

Bader
ACADEMY

Annual SEND Statement

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An academy within:



Learning together, to be the best we can be

1. Context

- 1.1. Bader Academy is a special school which offers provision for children and young people aged 5-19 with a diagnosis of Autistic Spectrum Conditions and Communication and Interaction Difficulties working at or around Age Related Expectations.

2. Mission Statement

- 2.1. Our focus at all times is that all our children, young people and staff are supported to: **"Be the best we can be"**

- 2.2. We do this by:

- Putting the needs of our students first;
- Working in partnership with families and professionals;
- Creating opportunities to achieve and enjoy;
- Having a personalised curriculum;
- Developing our skilled and experienced staff;
- Treating all with care, respect and dignity;
- Being open, clear and honest;
- Developing practical life and social skills for a better future.

3. Aims and Values

- 3.1. We aim to provide each child with –

- Encouragement to develop a sense of achievement, self-esteem and confidence.
- Opportunities to develop communication skills through a range of strategies.
- Opportunities to become responsive, imaginative, co-operative and independent.
- Opportunities to develop their own learning and make informed choices.
- Opportunities to have fun whilst developing skills and building on those skills.

- 3.2. All activities are driven by the Nexus Trust vision: **"Learning together, to be the best we can be"**

- 3.3. Linked to our Nexus mission statement:

- Our learners and their families are at the center of what we do.

- Our employees and partners are passionate about being the best that they can be.
- Our trust is relentlessly focused on improvement.

4. Admissions

- 4.1. All pupils who attend Bader Academy will have had a Statutory Assessment of their special educational needs and disability (SEND) by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- 4.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 4.3. Subsequent to Bader Academy being named in the child's Education Health & Care Plan (EHCP) and the school receiving a copy of this, the school will arrange a school/setting and home visit to collate the schools admissions information.
- 4.4. The child will start their transition into school as soon as practically possible following the admissions information being completed and transport arrangements being made.

5. Areas Served

- 5.1. Children are admitted from the whole of the Doncaster area. Currently some children and young people living in Nottinghamshire, Doncaster and Barnsley attend Bader Academy where the journey would be shorter than that to similar schools in their area or provision is more appropriate.

6. Pupil Numbers

- 6.1. The school has planned places for up to 100 pupils from September 2022. As Bader opened in September 2020 a staggered pupil numbers were agreed, we currently have 80 young people on roll, September 2022 is currently 92

with 8 remaining places. . Careful consideration is required to ensure the Bader cohort remains stable and consistent with those on roll currently and this is a significant role of the senior leadership team.

7. School Organisation

- 7.1. For teaching and organisational purposes the school has two phases at present based on the cohort we have and are due to have:
- Lower school – Key Stage 1, 2 and 3 (years 1 to 7).
 - Upper school – Key Stage 3 and 4 (years 8 to 10)
- 7.2. Staff work in upper/lower teams. Pupils are in a class groups of 6-9 children of a similar age. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff (TAs) in their child’s class.
- 7.3. Upper school follow a subject specialist approach to teaching and move around each day to various lessons taught in specialist rooms. Lower school follow a primary based model and are in pastoral bases where they remain for their teaching to be delivered.
- 7.4. Senior Leaders are accountable for day-to-day matters within their team. The Executive Headteacher is Karl O’Reilly. There is a Head of School Viki Drew. We have two Assistant Head Teachers, Kirsty Shaw and Laura Ward. The first point of contact for financial and administrative matters is the School Office Team. You can email any of them at baderacademy@nexusmat.org.

