SEND Information Report

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Date of next review	October 2027	Author	SENDCO
			ing Body

WHAT IS SEND?	SEND stands for Special Educational Needs and Disabilities and 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 him or her. At Boldon School, our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well and lead happy and fulfilled lives. With the focus on inclusion, students with SEND are integrated into the mainstream school and supported through the Learning Support Team.
THE LEARNING SUPPORT FACULTY	All staff at Boldon School endeavour to provide a safe and fully equipped learning environment that caters to the needs of every student as an individual. We adopt a 'whole school approach' to special educational needs where all staff work together to ensure inclusion and equal opportunities for all students and demonstrate a strong commitment to ensuring that students with SEND can fulfil their potential and achieve optimal educational outcomes. Our Learning Support Team is focused on providing for those whose academic, physical, social or emotional development is hindering their progress and achievement to have appropriate support so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.
WHO WE ARE	Head Teacher – Mrs L Pippin Deputy Head Teacher for Inclusion – Mrs R Atkinson SENDCo – Miss N Korn Assistant SENDCo / Nurture Teacher – Mrs J Walker Assistant SENDCo for EHCPs – Miss L Bridgstock SENDCo support – Mrs M Lewthwaite SEND Governor – Vacancy due to resignation. Mrs C Fitzgerald – Nurture Teacher Miss A Patterson – HLTA Mrs M Leonard – HLTA (0.4)

	Miss A Allon – LSA Miss M Bainbridge – LSA Mrs M Bravey – LSA (0.8) Miss C Douglass – LSA Mrs S Gordon – LSA Miss J Hughes – LSA Mrs J Johnson – LSA (0.4) Mrs S Jolley – Learning and Personal Care Assistant Mrs D Knox – Learning and Personal Care Assistant Mrs A Lydon – LSA (0.8) B Rice – LSA (0.8) Miss C Williams – LSA Mrs G Young – LSA (0.6)
WHAT WE CAN OFFER **SPECIAL EDUCATIONAL NEEDS AT BOLDON SCHOOL**	Boldon is an inclusive school and this is reflected in the number of SEND students we have, with a wide range of needs requiring extensive provision categorised in the following way: ***Communication and Interaction*** Learning difficulties or disabilities including speech, language and communication needs and also those with Autistic Spectrum Condition (ASC). ***Cognition and Learning*** Learning difficulties or disabilities including moderate learning difficulties (MLD) and specific learning needs (SPLD) such as dyslexia, dyscalculia and dyspraxia. ***Social, Emotional and Mental Health Issues*** Learning difficulties or disabilities including social and emotional difficulties and attention deficit hyperactivity disorder (ADHD). ***Sensory and/or Physical Needs*** Learning difficulties or disabilities including hearing or visual impairments, cerebral palsy and other physical disabilities.

PROVISIONS MADE (*internal and external):*	• Continued monitoring and support through the Learning Support Team, the Pastoral Team and Faculty Leaders • Child friendly Student SEND Passports (transitioning to ISP's before the start of 2027) • Differentiated curriculum and resources • Visual timetables (where appropriate) • 2 Year 7 Nurture classes • Aspire 3 and 4 programme (internal Alternative Provision) • Access to Aspire 2 – student support centre within Boldon School for students with complex and / or specific emotional needs. • Therapy dog • Access to 1:1 and small group alternative provisions including Kip McGrath and Key Subject Tuition • Allocation of support staff where needed throughout the school to ensure student progress and independence • Specific resources such as coloured overlays, rulers, grip pens, time-out passes, tension tools etc. • Support/supervision at unstructured times of the day • Social skills programme/support including strategies to enhance self-esteem • Small group targeted literacy and numeracy intervention programmes • Access to ICT (laptops and Exam Reader Pens) to reduce barriers to learning where possible • Strategies/programmes to support speech and language development • Strategies to reduce anxiety/promote emotional wellbeing • Participation in phonics reading programmes to develop reading accuracy • Access to the Reading Plus • Access to Lexia intervention • Access to Lego intervention • Regular small group support, focusing on reading accuracy and comprehension

