

Bourton Meadow Academy

Special Educational Needs (Information)

Regulation Annual Report

September 2021

Bourton Meadow Academy provides a holistic, personalised education which is underpinned by quality teaching throughout. Our aim is for each child to fulfil their whole potential and develop life-long skills; supporting, encouraging and challenging every child to recognise their achievements and build on their individual strengths. We understand that for some children there are times during their school life when additional support may be needed. We are very proud of the excellent relationships we have built with a wide range of outside agencies which enables us to meet the needs of individuals when a potential special educational need has been identified.

What kind of provision is in place for special educational needs in the academy?

Our academy is an inclusive setting where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort and progress as much as achievement and attainment. Our academy's SEND policy document is available on our website, detailing our philosophy in relation to SEND. [www.bourtonmeadow.co.uk/policies]

Additional and/or different provision is currently being made in the academy for our children with a range of needs including:

- Cognition and Learning – moderate learning difficulties, specific learning difficulties including dyslexia and dyspraxia
- Sensory, Medical and Physical – visual impairment, sensory processing difficulties, epilepsy
- Communication and Interaction – Autistic Spectrum Disorder, selective mutism, speech and language difficulties
- Social, Emotional and Mental Health – Attention Deficit Hyperactivity Disorder, Attachment Disorder, Anxiety

A range of provision to support children's needs includes but is not limited to:

- Additional phonics support carried out by suitably trained Teaching Assistants
- Daily, individual direct teaching and precision monitoring sessions to work towards specific reading, spelling or number targets. These sessions are carried out by suitably trained Teaching Assistants.
- Social Skills groups; delivered by Inclusion Support Staff to support pupils across the academy
- Individual and small group emotional support sessions carried out by Inclusion Support Staff with a certificate in counselling skills.
- Additional transition support for new pupils as well as at the end of each year; within and between Key Stages, with a particular focus on moving to Secondary school.
- A 6 weekly Forest School programme for children in KS1 and KS2
- A 6 weekly Growing with Confidence programme for children in KS2
- A nurture group, for pupils in KS1 and KS2, run by trained nurture group practitioners and supported by the Educational Psychology Service where appropriate.
- The calming cat programme facilitates conversations to develop understanding and coping strategies for anxiety and stress. It can be used 1:1, in small groups or to support whole class PSHEE sessions in

both KS1 and KS2.

- Teaching Assistants are used for both in-class support, small focus group support and for 1:1 sessions. The type of support depends on the child's needs and the requirements of the class teacher.
- In some cases, where complex special educational needs have been identified, additional 1:1 support is provided at specific times throughout the school day.
- Access arrangements are made for exams where a specialist's report identifies a need. Types of provision may include a rest break or additional time. Where there is an identified medical need further arrangements may have to be made.
- Where a child needs more specialised support, external agencies and other professionals may become involved.
- A 6 week Active Literacy Story Telling programme is run during lunchtimes by a member of staff trained on this programme
- SLT support on appeal panels to ensure appropriate bodies understand the needs of the pupil concerned

Our Inclusion Team consists of the academy SENCo, Inclusion Advisor, Speech and Language Advisor and Key Stage Two SEND TA and we also have a team of 30 Teaching Assistants. All these staff members have extensive experience and training in planning, delivering and assessing intervention programmes. All our staff are trained each year on the needs of pupils. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the pupils.

The academy works closely with other local schools, sharing training opportunities and outside experts.

The SENCo is part of the SLT and they meet weekly to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our pupils.

Our academy's Accessibility Plan (available on our website www.bourtonmeadow.co.uk/policies) outlines adaptations made to the building to meet particular needs and enhance learning.

What is the academy's policies with regard to the identification and assessment of children with SEND?

Our academy's Assessment Policy (available on our website www.bourtonmeadow.co.uk/policies) outlines the range of assessments regularly used throughout the academy. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to the next academic year or secondary school.

Parents are always informed if school staff consider that their child has an additional need. Parents and children (as appropriate depending on age and capability) are involved in planning to meet the needs.

At Bourton Meadow a range of tests, observations and clinics are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use a benchmark for measuring the impact of subsequent interventions.

To obtain further understanding of a child's learning difficulties we may use:

- Loneliness and dissatisfaction scale
- Salmon lines
- Strength and Difficulties Questionnaire
- OT screening test (provided by County)
- PSP observations

- Emotional Literacy
- Specific programme assessments e.g. Talk About, SALT (Link Language)

In addition, the academy accesses the services of our CAMHS, SALT and our Link OT worker. When appropriate, we also commission an Educational Psychologist and the AUTC (Autistic Spectrum Specialists) who support us in identifying needs of our children using a range of specialist assessments.

