



**Annual SEND Report for Governors
(for the Academic Year 2023 - 2024)**

School:	Buckler's Mead Academy
SENDCO:	Mrs. S Thompson
Date of report:	14.11.2024
SEN Governor:	Mr M Gulliver

Overall School Context (data snapshot taken 19.09.2024)

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Total	159	180	153	151	152	795
Boys	91	86	75	79	83	415
Girls	68	94	78	72	69	378
PP	61 (41.9%)	57(37.4%)	53 (42.1%)	42 (28.2%)	38(27.5%)	243 (35.6%)
SEN	28 (4 E)	31 (4 E)	24 (4 E)	22 (2 E)	20 (3 E)	125 (17 E)

As part of their statutory duties, governing bodies must publish information about and report on, the school's policy on special educational needs.

Buckler's Mead Learning Support Department

The Learning Support Department is currently made up of 11 Teaching Assistants, an admin support assistant, a deputy SENDco, and an Assistant Headteacher SENDco. Both the SENDco and Deputy SENDco hold the mandatory qualification - National Award for SEN.

Name	Role
Mrs S Thompson	Assistant Head SENCO
Mr I Rowland	Deputy SENCO
Mrs J Coate	SEND Teaching Assistant
Mr G Ingersent	SEND Teaching Assistant
Mrs J Purchase	SEND Teaching Assistant
Mrs C Sprules	SEND Teaching Assistant & ELSA
Mrs A Witham	SEND Teaching Assistant
Mrs K Hobson	SEND Teaching Assistant

Mrs J Wallis	SEND Teaching Assistant & THRIVE practitioner
Mrs L Hallett	SEND Teaching Assistant
Mrs S Wallcroft	SEND Teaching Assistant
Mrs C Johnstone	SEND Teaching Assistant
Mrs P Keagan	SEND Teaching Assistant (Joined October 2024)
Mrs L Garrad	SEND Admin Assistant

SEND Policy and Information Report

These documents are reviewed annually and are due for the next review in December 2024 at the Local Governing Board meeting. These documents set out the Academy's visions and values for SEND learners and how the school will implement strategies to support SEND learners, including the identification of SEND.

- The SEND local Policy and SEND Information report can be found here:

<https://www.bucklersmead.com/our-academy/send.htm>

SEND Profile

Summary of overall SEND profile for academic years 2023/ 2024 and 2024/2025

Academic Year 14.11.24	2024/2025	2024/2025	2024/2025	2024/2025	2023 / 2024 All year	2023 / 2024	2023 / 2024	2023 / 2024	2023 / 2024
Total NOR	Total number of learners with SEND in the school	Total % on school census coded K and E for the current year	Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed	Total number of learners with SEND in the school 752	Total % on school census coded K and E for the current year	Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed	
794	K 108 E 17 M 60	13.6% 2.1%	1	0	K 108 E 14 Tot: 111	K 12.9% E 1.85% Tot: 14.8%	3	3	
Total E+K	Tot 125	15.7%							
* National Average		14.8%				14.8%			
* Somerset Average		16.6%				16.6%			

*** National & Somerset data Jan 2024 State Funded Secondary**

K - Sen Support

E - EHCP

M - Monitoring

SEND profile by year group - Previous Academic Year (23-24)

2024/25	Total number on register	K - SEN Support	E - EHCP
7	27	25	2
8	24	20	4
9	21	18	3
10	21	18	3
11	18	16	2
Total	111	97	14
%	14.8%	12.9%	1.85%
National Data*	14.8%	12.4%	2.4%
Somerset Data*	16.6%	13.7%	2.8%

Number on school roll 754

*** National data Jan 2024 State funded Secondary**

SEND profile based on the four broad areas of need (Data taken 14.11.24)

	Number on register	Percentage of SEND register
Cognition and Learning	56	44.8%
Communication & Interaction	30	24%
Physical / Sensory	4	3.2%
Social Emotional Mental Health	35	28%
Total	125	100%

There is a significant overlap of need for the most vulnerable learners at our school. 46.4% of the SEND register are also eligible for Pupil Premium.

