



# **Special Educational Needs and Disabilities (SEND) Information 2021-2022**



**Bournemouth, Christchurch and Poole (BCP)  
Updated: Autumn 2021**

### **What is the BCP SEN and Disability Local Offer?**

BCP Council provides comprehensive information about the local services provided for children and young people with special educational needs and disabilities (SEND). This offer will include provision from 0 to 25 across education, health and social care. BCP's Local Offer can be found here:

<https://www.bcpfamilyminformationdirectory.com/kb5/poole/fis/localoffer.page>

**The Tregonwell Academy SEND Offer, is one aspect of the Local Offer from BCP**

### **Considering Provision:**

#### **How will Tregonwell Academy know if my child needs extra help, and what should I do if I think my child has special educational needs?**

Students who attend Tregonwell Academy will typically already present with SEND, and may also have an EHCP. We are a specialist provision for children who can display a range of social, emotional and mental health needs, alongside needs that may result of additional communication, specific learning or other general need, including ASD.

We have a clear approach for identifying and responding to additional SEND within Tregonwell Academy, within our graduated provision. Led by the Special Education Needs and Disabilities Co-ordinator (SENDCo) or Inclusion Lead, we ensure that those students who require different or additional support are identified at an early stage.

On entry to Tregonwell Academy, students are baselined with regard to their academic, social and emotional needs which may flag up those who require additional class-based interventions and/or further assessment. Upon entry, we gather information from your child's previous school and other professionals already involved. If your child remains on roll at another school, we will work in partnership for the period they stay with us.

If you think your child may have SEND you are very welcome to discuss this with us at any time.

Further support can be provided from a range of educational specialists within the Academy.

## **How will Tregonwell Academy support my child?**

Our students have a wide range of needs including those associated with social, emotional and mental health, ASC, communication, interaction, and/or a specific learning difficulty. The pattern of learning need as exhibited by the students can vary greatly therefore our provision is responsive to individual learning need. A high adult to student ratio across Tregonwell Academy ensures that we can be responsive and student focused.

To ensure that your child receives the highest possible quality of education, we ensure that SEND needs are met, addressed and considered by a variety of class-based and support-based staff, who work together to remove barriers which may prevent student progress, using a variety of specialist resources and approaches. We work with specialist therapeutic staff to support learning need, to ensure that the curriculum diet is well matched to every student.

## **How will the curriculum be matched to my child's needs?**

When defining the coverage, sequencing, depth and quality of learning, we use the National Curriculum as guidance. From this overall Coverage Journey (linked to preparation for Adulthood outcomes), we ensure that lessons are engaging and relevant to each student, differentiated on an individual basis.

As a guiding principle, we want every student to be part of every lesson – and to work as part of their whole class. At times, and due to circumstances related to their Pastoral, SEMH and Academic need, it may be more appropriate for a student to engage in a more personalised curriculum. A personalised approach to the curriculum can take many forms, in addition to class lessons: individual or paired literacy or numeracy interventions, booster sessions, pastoral support intervention, on site targeted youth support worker, ELSA, 1-1 lessons, yoga, off-site provision, Occupational Therapy support and the use of sensory resources, Speech and Language support, sessions with off-site coaching mentors and a variety of other bespoke approaches (e.g. Mosaic, following loss).

If a more personalised curriculum is required for your child, in addition to the support that can be effectively provided in the classroom, then this will be planned in discussions. Your child's progress will be carefully monitored to ensure that the personalised timetable has a positive result on your child's learning.

## **How will both the school and I know how my child is doing, and how will staff help me support my child's learning?**

At Tregonwell Academy, we use a team approach to continuously monitor and review your child's progress, using a rigorous and moderated approach. Any concerns around a student's progress are always discussed within a staff group in the first instance, who will work in a person-centred approach to find a solution.

Every student will receive a written report on a bi-annual basis to ensure that you are kept up to date with progress. Progress will be discussed during Annual Reviews (students with an EHCP), parents' evenings, and through termly reviews. Whilst we hold formal reviews of progress, we are always happy to talk through any matters at any time: please do contact your child's class teacher in the first instance.

## **What support will there be for my child's overall wellbeing?**

We want all our students to be happy, self-confident and able to engage with the world around them positively and successfully. Due to high ratio of staff to students we 'get to know' our students very well and can identify when a student requires extra support with their personal wellbeing. Within the typical SEMH support provision, we hold and nurture the wellbeing of our students through our curriculum, our staffing structure and our daily school life.

All members of staff understand that the ensuring the safety and wellbeing of students is key to learning, progress and happiness. We understand the importance of building trust and positive relationships for learning, and work within the frameworks offered through UPR\* and using a PACE\* approach. We celebrate achievements on a daily, termly and annual basis, using assemblies, mentions, certificates and end of term awards to inspire, promote and recognise progress.

Wellbeing can be maximised through a teamwork approach. We rely on regular communication with parents to help keep us informed if there is anything happening outside school that may impact on progress and behaviour during the school day. For example, if we know that your child is arriving at school particularly unsettled, we can be increasingly prepared to support them upon arrival. Equally, we will inform you if something significant has happened during the day which might affect their behaviour on the return home. With close communication between home and school, we can support your child's wellbeing in the best way possible.

## **What specialist services and expertise are available at, or accessed by, the school?**

Tregonwell Academy caters for students with social, emotional and mental health needs, and / or ASD, sometimes alongside other associated and/or specific SEND. We have access to staff who specialise in specific areas to meet your child's needs: SALT (Speech and Language Therapy), OT (Occupational Therapy), DDP (Dyadic Developmental Psychotherapy), 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 students. We act upon their advice, monitoring and reviewing progress and support regularly, with parents/carers and the student themselves.

