# INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

At Boston Pioneers Free School Academy, we strive to be fully inclusive.

We welcome everyone into our community and aim to support every learner to reach their full potential.

This document is intended to give you an overview of the support and resources available in our academy - but it is by no means exhaustive! As the needs of our learners change, so do the resources and support available.

The SENDCO for Boston Pioneers Free School Academy is Mrs Virginia Lilley.

ACRONYMS and ABBREVIATIONS

The world is full of acronyms and abbreviations. In order to help you decipher this report, please see below the list of acronyms and abbreviations used in this document and beyond.

| | |
|---|---|
| ASC | Autistic Spectrum Condition |
| ADHD | Attention Deficit Hyperactivity Disorder |
| COP | Code of Practice |
| EHCP | Education Health and Care Plan |
| EHCNA | Education Health and Care Needs Assessment |
| EP | Educational Psychologist |
| EWO | Education Welfare officer |
| IHP | Individual Healthcare plan |
| LP | Learning Plan |
| NFER | National Foundation for Educational Research |
| ODD | Oppositional Defiant Disorder |
| OT | Occupational Therapist |
| PT | Physiotherapist |
| SALT | Speech and Language Therapy |
| SATs | Statutory Attainment Tests |
| SENDCo | Special Educational Needs and/or Disabilities Coordinator |
| SEND | Special Education Needs and Disabilities |

| | |
|---|---|
| SEST | Sensory Education Support Team |
| STT | Specialist Teacher Team |
| TA | Teaching Assistant |
| WTT | Working Together Team |

**What should I do if I think my child has a SEND?**

If you believe your child may have a SEND, then the first person to discuss this with is the class teacher who will be able to address your concerns in the first instance. Alternatively, you may wish to speak to the SENDCo who will discuss your concerns with the class teacher on your behalf.

If your child is joining us part way through the year, you may wish to discuss your concerns directly with Mrs Lilley SENDCo for additional learning or the Head Teacher or Deputy Head. This can be arranged by contacting the academy office.

**How will the Academy respond to my concern?**

Once a parent has raised a concern about a child/ young person, the normal procedure would be that the class teacher would undertake to assess/ observe the learner and then arrange a meeting to feedback their findings. This may or may not result in further intervention/ assessment taking place.

**How will the academy decide if my child needs extra support?**

In line with The Code of Practice 2015, Boston Pioneers Free School Academy identifies pupils as having a Special Educational Need if:

"…they (the child)have a learning difficulty and/ or disability which requires special educational provision to be made for them." (COP p15)

A child has a learning difficulty if: "…they have significantly greater difficulty learning than their peers." (COP p15)

A child's disability can be referred to as a special educational need if: "… (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (COP p15)

If the class teacher feels that there is a need to investigate a learner's difficulties further, then they will begin a cycle of provision review.

This will begin with a cycle of assess, plan, do review. This process includes setting a target/ targets for the learner and arranging some additional to/different from provision aimed at helping them to achieve their target.

Following this period of provision, the teacher will assess the learner and ascertain how much progress has been made. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision will be arranged and new targets set.

If, after this cycle, progress is still slow, the SENDCo might need to carry out some specific assessments- depending on the individual's needs, she might also need to carry out an observation of the individual in class before the decision might be made to move the learner to SEND Provision and they will be formally added to the academy's Special Educational Needs Register.

After a further period of support (usually 2-3 more cycles), if there continues to be little or no progress then further specialist assessments might need to be sought. The point at which these are made will vary based on professional judgement; level of need; and the learner's responsiveness to intervention. These may be carried out by a specialist teacher or other relevant specialist such as WTT.

**What will the academy do to support my child?**

The class teacher remains responsible for planning the provision needed to help your child achieve their targets, whether these are for a special educational need or not. The support a learner needs may be in the form of a specialist intervention programme, delivered by a teaching assistant or teacher as part of a small group or on a 1:1 basis.

However, the provision may also take the form of adjustments to the learning environment, timetable, learning activity or specialist equipment.

**Who will support my child?**

Depending on the needs of the learner, support may be provided by the class teacher, a teaching assistant or a specialist advisor.

