



THE BOURNE ACADEMY

# The Bourne Academy

## SEND Policy

Last reviewed: Autumn 2025  
Next review due: Autumn 2026

### VISION

Our Vision is to develop literate, numerate, global citizens who ASPIRE, i.e. they are: Ambitious, Self-confident, Physically literate, Independent learners, Resilient, Emotionally literate.

This Policy is written in line with the following guidance:

### Legislation and guidance

All schools:

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## SECTION A: INTRODUCTION & COMPLIANCE

- This combined SEND Policy and Information Report sets out how The Bourne Academy identifies, supports and monitors students with Special Educational Needs and Disabilities (SEND).

- It fulfils the requirements of the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice 2015. It is written to comply with Section 6.79 of the SEND Code of Practice, covering the 14 statutory information areas.
- This policy should be read alongside the Academy Accessibility Policy and forms part of the Academy's statutorily published information.
- Important links to other information regarding locally available SEND Provision:
  - Bournemouth Christchurch & Poole (BCP) Local SEND Offer: <https://www.fid.bcpCouncil.gov.uk/send-local-offer>
  - SENDIASS (BCP): <https://www.sendiass4bcp.org>
- As of September 2024, the proportions of students recorded on the Academy's SEND register are:

Type of Special Educational Need	Y7–13 Pupil Count	%	Notes	Status
Education, Health and Care Plan	72	7.4%	EHCPs issued by LA	Statutory
SEN Support	212	21.9%	K code on register	Additional support
SEND Monitoring	34	3.5%	Early stage monitoring	Internal
No Special Educational Need	686	71%	Universal offer	Mainstream
Total	970	100.0%		

## SECTION B: ROLE & RESPONSIBILITIES

### Governing Body

The Governing body monitors practice, impact, effectiveness and compliance and holds senior leaders accountable for policy delivery

Principal: Mr Mark Avoth — [mark.avoth@thebourneacademy.com](mailto:mark.avoth@thebourneacademy.com)

The Principal has overall responsibility for ensuring that the SEND provision in the academy meets statutory requirements.

### Teaching Staff

Teaching staff are responsible and accountable for the progress of all pupils, including those supported by Teaching Assistants, as set out in the SEND Code of Practice and the national Teachers' Standards

### Teaching Assistants

Teaching Assistants work under the direction of teachers and SEND leaders to support delivery of personalised interventions and in-class support.

SENDCo: Ms Tess McHugh — [tess.mchugh@thebourneacademy.com](mailto:tess.mchugh@thebourneacademy.com)

The SENDCo leads the day-to-day SEND provision for five year groups (Years 9, 10, 11, 12 & 13) attending the academy, maintains the SEND Register, coordinates interventions, liaises with parents and external professionals, and ensures statutory compliance.

Director of Inclusion & SENDCo: Mr John Cornish — [john.cornish@thebourneacademy.com](mailto:john.cornish@thebourneacademy.com)

The Director of Inclusion provides operational SENDCo support for two year groups (Years 7 & 8). In addition, The Director of Inclusion provides strategic oversight and reports to the Principal and Governing Body.

## **SECTION C: IDENTIFICATION & GRADUATED RESPONSE**

- The Academy is committed to the early identification of students who have SEND. Identification strategies include:
  - Transition visits and liaison with primary schools
  - Baseline assessments, SATS scores, CAT scores, reading and spelling assessments
  - Teacher assessments and referrals following concerns
  - External professional reports (Educational Psychologists, CAMHS, Paediatricians)
- Staff can raise an “Expression of Concern” to refer a student to the SEND Team where a student is not making expected progress. The SENDCo triages these weekly, consults parents, conducts learning walks, liaises with colleagues, and may involve the weekly ‘360 Meeting’ to determine provisions and allocate resources. Outcomes are recorded on Provision Map and communicated to staff.
- Students may be categorised as:
  - SEND Monitoring: short-term monitoring, differentiation, possible intervention
  - SEN Support (K): targeted intervention, Learning Plan shared with staff, regular review
  - EHCP: statutory plan, co-produced with LA, reviewed annually
- The Academy follows the graduated response (Assess, Plan, Do, Review). Reviews are termly for SEN Support and annually for EHCPs.

## **SECTION D: PROVISION & SUPPORT**

- Quality First Teaching is central. Teachers plan ambitious, scaffolded lessons based on ‘*Making Every Lesson Count*’ principles:
  - Challenge
  - Explanation
  - Modelling

- Practice
- Feedback
- Questioning
- Teaching Assistants support in class and with interventions, prioritising EHCP students and core subjects.
- Internal interventions and support include:
  - Literacy and numeracy programmes (Lexonik LEAP/ADVANCE, Bedrock)
  - ELSA sessions
  - Quiet Lunch, Meet and Greet
  - Time Out Cards (Exit pass)
  - Homework club, breakfast club, break and lunch support club
  - Targeted group provision such as The Link (Y7 small group teaching) and The Bridge (Y8 complex needs)
  - Exam Access Arrangements (screening, assessments, adjustments)
  - Specialist provision: ASC social skills groups, dyslexia/dyscalculia screening, mentoring
- External agencies include
  - Mental Health Support Team
  - Educational Psychology Support
  - Speech and Language Therapy
  - Child & Adolescent Mental Health Service
  - Children's Social Care
  - Early Help
  - Safer Schools & Communities Team
  - Physiotherapy services
  - Occupational Therapy
  - Hearing/visual impairment teams
  - Community Paediatrics
  - School Nurse
  - Other services available within the LA (e.g. the sexual health outreach team; bereavement counselling)

## **SECTION E: STUDENT & PARENT VOICE**

- Students are consulted through the Learning Plan process, one-page profiles, and Annual Reviews. They contribute to identifying strategies and setting outcomes for their education.
- Parents are actively involved in decision-making for their child's support. Discussion takes place at least three times a year: once each term during Assess–Plan–Do–Review (APDR) meetings for students at SEN Support; and annually during EHCP reviews (with interim reviews where required).

