

The SEN report will be updated annually and in year to respond to any key changes in the year to reflect the Academy's SEN provision.

What are the kinds of special educational needs for which provision is made at The Bulwell Academy?

The Bulwell Academy is an average sized secondary academy situated in the Bulwell area of Nottingham City. It has a subject specialism in Business and Enterprise. The Academy is jointly sponsored by The Edge Foundation and Thomas Telford Academy. There are 974 pupils on roll and the provision is contained on one site. The Academy has a sixth form.

The Academy has a nurture provision within the main academy known as the I group curriculum pathway which has a class for each year group. There are currently 83 SEND pupils accessing this provision. The admissions criteria for the I groups is currently being reviewed due to the increasing level of need of students within the Academy as a whole and referrals from the Local Authority

The proportion of disabled students and those who have special educational need/disability supported through Special Educational Needs Support is above average, as is the proportion supported with an education Health & Care Plan.

The number of pupils with special educational needs is approximately 21.5% of the academy population being classified on the Inclusion Register. Areas of need include cognition and learning (moderate learning difficulties), communication and social interaction (autistic spectrum disorder and speech and language), physical and sensory and social, emotional and mental health as described in the SEN Code of Practice The Academy has specially resourced focus provision for students with special educational needs, this currently provides places for six students with autism.

What are the Academy's policies for the identification and assessment of students attending the Academy?

SEND students who transition from primary to secondary in year 7 are identified based upon information provided by the primary feeder academy via the CPTF, meetings are then held with primary SENCOs and key staff to gain further more detailed information specific to individual students and meeting their needs.

For students who already have an EHCP the SENCO attends the annual review meeting prior to the student transferring to the Academy.

The transition process for SEND students is supported by a number of additional half day small group sessions for particularly anxious students. This additional transition process is supported by the Local Authority ASD team who will have identified students who require a small steps transition process. The additional sessions are used to assess the level of need and degree of provision needed by individual students determining whether a nurture place is required or if mainstream is more suitable.

This year 2017/18 we will be following the Nottingham City LA admissions process for year 6 transfer to year 7. In year admissions students are tested for numeracy and literacy for all years on arrival, student

files are requested and previous SENCOs contacted if required to ensure that the appropriate educational provision is provided.

Staff can also refer students for assessment and testing if it is felt that a student may require additional support; concerns are referred to the SENCO and the Cognition and Learning Team for further investigations.

The identification of a number of mainstream students with SEND needs within each year group as High Priority Students gives staff clear information regarding their needs and strategies to support them in lessons and around the Academy. These students are monitored via learning walks on a regular basis.

What is the SEND provision for students at The Bulwell Academy and how is it evaluated?

Every teacher is a teacher of every child/young person including those with Special Educational Needs. It is the aim of the Academy to provide all support in a fully inclusive manner.

- There is a high quality provision for pupils with Special Educational Needs/Disabilities.
- All pupils with Special Educational Needs are identified and assessed.
- Special Educational Needs resources are allocated efficiently and fairly.
- All pupils have access to a broad and balanced curriculum.
- All staff are kept informed of Special Educational Needs/Disabilities assessments and support strategies.
- All staff receives appropriate training and support in teaching pupils with Special Educational Needs/Disabilities.
- The Academy works in partnership with pupils, parents/carers and external agencies to provide the best possible outcomes for pupils with Special Educational Needs/Disabilities.

Inclusion is about everyone, all the time within our community. The Academy does this by creating:

- An inclusive ethos
- A broad and balanced curriculum for all students.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable but challenging targets for children.
- Systems for responding to students' diverse learning needs.
- Systems to overcome potential barriers to learning and assessment for individuals and groups.

- Subject teaching that is flexible thus recognising the needs of all students as individuals and ensuring progression, relevance and differentiation. Curriculum content and the speed of lesson presentation will reflect the needs of students.
- Foster relationships with parents developing their engagement with the Academy.
- Continuing to develop relationships with professionals, working with a range of educational and health professionals in order to meet the needs of students as assessed by the appropriate professionals. We have started to hold regular team around the academy meetings with professionals to ensure that joint working practices are consistent.

