SEND Policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our academy fully implements national legislation and guidance regarding pupils with SEND
- Set out how our academy will:
  - Support and make provision for pupils with special educational needs
  - Provide pupils with SEND access to all aspects of academy life so they can engage in the activities of the academy alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

Our policy is in line with the Special Educational Needs and Disabilities Code of Practice 2014/15 and provides a clear framework for its implementation in our Academy.

2. Vision and Values

Bovington Academy is committed to equality of opportunity and provides full access to the National Curriculum for all children, including those with special educational needs and disabilities (SEND). All children will be admitted to Bovington Academy, irrespective of their needs, where a placement is deemed appropriate. We are an inclusive academy; our main provision is through high quality teaching which matches the learning to the needs of the pupils.

We are committed to provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive learning environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out local authorities' schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCos) and the SEN information report.

The Equality Act 2010 Equality Act 2010 (section 20, which sets out the school duties to make reasonable adjustments for pupils with disabilities.

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out the schools responsibilities to eliminate discrimination, harassment and victimisation, and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

The School Admissions Code, which sets out the schools obligation to admit all pupils whose education, health and care (EHCP) plan names the school, and its duty not to disadvantage unfairly children with a disability of with special educational needs

The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND.

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At Bovington Academy, we strive to create an inclusive teaching and learning environment that offers pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of academy life.

4.1 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are supported to go on our residential trip(s) or day trips.
- All pupils are supported to take part in wider school activities such as sports days and productions.
- No pupil is ever excluded from taking part in these activities because of their additional needs.
- All children who apply to the academy are considered for a school place, regardless of SEND.
- All children who attend the academy are treated fairly and with consistency. Children with SEND are treated with the same respect as children who do not have SEND.
- Adaptations to the school environment are made within classrooms such as seating, sensory needs, organisational support, toileting needs and medical needs. For those children who require medical and health support they will have Individual Health and Care plans in place to support them further, so they can access all activities at school.
- Further support plans will be developed such as PSP's, Behaviour Plans, PEEP's and Positive Handling Plans if required in partnerships with parents and relevant professionals.

5. Definitions

5.1 Special educational needs and disabilities

A pupil is classed as having SEND needs if they have a learning difficulty or disability which calls for special educational provision to be made beyond quality first teaching and scaffolding.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than most of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The academy will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

Children are identified as having special educational needs when, due to one or more of the following factors, they find it hard to learn and are not making the required amount of progress, compared with the majority of children of the same age.

Pupils can have needs that cut across more than one area, and their needs can change over time.

Interventions will be selected that are appropriate for the pupil's particular need at that relevant time.

- **Communication and Interaction difficulties** - *pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use social rules of communication. Pupils with autism often have needs that fall into this category.*

- **Sensory and/or Physica**l - *pupils with these needs have a disability that hinders them from accessing the educational facilities and environment provided. Pupils may have a sensory impairment such as vision*

impairment, hearing impairment or multi sensory impairment. Pupils may have a physical impairment. These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

● **Cognition and Learning** - *pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: specific learning difficulties which impact one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia, moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

● **Social, Emotional and Mental Health Issues** - *these needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: mental health difficulties such as anxiety, depression or an eating disorder; attention deficit disorder, attention deficit hyperactive disorder or attachment disorder; suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.*

Internal and external professionals, teachers and parents/carers are often called upon to support in the assessment process of an individual who may display as having one or more 'Special Educational Needs and/or Disabilities'. Once this has been achieved, Bovington Academy will let families/carers know, and if required, a meeting will be arranged to discuss the provision, through support, personalised learning, adaptive teaching and intervention, that will be put into place. This will enable the young person and their families the chance to express their thoughts and desires in relation to the provision to be provided. Subsequent meetings will follow with parents/carers, internal and possibly external professionals in relation to the progress and review of the support needed, this will occur until the time when the individual is making an adequate level of progress and achieving a similar rate as their peers.

