

Bristol Metropolitan Academy Special Educational Needs Information Report

Bristol Metropolitan Academy is a mainstream secondary academy catering for the educational needs of the full ability range and recognises that any student may have a special educational need during the time they attend the Academy. We are passionate about promoting and achieving inclusion for all young people who join the School. We believe that all children, including those identified as having special educational needs or a disability, have an entitlement to a broad, balanced, relevant and differentiated curriculum which is fully accessible to them.

We place equal worth on skills and a sense of self. Our vision is to help all of our students become the best versions of themselves, giving them the ability to compete with peers nationally and internationally: to support them in a holistic way to become the best learners they can be, as well as to help them develop the social and emotional skills that will enable them to succeed in their lives well beyond the realms of secondary education.

Every teacher at Bristol Metropolitan Academy is a teacher of special educational needs. Whilst we have a very strong and committed Inclusion team (Learning Support Assistants and Learning Mentors), the ethos and spirit of the School is based on the principle of inclusion and whole-school collaborative working where every member of staff supports students to allow them to thrive in their learning and to be happy.

What are special educational needs or a disability?

At our school we use the definition for SEN and for disability from the [SEND Code of Practice \(Updated 2015\)](#). This states:

- ‘Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer’

The kinds of special educational needs and disabilities for which provision is made at our academy:

Young people with SEN have different needs and we support students with the following Special Educational Needs in line with the [SEND Code of Practice](#):

- Communication and interaction: including students with Speech, Language and Communication needs including ASC

- Cognition and learning: including students with moderate learning needs or specific learning difficulties such as Dyslexia, Dyscalculia, Dyspraxia.
- Social, emotional and mental health Difficulties: including students with ADHD and Attachment Disorder
- Sensory and / or physical needs: including students with visual and hearing impairments

How do we intend to raise aspirations and expectations for all students with SEN?

- To identify and meet needs of students who have SEN as early as possible
- To work within the guidance provided in the SEND Code of Practice, 2015
- To operate a 'whole child' approach to the management and provision of support for SEN
- To ensure that all students have access to a broad, balanced and differentiated curriculum
- To provide support and advice for all staff working with students who have a SEN
- To ensure that students with SEN have an inclusive experience in all school activities where appropriate.
- To ensure that parents/carers of students with SEN are kept fully informed of the students' pastoral and academic progress.
- To ensure that students with SEN are at the centre of any decisions affecting their future SEND provision.

How does BMA know if students need extra help and what should I do if I think that my child may have special educational needs?

Students with SEN are identified and their needs determined through one of the following routes:

- Talking with previous schools and getting information from them
- Access needs are established prior to starting at the Academy
- Monitoring students' progress
- Teacher observations and referrals
- Carrying out assessments of need
- Discussions with students, parents or others who know the student

Our teachers plan their lessons to a high standard to meet a wide range of needs in their classes (Quality First Teaching). Some children require more support than others, so the teacher will differentiate their plan to meet the needs of these children. If a child seems to require more support than 'usual', the teacher will make Ms Phelps (SENCo) aware.

At this point, the teacher and your child's House team will help & support with possible strategies in consultation with SENCo (where required) check for impact of these strategies and track progress of your child. The extra support and tracking usually means the child starts to make progress and gets back 'on track'.

Despite personalised strategies and support, if your child does not show signs of making progress, then we will put in place more support and scrutiny for them. This stage is called SEND Support. Your child will now be added to the SEND register.

We may make contact with you to discuss your child's needs. At this point, we may ask you to visit your GP for further analysis of your child's needs. The extra support for your child may be from in school provisions (interventions, assessments, specialised strategies used in lessons) or with the help of appropriate outside agencies, but we'll talk through this with you. You will be updated about your

child's progress and next steps involved through parent's evenings, tutor evenings, communication from teachers/SENCo and reports.

If you are concerned that your child may have unidentified special educational needs that are impacting on their progress, then your first point of contact should be the student's tutor, Head of House, or the SENCo, Nicola Phelps: nicola.phelps@clf.uk

How will BMA support my child / young person?

All teachers are teachers of students with special educational needs. Teachers help all their students learn. Teachers use the details provided on the Academy's information system (SIMS), our SEND register and individual 'Provision Maps' to make appropriate lesson plans, seating plans and work.

The school believes that students should be in classes receiving direct input from their teachers where ever possible. This means that students are not frequently withdrawn for extra sessions and Learning Support Assistants (LSAs) are not allocated to every class. Some classes may have a learning support assistant (LSA) who provide extra support to the teacher to help students in the class access the curriculum.

Some students may have access to small group lessons or one to one interventions for part of their school week to help them develop key skills. Some students may require further support during social times, which the Inclusion Team offers.

Most students (Wave 3 and Wave 2) with Special Educational Needs Support will be allocated a key worker from the SEN Team. This person monitors progress and supports inclusion and communication between student, teachers and parents.

Every student is part of a tutor group with a teacher who acts as a point of contact for that student. The student's Head of House will also monitor their progress both academically and socially, and will be a point of contact on a daily basis.

