Nigel Bowes & Iford Academy
The best in everyone™
Part of United Learning

SEND Information Report

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1. Induction

If you would like this report as an audio recording you can download a reader for free at http://www.naturalreaders.com/ or simply open the link and click + documents then drag the file into the box. A glossary of terms and SEND acronyms is also included at the end of this report.

For a link to the local authorities' local offer, please click this link: https://www.fid.bcpcouncil.gov.uk/send-local-offer

SENDIASS provides free, impartial, and confidential information, advice and support for children and young people (up to the age of 25) with special educational needs and disabilities (SEND), and their parents/carers. help@sendiass4bcp.org

You can find the most up to date SEND Code of Practice via: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEND policy can be found on the academy website: https://tregonwell-academy.co.uk/Document-Zone-Iford/

Iford Academy, part of Tregonwell Academy, is a specialist secondary school for children who present with Social, Emotional and Mental (SEMH) difficulties. Our PAN is 103, with 80 places reserved for children with an EHCP and 23 places available via Service Level Agreement for children who have either been permanently excluded or at risk of. We believe that all pupils should be valued as individuals.

We have an inclusive ethos underpinned by our values 'Developing Resilient, Safe and Respectful pupils'. We offer a broad and balanced academic curriculum. Teaching is adapted to incorporate individual needs and we have in place systems to enable the early identification of barriers to learning and participation. We work hard to ensure equal opportunities for all.

Special educational provision is provision that is 'additional to and different from' that is made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services. All teachers are teachers of pupils with SEND and as such, provide High-Quality teaching, which takes account of the individual needs of pupils with SEND in their class.

2. The four main areas of SEND

The four main areas of SEND

The Special Educational Needs and Disability code of practice: 0 to 25 years states that there are four main areas included in Special Educational Needs and Disability.

Communication and interaction | Cognition and learning | Social, mental & emotional Health | Sensory and / or physical

The boxes below highlight some potential areas of challenge and difficulty. It is worth remembering that these can also be strengths and should be encouraged wherever possible.

Area of Special Educational Need	Relating to difficulties with:
Communication & interaction	**Children and young people with speech, language and communication needs (SLCN), other needs such as social, emotional mental health (SEMH), autism spectrum disorder (ASD) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding use of social rules of communication. Pupils may have:** ***Attention/interaction skills:*** • May have difficulties ignoring distractions. • Need reminders to keep attention. • May need regular prompts to stay on task. • May need individualised motivation to complete tasks. • Difficulty attending the whole class. • Interaction will not always be appropriate.

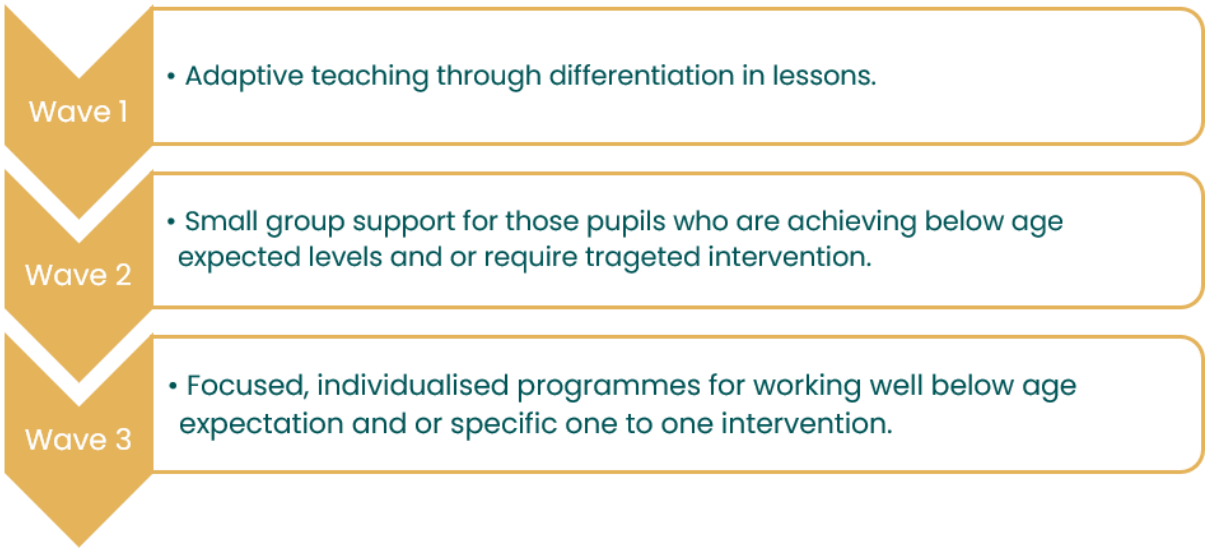
	• May have peer relationship difficulties. • May not be able to initiate or maintain a conversation. ***Understanding/receptive language:*** • May need visual support to understand or process spoken language. • May need augmented communication systems • May have frequent misunderstandings. • Repetition of language and some basic language needs to be used to aid their understanding. ***Speech/expressive language:*** • May use simplified language and limited vocabulary. • Ideas/conversations may be difficult to follow, with the need to request frequent clarification. • Some immaturities in the speech sound system. • Grammar/phonological awareness is still poor and therefore their literacy can be affected.