6. Roles and responsibilities

6.1 The SENDCo

They will:

- Work with the Principal and Regional Board to determine the strategic development of the SEND policy and provision in the school
- Work with the Principal and Regional Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Inform any parents/carers that their child may have SEND and then liaise with them about the pupils needs and any provision made
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach and the Assess, Plan, Do, Review model, providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to ensure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Ensure the school keeps the records of all pupils with SEND up to date and accurate
- With the Principal, monitor and identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the Principal, regularly review and evaluate the breadth and impact of the SEND support the academy offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the academy's SEND information report and any updates to this policy
- With the Principal and teaching staff, identify any patterns in the school's identification of SEND, both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

- Oversee and write Individual Health Care plans, PEEPs and PSPs because they are responsible for managing the school's responsibility for meeting the medical needs of pupils excluding first aid.
- Responsible for overseeing the provision in place for pupils who are in care (including management of PPG/LAC funding. They are the Designated Teacher for LAC.
- Advise the LA when a pupil needs assessment, or when an EHC plan needs an early review

6.2 The Regional Board

The Regional Board will:

- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the academy alongside pupils who do not have SEND
- Make sure the academy has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Ensure information is published on the academy website about how the academy is implementing its SEND policy in a SEN information report
- Help to raise awareness of SEND issues at regional board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school
- Work with the Principal and SENDCo to determine the strategic development of the SEN policy and provision in the school
- Make sure there is a qualified teacher designated as SENCO for the academy and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

6.3 The SEND governor

THE GOVERNING BODY (South West Regional Board)

The South West Regional Board (SWRB) acts as our in school governing body, in addition to our Aspirations Executive Board who have legal responsibilities with regards to Inclusion and the roles outlined within this policy. The SWRB reviews this policy annually. The SWRB monitors the effectiveness of the inclusion as a standing agenda item against the criteria as outlined in this policy. David Herbert, South West CEO, is the named Governor for Special Educational Needs within the South West Regional Board.

The Principal and South West Regional Board have overall responsibility for the management of provision for children with special educational needs and disability in accordance with the statutory requirements set out by the government in the Code of Practice (2014). The Principal reports to the SWRB with regards to the effectiveness of the provision for inclusion.

6.4 The Principal

The Principal will:

- Work with the SENDCo and regional board to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and the regional board to make sure the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- Have responsibility for monitoring the schools notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCo, monitor to identity any staff who have specific training needs regarding SEND, and incorporate this into the academy's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers, or can access, and co operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify patterns in the academy's identification of SEND. Both within the academy and in comparison with national data, and use these to reflect on and reinforce the quality of teaching and learning
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the regional board on this

6.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Identify pupils who have barriers to their learning and complete a Cause for Concern document for any child in their class.
- Plan and monitor targeted interventions to close gaps
- Planning and providing high-quality teaching that is differentiated / adaptive to meet pupil needs through a graduated approach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy and SEN information report
- Communicating with parents/carers regularly to:-
    - ➔ Set clear outcomes and review progress towards them
    - ➔ Discuss the activities and support that will help achieve the set outcomes
    - ➔ Identify the responsibility of the parent/carer, the pupil and the academy
    - ➔ Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents and carers

Parents or carers should inform the academy if they have any concerns about their child's progress or development.

Parents and carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to regular meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with academy staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The academy will take into account the views of parents/carers in any decisions made about the pupil.

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets and outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, wherever possible.

7. SEND information report

The academy publishes a SEND information report on its website, which sets out how this policy is implemented in the academy.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

All teachers should recognise that there is a wide range of children's abilities and provide appropriately adapted / differentiated work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum.

Class teachers have SEND responsibilities for their class and ensure that this work is correctly differentiated/varied/adapted to be able to meet the needs of each child.

All teachers contribute to the assessment, monitoring, recording and reporting of progress of children with SEND for their class. Where support staff are involved, they are expected to contribute to the monitoring process.

Class teachers access the SEND Register and Learning Profiles, via the Inclusion Drive. It is the class teacher's responsibility to write the individual SEND Provision Maps and review them each term with the support of the Inclusion Team if required, and report this to parents/carers. This evidence is collated and summarised as part of Pupil Progress meetings, which forms an important part of the review process and future target setting.

Effective support is:

● Discreet – so children are not embarrassed in front of their peers

● Selective – used at particular times for particular purposes, or used in particular subjects, but not overwhelming so that children never work without support

● Aimed at building independence, not encouraging dependence

● Aimed at building a child's self-confidence, by enabling them to succeed and giving feedback and praise

● Aimed at increasing the child's inclusion in the peer group and not isolating them

● Based on an understanding of children's needs

● Skilled - delivered by trained adults with good subject and SEND knowledge

● Informed - delivered by support assistants who know the overall objectives for the lesson and what each child is intended to learn, and are clear about their role in helping children to achieve learning outcomes

● Planned – the teacher and the support assistant take time to plan together

● Governed by agreed ground rules about who can do what in a lesson, and when – for example rewards and sanctions

Children can only work independently if the work is pitched at the right level and are provided with the correct scaffolds. This sometimes means tracking back to earlier learning objectives and designing activities and support/scaffolds that will help the children or a group achieve them - addressing gaps in their knowledge quickly and accurately.