	• Access to Local Authority one-to-one specialist teaching for help with literacy development • Placement in small sets • Application for Examination Access Arrangements in Year 10 e.g., extra time or access to a reader • Access to a broad and balanced curriculum that is relevant and differentiated to suit individual needs • Encouraging environment that challenges students to achieve their full potential • Effective pastoral care • Effective behaviour policy and procedures focusing on positive behaviour and rewards • Small group and individually directed programmes to develop social skills, personal behaviour management and emotional resilience • Risk assessments when necessary, regarding the safety and inclusion of all students in all activities • Work placements, vocational courses and Vocational Action Plans (VAPs) are used to offer a distinct approach to the curriculum. This both encourages and supports students with social, emotional and behavioural needs • Peer supporter and 'Buddy' programme • Access to the Local Authority behaviour provision; 'The Beacon Centre' where KS3 and KS4 students can be referred for therapeutic intervention via the Vulnerable Pupil Panel (VPP) • Access to the School Nurse; Student Services including the Educational Psychology Service, the Local Authority Inclusion Team, EMTRAS, the Sensory Impairment Service; Social Services; Services for Young People including Family Workers, Behaviour Support Workers, Transition Mentors, the Emotional Resilience Team, Health Minds Team and CYPS. • Full medical list and medicine administration policy • First-Aid trained staff and duty rota.

	• Fully inclusive environment for blind, deaf and physically disabled students, including accessible toilets/changing/showers, braille signs throughout the school, hearing loops and FM systems.
IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SEND	Boldon School holds teachers responsible and accountable for the progress and development of all students in their class with high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND. A student at Boldon School could be identified as having SEND if they are making less than expected progress given their age and individual circumstances which can be characterised by any one of the following: • Being significantly slower than that of their peers starting from the same baseline • Failing to match or better their previous level of progress • Failing to close the attainment gap between them and their peers • Widening the attainment gap • Needing to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where students require further special educational provision to achieve desired outcomes, assessments are made to determine whether it can be provided by the school's core offer of student support or whether something different or additional is required through an Education, Health and Care assessment. Within school, special educational provision is assessed and provided predominantly through the Learning Support Team, led by the SENDCo. When a student is identified as requiring further special educational provision, both students and parents/carers are notified and involved in decisions about their support;

	from identification and assessment to outcomes of additional learning needs. The student is added to the school's Additional Needs Register and positive and constructive relationships are made through regular communication face-to-face, over the telephone and/or via email.
SEND POLICY AND PROVISIONS	Boldon School's SEND Policy is available on the school website. (www.boldonschool.com) In accordance with the SEND Code of Practice 2015, where a student is identified as having SEND, action is taken to remove barriers to learning and effective special educational provision is put in place.
ASSESSING AND REVIING THE PROGRESS OF STUDENTS WITH SEND	At Boldon School, this SEN provision takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the **GRADUATED APPROACH**: 1. **Assess**: the class teacher and SENDCo will clearly analyse a student's needs in relation to the learning and progress being made 2. **Plan:** students and parents/carers will be notified in relation to the support and SEND provision to be provided 3. **Do**: the subject teacher will remain responsible for working with the child and implementing the plan. Where the interventions involve group or 1:1 teaching away from the main subject teacher, he/she should still retain responsibility for the student 4. **Review**: the effectiveness of the support should be reviewed in line with an agreed date and the graduated approach continued as necessary.

