

# SEND Information Report 2021

<b>Name of Academy:</b>	<b>Broadoak Academy</b>
<b>Name of SENCO:</b>	<b>Bella Wilson</b>
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## What kind of SEND is provision made for at this school?

Broadoak Academy is a mainstream 11-16 academy in Weston-super-Mare. All students are valued as individuals and we provide a happy and safe environment to maximise students' abilities, ambitions and academic potential. We offer a high level of challenge accompanied by high levels of support so that all can achieve.

We recognise that whilst some students have specific difficulties which could be considered Special Educational Needs or Disabilities (SEND), others have additional needs which require further support, but do not count as SEND. Students with SEND have a range of needs which can be classed as:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health or
- Sensory/and or Physical Needs

This report contains details of identification, support and tracking of SEND students.

## How does Broadoak identify students with SEND?

We identify students with SEND through:

- Information from partner primary schools, the local authority and/or parents/carers upon transition to the school.
- A diagnostic assessment identifying a special educational need (this assessment will be triggered by analysis of CAT tests, staff concerns or discussion at a Student Support Meeting).
- Assessment reports from outside agencies including Occupational Therapist, Educational Psychologist, Speech and Language or Paediatricians.
- All students upon starting Broadoak will be screened for dyslexia and dyscalculia. These students will then be placed on the SEND Register and be given a keyworker.
- Students who need additional support will be screened for access arrangements to see what support they might need for their GCSEs.

The needs identified would require interventions which cannot be met primarily by 'quality first teaching' in the classroom.

If parents/carers have concerns or medical needs arise they can contact the SENCO (bella.wilson@clf.uk).

### **How does the school make provision for SEND students (with or without an ECHP)?**

Provision is planned according to individual needs and can include:

- Formal assessment of needs (as outlined above)
- Consultation and discussion with other College staff at Student Support Meetings or through staff feedback reports requested prior to meetings/as part of an assessment.
- Meetings with parents/carers, the student and other professionals as appropriate.
- Establishing a SEND Support Plan.
- Reviewing the impact of provision in meeting with parents/carers, the student and those involved in delivering the support.

Provision is delivered by:

- All class teachers who offer 'quality first teaching' via planning for learning.
- The SENCO.
- The Student Support Team which is made up of HLTAs, Learning Support Assistants and Learning Mentors.
- school-funded external professionals including Educational Psychologist and Advisory Teachers.

Curriculum provision may be adapted for students with SEND, as a result of consultation with

- Parents/carers and other professionals. This could include:
- Adapted resources, supported through Quality First Teaching
- Modified curriculum e.g. withdrawal from some subjects to focus on additional SEN support (e.g. Additional literacy and numeracy)

In some cases, students may access lessons through The Hub with support from specialist practitioners.

## What additional support for learning is available to students with SEND?

We provide 3 waves of support, dependent upon the type and severity of SEND. This includes:

- **Wave 1**
  - Quality first teaching' including work adapted as appropriate, seating plans, access to ICT.
- **Wave 2**
  - Group and 1 to 1 reading, spelling and maths programmes.
  - Group and 1 to 1 work to support Communication and Interaction or Social, Mental and Emotional Health needs.
  - Targeted in-class support.
  - Fine and gross motor skills development programmes (e.g. Nessy Fingers)
  - Supported Homework Club.
- **Wave 3**
  - Speech and Language specialist programmes
  - Precision Teaching
  - Programmes or adaptations made based on report from external professionals.
  - Personalised timetables.
  - Attend The Hub provision.

This is not a comprehensive list and we will make our "best endeavours" to remove barriers to learning based on individual student's needs.

## What support is available for improving the emotional and social development of pupils with SEND?

All students on the SEND register have a key worker who will meet regularly with them to monitor their emotional and social development. Regular feedback is sought from staff about the student's peer relationships and confidence with their work.

Additionally, there is a break and lunchtime club which can be accessed by SEND students to provide a calm, quiet place for them to spend free time supervised by the Student Support Team.

## Who will be co-ordinating the support for my child at school?

The SENCO, Miss Wilson, oversees the support of SEND students, working alongside the Year Leader. The Key Workers will monitor and co-ordinate on a day-to-day basis and can be contacted by parents/carers with any questions or concerns.

**How will parents of SEND students be consulted about, and involved in, the education of their children?**

Parents/carers are consulted through review meetings or Year Leader meetings to discuss their child's educational progress and planned provision. These meetings will establish targets and be part of an ongoing process of evaluation and review of students' progress towards those targets.

Parents/carers may contact the SENCO or Key Worker at any time to discuss their child's academic progress and provision.

**How will SEND students be consulted about, and involved in, their education?**

Students will also be consulted through review meetings (with their parents/carers) to discuss their progress and provision. High need SEND students will have a Pupil Passport which they will write with their Key Worker or parent/carer outlining their needs and the support teachers/other staff can give them. They will meet their Key Worker regularly as part of an ongoing consultation and review of their progress and provision.

**What are the arrangements made by the governing body relating to the treatment of complaints from parents of SEND students concerning the provision made at the school?**

These are outlined in the Complaints Policy published on the school's website: [www.broadoakacademy.clf.uk](http://www.broadoakacademy.clf.uk)

**How does the governing body involve other bodies, including health and social services, local authority support agencies and voluntary organisations, in (a) meeting the needs of SEND students, and (b) supporting the families of such students?**

Referral and involvement of other bodies will be agreed through parent/carer meetings with the school based on identified needs of both students and their families. This support will be integrated as part of a SEND Support Plan or Pastoral Support Plan.

Where appropriate, the Child Protection Designated Safeguarding Lead can work with families to access this provision.

**Please provide contact details of all support services for the parents of SEND students?**

Details of the local authority SEN team can be found on the following link:  
<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=asn7lzqYQlo>

Further support can be accessed through <http://www.supportiveparents.org.uk> a charity providing information and support to families of children with any type of special educational need from 0-19 years in Bristol, North Somerset and South Gloucestershire.

**What are the school's arrangements for supporting SEND students in transferring between phases of education or in preparing for adulthood and independent living?**

Transition from primary to secondary:

- Meet with SENCOs, other school staff and outside agencies where involved, to share information and strategies.
- Meet with parents/carers to allocate key workers and plan additional visits/support as required.
- Attend review meetings and consult with any external agencies involved with SEND students and/or their families.
- Additional visits and transition support as required.

Transition from secondary (including adulthood and independent living):

- 1:1 support when completing college applications
- On-going monitoring of students at high risk of NEET and referral to appropriate agencies
- Meeting with providers to share information and strategies
- Comprehensive PSHE programme including personal finance, housing and work related skills
- Additional supported visits as appropriated

**Where is the local authority's local offer published?**

<http://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=3000>

**Date of report:**

**March 2021**

**Date of Review:**