Budget 2023 / 2024

Total Element 2 Funding 2023-2024	£6000
Notional SEND Budget	£825 667.48
HNF - Top Up Funding	£35 000

2023-2024 SEND budget and spending

The funding is subject to changes throughout an academic year, due to EHCP costed plans being agreed and also new plans being issued. Therefore these figures are the original starting budget for the academic year 2023/2024.

SEN budget in 23/24 £7463, Alternative Provision budget £14,000, and Top Up Funding budget £35 000

Budget	Spend	Impact
Top Up Funding Expenditure. HNF	Alternative Provision	EHCP provision section F. Core Creative Education, REACH youth, Ryland's farm plus transport to and from.
	Teaching Assistant Support	EHCP provision following section F.

	One to one Tutoring	Meeting the needs in Section F of an EHCP. Reduced the need for a specialist school place.
	TLE on site Alternative provision - Forest School 1 day per week.	Used to facilitate Forest school 1 day per week for the academic year, meeting EHCP Section F and SEN support for those who require SEMH support.
SEN Departmental costs	<p>Software</p> <ul style="list-style-type: none"> ● Provision Map subscription ● Twinkl ● Widget online ● THRIVE licence <p>CPD ELSA School Counsellor</p> <p>Photocopying</p> <p>IT</p>	<p>Documentation of APDR processes, student passports and safeguarding now all centrally kept on Provision Map. This allows faster and more effective management of information relating to students.</p> <p>Twinkl provides resources for use in sessions for SLCN and also access to Lower ability work and curriculums.</p> <p>Widget online - Software to design and create visual resources for those students with social communication barriers.</p> <p>Supervision to allow the ELSA & counsellor to work alongside Educational Psychologists and professional colleagues and be advised on individual students. Emotional support has meant attendance in lessons has improved and lower anxiety for some EBSA students.</p> <p>Supporting SENCO documentation particularly EHCP processes. Department running 11 TAs delivering interventions for RWI, ILI, THRIVE, ELSA, 1 to 1 sessions</p> <p>Chrome book licences to allow support for 3 students</p>

	Educational Psychology	with handwriting difficulties. 6 additional days purchased to support the highest need of students and guidance through the EHCP request to assess procedures.
Alternative Provision Children without top up funding who need to access places like South Somerset Partnership school or Alt pro. REACH, future roots, tutoring for CLA.	REACH Youth	Dual placement of students to reduce the risk of Permanent Exclusion.
	External Alternative Provision The Bridge	CLA reduces risk of permanent exclusion and therapeutic support. Child remained in education as a consequence.

2023 GCSE Results

Year	No in Cohort	Attainment 8	Progress 8	Achieving E and M 4+	Achieving E and M 5+	Entered for the EBACC	Achieved the EBACC
2024	14	22.8	-0.78	14.3%	0%	12.5%	0%
2023	17	29.3	0.02	17.6%	5.9%	5.9%	5.9%
2022	27	27.04	-0.43	29.6%	7.4%	0%	0%

2023 results for SEN students show a significant improvement in both progress and attainment. The increased number achieving the EBACC shows the ambition in the curriculum for SEN students. The national average P8 score for SEN students in 2022 was -0.69, so while our 2022 score was above National for SEN, the score for 2023 is a significant achievement.

The 2024 figures include 3 students who either did not take the full complement of exams due to their needs or who have EHCP plans which dictated alternative provision. (This is unusually high and had a significant impact on the overall scores e.g. Progress 8 for the remaining students is -0.16, which is significantly above the National Average)

Effectiveness of leadership and management for SEND

Buckler's Mead was inspected by Ofsted in May 2024, achieving a 'Good' overall grade. The inspection team commented on the strong work of the SEN department, but also felt the overall provision was planned to reduce the cognitive load of students through systems and processes which students with needs were benefiting significantly from.

