SEND Information Report 2024-2025

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Contents

1. Introduction

Welcome to our SEND Information Report 2024-2025, which forms part of the Nottingham City Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually.

The Information Report also applies to all pupils who are looked after by the local authority and have SEND.

This document has been designed to advise families with children who present with Special Educational Needs, Disabilities and or are vulnerable, on the provision available at The Bulwell Academy. It should guide families when deciding if The Bulwell Academy is the right educational setting for their child.

When we talk about "provision", we mean what we provide in order to meet the needs of a pupil and help them to make progress at school which is appropriate to their age.

2. What is SEND ?

At different times in their school career, a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need and Disability (SEND) as:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

  (a) have a significantly greater difficulty in learning than the majority of children of the same age; or

  (b) have 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 or mainstream post-16 institutions.

If a child or young person is identified as having SEND, The Bulwell Academy will make provision which is "additional to" or "different from" that provided for non-SEND students (the ordinarily available provision adapted through the curriculum through Quality First Teaching), which is intended to overcome any barriers to their learning.

It is important to note that not every pupil making slower progress has SEND. Some pupils may make slower progress for a reason unrelated to SEND, such as a gap in their learning. Additionally, children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, some students for whom English is an additional language may also be identified as SEN if their needs meet the criteria above.

3. What is Disability?

The Equality Act, 2010, gives the following definition of disability:

"A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities."

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation.

Our facilities for helping disabled students to access the school are described fully in the school's Accessibility Plan, which can be found on the Policies page of the Academy's website.

If parent carers feel there is a need to highlight an ongoing health or medical need The Bulwell Academy will always consider appropriate arrangements to support and include these needs and, where necessary, a medical health care plan will be devised and co-ordinated by an appropriately trained person.

4. Accessibility

Our school is a safe and accessible building, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including (a lift to access all areas, disabled toilets, a disabled shower/changing facility, and appropriate corridors.)

5. What Types of SEND are provided for at The Bulwell Academy?

There are four broad areas of need, although the Trust and The Bulwell Academy recognise that a student's needs may fall into one or more categories. The Bulwell Academy provides provision for all areas of need in line with the appropriate provision pupils require.

Communication and Interaction (C&I): Children and Young people with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to (expressive), understanding what is being said to them (receptive/cognition). They may not understand or use social rules of communication. Pupils with Autistic Spectrum Conditions (ASC) including Autism or Aspergers can have more prevalent difficulties with social interaction due to deficits in their understanding and connections between language, communication and imagination, which then impacts on how they relate to others.

Cognition and Learning (C&L): A broad ranging group of learning difficulties including Dyslexia and Dyspraxia as Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children and young people will need support in the curriculum and may have associated mobility and communication difficulties, to those with

Profound and Multiple Learning Difficulties (PMLD) where children and young people have severe and complex learning difficulties with physical disability and/or sensory impairment.

Social, Emotional and Mental Health (SEMH): Children and Young people diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder may need additional support in the curriculum. Those with Mental Health Difficulties such as anxiety, depression, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained may also need additional or different support to access education.

Sensory and or Physical Needs (SI/PD): Children and Young people with Hearing (HI) or Visual (VI) Impairment, or Multi-Sensory Impairment (MSI) may need additional specialist support or equipment to access the curriculum, or rehabilitation support. Some with physical disability (PD) may need additional and ongoing support to enable them to access opportunities available to their peers. SEND provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

6. iCREATE - Creative Education Trust approach to SEND

Creative Education Trust have a robust SEND framework iCREATE, which provides a comprehensive outline of how The Bulwell Academy identifies, assesses and provides for the full range of SEND needs. The framework also outlines the Ordinarily Available Provision for all pupils, as we understand that support for SEND starts with effective Quality First Teaching for all. Additionally, the framework provides an outline of how The Bulwell Academy supports a graduated response for all pupils in line with Special Educational Needs and Disability Code of Practice: 0 to 25 years.

iCREATE uses a focus on the following 7 areas:

i	Inclusion
C	Creativity
R	Respect
E	Excellence
A	Ambition
T	Therapeutic Awareness
E	Emotionally Literate

At The Bulwell Academy you will see each element of iCREATE through the following strategies:

Inclusion
- CYP needs, for example, visual timetables, clear concise instructions with written or visual prompts.
- CYP are given time to process information before being asked to respond.
- Tasks are scaffolded into small manageable steps.
- Feedback is clearly identified and applied as being key to learning.
- The pace and order of activities is varied to maintain interest and attention of all CYP.
- Specialists are asked to work alongside educational setting staff to support the assess, plan, do, review process.
- Modelling is used to aid understanding.
- Targeted adult support where appropriate
- Visual/audio demonstrations and visual cues/audio commentary are used.
- Key vocabulary is displayed with visuals.
- Teachers' handwriting on the board and in CYP's books is clear and legible.
- Appropriate multi-sensory adaptations
- Interactive whiteboard (or other teaching boards such as flip charts) are used effectively to promote engagement and scaffold the lesson.
- Mini whiteboard used to assess knowledge and address misconceptions.
- Teaching strategies are used to actively promote independent learning, for example, through pre-teaching, overlearning, appropriately adapted resources.
- Seating plans and groupings take account of individual needs and routinely provide opportunities for access to role- models, mixed ability groups, structured opportunities for conversation and sharing of ideas, with access to additional adults where they are available and appropriate.
- Use of additional adults is planned to maximise their impact on learning.
- Additional adults can be used to support independence rather than create dependence.
- Strategies that foster collaboration and working together with positive regard are used to support teaching and classroom relationships.
- Strategies are used to build and maintain positive relationships across the whole community (for example, peer mentoring).
- There are opportunities to develop peer awareness and sensitivity and support for different needs and disabilities both in and out of the classroom.
- Support enrichment activities to promote wider peer engagement.
- The learning and behaviour of CYP is monitored and observed in different settings, contexts, and times across the day for short periods to inform assessment, planning and review.
- Staff are aware of CYP starting points so that progress can be measured at each phase or key stage.
- Assessment is used to inform planning and interventions and assessment.
- CYP views and where appropriate other stakeholders' views are considered.
- Sharing of information is a core value across all stakeholders.
- Additional adults are deployed proactively in the classroom in a clear planned way with identified learning objectives and success criteria; their impact on the learner is monitored carefully to ensure progress is supported.
- Grouping, seating arrangements and additional support are used to promote independent learning as far as possible.
- Strategies used in interventions are integrated into teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines.

Creativity

- Parents and families are aware of the many ways in which they can share information about their Child/ young person and know that this will be heard.
- Regular meetings are planned to review the progress and to make decisions with the family and all concerned, including wider professionals if this is appropriate.
- A range of communication techniques are used to appropriately share information.
- Parents are aware of:
  - the needs of their CYP;
  - the support in place;
  - and are involved in setting and reviewing targets and outcomes as part of a sound co-production approach.
- Parents and carers are signposted to the local offer of the local area in which the setting is situated.
- The school SEND information report is published on the school's website.
- CYP are involved in the graduated approach. They assess, plan, do and review their learning at all Waves.
- CYP are helped to value their progress and achievements and to recognise and understand their own barriers to learning.
- CYP understand, identify and contribute towards the targets they intend to achieve.
- Pupil Passports should be used to document the assess, plan, do, review approach.
- Awareness and sensitivity of peers and staff towards differences (SEND) is raised and supported by leaders at a whole setting level.
- Focussed work is planned for classes and groups regarding specific needs or conditions where necessary.
- A calm learning environment is created by and for all staff and CYP.
- All staff need to know the CYP in their care with SEND.
- They need to know how best to support the CYP and their strengths. They also need to know which key person is supporting the CYP.
- All staff need to be therapeutically aware of relationship-based approaches to behaviour.
- Language in the classroom demonstrates unconditional positive regard for learners (restorative approaches and relationship -based approaches).
- Dedicated pastoral teams can be utilised to support individuals' needs in partnership with teaching staff and including creation and review of CYP progress.
- Communication is an integral priority to ensure a co-ordinated and holistic approach is in place.
- Named adults are available as key workers when required. Within ordinarily available provision this could be a family link worker, tutor, lunch time supervisor, peer mentor, learning mentor or classroom assistant.
- CYP can identify a space of safety and are able to use the space when required
- Leaders support the time required to provide additional intervention.
- Negative attitudes, beliefs or practices towards individuals or groups are challenged. This should happen in the classroom and across the wider setting.
- Leaders have a duty to provide opportunities to address the impact of bias / unconscious bias.
- CYP's voices are encouraged through, for example, student councils, pupil representatives, good idea boxes, photographs.
- Learners are involved in the graduated approach. They assess, plan, do and review their learning.
- Learners are helped to value their progress and achievements and to recognise and understand their own barriers to learning.
- Learners understand, identify and contribute towards the targets they intend to achieve.
- Targets are communicated effectively for all stakeholders.