This means that children with Special Educational Needs/Disabilities will take part in lessons in their classroom with their peers. In small groups (includes nurture groups) or within individual support interventions where appropriate.

Evaluation of the SEND processes is part of the whole academy quality assurance programme and academy improvement plan. There is a Governor linked to SEND who supports the department and in addition to this staff from the Bridge Academy, Telford have visited and reviewed the department as part of the QA process and to support changes within the Inclusion Department.

What training do staff have in relation to the needs of students at The Bulwell Academy?

There is a whole academy CPD calendar co-ordinated by a member of SLT including areas of SEND training. In addition to this the Inclusion department has additional training as well, all Inclusion staff have had level 1 & 2 Autism Education Trust (AET) autism training. Planned training later this year includes level 2 AET refresher training. PDA training for whole academy staff was completed in October 2017. New staff have in-house SEND induction training on arrival at the Academy.

Seven members of the Inclusion department are trained in Moving and Handling to support the personal needs of some of our physically disabled students.

We have ten staff across the Academy who have up to date MAPA® training. The MAPA® foundation level training covers verbal de-escalation techniques and physical disengagement techniques (how to respond to strikes and holds). The emphasis is always on minimising the risk of dangerous behaviour developing and ensuring that individuals are treated with respect, and together with staff, that their safety is ensured

The Course contains the foundation of the MAPA® training Programme. This helps people deal with aggression in a calm way that keeps everyone safe. MAPA® is a set of ideas and skills to help people who are aggressive or violent to calm down. MAPA® encourages people to communicate through actions as well as words. We have had one incident last academic year that has required physical intervention.

The Inclusion department have an ongoing package of training and development from Dr Becky Drew, Educational Psychologist.

Eighteen members of staff across the Academy have their First Aid at Work qualification.

How will the environment, equipment and facilities support the students at The Bulwell Academy?

The Bulwell Academy was a new build in 2010, it is a mainstream secondary academy with purpose built subject faculties. In total, 83 students across 7 year groups access the nurture provision with a nurture group in each year group including post 16 provision. For some students this equates to full time provision. For others it is a combination of mainstream plus nurture sessions during the week. The overarching aim is that students will, where possible, transfer gradually to mainstream classes once it is deemed they are ready. Each student in nurture has an individual case study profile setting out their unique needs and ways in which the academy addresses these.

The department address key areas of need, for example lead teaching assistants oversee with specific focus to support students with Cognition and Learning needs, Communication and Social Interaction and Physical and Sensory needs as well as a Reintegration Manager who supports Social, Emotional and Mental Health needs. These areas link nicely to external agency specialist teams within the Local Authority. A regular review of the Inclusion register takes place to identify student needs, the register is termed an Inclusion register so that English as an Additional Language (EAL), Medical and Looked After Child/ren (LAC) students are not far from teacher's minds when planning to meet needs whether internally or externally.

A block is a purpose built Inclusion area with a sensory room, reading room, small intervention classrooms and a small communal area for students who need time out from the hustle and bustle of mainstream – a safe haven which can be accessed by the use of a time out pass from lessons. This area is also used for breaks and lunchtimes by students who cannot cope in noisy, busy areas. In November 2016 the department were able to open and use a specific Life skills teaching room where small groups can be taught basic cookery skills, hygiene and laundry skills.

The Inclusion Department run a nurture group within each year, each nurture group has at least one teaching assistant attached to it and a tailored curriculum delivered by specialist teachers and mainstream subject leaders. The ratio of staff to students can increase dependent on the specific needs of the cohort within that nurture group. The nurture provision is part of the mainstream academy and is not separate from the rest of the academy. Students follow the same basic timetable with additional enrichment opportunities to support students with ASD and high anxiety who would otherwise struggle with mainstream provision.