Pupils with special educational needs and/or disabilities (SEND) have their needs accurately identified. Appropriate adaptations are made for learning in class or with personalised support. As a result, these pupils achieve well. (Ofsted May 2024)

Area of Strength: SENCo knowledge of SEND in general and the needs of the pupils in the school.

The creation of a SEN toolkit for all classrooms; its effective use was seen in some classrooms during lesson visits.

The SENCo already knows what is going well and what needs to be developed - nothing has come as a surprise. (Mark Lees: SEN Deep Dive Jan '24)

Quality of teaching, learning and assessment for pupils with SEND

Where scaffolding and adaptations are being most effectively used, pupils are producing work of a higher quality. e.g. Science during lesson visits.

Staff receive regular and appropriate training/CPD for SEND. Staff are aware of the school's graduated approach and engage with this process. Staff have all of the information that they need in order to appropriately support all SEN pupils. (Mark Lees: SEN Deep Dive Jan '24)

Personal development, behaviour and welfare of pupils with SEND

There are robust procedures in place to ensure that the placing of pupils in AP is appropriate for each individual.

(Mark Lees: SEN Deep Dive Jan '24)

Destinations

All students with SEND have progressed to positive destinations. The majority took up places at local colleges. 0 SEND students from the 2023/2024 cohort were recorded as NEET.

2023-2024 Achievement of pupils with SEND

	School Target	Year 7	Year 8		Year 9		Year 10 P8**		Year 11 P8		
		(R or R+) % English & Maths	(R or R+) % English & Maths		(R or R+) % English & Maths						
Date of data capture		Y7 Au2 WTG	Y7 Su2 WTG	Y8 Au2 WTG	Y8 Su2 WTG	Y9 Au2 WTG	Y9 Su2 WTG % E&M	Y10 Au2 WTG	Y10 Su2 WTG	Y11 Au1 LTA	Y11 Au2 LTA
All		16%	64%	76%	68%	75%	54%	0.16	-0.13	-0.13	-0.25
SEN		32	35	48	17	6	15	-0.08	-0.73	-0.72	-0.87

Statutory Assessments

2022-2023

4 statutory assessments were made in 2022 - 2023. Three of which were carried through and issued an EHCP. One was refused. This will be submitted again in 2023/24.

2023 - 2024

3 Statutory assessments have been made

1 Year 11 Girl SSPS Medical Tuition - EHCP issued.

1 Year 8 Girl SEMH - Issued

1 Year 7 Boy SEMH - Issued Specialist placement agreed

Special Exam Access Arrangements

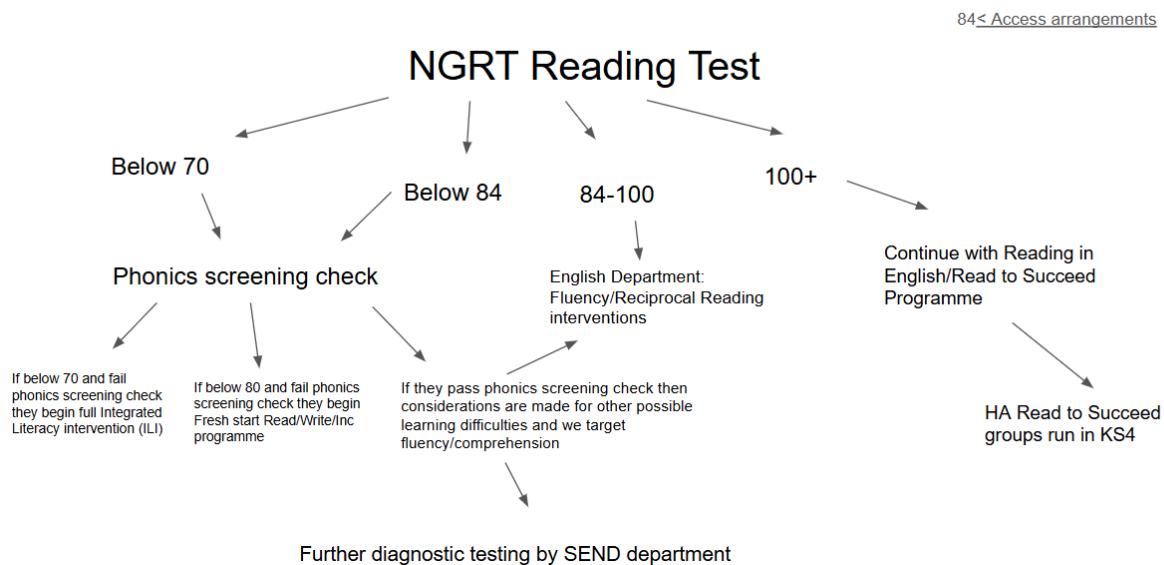
There were a total of 29 students who received access arrangements for the exam season 2024. We used technology to support some of the access arrangements through Read Write Texthelp which is approved by JCQ in exam mode. This allowed students to use the reading facility and a computer to their answers. We are hoping to expand this to use the dictate function for a small number of students for 2024. This has proven more effective than reading pens.