8. Staffing Structure

8.1. Senior Leadership

Level	Number	Full Time Equivalent
Headteacher	1	1
Deputy Headteacher	1	1

Assistant Headteacher	2	2
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8.2. Teaching

Level	Number	Full Time Equivalent
Teachers	9	8.6
Newly Qualified teachers	3	3

8.3. Teaching Support:

Level	Number	Full Time Equivalent
Grade 8	3	3
Grade 7	3	3
Grade 5	24	22.8

8.4. Administration / Site Management:

Level	Number	Full Time Equivalent
Administrative Assistant (Grade 5)	1	0.9
Office Manager (Grade 8)	1	1
Site Manager (Grade 7)	1	1

9. Curriculum and assessment

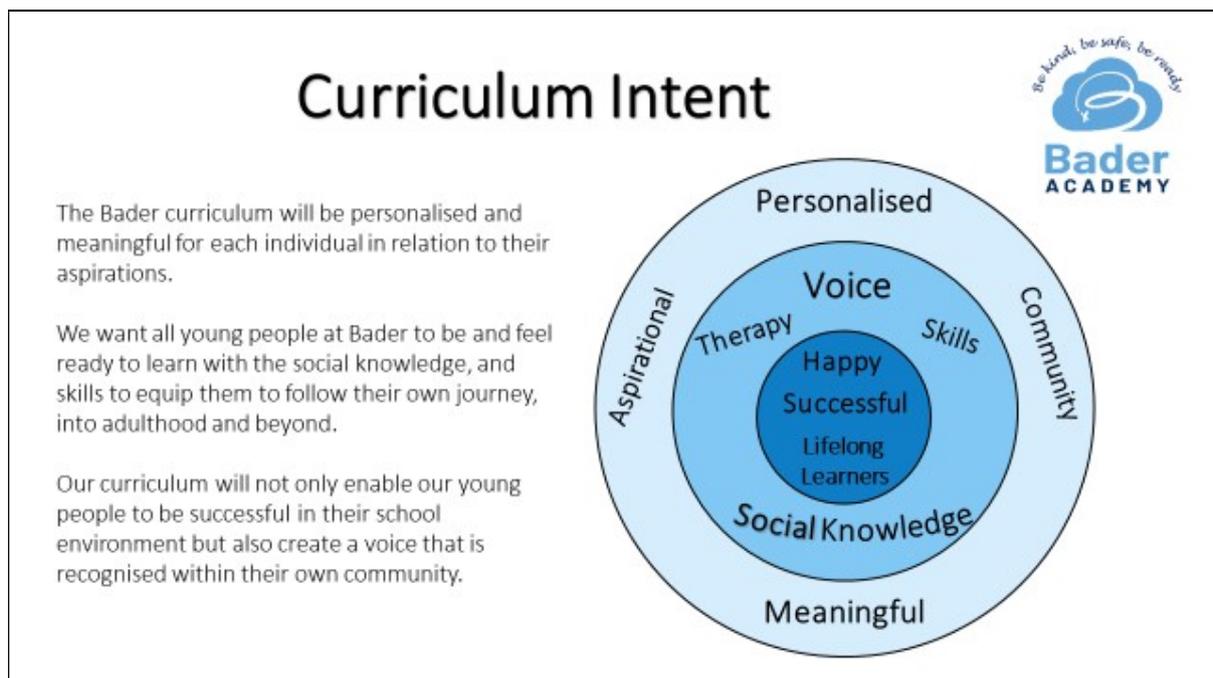
9.1. The priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations linked to EHCP outcomes. The accreditation requirements for pupils, including Unit Award Scheme for all pupils, based on life skills and personalised priorities will be clearly set through annual review requirements and based on class learning and thematic learning.

9.2. To meet the needs of our students the core curriculum is focused on achievements of EHCP outcomes, alongside PSHE objectives plus aspects of

Preparing for Adulthood, this is aligned and supported through achievements being tracked and acknowledged through Age Related Expectations, prior knowledge, current steps and next steps. Curriculum is aligned to the National Curriculum and is broad and balanced for all pupils. Detail to learning is understood and used by teachers to promote the best outcomes for pupils. In addition, the personalised curriculum aims to meet the very diverse needs of our students by offering Academic, Therapeutic, and further Preparing for Adulthood learning.

