



Avonbourne Boys' & Girls' Academies

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**Avonbourne Boys' Academy and
Avonbourne Girls' Academy
Special Educational Needs Information
Report
2019-20**

At Avonbourne Boys' and Girls' Academies, each student's current skills and level of attainment are assessed on entry to the Academies, whether on entry at the beginning of year 7 or during mid-year admission. We use information from previous schools and our own assessment data to identify whether students may require Special Educational Needs or Disability (SEND) support.

Through regular assessments, we can identify students who make less than expected levels of progress for their age and starting point. This is usually characterised by:-

- Significantly slower progress than that of their peers, from the same starting point.
- Students who are not matching their previous rate of progress.
- Failing to close the attainment gap between the student and their peers.

The information below should give you an idea about the support available for students with Special Educational Needs and Disabilities at Avonbourne Boys' and Girls' Academies.

Provision for different types of SEND

The first step to support students with Special Educational Needs and Disabilities is to provide quality first teaching that targets a student's area of difficulty through scaffolding, to support learning. In many cases, classroom support from the teacher and quality first teaching ensures students are able to make the expected levels of progress.

If however, despite personalised support and quality first teaching, a student continues to make less than expected progress, the Learning Support Department will assess whether the student may have a Special Educational Need. Any student identified as having a Special Educational Need will have a particular need within at least 1 of the four broad areas of need below. The support listed is by no means exhaustive but gives an indication of the type of support available.

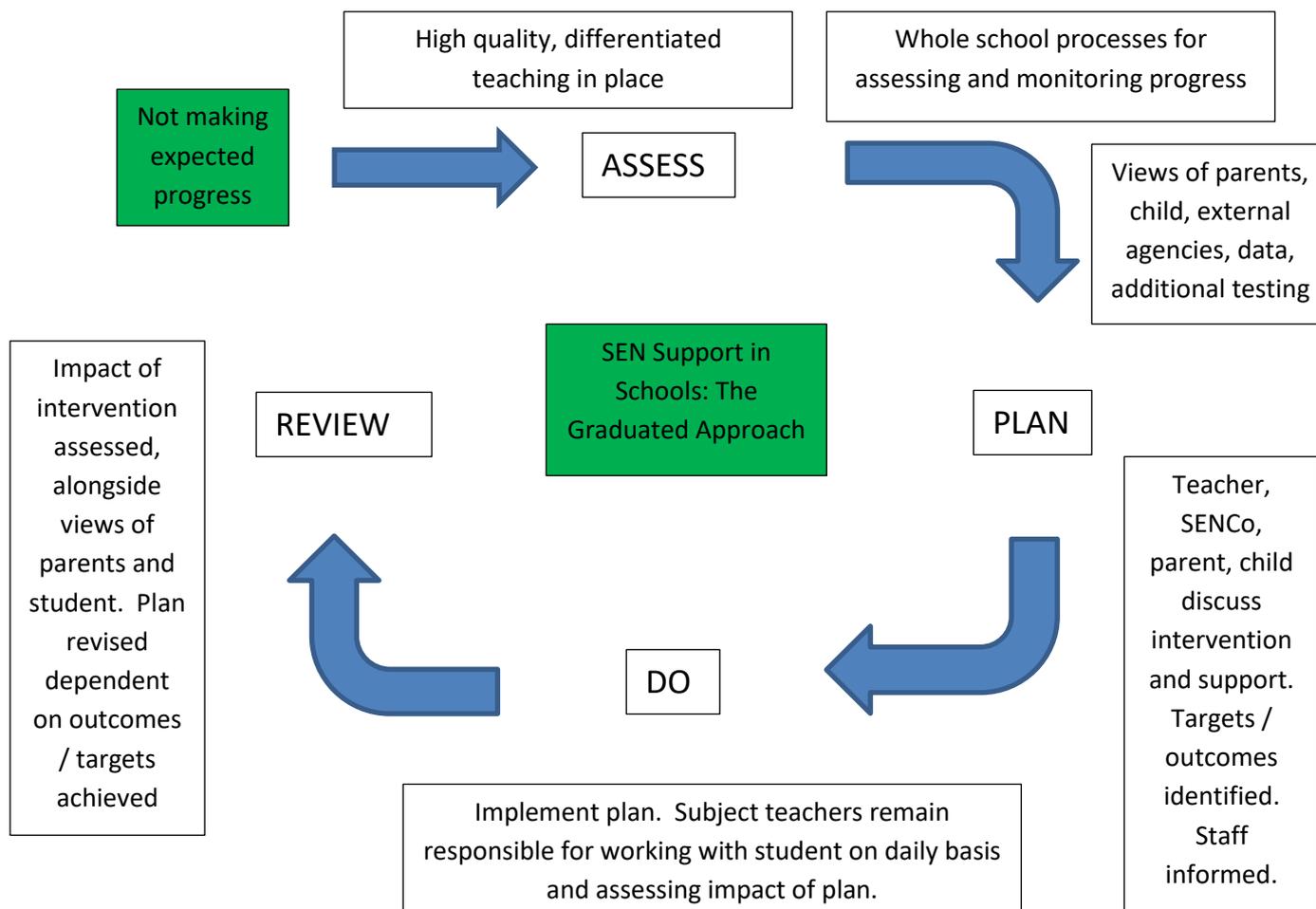
Type of need and examples	Examples of support available
<p><u>Cognition and learning</u></p> <p>This is when a student may have difficulties with literacy or numeracy. They may have a specific learning difficulty such as dyslexia or dyscalculia.</p>	<ul style="list-style-type: none"> ● Scaffolded support in the classroom ● Literacy and numeracy support from a learning coach ● Small group dyslexia or dyscalculia support from a learning coach ● Use of relevant computer support packages, e.g. Successmaker ● Alternative Curriculum
<p><u>Communication and Interaction</u></p> <p>This is when a student may have difficulty communicating with others. They may struggle with expressive or receptive language, or may have ASD (Autistic Spectrum Disorder)</p>	<ul style="list-style-type: none"> ● Speech and Language Therapy from a nhs therapist ● Speech and language support from the speech and language learning coach ● Social language and communication support from a learning coach ● Pastoral support ● Nurture Group Support
<p><u>Social, Emotional and Mental Health Difficulties</u></p> <p>This includes a range of difficulties, which may be evident by anxious or emotional behaviour.</p>	<ul style="list-style-type: none"> ● Pastoral support, which may include referrals to external agencies ● ELSA support from a learning coach ● Nurture Group ● Small group or individual support ● Support from our Education Social Worker ● Buddies / peer support
<p><u>Sensory or Physical Needs</u></p> <p>This may be when a student has a disability which hinders them from accessing the facilities provided. This may include a visual, hearing or physical impairment.</p>	<ul style="list-style-type: none"> ● Support from a learning coach ● Support from the Vision or Hearing Support Service ● Adapted resources ● Support from External Agencies, e.g. Physiotherapists, Occupational Therapists