The support team is made up of L1 and L3 teaching assistants, they support within the nurture groups and through various specially focused interventions offered throughout the academy linked to numeracy and literacy. From year 7 I group students are based in their tutor group room which is based on a primary model, with core subjects being taught in that room, students then move around the academy to attend other subjects: for example Science, PE, Technology, ICT and Art. This movement is supported by teaching assistants and can be timed ahead of mainstream transition to avoid anxiety and stress.

In Year 9, in line with mainstream, the I group students begin their Key Stage 4 curriculum spanning 3 years, they follow a range of traditional GCSEs alongside BTECs and other vocational course having the opportunity to join mainstream option subjects.



In the post 16 I group we offer a tailored life skills course and build on the best practice developed in the specialist nurture provision preparing students for further education at college, apprenticeships or employment. The Year 12 post 16 is a one year course that offers progression routes to college, apprenticeships or the supported internship in Year 13. The course will offer GCSEs/Entry Level qualifications in English, Maths, Hospitality & ICT and Foundation Learning in employability skills, CV writing and interview skills. The year 13 students in I group follow a supported internship, this is supported by MENCAP and the students have the opportunities to experience the world of work in a variety of settings with a view to achieving possible employment. This ran successfully for the first time in 2016/17 and is now in its second year.

The academy also has the specially resourced Focused Provision for students with autism (currently hosting six pupils) as well as the nurture groups. These places are uniquely funded by the Local Authority through the ASD forum. These places are for students who have ASD and Asperger's syndrome and who require specialist provision to meet their needs within a mainstream academy rather than needing a place at a special academy. As with the nurture students a bespoke timetable is followed to meet the individual needs, this can be 1:1, small group, I group lessons or mainstream with support or a combination of all of these.

Students who are in mainstream with SEND needs are supported by the pastoral team, the Inclusion team and the Reintegration Centre. Appropriate interventions are put in place to support numeracy and literacy from the Cognition and Learning team.

Students with Social, Emotional and Mental Health issues have access to KOOOTH counselling, SHARPS and CAMHS referrals. There is also weekly self-esteem drop-in sessions in addition to Adventure Services leading an Environmental Esteem Education program. The SENCO can also refer students to the Local Authority Behaviour Support Team, Learning Support and Educational Psychologist. Interventions are now more tightly targeted to students needs due to testing and panel systems in place. Additionally to this we also offer a key worker mentoring programme for the SEND support students to ensure we are tracking their progress very carefully, especially in Year 11, if underachievement is observed.

All teaching staff have a teaching pack for each group within the pack there is a SEND Learning plan, this is used to support a teachers lesson planning identifying the SEND cohort within their groups and promoting learning for all and specific strategies to support individuals. This is completed in conjunction with the Inclusion register.

Testing is completed and verified by an external specialist teacher to support exam dispensations for students including the completion of a Dyslexia portfolio if appropriate.

Additionally the Academy have an EAL lead teaching assistant as this is a growing area within the Academy through recent admissions from European centres.

An application to DAG (Disability Access Group) has been made in September 2017 to fund the improvement of the disabled toileting facilities, by creating a new hygiene suite including a hoist, a plinth and specially adapted toilet to meet student needs, completion is due in February 2018.

What are the arrangements for consulting the parents of students at The Bulwell Academy and involving them in the education of their child?

At The Bulwell Academy parents are invited to participate in the process of developing their child/ren by working in partnership, this includes:

- Initial visits to the academy – Open Evenings, Community events, transition visits, Family SEAL and personal tours of the Academy and SEND provision.
- Student Planners.
- Class Charts App.
- Regular contact via the tutor and pastoral team including the Meet the Tutor evening.
- Subject parent evenings and reports home
- EHCP annual review meetings
- Focused Provision review meetings
- Parent groups
- Parental representation on the Governing body
- Parent involvement in changes in academy through informal and formal consultations

What are the arrangements for consulting the young people at Bulwell Academy about, and involving them in, their education?