How does the academy evaluate the effectiveness of provision for children with SEND?

- Use of SEND support plans to measure progress and achievements against individualised outcomes
- Use of assessment information/progress rates pre and post interventions
- Use of attainment and progress data for children with SEND across the academy
- Use of pupil/parents feedback
- Monitoring by SENCo and Inclusion Advisor

What is the academy's arrangements for assessing and reviewing the progress of children with SEND?

- Our academy's Assessment Policy (available on our website www.bourtonmeadow.co.uk/policies) outlines the range of assessments regularly used throughout the academy.
- Evaluation of SEND support plans three times a year.
- Tracking of pupil progress in terms of National Curriculum bands at least three times a year. Progress is tracked against the curriculum expectations and where relevant using Pivat Levels.
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our SALT, Kim Price, Sarah Adams and Shanagh Dyer and the use of our SALT assessment and provision tool Link Language
- Progress of children with occupational therapy needs is assessed and reviewed regularly throughout the year by our OT, Roz Harper
- Progress of children with social, emotional and mental needs is assessed and reviewed regularly throughout the year by our CAMHS link worker.
- A cycle of consultation meetings, based on the plan-do-review model takes place throughout the year for children involved with the Educational Psychologist and the ASD Team.
- An Annual Review is held for children with Statements of Special Education Needs or EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary and for pupils in the EYFS.
- When children are assessed by the Inclusion Team or external agencies, meetings take place with parents/carers and the class teacher to discuss findings and how best to address needs and meet targets.
- When assessing children with SEND, consideration is given to recording needs e.g. reader, scribe, additional time or rests breaks may be necessary. Generally, whatever support is provided in the classroom is provided, as far as is permitted, during tests
- Initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes, as deemed appropriate

What is the academy's approach to teaching pupils with SEND?

- Unlocking potential and removing barriers to learning is the promise and commitment of our academy. We work in partnership with all of our families and external agencies, where appropriate, to make high aspirations a reality for every child taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, and use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. A differentiated and challenging curriculum is part of every lesson in order to provide personalised learning. All our teachers are teachers of SEND
- Provision for children with SEND is a matter for the whole academy. In addition, the Governing Body, SLT, SENCo and all staff members have important day-to-day responsibilities.
- A continuous cycle of planning, teaching and assessing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND receive support that is additional to or different from the provision made for other children. All of our teachers take account of a child's SEND in planning and assessment. They plan to

enable children to fully engage in learning, physical and practical activities

- Every teacher works in line with each child's SEND support plan, making sure they focus on the graduated approach in order to support children with SEND achieve their short term and long term outcomes. We also have Communication Passports in place to raise awareness amongst all staff of individual needs (from the child's perspective) and to ensure consistent, personalised support.
- We aim to identify children with particular needs as early as possible. Assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessments by the Inclusion Team or Link Workers (Occupational Therapist, CAMHS, Speech and Language Therapist), teacher assessment and use of assessment which will enable peer group comparisons to be made. In completing assessments to consider the whole child, we acknowledge that more able children often require additional resourcing to extend and fully develop their potential. Children who speak English as a second language may also require additional modified programmes and differentiation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the National Curriculum and statutory assessment arrangements.
- Ultimately we focus on the whole child and recognise it is not just about the attainment at the end of the year, it is about equipping children with vital learning skills and values to make progress and be a happy, self-motivated learner. As part of this holistic approach, we also support children in developing social and emotional resilience so they thrive inside and outside the classroom.

How does the academy adapt the curriculum and learning environment?

