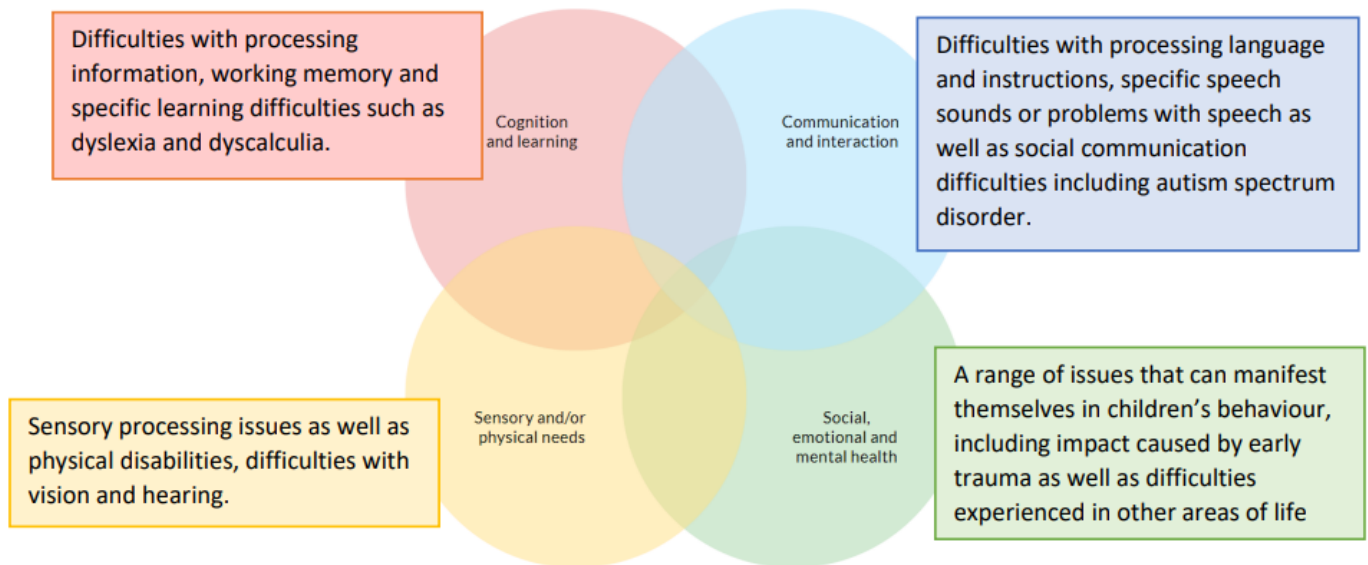


## 10. SEND Information Report

10.1 The types of SEND supported Our Academy currently provides additional and/or different provision for a range of needs, including:



## 10.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will be informed by previous settings. They will be assessed in reading, spelling and basic number skills. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

The Academy may conduct testing or screening to establish underlying needs, to inform early intervention and support. For some students we may involve outside professionals for further assessment or advice, such as an Educational Psychologist or health services such as the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service (CAMHS) or refer to the Community Paediatrician. We ensure that we work closely with parents and work in partnership with them at each stage of this process.

## 10.3 Consulting and involving students and parents/carers

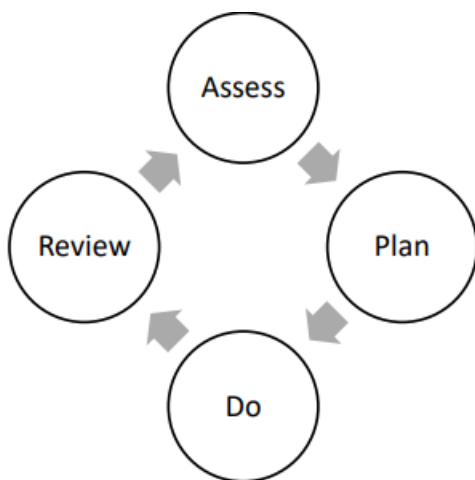
We will have an early discussion with the student and their parents/carers when identifying whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are in SEND Policy & Information Report 2024
- We will formally notify parents/carers when it is decided that a student will receive SEND support.