THE CURRICULUM AND LEARNING ENVIRONMENT FOR STUDENTS WITH SEND	At Boldon School, students who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school life. All students with SEND are integrated in tutorial arrangements, with mixed ability year group form classes. In curriculum areas, the grouping system varies with each year group. In years 7 and 8 students are taught in two parallel-banded groups. Student teaching groups are based on their ability levels with a designated SEND group in each year for those students with MLD. We aim to give students of all abilities access to a balanced and broadly-based curriculum, including the National Curriculum. The arrangements for this educational provision are a shared responsibility of all staff to ensure appropriate learning experiences are provided.
ADDITIONAL SUPPORT FOR LEARNING	The SENDCo and Learning Support Team hold details and information on all SEND students relating to their broad areas of need. Relevant information on individual students is provided to staff as well as guidance on suitable strategies to best suit students' needs and aid progression. Collaborative working with Key Stage Coordinators, Year Leaders, the Attendance Team and Heads of Faculty will identify SEND students who are at risk of not making progress, putting appropriate strategies and interventions in place to help students overcome barriers and secure good outcomes.
IMPROVING THE EMOTIONAL, MENTAL AND SOCIAL DEVELOPMENT OF STUDENTS WITH SEND	Boldon School has a very effective pastoral system that supports students throughout their school day, lead through the Pastoral Team. Every student in the school is based directly within their academic year group and assigned to a form class. Each form class will meet the form tutor every morning for 15 minutes, at the start of each day and at the end of

	each day for either a 30-minute tutorial or year group assembly. The Pastoral Team consists of: • Deputy Head Teacher for Inclusion • Assistant Head Teacher for Attendance and Behaviour • Key Stage Coordinators, Year Leader, Assistant Year Leaders – Y7, 8, 9, 10 and 11 • Learning Mentors • Learning and Behaviour Mentors • Attendance Team • Student Support / Inclusion Manager SEND students are integrated into their year group, with each year group having an experienced team of tutors who will develop the form tutor/student relationship over a period of five years. The tutor is in a position to watch each student grow and learn, developing relationships over a long period of time and act to support when necessary. The Learning Mentors work closely with the majority of SEND students, providing additional support and mentoring and intervention as required, through individual or group sessions based on the student and their needs.
THE EXPERTISE AND TRAINING OF STAFF IN RELATION TO STUDENTS WITH SEND	The Learning Support Team have expertise in supporting students with SEND across all curriculum areas and both key stages. Wider-school in-service training and professional development for staff in relation to SEND is coordinated by a member of the Senior Leadership Team based on departmental/pastoral annual reviews and reviews of the school development plan. SEND in-service training is then arranged by the SENDCo, on a whole school, group or departmental basis as appropriate. Training may take the form of working with outside agencies or guest speakers or may be 'in house' with the SENDCo and Learning Support

	Team training fellow teachers. All staff members are encouraged to acquire skills appropriate to working with students with SEND. Each year, directed by the SENDCo, the Assistant SENDCo runs an in-service training session on SEND for all newly qualified teachers (NQTs) as part of the school induction programme. Additional training sessions are run each year by the SENDCo/Assistant SENDCo for all PGCE students on both diagnostic and final teaching practices. The training needs of the SENDCo and Learning Support staff are met through a combination of in-house training, Local Authority in-service training, short courses at higher education institutions, attending national courses run by recognised service providers and through membership of NASEN (National Association of Special Educational Needs). Staff are also encouraged to complete individualised CPD via The National College as well as CPD delivered by the LA Inclusion Service.
SPECIALIST EXPERTISE FOR STUDENTS WITH SEND	If the required provision for SEND stretches beyond that which the school can provide within its core offer, it will call upon the services of external agencies, including the Educational Psychology Service, Local Authority Inclusion Team, Sensory Impaired Support Service, Speech and Language Services and the English as an Additional Language Support Service. The SENDCo will contact the required service once parental permission has been given for referral. In some cases, it will be sufficient to discuss the student's difficulties with the appropriate external agency and to implement the strategies suggested, whereas in other cases it will be necessary to involve an external agency directly in assessment and action, in consultation with parents. The SENDCo and class teacher, together with the specialists, will consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