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

All teachers are teachers of students with special educational needs. The needs of all students are met through 'High Quality First Teaching' which includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum. In any given class, teachers will support learning at different levels and different rates.

Where full access is not possible, other support may be sought in the form of training, advice, case conferences, interventions, and/or utilisation of learning support assistants and their expertise.

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

Academy reports are posted three times a year which give you information about your child's academic progress, behaviour for learning, attendance and punctuality during the term. There are Parents'/Carers' Evenings for parents and carers to meet all subject teachers and tutors twice at Key Stage 3 and Key Stage 4.

The SENCo/Assistant SENCo is available at every parents'/carers' evening to speak to parents of SEN students, irrespective of their year group. There is also a named SEND Council member who liaises with the SENCo and reports to the Academy Council annually.

There is a Tutor Evening early on in the academic year where parents meet with their child's tutor and there is also the opportunity to meet with the SEN Team.

Additional meetings are held to review the progress of students with EHCPs. Where further support is needed, the SENCo/Assistant SENCo will contact an appropriate professional and involve parents.

We also contact parents via phone, our text alert 'In touch' facility on SIMs or via email. Please ensure that the academy has your up-to-date email address and mobile phone for this.

What support will there be for my child's overall wellbeing?

Bristol Metropolitan Academy actively embraces a strong pastoral approach which provides holistic support and individual interventions where necessary to develop resilience for school life and achievement.

We have a clear behaviour policy (available on this website) and access to a range of behaviour support and advice when needed. This includes access to our Student Support Base, the Cabot Learning Federation Engage, work with external agencies and alternative educational provisions.

A great deal of pastoral support is available to students. Each student has access to a Head of House, Assistant Head of House and Zone Team Leader. All students have a Tutor who sees them every day. Most SEN Support and all EHCP students have a key worker from the Inclusion Team. At the Academy, we have access to a Counsellor Service and access to outside agencies including the School Nurse and Brook Advisory Service.

Our Learning Mentors run interventions (Thrive, MET groups) for our students who require more pastoral support. These interventions are bespoke and respond to meet the needs of the students involved.

Students with high SEMH needs or those who are going through a disruption in their life also have access to 1:1 mentoring with our Learning mentors for a brief period of time, which transitions into small group mentoring and then regular check ins to develop independence skills while having a close support network.

All schools have designated first aiders and a procedure for administering medications.

We have access to the School Health Nursing Service and Child and Adolescent Mental Health Service.

We contact First Response in Bristol and First Point in South Gloucestershire should it be necessary to access other services to support students and their families.

What specialist services and expertise are available at or accessed by the setting?

In our academy, we have Learning Support Assistants and Learning Mentors, in addition to teachers who have the knowledge and experience of supporting students with a wide range of Special Educational Needs and Disabilities.

Bristol Metropolitan Academy works with external services that include:

- Educational Psychologist
- Speech and Language Therapist

- Bristol Autism Team
- CAMHs
- Sensory Support Team (Visually Impaired and Hearing Impaired Teams)
- Occupational Health Team
- School Nurse
- School Counsellor

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

Classes are taught by qualified teachers who are specialists in their subject areas. Teachers are informed of students' needs and provided with key strategies to meet them through the 'Provision Maps'. Teaching staff are provided with updates and training from the SENCo through the Academy's continual professional development programme (CPD).

The Inclusion staff have a range of relevant qualifications and undertake regular continuous professional development and training. We have trained Thrive Practitioners as part of our Inclusion Team who attend regular training to keep their knowledge and licenses up to date.

CLF academies collaborate within the Federation to ensure best practice. Our SENCo attends a termly SENCo Cluster meeting to share best practice and have regular updates on changing legislations.

Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students.

How will my child be included in activities outside the classroom, including school trips?

The Academy assesses the risks for individual children and aim to support students so they can play a full and active role in academy life. We operate an inclusive policy to ensure access for all children and risk assessments or manual handling plans are completed where necessary. We have regular educational visits as well as people coming into school to support topic areas and we provide any support that is required for a fully inclusive experience. We aim to choose visits that are accessible to all so that all activities during and after the school day are open to all students.

How accessible is the academy environment?

BMA is accessible to students and parents with physical limitations and/or mobility impairments. We have designated disabled parking bays, from which people can enter the school. There are 4 lifts which enable access to all floors. There are disabled toilets on every floor and 2 larger hygiene rooms which can support students with severe physical impairments.

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. At Bristol Metropolitan Academy we work with parents and children to prevent treating any individual 'less favourably' and are committed to improving our access progressively over time.

How will the academy prepare and support my child to join the academy, transfer to a new setting or for the next stage of education and life?

All schools have a duty to support students to make the transition to the next stage in education and towards adulthood. We understand that transition can be a challenging time for young people regardless of which stage they are at.