All SEND Support students and students with Education Health and Care Plans (EHCPs) will have a key adult, who is responsible for writing and updating a Student Profile, which is shared with all their teachers. Parents/carers are invited to our Learning Support Evenings which are held 3 times a year, to review the provision and progress for their child as well as their Student Profile. Parents/carers are encouraged to contact and meet with staff if they have concerns or questions at any point they feel necessary.

#### **10.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



The subject teacher and learning support team will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Impact of interventions provided through additional testing
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

We will review 3 times a year the effectiveness of the support and interventions and their impact on the student's progress. All teachers and learning support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the Student's Profile.

### **10.5 Supporting students moving between phases and preparing for adulthood Moving Schools: Year 6 to 7**

Students with Education Health and Care Plans will already be known to the academy as the Local Authority will have consulted the academy about the placement.

In addition to the Academy's transition programme for all students, the SENDCo and the Year team are in contact with each primary school to ensure that all transition needs are met. Any vulnerable learners will be offered an enhanced transition package, which will include visits to their Primary setting, additional visits to BBA, additional induction mornings or afternoons, and priority on the Academy's Summer School. Learning Support have a special transition booklet for students and parent and carers.

We know that there are children who find yearly transition tricky. We recognise that parental involvement is important, and we encourage input at any point in this process.

### **Moving into Key Stage 4 (Years 10 and 11)**

BBA has a 2-year KS4 teaching curriculum. Parents in Year 9 are invited to an options evening to discuss curriculum choices for Years 10 and 11. For students with SEND, the SENDCo will be available for additional guidance along with the Year Team and Senior Leadership Team. Additional guidance will also be provided through the Learning Support Parent Evenings where curriculum choices will be discussed or through key worker check-ins with students.

### **Moving to Post-16 Education**

Throughout Years 7-11 students take part in a PSHE programme which include personal, social and health education as well as careers education. Students are introduced to a range of career options and access to career events and fairs held within the academy or externally. All students are supported to attend these events.

Some students with a high level of special educational need may benefit from a more personalised approach to preparing them for adulthood and benefit from an individualised programme of life skills. The Academy also has a ASDAN Programme at Key Stage 4 which focuses on building life and employment skills.

In preparation for Post-16 transition, each student meets with the Academy's Careers Advisor, Kobe Hunt (kobe.hunt@clf.uk) to plan out their options. For students with additional needs these meetings can be supported by key workers and /or parents. For students with EHCPs, the SENDCO and Learning Support Team work closely with the Local Authority Team, Post-16 providers, parents and Kobe Hunt to plan out the young person's transition to another setting.

Visits to post-16 provisions will be organised and are supported if necessary. The Academy staff will meet with the student, parents and the next provision to carefully plan the young person's transition. The Academy will also offer ongoing advice and guidance following the transition process.

### **10.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be adapted for individual students and our aim is to develop the independence and resilience of all learners including those with additional needs.

### **10.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students can access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, exam pens, text to speech technology, coloured overlays, visual timetables, larger fonts, writing aids etc.
- Adapting our teaching, for example, giving longer processing time, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Careful and effective deployment of learning support assistants (LSAs)
- The Academy site is fully accessible to students, it has 3 lifts, wide corridors and doorways and has adaptable desks in all rooms. There is a hygiene room as well as disabled toilets on each floor.

