

## The City Academy SEN Information Report 2018-2019

The City Academy is a secondary mainstream academy which welcomes young people with a wide range of needs and diversities. Every teacher is expected to respond to a range of additional needs in their planning and teaching and it is the expectation that most pupils' needs will be met in this way.

We provide for the following types of SEN:

- Communication and Interaction including;
  - Autism Spectrum Disorder
  - Speech, Language and Communication Needs;
- Cognition and Learning including;
  - ADHD /ADD
  - Moderate Learning Difficulties
  - Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia;
- Social, Emotional and Mental Health including;
  - Anxiety
  - Attachment difficulties;
- Sensory and Physical including;
  - Hearing Impairment;
  - Visual Impairment;
  - Physical Disability;
  - Medical Needs.

Where additional support or co-ordination is needed then Pippa Whittaker, our SENCO and Head of Inclusion, will oversee this. She is supported by the following team of staff:

Second in Faculty Job Share: SEND Focus - Michelle Parsons (0.6)

Inclusion Assistant: Rachel Gregor

Specialist Dyslexia Teacher and Assessor: Annie Clifford (0.6)

Specialist Dyslexia Teacher and Assessor: Lindsay Sadler (0.4)

TA for Nurture, Behaviour and Motivation – Stuart Arden

TA for Nurture, Behaviour and Motivation – Jade Henry

TA for Nurture, Behaviour and Motivation – Ruth Jones

TA for Nurture, Behaviour and Motivation – Saiwa Ratha

TA for Physical Disability – Julie Hatton

TA for Nurture, Behaviour and Motivation – Alex Deering

TA for Young Carers – Steffi Jo Fawthrop

TA for Literacy – Ruth O'Neill (0.8)

TA for MLD – Nikki Tucker

TA for Learning Support – vacancy (0.6)

School Counsellor – Sarah Burns (0.4)

First Aider – Ian Covill

We also have on site a 20-place Resource Base for pupils with primary needs of MLD or SLCN. Pupils attending the Resource Base all have EHCPs and are placed by the Local Authority. For further information, or to arrange a visit, please contact SENCO Pippa Whittaker on 0117 9413800 or [whittakerp@cityacademy.bristol.sch.uk](mailto:whittakerp@cityacademy.bristol.sch.uk).

**How do we know if children and young people need extra help and what should I do if I think that my child or young person may have special educational needs?**

If your child is joining us in Year 7, then our Year 7 Pastoral Support Worker Carrie-Ann Palmer will liaise with your child's primary school to gather all necessary information about them and their needs. As part of this, we will ask your child's primary school whether your child has any additional needs prior to them starting here.

If your child has needs that have already been identified, then information and assessments will be shared with us by the primary school. A transition meeting will be arranged for some children who have more complex needs, and this will include both the pupil and parents as well as our SENCO Pippa Whittaker. In this situation, we will contact other already involved professionals to gain information and get a good understanding of your child's needs. If there are any access needs (for example, because your child is a wheelchair user), then a Medical Care Plan will be drawn up by our SENCO Pippa Whittaker to ensure that these needs are met and that your child has the support that they need.

You are also welcome to contact our SENCO Pippa Whittaker at any point before or during transition if you want to further discuss or amend your child's transition plan.

If your child is already attending the academy and you feel that they may have a Special Educational Need or Disability that has not been identified or diagnosed and that is having an impact on their progress, then we ask that you make contact with SENCO Pippa Whittaker for an initial meeting.

She will then gather information from their teachers and may embark on a process of 'assess-plan-do-review' to plan strategies to support their needs and to assess how they respond to these. If necessary, we may involve outside professionals for advice.

**How will the academy support my child/young person and how will it communicate to all staff that my child has special educational needs or a disability and the support that he or she will need?**

Your child's teachers are the key staff in making sure that your child's additional needs are met. Each young person who has SEND will have information and strategies shared on the academy's Special Educational Needs and Disabilities Register, which includes information about what

teachers need to do in the classroom to support your child. This information is shared with your child's teachers so that they can personalise their teaching for your child's needs.

If a child has specific needs which mean that teachers need extra support, guidance or training, this will take place. Occasionally specialists may be invited in to help and advise in those cases where young people have the most complex needs.

Learners' progress in relation to their targets is reviewed throughout the year and parents are involved in this at parents' evenings, where the SENCO attends to meet with parents and to take part in discussions with parents.

Tracking of learners' academic progress is ongoing.