- Bourton Meadow Academy is committed to inclusive mainstream education and equal opportunities for all.
- The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners), content of the lesson, teaching style (taking into account that children may be visual, auditory or kinaesthetic learners), lesson format, pace of lesson, provision of alternative recording methods, outcomes expected from individual children, materials used, support level provided, provision of alternative location for completion of work
- The academy always acts upon advice received from external agencies.
- We endeavour to ensure that all classrooms are dyslexia friendly, including word walls, prompt mats, reading rulers, coloured interactive boards, individual resources, alternative means of recording, software, apps, reading resources, exercise books
- We endeavour to ensure that all classrooms are ASD friendly including the use of visual timetables, personalised timetables, now and next boards, Velcro under tables, step plans, prompt cards, quiet work stations, sensory boxes/area, structured playground games, employing an ASD specialist to work with the academy to continue to build on this environment.
- We endeavour to ensure that all classrooms are speech and language friendly including use of visual feedback, step plans, processing time included in teaching approach, pre-teaching of key vocabulary, word wall and consolidation of key vocabulary, precision monitoring, following Language for Thinking and BPS programme, working with our SALT link worker to support individual children, run advice clinics and training for staff
- Small group rooms are available for both Key Stages to provide quiet work areas for 1:1 or small group work
- All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils. They are all on ground level except two temporary classrooms (nursery) which have a ramp to the door. - The main buildings are accessible for wheelchair users and ramps are in place to allow access to areas where there would have been a raised curb or steps.
- The main academy building and Year 6 building has a toilet adapted for disabled users. Visitor parking bays, nearest to reception, are made available in order to provide easier access for disabled pupils and/or parents/carers.
- Personal Emergency Evacuation Plans (PEEPS) are in place for every child with a physical disability to identify exit routes from every classroom they access, in the event of a fire.

What additional support for learning is available for children with SEND at the academy?

- We have 30 Teaching Assistants employed in our academy, providing higher staff to pupil ratio which maximises learning potential for all our children. All are trained to deliver a number of intervention

programmes throughout the academy. Some TAs are deployed in classes to support children on a 1:1 or small group basis or to cover the class in order that the class teacher can provide 1:1 or small group support. In Year 6 a fourth fully qualified teacher is employed to provide booster group sessions for children.

- We follow the Code of Practice for SEND January 2015
- We teach a differentiated curriculum to ensure that the needs of all our pupils are met
- We implement SEND Support Plans with SMART short term and long term outcomes
- A large number of intervention programmes are in place for children who require additional support e.g. Talk About, Forest Schools, Growing with Confidence, Reading Recovery, Precision Monitoring, Toe-by-Toe, Rapid Maths, TouchType, Jumble Monkey, to name but a few.
- For pupils with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place, e.g. Educational Psychologist, CAMHS, Occupational Therapists, Speech and Language Therapists, School Nurse, Family Support Service and Specialists Teachers. Meetings are often held in school involving specialists and/or parent to set outcomes, evaluate progress and ensure consistency of approach in addressing needs in our setting and at home.
- Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, ear defenders, fiddle toys, dycem mat, OT pens/pencils, sensory circuit, sensory cushions, access to a quiet area, personalised schedules.

What activities are available at the academy for children with SEND in addition to those available in accordance with the curriculum?

- All extra-curricular activities are available to all our pupils
- Before and after school care is available for all our pupils (Breakfast Club and Activators)
- Residential trips in year 5 and 6 are available to all our children
- Owls/Owlets (nurture group) is available to pupils with social communication issues during lunch time and structured lunchtime games sessions are also available

What support is available at the academy for improving the emotional and social development of children with SEND?

- Specialist advice from our CAMHS Link Worker, our ASD Team and our Educational Psychologist (Psychology4Learning) and our PRU support.
- Areas designated for quiet retreat within or outside many classrooms
- Owl and Owlets (lunch time nurture group) is available to pupils with social communication issues every day
- Social intervention programmes are run every week – Talk About for Key Stage 1 and 2, Forest School, Growing with Confidence (allotment session), Emotional Literacy, Lego Communication, Lego Express Yourself, The inclusion Advisors are trained to carry out tier 2 counselling sessions
- We run a Helping Hands course for children who require this support. It is run by outside professionals and often takes place at BMA or another of our Trust schools
- We carry out PSP observations to determine what support a child may require and where appropriate involve the PRU
- Please also refer to our Bullying Policy [www.bourtonmeadow.co.uk/policies]

What expertise and training does the academy's staff have to support pupils with SEND?

- The SENCo has been working at Bourton Meadow for 7 years, as a teacher, year group leader and SENCO.
- We employ and train TAs to deliver a range of interventions and a number of our TAs are now HLTAs
- 41 number of staff are trained first aiders
- Staff are trained at least annually by with regards to asthma, epilepsy, and anaphylaxis
- Key staff working with pupils with diabetes have attended diabetes training
- Key staff have received DSL training (All members of leadership team and our inclusion advisor)
- All staff have received training on ASD, Support plan writing/graduated approach, Dyslexia, transitions and behaviour.
- We have a rolling programme of training:
 - Dyslexia
 - Anxiety

- Support plan/Graduated Approach
- Epipen training
- Visual Impairment
- Positive Behaviour Management
- Type 1 Diabetes
- SEND transition
- ASD training
- Speech and Language– social communications, concentration and speech production training
- Shape coding
- Provision training
- Educational Psychologist clinics - Q and A session
- Makaton training