Cognition & learning	**Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate scaffolding. This could include areas of need such as Specific learning difficulties (SpLD) e.g. dyslexia, Moderate learning difficulties (MLD), Severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Pupils may have difficulties with:** 2.1.1. Language, memory and reasoning skills 2.1.2. Sequencing and organisational skills 2.1.3. An understanding of numbers 2.1.4. Problem-solving and concept development skills 2.1.5. Fine and gross motor skills 2.1.6. Independent learning skills 2.1.7. Exercising choice

	2.1.8. Decision making 2.1.9. Information processing
Social, mental and emotional health	**Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.** **These difficulties may lead to or stem from:** 2.1.10. Social isolation 2.1.11. Behaviour difficulties (ODD/EBD/PDA) 2.1.12. Attention difficulties (ADHD/ADD) 2.1.13. Anxiety and depression 2.1.14. Attachment disorders 2.1.15. Low self esteem 2.1.16. Issues with self-image 2.1.17. Emotional based school avoidance (EBSA)
Sensory and/or physical	**These pupils may have a medical or genetic condition that could lead to difficulties with:** 2.1.18. Specific medical conditions 2.1.19. Gross/fine motor skills 2.1.20. Visual/hearing impairment 2.1.21. Accessing the curriculum without adaptation 2.1.22. Physically accessing the building(s) or equipment. 2.1.23. Over sensitivity to noise/smell/light/touch/taste/toileting/self-care

3. Waves of intervention

The academy provides a range of "ordinarily available provision" to meet the needs of all our pupils. This is a graduated response to each learner dependent on the level of need. These are often referred to as waves of intervention.



Key Questions

Who is the Special Educational Needs Coordinator?	The SEND Coordinator is Alison Brooks Contact details: Phone: 01202 424361 Email: sen@ta.weareauthentic.education Alison is a qualified SENDCo who works part-time within the school on a Tuesday – Thursday. She is assisted by a SEN Administrator Wendy McLeod who can be contacted on: Phone: 01202 424361 Email: sen@ta.weareauthentic.education Carole Frampton provides specific support for Looked After Students and students without an EHCP. She can be contacted on: Phone: 01202 424361 Email: sen@ta.weareauthentic.education
How accessible is the academy site?	The physical environment at Iford Academy has accessibility challenges due to the age of the building. Set on two floors, there is no provision of a lift or wheelchair friendly walkways. If accessibility is required, school will look to make reasonable adjustments to timetables and room locations in order to support.