Respect
- Expectation for behaviour standards are coproduced with staff and CYP.
- Reasonable adjustments are implemented to ensure that behaviour expectations are achievable within the context of individual SEND needs.
- Fairness and equity are ensured through effective triage and discussion with knowledgeable SENDCo and SEND teams.
- Proportionate actions are employed to maintain focus on sustaining learning for all.
- CYP are invited to share their views through formal and informal methods including school council / forum avenues.
- Enrichment activities support the building of resilience and character.
- Parent carer engagement activities and support networks to extend positive outcomes within the wider community.
- Use of appropriate social media
- CAIG promote ambition and positive attitudes.
- Celebration assemblies and awards events help to demonstrate positive outcomes.
- There is a planned CPD schedule with a focus on building resilience and celebrating success.
- Attendance is accurately recorded.
- High expectations for attendance are shared with CYP and parent carers.
- Standards for punctuality are co-produced with leaders, staff and CYP.
- High levels of attendance are recognised and celebrated with CYP and parent carers.
- Improved attendance is also celebrated.
- Reasonable adjustments are put in place to support individual needs e.g., young carers anxiety.
- Communication with CYP not in attendance is robust and regular.
- All teams work collaboratively to support attendance.
- Reset/ Pathways and RE-connect interventions target and support anxious learners.
- All academies have a robust policy that details their approach to maintaining a safe and inclusive environment- all staff are aware of the detail of this, and key aspects are co-produced with CYP.
- All incidents of abuse are recorded and addresses through supportive discussion and restoration, where possible
- Teachers and practitioners, all access up to date CPD to enable them to fully understand the impact of respectful interactions and model this is every aspect of academy life.
- Kindness is key.
- CYP are encouraged to talk about any incidents with trusted adults, though surveys and diary room access
- The culture of diversity is strong across the whole academy.

Excellence
- Additional adults are deployed proactively in the classroom in a clear planned way with identified learning objectives and success criteria; their impact on the CYP is monitored carefully to ensure progress is supported.
- Grouping, seating arrangements and additional support are used to promote reduced dependant learning as far as possible.
- Strategies used in interventions are integrated into teaching so that they can sustain progress. For example, if a visual timetable approach has been helpful for an individual, this could be incorporated into whole class teaching and routines.
- Leaders in settings consider the deployment of additional adults strategically.
- Teaching assistant / practitioners have their skills audited to ensure the best outcomes for CYP.

- There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.
- Consideration will be made to enable a response to national and local initiative.
- Best practice is shared within the setting and with other settings through, for example, trust SENDCo Connected Network meetings.
- Trust wide peer led QA enables skills to be recognised and shared.
- Best practice is celebrated and shared.
- Initially, this will be supported internal to the setting and if concerns continue, external support can be sought.
- The setting is aware of and regularly communicates with any other professionals who are involved with each learner.
- SEND CoP to be referred to and considered.
- Advice received from other professionals is used to inform teaching and learning and can be seen in CYP planning documents.
- Where specific decisions to involve outside agencies in casework are made this will be in partnership with parent/carers.

Ambition
- High expectations for achievement, behaviour and attitudes are co-produced with leaders, staff and CYP.
- All staff have access to CPD relating to growth mindset practice.
- The classroom environment promotes creativity and risk taking to encourage thinking differently – offering open-ended projects that showcase individuality.
- Adaptations are fully incorporated to cater for different learning styles and diverse needs.
- Leaders ensure that SEND is a priority in all areas of the curriculum and enrichment CYP all have access to careers support at various age-appropriate levels.
- Self-assessment is encouraged at all levels to help build motivation and celebrate success.
- Opportunities to interact with local and national industry are provided at age-appropriate levels, including work experience in KS 4 / 5
- Apprenticeship opportunities are promoted and explored.
- Opportunities to access college / university environments to support transitions and develop academic / vocational ambition.
- Alumni are invited to engage with CYP as role models.
- Proactive responses to any potential NEET
- Ambitious, co-produced targets sit within pupil passports; achievable targets promote agency and the cycle of success.
- Opportunities for CYP to discuss and promote options are regularly provided.
- Self-assessment is encouraged at all levels.
- Celebration of achievement is consistent and shared with CYP and parent carers.