Specialist information gained through research and training is disseminated via hand-outs and staff meetings

- As specific needs arise the SENCo approaches specialists from agencies – designated Link Workers. They offer advice clinics and the information that comes from this is imparted to appropriate members of staff and parents
- General support and advice is offered to staff from the SENCo through the form of advice clinics
- The SENCo attends regular SENCo liaison meetings which offer the opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practise to colleagues in our academy.
- At the end of each year the current class teacher holds SEND meetings with the pupil’s next class teacher to discuss SEND information to ensure the necessary support is in place straight away in September.
- The SENCo meets with the rest of SLT and Inclusion Team weekly to review and plan training, guidance and advice staff across the academy need to ensure they meet the additional learning requirements of our pupils. These meetings also cover individual cases that need discussing and any other SEND issues that arise each week that need to be addressed. These meetings follow a clear SEND agenda in line with the Ofsted framework.

How is equipment and facilities to support children with SEND secured at the academy?

- Through discussion with specialist agencies involved
- Through discussion with parents
- Through discussion with our Head teacher
- Equipment and facilities to support pupils with SEND are non-negotiable at our academy; whatever our pupils with SEND require, within the parameters of our mainstream setting, we will always provide, e.g. coloured overlays/books, quiet areas, sensory circuit equipment/space, sensory cushions, ear defenders, writing slopes, fiddle toys, OT recommended pencils and pens, software, apps.
- We regard our duty to make reasonable adjustments as an anticipatory duty, e.g. it applies not only to disabled pupils who may already attend our academy but also to disabled pupils who may attend in the future.

What are the academy’s arrangements for consulting parents of children with SEND and involving such parents in the education of their child?

- We are proud of our open door policy and encourage parents/carers to speak to staff about any concerns they might have.
- Parents may be invited into the academy to discuss their child’s progress at any time and additional meetings are set up as required or as requested by parents to discuss particular aspects of a pupil’s SEND (where appropriate teachers are involved in these meeting to ensure they can fully support any pupil with SEND in their class).
- Every child who has been identified as having special educational needs will have a SEND Support Plan that is written with them and their parent/carers.
- SEND support plans are reviewed with parents and children every term. These plans are evaluated with parents and recommendations for new outcomes discussed alongside suggestions for supporting their

child in the home setting

- Some pupil's that are being supported by a specific Teaching Assistant will require more frequent communication with the parent/ carer and it may be appropriate to use a communication diary.
- Assessment data is sent out on a termly basis and will inform parents/carers of their child's progress.
- Parent evenings are held twice a year when parents/carers can meet with their child's teachers to discuss progress and attainment.
- Progress and outcomes are discussed during consultation meetings with our Educational Psychologist. Parents are given a report and discussion takes place regarding the outcomes of any EP assessment/observations.
- Progress and outcomes of assessment by other external agencies, e.g. our ASD Team, Occupational Therapist, Speech and Language Therapist, PRU link worker and our CAMHS link worker
- The SENCo meets with all SENCOs from the secondary schools Y6 pupils are to attend the following year to discuss SEND support plans. Secondary schools are also invited to attend the relevant annual reviews
- Pupils with a Statement of SEN or an EHC plan will have an additional, formal Annual Review (Interim Review may be set up if deemed necessary). Parents and children are invited to these meetings

What are the academy's arrangements for consulting children with SEND and involving them in their education?

- Pupils with SEND are represented in our School Council, Pupil Voice and sporting events
- Outcomes set for children are reviewed with them
- Pupil's self-evaluation is actively encouraged throughout the academy and pupils are supported, where necessary, to think of areas for development and how best to progress in these areas during their time at the academy and at home
- Pupil survey forms are used at annual/interim reviews to obtain pupils' views about their SEND support in place to address needs and any modifications to this support which pupils feel may be helpful
- Each pupil with SEND has 3 key classroom targets – building responsibility and ownership of their learning

How do we handle complaints from parents of children with SEND, about provision made at the academy?

It is in everyone's interests for complaints to be resolved as quickly and at as low level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher
- If the matter remains unresolved the complaint is dealt with by the SENCO
- If there is still no resolution the Head teacher would become involved
- If the matter is still not resolved the complainant must put their complaint in writing to the Chair of Governors
- The Governing Body will deal with the matter through their agreed complaint resolution procedures
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the academy will make further information available about this process on request

How does the academy's governing body involve other bodies in meeting the needs of our pupils with SEND?

