


# **Great Bowden Academy**

## **A Church of England Primary School**



## **Special Educational Needs and Disability Report**

<b>School name</b>	Great Bowden Academy
<b>Address</b>	Gunnsbrook Close, Great Bowden, Market Harborough, Leicestershire, LE16 7HZ
<b>Telephone</b>	01858 463216
<b>Headteacher</b>	Mrs Rebecca Blagburn
<b>SENDCo</b>	Miss Erica Biddle
<b>Contact details</b>	office@gba.learnat.uk
<b>School specialism</b>	Primary mainstream
<b>Date of last inspection</b>	October 2024
<b>Outcome of last inspection</b>	Good
<b>Does the school have a specialist designated unit?</b>	No
<b>Total number of pupils with SEND</b>	15 Children with SEND SEND support - 10 (EHCP – 5)



**Our Vision Prayer**  
We value each other.  
We live life in all its fullness.  
So we flourish.

**Our Vision:**

- Value everyone for who they are.
- Everyone should live life in all its' fullness.
- Enabling everyone to flourish.

## **Section 1**

### **The kinds of special educational needs for which provision is made at Great Bowden Academy.**

Great Bowden Academy is a mainstream setting with a passion for inclusivity.

There are 4 main areas of special educational need and disability:

- **Communicating and interacting** - Some children and young people have speech, language and communication difficulties which make it challenging for them to make sense of language or to understand how to communicate effectively with others.
- **Cognition and learning** - Some children and young people learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, with organisation and memory skills, or have a specific difficulty affecting one particular aspect of learning such as in literacy or numeracy.
- **Social, emotional and mental health difficulties** - Some children and young people have difficulty in managing their relationships with other people. They may be withdrawn, behave in ways that hinder their own or other children's learning, or that have an impact on their health and wellbeing.

- **Sensory and/or physical needs** - Some children and young people have visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment. Some may also struggle with their sensory processing so this may have an impact.

Some children and young people may have special educational needs that cover more than one of these areas.

The new Primary National Curriculum (2014) states that, 'teachers should take account of their duties under equal opportunities legislation that covers disability, ethnicity, gender, sexual identity, and religion or belief'.

At Great Bowden Academy, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

At various times many children require additional support for a set period of time to help them meet their needs or improve their learning. As a mainstream setting, the decision to do this is made by the school, taking into consideration a number of factors such as:

- Liaison with the previous school / pre-school setting
- Parent/carer concerns
- Conversations with staff following concerns being raised.
- Early Years Foundation stage profiles
- Observations by the class teacher and other members of staff
- Baseline assessments and other continual assessment procedures including observations
- Pupil progress and attainment tracking data
- Identification through involvement with outside agencies.

## **Section 2**

### **Information about Great Bowden Academy's policies for the identification and assessment of pupils with Special Educational Needs and Disability (SEND)**

Some children with SEND can be identified at an early age, for example through parent/carer concerns, a health professional or a pre-school setting. However, for other children, difficulties become evident as they get older:

- The child may be performing below age related expectations in spite of intervention or may be making slow progress.
- Concerns may be raised by the teacher because of aspects of behaviour or self-esteem which may be affecting achievement

Staff members are trained to recognise possible indicators for SEND, for example ADHD, Autistic Spectrum Disorder, Dyslexia, and speech and language difficulties. Observations and assessments can be made, where appropriate, to help identify specific learning difficulties. Staff members work closely with parents/carers to build up a complete picture of the child's needs, so that appropriate support can be put into place. This may involve referrals (with parents/carers consent) to other health or education professionals.