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

Our teaching includes differentiation as part of Quality First Teaching. This means that teachers use a variety of strategies and resources to make sure that pupils can access the curriculum. Although this will vary depending on the strategies that are on a pupil's Pupil Profile, strategies which are most commonly used are:

- Scaffolding for literacy, including key word lists, writing frames, and sentence starters;
- Individual behaviour support strategies such as visual prompts, individual reminders, target cards, and adjusted seating plans;
- Multi-sensory learning including picture clues on all powerpoints and worksheets; opportunities for practical learning; opportunities for speaking and listening activities; colour-coded materials to support understanding;
- Clear verbal communication underpinned by non-verbal support such as gesticulation and reference to pictures and diagrams during speech.

Children with SEND each have a Pupil Profile which outlines the nature of their needs, and strategies to support them. The Pupil Profile is shared with all teachers to ensure they are aware of each child's individual needs.

The SENCO Pippa Whittaker undertakes weekly learning walks to monitor the use of strategies in lessons and to assess pupils' responses to these. Individual feedback is then given to teachers.

Pupils with the most significant SEND may also access support from a teaching assistant. Where this happens, the focus is on helping the student to become as independent as possible so that they can access high quality teaching in a classroom alongside their peers. Teaching assistants will usually support a number of pupils in any one class.

All pupils access our main curriculum offer with support and adaptation if necessary. This support might include strategies such as those listed above, additional adult support from a TA, and applying for exam access arrangement such as extra time or a reader or scribe.

Where an alternative accreditation offer is needed (for example, if a student would not be able to access the main GCSE offer) this is considered and arranged on an individual basis.

**How will both you and I know how my child/young person is doing and how will you help me support my child's/young person learning?**

Regular school reports and Parents' Evenings will provide you with information about how your child is progressing in school.

In between these times, we also welcome parents contacting the academy to make an appointment to meet with a subject teacher if they have any concerns or wish to discuss their child's progress in that subject.

In addition to Parents' Evenings, we hold individual SEN Review Meetings twice annually for pupils who are on the SEND Register. Parents are invited to meet with us and their child to review their child's progress against outcomes in response to support and intervention, and to update their strategies, targets and outcomes for the coming year on the child's Pupil Profile.

We evaluate pupils' progress in a range of ways including:

- By tracking their progress against age-related expectations:
  - Deepening learning;
  - On track in learning;
  - Yet to reach age-related expectations;
  - Working at an earlier stage.
- Tracking pupils' attainment in academy exams;
- Gathering teacher, pupil and TA feedback;
- Tracking reading age.

The impact of support and intervention is evaluated in various ways:

- The SENCO tracks and analyses impact using data and feedback;
- The quality and impact of TA support is evaluated through twice yearly in-class observation and target setting;
- Through SEN Review meetings which include teacher, TA, pupil and parent feedback.

If you wish to discuss any aspect of your child's pastoral care or have more general queries, please contact their Learning Facilitator in the first instance. You can also contact their Pastoral Support Worker:

- Carrie-Ann Palmer: Year 7 Pastoral Support Worker on 0117 9413800 or [palmerc@cityacademy.bristol.sch.uk](mailto:palmerc@cityacademy.bristol.sch.uk)
- Hardeep Konsal: Pastoral Support Worker for Tigers on 0117 9413800 or [konsalh@cityacademy.bristol.sch.uk](mailto:konsalh@cityacademy.bristol.sch.uk)
- Keena Anderson: Pastoral Support Worker for Leopards on 0117 9413800 or [andersonk@cityacademy.bristol.sch.uk](mailto:andersonk@cityacademy.bristol.sch.uk)

- Tina Bailey: Pastoral Support Worker for Lions on 0117 9413800 or [baileyt@cityacademy.bristol.sch.uk](mailto:baileyt@cityacademy.bristol.sch.uk)
- Rowan Talbot: Pastoral Support Worker for Panthers on 0117 9413800 or [talbotr@cityacademy.bristol.sch.uk](mailto:talbotr@cityacademy.bristol.sch.uk)
- Angela Collins: Year 11 Pastoral Support Worker on 0117 9413800 or [collinsa@cityacademy.bristol.sch.uk](mailto:collinsa@cityacademy.bristol.sch.uk)

If you wish to discuss any aspect of your child's SEND, please contact SENCO Pippa Whittaker on 0117 9413800 or [whittakerp@cityacademy.bristol.sch.uk](mailto:whittakerp@cityacademy.bristol.sch.uk)

### **How will my child or young person be involved in decisions about their learning?**

Children and young people are involved in decisions about their learning as frequently as is practicable. All pupils are part of a Learning Family and the relationship with their Learning Facilitator is key in ensuring that their views are heard. Many pupils will also access support from their Pastoral Support Worker and TAs. All of these staff will aim to ensure that your child is given an opportunity to be involved in decisions about their learning.

In addition to this, young people with SEND provide information to their teachers about what helps them, via a Pupil Profile which includes a section called *In My Own Words*. We aim to update their views twice yearly via the SEND Review process.

