

BUDEHAVEN COMMUNITY SCHOOL INFORMATION REPORT – SEND 2023/24

Welcome to Budehaven Community School's SEND Information Report. Here you will find information on the support we provide for students with Special Educational Needs and Disabilities (SEND).

Budehaven Community School fully endorses the SEND Code of Practice (2014) core principles:

All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Our Special Educational Needs Coordinator is Ms Sally Hague; please contact by telephone at 01288 353271 email sally.hague@budehaven.cornwall.sch.uk. If you would like to discuss the provisions we have available for your child in accordance with an Educational Need or Disability and/or you would like more information, please contact Sally Hague.

What kinds of SEND are provided for at Budehaven Community School?

We provide for a wide range of Special Educational Needs and Disabilities divided into four broad areas.

We recognise that students often have needs that cut across these areas and their needs may change over time:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

How does Budehaven Community School work with families of students with SEND?

Budehaven School works in partnership with parents and carers in order to effectively enable students with SEND to achieve positive outcomes. We recognise that parents/carers have a unique overview of their child's needs and how best to support them and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. Students with SEND are integral to the decision-making process affecting them.

We recognise that young people are entitled to the same quality and level of information, advice and support as their parents/carers. Students' views, opinions, wishes and feelings are always considered. Subject teachers actively discuss and maintain the school's high expectations with students on the SEND Register. For those students an Educational Health Care (EHC) Plan, their views will be gathered before any annual review meeting and students will be invited to attend. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes and to prepare them for adulthood.

How will families know if students with SEND are making progress?

All parents can contact the school at any time to request an informal update on their child's progress. All parents will be sent a printed copy of students' assessment data twice a year and are also invited to Parents' Evening. In addition to this, parents of students with an EHC Plan will have an annual review with the SENCO.

Throughout the course of any academic year parents will be invited to attend meetings to discuss progress.

How does Budehaven Community School identify and assess students with SEN?

We have a clear approach to identifying and responding to SEND. All teachers at Budehaven Community School are responsible for identifying students with SEND, and in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to Budehaven, every student's prior attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment. Some students may then be taught in smaller groups within English and maths to support them to make rapid progress in line with their peers.
- We have detailed exchanges with feeder primary schools. The information gained is used to shape the student's learning and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.
- Budehaven gathers information from within the school about every student's progress, alongside national data and expectations of progress. Progress data is updated at regular intervals and shared with students and parents. Progress is a crucial factor in determining the need for additional support. **Less than expected progress might:**
 - Be significantly slower than that of their peers starting from the same baseline.
 - Fail to match or better the student's previous rate of progress.
 - Fail to close the attainment gap between the child and their peers
 - Widen the attainment gap.
- Students may also be identified via pastoral and academic tracking meetings Budehaven staff and in some cases within Multi Agency Professionals meetings where attendance and behaviour data are considered.
- Where subject teachers decide that a student is making less than expected progress despite high-quality, scaffolded teaching, they will consult parents and carry out further class-based assessments. A period of additional subject-based interventions will then follow using the graduated response cycle.
- If, despite subject teacher intervention the student continues to make less than expected progress, the SENCO is consulted.
- The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has Special Educational Needs, noting areas that are barriers to learning that may require support.
- The identification and assessment of SEND includes an early discussion with the student and their parents. These early discussions with parents enable Budehaven staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, Budehaven School will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

How does Budehaven School meet the needs of students with SEND? High-Quality Teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants (TA). High-quality teaching, scaffolded for individual students is the first step in responding to students who have or may have SEND. High-quality teaching of all students, including those with SEND, is a whole school responsibility. This requirement has been strengthened in the SEND Code of Practice 2015.

We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

- All Budehaven students have access to a broad and balanced curriculum with expectations that are deliberately ambitious.
- Budehaven reviews the quality of teaching for all students, including those at risk of underachievement. In addition, the SENCO carries out learning walks to ensure that high quality teaching for students with SEND is in place across the curriculum.
- Teachers are able to access detailed advice on all students with SEND via the school's confidential, teacher-access only software.
- There is regular advice and training delivered by the SENCO or other specialist SEND staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEND most frequently encountered and to develop their skills in identifying students with particular barriers to learning.
- SEND colleagues are in a good position to be able to do this. They are highly skilled and well-qualified.
- Where necessary outside agencies deliver bespoke training for all staff.