### **Section 3**

#### **Information about Great Bowden Academy's policies for making provision for pupils with special educational needs, whether or not pupils have Educational and Health Care Plans, including:**

##### ***How Great Bowden Academy evaluates the effectiveness of its provision for pupils with special educational needs:***

- All teachers have high expectations of all pupils and are responsible for ensuring that children with special educational needs or disabilities (SEND) make good progress.
- Pupils' progress is reviewed termly and the effectiveness of any additional support or intervention is evaluated. The views of pupils and their parents are taken into account. This review then feeds back into the analysis of the pupil's future needs. The class teacher, with support from the SENDCo where needed, revises the support provided, deciding on any changes needed in consultation with parents and pupils.
- The school monitors and evaluates the quality and effectiveness of provision regularly for all pupils including those with SEND. This is done by scrutinising pupils' assessment data and work, observations of learning in lessons and analysis of parent and pupil questionnaires. The school's SEND Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant assessment data as part of the Governing Body's process of monitoring the effectiveness of the school's SEND Policy.

##### ***Great Bowden Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs***

- Parents and carers are welcome to make an appointment at any time to meet with either the class teacher or SENDCo and discuss their child's progress, seek advice, information and practical ways to help children at home. We believe children's education should be a partnership between parents and teachers

and so we aim to communicate well and regularly, especially where children have complex needs. Comprehensive information about the school's curriculum, approaches to teaching, learning and assessment is also provided on the school website. Where appropriate, the school can operate a home/school link book which children bring home regularly so that comments from parents and teachers can be shared and responded to as required.

- Termly progress reports and Pupil Progress Review Meetings held in the Autumn and Spring terms (all three terms for SEND children) give all parents and carers regular feedback on children's academic achievement, individual literacy and maths targets, attitudes to learning and any behavioural, emotional or social difficulties. When appropriate, parents/carers may be contacted to discuss the support that the school is providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views are considered too through the 'pupil passport' or Learning plans.
- Pupils identified as having special educational needs have a Learning Plan in which individual targets are recorded. These are discussed on a termly basis and parents are given a copy of the plan. The targets set are 'SMART' targets (specific, measurable, achievable, realistic, time-scaled) and the expectation is that the child will achieve the target by the time it is reviewed. When the Learning Plan is reviewed, comments are made against each target to show what progress the child has made. If the target has not been met, the reasons for this are discussed and the target may be adapted into smaller steps or a different approach may be tried to ensure the child is able to make progress. The class teacher or the SENDCo may meet with parents or carers to discuss how to support the child with useful strategies if there are difficulties with a child's educational, behavioural or emotional needs. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are often provided that can be used at home.
- Children who are placed on the Inclusion Register will have an alternative way to record the strategies used to support them. This can be provided through the Speech and Language therapy plan (provided by SALT), a one page profile, a health care plan or in another manner. These are dependent on the needs of the child and will be discussed with parents.
- Children's progress in learning is measured against national age related expectations. The class teacher continually assesses each pupil and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry to school using a variety of methods. Children who are not making expected progress are identified through regular scrutiny of assessment data and in review meetings between the Class teacher, SENDCo and Headteacher. Discussions take place about why individual children are experiencing difficulty and what further support can be given to support their progress. Pupils who participate in additional interventions have their progress monitored in a similar way. Parents and carers can discuss their child's progress at Pupil Progress Review Meetings or more frequently if this is appropriate. Class teachers are available to discuss any

concerns parents/carers may have regarding their child. Appointments can be made with the class teacher or SENDCO at the school office. Parents may attend all or part of any meeting.

***Great Bowden Academy's approach to teaching pupils with special educational needs***

- All children (SEND or otherwise) receive high quality teaching. This is differentiated to meet the needs of all children.
- All staff members have high expectations of all pupils, regardless of their needs.
- When necessary, children receive additional support, both in and outside of the classroom. This could be in the form of small group work paired work, 1:1 support or with specialist equipment. Support is provided by class teachers and teaching assistants.
- Some children receive more specialist support from a range of external agencies.
- Staff always liaise closely with parents/carers and listen closely to the views of the child.

At Great Bowden, staff ensure that all pupils, with or without SEND are treated inclusively. Inclusion removes barriers to learning and ensures participation and learning for all. Inclusion also involves eliminating discrimination and promoting equality.