Interventions 2023/24

Area of Need	Intervention	Number of students	How progress is measured	Notes
Social Emotional Mental Health (SEMH)	THRIVE	31	THRIVE Online assessment and action planning tool.	
	ELSA	18	Observation, attendance Recommended 6 sessions by EP service Supervision in place for ELSA	Referral process through pastoral. Parental consent
	Forest School	22	Observations. Engagement tools Attendance Behaviour	Autumn and Spring one term only. New forest school leader employed Sept 2023.
	School Counsellor	22	Strengths and Difficulties Questionnaires	Confidential service
	Mental Health in Schools Team (MHST)	Mental Health in School Team (MHST) has started working alongside the school as of September 2023. With a lead Senior Mental Health Practitioner - Mrs A Harding		
Cognition and Learning	Integrated Literacy Intervention LH	9	WIATT-II RA / SA Dyslexia Screener LUCID EXACT	For students with RA of less than 7yrs.
	Onset and Rhyme	3	YARC WIATT-II	For students with RA of less than 6year
	Read Write Inc	8	Phonics Screening and NGRT	For Students with identified phonics gaps.
	Reciprocal Reading	17	NGRT data	

	Reading Fluency SW	26	NGRT data	
	IXL - Maths and English Intervention	56	NGRT & Measuring tool within the programme	
Communication and Interaction	Narrative groups & Social Skills	12	TALC Speech and Language Progression Tool Talk about assessment	Black Sheep resources Care plans from SLT
	Lego Therapy	8	TALC Speech and Language Progression Tool Talk about assessment	Black Sheep resources Care plans from SLT
	One to one sessions	15	TALC Speech and Language Progression Tool Talk about assessment Advice from Autism and Communication Service and/or EP	Black Sheep resources Care plans from SLT

Reading Interventions at BMA



Extra Curricula

Type	% of SEND participants
Swimming lessons	22%
Cricket Initiative	7%

Dance workshop Y10	12%
Inclusive cricket skills Year 8	75%
Flying start challenge	10%
Somerset Cricket Club Inclusive Event	44%
Christmas music show Dec 2023	*%
Peripatetic music lessons	10 SEND student received individual music lessons
KS3 Band	25%
Singing club	29%
Legally Blonde School production	19%

Continued Professional Development **CPD for SEND**

2023/2024

Date	Theme
2023 - 2024: <i>INSET Day Term 1</i>	<i>Whole-Staff training - "Modelling Fluency" to support SEND learners. Launch of Inclusion Boxes</i>
<i>INSET Day Term 2</i> <i>January 2024</i>	<i>"Adaptations to Curriculum" APDR</i>
7th & 28th February 2024	Trauma Informed Schools Training. BMA was successful in a UK research study and has received 3 hours whole staff training on trauma informed practice. 4 places for staff to complete a Diploma in Trauma informed Practice.

