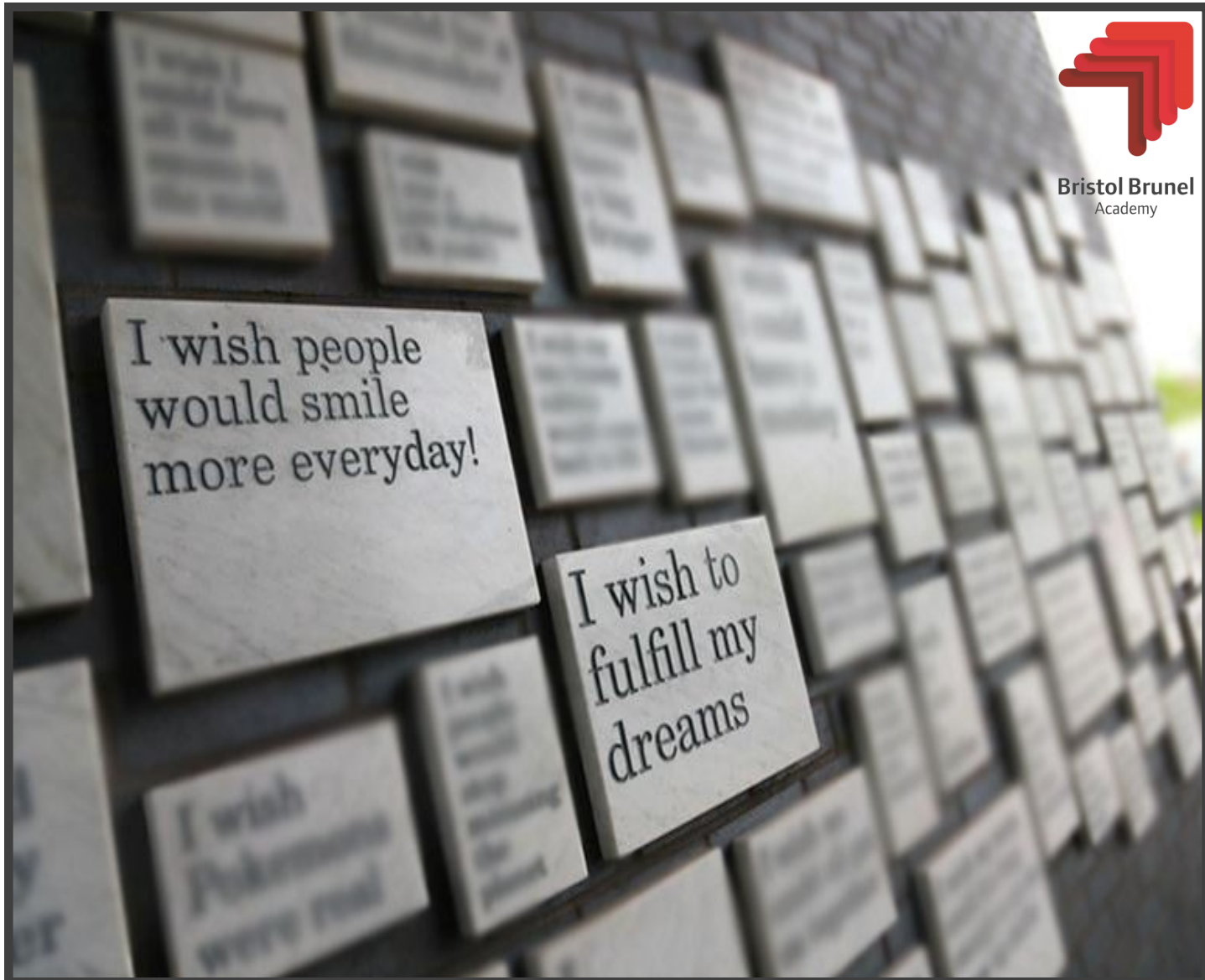




Bristol Brunel
Academy



L e a r n i n g S u p p o r t a t B r i s t o l B r u n e l A c a d e m y



Cabot
Learning
Federation

B e c a u s e e v e r y c h i l d i s u n i q u e

What is Learning Support?

At some point during their education most students will need extra support to enable them to reach their full potential. For other students, regular support will be needed throughout their time at school. It is the role of the Learning Support Faculty to ensure that all students identified as having a particular need are given the best possible support to enable them to achieve their potential.



The Learning Support Faculty identifies students who need extra support and ensures that those students are given the best chance to succeed, both in class and around the Academy.

We do this by sharing information on how best a student learns and by providing specific intervention packages to help those students to close any gaps in progress. We advise teachers on best inclusive practice, providing teachers with detailed knowledge on the specific needs of each student on the Special Educational Needs and Disabilities, Child in Care or English as an Additional Language registers.

The Learning Support Team support students with Special Educational Needs and Disabilities, Looked After Children and students who are new to English. We are located on the top floor of the Academy.



What is our support offer to students?