	Support will be adapted or replaced depending on how effective it has been in achieving the expected outcomes.
EQUIPMENT AND FACILITIES TO SUPPORT STUDENTS WITH SEND	The Learning Support Team has a faculty office/classroom, which is used to deliver support and interventions. There is full access for wheelchairs into and around the school and a lift that ensures access to all floors. There are four accessible toilets and in addition there are three accessible showers /toilets. To assist students with a range of SEND we have textured flooring areas and coloured 'zones' indicating the different subject areas, stairwells and doorways. There are also brail signs for each classroom and facility within the school. There is an Induction Loop System to assist students with hearing aids in two of the classrooms.
INVOLVING OTHERS IN SUPPORTING STUDENTS WITH SEND: HEALTH AND SOCIAL SERVICES, LA SUPPORT SERICES AND VOLUNTARY ORGANISATIONS	The school aims to work in partnership with health, social services and educational welfare services to bring about the best possible outcomes for students with SEND, alongside additional LA support services and voluntary organisations who can support a student in their educational needs. The SENDCo, Key Stage Coordinators, Year Leaders, Assistant Year Leaders, Student Support/Inclusion Manager or Learning Mentors are able to make a referral to these agencies when there is felt to be cause for concern. Information received from these agencies is then used to adopt a framework to appropriately and most effectively support the student. The Designated Safeguarding Lead (DSL) is Mrs L Pippin, Head Teacher and Mrs G Brabbs and Miss C Heselton are our Deputy Designated Safeguarding Leads (DDSL's). They are the point of contact in school for all issues relating to child protection and safeguarding.
SUPPORTING STUDENTS WITH SEND DURING TRANSITION	Students with SEND are included in all transition arrangements, with particular focus on Y6, Y9 and Y11. The transition process for Year 6 students, begins in September each year at the Year 6 Open Evening event. In the term prior to transition, the Learning Support

	Team contact each feeder primary school to discuss any students who may have special educational needs. Their needs are then reviewed at meetings the term before transfer to Boldon School, involving all persons involved with the education and wellbeing of the child. Several students identified by the primary Schools are offered additional transition sessions within Boldon School prior to the two Local Authority transition days in mid-July. On invitation from primary schools, the Learning Support Team also endeavour to attend all Year 6 Annual Review meetings for students with EHC Plans who are due to transfer to Boldon School. There is also a team of Transition Mentors linked to South Tyneside Primary Schools that provide additional liaison and support for SEND students. These Transition Mentors work closely with Boldon's Learning Mentor team to ensure a continuity of care and guidance at this critical stage. From Y9 through to Y11 transition, Boldon School works with an allocated careers advisor from Services for Young People who gives support and advice to SEND students on appropriate courses or training to ensure that they receive appropriate support at for their next educational options or placement.
SCHOOL EVALUATION: THE EFFECTIVENESS OF SEND PROVISIONS	The effectiveness of SEND provisions is monitored regularly by the SENDCo, in consultation with the SEND Governor, Head Teacher, Heads of Faculty and the Pastoral Team. Feedback from parents/carers and students is also used highly as a measure of the effectiveness of SEND provisions. Ultimately, student progress is overwhelming evidence of the success of SEND provisions. The criteria that is used to evaluate the success of the school's SEN provisions include progress in any of the following areas: • Achievement of targets

	• Progress from Key Stages 2 to 4, based on expected levels of progress • External examination results, including GCSE results • Improvement in reading ages and other standardised test results • Improvement in attainment in English and Maths. • Movement of students on and off the Additional Needs Register, demonstrating effective monitoring and intervention • Positive changes in students' behaviour • Improvements in attendance • Increased motivation to learn • Increased self esteem
WHO CAN HELP? THE LOCAL OFFER ***What is the Local Offer?***	The Local Offer is the publication, setting out in one place, of information about provision available across education, health and social care for all children and young people in South Tyneside who have SEN or are disabled. Our Local Offer can be found at: Home - SEND Local Offer Parents can also contact the local Parent Partnership Service for impartial information, advice and support in relation to their child's SEND at: SENDIASS@southtyneside.gov.uk Tel: 0191 4246345
ARRANGEMENTS FOR HANDLING COMPLAINTS	Any parent/carer wishing to complain about special educational provision in the school should follow the general school complaints procedure. Complaints should initially be taken up with the Head Teacher. If parents are not satisfied that the complaint has been dealt with adequately, the matter can then be referred to the Chairman of Governors. The SEND Code of Practice 2015 outlines additional measures the LA must set up for preventing and resolving disagreements and these measures will be explained to parents/carers who contact the LA.

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