In addition to Parents' Evenings, we hold individual SEN Review Meetings twice annually for pupils who are on the SEND Register. Parents are invited to meet with us and their child to review their child's progress against outcomes in response to support and intervention, and to update their strategies, targets and outcomes for the coming year on the child's Pupil Profile.

In addition, pupils with the highest levels of SEND are supported by an allocated keyworker, who meets with them weekly to discuss their learning progress and to address any concerns or difficulties as they arise.

Pupils are encouraged to attend Parents' Evening meetings. They are also supported to present their wishes and feelings as part of EHCP review processes.

### **What support will there be for my child or young person's overall wellbeing?**

In our academy, the Learning Facilitator is the first port of call for the pastoral care of your child. They are supported by your child's Pastoral Support Worker who may also be more closely involved if your child needs more intensive support such as mentoring or guidance within the school day.

If a child feels that they need more specialist support, then we have access to a wide range of wellbeing and therapeutic provisions in order to support and promote positive mental health.

We run a range of social and emotional interventions on a small-group basis, including nurture groups, motivation groups, and groups for specific cohorts such as Young Carers.

We have designated a first aider and an established procedure for administering medications.

We also have access to the School Nursing Service and we are currently making arrangements for a 'School Nurse Post Box' so that students can self-refer for support.

We take a range of measures to prevent bullying and to address any bullying concerns, including:

- Staff training, both internal and external;
- Discussion and action planning for individual students as part of our PSS (Personalised Student Support) meetings;
- Where bullying has been identified as a concern, students are flagged up via safeguarding referrals;
- PSHE lessons address issues relating to respect and bullying.

**What specialist services and expertise are available at or accessed by the setting and how do you all work together?**

We liaise with a range of specialist services including the following:

Agency	Who they support	How we involve them
ASDOT	Students with diagnoses of Autism Spectrum Conditions and presenting with similar needs.	We make a request for consultation, advice, training or individual assessment, strategies and review.
CAMHS	Students with mental health difficulties.	We support families in seeking referrals via the GP or School Health Nurse service, by providing teacher feedback and background information. We use their written advice to inform the strategies and information on our Pupil Profiles. We invite them to Annual Reviews and multi-agency meetings. We invite them in to run teacher and TA training for specific high-needs students.
Early Help	Families in need of additional support.	If families would benefit from, and support a referral, then we make referrals via First Response.  We then communicate with Early Help practitioners by e-mail, phone or in meetings to ensure support for the family and pupil is coherent and informed.

Educational Psychology	Pupils with SEND who are not making progress in their learning, or for whom there are significant barriers to learning. Pupils for whom SEND is suspected.	We make referrals to the EP services with signed consent from parents.  The EP then assesses need through observation, consultation with family, pupil and staff, and direct assessment.  The EP then makes recommendations for support and next steps.
HOPE Virtual School	Children in Care.	Children in Care are automatically supported by the HOPE Virtual School. This includes attendance at PEPs, support and challenge in terms of strategies and approaches, and the provision of pupil premium for additional support.
School Health Nursing Team	Pupils with medical care needs or in need of assessment.	We make referrals for individual assessment or advice, signposting and referrals to specialist agencies. Individual work with pupils with medical or health advice needs. Running assemblies on health issues with all students. Providing training on medical needs such as Epilepsy, Asthma and medications.
Sensory Support Service	Pupils with identified hearing, visual or sensory impairments.	We make referrals for assessment, advice, training and support. Sensory support teachers visit the school to provide this up to six times a year per identified pupil.
Social Care	Pupils with family support or safeguarding needs.	We make referrals via First Response. We communicate with social workers via telephone and e-mail. We attend meetings as requested and invite social workers to Annual Reviews and multi-agency meetings.
Talk Speech and Language Services	Pupils with identified speech, language and communication needs, or in need of assessment for these.	We make direct referrals with parental consent. Pupils are assessed by the Speech and Language therapist and individual strategies are provided which are then incorporated into Pupil Profiles. The Speech and Language therapist devises small group interventions which are then delivered by the TA for MLD Nikki Tucker, and regularly monitored and reviewed.
Young Carers	Pupils who undertake additional responsibilities in the home.	We make referrals to Young Carers for additional support on an individual basis. We also run our own Young Carers group in school, which provides small-group support on a weekly basis.

In some cases we meet regularly with agency representatives in order to monitor the progress of young people who are on their caseload; in other cases, we liaise on a case-by-case basis as need arises.

**What training have staff supporting children and young people with SEND had or are they having?**

All staff working in the academy are trained in inclusive training approaches and inclusion training is held every week of the school year. Specialist agencies are involved where necessary to provide some training, and at other times it is provided by SENCO Pippa Whittaker. All staff are required to attend a minimum of three sessions a year and attendance forms part of their performance management review.