Through our team of Learning Support Assistants we offer a range of support. LSA support in-class and withdrawal lessons for specific interventions including:

- * Language support
- * Phonics
- * Reading
- * Numeracy
- * Social skills groups
- * Thrive
- * Mentoring / counselling



In Year 7 we provide some small group teaching for literacy and numeracy as well as a Nurture Tutor Group to support their transition. At Key Stage 4 students may be part of our Study+ and Princes Trust group to support their learning.

At BBA we have a dedicated area which aims to support students whose behaviours impact their learning.

Students have access to Thrive sessions which are run by our qualified Thrive workers.

Students may also access support from our Hub. This provision provides support in English and Maths from specialist teachers.



How are students identified?

Often students are identified on transition from primary school but any student can be referred to Learning Support if there is a concern either with progress or behaviour. Referrals can result from teacher assessments and whole school tests. Parents can also make a make a referral.

Once a student has been referred to the SENDCo, further assessment may be used to establish the specific needs which will inform the support required. This support may only be for a short period of time or for some students this will be for the duration of their time in the Academy. This is known as **SEN Support** and during the period the student receives support they will be placed on the Academy's Learning Support Register.

Parents will be informed of any decision regarding support which may be needed.

Support at BBA

At BBA all students are supported through high quality inclusive teaching, where teachers assess, plan and differentiate for the needs of all students.

Group support

Some students may be withdrawn from lessons to work in small groups. We have a range of interventions covering literacy, numeracy, speech, language and communication and social skills. Social and Emotional aspects of learning are also supported Thrive and Art groups or mentoring.



1 to 1 Support

For some students 1:1 support may be more appropriate. This is intensive support for students with higher levels of needs. Staff deliver bespoke intervention programmes tailored to the students' specific needs.



In class LSA support



At BBA our in-class support provision supports the class teacher in removing barriers to learning for all students. We aim to promote independent learning through supporting the class teacher in developing the students' resilience and providing healthy challenge. We promote an ethos of cooperation between the class teacher and LSA.

The Student Profile

At BBA all students who receive **SEN** support, Looked After Children Tutoring and **EAL** support have a student profile.

Student Profiles tell the teachers how best to teach your child. The Student Profile contains up to date information on how a student learns. It is written and reviewed with the student, parent and key worker on the Learning Support Evening or following other meetings during the Academic Year. The profile also includes the support the student receives and outcomes we hope achieve.

All teachers and support staff read and respond to these profiles.

<p>Name: XXXXXXXX DOB: XXXXXXXX Year: X Tutor: XXXX Key Worker: NCU</p>		<p>Aspirations: I want to work in a care home</p>
<p>Additional Support: Uses a turquoise overlay Literacy Support: Small group Read Write Inc/</p>		<p>XXXX has dyslexic tendencies and has struggled with her behaviour and friendships.</p>
		<p>About me:</p> <ul style="list-style-type: none"> • I have a dog called Rocky • My favourite book is Private Peaceful • My favourite subject is Art. • My friend is Kasey Boulton
<p>XXXXX's reading age: 7yrs 6 month</p>		<p>What I do well:</p> <ul style="list-style-type: none"> • Maths- calculations • Drawing
<p>XXXXX struggles with the use of a lap-top or tablet and scribing</p>		<p>I find it difficult to:</p> <ul style="list-style-type: none"> • English • Spelling, reading and writing • Get along with other students and have some fall outs.
<p>XXXXX needs to make a smooth transition to secondary school. XXXXX to improve her literacy and numeracy skills through targeted interventions. XXXXX to develop her skills in using assistive technology to support her learning – lap-top / tablet in lessons</p>		<p>It would help me if you could:</p> <ul style="list-style-type: none"> • Differentiate work for my reading age • Use of visuals, key word lists and scaffolding of tasks • Consider alternatives to writing to communicate understanding and build self esteem • Take time to build up a rapport and develop a relationship
<p>XXXXX to make a smooth transition to secondary school. XXXXX to improve her literacy and numeracy skills through targeted interventions. XXXXX to develop her skills in using assistive technology to support her learning – lap-top / tablet in lessons</p>		<p>I will help myself:</p> <ul style="list-style-type: none"> • Ask for help and communicate her needs to teacher / key workers / tutor / pastoral lead • Practice reading and spelling
<p>Parent Voice: One thing that will help my child is: Staff to be aware of XXXXXX needs and the struggles she has with her dyslexia</p>		

Learning Support

Bristol Brunel Academy

The Team at Bristol Brunel Academy

 <p>Mrs Coles Senior SENCO</p>	 <p>Mr Rutter SENCO</p>	 <p>Ms Wesley Weeks Leader of Learning Support</p>	 <p>Miss Curley HLTA (SLCN/PD)</p>	 <p>Mrs Greensmith HLTA Literacy KS4 & EAL</p>	 <p>Miss Szygowska HLTA KS3 Literacy</p>
	 <p>Mr Ashley HLTA Numeracy</p>	 <p>Miss Cornelius Reading Tutor</p>	 <p>Mr Allerton Teaching Assistant</p>	 <p>Miss Moody Teaching Assistant</p>	
 <p>Miss Redwood Teaching Assistant</p>	 <p>Ms Ramos Brown Teaching Assistant</p>	 <p>Ms Lown Teaching Assistant</p>	 <p>Miss Withers Teaching Assistant</p>	 <p>Mr Yusuf EAL - Teaching Assistant</p>	 <p>Miss Cole Teaching Assistant</p>
 <p>Ms Stevenson Teaching Assistant</p>	 <p>Q Amores Teaching Assistant</p>	 <p>Ms Mesimeri Teaching Assistant</p>		<h1>Learning Support</h1>	
 <p>Mr Ward Teaching Assistant</p>	 <p>Mr Beesley Teaching Assistant</p>	 <p>Ms Robinson Teaching Assistant</p>	 <p>Mr Jones Teaching Assistant</p>	 <p>Mr Brown Teaching Assistant</p>	