As part of the Academy quality assurance process students are asked to complete student voice, this can be subject specific and within a pastoral context. There is a student council for each year group and this includes student representatives from the I groups. The academy council gives students the opportunity to voice their opinions and contribute to aspects of academy life including fund raising activities which is led by the Sixth Form.

The assessment and annual review process of EHC plans and Focus Provision reviews are run on the model of a person centred review, this includes the choices and views of students and parents.

What are the arrangements for the assessing and reviewing the students' progress towards outcomes?

Students who have an EHC plan or who are Focused Provision have an annual review where educational outcomes are reviewed and evaluated resulting in goals being set for the forthcoming year.

Assessment point data is collected for all students and is analysed by departments and SLT in relation to whole academy, SEND, girls v boys, pupil premium, LAC and EAL.

Monitoring of progress towards outcomes is continuous in the classrooms across the Academy.

Students participating in activities run by Adventure Services have their progress reviewed at the end of each termly cycle.

MENCAP provide us with regular feedback re attendance and the placements the students attend.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of students in relation to provision made at The Bulwell Academy?

The process for all complaints is available in the Academy's Complaint's Procedure Policy which can be found on the website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of students at The Bulwell Academy and supporting their families?

The Governing body are aware of the range of staff working together within the academy to support the students and their families.

Classroom staff are employed directly by the Academy, this includes teachers, teaching assistants and lunchtime supervisors as well as the administration, restaurant and site teams.

The Academy Nurse, Speech and Language Therapists, Occupational Therapists, Continence Nurse, Asthma Nurse, Sickle Cell Nurse, CAMHS and Physiotherapists are employees of the NHS, KOOOTH Lifeline and SHARPS are a subsidiary of CAMHS. All these professionals work within the academy - training staff, advising staff and working with students who are on their case load.

Nottingham City Council Inclusive Education Services work closely with the Academy and include the Autism Team, Educational Psychologist, Behaviour Support Team, Learning Support Team, Social Workers, Educational Audiologist/ Teacher of the Deaf, Sensory and Physical Team.

Action for Young Carers is a charity based organisation whose staff work with key staff at the Academy to support students who have the role of a young carer at home.

MENCAP staff work with the Post 16 I group supported internship program, they employ staff to accompany the students to potential work placements developing their confidence and understanding of life beyond the Academy.

Adventure Services is an independent alternative provision service who work with some of our challenging students taking them off site, the staff who lead the sessions are employed by Adventure Services.

Students requiring SEND transport have their transport organised by the Local Authority using local transport companies who employ their own staff.

What are the academy's arrangements for supporting students in transferring between phases of education or in preparing for adulthood?

The Academy runs a whole academy transition programme to support all students in their transition from year 6 at primary to secondary academy. Students with specific SEND needs are identified by the primary academies SENCO and/or Autism Transition team and in discussion with the Academy Transition team parents are offered additional transition support including staff visiting the students in their primary academies and extra visits supported by key staff from the primary academy and Autism Transition support staff.

Bespoke transition packages are agreed involving discussion with parents if deemed necessary and can include a number of additional half day small group sessions for particularly anxious students. This additional transition process is supported by Autism Transition support staff who will have identified students who require a small steps transition process. The additional sessions are used to assess the level of need and degree of provision needed by individual students determining whether a nurture place is required or if mainstream is more suitable. For Focus Provision students who are identified by the Autism Panel this process can start in year 5.

Transition between key stages at the Academy is seen as an ongoing process in which all SEND students and parents are involved depending upon the level of need. As students leave the Academy to go to college there are transition visits supported by the Autism Transition team to ensure that the students are comfortable and confident as they move to their Post 16 providers, this process is also supported by a Futures SEND careers advisor, again linking with students and parents. Supported visits for students with HLN funding or EHC plan are also included.

Nurture students remaining at the Academy in Post 16 have a transition week of activities including an offsite team building day, this is in addition to the mainstream transition activities.

Students with SEND who are in-year admissions are supported by the Inclusion team to allow for a gradual integration into the Academy. This process is completed at a pace to suit the individual needs of the student and includes review meetings as appropriate.