This year, the following training is provided for all teaching and student-facing support staff:

- Assessing progress at P-Scales and NC 1-3 (trainer is SENCO Pippa Whittaker)
- Understanding 'Normal Way of Working' for Pupils with Exam Access Arrangements (trainer is Specialist Dyslexia Teacher Annie Clifford)
- Clear Communication in the Classroom (trainer is SENCO Pippa Whittaker)
- Experience a lesson taught in a new language! Learn first-hand which strategies are most helpful for EAL pupils (trainer is Second in Inclusion Marcin Dawski)
- Mental Health and Self Harm (trainer is School Counsellor Sarah Burns)
- Understanding Dyslexia (Specialist) (trainer is Specialist Dyslexia Teacher Lindsay Sadler)
- Supporting Pupils with Identity (trainer is TA for Nurture, Motivation and Behaviour Alex Deering)
- Visual Impairment (trainer is Cathy Cheesman, Sensory Support Service Teacher of the visually impaired)
- Understanding and Supporting the Development of Core Numeracy Skills (trainers are Maths teachers Jane Duckett and Jessie Robinson)
- Using the THRIVE Model of Nurture for Emotional Development – Strategies for the Classroom (trainer is TA for Nurture, Motivation and Behaviour Stuart Arden)
- Sustaining Wellbeing in Staff and Pupils (trainer is School Counsellor Sarah Burns)
- Autism and Sensory Processing Difficulties (trainer is Specialist Dyslexia Teacher Lindsay Sadler)
- Questioning that Progresses Learning (trainer is SENCO Pippa Whittaker)
- Dyslexia (trainer is Specialist Dyslexia Teacher Lindsay Sadler)
- Moderate and Severe Learning Difficulties (trainer is SENCO Pippa Whittaker)
- Assistive Technologies and My Study Bar (trainer is Specialist Dyslexia Teacher Lindsay Sadler)
- No Literacy, no Language – What to do when a newly-arrived EAL student with no prior schooling joins your class (trainer is Second in Inclusion Marcin Dawski)
- Supporting Reading and Spelling in the Classroom using Phonics (trainer is SENCO Pippa Whittaker)
- Working Memory (Specialist) (trainer is Specialist Dyslexia Teacher Lindsay Sadler)

- Autism Spectrum Conditions (two sessions) (trainer is Specialist Dyslexia Teacher Lindsay Sadler)
- Trauma and Attachment

In addition to this, we provide:

- Weekly SENCO Clinics where teachers can seek advice on ways to support pupils with SEND;
- A weekly whole-staff SEND briefing with a focus on key pupils' needs and strategies to support those;
- Staff briefing meetings on high-needs pupils (held, for example, following an assessment of need;)
- Weekly lesson walks with individual feedback to teachers on strategies for their high-needs pupils. Follow-up walks are carried out where further development work is needed.

All staff attended a one-day INSET on attachment provided by Kate Cairns Associates and the HOPE School on 30<sup>th</sup> October 2017.

The Inclusion team have had the following training and experience in the field:

Name	Specialisms	Training and Accreditation	Professional Experience
SENCO and Head of Inclusion – Pippa Whittaker	Moderate Learning Difficulties; Literacy Difficulties; differentiation.	TeamTeach 2017; Specialist Leader in Education for SEND 2016; Read Write Fresh Start trained 2015; MA in Education (SEND) 2013; TDA National SENCO Award 2011; Postgraduate Certificate in Literacy Difficulties 2008; Advanced Skills Teacher for SEND 2007; Postgraduate Certificate in PSHCE 2007; Postgraduate Certificate in Adult Literacy 2006; PGCE English 2003; BA Honours English and German 2002; CELTA 2000.	SENCO since 2010 in three schools; secondary English teacher 2003 to 2005; Head of PSHE 2006 to 2008; designed and set up MLD provisions in two schools 2007-2011 and 2016.
Second in Faculty Job Share: SEND Focus - Michelle Parsons (0.6)	EHCP and statutory work; SEMH, MLD and SLCN; differentiation,	TeamTeach 2017; Read Write Fresh Start trained 2017; ASDAN trained 2017; MA in Raising Achievement in Inner City Schools 2012; PGCE Drama 2001. Also trained in Epipen, choking and diabetes.	16 years at City Academy Bristol teaching English, Drama, History, SEND groups and PSHE. Has led an SEMH provision within school.

