regard to SEND support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Mrs Liesel Muraro, Principal.

The Local Authority's Offer can be found at https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer?p_l_back_url=%2Fsearch%3Fq%3Dlocal%2Boffer

Our Accessibility and Audit Plan can be found on our website here :- https://bovington.academies.aspirationsacademies.org/wp-content/uploads/sites/2/2025/08/Bovington-Academy-Accessibility-Plan-June-2025.pdf

Our SEND Policy, School Offer and Annual SEND Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.