



1. What does your school offer children with Special Educational Needs and/or a learning disability?

Boston Endeavour Academy meets the needs of pupils aged between 2 and 19 who have additional learning requirements arising from a Special Educational Need or Disability. All pupils have an Education, Health and Care Plan. Additional needs supported at the school include Autistic Spectrum Conditions, Complex Learning Difficulties and Disabilities (CLDD), Severe Learning Difficulties (SLC), Moderate Learning Difficulties (MLD) and health and developmental related delays. The school is a member of the Community Inclusive Trust (CIT) Multi Academy Trust.

The school prides itself on the wide-ranging support it provides for parents and their children. We operate an open-door policy, always welcoming parents, as partners in their children's education, to come into school and talk to us.

2. What specialist expertise / facilities does your school have?

The staff team are highly skilled and experienced in meeting the needs of pupils with wide ranging special educational needs. Teachers and Teaching Assistants benefit from regular and ongoing training to ensure best practice is achieved in both the teaching and learning and health care of pupils. We have particular expertise in all aspects of communication for children with complex learning needs.

Boston Endeavour Academy is a purpose-built special school completed in 2021. It has 16 classrooms; 2 of which are fitted with ceiling hoists for children who require this. It has specialist teaching spaces for ICT, Cookery, Art and Design, PE, Drama, Science and Life Skills. The school has specialist therapy spaces including a hydrotherapy pool, physiotherapy room, medical room, sensory integration room, sensory room, soft play room, ultra violet dark room, sensory courtyard. To deliver on our mission of preparation for adult life the school has a shop and café and horticulture area in which pupils may practice a range of employability and careers skills.



3. How will the school allocate the specialist expertise and personalised support for my child?

All pupils are baseline assessed on entry to the school. Their identified needs are addressed through placement within the most relevant class group according to their age or needs. School staff skills are matched to the requirements of pupils within each class group. Advice, support and guidance is routinely sought from a range of visiting professionals who work in partnership with the school to meet pupil needs, including, Speech Therapy, Physiotherapy, Educational Psychologist, Occupational Therapist, Community Paediatrician, Nurse trainers, CAMHS nurses and Social Care Teams.

4. Who provides the provision and support for my child in school?

Teachers and Teaching Assistants provide support and provision. Senior staff in turn provide coaching and mentoring to Teachers and Teaching Assistants to ensure that the identified needs of pupils are met effectively and that each child's progress is carefully assessed and reviewed. An annual review of each child's EHCP is conducted by senior staff, usually the Head Teacher, in partnership with the Class Teacher and other professionals to ensure that the provision on offer is relevant, appropriate, well targeted and is meeting pupil need.

5. What additional training and experience do your staff have to meet my child's needs?

All staff are experienced and knowledgeable about how to meet a wide range of special educational needs with many having had specialist additional training.

The Head Teacher is a qualified Educational Psychologist with specialist experience in Autism, Attachment and Children in Care. The Assistant Head Teacher is a Specialist Leader of Education with expertise in Health and Relationships Education. He is also a Team Teach trainer. Other teachers have additional qualifications in Educational Leadership, Early Years Education, Makaton, PECS, TEACCH, Mental Health, Communication and Play.



A regular programme of staff training and subsequent refresher training is in place to ensure all staff skills are kept current and of high quality. This training includes Communication, Behaviour management including positive handling, Child Protection, Autism awareness, First Aid, Epilepsy, Phonics, Moving and Handling, Intensive Interaction and regular updates to curriculum and subject delivery. Within school there are a range of staff with specific additional skills used to support staff and pupils alike. These include: Makaton trainers, Autism specialists, Speech and Language lead practitioners, Physical and Postural management trainers, Health Care, Portage, Sensory Impairment and Social, Emotional and Mental Health difficulties.