			Deputy SENCO since 2010.
Inclusion Assistant: Rachel Gregor	Physiotherapy and medical conditions, statutory administration, in-class support, personal care, mentoring, disability forum, Children in Care, exam access support.	HOPE Virtual School Post 16 Training 2016; Channel General Awareness module 2015; Restorative Justice 2015; Attachment and Trauma 2015; Risk Assessments 2015; Initial Designated Teacher Training for Children in Care 2015; Understanding the Emotional and Behavioural Language of Young People 2015; SEND Code of Practice 2014; Choke training 2014; Client Handling Course 2014; Mini bus driving license 2014; Teaching Assistant Certificate level 3 2013; The LS/TA and SEN Mainstream Schools development programme 2013; Teaching Assistant Certificate level 2 2012; Client handling 2012.	Nursery and primary school assistant; 14 years secondary TA experience; Inclusion Assistant since January 2014.
Specialist Dyslexia Teacher and Assessor: Annie Clifford (0.6)	Dyslexia; literacy; exam access assessment.	Level 1 Safeguarding Children for Education Level 1 2015; SpLD Assessment Award Practising Certificate 2013; OCR level 5 and level 7 Certificate in Teaching Learners with Specific Learning Difficulties (Dyslexia) 2009; Certificate in Leadership and Management Studies 2006; BA Humanities 1980.	Specialist Dyslexia teacher at CAB since 2015. Previously KS3 English teacher; teacher of Learning Support and a Specialist Teacher Assessor.
Specialist Dyslexia Teacher and Assessor: Lindsay Sadler (0.4)	Literacy, dyslexia and autism spectrum conditions.	Specialist Assessment: Principles and Practice in Assessment for the Management of Access Arrangements 2017; Postgraduate diploma Asperger Syndrome 2010; Postgraduate diploma Literacy and Dyslexia 2005; Postgraduate certificate Literacy and Dyslexia 2002;	3 years' experience at City Academy; 4 years' experience as a secondary English teacher; 4 years' experience as a home tutor and exam marker for WJEC; 5 years' experience as a teacher at the Dyslexia Institute; 5 years' experience as

		PGCE English 1991; BA(Hons) English Language and Literature 1990.	a Dyslexia Specialist Teacher and Curriculum Leader in FE; 2 years' experience as an Autism Coordinator in FE.
TA for Nurture, Behaviour and Motivation – Stuart Arden	Social, Emotional and Mental Health; Trauma; De- Escalation; THRIVE and Nurture.	TeamTeach 2017; Thrive Practitioner License 2017; NVQL3 Learning Support Assistant 2016; Paediatric First Aid certificate, via Acorn Health and Safety Ltd. Bristol 2015; BSc (Hons) Philosophy and Psychology 1994; BTEC National Diploma in Art and Art History 1986;	LSA/Thrive Practitioner in the NEST, and Alternative learning provision for students with SEMH 2016-2017. Primary LSA volunteer 2013- 2016. PTA Chairperson at Creative Science School, Oregon USA 2009 -2013. Previous careers as a garden designer and author of books and educational software for children and adults.
TA for Nurture, Behaviour and Motivation – Jade Henry	Behaviour.	Currently working towards Inclusive Practice FdA ; Mental Health First Aid Certificate 2017; TeamTeach 2017; Certificate in Supporting Teaching and Learning in Schools Level 3 2016.	1 year volunteering as a Youth Worker for Creative Youth Network; 1 year volunteering in a specialist provision (Aspire); 14 months as a Teaching Assistant at CAB.
TA for Nurture, Behaviour and Motivation – Ruth Jones	Maths and numeracy; Autism; Exam Access; Mentoring.	Attachment 2017; EAL 2017; Mental Health and Self Harm 2017; Level 3 Teaching Assistant.	15 years' experience in primary and secondary schools. Experienced working with hearing and visually impaired students, and supporting Year 7 transition.

TA for Nurture, Behaviour and Motivation – Saiwa Ratha	English language and literature; Behaviour.	Attachment 2017; EAL 2017; Mental Health and Self Harm 2017; BA Honours English.	Experienced in medical administration. Volunteer mentor for young people who are NEET (not in education, employment or training.) Acted as mentor for a young person the autism spectrum.
TA for Physical Disability – Julie Hatton	Physical disability; First Aid and Medical Conditions.	Paediatric First Aid Certificate 2016; First Aid at Work 2016; Administration of Medicines; Termly physiotherapy training with NHS physiotherapist.	11 years' experience at City Academy including eight years as school First Aider.
TA for Nurture, Behaviour and Motivation – Alex Deering	Numeracy; English Literature; Maths; Catering; Drama productions; Business Studies.	First Aid 2017; PGCE 2015.	1 years' experience at City Academy. Secondary teacher 2015-2016; 1 year as GCSE tutor; 1 year as marketing assistant.
TA for Young Carers – Steffi Jo Fawthrop	Young Carers.	Health and Safety 2017; Data Protection 2017; Autism Awareness 2017; Dyslexia, Dyspraxia and Dyscalculia 2016; CELTA 2015; Cyber Safety 2014; BSc Sociology and Criminology 2012;	1 years' experience at City Academy Bristol; 4 years' experience as a primary learning mentor. Supporting exam access arrangements 2007-2010. SHINE reading mentor 2012.
TA for Literacy – Ruth O'Neill (0.8)	Literacy.	Mental Health Awareness Training 2017; 3 Teaching Assistant 2015; Choke Training 2014; Level 2 Teaching Assistant 2014; Hoist trained 2013; Physiotherapy training 2012.	18 years' experience at City Academy Bristol. Substantial experience in literacy interventions including Lexia, Units of Sound and

