

Local Offer
The Bourne Academy

Overview

1. The kind of special educational needs for which provision is made at the school.

The Bourne Academy is a Secondary School and Sixth Form for students aged between 11 and 18 years which offers a broad, rich and balanced curriculum for all.

Students with Special Educational Needs and Disabilities (SEND), are supported fully by The Bourne Academy and the Local Authority to make the best possible progress. At The Bourne Academy, we set exceptionally high standards for all students, including those with SEND. We challenge them to aspire to make outstanding progress in line with their peers. The Bourne Academy aims to meet the need(s) of SEND students in the mainstream setting wherever possible.

Safeguarding

At The Bourne Academy we put Safeguarding first. The Academy believes that all students have the right to learn in a supportive, caring and safe environment, which includes protection from all types of abuse. All staff are vigilant of their students and are particularly well placed to safeguard and promote the welfare of students. All staff are fully aware of safeguarding procedures and receive safeguarding training in line with statutory recommendations.

The Academy recognises that its staff are well placed to safeguard and promote the welfare of students. The Academy is fully aware of its responsibilities with regard to the welfare of every student.

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| 1. What is the name of your Academy? |
| The Bourne Academy |
| 2. How does your school know if children need extra help and what should I do if I think my child may have special educational needs? |
| <ul style="list-style-type: none">• The teachers have the highest possible expectations for your child and all students in their class. All teaching is based on building upon what your child already knows, can do and can understand. Teachers will monitor and track progress. This information will provide teachers with a clear insight in to whether students are progressing. If your child is not progressing, or struggling in lessons, the teacher will flag up their concerns with the SENDCo• All lessons are differentiated to ensure your child is supported or challenged as necessary, if further support is needed to allow the student to make progress the SENDCo may become involved• Your child's teacher will carefully check on your child's progress and will decide if there is a gap in his/her understanding/learning and if (s)he needs some extra support to close the gap between your child and their peers• Progress will be checked using a range of measures, including:<ul style="list-style-type: none">○ regular marking and assessment of your child's work○ discussions with your child about his/her learning○ results of more formal tests and assessments |

- the progress your child is making in achieving set targets, especially in reading, writing and maths
- Parent/Carer consultation evening

The Academy monitors each student's progress and there are regular meetings to discuss this. From this monitoring, if any student is flagged up as not making sufficient progress, the teacher will inform the SENDCo, who will then carry out further assessments/observations of your child. At all times parents/ carers are kept involved with all stages of the process.

3. Geographic area

How to find us on Google Maps:

Where is Bournemouth? <http://goo.gl/maps/tdDr1>

Where is The Bourne Academy? <http://goo.gl/maps/dSoFy>

4. How will the academy support my child?

Students with Special Educational Needs and disabilities are supported fully by The Bourne Academy. We ensure that all students, regardless of their specific needs, make the best possible progress. Support may come as:

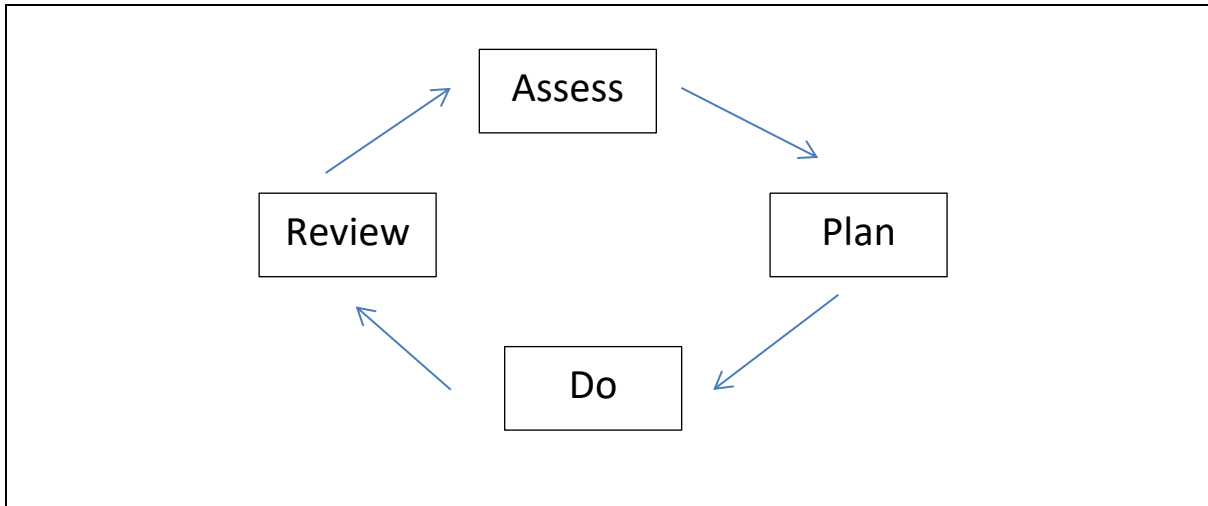
- 1:1 Learning Assistant Support
- Small literacy and numeracy intervention classes
- Literacy intervention programs, such as Lexonic
- Emotional support
- Social support
- Wellbeing
- Curriculum Support Intervention
- Speech and Language support
- Homework club
- Referring on to outside agencies
- 1:1 specialist tutoring
- Differentiated timetable