**Commented [MC1]:** Add a section her about how your support learners who are in care and have SEND

Learners with SEND who are in care are overseen by The Virtual School. The Virtual School supports the education of learners in care. It also provides advice to the carers, parents and schools of previous learners in care and care leavers. The Academy's CIC designated teacher, Mrs Lacey will liaise closely with the Academy's SENDCo, Mrs Lilley in order to ensure that suitable provision is in place, including how the Pupil Premium Funding for CIC is to be spent.

**What training and experience do staff have for the additional support my child needs?**

The academy SENCO holds the National Award for Special Needs Coordination and has been a SENCO for 7 years.

Currently, there are staff (teachers and teaching assistants) within the Academy trained in:

- Diabetes- administration and supervision of insulin (learner specific)
- Epilepsy and administration of Bullcal Midazolam medication (learner specific)
- Dyslexia
- Makaton
- Speech and Language therapy
- Good Autism practice
- SPELL - an in depth understanding of autism

All classroom based staff are trained in the following:

- Epi-pen and anaphylaxis
- Asthma
- Diabetes
- Epilepsy
- Positive handling
- Understanding Autism
- Sensory processing
- PDA Persistent Drive for Autonomy
- Trauma informed practice

We have also have a wealth of experience in supporting learners with a wide range of conditions such as:

- Autistic Spectrum Condition
- Hypermobility
- ADHD
- Epilepsy
- Hearing Impairment
- Sight Impairment
- Dyslexia
- Processing difficulties

Where specialist training is required to meet the physical needs of a learner, we will contact the relevant professional body who will support this.

**Who else might be involved in supporting my child?**

The Academy benefits from the support of a wide range of outside agencies including:

- Educational Psychologist
- Sensory Education Support Team
- Physiotherapists
- Working Together Team
- ESCO
- Dyslexia Outreach
- The visual processing clinic
- Community Paediatrician
- Healthy Minds
- Specialist Teaching Team

Support from these agencies is initiated either by the academy or parents (depending on their referral procedures) and then liaison with the academy is led by the SENCO.

**What support will there be for my child's social and emotional well-being?**

Our Academy has two dedicated family support workers who work alongside the Academy's Senior Leadership Team to support the general health and wellbeing of our learners and their families.

Commented [MC2]: Check consistency through the document for academy rather than school.

When a learner has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance. If however, it is felt their need is greater than that that can be provided by the class teacher / teaching assistant alone, a referral will be made by the class teacher or SENDCo to the family support worker. These

will then be screened by the family support worker and head teacher to ensure the most appropriate support is put in place.

Attendance is monitored constantly by our Attendance Champion and Trust EWO and rewards and certificates given for excellent and improved attendance. Where a learner's attendance falls well below the expected level, parents are invited to attend Attendance Panel Meetings where support and advice to aid improvement is given. As a Trust we believe that a learner's SEND should not be a barrier to good attendance and as such, learners with SEND are subject to the same attendance procedures as all other learners, with due consideration given to anxiety-based non-attendance and diagnosed medical needs.

Commented [MC3]: Check consistency through the document for learner rather than pupil.

**How will my child be able to contribute their views and how will he/she be involved in the process?**

It is essential that, even from an early age, learners are included in decisions made on their behalf about their education. As a result, all learners are included in target setting in their classes.

If a Learning Plan is implemented, then this plan will be discussed with the learner and their ideas for targets recorded.

All learners with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting. We always value the views of all individual learners and listen to their opinions about issues which affect their lives.

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

Creating an accessible curriculum is key to meeting the needs of all learners and this is an essential part of what we call 'Quality First Teaching'. Teachers adapt the opportunities in a variety of ways including changing the outcome, providing supportive resources and using adult support. By using adaptation, teachers can ensure they are meeting the needs of the learner appropriately therefore increasing the chance of success.

If a learner has a physical need the Academy is very well resourced to meet these needs, providing a variety of equipment for use by individual learners e.g. iPads, scanners, visualisers, light box.

**What opportunities will there be for me to discuss my child's achievements? How will I know how well my child is progressing?**

Where learners have an LP or EHCP in place, then the targets for their LPs are reviewed every half term and a copy of their new targets are available for parents to view on our online provision mapping tool 'Edukey.' Parents will be informed by email when the LP has been reviewed and a new LP is available to be viewed.