Identification of Special Educational Needs

At Avonbourne Boy's and Girls' Academies, we ensure each student with SEND gets the support they need. Class teachers are responsible for the progress of all students in their class, including those with SEND. Subject Leaders monitor the attainment and progress of all students within a subject area and a Learning Co-Ordinator monitors progress and attainment.

High quality teaching, with scaffolding to support students' needs, is the first response for students who may have SEN. Where there is a concern regarding pupil progress, additional assessments will be carried out by the learning support department, which may include referrals to external agencies.

When a student is identified as having SEND, we use the four-stage process to ensure provision is put in place. This is known as the 'Graduated Approach' as outlined in the current Code of Practice.



Progress

At Avonbourne Boys' and Girls' Academies, regular whole Academy assessment procedures ensure students' progress is monitored.

Parents of students with SEND will be invited into the Academy at least 3 times during the year to discuss their child's targets and review the progress they are making. We encourage students to attend with their parents so there is a clear 3 – way discussion between the student, the parents and the Academy. These meetings will usually be with a learning coach who is leading the additional support provided.

All students identified as having Special Educational Needs, will have a Personalised Learning Plan (PLP), which will identify outcomes that the individual student will be working towards. The outcomes are reviewed twice a year, and a revised PLP produced. The learning coach will lead the assessment of progress towards outcomes and this will be reviewed, discussed and identified with the SENDCo, student, and parent, at each meeting.

Discussions between home and the Academy will strengthen student support and will maximise the impact of provision.

Teaching

All children, including those with SEND have access to a broad and balanced curriculum. Students identified as having SEND, are taught in classes alongside their peers. With high quality teaching and support, students with SEND can thrive alongside their peers who may not have SEND. Extra curricular activities also enhance students' learning and Avonbourne Boys' and Girls' Academies have a full programme of extra-curricular learning opportunities which can be accessed by pupils with or without SEND.

Students with SEND may have support from a Learning Coach as appropriate to their individual needs. The majority of this support will consist of a short programme targeted support, which will be reviewed after a period of approximately 6 weeks.

The subject teacher is responsible and accountable for the progress and development of all pupils within their class.

High quality teaching, with support for individual pupils, is the first step in responding to pupils who have or may have SEND. Where a pupil is identified as having SEND, additional provision will also be put in place. This will be tailored to the individual needs of each student.

Curriculum amendments can also cater for students with particularly complex needs. These are implemented where there is specific evidence of need.

Further adaptations to the curriculum may include an opportunity for more a more vocational pathway of study, modification of resources for pupils with physical or sensory needs, or an alternative qualification for students with significant needs (e.g. entry level). This is not an exhaustive list, but an example of the types of support available. All needs will be assessed on an individual basis.