\* UPR - [https://en.wikipedia.org/wiki/Unconditional\\_positive\\_regard](https://en.wikipedia.org/wiki/Unconditional_positive_regard)

\* PACE - <https://ddpnetwork.org/about-ddp/meant-pace/>

Access arrangements (to formal/National assessments): to enable equal access to formal, external exams, access arrangements may be applied for where this has been the student's normal way of working or learning access. A referral may be made to the Educational Psychologist or Learning Support Service to assess the student, which will support the requirements of the board, by the examinations officer. Parents and students will be informed of the board's decision. Access arrangements can be for one or more of the following:

- Extra time during an exam
- A reader
- A scribe
- Visually altered papers
- Use of a laptop for extended written exams

For many students, it may be appropriate for the SENDCo or Inclusion Support Lead to suggest a move towards statutory assessment: an Education, Health and Care Plan (EHCP). The Academy, parents and the young person are fully included in the EHCP assessment process, and will be consulted about the content of the plan.

### **What training do the staff supporting children with special educational needs & disabilities have?**

Tregonwell Academy is a specialist provision: all staff have opportunities for professional development and take part in training within and across the multi academy trust (Ambitions, Academies Trust). Specific Examples of training participated in in the last 24 months include:

- Supporting literacy and numeracy practice
- Attachment Awareness
- Understanding Attachment Disorder – delivered by CAMHS
- 'In-house' staff meetings and INSET across Tregonwell Academy
- Team Teach – supporting behaviour and deescalating challenging situations SPELL Framework
- Quality of Education – Curriculum
- Early Help professional training ELSA - Emotional Literacy Support Assistants Basic
- Health and Hygiene Safeguarding
- Educare courses, including; Child Neglect, Young Carers, raising awareness of LGBT, Child Exploitation, Preventing Bullying

### **How accessible is Tregonwell Academy's environment?**

The physical environment at NBA and TLC is fully accessible. Both buildings are fully ground level. The IA site is on two floors with no lift access to the first floor. Only part of the ground floor is on one level so has full access.

There are disabled washroom facilities on all sites, accessible for staff, students and visitors. There are disabled parking spaces allocated in the car parks of all sites.

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. hearing packs, sensory equipment such as wobble cushions. Advice is followed concerning the size of font used on resources and IT equipment, to aid visually impaired students, 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.

## **How will my child be included in activities outside of the classroom, including school trips?**

There are many occasions when your child may be involved in Learning Outside the Classroom (LOTC). These occasions may include educational visits, as part of a personalised curriculum, courses at other institutions, sports events, college taster days and reward trips. All students where the activity is planned for will attend, unless risk assessment due to behaviour is too high or permission from parents/carers hasn't been given.

## **How will Tregonwell Academy prepare and support my child to move on to another school?**

The majority of our students have either recently transitioned to Tregonwell, or have a managed plan to return to a mainstream setting / future education offer in the near future. We understand that transition can be an anxious time for students and parents alike, so we work in partnership to ensure that any transition is as successful as possible. Some ways in which we support the transition process include:

- Information Sharing. We will provide the receiving school with all the information and records necessary to aid a smooth transition
- Preparatory Visits
- Transition Planning
- Transition Support

## **How are Tregonwell Academy's resources allocated and matched to children's special educational needs?**

Alongside the taught curriculum in school, we also have a Graduated Response to student need within Tregonwell Academy, which includes for example ASC specific classes (IA), access to ELSA, access and support through therapeutic support and a Student placement service. It is essential we ensure the correct resources are in place for these to run effectively, and these aspects are part of our wider curriculum offer. We constantly review the responsiveness of our provision to ensure we meet need and maximise progress, evidencing the efficient use of resources at all times.

We work in partnership to ensure that students make progress towards their statutory and non-statutory targets, measuring the impact and accountability of specific interventions and funding amounts (e.g. pupil premium).

## **How are decisions made about what type of support, and how much support, my child will receive?**

We provide consistent and ongoing SEND support, with an inspiring curriculum which allow our students to excel. Depending upon need, we ensure that partnership working leads us towards outstanding support: the family and professionals involved can offer their views around provision design.

If your child is in receipt of an EHCP, the allocation and use of additional SEN resources are discussed and agreed at an Annual Review, to maximise student outcomes. Progress is reviewed regularly to help support future planning, and involves support from a number of agencies, whenever required.

We work inclusively within the Equalities Act 2010, understanding that we are legally, and morally, bound to make all reasonable adjustment to meet need, within our Graduated Response.

### **How are parents involved with Tregonwell Academy? How can I be more involved?**

We will always find that the best way to support your child, by working as a team. We will keep you informed about the levels of support and progress made by your child and invite you to join the team!

There are several occasions where parents/carers are invited into school throughout the year, but welcome your contact at any time of the year. Alongside face-to-face contact, we also use a variety of electronic approaches to communicate with parents, including our website and Marvellous Me.

If any parents/carers you have any interests, expertise, or secret talents which you feel could benefit our students, we would welcome hearing from you!

### **Links and other information:**

Tregonwell Academy MAIN  
[www.tregonwell-academy.co.uk](http://www.tregonwell-academy.co.uk)

Tregonwell Academy (Primary):  
[www.nigelbowes-academy.co.uk](http://www.nigelbowes-academy.co.uk)

Tregonwell Academy (Secondary):  
[www.iford-academy.co.uk](http://www.iford-academy.co.uk)

Tregonwell Academy (Medical Need):  
[www.throoplearningcentre.co.uk](http://www.throoplearningcentre.co.uk)

Ambitions Academies Trust  
<http://www.ambitions-academies.co.uk>

BCP Local Offer  
<https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

BCP Graduated Response  
<https://www.bcpfamilyinformationdirectory.com/kb5/poole/fis/site.page?id=cKB85QRQZCI>