Special Educational Needs (SEND) Information Report 2026-27

Key Information

Executive Principal: Mrs. Michelle Dyer
Head of School (Interim): Mrs. Imogen Bull
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: TBC
Link to Local Offer: The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council

Context

Which types of need are supported at Avonbourne Boys' Academy?

As of September 2026, Avonbourne Boys' Academy has 871 students on roll, of which 35 have an Education, Health and Care Plan (EHCP) and 200 access SEND Support (K).

Glossary

SEMH: Social Emotional Mental Health
C&L: Cognition and learning
C&I: Communication and interaction
S&P: Sensory and physical

	SEMH	C&L	C&I	S&P	EHCP (included in totals)	SEN school support	TOTAL
Year 7	21	23	21	3	12	56	68
Year 8	14	12	6	3	7	28	35
Year 9	19	18	8	3	2	46	48
Year 10	8	11	10	4	6	27	33
Year 11	12	22	14	3	8	43	51
TOTAL	74	86	59	16	35	200	235

At Avonbourne Boys' Academy, the most common type of need for students is cognition and learning.

Local and National Picture

	Avonbourne Boys' Academy	BCP Local Authority	National (Secondary)
Students with an EHCP	4%	4.3%	3.5%
SEND Support	23%	13.7%	11.6%

Admissions Arrangements

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

Avonbourne Boys Academy Admissions Policy 2026-27.pdf

Students with an EHCP must be allocated a place through their allocated BCP SEND Caseworker. If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at Avonbourne Academy may be invited to attend your child's annual review at Year 5 and / or Year 6 to understand more about your child's needs and how they could be supported.

Students with Special Educational Needs **without an EHCP** will apply to Avonbourne Academy following the usual admissions process, as outlined in our Admissions policy.

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 will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard for the relevant guidance issued by the Secretary of State to maintained schools.

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

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 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 Academy 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.

The Graduated Approach

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.

Assess

Formal assessment points are used to measure academic progress and the potential requirement for further testing and support.
The learning support department have a range of assessment tools that are used to identify a baseline level for cognition and learning measurements.
Where assessments require external agency assessments, we will refer to specialists and liaise with them regarding their specific assessments.

Plan

The SEND team will liaise with external agencies and staff within Avonbourne Academy to look at the support required to be put in place to support children and young people with SEND. When children and young people are placed on the SEND register, we will create a pupil passport which documents the specific SEND needs a child may have, and share this with curriculum teachers. The pupil passport will include the child's specific difficulties and the strategies which may be successful in supporting these difficulties as well as the results of assessments.

Do

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

Intervention and provision at Avonbourne Academy 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 Academy 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 Academy attend all timetabled lessons. Our training and expectations from classroom teachers ensure 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 Academy include ELSA, Nurture, Literacy and Numeracy support, various Literacy programmes, 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.

Review

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 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 Academy 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 Academy, 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. To achieve this, our culture of high expectations is embedded from year 7 and throughout KS3, 4 and 5.

Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. Most interventions carry out an entrance and exit assessment to measure a student's progress during the dedicated sessions for that 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 to support the individual student.

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications
We. At Avonbourne Academy, we endeavour to ensure that students who require extra support in their exams, receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Social, Emotional and Mental Health Provision

Avonbourne Academy's Senior Mental Health Lead is: Mrs. Sam Tanner

Due to the increasing need for SEMH provision due to overstretched NHS services, Avonbourne Academy 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. Rossi (School Counsellor). Students can be referred to the Wellbeing hub for bespoke individual and group support. Referrals can be made via Year teams.

Avonbourne Academy has a part-time Educational Psychologist who can support students through a referral process.

Belonging

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 Academy. 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 chess to joining our Orchestra.
- Opportunities for Student Leadership.
- 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 Academy ensures discrimination does not occur, nor the excluding of students by their peers.

Parent and Student Voice

We hold our Parents' Evenings in person where parents/carers can meet with subject staff. We encourage Parents to attend with their child, so open discussions can take place.
We also run Parent and Student questionnaires to gain valuable feedback from our school community.

Transition

Transition is carefully planned at Avonbourne Academy 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 Academy to support students with SEND?

CPD opportunities and staff commitment to upskilling is strong at Avonbourne Academy. 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 Academy, 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 Academy. 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 2026.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 Spring 2026.pdf

Links to other Useful Policies

- 2026 Special Educational Needs and Disabilities Policy Spring 2026.pdf
- AVB Attendance policy 2025 to 2026.pdf
- Supporting Pupils with Medical Needs and Children with Health Needs who Cannot Attend School Policy
- Young Carers policy 2025-2026.pdf
- Avonbourne Safeguarding Policy 2026-7