When a learner has an EHCP, a review meeting is held, at a minimum, annually. All personnel involved with the learner are invited to this meeting and where they cannot attend, a report is usually provided.

Where necessary, communication books are implemented to allow for a two-way dialogue between parents and staff, to discuss daily progress.

An appointment with the teacher or SENCo can be made at any other time during the academic year in order to address any parental concerns.

Parents are also able to access support and information about their child's progress and support via email to the SENDCo: virginia.lilley@bostonpioneersacademy.net

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

Assessment is an on-going tool used by teachers to plan appropriate work for the learners in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the learner's knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what learners say, what they write or activities they may complete.

Over a term, teachers gather the formative assessments they have made on a learner and consider where the learner's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where learners progress is measured against the national Early Learning Goals. Phonic Screening is carried out in Y1 during the Summer Term. Statutory SATs assessments are administered to learners in Y6.

For learners on the SEN register, the teacher and SENCo may feel it is appropriate to assess them against the expectations of a lower year group. For example, a learner in Year 4 may be assessed against the expectations of a Year 2 learner. For some learners, whose attainment is below the expectations of Year 1 then the Pre-Key Stage standards are utilised, using 'Cherry Garden' as an assessment tool.

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

The academy runs an extensive range of extra-curricular activities. In order to be fully inclusive, TA support (where available) is provided for those learners for whom it is deemed necessary to help them access the club/activity.

When considering visits out of the academy, including residential ones, all individual learner'sneeds are taken into account e.g. IHP's, intimate care plans, medication, 1:1 support, wheelchair access in theatres and on coaches. If it is felt appropriate, parents/carers are invited to accompany their child.

**How accessible is the academy environment?**

Our premises is fully accessible to all, as a two storey building we have a lift to the second floor as required.

Where necessary, for learners with complex additional needs, individual risk assessments are agreed in consultation with the teacher, TA and SENCO to identify the needs and level of assistance that may be required in the event of an emergency incident necessitating the evacuation of the building. Personal Evacuation Plans (PEEP) are in place for learners who require more support during an emergency evacuation.

Toilet facilities are available for disabled visitors.

The academy has roadside parking which facilitates ease of access.

Further details of accessibility can be found in the accessibility plan.

**My child is disabled, can they still attend your academy?**

We are proud of the inclusive nature of our Academy, and we will endeavour to ensure that all learners can be admitted into our setting, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our learners.

**How will the academy prepare and support my child to join the academy?**

Prior to a learner entering the academy in Foundation Stage, the EYFS lead and SENDCo, visit the pre-school settings where they meet with the key workers of any learners with SEND. The SENDCo will also meet with the Early Years Specialist Teachers and discuss learners with whom they have been working. The learners and parents/carers are invited into the academy in order to familiarise themselves with their new surroundings, routines and personnel.

When learners join mid-year they are provided with a buddy to help them settle into the new environment. There is close liaison with the learner's previousl setting and all data and relevant information is exchanged.

At Y6, in the Summer Term, the academy has a transition period, where the Y6 learners have the opportunity to visit their secondary school setting. This is encouraged by the academy and the SENDCo will attend a transition meeting with all secondary school SENDCo's to ensure all important information is shared.

**How can the academy support my child with complex special educational needs?**

Compass Provision is a dedicated and nurturing enhanced provision within our mainstream academy for Key Stage 1 learners who enter academy with complex special educational needs and disabilities (SEND) and who find the demands of the mainstream classroom environment overwhelming. Compass Provision is a time-limited provision, designed to provide intensive support during the early years of a learners' school journey. The long-term aim is to develop the skills, confidence, and readiness required for successful participation in mainstream education wherever possible.

Compass Provision has 8 places and is led by a highly experienced teacher, supported by a skilled team of teaching assistants, maintaining a staffing ratio of approximately 4 adults to 8 learners. This high level of support enables staff to respond effectively to the complex and often changing needs of the learners within the provision.

The environment is carefully designed to be calm, predictable, and sensory-considerate. The ethos of Compass Provision centres on accepting each learner at their own stage of development and providing the tools, time, structure, and relationships they need to succeed.