	There are disabled washroom facilities accessible for staff, pupils and visitors. There are disabled parking spaces allocated in the car parks. Any equipment provided which supports a child in their access to the learning environment is used as appropriate, and as directed by specialists, e.g. sensory equipment such as wobble cushions. Advice is followed concerning the size of font used on resources and IT equipment, to aid visually impaired pupils, and specific need (e.g. dyslexia). All staff have received health and safety training, and regular site management meetings ensure that the building is accessible. Please see our accessibility plan https://tregonwell-academy.co.uk/Document-Zone-Iford/
How will academy staff support my child?	All teachers will be informed of your child's individual needs and will seek to adapt their lessons accordingly. This will be in the form of a Learning Plan (LP) which includes: • EHCP long term outcomes and provision from section F of a pupils EHCP • Risk assessment and, where required, Positive Behaviour Management Plan. • Likes, dislikes, triggers, calming strategies, skills/talents, risk and protective factors. Within the academy, there are a variety of staff roles to support your child: • Inclusion and Safeguarding leads • Behaviour and Pastoral lead • Pastoral team member • Sports, Health and Wellbeing lead • Learning Mentor • Anti-Bullying champion • E-Safety champion As an academically focused academy, the overwhelming majority of our pupils follow a traditional curriculum. However, a small number of pupils could have a more personalised curriculum to meet their individual needs, interests and abilities. Access to personalised curriculums will be through discussion with academy Principal, SENDCo

	and where appropriate, local authority caseworkers if an EHCP is present or in the process of being agreed. Where the academy considers it necessary, a learner may be offered additional intervention, in which case you will be informed via letter that provision is being implemented. There are a range of interventions and additional subject support which are ordinarily available and should your child need this, it would be discussed with you directly. This will form part of the Assess-Plan-Do-Review process (diagram included at the end of this report). **Wave 1 interventions:** Adaptive teaching (within the classroom) Scaffolded tasks Guidance to staff on how best to support within the classroom. In class interventions are included in the provision outlined within a pupil's LP (Learning Plan) which are in line with the requirements outlined in section F of a pupil's EHCP. Parents/carers are informed of any adaptations through contact with their child's class teacher and more formally as part of the EHCP annual review process. Classes are made up of 6 to 8 pupils with a high staffing ratio with provision informed by the principals of nurture and the National Autistic Societies 'SPELL' framework. Staff are trained in trauma informed practice, PACE and restorative approaches. **Wave 2 interventions:** Iford Academy group interventions below: • Group Social Development sessions • EHCP focused personal development sessions • Group Life-Skills personal development sessions • Safeguarding specific personal development sessions • Community Learning – social communication learning • ELSA • Safer Schools education individually or with groups • Sensory circuits • Lego therapy **Wave 3 interventions:**

	Iford Academy 1-2-1 interventions below: • ELSA • Sensory gym activities • Individual sensory circuits • School dog • Access to the sensory room • External providers may support with interventions such as play therapy, mentoring, anti-social behavior interventions such as Escapeline
How will the academy identify if my child has a specific need?	Following completion of baseline assessments on entry to the academy, the results will be analysed by the SENDCo as the 'Assess' element of the graduated approach. From these assessments, it will be identified if they require specific support or provision. In addition to information from a pupil's EHCP and statutory assessments pupils at Iford are assessed in the following ways. • WRAT5 - Reading, Spelling and Comprehension Assessment • Salford Assessment - Reading comprehension • FFT - Reading assessment • ART - Access Reading Test • The Basic Numeracy Test • Quest - Phonics screening assessment All students will undertake some of these assessments, through analysis students will be applied to targeted support and intervention strategies. Access arrangements are applied as required. For some pupils, it may be appropriate for the SENDCo or Inclusion Lead to suggest a move towards statutory assessment: An Education, Health and Care Plan (EHCP). The Academy, parents/carers and the young person are fully included