Where a student has SEND and is looked after by the local authority, the student will access the provision for pupils with SEND and also enhanced support for students who are looked after by the local authority.

The progress of each student with SEND and the effectiveness of the provision in place, is evaluated by the learning coach at the end of each programme of support.

Additional support

In addition, the Academies are committed to improving emotional and social development. All pupils, regardless of whether they have SEND, have a Learning Co-Ordinator and Pastoral Lead who will provide support .

In addition, the Academies have practising ELSAs (Emotional Literacy Support Assistants) who may provide additional support for pupils' emotional and social development. This may include support with self esteem, anger management, social skills, dealing with emotions, bereavement and friendship difficulties for example.

The Academies have a robust anti-bullying policy which applies to all students, including those with SEND. Some of the measures taken to prevent bullying include:-

- Curriculum based work across the Academy.
- Bullying issues explored through curriculum lessons.
- Student voice discussions.
- Work in assemblies addressing anti-bullying.
- Peer mediators to support students facing difficulties.
- Staff on duty at break and lunchtimes.
- All reports of bullying are investigated and dealt with accordingly.

Transition

The transition between phases of education can be a particularly anxious time for students and parents. We have close links with our feeder primary schools and discuss the transition process and students' needs with primary SENDCos prior to transition. We may also visit students in their primary schools, to have more detailed discussions where needs are more complex. Many students with SEND have additional, small group or individual visits to the Academies, in order to provide a smoother, more relaxed transition.

As students prepare for adulthood, every student is entitled to careers education and impartial advice and guidance. Careers education is delivered in PSHE lessons from years 7-11 but also discretely in other areas of the curriculum and through internal and external careers events.

Students have access to ICT programs, publications, one to one interviews with the Academy's careers advisor / local FE college staff. All students in year 10 will take part in a 2 week block of work experience. Students with an EHCP or complex needs, have additional support at their placement, as required.

Students will leave the Academies having had contact with high-quality and impartial information and guidance to get the most out of their learning and to enable successful progression to further education or training. We aim to help them develop skills and knowledge to cope with an ever changing working environment.

There is close liaison between the learning support departments at Avonbourne Boys' and Girls' Academies and local Colleges / 6th form provision and support is provided to ensure that all pupils with SEND have appropriate provision and support in place, post 16.

Expertise and training

Both Academies are overseen by an Assistant Vice-Principal who is the SENDCo. The SENDCo has completed the National Award in Special Educational Needs Coordination and has an appropriate Level 7 qualification to carry out Examination Access Arrangement Testing.

Both Academies have experienced Learning Coaches to provide specific support to students in particular areas.

Learning Coaches are:-

- ADHD and behaviour Learning Coach
- ASD Learning Coach
- Literacy Learning Coach
- Numeracy Learning Coach
- Dyslexia and Dyscalculia Learning Coach
- Medical and Physical Learning Coach
- EAL Learning Coach
- SEMH Learning Coach
- ELSA and nurture Learning Coach
- Memory and Processing Learning Coach
- Hearing, Visual and Sensory Needs Learning Coach
- Speech and Language Learning Coach

The SENDCo provides professional guidance to colleagues and works closely with parents, staff and other agencies.

The SENDCo provides up to date, knowledgeable training to staff within each Academy, and also shares information with staff regarding support, care and expertise needed for each individual student, including successful strategies to support the student in the classroom. Where appropriate external agencies also provide training to teaching staff / Learning Coaches.

Staff regularly attend training courses, and Avonbourne Boys' and Girls' Academies have an excellent variety of in house training available to all teaching and support staff.

Where a pupil continues to make less than expected progress, despite support and interventions targeted to their area of need, we may consider involving external agencies. Parents will be contacted prior to all referrals to external agencies.

Agencies referred to include:-

- Speech and Language Therapy Services
- Educational Psychologist
- Vision Support Service
- Hearing Support Service
- CAMHS
- School Medical Officer
- Early Help Services
- Children's Services

If you have a concern, regarding any aspect of Special Educational Needs provision for your daughter or son at Avonbourne Boy's or Girls' Academies, your first contact should be the Assistant SENDCo who will be able to direct your query to the relevant person.

If you continue to be concerned, you can contact Mrs. Angelina Brittain, Assistant Principal and SENDCo who will work with you and look in detail at your concerns.

For more information on Bournemouth's Local Offer please visit their website:- https://facts.bournemouth.gov.uk/Synergy/Live/SynergyWeb/local_offer/

Contact

If you are concerned about your daughter / son's progress, you can contact-

Year7team@avonbourneacademy.org.uk

Year8team@avonbourneacademy.org.uk

Year9team@avonbourneacademy.org.uk

Year10team@avonbourneacademy.org.uk

Year11team@avonbourneacademy.org.uk

office@unitedsixthform.org.uk

Assistant Principal and SENDCo –

angelina.brittain@avonbourneacademy.org.uk