Therapeutic Awareness
- The physical accessibility of the building and individual learning spaces is assessed. The accessibility plan is on the setting's website and reasonable adjustments are made according to individual needs.
- The furniture is the appropriate size/ height for CYP.
- Extra-curricular activities and educational visits are planned to fully include CYP with SEND (in line with the Equalities Act 2010), including those with SEMH and physical disabilities. Reasonable adjustments are made.
- CYP's views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.

- The classroom needs to be accessible to those with sensory impairment – visually friendly (good contrast, lighting, reduced glare, blinds to control light etc.) and deaf friendly (acoustics) such as sitting near the speaker, a reduction in background noise by closing doors.
- Equality of access to WIFI and use of IT systems which support the use of assistive technology. CYP's sensory needs are known and used to plan seating arrangements and movement breaks.
- Left and right-handed CYP can use equipment comfortably.
- CYP who wear glasses and/ or hearing aids wear them and are seated in the optimum position.
- Displays are meaningful and visually accessible to reduce sensory overload. For example, muted tones could be used with simple and clear text.
- Staff are aware of lighting in the room, for example, use of natural light, glare from the board, who is facing the light, where you stand in relation to the light.
- Use of pale background and accessible font styles on the whiteboard/ interactive screens
- SENSORY audit tools are used to inform practice.
- Staff are aware of smells and noise in the room and any individuals who may be impacted by these (for example, a classroom next to the canteen or music rooms). Simple steps such as keeping doors closed can reduce the impact.
- Resources are within easy reach of CYP to promote the reduction of dependence on adults.
- CYP have easy access to sensory equipment that they require, for example, writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, and weighted blankets.
- Due consideration to ensuring labelling in the classroom is child/ young person centred.
- Assistive Technology
- All staff have access to quality training and support regarding therapeutic awareness; this incorporates Trauma Informed Practice, awareness of ACE's and understanding of approaches that help form meaningful and appropriate relationships (PACE / Transactional Analysis/ Polyvagal Theory)
- CYP have access to resources that help them to understand their own reactions neurologically.
- The curriculum will find opportunities to highlight this knowledge and focus on self-regulation (Science /PSHE / RSE)
- Academies will provide awareness days to promote self-regulation techniques and understanding.
- Resources are clear and uncluttered, labelled using text and images. Print size and font is appropriate.
- Coloured backgrounds and paper are used to reduce visual stress.
- Adapted physical resources such as PE and Maths equipment are adapted to promote independence for example, different size balls.
- Concrete apparatus and adapted resources are available for those CYP who require it.
- ICT is used to support alternatives to written recording and to promote independent learning.
- Research evidence is used to ensure that we are using evidence informed practices.
- Working in collaboration with parent carers to address potential risks and barriers.

Emotionally Literate
- Teachers and Practitioners access a planned CPD schedule to incorporate self-awareness and how neuroscience can support learning and development.
- Creation of a safe and supporting learning environment where CYP are encouraged to speak about their thoughts and emotions.
- Learning environments encourage open communication and active listening.
- Development of a strengths-based approach that help CYP to understand their own unique strengths and talents.

- Provide access to effective assessment and feedback that focuses not only on academic performance, but also on the development of traits and character, building on self-awareness.
- The use of mindfulness activities
- Utilising sensory breaks to support self-regulation
- Teachers and Practitioners access a planned.
- CPD schedule to incorporate self-awareness and how neuroscience can support learning and development.
- Neuroscience is incorporated into the curriculum at all levels – age-appropriate but not limited to lessons that cover basic brain structures and the function of neural processes, including the relationships between the brain, behaviour and learning.
- The use of hands-on activities with CYP including making models of the brain or learning about the brain hand model (Dan Siegel)
- Teachers and Practitioners access a planned CPD schedule to incorporate self-awareness and how neuroscience can support learning and development.
- Restorative Conversations are used to support and rebuild trust.
- Modelling of positive conflict resolutions
- Use of assertive scripting to focus on behaviour not the 'person'.
- Use of emotion coaching
- Effective use of Zones of Regulation techniques
- Context of behaviour / conflict scenario is a core response.
- Diversity outside of the verbal format to support resolution.
- Teachers and practitioners access a planned.
- CPD schedule to incorporate self-awareness and how neuroscience can support learning and development.
- Consistency of language is co-produced with
- Leaders, teachers, practitioners, CYP and parent carers
- Linking in rewards and achievement to support positive language.