			Accelerate / Acceleratewrite.
TA for MLD – Nikki Tucker	Speech, language and communication. Moderate learning difficulties.	Word Aware Speech and Language Training 2017; Mental Health Awareness 2017; Data Protection 2017; Health and Safety 2017; TA Level 2 Course 2014.	18 years at City Academy as teaching assistant. I work alongside our specialist speech and language therapist Anne-Marie Wolf on a fortnightly basis to plan our SAL interventions.
TA for Learning Support – vacancy (0.6)			
School Counsellor – Sarah Burns (0.4)	Psychotherapy and counselling. Dramatherapy.	Level 1 in Internal Family Systems HCPC 2018; MA in Dramatherapy 2008; Certificate in Dramatherapy 2003; Advanced Diploma in Counselling and Groupwork Skills 2001; Certificate in Counselling Skills 1994; PGCE English 1992; BA Honours English and Media and Cultural Studies 1989.	Secondary English and Media teacher for 14 years; counsellor and dramatherapist since 2002.
First Aider – Ian Covill	First Aid.	Primary Care Equality, Diversity and Human Rights General Awareness 2016-2019; Safeguarding Level 2 and 3 2016-2019; Safeguarding Adults Level 2 2016-2019; Primary Care Health, Safety and Welfare 2016-2019; National Skills Academy Duty of Care 2017; Edexcel Level 2 Diploma in Emergency Care Assistance 2014; Pre-Hospital Emergency Care Instruction Course 2010.	29 years' experience working for the RAF and MOD Fire Service; 5 years' working for a private ambulance service.

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

We assess the risks for children who have complex needs including medical needs. We operate an inclusive policy to ensure access for all children, and risk assessments or manual handling plans are completed where necessary.

We provide any support that is required for full inclusion and aim to choose venues that are accessible to all.

All school based clubs are open to all pupils and we encourage full participation by young people who have SEND.

### **How accessible is the academy environment?**

The academy environment is accessible to people with access needs. Wheelchair users are provided with access through the main entrance with the use of a card pass. The building is well-served by two lifts and most of the key facilities such as the sports hall and the Venue dining hall are on the ground floor. We have a fully accessible minibus, a well-equipped physiotherapy suite, disabled toilet and shower room. Specified doors in the academy are pinned open so that wheelchair users can negotiate their way around school independently. Exit buttons are situated at an accessible level. There are adjustable 'rise and fall' tables in the classrooms which ensure that all pupils can access a suitable height of table and practical spaces, such as our catering room, are similarly accessible with 'rise and fall' sinks, cooker tops and so on.

Pupils with medical needs and conditions are well-catered for by our school First Aider Ian Covill who also implements our Medical Care Plans.

### **How will the academy support my child/young person to join the academy, transfer to a new setting or for the next stage of education and life?**

The new Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next. Children starting school for the first time will have a transition day and those who have additional needs or who are vulnerable will also be invited to take part in additional, small-group or individual transition visits where necessary. We recognise that there are children who find yearly transition tricky and these are provided with

extra support as appropriate to their needs. We value your input at any point in this process and aim to personalise the experience as best fits your child's needs.

We also work closely with local post-16 providers, Careers Services, providers of Information, Advice and Guidance and our own Sixth Form team, to ensure that transitions to the next stage of education are as smooth and positive as possible. This means that relevant information will be shared so that appropriate support can be put in place, and so that new staff working with your child are aware of his or her needs.

**How are the academy's resources allocated and matched to children's young people's SEN?**

Schools receive funding for all children, including those with Special Educational Needs and Disabilities. The cost of their needs are met from this, including any equipment they may need. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10 000 a year. This may be used to provide additional intervention, in-class support from a TA or specialist equipment where necessary.