Student voice

All EHCP students contribute to their EHCP annual reviews. Students contribute to the SEND APDR meetings.

Spring & Summer terms 2024 Student Voice focus: The Quality of Education, Behaviours and Attitudes. Seven students from the SEND register were involved in the panel. All were able to express their views and contribute to the discussions.

2023-2024 Parent/carer voice (Annually collected)

All parents / carers of students with EHCP contribute to the students annual reviews and SEND APDR meetings.

October 2024 SEND coffee morning. Parental Voice gathered specifically around year 6 into year 7 transition led by Deputy SENDco Mr. I Rowland

Main points of discussion

- The parents were more worried about transition than the children. The children had opportunities to attend the school site and meet the SEN team (the parents didn't)
- Some parents expressed that they were pleased that extra transition was provided and that they were invited to Summer school activities which really helped their child settle.
- Information on the website was very good and the SEN department was held in high esteem by the parents.
- Parents were pleased to have the opportunity to provide the school with their parent views in the Summer term of year 6.
- Parents are keen to be invited more regularly and to have 'topic' coffee morning which they can use to support each other.

Actions taken

- Deputy SENDco to organise future coffee mornings and expand to all year groups.

Plans for 2023-2024 Pupil voice

The next stage of student voice will be through MNSP monitoring of SEND Autumn term 2024. Followed by internal Quality assurance procedures throughout the Spring term 2025. Departmental deep dives will have a focus on SEND students.

External agencies

2023 -2024:

What external agencies have been involved and what impact has this had?

Agency	Purpose	Impact	Cost
Educational Psychology	The aim of the Educational Psychology Service is to improve outcomes for children and young people with SEND by assessing barriers in the four main areas of need. This can be targeted provision with individuals or through SENDco discussion and advice. They also provide training and supervision to TAs in the SEND department. 4 Students were seen by the EP outside of statutory processes. Indirect support through EP planning meetings for a wider number of students.	TAs value the Supervision they receive. They say it has allowed them to discuss students of concern and problem solve the barriers. Varying impact for individuals – APDR processes being followed which has led to EHCP requests to access in some situations.	Allocated time from county FREE 3 hours for a meeting with purchased additional hours £4410.00 6 x EPS001/T 1 Day (6hrs) Package Educational Psychology Service
Support Services for Education	Learning Support Service - Working alongside SENDco and Deputy SENDco to streamline procedures and policy. Provide guidance and support to the SENDCO. Autism and Communication Service Virtual School for Children Looked After.	Analysis of need and planned next steps provided for individual students. LSS working alongside SENCO meeting the Code of practice. Streamlined the SEND register APDR processes at classroom level Inclusion strategies in the classroom including the introduction of the inclusion box. Learning Walks with SENCO to highlight current practice.	Free

		Website compliance Information report and policy checking.	
Child and Adolescent Mental Health Service CAMHS	To support the mental health of individual students.	ongoing support weekly for individuals. Multi Agency planning and advice for complex cases. Safety planning	Free - NHS
Mental Health in Schools Team MNST	To support the mental health of individual students.	ongoing support weekly for individuals. Multi Agency planning and advice for complex cases. Safety planning	Free - NHS
Education Welfare Officer	Support SEND students whose attendance becomes of concern. 1 day per week	Individual support and parental meetings facilitated. Planning of next steps including escalation to EES when required.	£13 500

When required we link to other services which may include:

- Hearing Support Services
- Visual Impairment Service
- Hospital Services
- Social Care
- Speech and Language ITS
- Youth Offending Team
- Physiotherapy
- Community Nursing Team