	in the EHCP assessment process, and will be consulted about the content of the plan. The academy will also work closely with external professionals as necessary e.g. SALT (Speech and Language Therapy), OT (Occupational Therapy), EP (Educational Psychology), CAMHS (Child and Adolescent Mental Health Service) and liaise with these, and other professionals and specialist services, to meet the needs of individual pupils.
How are academy resources allocated and matched to children's special educational needs?	We ensure that all pupils with Special Educational Needs have their needs met to the best of the academy's ability with the funds available. • Class sizes are small (6 to 8 pupils) with a high staff to pupil support ratio (1 teacher and 1 or 2 teaching assistants per class) • Staff trained in trauma informed approaches, PACE, TeamTeach, nurture, SPELL, restorative approaches and Zones of Regulation • Pastoral and Inclusion staff support class teams to maximise implementation of provision • Sensory gym and room available to those with specific needs as well as equipment and resources to support OT recommendations e.g. weighted blankets, etc.
How will I know how my child is doing and how will you help me to support my child's learning?	Parents evenings are held at specific points in the year and in addition, parents/carers will receive an end of year report detailing their child's attainment and progress. Teachers are regularly available to discuss your child's needs and meetings can be booked to meet with the SENDCo throughout the year. Pupils with an Education and Health Care Plan (EHCP) will have regular meetings (as required) with the SENDCo together with an Annual Review in line with the Code of Practice 2015 (updated). We consider that the parents/carers' views are a vital part of the review and therefore request parental/carer attendance at the

	meetings and the completion of parental/carer paperwork prior to the meeting.
How will my child be able to contribute their views?	If your child has an EHCP, their views will be sought before review meetings. Those with an EHCP can highlight key information that they wish staff to be aware of, including how to best support them within the classroom. This will be added to their Pupil Inclusion Plan (PIP) and be available for all staff to view and implement. We value and celebrate children being able to express their views on all aspects of school life. Pupils are encouraged to share issues with: • Class teacher / Teaching Assistant • SENDCo (Alison Brooks) • Pastoral Support (Michaela Robinson-Grant) Pupils are encouraged to: • Take an active role within group activities • Take part in pupil voice activities e.g. School Action teams and Community learning • Attend review meetings • Contribute to target setting and reviewing
What support will there be for my child's overall wellbeing?	All staff receive training to deliver high quality pastoral care. The academy adopts a whole school approach to ensuring that all pupils make excellent academic progress and their individual needs are catered for. The Academy's Pastoral and Safeguarding Support Teams specialise in the area of child welfare and is the first port of call for staff, pupils and their parents/carers who require advice, support and guidance regarding wellbeing. Attendance is rigorously monitored, and support put in place where needed. If attendance falls, you will be contacted by the

	academies' attendance officer and, where necessary, additional support will be implemented to boost attendance. We also offer the following Wellbeing Interventions: • Community learning • ELSA • Pastoral Intervention • Iford Satellite The academy is mindful of the need to safeguard the wellbeing of all pupils and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment. The academy also writes individual health care plans (IHCPs) with parents/carers and shares all relevant information with staff. Melissa Biddlecombe is the point of contact for health plans. If your child finds lunch or break times challenging, they are given access to alternatives, such as a quiet space, to support them.
What specialist services and expertise are available or accessible by the academy?	We have access to the following specialist services and expertise: • School nurse • Young Carers - accessed externally • Medical - GP, Hospital • NHS outreach • Bereavement Counselling • Educational Psychologist • Mental Health - CAMHS • Social Services Where a learner has an EHCP, the academy maintains close liaison with professionals that are involved from the Local

	Authority such as specialist teachers, speech and language therapists and occupational therapists.
What training have staff supporting pupils with SEND had or having?	All teaching staff have qualified teacher status or are working towards this through a recognised training provider. Training for staff supporting pupils with SEND is considered essential by Authentic Education. There is an ongoing programme of training for teaching assistants within SEND that is completed at an academy level but also from a multi-academy trust (MAT) perspective. SEND forms part of the new staff induction programme for ECTs or teachers new to the academy. In addition, there is regular training in first aid, child protection and safeguarding, and supporting looked after children. Where needed training is updated annually and responsive to learner needs. Advice and guidance from outside agencies are shared with teaching staff. At the start of the year all staff are made aware of the pupils with identified SEND and how to find information relating to them to best support them in and out of the classroom. All staff have access to Learning Plans detailing specific strategies and interventions which best allow them to support everyone within the classroom.
How will your child be included in activities in the classroom? **How will needs be accommodated for**	All staff running trips are trained by the academy's Education Visit Coordinator (EVC) and must complete risk assessments including specific details of how to support pupils with SEND. All pupils are encouraged to be fully involved in all areas of academy life. Where appropriate, those with an Education and

