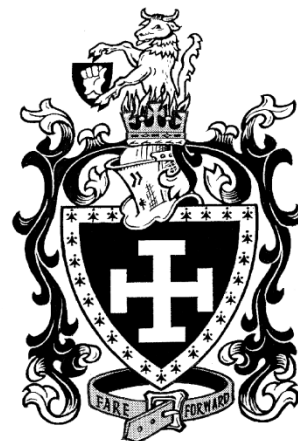



Buckler's Mead Academy



Policy Document SEN POLICY & INFORMATION REPORT

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1. Aims & Objectives

Our SEN policy and information report aims to:

- Set out how our academy will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Buckler's Mead Academy seeks to ensure all students enjoy high quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

1.1 Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

1.2 Objectives:

- **Staff members seek to identify the needs of students with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Special Educational Needs Co-ordinator (SENCo).
- **Monitor the progress of all students** in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum.** This will be coordinated by the SENCo and Learning Support Department and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone. Buckler's Mead Academy receives further support from Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), Visual Impairment Service and Hearing Impairment Service.
- **Create an environment where students can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all students at regular intervals.

2. Arrangements for Coordinating SEN Provision

- The Learning Support Department will hold details of all SEN Support records such as the SEN Register.

All staff can access the following documents on the school systems:

- The Buckler's Mead Academy SEN Policy and information report.
- A copy of the full SEN Register (SIMS)
- Guidance on identification of SEN in the Code of Practice.
- Information on individual students' special educational needs including Personalised Learning Passports and information sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through Somerset's SENDS Local Offer.
<https://choices.somerset.gov.uk/025/> [and core standards.](#)

By accessing the above, every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

The SENCo, Head of Learning Support and Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that students would benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

3. Admission Arrangements

Please refer to the information contained in our prospectus.

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Students with EHCPs will be assessed by the SEND team at county hall to help secure an appropriate placement to meet a child's needs.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

4. 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 Students with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

5. Definitions

A Student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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.

The status of a student may change throughout the course of their education at Bucklers Mead Academy and they may move onto or off the register. If at any time you feel we do not have all the information regarding your child's needs, or they have had appointments with external agencies and you have received reports (e.g. Paediatrician), please contact the Academy and arrange to pass on any documentation, or arrange a meeting in order to pass on the information with the Special Educational Needs Coordinator (SENCO) or a member of the learning support department, so that we can adjust the arrangements to support your child.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Mrs S Thompson

They will:

- Work with the Headteacher and SEN Director to determine the strategic development of the SEN policy and provision in the academy.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual Students with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that Students with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the academy's delegated budget and other resources to meet Students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure Students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and directing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all Students with SEN up to date.

6.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the academy and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the academy.

6.3 The Head teacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every Student in their class
- 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 SENCO to review each Student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

7. SEN Information Report

7.1 The kinds of SEN that are provided for

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

- **Communication and interaction**, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- **Cognition and learning**, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy. For example, dyslexia, dyspraxia.
- **Social, emotional and mental health difficulties**, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing, for example, attention deficit hyperactivity disorder (ADHD).
- **Sensory and/or physical needs**, Children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

7.2 Identifying Students with SEN and assessing their needs

We will assess each Student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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. Slow progress and low attainment will not automatically mean a Student is recorded as having SEN.

We will follow the Assess, Plan, Do, review cycle.

1. Once a student has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
2. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
3. The SENCo/Learning Support will be consulted as needed for support and advice and may wish to observe the student in class.
4. Through the above actions it can be determined which level of provision the student will need.
5. If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
6. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with Buckler's Mead Academy
7. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
8. Student progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

8.1 SEN Support:

Where it is determined that a student does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a student with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good

progress and outcomes. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are the most effective in supporting the student to achieve good progress and outcomes.

8.2 Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support professionals are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

8.3 Plan

When it is decided to provide a student with SEN support, parents will be informed. Planning will involve consultation between the teacher, Head of Year, SENCo, Head of Inclusion and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

8.4 Do

The tutor, Head of Year and subject teachers remain responsible for working with the student on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

8.5 Review

Reviewing student progress will be made at regular through subject departmental meetings. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of student progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

8.6 Referral for an Education, Health and Care Plan

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and

identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review involving parents, SENCo and Head of Year if applicable.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Educational Psychologist

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://choices.somerset.gov.uk/025/>

[Or from SEND information and advice service \(SENDIAS\):](http://www.somersetSEND.org.uk/welcome/)

<http://www.somersetSEND.org.uk/welcome/>

Or by speaking to an Education, Health and Care Plan Coordinator from the SEND team at county hall.

