

## Special Educational Needs and Disabilities (SEND) Information Report

Welcome to our SEND Information Report which is part of the Bournemouth Christchurch and Poole (BCP) Local Offer for learners with Special Educational Needs and Disabilities (SEND).

This report is complemented by an annual report from the Schools' Governing Body on how the School's policy for students with SEND has been implemented (in accordance with the Special Educational Needs and Disability Regulations 2014).

### Responsibility for the coordination of SEND provision

*The person responsible for overseeing the provision for students/young people with SEND is:*

**Dr D Lewis**, Headmaster

*The person co-ordinating the day to day provision of education for students/young people with SEND is:*

**Mrs R Issott**, SENDCo/Assistant Headteacher

*The nominated Governor to link with Special Educational Needs is:*

**Dr M Vassallo**, SEND Governor

*The Individual Learning Centre is overseen by:*

**Mrs S Coveney**, Lead Teaching Assistant

The SENDCo will hold details of all students in receipt of SEND Support and SEND Plans. The Head of Year (HoY) will hold details and advice for staff for individual students (monitoring list).

SEND provision, services and data are monitored by the Senior Leadership Team (SLT) and SENDCo.

We have a number of staff employed by the school who specialise in SEND provision and support (excluding support from external agencies). (See Annual Report for details).

### What is the admissions policy for Bournemouth School?

Bournemouth School aims to reflect the underlying ethos of the school which is to provide a selective education for boys aged 11-16, and boys and girls aged 16-18, from the Borough of Bournemouth and the surrounding area. Bournemouth School is an Academy (having converted in September 2011), and is non-denominational.

The current Admission Policy and requirements are detailed on the website.

### Who should I contact if I am considering whether my child should join the school?

The email address for contact is [office@bournemouth-school.org](mailto:office@bournemouth-school.org) and the telephone number is 01202 512609.

If you wish to discuss your child joining the school please contact Mrs V Walker – Admissions Officer.

## **What is Bournemouth School's vision in supporting students with SEND?**

Bournemouth School is committed to providing a broad and balanced education for all its students including those who require special educational provision due to their individual learning need(s) and/or disabilities. It is the aim of Bournemouth School to raise the achievement of all students within an inclusive education environment; therefore, all students are entitled to a high-quality educational provision.

Achievement is our vision for all our students. We aim to ensure that:

- students with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community;
- students with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential;
- we match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem;
- we identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014);
- parents/carers and students are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach;
- we meet the needs of all students with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources;
- we maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school;
- we promote entitlement, equality, diversity, flexibility and choice;
- we adopt an approach which acts in accordance with the duties and responsibilities as detailed in the Equality Act 2010.

**We achieve these aims by ensuring that we:**

- identify those with SEND as early as possible;
- monitor the progress of all students to ensure that those with SEND have the opportunity to maintain the same rate of progress in their learning, or better, than students without SEND;
- promote social inclusion that allows students to develop a sense of belonging;
- make appropriate provision to ensure students with SEND have full access to the National Curriculum with positive outcomes;
- value and celebrate difference and diversity;
- communicate and consult with parents/carers in the spirit of the *Lamb Report (Dec 2009)*;
- work together effectively with SEND specialists who visit our school;
- foster emotional wellbeing;
- create an environment where students feel safe and free to voice their opinions of their needs;
- eliminate unlawful bullying and tackle discrimination;

## **How does the school know if students need extra help and support with learning?**

Identification is as early as possible and is through:

- information from feeder schools is communicated by the Admissions Officer or feeder school teacher to the Assistant Headteacher/SENDCo, Lead TA or Head of Year;
- information supplied by parents to the school;
- results of assessment tools such as external tests, as communicated by the member of SLT responsible for assessments and the school's own entrance examination;
- referrals at any time during a student's career by subject teachers, tutors, Heads of Year or parents (e.g. when a tutor notices emotional/behavioural changes, or concerns arise from the termly progress monitoring procedures);

- students presenting to the TA, SENDCo, pastoral support team or other member of staff with particular problems (this is particularly the case with emotional needs).
- students undertake a diagnostic assessment (CAT4) that is designed to help students and their teachers understand how they learn and what their academic potential might be. It assesses how students think in areas that are known to make a difference to learning.

The SENDCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All school staff are mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

The school curriculum is reviewed regularly by the SLT to ensure that it promotes the inclusion of all students. This includes learning outside the classroom as explained below. The curriculum is also reviewed by the Governing Body's "*Student Experience Committee*".

The School aims to provide the best opportunities for participation and achievement across all areas of school activity (social, curricular and physical) by providing:

- a balanced curriculum for all students both in and outside of the classroom, including interaction at mealtimes/break times; extra-curricular activities; school day trips and residential visits
- an adapted learning programme to best suit the needs of individual students
- an 'Independent Learning Centre' (ILC) for specialist 1-1 teaching, ICT support, disapplication from aspects of the curriculum, and general help, guidance and support with any individual learning needs (supervised by a TA)
- access to a Homework Club in the ILC/library after school (supervised by a Librarian and a TA) and at lunchtime (supervised by a TA)
- specialist emotional literacy and social skills work with individuals/groups, run by the ELSA;
- study skills support
- handwriting support
- numeracy support
- mentoring (advice, support and guidance)

### **How will the school support my child?**

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants or specialist staff.

High quality adaptive teaching, for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. At Bournemouth School we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

The SENDCo is responsible for ensuring that:

- teachers understand a student's needs;
- teachers are trained in meeting those needs;
- teachers have support in planning to meet a student's needs;
- the quality of teaching for students with SEND,
- provision across the school is efficiently managed

Sometimes, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCo is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- *Additional adult support in the classroom* – departments work with TAs (Teaching Assistants) who support the teacher in helping the learning of whole classes. The majority of in-class TA support is for those students whereby it is stated in their EHCP that in-class support is necessary. In cases where there is evidence that students are significantly below the expectations for their age, the SENDCo is able to direct a very limited amount of 'hours' of additional adult support in the classroom.
- *Withdrawal sessions* – when students come out of some pre-arranged tutor time sessions with TAs to work on, for example, handwriting, study skills, numeracy skills, organisation skills, social skills etc.
- *Disapplication* – if long-term intervention is needed, a student can sometimes be dis-applied from a subject on the national curriculum, in order to allow time for intensive support with learning, or to give the students extra-time in the ILC to focus on other areas of the curriculum.

## **Homework/ Independent Study**

The homework set by teachers is an integral part of students' learning and can contribute directly to how well a student makes progress. Homework consolidates and builds on the learning in lessons, ensuring that students fully understand concepts and apply skills they have learnt. The school expects parents to engage with their child's homework, so that students can see the high value their parents place on working as part of a home-school partnership. This provides essential support for teachers and means no opportunity is lost for supporting every student's learning. Homework is set using MS Teams and students are shown how to access this.

## **Who will explain provision to me?**

- Information about the provision in individual subjects can be discussed with subject teachers or academic leaders. There is an annual opportunity for this at parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss students' progress.
- In the case of individual or small group interventions, the SENDCo or Lead TA will write to parents/carers explaining the aims of the intervention. Letters, phone-calls, emails or Team meetings will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

## **How will the curriculum be matched to my child's needs? How will the school adapt its approaches to meet the needs of my child?**

Subject teachers are responsible for planning lessons that are accessible to and appropriately adapted for every student. In some curriculum areas students are able to be grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to adapt resources and activities to ensure the student can access the learning. This can mean teachers plan:

- visual, auditory or kinaesthetic activities
- small group or 1-1 learning with an TA
- pre-teaching content or vocabulary
- over-learning topics
- to set alternative activities for homework
- to provide specially targeted texts and resources appropriate for students' reading ages
- to provide additional apparatus or materials
- to adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

There is a whole school Homework Club available to all students, afterschool on a Monday-Thursday until 5pm and Friday until 4.30pm in the school library. Also, lunchtime 12.45 – 1.15pm in a computer room. During these time students can seek help from a TA (and a Librarian after school).