- Parents are informed of any change in status on the SEND Register and are involved in agreeing Learning Plan strategies.
- For impartial advice and support, families can contact BCP SENDIASS:  
<https://www.sendiass4bcp.org>

## SECTION F: TRANSITION & PREPARING FOR ADULthood

- Transitions are carefully planned at the following key educational points:
  - Year 6 → Year 7: visits, meetings with primaries, induction activities
  - KS3 → KS4: guidance on option choices, careers advice, SENDCo involvement
  - KS4 → KS5: Year 11 Annual Review with LA Case Officer, support from Careers Advisor
  - Post-16 → Post-18: Preparing for Adulthood framework (employment, independent living, health, community participation)
- All support is co-ordinated with external providers and the Local Authority as necessary and appropriate

## SECTION G: ACCESSIBILITY & INCLUSION

- The Bourne Academy ensures full accessibility for all pupils with SEND in line with the Equality Act 2010 and the Public Sector Equality Duty. This includes:
- **Physical Environment:**
  - Ramps, lifts, accessible toilets and changing facilities
  - Clear site markings for visually impaired pupils
  - Adjustable working areas where needed
  - [Known constraints are highlighted in the Accessibility Plan and were flagged in the Accessibility Policy]
- **Curriculum Access:**
  - Differentiated planning, scaffolded resources and adapted learning tasks
  - Assistive technology (e.g. laptops, reader pens, magnification software) where appropriate
  - Exam Access Arrangements applied following assessment
  - Reasonable adjustments considered in every lesson, guided by Learning Plans
- **Information Access:**
  - Policies and reports available in large print or alternative formats on request
  - Adapted communication with parents (translated, simplified language, digital formats)
  - Website and online platforms designed to meet accessibility standards
- **Securing Specialist Equipment and Facilities:**
  - Where a pupil requires additional equipment to access the curriculum (e.g. assistive technology, specialist seating, radio aids), this will be secured in

- consultation with the Local Authority, health professionals and specialist advisory services.
  - The SENDCo coordinates referrals for assessments by OT, Physiotherapy, or the LA Sensory Support Team. Funding is met through a combination of delegated resources and, where appropriate, High Needs funding.
  - Equipment is recorded on the student's Learning Plan and reviewed regularly.
- The Academy publishes and reviews its Accessibility Plan every three years, ensuring curriculum, environment and information accessibility are continuously evaluated and improved.

## **SECTION H: STAFF TRAINING & CAPACITY**

- All staff undertake SEND induction training in their first term.
- Whole-staff annual refresher training is delivered during INSET each September, covering statutory updates, Equality Act duties and inclusive practice.
- Targeted CPD is offered termly in areas such as ASC, ADHD, dyslexia, SALT, SEMH and physical/sensory needs.
- Teaching Assistants receive at least two training modules per year, linked to the interventions they deliver (e.g. Lexonik, ELSA, Bedrock), and attend weekly briefings with the SENDCo team.
- All staff also have access to The National College <https://nationalcollege.com/home>, an online personalised learning portal offering accredited training on a wide range of SEND and safeguarding topics.
- The impact is monitored through lesson observations, book looks, learning walks and staff self-reflection surveys, with outcomes reported annually to the Governing Body.

## **SECTION I: MONITORING & EVALUATION**

- Provision is monitored through student progress data (attainment and value-added), attendance and exclusions, parental and student feedback, and review of Learning Plans and APDR cycles.
- Governors receive an annual report on SEND.

## **SECTION J: DATA PROTECTION & RECORD KEEPING**

- SEND-related documents (Learning Plans, assessments, reports, EHCP paperwork) are retained for until 25<sup>th</sup> birthday in line with the Academy's retention schedule.
- In the event of a data breach, the Academy follows its breach notification procedures with additional care for special category data.

## SECTION K: COMPLAINTS PROCEDURE

- If a parent or carer has a concern about the SEND provision for their child, they are encouraged to raise it informally at first with the class teacher or Head of Department.
- If the issue is not resolved, the following stages apply:
  1. SENDCo / Director of Inclusion — review of the concern and any provision in place.
  2. Principal — escalation if unresolved at the SENDCo/Director level.
  3. Governing Body — final stage within the Academy via the Governors' Complaints Panel.
- The Academy follows its published Complaints & Appeals Policy (Parents/Carers & Students), which includes time-limits for response: formal written complaints receive a full written reply within 28 working days. Full details are set out in our [Complaints & Appeals Policy](#)

## Appendix A: COMPLIANCE CHECKLIST (SEND CODE OF PRACTICE §6.79)

- 1. Approach to teaching pupils with SEND — Section D ✓
- 2. Arrangements for identifying & assessing SEND — Section C ✓
- 3. Evaluating effectiveness of provision — Section I ✓
- 4. Assessing/reviewing progress towards outcomes — Sections C & I ✓
- 5. Adaptations to curriculum & learning environment — Section G ✓
- 6. Additional support for learning — Section D ✓
- 7. Support for emotional & social development — Section D ✓
- 8. Expertise & training of staff — Section H ✓
- 9. How equipment/facilities are secured — Section G ✓
- 10. Consulting parents & involving them — Section E ✓
- 11. Consulting young people — Section E ✓
- 12. Arrangements for transitions — Section F ✓
- 13. Local Offer link — Section A ✓
- 14. Handling complaints — Section K ✓