8.7 Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Somerset County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

8.8 Consulting and involving students and parents

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

- Everyone develops a good understanding of the Student'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

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

8.9 Supporting Students moving between phases and preparing for adulthood

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

We will agree with parents and students which information will be shared as part of this. When a child is moving into the Academy from another setting we will make contact with their previous school and collate as much information about their needs. This will include parental meetings. If external agencies are involved we will make contact and request access to reports and / or advice on the student.

9 Our approach to teaching Students with SEN

Teachers are responsible and accountable for the progress and development of all the Students in their class.

High quality teaching is our first step in responding to Students who have SEN. This will be differentiated for individual Students.

Buckler's Mead Academy works within their financial limits to provide a graduated response in supporting students with SEND. Provision is allocated according to need and follows an "assess, plan, do and review" process as described in section 8.

9.1 Interventions

- **Individualised Literacy Intervention (ILI)** Some students at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching. This intervention allows for tailored individual support for students to improve their literacy skills. This is normally aimed at students with a reading and / or spelling age of below 7 years.
- **Speech, Language and Communication (SpLC)** Speaking, listening, reading and writing are four aspects of language development that are at the core of the Academy curriculum. There is evidence that children with speech and language difficulties suffer difficulties with all four skills that adversely affect their educational progress and vocational prospects. This intervention is aimed at those children who have a significant need in this area or who have been seen by the Speech and Language service and have a care plan provided for them.
- **Autistic Spectrum Condition 1:1 Support** those students who have had a diagnosis or are undergoing assessments for Autism will be seen by our ASC specialist. This might be to assess the need for support (some students who have an ASC diagnosis do not need any support) or it could be through in-class support or 1:1 sessions in the LSB. Each student's intervention will be different based around the specific areas they are finding challenging.
- **Emotional Literacy (ELSA) Group / 1:1** This can be delivered through a group session or on a 1:1 basis. Emotional Literacy is the term used to describe the ability to understand and express feelings. ELSA involves having self-awareness and recognition of one's own feelings and knowing how to manage them. It includes empathy, i.e. having sensitivity to the feelings of other people. Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one's own emotions effectively. This is helpful to developing good communication skills and the enhancement of our relationships with other people.
- **Foundation Learning (Years 9 – 11)** This is a small number of students who have had difficulty accessing the full curriculum at the academy, or who benefit from having nurtured time within the academy week to support their learning in all other curriculum areas. It is normally lead by a teacher of Special Needs.
- **Individualised Learning Programmes** In some very extreme circumstances it may become necessary to remove a student from timetabled lessons. We never do this lightly and only when all avenues of support have been tried. Normally if a student has

been removed from the main curriculum they will initially work in the LSB under the supervision of Mrs Coate and /or an SEN Teaching Assistant, until a decision is made about how best to meet the needs of the student. It might be decided that the needs are best met in another educational establishment.

- **In-Class Support** All the LSB staff regularly support students in lessons across all curriculum areas. The amount of in-class support provided will be needs' assessed and increased or decreased depending on how successful the support is. Most subject areas will deploy their own subject specific teaching assistant to help support some learners in lessons.
- **ASDAN (Year 9 – 11 only)** ASDAN is a pioneering curriculum development organisation and awarding body, offering programs and qualifications that explicitly grow skills for learning, skills for work and skills for life. This is not a GCSE level course, but could take the place of an option in years 9 – 11 if the student is finding accessing the curriculum challenging.
- **Exam Access Arrangements** All Year 10 students (previously receiving support or new to Buckler's Mead Academy) are screened to assess if they require access arrangements for public examinations. Gathering of information and further assessments are completed. Applications are made for students who meet the criteria set by the Joint Council for Qualifications (JCQ). Parents/carer's of students requiring access arrangements will be informed by letter.

9.2 Adaptations to the curriculum and learning environment

Buckler's Mead Academy ensures that reasonable adjustments are made to both the academic and pastoral needs of the students with SEND, so allowing them to develop their skills, achieve their potential and prepare for the future.

Students with more acute needs may have in-class support or a modified curriculum. Both the academic and pastoral needs (emotional & social needs) of students are met by a range of staff within Buckler's Mead Academy such as Form Tutors, Heads of Year, Heads of Department, subject teachers and Learning Support staff. Further support is also available through links with external agencies.