## How accessible is the school environment?

The school has an Accessibility Plan that is monitored, reviewed and then reported upon annually in compliance with legal requirements. The school honours the requirements set out in Statements of Special Educational Needs for each student. School leaders are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed by the Equality and Human Rights Commission.

The school site is positioned at the top of East Way. The main building has three floors. The first and lower ground are accessible via staircases and in the newest block there is a lift, which enables access to all three floors in that area. Additionally, three of the teaching blocks, (Mathematics, Technology/Art and Sixth Form Block/Library) also have stairs; there are no lifts within any of these buildings. PE and Games lessons are taught at the Sir David English Sports Centre which is located down the hill on East Way.

The school has a range of specialist SEND facilities in place:

- Independent Learning Centre – access to support staff and ICT
- Assistance during examinations e.g. scribes, prompter 1-1 support and ICT access (only for students with an EHCP, where TA support is necessary)
- The site has 3 accessible toilets in the main block that are large enough to accommodate changing if necessary, and one in the Sir David English Leisure Centre
- The site has all steps and uneven surfaces highlighted with yellow paint.

There are no car parks for parents on the main site, other than 1 disabled bay. However, there is some parking on East Way and at the Sir David English Centre. There also 2 further disabled bays on East Way, immediately outside of the main school building.

## How are the school governors involved and what are their responsibilities?

The Governing Body are guided by the following principles:

- students who have SEND will be considered as part of normal admissions procedures;
- a student with SEND should have their needs met;
- the views of the student should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- students with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the National Curriculum, GCSE and A level.

In this way, the Governing Body will comply with the 'Special Educational Needs Code of Practice' and by doing so:

- ensure the educational needs of students with learning difficulties or disabilities are not incompatible with the educational needs of others;
- endeavour to help every student realise their true educational potential.

## Specialist SEND provision (the kinds of SEND provided for)

If a student has SEND, then their needs will fit into one or more of these categories. There are four types of Special Educational Needs and Disabilities (SEND), decided by the department for education:

Communication and interaction	Speech and language issues, difficulty in understanding social rules of communication, issues with communication and imagination such as Autistic Spectrum Disorders
Cognition and learning	MLD (moderate learning difficulty), SLD (severe learning difficulty) or PMLD (profound and multiple learning difficulties) such as dyslexia, dysgraphia, dyspraxia, physical disability or sensory disability
Social, mental or emotional health	Students may experience a wide range of social and emotional difficulties which manifest in different ways such as becoming withdrawn or isolated, anxiety or depression, self-harming, substance misuse, eating disorders. Also ADD, ADHD, OCD or attachment disorder
Sensory and/or physical.	Students with a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)

This list is not exhaustive. At Bournemouth School we aim to support and encourage all students regardless of their need. Students often have needs that cut across two or more of these areas and their needs may change over time.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

At Bournemouth School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND in a variety of ways, including the following:

- liaison with primary school/previous school;
- the student performing significantly below expected levels;
- concerns raised by parent/carer;
- concerns raised by teacher and
- liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a student is identified as having SEND then their name will be added to the SEND register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any additional provision is for the student to achieve age expectations, so once they reach this threshold they may be removed from the school SEND register. If they fall behind again at any point, then they may be added to the register again.

## What should I do if I think my child has special needs?

Your main point of contact at school should always be your child's tutor. You can start by contacting the tutor, who will be able to discuss your concerns. If you need to speak with other staff members, such as Heads of Year, or the SENDCo, then the tutor will be able to help you arrange this.



## **How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?**

The School embraces the recommendations of the Lamb Inquiry (2009) and believes that a close working relationship with parents/carers is vital in order to ensure:

- early and accurate identification and assessment of SEND so that the student's requirements are met;
- continuing social and academic progress of students with SEND;
- personal and academic targets are set and met effectively.

Students on the SEND register will meet with the SENCo or other member of the SLT or the Lead TA, three times per academic year. Parents are invited and together, needs are addressed and targets are set and reviewed.

Students on the monitoring list will have contact with their Head of Year/Tutor at least three times an academic year. This will involve parental contact and is an opportunity to reflect on progress and set targets.