7. What are the arrangements for assessing and reviewing student progress towards outcomes?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with the academy's assessment policy. Teachers formally assess and review progress and attainment, which is communicated to parent carers by an academic report. Additionally, parent carer evenings are held during the year when there is an opportunity to discuss progress, attainment and next steps.

Pupils at Wave 2 of the graduated response (See iCREATE) may have a pupil passport that is co-produced with the pupil and shared with parent carers for comments and support. Passports outline strategies and agreed targets to support progress and are assessed as often as required but at least every term.

Pupils with SEND who are identified at Wave 3 or 4 of the graduated approach (See iCREATE) will have termly Assess Plan Do Review APDR's cycle, these are reviewed each term with new targets co-constructed with parent carers and pupils, where appropriate.

All students with an Education, Health & Care Plan have an Annual Review (EYFS will be bi-annually), where a discussion is held around progress towards meeting the outcomes stated in the plan. This is conducted with all stakeholders including parent carers and pupils.

Amendments to the plan can be made, which when agreed by the Local Authority, should lead to a reviewed and updated plan.

At times, when needs appear to change more quickly, an emergency annual review may be considered in order to ensure the EHC plan remains fully appropriate.

Pupils who have been assessed as needing support with SEND are placed our Special needs register.

Parent carers and pupils will all be informed if this is required. Pupils can be placed on the register at any time and sometime will only need to be on the register for a short time. If the academy is able to address the initial need and support the pupil through our ordinarily available provision the pupil may be taken off the register, when this happens it is always discussed with parent carers and pupils.

The register on 1st September 2024-2025 was made up of the following SEND :

Area of need	No. of pupils at SEN support	No. of pupils with an EHC plan
Cognition & Learning	117	2
Communication & Interaction	85	2
Social Emotional Mental Health	129	8
Physical	55	0
SEN – All	239 [many pupils have a dual need].	12

8. Who should I contact if I want to find out more information or think my child has SEND?

If you have any concerns about your child's progress, your first point of contact should always be the form tutor followed by the Director of Achievement assigned to your child's year group. Following this communication, the form tutor/Director of Achievement will contact the SENDCo to discuss these concerns, if appropriate.

This is the first step in the graduated response of a pupil's needs.

The contact details for members of staff who are able to support students and families with additional needs are:

- Ms Anita Wall, SENDCo
  E: enquiries@bulwellacademy.org.uk
  T: 0115 964 7640

9. How do we know if the support we offer and provide is effective?

Progress at The Bulwell Academy is underpinned by our Teaching and Learning framework. We continuously ensure the provision we provide has a positive impact on the outcomes for all of our pupils. Pupils' academic progress is monitored termly.

The progress of pupils with SEND is monitored by both the class teacher and the SENDCo using summative assessments and day to day informal assessments that can be made during lessons and interventions. The information regarding progress is then used to evaluate the effectiveness of the support given. We also gather information from pupils, parent carers as well as professionals from other agencies. The impact of interventions can be measured through SMART target setting at the start and by reviewing progress at the end. This can be in the form of data, for example reading age or standardised scores or, in the case of social interventions, progress can be evaluated by whether or not the pupil has met the targets set out at the start of the programme e.g in their pupil passports.

Other methods of our evaluation include:

- Provision Mapping
- SENDCo/SLT/Academy Counsellor monitoring
- Performance Management Targets
- SEND Quality Assurance visits
- Teaching and Learning Audits
- Intervention Impact Reports
- Pupil passports

It is of the upmost importance to us that the provision we provide is effective and therefore we regularly review its impact. The SENDCo reports the impact, evaluation and effectiveness of provision to the Senior Leadership Team, academy council and various improvement panels on a regular basis.