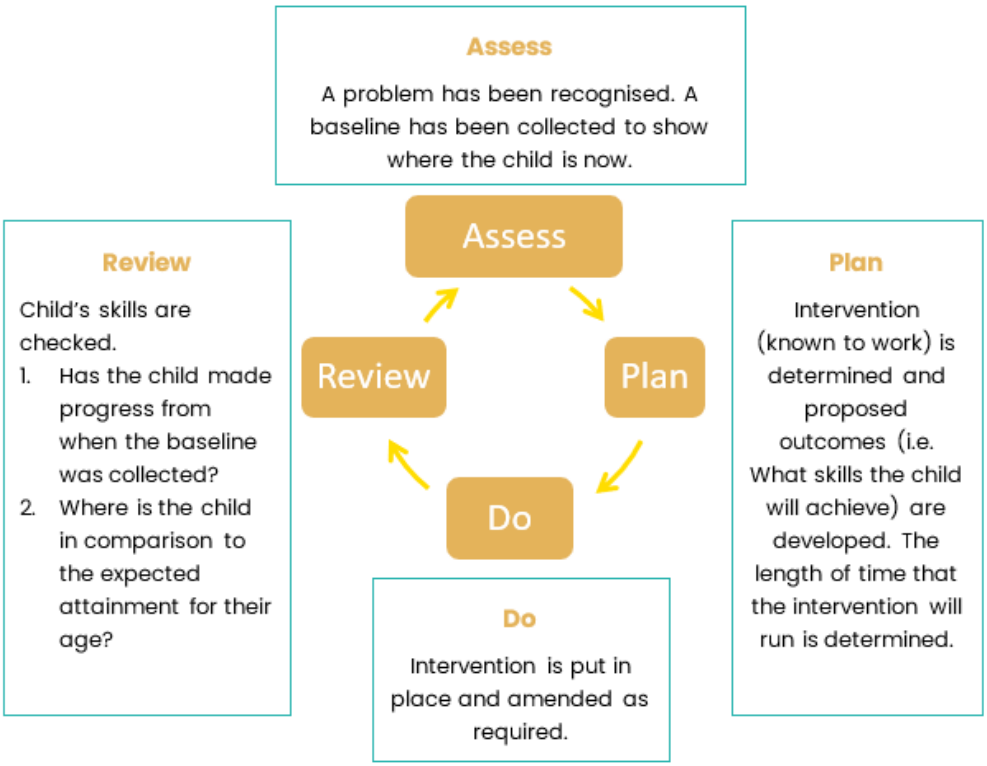
external trips and visits?	Health Care plan will be supported to ensure access and participation and appropriate reasonable adjustments made. All clubs and trips are open to pupils in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents/carers in advance. Where a learner has a physical/medical need/s, any issues around trips and activities will be discussed in advance and addressed with parents/carers. This includes overnight and residential visits.
How will the academy prepare and support my child to transition to and from the academy?	Prior to a placement being offered parents/carers are invited to visit our academy with their child. This includes a tour and discussion of our transition programme and the ongoing support we offer to our pupils. If a learner has an EHCP, then the academy would want to be present at the annual review meeting to support target setting and be introduced to all professionals supporting the learner and establish an early relationship. For pupils transitioning to a new educational phase or setting, we liaise with schools/settings and/or teachers and provide additional transitional support if it is needed. This is arranged on an individual basis and tailored to the needs of the pupil/s. Meetings with the SENDCo are available at parents'/carers' request and encouraged for all pupils attending with an EHCP.
Who can I contact for further information?	The following points of contact are available at Iford Academy. **For academic concerns:** Chloe Read- Vice Principal and Curriculum lead. **For pastoral concerns:**