Great Bowden Academy is committed to providing a personalised approach to providing for each child's learning, based on careful assessment of individual learning needs. Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly scrutiny of pupils' assessment information in pupil progress meetings, to identify where pupils are not making expected progress or working below national age-related expectations. Class teachers deliver high quality whole class teaching, differentiated to meet the needs of groups of pupils or individuals and personalised in-class support, aimed at closing gaps in attainment. If necessary, relevant and timely interventions are put in place to ensure that all pupils make the best possible progress. The class teacher also talks with parents to ensure there is a shared understanding of pupils' needs and to gain a parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher completes an initial concerns (Babcock SEND Indicators) checklist and arranges to meet with the SENDCo. At this meeting the need for additional assessments is evaluated. Parents are invited to discuss with the class teacher to share their views (the SENDCo maybe present). Where appropriate, the child's views are sought too. If it is clear that different and additional provision is required to meet the child's needs, the child is placed on the school SEND record at 'SEND Support'. Parents are informed if the school is making special educational provision for a child. The class teacher remains responsible and

accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving additional support from a teaching assistant. High quality teaching, differentiated for individual pupils is always the first step in responding to pupils who may have special educational needs.

Working together, the SENDCo, class teacher, parents and child (where appropriate) select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This is delivered by staff with sufficient skills and knowledge. This SEN support takes the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what strategies support the pupil in making good progress and securing good outcomes. This is known as the 'Graduated Approach'. More detailed approaches, more frequent reviews and more specialist expertise may happen in successive cycles in order to match interventions to the special educational needs of a child.

### ***How Great Bowden Academy adapts the curriculum and learning environment for pupils with special educational needs***

We will make any reasonable adjustments required to ensure that all children can access the curriculum.

All teachers are provided with information about the needs of individual pupils so that they can plan the learning within the curriculum to ensure that all pupils are able to make progress. Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers use simplified language and/or pictures to support them to understand new vocabulary. Teaching Assistants may work with an individual pupil or a small focus group to target more specific needs.

Differentiation means that all children can access a lesson through reasonable adjustments and for some children it will be so that they can learn at a level that suits them. If a child has been identified as having a special educational need, they are given an SEN Support Plan. Targets are set according to their area of need. These are monitored by the class teacher regularly and by the SENDCo three times per year. Support Plans are discussed with parents and a copy is given to them. If appropriate, specialist equipment is provided for the pupil, e.g. writing slopes, pencil grips, specialist scissors or cutlery or other specialist resources. Sometimes a one page profile is more appropriate and this will outline ongoing strategies for support. These will be monitored regularly and updated annually unless a change occurs.

### ***How Great Bowden Academy supports learning for pupils with special educational needs***

Observations and assessments are made in school by staff as well as outside agencies. The child's progress is based on teacher assessment and data is tracked closely. This information forms the basis of planning appropriate provision for every SEND child (co-ordinated by SENDCo and Head Teacher).

EHC plans specify how staff time is allocated and also if staff training, equipment and interventions are required. Teachers will review this through the termly learning plans which will be based on the EHCP outcomes and provision.

For those parents who have children with an EHC plan, a formal meeting takes place annually to discuss a child's progress (this may be in addition to other meetings). The school's core budget is used to make general provision for all pupils in the school including pupils with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this notional SEND budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEND need special educational provision that costs less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their 'high needs block'. Schools are expected to use this funding to make provision for that individual pupil.

Where a pupil is registered as SEND and is also in receipt of the Pupil Premium grant, the school may use the pupil premium funding to enhance learning and achievement.

Each term, in consultation with the head teacher and class teachers, the school SENDCo maps the provision in place for pupils on the SEND record to show how resources are allocated and to monitor the cost of SEND provision. This provision is outlined on the school's SEND Provision Map.