9.3. Our Curriculum intent encompasses the understanding of academic requirements along with the purpose, lifelong learning and general understanding of wanting pupils to be visible within their community.

9.4. Our Curriculum Aims and Purpose is:



10. Curriculum Content

10.1. At Bader Academy we provide a needs-led, person centred curriculum which is flexible and creative and works toward the Preparing for Adulthood outcomes. It aligns to the National Curriculum and offers a broad and balanced curriculum to support all pupils.

- 10.2. We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.
- 10.3. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life.
- 10.4. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.
- 10.5. In addition, pupils will require a range of opportunities to develop key learning skills which link to their own EHCP. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum.
- 10.6. These skills include:
- Communication skills – including a range of SALT programmes and information to support learning
 - Social Emotional and Mental Health needs – the use of an out sourced programme of emotional well-being support and counselling delivered through Unravel
 - Gross and fine motor skills, including external support from Sensory Processing Occupational Therapist and specialist PE teaching
 - Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others and readiness to learn)
 - Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences – includes moderating and maintaining an appropriate level of 'input' to ensure learners are in a 'calm alert' state and ready to learn).
 - A varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study which is broad and balanced to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

11. Specialist resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative routes to accreditation.

- Sensory break out rooms.
- A Music room.
- Adapted hygiene areas.
- Family and Behaviour Team to work holistically.
- SALT on site weekly.
- Sensory processing Occupational Therapist on site weekly.
- Additional emotional health and well-being support.
- Computers in every classroom including touchscreens and iPads.
- School field, outdoor space and a MUGA for pupils to engage with others.
- School dinners prepared on-site catering for individual dietary requirements where required.
- We have regular support from the visual and hearing impaired service.
- Doncaster transport liaises with school and families to ensure transport to school works well.
- Mindfulness sensory space.
- Whole school training in restorative practice and approach.
- Trauma informed practice champion for Doncaster.
- 4 adult mental health first aiders.
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12. Staff Training and development

12.1. All staff have access to a programme of Continuing Professional Development which includes training in Emergency First Aid, Fire safety, Trauma Informed Practice, Safeguarding and Team Teach - positive behaviour management. We also have had routine safeguarding training, medication administration (which includes buccal rescue medication and epipen support) along with diabetes specific pupil training and response.

12.2. In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs. Training needs are a key area of the School Improvement Plan and the school is committed to staff development.

12.3. The School has a number of staff members who have Specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the schools work.

12.4. Examples of Specialist knowledge and training include:

- TEACCH (structured teaching)
- SCERTS (structured communication)
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- Sensory integration practice around 'calm alert state' and supporting pupils to be ready to learn.
- Visual Impairment
- Hearing Impairment
- Relationships, Sex and Health Education (RSHE)
- Child Protection
- Medication administration
- Diabetes Care and Support
- Trauma Informed Practice
- Epilepsy Awareness and Support
- ELSA (Emotional Literacy Support)

13. Meeting individual needs

13.1. At Bader Academy we pride ourselves on appropriately placing every student to ensure we are best meeting their needs. Students are grouped in classes which best cater for their identified needs and includes consideration of peer groups. This enables different strategies, environments and approaches to be in place to support overcoming their barriers and maximizing opportunities for learning. (This includes low arousal classroom environments, sensory diet provision and SALT programmes). Providing specific training for staff working in classes ensures they are skilled to best support the students in their care.

13.2. Regardless of class, all students have an individual pathway that allows them to focus on their EHCP outcomes and also to access wider provision, curriculum and resources to support learning and development in more holistic aspects. Students have access to the therapeutic curriculum which support development through therapies such as Unravel, SALT & Sensory Integration.