2023-2024 Complaints relating to SEND

No SEND specific complaints received

SEND Improvement Priorities

SIP Objective	Key actions	Success criteria
<ul style="list-style-type: none"> ● Improve the attendance of SEND students. ● Reduce Suspensions for SEND learners 	<p>Target PA SEND students - discussed at Annual Planning meetings at a multiagency level.</p> <p>Target SEND reviews of students with low attendance - follow APDR processes towards need.</p> <p>Use of Somerset's graduated response tool kit & quick checkers to find barriers to learning faster. Launch the whole school APDR process at classroom level to build evidence of all support provided so parent, student and school work together more effectively.</p> <p>To provide Further CPD on underlying difficulties of MLD / SPLD as these will often present through SEMH needs and therefore might be overlooked.</p>	<p>PA of SEND students decreases</p> <p>Increase in overall attendance of SEND students.</p> <p>Suspension data improves for SEND learners</p> <p>Where suspension has to be used there is a clear and well documented APDR process which captures both parent and child voice.</p> <p>Class teachers are seen to be using more specific strategies at classroom level</p>

<ul style="list-style-type: none"> To improve specific inclusion strategies in the classroom 	<p>Develop Inclusion boxes and training to staff around specific strategies to use at classroom level to reduce barriers to learning.</p>	<p>which are seen through the Q&A process by HoD & SLT. Students report feeling more supported in their learning.</p>
<ul style="list-style-type: none"> Develop APDR processed for those students on the SEND register which streamlines with the Somerset Graduated Response Tool SGRT 	<p>Passports sent home with parental views form with the progress checks 3 times per year. Bookable slots with SENCO at parents evenings / tutor evenings. Review weeks built in to academy calendar for SEND TAs to review provision and collate pupil voice in line with progress checks. New internal referral system using SGRT</p>	<p>More robust records to show graduated response to need. A more fluid SEND register and greater parental engagement in SEND processes.</p>

Are there any concerns regarding provision for pupils with SEND?

The time taken by Somerset Local Authority to assess and finalise EHCP including costed plans continues to be a barrier to getting the provision required in section F of the EHCPs. This includes finding and placing students in specialist settings. This in turn puts pressure on school level resources and the relationship between parents and school.

Any other developments regarding SEND?

The school is now half way through the pilot study by TISUK - Trauma Informed School research study. School staff have now received 6 hours of specific trauma informed training and all 3 staff members who started the Diploma Level 5 qualification in trauma informed practice have all passed. The specific training for Senior Leaders has been completed by 3 members of SLT.

Members of the SEND team will be undertaking SCERTS training in January 2024. The SCERTS® Model is a research-based educational approach and multidisciplinary framework that directly addresses the core challenges faced by children and persons with ASD. We will be working with a partner primary school to develop our practices for ASD students.

Links to alternative provision and other providers

According to the January 2024 census, pupils at this school were also registered at the following registered providers (this does not include unregistered):

- Alternative provision - South Somerset Partnership School - URN 134697 (2)

Other Alternative providers monitored and checked by the School

- Core Creative Education
- Reach Youth
- Future Roots - Ryland's Farm

Attendance

	End of 2023/2024
Attendance All	92.3
Attendance SEN	89.98%
PA	23.78%
PA (SEND)	29.10%

Attendance of SEND Autumn term 1 2024

SEN K= 92.9% (national 88.1% BMA +4.8%)

SEN E= 88% (national 83.9% BMA +4%)

Whole school attendance = 93.6% (national 92.6% BMA + 1%)

Behaviour and Attitudes data

1st September 2023 – 14th June 2024

Data Type	All students	Learners with SEND
No of Suspensions (Days of Suspensions)	197 (442.5)	55 (112)
Permanent Exclusions	4	3

We are seeing a diminishing number of SEN students being suspended. When SEN students are suspended actions are put in place quickly to identify what support is needed to ensure they are fully able to access the curriculum and barriers to learning are reduced.

The training staff have received in supporting SEN students has meant that SEN students are more able to access their learning and less problems occur.