***Activities that are available for pupils with special educational needs in addition to those available as part of the school's curriculum***

All children are included in all aspects of the school curriculum and the school aims for all children to be included on school trips, visits and extra-curricular activities. We provide the necessary support to ensure that these experiences and activities are successful. A risk assessment is carried out prior to any off-site activity to ensure the well-being of all participants including members of staff and health & safety is not compromised. Where there are concerns for safety and access, further measures are

taken and details added to the risk assessment. Reasonable adjustments are made to meet any additional needs wherever possible. If appropriate, parents/carers are consulted and involved in planning. If after extensive and conscientious review and consultation, it is concluded that an intensive level of LSA support is required to support a child's safe participation and/or the safe participation of other pupils and adults in an activity, a parent or carer may be asked to accompany their child during the activity.

Lunchtime activities are available for children who find lunchtimes challenging.

***Support that is available for improving the emotional and social development of pupils with special educational needs.***

Great Bowden Academy is an inclusive school; we welcome and celebrate diversity. We believe that high self-esteem and self-confidence are crucial to a child's well-being. We have a caring and understanding team of staff looking after our children. Pupils are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) is integral to our curriculum, which includes the statutory Relationships and Sex Education Framework. As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. The academy's Behaviour Policy, which includes guidance on expectations, rewards and sanctions is implemented by all staff and is available on the school's website.

Activities are available for those who find lunchtimes a challenge. All pupils nominate an adult in school to be their 'Worry Buddy', with whom they can discuss any anxieties or concerns. Pupils' views are sought through the school and annual pupil questionnaire. All pupils discuss and set their targets half termly with their class teacher. There is an annual pupil questionnaire through which the views of children are sought and acted upon where appropriate.

Attendance of every child is monitored on a daily basis by staff in the school office. Lateness and absence are recorded, reported and acted upon, where necessary, by the Head Teacher.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class and should be parents' first point of contact should there be any concerns in these areas. If further support is required the class teacher liaises with the SENDCo and the Headteacher to access additional advice and support. This may involve working with outside agencies such as Health and Social Services or other external agencies. The academy has a policy for the administration of medicines in school which is available on the school website. Parents need to contact the class teacher if medication is recommended by health professionals to be taken during the school day. On a day to day basis the administration of medicines is overseen by

members of the school's support staff. Staff members receive regular training and updates about conditions and medication affecting individual children so that all staff members are able to manage medical situations. Regular training is delivered to all staff by the school nurse so that staff can support children with allergic conditions. The school has several qualified first aiders.

Great Bowden Academy provides a range of inclusive leadership opportunities, personal development activities and chances to shine for all pupils which are detailed in the Parents' Handbook, available on the school website.

The safety and safeguarding of all pupils is given the highest priority. The academy's Health and Safety, Child Protection and Anti-Bullying policies are all available on the school's website.

## **Section 4**

### **The name and contact details of the SEND Co-ordinator**

The school SENDCo is Miss Erica Biddle.

e-mail: office@gba.learnat.uk

## **Section 5**

### **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise is secured.**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends MAT network meetings. She is a member of NASEN and attends local SENDCo meetings etc) in order to keep up to date with local and national developments in SEND. Miss Biddle completed the National Award for Special Needs Coordination in 2021. She is also a Lead Professional for SEND in Learn AT. Rebecca Blagburn, Headteacher and previous SENDCo, has completed the National Award for Special Needs Coordination in 2016.

All of the school's teachers hold qualified teacher status. All teaching assistants are qualified to NVQ3 level or higher. We have teaching assistants with specialist skills and experience in supporting pupils with literacy difficulties, social and behaviour problems.

The academy invests in a comprehensive professional development programme to provide high quality training for all members of staff in:

- teaching and learning in all areas of the national curriculum
- health and safety, including safeguarding, child protection, personal development and well-being
- academy administration issues including SEND administration procedures
- specific training in a range of types of specific learning difficulties and conditions, including Dyslexia, Attachment, Autistic Spectrum Disorder, Attention Deficit Disorder and behaviour.