We make the following adaptations to ensure all Students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

9.3 Additional support for learning and external agency working

We have teaching assistants who are trained in various SEND specialisms in order for them to deliver interventions as described in section 9.1

Teaching assistants may work with a student on a 1:1 basis, within small groups or within the classroom being guided by the class teacher.

Here are examples of external agencies we work closely with to provide support for Students with SEN:

- Somerset Parent and Young People's Partnership Service
- School Health
- Educational Safeguarding and Welfare Service
- Local Authority Support Services e.g.
 - Virtual School & Learning Support Service
 - Educational Psychology Service
 - Autism and Communication Service
 - Hearing Support Service
 - Vision Support Service
- Children Social Care
- REACH
- Future Roots – Ryland's Farm
- Parent and Families Support Assistant (PFSA)
- South Somerset Partnership School

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

9.4 Expertise and training of staff

Our SENCO has gained the National Award for Special Education Needs, which is the legal requirement for the post held. Mrs S Thompson is allocated 3 days a week to manage SEN provision.

We have a team 10 teaching assistants, who are trained to deliver SEN provision. We aim to keep all academy staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The academy seeks the support of the SEN Support Service when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, network SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific students at the academy.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management

9.5 Facilities for Students with SEND

Buckler's Mead Academy buildings are leased from Somerset County Council. The site building regulations comply with all relevant accessibility requirements and an Accessibility Plan is in place which considers the restrictions of the site and any plans for development to improve accessibility. Senior Leaders and site manager oversee the maintenance of the site. The majority of building are wheelchair friendly, but there are aspects of the school site which remain difficult for wheelchair access, e.g. Level 2 and 3 of the main block.

Learning Support is located across the site in 3 separate buildings for students with SEN to access.

9.6 Allocation of Resources for Students with SEN

All students with SEN will have access to Element 1 and 2 of a school's budget, which equates to £6,000. For those with the most complex needs, additional funding (High Needs) is retained by the local authority. The SENCo will apply for additional funding via the Education, Health and Care Plan application procedures as administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for additional funding. It is the responsibility of the senior leadership team, SENCo and Directors to agree how the allocation of resources are used.

A number of SEN students may also receive intervention funded by Student Premium allocation depending on the nature of the programmer(s) offered.

10 Evaluating the effectiveness of SEN provision

In order to make consistent continuous progress in relation to SEN provision Buckler's Mead Academy encourages feedback from staff, parents and students during the academic year. Student progress will be monitored in line with the SEN Code of Practice. The Learning Support Department offer an Open Door policy where parents can access the SENCo and Learning Support Department regularly by making an appointment. Feedback from parents can be given at any time through meetings, email contact details of which are available on the school website.

A formal evaluation of the effectiveness of the academy SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Head teacher, Directors and Learning Support Department.

Teacher and staff surveys/parents evenings/consultation evening/report feedback forms. This will be collated and published by the directing body of an academy on an annual basis in accordance with section 69 of the Children and Families Act 2014.

11 Enabling Students with SEN to engage in activities available to those in the academy who do not have SEN

All extra-curricular activities and academy visits are available to all our Students, including our before-and after-school clubs.

All students are encouraged to go on our day trips and residential experiences if these are available.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEN or disability.

12 Support for improving emotional and social development

We provide support for Students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the academy council
- Students with SEN are also encouraged to be part of Learning Support base club to promote teamwork/building friendships and to access study support e.g. homework.
- We have trained THRIVE practitioners and ELSA trained Teaching Assistants.
- We have a pastoral care, which consists of 4 Heads of Year and 3 pastoral support assistants.
- We have a zero tolerance approach to bullying.

13 Complaints or concerns about SEN provision

Refer to the Buckler's Mead Academy Complaints Policy.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENCo, Learning Support Department or a member of Senior Leadership who will be able to offer advice on formal procedures for complaint if necessary.

14. Communication with the SEND Department

1. You can ring the school office 01935 424454 and ask to speak to the Learning Support Base
2. You can email the main office on: office@bucklersmeadacademy.com and mark it F.A.O Mrs Thompson
3. You can write a letter, please find the School address on our Website.

15 The local authority local offer

Our local authority's local offer is published here: <https://choices.somerset.gov.uk/025/>

16 Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Head teacher every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

17 Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting Students with medical conditions