### **10.8 Additional support for learning**

The Learning Support Team provide in-class support and are trained to deliver interventions such as:

- Literacy Interventions
- Numeracy Interventions
- Speech and Language Interventions

- Social and Emotional Interventions with social skills, 1 Thrive Practitioner and 1 Emotional Literacy Support Assistant (ELSA)
- Fresh Start – Personalised social and emotional mental health provision
- Assistive technology and exams access arrangements

Intervention will be in groups or 1:1 depending on the intervention and needs of the student. Some students and classes may have access to additional adult support to support learning and access to the curriculum. The Learning Support Team is led by the Associate Assistant Principal (AAP) and SENDCo Marius Dan, Assistant SENDCos, Jessica Cicero and Alex Pearce the Leaders of Learner Support, Nicola Curley and Jessica Cochrane.

### **10.9 Expertise and training of staff**

Our SENDCos have successfully completed the National Award for Special Educational Needs Coordination, 1 further member of staff is currently completing the National SENDCO Award.

The Leaders of Learning Support and the Inclusion Leader of the Personalised Learning Centre, who have experience of working within alternative provision, lead on the day-to-day operational provision for vulnerable learners.

The AAP Learning Support / SENDCo, has strategic leadership of the faculty as well as the provision for Year 10, 11 students and complex cases.

The Assistant SENDCos, Jessica Cicero and Alex Pearce lead on the provision for Year 7 /8 and respectively Year 9 students.

We have a team learning support assistants, including 3 higher level teaching assistants (HLTAs) who are specialists in Literacy, Numeracy, Speech and Language / Autism and physical and medical needs.

The academy has one trained Emotional Literacy and Support Assistant (ELSA), to deliver interventions to support student's emotional literacy.

We use an independent specialist Speech and Language Therapist for speech and language assessments, planning and delivery of interventions as well as providing advice and support to support teachers.

In addition to the universal provision for mental health, BBA has two trained School Counsellors providing support for students. The Academy also accesses provision for early intervention for mental health needs through the Mental Health Support Team with Educational Mental Health Practitioners.

Teachers are supported through termly all staff briefing 'spot lighting' different needs and strategies. These are followed up with drop-ins to lessons by the Learning Support Leadership. There is whole staff training delivered through dedicated workshops during training days and the CLF wide conference twice a year.

To ensure that the SENDCos remain updated and share best practice they attend termly SENDCo CLF network. They attend the annual Bristol SENDCo Conference.

BBA has a specific programme of professional development for the Learning Support Team and new staff are mentored by the HLTAs to develop their practice. BBA has taken part on the Bristol DELTA Programme, Developing Effective Leadership of Teaching Assistants, in collaboration with the Education Endowment Foundation and West Somerset Research School. Staff are encouraged to continue developing their expertise in their chosen areas of SEND, and they have access to resources from Whole School SEND and NASEN to support this.

### **10.10 Securing equipment and facilities**

Access to facilities and equipment for students with SEND is outlined in the Academy's Accessibility Policy.

The Academy works closely with the Local Authority and Health Care Services to ensure students have appropriate funding and access to equipment and facilities.

### **10.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term three times a year
- Reviewing the impact of interventions after 12 weeks
- Using student and parent questionnaires
- Monitoring by the SENDCOs and leadership through learning walks, observations and looking at books
- Using provision maps to measure progress
- Holding annual reviews for students Education Health and Care Plans.

### **10.12 Enabling students with SEND to engage in activities available to those in the Academy who do not have SEND**

All of our extra-curricular activities and visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) which are organised by the Academy and adjustments will be made to encourage them to do so.

All students are encouraged to take part in sports day/school plays/special workshops, etc. No student is ever excluded from taking part in these activities because of their SEND or vulnerability.

### **10.13 Support for improving emotional, social development and positive mental health**

For more detailed information please refer to the Positive Mental Health Policy. All students have access to universal mental health support through PSHE and the tutoring programme.