The school welcomes parents'/carers' comments and suggestions; parents/carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any reason. If parents/carers have concerns about staff supporting their child with SEND they should talk in the first instance to the SENDCo, or to the Headteacher if the concern regards the SENDCo.

Parents/carers are kept up to date with their child's progress through progress trackers, parents' evenings, SEND provision reviews and an annual report from the Tutor and Head of Year.

We offer an open-door policy where parents/carers are welcome any time to make an appointment to meet with either their Tutor, a subject teacher or any other member of staff, and discuss how their child is progressing. Parents/carers can contact staff members directly by email or by writing a note in their child's diary, or through the school office: [office@bournemouth-school.org](mailto:office@bournemouth-school.org) or 01202 512609.

Planned arrangements for communicating between school and home include:

- each year group has at least one parents' evening each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning;
- each year group has a report programme, which includes at least three progress trackers, including progress and attitude to learning. These are sent home to parents/carers and provide a basis for discussion about progress in different subject areas;
- if your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENDCo and attended by parents/carers, teachers and outside agencies involved in the student's education;
- if your child has SEND Support there will be three opportunities within the academic year to meet with a member of the SEND team to assess, plan and review targets and outcomes.
- if your child has a monitoring document they will have contact with their Head of Year/Tutor at least three times an academic year

## **How does the school know how well my child is doing?**

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at Bournemouth School includes:

- data collection each term, from all teachers, showing the current level of attainment of all the students they teach. This means that teachers and academic leaders in each subject area can track the progress of students across the school year and intervene if students experience difficulties;

- in the case of intervention programmes, progress is reviewed every term, which might include testing or screening. These programmes are reviewed by the SENDCo and Lead TA who use the information to plan and design the intervention programme;
- in-class support is reviewed termly and SLT line management meetings. Teachers and support staff work together on a day-to-day basis, planning and reviewing lessons;
- teachers are observed by senior leaders and line managers as part of the school Managing Performance and Progress system; the deployment of additional adults in the classroom and the progress of students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured;
- the Deputy Headteacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for academic leaders when planning the curriculum and additional support for students;
- students are assessed regularly throughout departments to allow us to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties;
- the school's positive behaviour management system (achievement rewards) provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

### **How is the decision made about what type and how much support my child will receive?**

A member of the Governing Body has specific oversight of the School's arrangements and provision for meeting special educational needs. The designated member of the senior leadership team is the 'responsible person' accountable to the Headmaster and SEND Governor for all practice and procedures associated with Special Educational Needs. The responsible person line manages the SENDCo who is required to demonstrate the professional knowledge, understanding, skills and attributes necessary to carry out effectively the key tasks of that role. In doing so, the SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual students with SEND. This includes line managing all members of the SEND Department e.g. Lead Teaching Assistant and Teaching Assistants [TAs]. The SEND Department works effectively with all teaching staff to ensure compliance with the Special Educational Needs and Disabilities Code of Practice [2014]. This includes liaison with parents and external agencies.

All teaching staff are informed of and endeavour to address the individual needs of students on the SEND register; they should also be alert for students not on the register but whose emerging needs merit a referral to the SEND Dept.

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different students require different levels of support at different times in order to achieve age expected attainment.

The SENDCo consults with subject teachers, academic leaders and pastoral leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

### **How do we know if it has had an impact?**

We determine that a provision has had an impact when:

- we see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels;
- the student is achieving or exceeding their expected levels of progress;
- verbal feedback from the teacher, parent and student;



- formal or informal observations of the student at school, and/or
- students may move off of the SEND register when they have 'caught up' or made sufficient progress.