A teacher's role in supporting your child:

It is the teacher's job to make sure they are differentiating their lessons to suit all needs. They will check that all students are making good progress by checking understanding, tracking progress and planning outstanding lessons. Teachers will ensure they are following the SEND guidelines and they will implement individual strategies for each student

A SENDCo's role in supporting your child/young person:

It is the SENDCo's role to make sure that they are assessing the student's needs and matching resources to fit this. They then need to plan and coordinate the support for students to allow them to progress. After plans have been written in conjunction with parents/ carers, it is important for the SENDCo to make sure all teachers are aware of strategies and to initiate any interventions required. All students will be reviewed on a regular basis to make sure their needs are being met.



5. How will the curriculum be matched to my child's needs?

At the Bourne Academy, we believe whole heartedly in an inclusive curriculum for all our students, offering a broad and rich curriculum. Work is differentiated accordingly by the class teacher to match the students' ability but also designed to challenge and stretch each student. Having special educational needs or a disability will not prevent your child from taking part in any part of the curriculum. The Academy will make reasonable adjustments, if necessary, to ensure all students can access all areas of the curriculum.

For exams, if appropriate, the Academy can apply to the examination boards for special arrangements, such as extra time, scribes, readers or rest breaks.

6. How will both you and I know how my child is getting on at the Academy?

The Bourne Academy has a very well organised and structured pastoral care system in place. Each Head of House will liaise closely with the SENDCo and parents/ carers. Each student is monitored closely using assessment and tracking data. Each month every student's progress data is checked by a team of people, including the leadership team, Heads of House, Subject leads and SENDCo. If any student is not making sufficient progress the HoH or SENDCo will invite parents/ carers in to discuss the matter.

If you have any concerns about your child's progress then you can discuss this with his/her class teacher, Head of House or the SENDCo. You will be involved throughout your child's time at the Academy. Your input and support is greatly valued. If you still feel that your child is not making progress, further discussion would take place around the following:

- concerns you may have
- any further interventions or referrals to outside professionals to support your child/young person's learning
- how school and home can work together, to support your child
- writing and regularly reviewing any plans and provisions in situ to identify how your child should be supported

7. What support will there be for my child's well-being?

The Bourne Academy takes the well-being of all students very seriously. It is important that each child is in a good frame of mind allowing them to access their own education. We have an ASPIRE programme where students are instructed on becoming 'Responsible Academy Students'. This happens during tutor time and on three dedicated ASPIRE days throughout the year.

We also have a trained specialist who delivers ELSA sessions to students who struggle with anger-management, resolving conflict and emotional problems. We have a Wellbeing Coordinator who works for the academy who is available to meet with students.

There is always a trained member of staff who will be able to administer first aid when needed. Each student will have an individual medical plan written in conversation with parents/ carers, student and trained member of staff.