We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to meet with their key adult and share concerns they may have.
- Students with SEND are encouraged and supported to be part of the school council
- Students with SEND are also encouraged to be part of Duke of Edinburgh and Games Club to promote teamwork/building friendships etc.
- Students are identified to be part of the ASDAN, additional PSHE groups, art groups, sports teams, clubs, including the neurodiversity inclusion group to build self-esteem and social needs.
- Students can self-refer to the school counsellor.
- Peer to Peer mentoring is provided with supervision from the counsellor.
- Identified students have the opportunity to meet the care dog and receive targeted support through the trained ELSAs, social skills groups. We have a zero-tolerance approach to bullying.

Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010.

Our ethos at Bristol Brunel Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND and embrace and promote neurodiversity, (please see the Anti-Bullying Policy).

Inclusion and difference are celebrated through specific assemblies and dedicated PSHE sessions, as well as raising awareness through national awareness events. For example: Mental Health; Dyslexia; Neurodiversity; and Autism Awareness Week.

Support for positive mental health is outlined in the Positive Mental Health Policy. The AAP / SENDCO is the Mental Health Lead and chairs the Academy's Mental Health Team, which oversees the universal and targeted interventions. BBA is currently accessing support from the Mental Health Support Team, through the work of two Education Mental Health Practitioners. There are consultations with the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service CAMHS, who provide advice and support to staff.

#### **10.14 Working with other agencies**

In our academy, we have Learning Support Assistants and Staff with knowledge and experience of supporting students with a wide range of Special Educational Needs and Disabilities.

Bristol Brunel Academy also works with external services that include:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Health Team
- Sensory Support Team (Visually-Impaired and Hearing-Impaired Teams)
- Bristol Autism Team
- Mental Health Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatricians and Health Services
- Off the Record, Creative Youth Network, Empire Boxing; Princes' Trust, Families & Young People's Service (FYPS), Families in Focus
- School Nurse

### **10.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made initially to the person responsible. For example, the class teacher, tutor, or SENDCO in the first instance.

If you are not satisfied that your concerns have been addressed informally, please refer to the Complaints Policy. The BBA Academy Complaints Co-ordinator is Sue Limb (sue.limb@clf.uk) who can be contacted directly.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **10.16 Contact details of support services for parents of students with SEND**

- Marius Dan, AAP Learning Support SENDCo, marius.dan@clf.uk - 0117 3772700
- Jessica Cicero, Assistant SENDCo, jessica.cicero@clf.uk - 0117 3772700
- Alex Pearce, Assistant SENDCo, alex.pearce@clf.uk - 0117 3772700

- Nicola Curley, Leader of Learning Support, Nicola.curley@clf.uk - 0117 3772700
- Chloe Drake, Leader of the Personalised Learning chloe.drake@clf.uk
- Jen Cusack, Vice Principal jen.cusack@clf.uk - 07825 807373

### 10.17 The Local Authority Local Offer



Bristol SEND Local Offer is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.

<https://www.bristol.gov.uk/bristol-local-offer>

Bristol's Local Offer has information on:

- Education – including nurseries, schools and colleges
  - Health services in Bristol
  - Short breaks, personal budgets and direct payments
  - Local events and activities for children and young people with special educational needs and disabilities
- South Gloucestershire Local Offer can be found on their website:

<https://www.bristol.gov.uk/bristol-local-offer>

If your concern is with the local authority, then please contact the school or SEND and You SENDIAS – SAY <https://www.sendandyou.org.uk/> Tel: 0117 9897725

10.18 Additional Information There are also websites that offer support which are run by national charities.

Examples are:

- The British Dyslexia Association. <http://www.bdadyslexia.org.uk/>
- The National Autistic Society <http://www.autism.org.uk/>
- The Dyspraxia Foundation - <https://dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/>
- The ADHD Foundation <http://www.adhdfoundation.org.uk/>
- The Social Communication Trust <http://www.thecommunicationtrust.org.uk/>
- Anna Freud National Centre for Children and Families leading mental health charity. <https://www.annafreud.org/>
- Tourette's Action <https://www.tourettes-action.org.uk/>