PLC



Mr Clements
Safeguarding Lead



Mrs Coles
AAP Learning Support



Mrs Elsbury
Inclusion Lead/PLC
Manager



Miss Drake
Inclusion Lead



Miss Hodgson-Smith
SEND Lead of CIC/PLAC



Ms Bray
Teaching Assistant



Ms Bignell
Teaching Assistant



Mr Henry
Learning Mentor



Ms Williams
Inclusion Supervisor



Miss Alam
Youth Intervention Worker



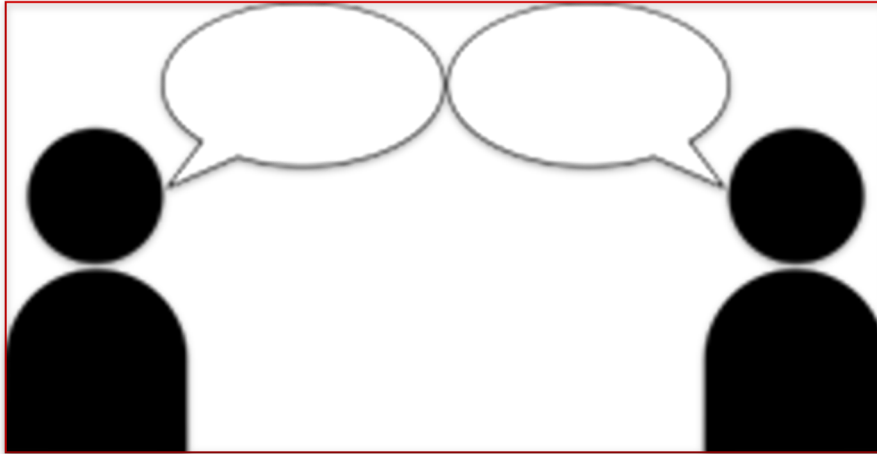
Bristol Brunel
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Learning Support

*Always Supportive
Always Nurturing*

Who do I talk to about my child's needs?

The key workers around all student needs are the tutors and subject teachers. There are reports sent out by the Academy three times a year and a parents evening.



SEN Support students, who work with the Learning Support Faculty also have appointed key workers who will monitor the progress of the student and share information about the barriers to learning the student is facing, in liaison with the SENDCo or the PLC Manager and Achievement Year Leader. Parents have the opportunity to meet with their child's key worker three times a year at the Learning Support Evenings to review the Student Profile.

What happens if further support is needed?

As more support is needed, the SENDCo may draw on different intervention programmes or Learning Support Assistants to support a student. This support is designed to develop resilience and independence in the student, to support effective and inclusive access to the mainstream curriculum to ensure outstanding progress.

Our most successful support takes place when there is good communication between home and classroom, student, tutor, key worker and SENDCo.

We also may ask our Educational Psychologist, a Speech and Language Therapist, or another specialist to meet with a parent and their child to gain expert advice or support.



Where a student requires additional support, the Academy may apply to Bristol Local Authority for additional funding - this is called Top-Up Funding.

Where a student's needs are more complex and progress is not being made, despite 'intervention', then we may consider requesting an Education, Health and Care assessment. The Academy will do this in consultation with parents. Health and Social Care will work together to assess needs with Education. This process takes 20 weeks once the Local Authority agrees to complete the needs assessment.



If you would like further information about the Learning Support Team at Bristol Brunel Academy, please contact Louise Coles or Nathan Rutter:

Louise.Coles@clf.uk

Nathan.Rutter@clf.uk

Tel. 0117 3772700



Mrs Coles
Associate Assistant Principal
– Learning Support



Mr Rutter
SENDCo

Bristol's SEND Local Offer Website:

Our SEND Local Offer website is a single place of information about services and support for children and young people from birth to 25 years old who have Special Educational Needs or Disabilities (SEND), and for their families and carers.

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

Our Local Offer website is for:

- Parents and carers
- Children and young people
- Practitioners and professionals

Our Local Offer website has information on:

- Services available to everybody, such as schools and children's healthcare
- Short term support and services for children and young people without an Educational, Health and Care (EHC) plan
- Specialist services and longer term specialised support for children with SEND

Further support and advice can be given by the following groups:

www.supportiveparents.org.uk Tel. 0117 989

FLORA : Families Local Offer Resource and Advice



Bristol Parent Carers:

www.bristolparentcarers.org.uk

flora@bristol.gov.uk

SAY



SEND AND YOU
SENDIAS

www.sendandyou.org.uk Tel: 0117 9897725