### **What SEND training have the staff had or are currently having?**

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- The SENDCo has achieved the National Award in Special Education Needs Coordination.
- One TA is qualified as an ELSA (Emotional Literacy Support Assistant).
- The SENDCo attends local authority seminars and key training events throughout the year.
- A Lead TA who has had extensive experience and training in planning, delivering and assessing intervention programmes, as well as dealing with outside agencies and supporting both students and parents.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- All teachers have undergone ASC training at the start of this academic year.
- SEND training forms part of the continuing professional development of all teachers and TAs are organised in accordance with the needs of the students.
- Throughout the year the school works closely with other local schools to develop expertise in all aspects of school life.
- The SENDCo meets bi-weekly with Heads of Year and every few weeks with Heads of Faculty/Department to discuss provision and support with training.
- Updates on student information, and general SEND concerns, are shared through the weekly bulletin, whole staff meetings, weekly staff briefing notes, professional development INSET and whole school INSET days.
- TAs are all trained to deliver an intervention programme such as handwriting, study/revision skills, spelling, social skills groups and numeracy skills.
- TAs are routinely trained in supporting the mental well-being of young people.
- Cover agency staff have access to the list of students who are on the SEND register and monitoring list via a document in the cover folder on Teams. The details in this document are restricted to the reason the student is on the register/list.

### **How will my child be able to contribute their views?**

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- The school has an active student council, where students are nominated to represent their peers from their tutor groups. The student council consults on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- Student panels regularly form a part of the school's interview process for new members of staff.
- There is an annual student questionnaire where we actively seek the viewpoints of students on a range of topics. The results of this questionnaire are used by the Senior Leadership Team to develop the whole school improvement plan.
- Students leaving the school are offered the chance to complete an exit questionnaire, which asks for their views on their experience at school and their suggestions for changes to improve or develop student experiences.
- If a student takes part in an intervention programme, then they will contribute their views to the review of progress.
- If your child has an EHCP or a SEND Plan, their views will be sought during all review meetings.

## **How will the school prepare and support my child when joining the school, moving between phases of education and transferring to a new school?**

We aim to make sure our new students feel like they belong at Bournemouth School before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

### **Key Stage 2-3 (year 6 to year 7)**

- There is close liaison with primary schools and the Assistant Headteacher organises activities for those students who are especially vulnerable.
- All students in year 6 who have accepted a place at Bournemouth School for year 7 are invited to an intake day in the second half of the summer term. This day provides a taste of secondary school life, involves experience of lessons, provides information about how the school runs and provides an opportunity for students to meet their new classmates.
- Any student who has SEND Support in their current school, or any student who is particularly anxious about the transition is invited to further days at the school during the Summer Term. Dependent on the students' needs, other more personalised transition arrangements can take place such as visits throughout the summer term from TAs to feeder schools, tours of the school, parent meetings, agency support meetings, meeting teaching staff etc.
- Parents/carers are invited to an 'Intake Evening', the day before the main intake day, to learn about the activities their children will be undertaking, to meet key members of the pastoral team and to receive information about the organisation of the school.
- The Assistant Headteacher, SENDCo, Head of Year and the six House Leaders visit local feeder schools to meet students, gather information from year 6 teachers and support staff and to offer informal 'question and answer' sessions if requested.
- Bournemouth School teachers are provided with information about all new students' needs, strengths and background in preparation for their September start.
- Bournemouth School operates a horizontal tutoring system, which means that students are placed with others of the same age. This system encourages community cohesion, communication across age groups and opportunities for mentoring and leadership. Students are also members of a House. This system means older students are able to share their experiences within the House and provide support for students experiencing the same changes and transitions that they have already faced. The Assistant Headteacher allocates Y6 students to tutor groups according to advice from the primary school.
- Every student's school file is passed on to the Head of Year at the start of year 7.
- During the first half-term of the new school year, parents/carers of new year 7 students are invited to meet with the student's tutor, to introduce themselves, share information and establish contact with the school.

### **Key Stages 3 and 4 (year 7 to 11)**

- At Bournemouth School students follow the national curriculum at either KS3 or GCSE level dependent on subject.
- For KS4, students choose from a range of GCSE courses, which help to prepare them for the next steps in their education. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.
- There is a comprehensive careers programme available from year 7 – 13, focused around the Gatsby Benchmarks.

### **Key Stage 5 (years 12 to 13)**

- The school arranges visits to open days and further education fairs for students. Support with finding and applying for apprenticeships is also available.
- Students are encouraged to consider attending university in the future and the school works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.