8. What specialist services and expertise are available at The Bourne Academy?

- The school also works with other local providers to support and aid progress of each student, agencies we link with:
 - Speech and language therapy
 - Physiotherapist
 - Educational Psychologist
 - Occupational therapy
 - Referral to Doctor
 - Educational Social Worker
 - Vision Support Services
 - Hearing Support Services

Students can also access time with the Wellbeing Coordinator either on a 1:1 basis or as part of a group

9. What training are the staff supporting children and young people with SEND have had or having?

All the staff and support staff attend training insets every week. Each member of staff will be given safe guarding training every year. Other training sessions that have been provided include:

- Training from Michele Touye – Hearing support services
- Gayle Johnson – Visual impairment support services
- How to make a dyslexic friendly classroom
- The SEN code of practice
- Student premium
- Interventions and strategies for an inclusive education

10. How will my child be included in activities outside the classroom including trips?

All students will be given the opportunity to access all school trips and extra-curricular activities. Students from year 7 to year 9 will be expected to take part in ACE sessions after school on a Tuesday and Thursday. Activities range from cake baking to athletics, chess club to film club.

Other trips that have been organised for students, include;

Residential 3 day stay at Harrow House

Duke of Edinburgh expeditions

Trip to France

Trip to Belgium

Rock climbing to the Dolomites in Italy

Ski trip to Austria

History, Science, Geography field trips and lots more

All trips are accessible to all students.

11. How accessible is the school environment?

The Bourne Academy has recently had a state of the art refurbishment. The building was designed specifically with SEN and disabled students in mind. The corridors and classrooms are bigger than normal, making it easy for wheel chair access. The school has been tested for students with hearing impairments and was deemed to have created an excellent environment for hearing impaired students to learn in. The bright coloured walls and floors were designed to help visually impaired students. We have disabled lifts meaning all students can access the upstairs floor. There are disabled toilets for students to use. The Bourne Academy prides itself on its outstanding disability and SEN facilities.

12. How will the Academy prepare and support my child in their next stage of life?

At The Bourne Academy we believe it is very important to give the students the opportunity to carry out a one week work experience placement in year 10. The Bourne Academy takes pride in placing 100% of their students in a work place setting.

We have a careers adviser who works for The Bourne Academy to advise, assist and support students when choosing their future pathways. Each student will have an individual meeting with the careers adviser who will help them fill out college applications, assist them in researching apprenticeships and who can support when creating links to local businesses.

The Bourne Academy also makes sure all students get a prolonged period of transition from Year 6 to Year 7 creating a successful and positive start to their secondary school life. This includes a

transition day, extra visits to the academy, meeting with the SENDCo before starting with us in September.

13. How are the Academy resources allocated to match the needs of the students and how is the decision made?

Students identified as having a SEND will have a SEN Support Plan or an Educational Health Care Plan, which has been discussed with the parents/carers and students. This will detail the provision and resources that the academy can provide and will have been agreed with all parties.

14. How can I be involved?

If you would like to become involved with the Academy please contact:

Nicola Al-Jassar
SENDCo

Email: nicola.al-jassar@thebourneacademy.com

Address: The Bourne Academy
Hadow Road
Bournemouth
Dorset BH10 5HS

Tel: 01202 528554

| PEOPLE INVOLVED WITH SEND STUDENTS IN THIS SCHOOL | ROLE |
|---|---------------------------------------|
| Hayley Gaj (maternity leave) Nicola Al-Jassar | SENDCo |
| Frances Brown | Teaching Assistant/ELSA |
| Claire Peel | Literacy Support |
| Sophie Lovett | Literacy Support & Teacher of English |
| Alex Mitchell | Learning Support Assistant |
| Anna Bruce | Learning Support Assistant |
| Donna Bament | Learning Support Assistant |
| Tracy White | Learning Support Assistant |
| Anna England | Learning Support Assistant |
| Sarah Keeling | Learning Support Assistant |
| Katy Shepherd | Learning Support Assistant |
| Linden Trenery | Learning Support Assistant |
| Nicola Hennessey | Learning Support Assistant |
| Karen Fletcher | Learning Support Assistant |
| Helen Rave | Learning Support Assistant |
| Alison Prince | Wellbeing Coordinator |
| Jackie Beer | Education Social Worker |

| GLOSSARY OF TERMS | |
|--------------------------|---|
| IEP | Individual Education Plan |
| IPA | Inclusion Partnership Agreement |
| PLP | Personal Learning Plan |
| SEN | Special Educational Needs |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC plan | Education, Health, Care Plan |
| SEND | Special Educational Needs and or Disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENDCO | Special Educational Needs & Disabilities Coordinator |
| ASD | Autistic Spectrum Disorder |