Learners within Compass Provision follow either a pre-formal or semi-formal curriculum, depending on their individual needs and developmental stage. Learning is highly personalised, holistic, and developmentally appropriate, with a strong focus on:

- Communication and interaction
- Cognition through sensory and exploratory learning
- Personal, social and emotional development

- Physical development and self-regulation

Learning activities are play-based, functional, and embedded within daily routines, helping learners develop engagement, curiosity, communication, and independence. Progress is not measured solely against age-related expectations but is monitored through individual learning pathways and evidenced using the Cherry Garden Framework alongside other assessment tools and information.

While Compass Provision provides a safe and structured base, learners are supported to access wider academy experiences in line with their individual needs and readiness. This may include:

- Supported playtimes and social opportunities
- Inclusion in mainstream lessons and activities where successful engagement can be achieved
- Participation in academy events, educational visits and enrichment activities

A key aim of Compass Provision is to enable learners to access learning in the least restrictive environment possible. Staff work closely with families, external professionals and the Local Authority to gradually increase participation within mainstream classes where appropriate. As Compass Provision is a Key Stage 1 provision only, each learner's progress, needs and long-term placement are reviewed regularly to ensure the most appropriate educational pathway is identified as they approach Key Stage 2.

Where learners develop the skills and resilience needed to access mainstream learning successfully, a planned transition into their mainstream class is supported. However, for some learners, despite intensive support and intervention, mainstream provision may not be able to meet their needs. In these cases, the academy works collaboratively with the Local Authority and relevant professionals to seek the most appropriate specialist provision. This may include a place within a Mainstream SEND Hub or, where a learner's developmental profile indicates a greater level of need, a specialist school placement.

Our ultimate aim is to ensure that every learner feels safe, valued, understood and successful, while laying the foundations for positive long-term outcomes both within the academy and beyond.

**How will the academy prepare and support my child to transfer to a new class or academy?**

When learners move from one year group to the next, the learners will have two transition afternoons during the Summer term, where they will go to their new classroom and meet their

new teacher. The SENDCo will arrange time for the teachers to discuss and view the SEND files for the learners, so that they can familiarise themselves with the needs of the learner and the provisions which need to be in place from September.

**How can I be involved in supporting my child?**

Parents are fully encouraged to work in partnership with the academy to support their child's learning. Open communication is encouraged and parents are welcome to assist on academy visits and other occasions when help is needed.

Parents are encouraged to support their children with their homework e.g. reading, spelling and online numeracy games.

**How does the Academy monitor the effectiveness of the SEND support available?**

The SENDCo, supported by SLT, is responsible for monitoring the efficacy of the SEND provision within the academy. This is done through a variety of methods including: monitoring learner progress, learning walks and lesson observations.

The Trust is responsible for quality assuring the provision available to learners with SEND.

At our academy, inclusion is at the heart of everything we do. We value every learner as an individual and recognise that each learner has their own unique strengths, interests and needs. We are committed to creating a learning environment where all learners feel welcomed, respected and have a strong sense of belonging within our academy community. We understand that some learners may require additional support, adaptations or adjustments to help them access learning and participate fully in academy life, and we are always willing to make reasonable adaptations to both the curriculum and the environment to meet individual needs. As part of our ongoing commitment to developing an inclusive culture, we are participating in the National Autistic Society (NAS) Inclusive Spaces Project and are working towards the Inclusion Quality Mark (IQM) Award, reflecting our dedication to ensuring that every learner can thrive and achieve their potential.

**What should I do if I have a complaint about the SEND provision in my child's academy?**

In the first instance this complaint should be addressed with the Head Teacher or SENDCo. Following this, if you feel the situation has not been resolved, then the complaints procedure detailed on the academy website or available from the academy office should be followed.

**How can I access further information about SEND in Lincolnshire?**

Support for parents/carers and families can be found at:

SEND Local Offer – Lincolnshire County Council

**Who can I contact for further information?**

| | Location | Name | Telephone | Email |
|---|---|---|---|---|
| Headteacher | Boston Pioneers | Miss J Bland | 01205 353062 | Jo.bland@bostonpioneersacademy.net |
| SENCo | | Mrs V Lilley | | virginia.lilley@bostonpioneersacademy.net |

Updated September 2026

Next update due: September 2027