- All students in year 12 are provided with careers advice to help them plan possible routes for training or education.
- Students with an EHCP who are moving on to a different education provider are supported by the Careers Advisor.
- If requested, all information relating to a student's exam concessions and required differentiation is passed on to a school, college or training provider at the start of the autumn term.

### **Joining mid-year**

- All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning.
- A student 'buddy' is chosen to support the new student for the first few days of being at Bournemouth School. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school.
- Contact is always made with the previous school to ensure the transfer of information and the student's school file.

### **Moving to another school**

- Contact is always made with the new school to ensure the transfer of information and the student's school file.

### **How will my child be included in activities outside the classroom including school trips?**

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

We want to bring out the best in every student. This means that we have the highest expectations of each student's learning, respect for self and others, sense of community, dress, behaviour, and discipline. We welcome the support of students, parents and our community in helping to fulfil these expectations. Our students enjoy working in an atmosphere that is characterised by high expectations, fairness, transparency and mutual respect. Our community's ethos is based upon the traditional values of:

- ✓ Hard work
- ✓ Discipline
- ✓ Smart Appearance
- ✓ Respect

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are essential components of this teamwork.

All members of the Bournemouth School community are expected to help maintain an atmosphere conducive to learning with courtesy and consideration of others as basic requirements, so that all may enjoy learning and realise their potential. We recognise the importance of teaching appropriate behaviour and we do so explicitly through the curriculum and implicitly by example.

Further details can be found on the school's website under 'Behaviour, Exclusions and Drugs Policy'.

### **What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?**

The school uses a positive behaviour management system. At any time during the school day, both in and out of lessons, a student can be given a positive achievement mark for reasons such as:

- ✓ Hard work
- ✓ Discipline
- ✓ Smart Appearance
- ✓ Respect

These are monitored by tutors and are linked to certificates and prizes. This enables the pastoral team to identify students who are falling behind their peers, to investigate and to address the reasons for this.

We have one TA who has been trained as an ELSA by the Bournemouth Educational Psychology Service to work with students with poor emotional, literacy or social skills. The SENDCo arranges this provision and pastoral leaders can request this support for their students, when they consider it to be suitable. The areas of emotional difficulties that the ELSA provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

Students who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes, break times and before school, where they are supported by TAs to manage unstructured social time. These include the ILC and Student Hub.

If a student is unwell during the school day, then they will be sent to the Medical Room, which is in the Student Hub and supervised by First Aid trained members of staff. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. The First Aiders will decide if the student is well enough to stay at school or not.

In a medical emergency, the First Aider will attend urgently, or may call for an ambulance if the student requires hospitalisation. All staff are trained on administering EpiPens for anaphylactic shock, and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year. Details about students with medical issues are posted clearly on a wall in the staffroom as well as through our schools' internal network.

### **How does the school manage the administration of medicines?**

Medicines for students are managed by the Lead Pastoral Assistant in the Student Hub. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to reception by a parent/care, in their original box r. Parents/carers are required to complete paperwork that includes information such as the student's name and date of birth, the date, time, name of medicine, and dosage etc.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge.
- To take their medicine, the student must go to the medical room, where the dose will be supervised or administered by a First Aider.
- Each time the medicine is administered, the time, date and dosage are recorded.

### **What specialist services and expertise are available at or accessed by the school?**

The SENDCo liaises with many specialist services and outside experts, to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech and language therapists, occupational therapists, physiotherapists
- Social Services – locality teams, social workers, child protection teams, family intervention programmes
- Team Around the School (TAS) meetings - Police, Educational Psychologist, family support hub, inclusion officer
- Early Help – Bournemouth, Christchurch and Poole Council
- Bournemouth Educational Psychology Service
- Dorset Advisory Service: Hearing impairment, physical disabilities, visual impairment
- Bournemouth, Christchurch and Poole Council, Dorset County Council and Hampshire County Council SEND Teams
- SEND information advice and support services (SENDiass)

### **What are the arrangements for handling complaints from parents of children with SEND, about the provision made at Bournemouth School?**

Under The Education (Independent School Standards) Regulations 2014 Academies must have in place a procedure to deal with complaints relating to the School and to any community facilities or services that the School provides. If you need to raise a complaint, please refer to the website.