10. What are the arrangements for consulting parent carers of pupils with SEND and involving them in their child's education?

We take our responsibility to work with parent carers very seriously. We strive at all times to provide the information needed for parent carers to make informed decisions about their child's education.

- We will work to ensure that everyone is clear on what the agreed outcomes are for the child and what the next steps are to achieve these.
- We will work to develop a strong understanding of the pupil's areas of strength and where additional support is needed.
- We will take into account parental concerns and work towards solutions as quickly as possible.
- We notify parent carers when it is decided that a pupil will receive SEND support (Wave 3).
- We will draw attention to available support outside school (e.g. Special Educational Needs and Disability Advisory Support Service - S.E.N.D.I.A.S.S. (formerly Parent Partnership Service(https://askusnotts.org.uk/support/parents-and-carers) and the Local Offer (https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7)

Parent carers can support the school by encouraging the pupil to fully engage with their learning and any interventions offered by:

- Helping them to be organised for their day (bringing the right equipment)
- Full attendance and good punctuality
- Completion of homework

- Attending parent carer meetings
- Attending any meetings specifically arranged for your child
- Ensuring any additional information parent carers feel is important is communicated in a timely way

The annual information report is shared with parent carers prior to publication so that all views and suggestions can be fully integrated.

11. What are the arrangements for consulting pupils with SEND and involving them in their education?

All pupils are encouraged to take part in pupil voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to the assess, plan do and review process and reflect on their learning and achievements. Mentoring takes place where pupils have detailed discussions with their form tutor / Director of Achievement/ key worker about their attainment, progress and next steps for improvement.

Pupils with SEND will be given additional opportunities to share their voice with allocated time with members from the SEND team.

12. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting a student's SEND and supporting their families?

The Bulwell Academy has developed effective working relationships with a wide range of external partners, professionals and agencies. These services are contacted when necessary and appropriate, according to a pupils' needs. The school works closely with The Nottingham City Local Authority and we use the Early Help Assessment process when appropriate to do so.

A variety of support services are available for the parent carers of pupils with SEND, which can include access to advice and support from Education Psychology, Speech and language Therapy, school nursing services and Occupational Therapy, if they are available and needed. More information about this support can be accessed through the following forms of communication:

- Early Help Assessment – https://www.asklion.co.uk/kb5/nottingham/directory/site.page?id=qGdiFDC8Nas
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) – https://askusnotts.org.uk/support/parents-and-carers
- Nottingham City Local Offer – https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7

13. What are the arrangements for supporting students in moving between phases of education and in preparing for adulthood?

Transitions can be a complex and daunting time for some pupils. These transitions can include:

- Moving to our Academy from primary school or another secondary school
- Moving classes or groups within school
- Having a new teacher
- Moving from our Academy to work, college or university

The Bulwell Academy is committed to working with pupils, their parent carers and families, and other settings/providers to ensure that we use foresight and our collective expertise to ensure that positive transitions occur.

- Planning and support for transition is a particular and important element of our provision for all SEND students at The Bulwell Academy.
- Pupils who come into The Bulwell Academy from primary school, will have access to transition days to help facilitate the change of environment.
- Planning for transition from Year 6 to secondary school begins within Upper Key Stage 2. For those students with EHCPs, the SENDCo will liaise with the family and primary school prior to starting in Year 7 to ensure that provision is in place and there is as smooth a transition as possible.
- From Year 8, transition planning starts for the move into Key Stage 4 and from there into sixth form, college or employment. The SENDCo and form tutors work closely with other providers and settings to ensure a transition which is as smooth and positive as possible for students with SEND.
- For pupils with an EHCP, additional information is gathered and shared with future education providers, ensuring the most appropriate provision and support is available.

14. What adaptations are made to the curriculum and learning environment for students with SEND?

Most of our pupils follow a broad and balanced curriculum, however, a small number of students have a more personalised approach to the curriculum to match their individual needs, interests and abilities and allow them to make use of adaptations to support their access to an inclusive approach. This may include option choices, additional literacy or other intervention groups.

15. What expertise and training do staff complete to support students with SEND?

Annual training covering various aspects of SEND is offered to all staff as part of the Trust and Academy's Continuous Professional Development (CPD) programme. Staff have received and continue to receive training across all areas of need identified in the SEND Code of Practice.