Moving Schools: Year 6 to 7

In addition to the academy's transition program for all students, the Inclusion Team meet with the primary schools to ensure that all transition needs are met. For SEND students with particularly high needs the SENCo or Assistant SENCo from BMA is usually invited to the Annual Review in Year 6 to prepare the student for the transition. A bespoke transition package can be put in place where necessary. This may involve LSAs from BMA spending time in the primary school and extra visits to BMA being arranged.

Students with additional needs are also invited to attend the Academy's Summer School. This involves a range of activities enabling positive interaction with other students making the transition and the chance to become familiar with the academy building.

We recognise that there are children who find yearly transition tricky and these individuals are provided with extra support as appropriate. Parental involvement is essential and we value your input at any point in this process.

Moving into Key Stage 4 (Years 9,10 and 11)

Parents in Year 8 are invited to an options evening to discuss curriculum choices for Years 9, 10 and 11. For students with SEND the SENCo will be available for additional guidance along with the Senior Leadership Team.

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. 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.

In preparation for Post-16 transition, each student meets with the Academy's Careers Advisor, Tim Holmes, tim.holmes@clf.uk to plan out they options. These meetings for students with additional needs are supported by the Inclusion key worker and /or parents.

For students with EHCPs, the SENCo and Inclusion Team work closely with the Local Authority Team and parents 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 will meet with the student, parents

and the next provision to carefully plan the young person's transition. The Academy will also offer advice and guidance following the transition process.

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.

How are the Academy's resources allocated and matched to children's/young people's SEN?

The student's level of need determines what resources are allocated. Allocation of resources must be compatible with the education of others.

Schools receive funding from central government for all children including those with Special Educational Needs and Disabilities. Each school is allocated core funding (Element 1) - this is funded on an already agreed formula for mainstream schools. Each school also has allocated 'additional' support budget (Element 2) that is based on specific criteria related to the cohort of students. 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 is called High- Needs funding, and needs to be applied for by the SENCos.

High needs top up process:

In line with Local Authority policy, we are able to submit applications for top-up funding for vulnerable or high need students twice a year. These applications are made via top-up panels that occur in November and May. Application for top-up funding is a thorough and rigorous process which involves submitting detailed paperwork to a panel of professional experts.

The aim of Statements or EHC plans, is to meet students' needs and specify the support and objectives. Meeting these needs is often achieved by pooling resources e.g. creating smaller class sizes, buying software, running interventions for small groups, numeracy and literacy catch up for students with SEND, to ensure we maximise the impact of the funding.

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

All teachers are teachers of students with special educational needs. 'High Quality First Teaching' is the first step in responding to pupils who have or may have SEN. There is an on-going cycle of assess-plan-do-review. From this the teacher and the academy may use interventions to support classroom teaching. These interventions will be reviewed termly. If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved (see previous question for a full list of specialist support). The impact of this advice will be monitored.

The students' level of need determines the support allocated.

What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?

Bristol Metropolitan Academy has a Designated Teacher for looked after children – Emma Ball, Zone Team Leader. The Designated Teacher ensures that the implications of a child being both looked after and having SEN are fully understood by the relevant staff. Identifying SEN may in addition to the above occur as a result of assessments made through the Personal Education Plan and Health Plan both of which are statutory requirements.

How are parents involved in the academy? How can I be involved?

We are a child and family centred school. There are many opportunities for parents to be involved in supporting the Academy. You can contact your child's tutor, teachers, Head of House, Zone Team Leader throughout the year. Parents' evenings are held at least twice a year and the SENCo and representatives from the Inclusion Team attend every Parents evening, providing an opportunity to meet with your child's key worker and intervention teachers.

In addition to this the Academy has a termly Parents' Forum with the Principal and actively encourage parents to volunteer in the school. We welcome ideas from parents and look to implement any activities that will support and help the children.

What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

Following guidance for the Code of Practice, 2015, we work with students at all stages regarding any arrangements that are put in place to support them.

Students review their current provision with their Key Workers on a regular basis. Their Provision Maps which contain strategies that are developed with all their teachers are reviewed three times yearly with the young person and their parents/ carers and adapted to meet their evolving needs.

All review meetings are held in a child-centred way as much as is practicably possible, with the young person available for all/part of them to share their views and take part in the review and writing of the outcomes and provisions.

Who can I contact for more information?

- Ms N Phelps, SENCo – nicola.phelps@clf.uk – 0117 377 2071
- Mrs S Mckenty – Assistant SENCo – susan.mckenty@clf.uk – 0117 377 2071
- Mrs E Ball, Designated teacher for LAC – emma.ball@clf.uk – 0117 377 2071
- Supportive Parents – www.supportiveparents.org.uk – 0117 989 7725

How does the academy foster good relationships and reduce bullying for children with SEND?

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 Metropolitan Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND.

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 – this may be the class teacher, the SENCo or the Principal. Explain your concerns to them first. If you are not satisfied that your concerns have been addressed then please ask for the contact information for their line manager. If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.

If your concern is with the local authority, then please contact the school or Supportive Parents.

Where can I find out more about what there is for children and young people with special educational needs and disabilities in Bristol?

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

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

It 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.