Teachers and Teaching Assistants attend regular training and subject related network meetings provided through our Multi Academy Trust – Learn AT. The academy is committed to providing high quality training to equip staff with appropriate skills and knowledge necessary to support all pupils effectively.

The school has access to a range of external services to support both staff and pupils. The agencies used by the school include:

- Autism Outreach Team
- Educational Psychology
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services Children's Therapy Team (Speech and Language/Occupational Therapy/Hearing Impairment/Visual Impairment)
- Paediatricians
- School Nurse
- ADHD Solutions
- Menphys
- Family Steps
- Specialist Teaching Service
- Parent Support Advisor

The academy subscribes to the Partners in Psychology Service. An Educational Psychologist is allocated to each school. She works directly with pupils whose needs are felt to be quite considerable and have not responded significantly to the interventions put in place for them. This involvement is planned at regular review meetings. In order to understand the pupil's educational needs better, the psychologist meets or telephones parents and gives feedback after the assessment has been completed. She offers advice to the school and parent/carers on how best to support the pupil in order to take learning forward.

## **Section 6**

### **Information about how equipment and facilities to support children and young people with special educational needs is secured.**

The school building is accessible to wheelchair users through the front entrance and one side entrance. A portable ramp provides wheelchair access to and from other entrances. There is one disabled toilet with disabled changing and shower facilities. There is one disabled parking bay in the car park.

Specialist IT equipment including laptop computers, interactive whiteboards and iPads are provided to support access to learning for pupils with learning difficulties. Where appropriate and in consultation with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with special needs.

We have an Equality Policy and, where feasible, we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010 and is available on the school website. We also have an Accessibility Plan which the Senior Leadership Team and site manager review annually. We liaise with the Specialist Teaching Service to ensure the classroom environment is suitably prepared for pupils with specific learning needs, visual and hearing impairments.

## **Section 7**

### **The arrangements for consulting and involving the parents/carers of children with special educational needs about, and involving such parents/carers in, the education of their child.**

At Great Bowden Academy, we feel it is crucially important that home and school work closely together. Through a strong partnership, we can share our expectations, develop our understanding of pupils' needs and celebrate their successes. We welcome and encourage parents to talk to staff about their concerns at any time. Parents are invited to attend two progress review meetings with their child's teacher during the year. Parents of children with a SEND support plan are invited by the child's class teacher another time so have three meetings a year to review and agree new targets for the child. We also hold extended meetings with parents of children who have a special need or disability.

Parents are invited to become involved in school-life through a number of means e.g. the school Parent Teacher Association, helping in classrooms, hearing children read and ongoing invitations to school events throughout the year. The school has a range of ways of keeping parents informed about learning and school events. There is a weekly news and events bulletin, the 'Friday Flier'; the school has social media

accounts on Twitter, Facebook and Instagram which posts regular good news about the curriculum and pupils' activities; we publish a termly newsletter with details of achievements and developments and the school website provides comprehensive information about the school.

Please contact the School Office for information about joining the PTA. We host meetings for parents to model our approaches to learning in various subjects, helping parents to support their child's learning at home and we have half termly opportunities for parents to visit school to see pupil's work and learn more about their learning. Our Governing Body includes Parent Governors.

## **Section 8**

### **The arrangements for involving young people with special needs in and consulting them about their education.**

The school recognises that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to transfer to their next phase of education confident and able to communicate, convey, negotiate or assert their own interests, desires, needs, and rights, becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school does this:

- We support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.
- Wherever possible and in an age appropriate manner, pupils with SEND are involved in monitoring and reviewing their progress and involved as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff members listen to and address any concerns raised by children themselves.
- Pupils with SEND are encouraged to stand for election to the School Council.
- We provide additional support for pupils at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.

- We seek pupils' views through regular questionnaires/group interview activities undertaken by the SENDCo and/or SEND Governor, considering adjustments to keep in the light of analysis.