13.3. We strive for all students to leave Bader Academy as independent and confident as possible and provide them with a range of opportunities through our Preparing for Adulthood curriculum and personalised interventions and opportunities. Staff plan frequent opportunities for students to engage in their local community and to experience aspects of daily life beyond school. Visits to the local shops, cafes and their community are encouraged and provide students with invaluable real-life experiences.

13.4. Members of our Family and Behaviour Support Team provide support to improve well-being through our Emotional Literacy interventions; our health practitioners supports students and their families to improve sleep, eating and managing health conditions. We work closely with external

agencies to support mental health and well-being and regularly liaise with the Educational Psychologist and CAMHs.

13.5. Bader Academy involves other bodies, including health and social care, early help, family support workers, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.

13.6. Often a number of regular meetings support the student and include;

- CIN – Child in Need Meetings generated by Social Workers to address any issues
- TAC or TAF – Team around the Child/Family Meetings – Multi-Agency meetings to ensure sharing of information and joined up thinking regarding strategies and approaches
- LAC – Looked after Child meetings once a term and this feeds into updating the EPEP (Electronic Personal Educational Plan). The focus is how well the LAC are making progress and what support is in place.
- PCR – Person Centered Reviews and Annual Reviews. Exploring the needs, hopes and aspirations of our young people with the young person's views at the center of the discussion.
- Medical reviews and individual requirements based on medications prescribed.

14. Partnerships with other schools and Inclusion

14.1. As a constituent academy of Nexus Multi Academy Trust the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.

14.2. We have strong links with other local and regional schools through our sporting partnerships across the trust which can be enabled once settled as a newly established school through the Multi-Academy Trust.

14.3. We have inclusion links beginning to be established with Hungerhill School (our local comprehensive school for support for pupils who are gifted and talented in aspects of learning).

- 14.4. Conversations are open to Maple Mulberry and Doncaster College for the Deaf to support the work of the school and to open community links moving forward as a school community.

15. Partnerships with parents

- 15.1. Parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the Individual Learning Plan through the Annual Review process based upon their priorities and aspirations. These are linked to their EHCP.
- 15.2. Termly Parent Carer Consultation Meetings.
- 15.3. If parents/carers have difficulties attending meetings arrangements are made for alternative times or venues to accommodate.
- 15.4. Yearly Annual Review or PCR (Person Centered Review) for every child
- 15.5. Annual Parent/Carer Surveys sent requesting the views of families regarding their child's experiences at Bader Academy.
- 15.6. Wider school information is sent to parents through the Family letter. The school communication platform of class Dojo or emails. The school uses MyChildAtSchool application to communicate with parents too which is supported from the MIS system within school. The school website is also used to ensure up to date information is provided.
- 15.7. We have Louise Cairns, Ashlea Johnson and Shaun Brown who make up our Family Partnership and Behaviour Team within school who offer direct family support, Early Help support and work with pupils directly.
- 15.8. The Family Partnership and Behaviour Team offers a range of useful support including support at home with establishing good routines, behaviour, sleep and help establishing positive boundaries for their child.
- 15.9. It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

16. Pupil voice

- 16.1. Listening to and responding to our “student’s voice” plays a major part in their education at Bader Academy. Students are asked their views on a range of issues, they are invited to join Annual Reviews and PCRs.
- 16.2. We have a Pupil Parliament who are involved in the work and next steps as a school.
- 16.3. Pupil surveys and questionnaires are regularly shared with the school population including capturing the voice of pupils linked to the curriculum, aspirations and what they have felt since starting at Bader Academy.
- 16.4. Beyond school initiatives have been launches to support wider compassion and understanding of needs beyond school used including supporting charities and those less fortunate.
- 16.5. Democracy has been introduced and supported though pupil population through the launch of Pupil Parliament.