The following member of staff have completed the National Award for Special Educational Needs Co-ordinator: Ms Anita Wall, Assistant Principal/SENDCo

16. How do students with SEND engage in the activities available with those in the school who do not have SEND?

A large range of academic and hobby/interest clubs are available at The Bulwell Academy. These are open to all students, including students with SEND; the timetable for Bulwell Boost is available on the school's website, or via the school's reception team, or shared with parent carers via the Arbor App.

Pupils are encouraged to take part in the following additional initiatives:

- Poetry and reading competitions.
- Sports teams and inclusive sports teams

- Trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

17. What support is available for improving students' social and emotional development?

At The Bulwell Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. One way we support our pupils is though or Emotional Literacy Support Assistant's, ELSA, and our school counselling service.

There are additional members of staff who are able to provide pastoral support, these include: Directors of Achievement, Student Prefects, Learning Support Assistants, Key Workers, as well as our therapy dog, Barry.

Creative Education Trust has entered into a partnership with Therapeutic Thinking Ltd to provide training, guidance and advice in regard to how to support increased awareness and self-regulation for pupils at The Bulwell Academy.

18. Why is Attendance Important for pupils with SEND – How leaders and staff support attendance in school.

Attendance at The Bulwell is a primary focus for all pupils and students but is particularly important for pupils who have SEND.

The impact of days lost for pupils with SEND can be greater than for pupil who do not have SEND. We would like all our pupils to attend every day and achieve 100 % attendance but appreciate that some pupils with SEND may find this challenging due to medical appointments for example. The table below outlines how the percentage is impacted by the days missed at school.

Maximum Sessions	No. Attended Sessions	No. Absent Sessions	No. Days absence	Attendance %
380	369	11	5.7	97%
380	361	19	9.5	95%
380	350	30	15.2	92%
380	342	38	19	90%
380	323	57	28.5	85%
380	304	76	38	80%
380	285	95	47.5	75%

At The Bulwell we will contact parent carers informally if there are growing concerns in relation to attendance. This may take the form a of a phone call or email or another agreed form of communication. This reach out to parent carers is intended to help create a supportive approach to enable attendance to be as close to 100% as possible, but particularly to stay above the target rate of **95%** which means less than **10 days** off school per year.

If attendance for any pupil with SEND falls below 95%, The SEND Team will work in partnership with attendance leads at The Bulwell and if needed wider multi agency support, eg educational psychology or medical professional services and this approach may support attendance with an agreed plan, which parent carers will be invited to co-produce with The Bulwell Academy. These plans will record all the individual and unique context and challenges that our pupils with SEND have to navigate such as medical appointments and issues relating to mental health and other identified needs.

19. What are the arrangements for handling complaints from parents/carers of students with SEND about the provision made at the school?

We hope that by maintaining a regular dialogue between parent carers and school the need to raise a complaint will be minimised. However, if you do need to raise a complaint about any issue relating to SEND, the process is outlined below:

1. Contact the SENDCo (unless the complaint is directly regarding the SENDCo, then contact the school Principal or refer to the academy complaint policy). The opportunity to initially attend a meeting will be arranged to discuss and work towards a resolution of your complaint.
2. Should the complaint not be resolved satisfactorily at the meeting please refer to The Bulwell Academy complaints policy on the Policies page of the Academy's website.

References / Examples

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND Passport Pupil Name:						D.O.B:			Year group:		
SEND status				K				EHCP			
My Primary Need is	SEMH	ASD	ADHD	MLD	PD	OTH	SLCN	Dyslexia	Hi	Vi	ADD
My Additional Needs are	SEMH	ASD	ADHD	MLD	PD	OTH	SLCN	Dyslexia	Hi	Vi	ADD
My Ambition											
What I would like my teachers to know about me:	I like: My strengths are:					Things that I find difficult include:					
In the classroom	To help me my teachers should:					To help myself I will:					
Outside the classroom	To help me staff should:					To help myself I will:					
Reasonable Adjustments/ What helps me?											
Access Arrangements	Reader	Scribe	ET 25%	ET 50%	laptop	Alternative space		Reader pen		OLM	
My targets are	1.							Review Date:			
	2.							Review Date:			
Reading:	Reading Age:				Reading interventions:						
Reading needs & strategies											