Increased levels of provision and support

However, in spite of high-quality, scaffolded teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents/carers and their child, the desired outcomes, including expected progress are agreed upon.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- All teachers and support staff who work with the students are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (SIMS), ClassCharts and/or Provision Map.
- A clear date for reviewing progress is agreed upon with clear actions set out for the parent, student and teaching staff.
- Where it is agreed, in consultation with parents, that a student has a SEND this decision is recorded in the school's information systems.
- Subject teachers remain responsible for working with the student on a daily basis.
- Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to work closely with any TA involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO should support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the students and their parents are integral to this process. This is in line with the SEND Code of Practice.
- The SENCO working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. Provision Map will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those students with the highest level of need, it may be appropriate for the SENCO to request an Educational Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

What provisions are available at Budehaven Community School to meet the needs of students with SEND?

Budehaven School commissions a range of services, including Speech and Language Therapy, Educational Psychology and signpost counselling services to support students.

These provisions are reviewed by the SENCo to establish whether they are contributing significantly to pupil progress.

The provision map also helps the school maintain an overview of the programmes and interventions used with different groups of students and provides a basis for monitoring the levels of intervention and demonstrates how the additional funding is used.

How are Budehaven School's resources allocated and matched to the student's Special Educational Needs?

The SEND budget is allocated each financial year by Cornwall County Council. The money is used to provide the SEND provision and resources are dependent on an individual's needs.

Additional agreed resources may include:

- Specialist assessments
- Specialist learning tools or materials
- Access to specialist equipment

What additional specialist services are accessed by Budehaven Community School to meet the needs of students with SEND?

When necessary and appropriate to do so, and in consultation with families, Budehaven Community School makes referrals to the following outside agencies in order to access specialist advice and support for students with SEND:

- Educational Psychology Services
- Early Help Hub
- CAMHS (Child and Adolescent Mental Health Services)
- Cognition and Learning Team
- School Nurse

How does Budehaven Community School support students with SEND during public examinations?

The SENCO ensures that students on the school's SEND Register complete a series of agreed tests that meet the criteria set by the Joint Council for Qualifications to determine if they qualify for additional support (Access Arrangements) during their public examinations. This support might include additional time, a reader and/or a scribe.

How does Budehaven Community School support students with medical needs / physical disabilities?

- Where appropriate, students with profound medical needs will have a Health Care Plan created in

consultation with the medical professionals, SENCO, Parents/Carers and Local Authority. All staff are informed about students on the medical register.

- Medication is administered in our school in agreement with Parents/Carers and a completed Medical Consent form is signed and on file. All medication administered in the school is recorded on a centralised secure system.
- Relevant staff have received Epipen training.
- We have First Aid trained staff who can be called to administer basic first aid if required.
- Specialist Teacher time is purchased from local authority to support students with either visual and/or hearing impairments and their relevant staff.

How does Budehaven Community School support the transition of students with SEND from Primary to Secondary?

Budehaven firmly believes that a well-organised transition with communication at its core, will benefit all parties involved and we have created a range of activities and strategies to support this. These strategies include:

The Director of Transition and SENCO visit primary schools in the local in Year 6, specifically to meet students with an EHC Plan and discuss their needs with the relevant staff members. Where a student is identified as SEN coded, either the SENCO or another designated member of staff will meet the student and discuss their needs with relevant staff members. During the Transition process, primary colleagues are asked to complete an SEN information document that supports the information exchange at the point of transition.

Students and where possible their Parents/Carers visit Budehaven before entry to discuss needs/strategies, in addition to the 3-day transition programme for all students and Year 6 Parents' Evening.

Where possible the Director of Transition or SENCO attends Year 5/6 annual Review meetings for those students with an EHC Plan. We also run transition pages on our website with relevant information about Budehaven Community School.

How does Budehaven Community School support the transition of students with SEND from Secondary to Post 16/Post 18 options?

We pride ourselves on supporting high-quality destinations for all our students. To facilitate this the following strategies are employed:

- During Years 9, 11, 12 and 13, the Budehaven Careers team is invited to attend all Annual Reviews for Students with an EHC Plan and where possible Year 10 annual reviews.
- All students are invited to an annual 1:1 meeting with the Careers Advisor.
- Where a need is identified a key member of staff supports specific students in completing sixth form/College of Further Education/Apprenticeship/University application forms.

What should parents/carers do if they are not happy with the provision that has been put in place for their child at Budehaven?

If parents/carers wish to make a complaint in relation to a young person with SEND, whether they have an EHC Plan or not, they may raise their concerns in the first instance with Sally Hague, SENCO, or their child's Director of Key Stage who will arrange for an informal meeting where all issues can be discussed and hopefully resolved.

If parents are not satisfied with the outcome, they may then put their complaint in writing to the Headteacher who may deal with the matter personally or delegate a senior member of staff to act as Investigating Officer. If parents remain dissatisfied with the outcome, the complaint can then be taken to the Chair of Governors for further investigation and hearing.

Full details of disagreement resolution services, mediation, tribunals and making a complaint beyond the local area can be found in the [SEND Code of Practice 2015](#), Section 11 'Resolving disagreements'.