### **Section 9**

#### **Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting.**

For information regarding the Academy's Complaints Policy please follow this link to the school website:

<http://www.greatbowden.leics.sch.uk/Policies.html>

### **Section 10**

#### **How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting their families.**

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists, including those secured from within the school itself or from outside agencies. Parents are always involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child. Specialist agencies are only contacted where parents are in agreement. It is the SENDCo's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child. Examples of specialist agencies available to be used by the school are:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment and for those with a physical disability
- Speech and language therapists

- Occupational therapists and physiotherapists

In some cases, there is a charge for accessing specialist agency support. Funding for this comes from the school's notional SEND budget. This is monitored by the SENDCo, head teacher and Governing Body.

Where pupils' needs are assessed and meet the criteria for a Statement of SEN and/or Education and Health Care plan, the school works in close partnership with any specialist agencies named on the plan to provide support and specialist advice.

## **Section 11**

### **The contact details of support services for the parents and carers of pupils with special educational needs.**

The first point of contact to share concerns and seek advice and support about a child is the child's class teacher. You could also arrange to meet Mrs Blagburn (Headteacher) or Miss Biddle (SENDCo).

Tel: 01858 463216 or e-mail: [office@gba.learnat.uk](mailto:office@gba.learnat.uk)

Further sources of support and advice include:

- Parent Partnership - <http://www.leics.gov.uk/parents.htm>
- IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)
- SENDIASS - <https://sendiassleicester.org.uk/about/contact-us/>

Information about Leicestershire County Council's Local Offer can be found here:

[What is the Local Offer | Leicestershire County Council](#)

## **Section 12**

### **Great Bowden Academy's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

We recognise that transitions can be difficult for all children, especially those with SEND so we take steps to ensure that any transition is as smooth as possible. We have an induction programme in place for welcoming all new pupils to our school. Where parents would welcome it and children would benefit, we offer a home visit as a first opportunity to meet staff and talk about our school. We encourage all new children to visit the school prior to starting to be shown around the school. All new starters are offered the opportunity to visit for two half days prior to their formal start date.

For children with SEND we encourage further visits to assist with acclimatisation to new surroundings. We also liaise closely with the new pupil's current school. If a child is moving from Great Bowden to another school we contact the school's SENDCO and ensure that he/she knows about any special arrangements or support that need to be made for the child. In addition we make sure that all records about the child are passed on as soon as possible. If the child is moving classes in school we ensure that all information is passed on to the new class teacher in advance and a discussion about the needs of all pupils takes place at a transition meeting. All Learning Plans are shared with the new class teacher. If a child is transferring to high school a transition programme is put into place.

We have very good relationships with our feeder Early Years settings and the secondary schools that most of our pupils move onto; we always share information to support pupils' learning and well-being at transition. Children have the opportunity to visit their new school on several occasions and staff from the new school visit pupils at Great Bowden in the term prior to starting.

Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils. If a child has complex needs then an EHC Plan review is used as a transition meeting to which staff from both schools are invited, alongside any external specialists involved in the child's education and care. This usually takes place in the first half of the autumn term in a child's last year at his/her current setting. We liaise closely with staff when receiving children from and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **Section 13**

#### **Information on school/college contribution to the publication of Leicestershire County Council's local offer.**

Great Bowden Academy works in partnership with the Special Educational Needs and Disability Team at Leicestershire County Council. We were consulted on the provisions made in the Leicestershire Local Offer, details of which can be seen here:

[What is the Local Offer | Leicestershire County Council](#)

The Local Offer describes the types of support available in Leicestershire for children and young people with Special Educational Needs and Disability from birth to 25 years of age. The Local Offer includes information relating to all services and support available across Education, Health, Social Care and the Voluntary Sector for children and young people with Special Educational Needs and Disability with the aim of making this information accessible to parents/ carers, children, young people and

professionals. Great Bowden Academy's SEND Report details the provision and services for pupils with special educational needs at Great Bowden Academy.