Learning Support Assistants need to know what children are meant to be learning so that they can focus on this, rather than on whether or not children have completed particular tasks. Teaching assistants will support pupils in small groups when required in class or as part of a targeted intervention. Learning Support Assistants will support pupils on a 1:1 basis where this is recommended as part of the EHCP recommendation.

8.1 The kinds of SEND that are provided for

Our academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autism, speech and language difficulties/disorders
- Cognition and learning, for example, dyslexia, dyscalculia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), oppositional defiant disorder (ODD), attachment, separation, anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

8.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the academy may need to make. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adaptive, high quality teaching including targeted interventions if necessary. If progress does not improve, the teacher will raise the issue with the SEN team to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parent/carer, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean the pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying, bereavement or home issues including safeguarding concerns. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Some children will present with learning difficulties which will require assessment by one of the services provided by the LA. In each case, evidence of the children's difficulties are required, along with details of the provision which has already been put in place to support the child. The SENDCo and the Academy Principal will discuss this at the termly SEND Planning meeting. If the academy has met the graduated response and can provide full evidence, LA professionals may then observe and provide further support for the child further. If the graduated response has not been met, the LA will give the academy further advice to support the child.

If a pupil is joining the academy, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health care plan (EHCP)

then the academy will work in a multi-agency way to make sure we get relevant information before the pupil starts school so support can be put in place as early as possible.

8.3 Consulting and involving pupils and parents

The academy will put the pupil and the parents/carers at the heart of all decisions made about special educational provision.

The academy speaks with parents and carers on a regular basis and will have an early discussion 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.

We will formally notify parents/carers when it is decided that a pupil will be placed on the SEND register.

8.4 The graduated response to SEND support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated response; **Assess, Plan, Do, Review (APDR)**.

The class teacher will work with the SEND team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- SEND team observations

The APDR will be reviewed 6 weekly and recorded in their individual electronic folders which are shared to the relevant staff. Other information is saved on the Arbor accounts for access. Paper copies will be shared with parents at the parents evenings.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Reviews for children at SEND Support (on the SEND register) will be held termly during PPM. Class teachers, and SENDCo where appropriate, will discuss any progress and support with parents/carers at Parent Evenings to review provision in place. The SENDCo will attend the Pupil Progress meetings termly and support any review meetings as required.

It is sometimes necessary to discuss a child's progress and provision with parents/carers and outside agencies more often. Such meetings should be regarded as a review and will often be held as a result of underachievement and lack of academic progression or a change in circumstances.

8.4 Levels of support

Academy-based SEND provision

Pupils receiving and level of SEND provision will be placed on the academy SEND register.

Most SEND pupils will be supported through the expertise of the SEND team and staff at Bovington Academy. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the academy's notional SEND budget. On the census, these pupils will be marked as 'K'.

Education, health and care (EHC) plan

Pupils who need more support than is available through the academy's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the academy's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census, these pupils will be marked as 'E'.

8.5 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, through provision maps and PPM
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Reviewing pupils' individual progress towards their outcomes each term using the APDR model
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires/Pupil Voice
- Monitoring by the SEND team and Academy Quality Assurance visits
- Holding annual reviews and early annual reviews for pupils with EHC plans
- Completing and submitting Education, Health and Care Needs Assessments
- Getting feedback from the pupil and parent/carers
- EHCP outcomes are reviewed half termly and are recorded on the 'smaller steps' review document.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Principal, the CPD Lead and the SENDCo will continuously monitor to identify any staff who will have specific training needs and will incorporate this into the academy's plan for continuous professional development.

Our SENDCo has been in the role for 4 years but has many years teaching experience as a qualified teacher, and has a vast amount of experience working with SEND children and their families. She has completed the NASENCo award at the University of Winchester.

She is allocated 3 days a week to manage SEND provision across Bovington Academy who is supported by a Principal Teaching Assistant.

We have a team of learning support assistants who run interventions.

Staff have been trained in: Move to Learn, Learn to Move, SALT Coaching, RWI, Success @ Arithmetic, AET (Autism Education Trust Training), Positive Handling, Challenging Voices and Precision Teaching. Bovington Academy has also taken part in the Autism in Schools Project with Dorset Council.

We use specialist staff for SALT block therapy interventions. All LSAs have had SALT training in Sound Gym,

Working Together training and Developmental Language Disorder. 2 school staff have had training in the

NELI speech and language intervention.