	Gary Evans - Pastoral If your concern is in relation to your child's Education and Health Care Plan, please contact the SENDCo. If not, then in the first instance contact the class teacher, who may refer your concerns to a more senior member of staff where required. If your concern relates to your child's special educational need/s, please contact the SENDCo directly. Should you wish to make a formal complaint regarding an issue at the academy, please follow the complaints policy, which can be found on our website. Should you require further support and guidance from an impartial advisor, SENDIASS BCP will be able to offer support, information and guidance for you as a parent/carer. You will be able to find out more information at https://sendiass4bcp.org/.
How else can I be involved?	We need you to support us by encouraging your child to fully engage with their learning and any interventions offered by: 3.1.1. Helping them to be organised for their day (including bringing the right equipment and books) 3.1.2. Full attendance and good punctuality 3.1.3. Supporting with reading at home 3.1.4. Completion of homework 3.1.5. Attending parent/carer's meetings 3.1.6. Attending any meetings specifically arranged for your child 3.1.7. Ensure that any interventions to complete at home are encouraged and supported 3.1.8. Engage with individualised home communication methods where they are used
What support is there for improving behaviour,	As an academy, we have a positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a

attendance and avoiding exclusion?	positive behaviour management plan (within their LP) is written alongside the child to identify the specific issues, put relevant support in place and set targets. This document is the responsibility of Behaviour/Pastoral Lead and reviewed as agreed at the first meeting. The attendance of every learner is monitored daily. Lateness and absence are recorded and reported on. Good attendance is actively encouraged throughout the school. If a learner's attendance falls below 96%, contact will be made by the school in the form of a letter / telephone call. Where all possible support has been given to improve attendance the academy may use the support of Authentic Education's attendance lead.
How is the Trust's Governance involved and what are their responsibilities?	The Director of School Improvement (SEND) and Head of SEND & AP lead will complete termly assurance with every academy, which is reported on to Authentic Education's committee on a termly basis. The Director of School Improvement (SEND) will meet regularly with the SEND trustee to report on statutory duties. The SENDCo provides assurance reports to the Director of School Improvement (SEND) and Head of SEND & AP. They are kept informed about SEND developments and take an active interest in the work of the SEND departments across Authentic Education. The SEND trustee does not have access to information about individual pupils or become involved in individual cases. In the unlikely event that a concern cannot be resolved by the SENDCo and/or the Principal then the Authentic Education SEND team can be contacted at the request of parents/carers.

4. Additional information

Please find beneath a model of the Assess-Plan-Do-Review process that we follow in the SEND department.



5. Glossary of SEND acronyms & abbreviations

ADD	Attention deficit disorder	**LAC**	Looked after child

ADHD	Attention deficit hyperactivity disorder	**LO**	Local offer
ASD	Autistic spectrum disorder	**MLD**	Moderate learning difficulty
CAMHS	Child and adolescent mental health service	**ODD**	Oppositional defiant disorder
CIN	Child in need	**OT**	Occupational therapist
CoP	Code of practice	**PDA**	Pathological demand avoidance
CP	Child protection	**PEP**	Personal education plan (for looked after child)
CYP	Children and young people	**PEEP**	Personal emergency evacuation plan
EAL	English as additional language	**PMLD**	Profound and multiple learning difficulties
EHCP	Education health care plan	**PP**	Pupil premium
EP	Educational psychologist	**SALT**	Speech and language therapy
EYFS	Early years foundation stage	**SDQ**	Strengths and difficulties questionnaire
FAS	Foetal alcohol syndrome	**SEND**	Special educational needs and disabilities
FASD	Foetal alcohol spectrum disorders	**SENDCo**	Special educational needs and disabilities coordinator
GLD	Global learning delay	**SLCN**	Speech language and communication need
HI	Hearing impairment	**SLD**	Severe learning difficulty
HLTA	Higher level teaching assistant	**SpLD**	Specific learning difficulty
IEP	Individual learning plan	**SPDs**	Sensory processing disorders
IRP	Independent review panel	**TA**	Teaching assistant
ISP	Individual support plan	**VI**	Visual impairment

SENDIASS	Special Educational Needs Disability and Advice Service		