



## Special Educational Needs (SEND) Information Report 2025-26

### Key Information

Principal: Mrs. Michelle Dyer  
SENDCo: Mrs. Angelina Brittain  
Deputy SENDCo (Girls' SEND Lead): Miss Sophie Truesdale  
Deputy SENDCo (Boys' SEND Lead): Dr. Kirsty Sholem  
Assistant to the SENDCo: Miss Kate Hermon  
SEND Governor: Mrs. Hayley Baldwin  
Link to Local Offer: [The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

### Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children, regardless of need, are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

### Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

#### How are students and families included in decision making? Co-production of policies / planning?

As stated throughout this report, Avonbourne Academies welcome input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always be included in decisions on assessment and provision.

To support our families in decision making and to find out more about what our school offers, we have Parent Champions who you can reach out to via email to arrange an informal chat.

### Context

#### What is the range of SEND supported within the school based on the current population of students with SEND?

At Avonbourne Academies we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2015). Our highest area of need is Cognition and Learning, due to students identified as having difficulties associated with dyslexia, or those who have processing or memory difficulties. Communication and Interaction is our second highest level of need with a high number of students being diagnosed with Autism, as well as those with Speech and Language difficulties. As per the national trend, we are noting increasing numbers of students who, at some point during their time at Avonbourne Academies, are experiencing Social, Emotional and Mental Health (SEMH) difficulties.

As of September 2025, Avonbourne Girls' Academy has 1158 students on roll, of which 223 are on the SEND register. Of these, 14 have an Education, Health and Care Plan (EHCP) and 209 access SEND Support (K).





Avonbourne Academies have 26 students with Educational, Health Care Plans (EHCP) and 342 students identified as SEND Support (K).

As of September 2025, Avonbourne Boys' Academy has 848 students on roll, of which 194 are on the SEND register. Of these, 27 have an Education, Health and Care Plan (EHCP) and 167 access SEND Support (K).

The percentage of students within each Academy, based on the National Average, suggests Avonbourne Academies has a greater number of students with SEND, but a lower-than-average number of students with EHCPs.

## **Admissions Arrangements**

### **How do students with SEND get a place at Avonbourne Academy?**

Students with additional needs will apply to Avonbourne Academies following the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during year 6 (or following the annual review for students not in year 6), with guidance from the Bournemouth, Christchurch and Poole SEND team or the SEND team within a student's own Local Authority area. Consultation with Avonbourne Academies will take place based on the paperwork provided to the Academies.

Avonbourne Academies are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents request. This is to ensure Avonbourne Academies are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

Avonbourne Academies offer a range of existing facilities to support disabled students including disabled toilets, a medical room, well-being hub and sensory room.

Avonbourne Academies pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential. We welcome open and honest dialogue with any parent and student with medical needs who wishes to potentially attend Avonbourne Academies.

No student will be refused admission to Avonbourne Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Bournemouth, Christchurch and Poole Local Authority proposes to name Avonbourne Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Avonbourne Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

## **Identification and Assessment**

### **How are additional needs identified at Avonbourne Academy?**

There are a range of methods used to evaluate how potential additional needs are investigated and determined. Classroom teachers and Pastoral staff can submit Expression of Concern Forms, where students' needs are discussed on an individual basis, with follow up action being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur, to identify further needs. Often





for students with Communication and Interaction needs, parents may identify certain traits at home, and as such, we welcome contact from parents to discuss needs further. We will always listen to parental concerns. If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND records will also be passed onto the Learning Support department.

As an educational setting, we cannot diagnose neurodevelopmental conditions, physical or medical needs, or mental health difficulties. In these cases, if there is the required evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will arrange for external referrals for further specialist investigations. The following agencies can be referred to: Community Paediatrician, CAMHS, the Hearing Support Service, Occupational Therapy Service, School Nursing Team, The Vision Support Service and Speech and Language service.

As part of the investigation process into whether a student has additional needs, Avonbourne Academies will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. We can provide internal testing via our qualified SENDCo and deputy, to build up a greater picture of a student's cognitive profile. Testing can include screening for dyslexia, reading, numeracy and spelling ages, writing speeds, phonological processing, phonological memory and processing speeds. We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as having a SEND. Based on this, if a student makes lower than expected progress, this will not automatically identify them as SEND but will enable further investigations, strategies or referrals to be made.

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the SEND Register and email communication.

## Reviewing Progress

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

The assess, plan, do, review model is used to establish whether students are making the necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and teachers are required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision.

When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

Success for SEND students at Avonbourne Academies is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within Avonbourne Academies, ensuring they truly are included and happy with their school experience.

We aim to reduce any gaps or disparities between students with SEND and those who do not have SEND; this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contributions are also important to us in reviewing our provision.





We aim for students with SEND in year 11 to achieve the top scores within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded from year 7 and throughout KS3, 4 and 5.

### High Quality Inclusive Teaching

**Ambition for All:** We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

**Accessible Curriculum:** We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

**Equity in Assessment:** All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

### Evidence-Based Interventions

#### What provision can Avonbourne Academies offer to students with SEND?

Intervention and provision at Avonbourne Academies falls into the three differing waves – universal, group and 1:1. This provision will be determined by the individual needs and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 interventions, as per guidance from the Code of Practice and the Graduated response. Avonbourne Academies follow the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students within Avonbourne Academies attend all timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's *Teach like a champion* are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND. We do not have additional adult support in the classroom, again based on recent findings which show the limited value and use of teaching assistants in secondary education and preparation for adulthood. There are a range of set-timed interventions which are run through our Learning Coaches. Interventions that are offered across Avonbourne Academies include ELSA, Nurture, Literacy and Numeracy support, Thinking Reading programme, Lexonik, Handwriting support, Speech and Language support, Homework club, support at breaktime, as well as a range of other, bespoke interventions. Whether a child is identified as SEND or has an

EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. The majority of interventions carry out an entrance and exit assessment to measure a student's progress during the dedicated sessions for that particular intervention. Progress within the classroom and school site is also measured and considered to review its success.