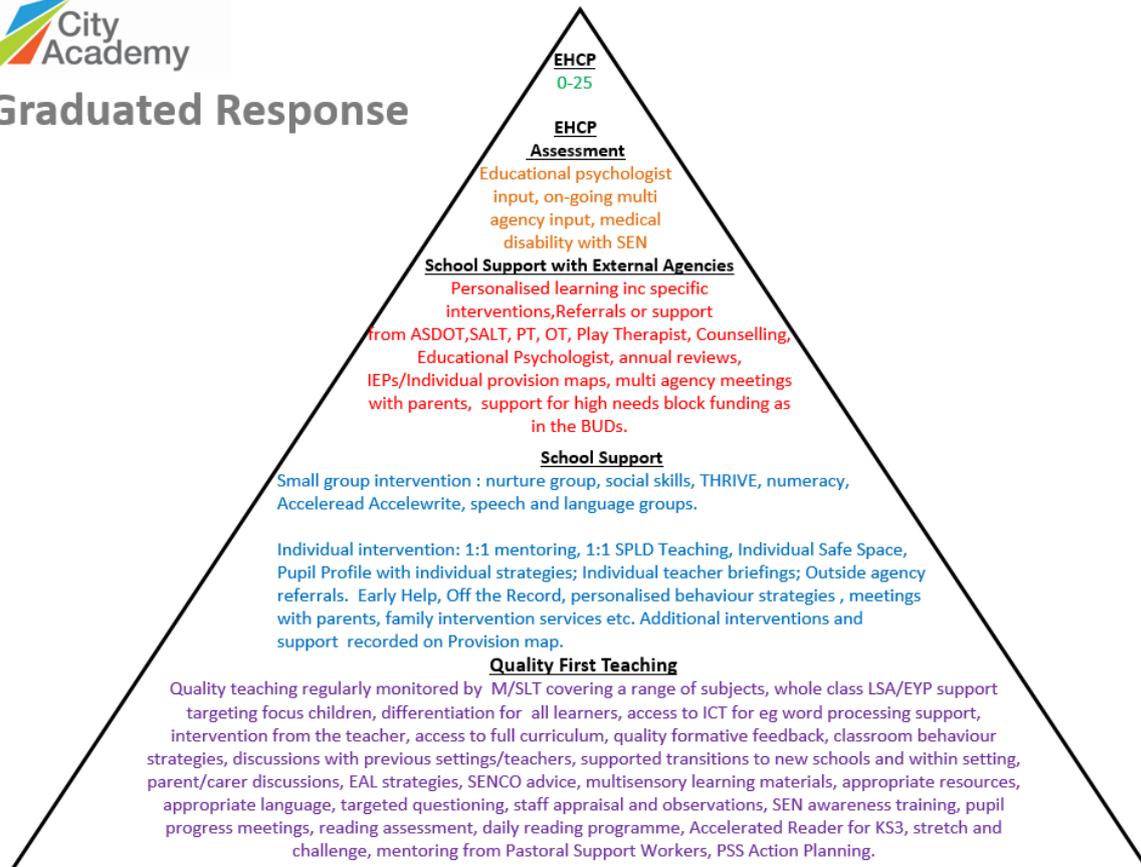
Parents who wish for their child to access a support or provision that is not locally available can request a personal budget for the school to purchase this provision, in line with the Code of Practice for SEND 2014.

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

High Quality First Teaching is the first step in responding to pupils who have or may have SEN. We use the ongoing cycle of 'assess-plan-do-review' to decide what support pupils need, using the graduated response detailed below:



## Graduated Response



### Assess, Plan, Do, Review

#### Assess

If concerns are raised by a family member, teacher, TA, pupil or pastoral support worker, then we will gather further information about the progress they are making:

- From assessment data;
- From teacher and TA feedback;
- From the pupil themselves;
- From the family.

This enables us to monitor the progress a student is making and alerts us to any barriers to learning that may exist.

Where necessary, the SENCO will arrange more detailed assessment in order to find the precise gaps or to see whether a formal diagnosis is appropriate; this might include:

- Standardised reading, spelling, literacy, memory or mathematics tests;
- Other diagnostic assessments such as cognitive tests;
- Screening assessments or checklists;
- Work scrutiny or lesson observation by the SENCO;
- Assessment by a specialist in the field.

## Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the student, parents and staff from the school who know the pupil well which is likely to include their Learning Facilitator or Pastoral Support Worker, TA, and a member of the Inclusion Team. Where other professionals are involved, we will also try to involve them in the planning.

At this stage we agree short or medium term outcomes for the student in order to focus their and their teachers' attention on key areas of their progress and development. We also agree additional strategies and support which is need to help the student to achieve their outcomes. This might include:

- Specific teaching strategies or approaches in the classroom;
- Additional intervention;
- Additional resources such as materials to use in the classroom or adult support;
- Physical or personal care support.