The academy's governing body involves other bodies to ensure the needs of pupils with SEND and their families are met by seeking the advice of:

- Specialist Teaching service to support students with Down Syndrome, Visual impairment, Hearing impairment, Language and Communication needs and Physical Disabilities
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- The School Nursing Team
- Specialist Diabetes Nurses
- Community Paediatrics
- Social Care
- Family Resilience
- Occupational Therapy
- Physiotherapy

- Speech and Language Therapy
- Pathways Primary Pupil Referral Unit (PRU)
- County SEND Team

Our SEND Governor works closely with the SENCo to quality assure the provision and the measuring of such provision is in place and effective. Part of this role is to ensure the right bodies are involved to support children with SEND. Our SEND Governor works with outside agencies and the Inclusion Team to support the academy in ensuring provision is impact driven.

What is the academy's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living?

We work closely with pre-school settings prior to children joining the academy. This involves additional visits to the child in their current setting or at home as well as planning for the child to spend time with us. Together we will create a SEND support plan to ensure the correct provision is in place as soon as the child joins our setting. We organise Communication Passports for school staff and a personalised welcome pack, including photographs of new teachers and classroom spaces, for the child. Sometimes it is appropriate to allocate a key worker.

We have strong links with the local secondary schools and provide a detailed transition programme to support our Year 6 pupils with SEND. The SENCO will meet with the Secondary SENCOs and other key staff to share data and information. We run transition sessions for 10 weeks prior to the child moving up to secondary school

We run transition sessions when children move up to the next year and/or key stage in the last half term. We do general introductions to their new teaching team, run activities in their new classrooms with the new teacher and give them time on their key stage playground where relevant. We do put in place individual transition support for children that demonstrate a need for greater transition support than that generally provided, e.g. extra time with their teacher, 1:1 time going to their new learning environment frequently throughout the day/week, taking on a responsibility that requires daily contact with the new team and the new learning environment, photograph book of all the staff in the new team and photographs of the new environment and communication passport

Who can young people and parents contact if they have concerns?

- Specialist Teaching service to support students with Down Syndrome, Visual impairment, Hearing impairment, Language and Communication needs and Physical Disabilities
<http://www.learningtrust.net/contact/>
- Educational Psychologist
claire@psychology4learning.com
- CAMHS (Child and Adolescent Mental Health Service)
oxfordhealth.buckscamhsspa@nhs.net
- The School Nursing Team
01280 826982
- Specialist Diabetes Nurses
01908 243818
01908 243051
- Community Paediatrics
01296 566052
01296 566046
- Social Care
0845 4600001
01296 383962
secure-cypfirstresponse@buckscc.gcsx.gov.uk
- Family Services

familyinfo@buckscc.gov.uk

- Occupational Therapy
www.buckshealthcare.nhs.uk/childrenandyoungpeoplesot/
01296 566045
- Speech and Language Therapy
01865 901404
- Pathways Primary Pupil Referral Unit (PRU)
01494 475350
- County SEND Team
01296 395000
- County ASD Team
AutismBucks@buckscc.gov.uk

What support services are available to parents

There are a number of support groups and specialist 1:1 providers. Please see list below:

- Incredible years
- Family Resilience
- Carers Bucks
- FACT Bucks (Families and Carers Together in Buckinghamshire)
- Contact a Family
- Specific Conditions' Support Groups (Bucks)
- Bucks SEND IAS Service – impartial information, advice and support on special educational needs and disabilities

Please go to: <https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page>

This website will provide details on each group and how to access them.

Please also feel free to speak to our SENCo for any advice and support accessing these services

Where can the LA's local offer be found?

Information for the Local Offer for Buckinghamshire is available at www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

What is the name and contact details of the academy's SENCo?

Name: Amber Winyard

Email: awinyard@bourtonmeadow.co.uk

Tel: 01280 823374

What is the name and contact details of the academy's Head teacher

Name: Lucy Berry

Email: office@bourtonmeadow.org.uk

Tel: 01280 823374

Key

SENCo – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disabilities

ASD – Autistic Spectrum Disorder

OT – Occupational Therapist

CAMHS - Child and Adolescent Mental Health Service

EP – Educational Psychologist

SALT – Speech and Language Therapist

PRU – Pupil Referral Unit

BMA – Bourton Meadow Academy

TA – Teaching Assistant

SLT – Senior Leadership Team

PSP – Pastoral Support Programme

KS1 – Key Stage One

KS2 – Key Stage Two