For certain students, reasonable adjustments need to be made for their medical diagnoses, for example, surrounding uniform or the curriculum. These adaptations will be reviewed regularly, and targets set in order to support the individual student.





## **Mentally Healthy School**

Avonbourne Academies' Senior Mental Health Lead is: Miss Coralie Crissell

### **Initiatives and Interventions - Our Offer**

Due to the increasing need for SEMH provision due to overstretched NHS services, Avonbourne Academies have invested highly in a range of provisions and staff are trained in positive wellbeing. We are fortunate to have 4 staff trained in ELSA, one of these is our SEMH lead, and a well-being hub. We also have further staff who have completed the ELSA training so they too can utilise the skills and training when supporting students. These staff regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading to bespoke interventions or referrals. We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHs therapists, on interventions and individual students. Parental input and student academic support referrals are used to determine which students require such SEMH intervention.

Our Wellbeing Hub is located in Block A and is led by Mrs. Sam Barrett (Wellbeing lead) and her team includes Mrs. Brancalone (ELSA and Student Welfare Officer) and Mrs. Rossi (School Counsellor). Students can be referred to the Wellbeing hub for bespoke individual and group support. Referrals can be made via Year teams.

## **Behaviour Support**

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'*

### **Reasonable Adjustments**

At Avonbourne Academy we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Avonbourne Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (*for more information please see our Behaviour Policy*).

[Academies Behaviour Policy 2025-26](#)

## **Inclusive Community**

### **How are students with SEND encouraged to take part in the wider school offer and learning opportunities?**

We have a wide-ranging and engaging Education with Character programme at Avonbourne Academies. Underpinning this programme is our REACH values, and we aim to ensure all students can engage with these throughout different initiatives during their time with us, supporting them to be the best they can be.

Our REACH Values are:

- Respect
- Equality
- Ambition





- Community
- Hard work & determination

We do this by offering a programme which encompasses the following aspects to all our students:

- Opportunities to go on trips abroad.
- Getting involved in performances which celebrate the Performing Arts
- Opportunities to go to a wide range of extra-curricular clubs from trying Coding to joining our Orchestra.
- Opportunities for Student Leadership. This includes our Prefect roles, REACH Ambassador roles and various membership to various Student Committees. These will all come together regularly as part of our Student Council which will be launching in the Autumn Term.
- Fundraising initiatives and opportunities for volunteering & service. Previously we have raised money for: Disaster Relief; Children in Need; and been part of Christmas Hampers campaign. We have also taken part in initiatives in the community such as the Beach Clean Up on Bournemouth Beach, by Project Planet Earth.

We regularly talk about our values and how they link to Education with Character through our assemblies and as part of the tutor programme.

We aim to limit any barriers that would limit students being able to attend and participate in such events. We support the adjustments and provision required for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training.

Our anti-bullying policy and inclusive ethos from all at Avonbourne Academies ensures discrimination does not occur, nor the excluding of students by their peers.

#### **How does the school involve other agencies and organisations in supporting students with SEND and their families?**

Avonbourne work closely with external agencies to support students with SEND and their families. These include the Community Paediatrician, CAMHs, the Hearing Support Service, Occupational Therapy Service, School Nursing Team, Vision Support Service and NHS Speech and Language service. This is not an exhaustive list, and support from the Local Authority is also sought where appropriate.

#### **Transition**

Transition is carefully planned at Avonbourne Academies both on entry and exit. We have an Assistant Principal who oversees the transition process and liaises and directs these important times.

Building trusting relationships is key for students with additional needs and attempts are made to introduce key learning coaches to students with SEND as soon as possible. We also offer vulnerable orientation days for those students whom primary schools deem to require an additional visit.

At the end of year 11, students with SEND will be supported with their transition through meetings with SEND teams at their post 16 provider to share crucial information on their needs, current provision and exam access arrangements. To support students with the next stage of their education, preparing for adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.





### Staff Expertise

#### What training do staff undertake at Avonbourne Academies to support students with SEND?

CPD opportunities and staff commitment to upskilling is strong at Avonbourne Academies. Teaching staff are regularly updated on SEND news via briefings, twilight training sessions, email communication and spotlight flyers. Identification and accountability are the pillars in our approach to SEND support. Our learning coaches offer bespoke support and guidance for classroom teachers in the main additional needs categories at Avonbourne Academies, and then advise on individual support strategies for students. This ensures quality teaching for all students.

Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. SEND leads encourage academic reading, forums and continued training to our Learning Coaches to ensure they are kept abreast of the latest news and updates in their field. Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area. Educational psychologists, Speech therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

### Communication and Complaints Process

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Academy's Complaint's Policy.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents / carers and the academies. This includes access to mediation before tribunal. Parents / carers have a right to appeal certain decisions about their child's special educational needs made by their Local Authority. Such an appeal is made to a SEND tribunal. A decision made by a school cannot be appealed to the SEND tribunal.

[Complaints Policy Jan 2025.pdf](#)

### Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

[Accessibility Policy Jan 2025.pdf](#)

### Links to other Useful Policies

- [2025 Special Educational Needs and Disabilities Policy Spring 2025.pdf](#)





- [AVB Attendance policy 2025 to 2026.pdf](#)
- [Supporting Pupils with Medical Needs and Children with Health Needs who cannot attend school policy 2025](#)
- [Young Carers policy 2025-2026.pdf](#)
- [Safeguarding Policy 2025](#)