The outcomes and strategies are then described on a Pupil Profile which is drawn up for the pupil and circulated to staff who work with them. The Pupil Profile explains:

- The pupil's identified special educational needs;
- Their own view on what is most helpful for them;
- Strategies and support for adults to use in the classroom.

At this stage details of additional interventions, resources and adult support with be recorded on the school's provision map.

Pupil Profiles will usually be reviewed and updates three times a year, or more frequently if necessary.

## Do

Teachers are responsible for implementing the Pupil Profile on a day-to-day basis. The SENCO and Inclusion Team also support with this. This means that teachers will:

- Deliver high-quality teaching to the student in every lesson.
- Implement any adjustments, specific strategies or approaches to classroom teaching that have been identified in the Pupil Profile;
- Manage any teaching assistants who are supporting the pupil;
- Implement any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assess and monitor the pupil's progress and make any necessary adjustments to planning and teaching as a result.
- Communicate regularly with the pupil, their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

## Review

The SEN reviews provide an opportunity to focus on the specifics of the Pupil Profile and to formally evaluate how successfully the strategies and support are in meeting the pupil's needs.

A record of the outcomes of the review discussions is kept and used to update the pupil's Pupil Profile.

The *assess, plan, do, review* process is a cycle – the idea being that this process is continual. If the review shows a pupil has made really good progress, this may mean they no longer require the additional provision made through SEN support. If this is the case, the student is likely to be taken off the Inclusion Register and, instead, will be monitored to ensure progress is sustained through inclusive high-quality teaching.

For others, the *assess, plan, do, review* cycle will continue and targets, strategies and provision will be revisited and refined.

In successive cycles, the process becomes increasingly personalised as everyone develops a growing understanding of the pupil's barriers to learning and the strategies needed to help them make progress. If progress is still not as expected, despite a suitable period of appropriate and effective support and intervention, then specialists may be involved (see question 5 for a full list of specialist support). The impact of this advice will be monitored according to the advice given.

If progress is still not being made, despite 'relevant and purposeful action', then we will consider requesting an Education, Health and Care assessment which will be reviewed annually. This process will take a minimum of 20 weeks to implement. The SENCO will lead this process and ensure that parents are fully involved.

### **How are parents involved in the academy? How can I be involved? How will you build on your equal partnerships with parent carers?**

We are a child and family centred academy, so you can be involved in the decision making about your child's support – please contact us as detailed if you have any queries. We will discuss with you whether your child's understanding and behaviour are the same at school and at home and will take this into account when determining how to help your child make progress. We would encourage you to get in touch if you need to make an appointment for a chat if you have any concerns, no matter how small.

In addition to Parents' Evenings, we hold individual SEN Review Meetings twice annually for pupils who are on the SEND Register. Parents are invited to meet with us and their child to review their child's progress against outcomes in response to support and intervention, and to update their strategies, targets and outcomes for the coming year on the child's Pupil Profile.

For children with EHCPs, there is also an Annual Review meeting which parents, pupils and involved professionals attend.

We have an active Parents' Forum which meets regularly. We would encourage all parents who wish to influence the direction of the academy to provide feedback through this forum.

We set regular homework to repeat and practice activities that are new, and present an achievable challenge for each individual pupil.

### **Who can I contact for more information?**

Please do not hesitate to get in touch if you need more information.

The first point of contact for matters relating to your child's SEND is SENCO Pippa Whittaker who can be contacted via the school telephone number **(0117) 941 3800** or on [whittakerp@cityacademy.bristol.sch.uk](mailto:whittakerp@cityacademy.bristol.sch.uk).

'Supportive Parents' is a charity providing support and information to parents of children with SEN. They can be contacted on 0117 989 7725.

The Local Authority website 'Findability' also provides a range of information about local support and provision for young people with SEND: <http://www.findabilitybristol.org.uk/>.

### **What do I do if I am not satisfied with a decision or what is happening?**

Your first point of contact is always the person responsible in school. Explain your concerns to them first so that they can try to resolve the issue.

If you are not satisfied that your concerns have been addressed then contact the Assistant Principal with responsibility for Inclusion, Aisha Thomas, on 0117 9413800 or [thomasa@cityacademy.bristol.sch.uk](mailto:thomasa@cityacademy.bristol.sch.uk)

If, following this, you still feel the issues are unresolved, the Assistant Principal will arrange a meeting with the academy's SEN Governor, Ruth Pickersgill. Please contact the Assistant Principal for this to be arranged.

If your concern is with the local authority, then please contact our SEN Officer Maxine Jenkins on 0117 922 3700 or by e-mail at [senservices@bristol.co.uk](mailto:senservices@bristol.co.uk).

### **Where is the local authority's local offer published?**

<http://www.findabilitybristol.org.uk/>.