



Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated 2015) and has been written with reference to the following guidance and documents:

The Special Educational Needs and Disability (SEND) Code of Practice and the following legislation: Part 3 of the Children and Families Act 2014, sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014, sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

Equality Act 2010: Advice for schools DfE

Boston Endeavour Academy Overall Aims

- To respect and value all members of our community for their individuality and uniqueness
- To always treat one another with dignity, care and consideration
- To expect the very best for and from our pupils at all times
- To maximise independence and skills for adulthood
- To enable our young people to express themselves and have their voice heard
- To enrich the lives of our young people with a challenging and relevant curriculum tailored to individual need
- To work in partnership with families and our community
- To do everything in our power to keep our pupils safe and healthy
- To promote happiness and well-being, recognising the importance of these to learning and development

Our Values

At BEA, we are a CREW:

Care for all
Respect everyone
Encourage others
Work together

Aims of the SEND Policy

- To ensure that all our pupils have access to high-quality provision that has been outlined in their Education, Health and Care Plan (EHCP).
- Professionals work with school to actively identify and respond to the needs of the pupils.
- To ensure that all systems and practices support our ethos and intent.

- To assure that all our pupils need are met through high-quality teaching and personalised provision.

Provision

At Boston Endeavour Academy, the provision that we offer is personalised and tailored to meet the individual needs of all our pupils.

Our school community includes learners with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Autistic Spectrum Conditions, ADHD, Sensory Needs, Physical Needs, and/or Social, Emotional, Mental Health Needs.

All of our pupils have an Educational, Health and Care Plan. Applications to the school are determined by the Local Authority.

The learners' primary need, as identified in their EHCP, is used to decide the appropriate curriculum pathway formal, semi-formal, in-formal, EYFS or pre-formal. The school offers a bespoke, broad and flexible curriculum to allow deep learning within each pathway, incorporating advice and therapies from all professionals involved with the pupils.

Educational inclusion

We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and engagement. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that our pupils:

- Have different educational, emotional and behavioural needs and aspirations.
- Require different strategies for learning and engagement.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches, experiences and assessment tools to measure progress.
- Communicate in different ways using a variety of strategies
- Have English as their second language.

Working in Partnership with Parent/Carers

We encourage an active partnership through an on-going dialogue with parents/carers.

Parents and carers are encouraged to work alongside staff and be involved in the education of their child.

They are encouraged to attend different events such as open days as well as their child's Annual Review EHCP meeting, to discuss progress and individual targets. We take into account the parents/carers concerns, and we ensure that everyone has an understanding of the agreed outcomes.

Pupil Participation

We encourage our pupils to take responsibility and to make decisions. This is part of the culture of our school and relates particularly to the election of the school council, and their involvement in the school decision-making.

Our pupils are involved at an appropriate level in setting their personal targets and are encouraged to make judgements about their own performance in lessons. We recognise and celebrate success in any aspect of school life.

The Annual Review Process

Education, Health and Care Plans are reviewed annually. The review process allows for any requested amendments to be made to the EHC plan in relation to Education, Health and Care to ensure that it is up to date for the individual and their needs.

- Professionals are invited to attend or send reports for the review meetings.
- The meetings are chaired by adults who knows the child best (usually teachers or leaders).
- The reviews are conducted following the recommendations of the Code of Practice issued by the DfE.
- Where appropriate pupils are encouraged to attend their own annual review and express their views and opinions.
- Parents/carers or the school can request an early review if necessary.

Partnership with outside agencies

We are committed to working in partnerships with other agencies to support the needs of our pupils. We work collaboratively with Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists, Sensory Education Support Team (SEST) and follow strategies and support programmes as recommended.

At Boston Endeavour Academy we also work closely with Social Care, the Lincolnshire children's Safeguarding Partnership, The Early Support and Care Coordination Team (ESCO), The children and Adolescent Mental Health Services (CAMHS), Healthy Minds, Autism Outreach and Portage.

Allocation of resources

The Headteacher and senior leadership team are responsible for the operational management of the specified and agreed resourcing for special needs provision as stated within a pupil's EHCP. The Headteacher informs the Local School Board of how the funding allocated has been used.

Access to the curriculum

All pupils are entitled to a broad and balanced curriculum that meets their individual needs and supports their development.

Each pupil has personalised Learning Goals, which are set and reviewed three times a year and are embedded throughout their provision in school.

Our curriculum is designed to be relevant, engaging and meaningful, enabling pupils to become as functionally literate, numerate, communicative and independent as possible. Through this approach, we aim to ensure that every child belongs, thrives and achieves, developing the knowledge, skills and confidence they need to be ready for life.

Transitions to Boston Endeavour Academy

At Boston Endeavour Academy, we recognise the importance of a successful transition into school.

There isn't a fixed model, but all families and pupils can expect some of the following:

- Assigned lead professional who will oversee the transition process
- The lead professional will consult with all relevant external agencies to ensure the school have all relevant documentation prior to the meeting
- A series of transitions meetings that might include home visits

- Where possible Boston Endeavour Academy lead will attend the learners' annual review with current school.
- Learners entering the school might be offered a staggered entry after a discussion with families and agencies, regardless of their age.

Transition within Boston Endeavour Academy

Transition within school is carefully planned, and every pupil is supported with the changes they may encounter. Pupils are provided with opportunities to visit their new class environment and become familiar with the staff who will support them. To ensure continuity and consistency, staff meet to share detailed knowledge of each pupil, including their strengths, needs, routines, successful strategies, and any adaptations required to enable them to thrive. This collaborative approach helps to ensure that transitions are positive, well-supported, and tailored to the individual needs of every child.

Transition from Boston Endeavour Academy

Transition is discussed with parents/carers and our pupils. With the support of staff, a plan is put in place for the most appropriate next steps. We work hard to ensure that all our pupils can communicate effectively, feel confident in their new environment and are prepared for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents/carers and pupils which information will be shared as part of this.

For our learners in Post 16, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support their transition into adulthood.

We assist in applications, taster days and planned transitions for students in Year 11 and 14.

Monitoring and Review

SEND Provision is overseen by the Headteacher and the senior leadership team. Collectively they meet to summarise the impact of the policy on the practice within the school. Chair of Local School Board is scheduled for regular visits, to challenge and ensure best practice.

Every learner's provision is monitored through their personal learning goals (PLGs) review and the Annual Review of their EHCP.

All subjects and planning are monitored by Subject and Pathway Champions as well as the Quality of Education Lead.

The policy will be reviewed by the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local School Board.

Staff Training

As a Special School, we are committed to continuous professional development for all staff to ensure that they have the skills, knowledge and understanding to support all our learners.