10. Links with external professional agencies

The academy recognises that it would not be able to meet all needs of every pupil. Whenever necessary, the academy works with external support services such as:

- Paediatrician/GP/NHS Health Teams
- Health Visitors
- School nursing team
- Purbeck Locality- Educational Psychologists, Specialist Teachers (Learning/Communication and SEMH needs)
- OT
- Hearing/Vision Service
- Social Care
- Early Help Family Workers
- Social Workers
- Early Help School Link Worker
- Portage/Nursery
- Secondary Schools (Transition)
- Play Therapists
- Enhanced Outreach)/TADSS
- SEN Provision Lead
- SALT - NHS
- Army Welfare Service / Army Families Federation
- CAMHs

11. Admission and accessibility arrangements

All children with SEND are afforded the same rights as other children in terms of their admission to Bovington Academy. However, children who have undergone a statutory assessment and are having their needs met through the provision of an Education Health Care plan, are given priority as part of the local authority's school admissions procedures.

Special arrangements are made for children who are sitting examinations to ensure that they receive the arrangements to which they have an entitlement. Children are assessed in accordance with the requirements of the examination board concerned and the necessary access arrangements are made as per DfE guidance. Any queries concerning exam access should be directed to the Principal and SENDCo.

At Bovington Academy, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, movement and sensory breaks

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, organisational support, wriggle cushions, thicker pencils, pencil grips, therabands, wedges, yoga balls, weighted blankets / shoulder blankets, daily sensory circuit session (am and pm, outdoor gym equipment for movement breaks, exit cards, all staff wear lanyards with visuals
- Adaptive teaching for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking down tasks further, using visual timetables, task boards, bespoke timetables.

11.1 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

We will liaise with previous settings when pupils move to Bovington Academy and offer a full induction for all pupils. For those with SEND the induction will be led by the SEND team or a member of the leadership team.

We will liaise with Mainstream, Specialist and Alternative Provision settings to ensure a smooth and successful transition for all pupils in all years.

All children will be well prepared for transition as part of the whole academy transition plan, not only at the end of the academic year but also during term time moves. Some children will require an enhanced transition where they will access their new learning environments and meet adults working with them more regularly as well as being supported by visual aids, social stories and timelines. Some children may benefit from a phased start to school as part of a Pastoral Support Plan (PSP).

Year 6 pupils will work with feeder schools to access their transition offer in the Summer Term. The SENDCo, class teacher and Pastoral Team will work closely with the feeder school to identify those children who require an enhanced transition and will facilitate accordingly.

The academy's Accessibility Plan can be found on the website.

12. Complaints about SEND provision

The Academy Communication flowchart can be accessed under **Parents Information- Communication** at: https://www.bovington-aspirations.org/parents-information/communication/

Complaints about SEND provision in our school should be made to the class teacher and Assistant Principal in the first instance. We will try to resolve the complaint informally. If this does not resolve the concerns, they will then be referred to the academy's complaints policy. This can be found at: https://www.bovington-aspirations.org/about-us/policies/

If parents/carers remain concerned with the SEND provision at Bovington Academy they should discuss their concerns with the SENDCo and Principal.

Further representation can then be made by following the Complaints Policy.

To see a full explanation of suitable avenues for complaint, see pages 246 & 247 of the SEN Code of Practice.

To find out more about disagreement resolution and mediation services in our local area, please click the link. You can request mediation by contacting Global mediation; You can contact them by calling 0800 064 4488 or by email.

12.1 Contact details of support services for parents of pupils with SEND

SENDIASS : The Dorset SEND Information, Advice and Support Service offers free, impartial and confidential advice and support to children and families 0-25 with SEND. sendiass@dorsetcouncil.gov.uk

If you need any educational advice, Dorset have a dedicated team: DEAL : Dorset Education Advice Line who offers a free 15 minute consultation with a SEND family worker. FInd the link below. Dorset Education Advice Line (DEAL)

To understand the Dorset Local Offer please contact the Learning and Belonging SEND Team on the link below: Learning and Belonging (SEND) Team - Dorset Council

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND policy is with regards to;

- All staff's awareness of pupils with SEND
- How early pupils are correctly identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

13.2 Monitoring the policy

This policy and information report will be reviewed by the SENDCo Sue Matthews and Principal Liesel Muraro **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Regional Board.

14. Links with other policies and documents

This policy links to the following:

- SEND information report
- The Local Offer
- Accessibility plan
- Behaviour and Exclusion Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Attendance Policy
- CP and Safeguarding Policy
- Complaints Policy

These can be found at https://www.bovington-aspirations.org/about-us/policies/ under Policies.

14.1 Local Authority Local Offer

Our local authority's local offer is published here:SEND Local Offer - Dorset Council