17. Assessment, recording and reporting

- 17.1. This will:
- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
 - Help pupils to understand what they can do and what they need to develop.
 - Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
 - Enable Teachers to plan more effectively.
 - Support parents to be involved in their children’s learning.
 - Provide schools with information to evaluate work and set appropriate targets.
- 17.2. On a termly basis all teachers work alongside SLT on Pupil Progress meetings. This is an opportunity to spend focused time analysing each individual student’s needs and progress in order to assess the major barriers to their learning and devise strategies and action plans to overcome them

supporting and promoting their flight path and destination beyond Bader. We can then mobilize school resources to address the issues to ensure progress.

17.3. Smart Rubric is used to track personal progress and to provide learning journeys specific to personalized targets and progression. Smart Rubric will be used to track academic progress linked to curriculum intent as designed through the National Curriculum.

17.4. Mathematic, reading and phonics intervention are in place to support pupil's identified gaps in knowledge and to support them in further developing their confidence in application of skills. Interventions run across school and are delivered by the Assistant Headteacher, specialist math's teacher and specialist English teacher.

18. Transport Arrangements

18.1. Every pupil is offered free transport to and from school until they are 16. The Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by a variety of means, by taxis and minibuses, in specialist transport and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.

19. Complaints

19.1. Bader Academy offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people. The school works within the Trust Complaints Policy framework.

19.2. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with a member of the Senior Leadership Team.

19.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. The pupils can also make their complaint known to the Pupil Parliament whereby it will be dealt with.

- 19.4. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake an investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue parents are urged to contact the Chief Executive Officer.

20. Monitoring and evaluation

- 20.1. The senior leadership team, Academy Council , Trust Executive and the Board of Directors will measure the success or otherwise of Bader Academy by consideration of, for example:

- Achievement and outcomes for pupils and students
- Happy, contented children and young people
- Inspection reports and external reviews
- Review of Curriculum development
- Quality and regularity of Home-School liaison
- Quality of assessment, planning, record keeping and records of achievement
- The school's financial management
- Reviewing Action Plans as part of the School Improvement Planning process.
- Review the School Evaluation Form.

21. Transition

- 21.1. All students who are new to Bader Academy, no matter at what age they arrive, will undergo a full transition which includes visits with existing staff so that vital information can be shared building up to full days and eventually weeks to ensure transition is smooth.

- 21.2. As the majority of our pupils are grouped by age this does mean that they encounter transition into a new class every 1 or 2 years. Toward the end of each academic year transition meetings are held between class teachers in order for the transfer of vital academic and care information of individual students moving into new classes and Key Stages. Students will spend time in their new class settings where possible before the end of the academic year in order to ensure that the new academic year starts smoothly.

- 21.3. Flight paths, destinations and additional support for those entering Key Stage 5 will be discussed in the Autumn Term along with independent careers advice to ensure adequate preparations are in place as the school

grows and matures in the subsequent years of opening, next steps will be discussed at Annual Review meetings and community links made and established through the careers strategy.

- 21.4. Aspirations are that Key Stage 4 Students are given the opportunity to explore a range of Work Experience Placements such as Supermarkets, Fast Food Restaurants, Charity Shops, Florists, Hair and Beauty Salons. Staff whose responsibility it is to organise Work Experience Placements are striving hard to find opportunities and build relationships in the students own community with a view to it becoming long term and sustainable after students leave Bader Academy.
- 21.5. Independent Travel Training is being embraced following specific training which is relevant to much of the Bader cohort. This will be further developed, recognized and fulfilled by the Bader staff team and pupil community moving forward.

22. Further information

- 22.1. Doncaster have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at [Local Offer - Special Educational Needs / Disabilities \(SEND\) - Homepage - Doncaster Council](#)
- 22.2. Doncaster Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) can also give you:
- information and advice about SEN and disability support and provision
 - more information about local services, organisations, and resources which might help
 - Advice and support to get more involved. This can be found at [Doncaster SENDIAS - Doncaster Council](#)
- 22.3. Doncaster parents and carers forum are a group run by parents of children with additional needs for parents and their website can be accessed at <https://www.doncasterparentsvoice.co.uk>