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SEND Information Report

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, PE, 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, sensory courtyard. The school has a tuck shop 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 have their starting points assessed when they arrive into 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. An annual review of each child's EHCP is conducted by their 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. 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, Safeguarding, 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: Autism specialists, Physical and Postural management trainers, 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 are skilled at providing additional services and support to families requiring more intensive intervention. 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: Early Help, 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.

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 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 inform families of their child's Personal Learning Goals (PLGs) and provide families with review of made towards these three times a year. Families are regular informed of their child's learning through class dojo as classes share a story

each week and individual communication with families daily. 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. 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. Each pathway has a school council where students can share ideas and issues that are important to them about school life, each pathway council meet at least three times a year.

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

Curriculum Overview

Boston Endeavour Academy is a Special School for children with a variety of special educational needs and disabilities and, as such, caters for a wide range of aptitudes, abilities and learning profiles. Our curriculum is designed to meet the individual needs of our pupils, recognising their unique strengths, interests and aspirations.

1.2 Ethos and Intent

At Boston Endeavour Academy, our ethos is to **Build, Empower, Achieve**.

Together as a **CREW**, we **build through Care and Respect, empower through Encouragement, and achieve by Working Together**, so that every child belongs, thrives and is ready for life. Our curriculum provides motivating, relevant and meaningful learning and development opportunities that maximise pupil engagement and support outstanding progress across all areas of learning. Through high expectations, personalised support and inclusive practice, we ensure pupils develop the knowledge, skills, confidence and independence needed to achieve their individual goals and aspirations.

1.3 Personalised Curriculum Provision

Personalised provision enables teachers to plan in direct response to a pupil's individual needs, interests and barriers to learning. Through a combination of Post-16, Formal, Semi-Formal, Informal, Pre-Formal and EYFS curriculum models, learning is carefully tailored to ensure all pupils access an appropriate pathway. This approach supports pupils at every

stage of their educational journey, enabling them to make strong progress, develop independence, and be well prepared for successful transitions throughout their lives.

1.4 Curriculum Intentions

To achieve this, the following principles underpin our curriculum:

1. A broad and balanced curriculum offer, providing a wide range of learning areas and experiences, with clear progression at every stage of learning.
2. A curriculum organised into specific pathways that reflect the diverse range of pupil needs, abilities and aspirations.
3. A focus on stages of learning whilst recognising and respecting pupils' chronological age.
4. Engagement of all learners through adaptive teaching, personalisation and appropriate differentiation.
5. High levels of challenge that support all pupils to achieve their potential by building on individual strengths, needs and abilities.
6. Opportunities to nurture talents, celebrate success and promote a sense of achievement.
7. Consistent opportunities to develop communication skills using pupils' preferred methods of communication with staff and peers.
8. Opportunities to promote pupils' spiritual, moral, social and cultural development.
9. The embedding of our CREW values of **Care, Respect, Encourage and Work Together** throughout all aspects of school life, ensuring every child feels a sense of belonging, thrives as an individual and is supported to achieve their full potential.

At Boston Endeavour Academy, our 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 adapt to 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 Southeast Lincolnshire.

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, class Dojo's and an annual end of year report. 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. At BEA we have two Educational Visits Coordinator, and they have received up to date training as such. All trips and visits required final approval from the Headteacher. The EXEANT platform is used to plan and record Education Visits and allow oversight of these within the Multi-Academy Trust by the Deputy 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. 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. 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?

Senior Leadership Team – 01205 345045 or enquiries@bea-cit.co.uk
Assistant Headteacher-Amanda Brooks
Deputy Headteacher – Natalie Hill
Headteacher – Jessica Newcombe

Teaching and Learning Team

Early Years and KS1 Pathway Lead – Claire Carborn
Pre-Formal and InFormal Pathway Lead - Amanda Brooks
Semi-Formal and Formal Pathway Lead – Charlotte Wright
Personal Development Lead- John Cutell

Home School Liaison Offer

Nicola Jones 01205 345045

Office Manager and PA to the Headteacher

Joanne Melson 01205 345045