6. What support will there be to ensure my child's emotional health and well-being?

Across the school there is a wealth of expertise and additional support available to pupils to address a wide range of factors relating to emotional health and well-being. Staff within all classes work as a team to meet the immediate well-being needs of all pupils. Staff skilled at providing additional services and support to families requiring more intensive intervention. These include support for home education of children unable to attend school for health reasons, pastoral guidance and support around anxiety, obsessive and compulsive behaviours. Staff have completed training in Mental Health First Aid, Attachment Informed Education, post Covid-19 Recovery Curriculum and Zones of Regulation.

All staff receive appropriate training on the correct administration of both routine and emergency medication. All children who take regular medication or who have regular medical interventions have up to date care plans in place.

The school values the importance of working closely with a range of education, social and health care professionals and ensure that a coordinated approach is achieved to meet individual pupil and family needs. These agencies include: Social Care, Health Services, LCC Education Services, Transport Services, Respite, After School and Holiday Club Providers.

Multi-Agency meetings are regularly held in school to ensure a team approach to supporting children and families.



The school has comprehensive Relationships Education, Relationships and Sex Education and Health Education programmes in place, relevant to each child's age and stage of development. These all place heavy emphasis on emotional health and well-being and actively promote anti bullying and E-Safety.

Attendance is monitored carefully and support is provided to those pupils for whom attendance is an issue. The school has a Home School Liaison Officer who manages this area of work and has formed close and supportive relationships with families to maximise attendance and pupil well-being.

7. Who will be involved in delivering, monitoring and reviewing my educational, health and care plan?

All staff contribute to the delivery of provision as specified in individual children's EHCPs. Class Teachers provide parents with an interim review of progress towards EHCP outcomes during the year. Annual reviews of plans are led by the Head Teacher. Parents and other professionals involved with each child are invited. Parents are encouraged to contribute their views on their child's progress, desired next steps and the quality of the provision and support available.

8. How will my child be involved in the process and be able to contribute their views?

Pupils are invited to their review meetings where appropriate and are supported to contribute their own views on progress and the school. Pupils will bring either photos or work to illustrate their achievements throughout the year. The PSHE curriculum enables pupils to shape their views on their own aspirations for the future. More able pupils write their own responses to how they feel they are getting on and what they want to achieve in the future. Pupils from year 9 onwards contribute to their own Transition Plan. Pupils with profound and multiple learning difficulties contribute their views, thoughts and feelings through the development of their own communication passports and through sensitive interpretation of their needs, likes and dislikes from an adult in school that knows them well.

9. How will the curriculum be matched to my child's needs?



At Boston Endeavour Academy, our 'Land and Sea' curriculum is designed to meet the individual needs of our pupils, firmly located in their community and experience. It aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support outstanding progress in all areas of learning. Personalised provision allows teachers to plan in direct response to a pupil's individual needs and interests and taking account of their barriers to learning. The curriculum is designed to support the development of functional skills, independence and personal development, preparing our students to make a positive contribution to life in modern Britain and most specifically to their home locality of Boston and South East Lincolnshire.

The topic based approach provides stimulating learning experiences and links concepts within an overarching theme. The curriculum is differentiated at three levels, formal, semi-formal and informal. Within our context, the semi and informal curricula are more heavily drawn upon. This meets the needs of our different cohorts of pupils, ensuring that they all have access to areas of learning which are suited to them. Pupils with the most complex needs follow an informal curriculum in which communication and cognitive skills are developed across all sessions. Pupils with severe learning difficulties follow a semi-formal curriculum in which core (eg English, Maths and Science) and foundation subjects (eg History, Geography and PE) may be identified as discreet areas, differentiated according to individual need. The same overall topic is studied by all three of the curriculum levels. This ensures that classes can take a mixture of approaches if necessary to support individualisation and accessibility.

Varied and frequent use is made of the local and extended community. We make use of a number of local facilities including 2 swimming pools, tennis club, gym, college, library, bowling alley, town centre shops, theatre and country parks. We currently have 5 pupils in year 6 learning to swim – none of whom have yet reached the benchmark level of swimming 25 metres competently.

The curriculum supports pupils to make outstanding progress in all areas of their learning, successfully moving on to a range of post 19 education and adult social care provisions. Pupils leave with maximised communication, confidence, self-help and independent life and living skills. Relevant accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.



10. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

There are regular opportunities for families to discuss their child's progress. These include Annual Review meetings, Parents Evenings, coffee mornings, parent support groups and home school diaries. Parents will receive real time information on their child's progress towards academic and EHCP outcomes through the Tapestry platform if they choose to receive this. Parents will receive an interim reports on progress towards EHCP outcomes and one full school report at the end of each academic year, in July. Each short term a newsletter and knowledge organiser is supplied informing parents about notable events in the last term and the curriculum that will be covered in the coming term. We encourage informal communication with school whenever a concern arises for parents.

11. How will my child be included in activities outside the classroom including school trips?

Pupils access a wide range of educational visits within the local community and further afield. All pupils access these types of trips and excursions. Trips are fully risk assessed and compliant with regulations. The Head Teacher is Educational Visits Coordinator and has received up to date training as such. The EXEANT platform is used to plan and record Education Visits and allow oversight of these within the Multi-Academy Trust by the Director of Education (Special Schools).

Educational visits are linked closely to curriculum topics and subject areas. Emphasis is placed on developing life skills, independent living skills and vocational and work related learning skills. The school has access to two mini buses, which are adapted to accommodate pupils with physical disabilities and a wheelchair adapted people carrier. Holiday club provision is also made available through the organisation, Kids.



12. How accessible is the school environment? How accessible is the school curriculum?

As a special school accessibility to the school building and the curriculum are routine and all levels of disability and need can access provision. The school works closely with families for whom English is not their first language. Use of translation services are sought to ensure good communication during meetings and reviews. Pupils' access to the curriculum is supported through the use of adaptable height adjustable furniture and assistive technology and IT packages. Lessons are delivered taking in to account a pupil's preferred learning style and adapted pedagogies suited to different needs. The school has an accessibility plan in place detailing these measures further.

13. How will the school prepare and support my child to join the school?

Prospective pupils and their families are encouraged to visit the school. When a place is confirmed at the school, an initial home visit is arranged. In addition, subsequent familiarisation visits can be arranged. Dependent upon their age and need, some pupils will begin school on a part time basis. The school works closely with a range of professionals to ensure that any specialised equipment, resources or training is in place prior to the child starting in school.

The school works closely with the Local Authority Transport Department to make sure that home to school transport arrangements run smoothly.

14. How will the school prepare and support my child to transfer to a new setting/school/college?

All pupils from year 9 onwards are involved in the development and subsequent review of transition planning through their EHCP. This plan identifies future aspirations and potential provision opportunities. This plan is reviewed at least annually and is supported by close liaison with SEND Caseworkers and Social Workers who work with the school. Pupils and parents are closely involved with the development and review of transition plans.

Pupils in the post 16 phase of their education will access a range of adult providers including Boston College and a range of Social Care providers so that they are familiar and confident in any new context they may transition to.



15. How can I be involved in supporting my child?

The school actively promotes positive parental involvement in school life. Parents are encouraged to visit school to engage in a variety of whole school activities and events. Home/school books are used routinely to communicate between families and teachers. Coffee mornings and parent/carer support groups are available on a termly basis. Regular attendance at reviews, meetings and parents' evenings are considered very important in order for parents to gain a greater understanding of their child's needs and development. Parents are encouraged to adopt similar strategies to those used in school to promote a high level of consistency in learning, behaviour and communication.

16. How can I access support for myself and my family?

Parents are welcome and encouraged to seek assistance from school when they feel additional support is needed. The school can sign-post families to a variety of agencies and support networks in addition to any advice that it may be able to offer. The school website contains links to several support groups and the Lincolnshire County Council Local Offer. <https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>

Parental attendance at parent/carer groups and coffee mornings is also a good and useful source of support and guidance. The school also delivers outreach support and training to schools and families across the south of Lincolnshire on a range of special educational needs issues.

17. Who can I contact for further information?

Head Teacher – Dr Richard Gamman, richard.gamman@bea-cit.co.uk, 07464 483115

Home School Liaison Offer – Annie Laverty, anna.laverty@bea-cit.co.uk, 01205 363395

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