



SEND Information Report and Contribution to the Local Offer to comply with the 'Special educational needs and disability Code of

Practice 0-25 years (June 2014)'.

Sir Bernard Lovell Academy is an inclusive mainstream academy that is part of the Wellsway Multi Academy Trust. We provide for a wide range of needs including those related to Communication and Interaction, Cognition and Learning, Social and Emotional difficulties and Sensory difficulties.

- **How does the academy know if children/young people need extra help and what should I do if I think that my child/young person may have special educational needs?**
 - If your child/young person has needs that have already been identified, then information and assessments will come from the previous school or setting; a transition meeting will be arranged for some children, which may include parents.
 - If your child has not been previously identified as having Special Educational Needs, then we would like to hear your concerns as early as possible in the academic year to ensure we can make reasonable adjustments to meet their needs.
 - We may liaise with other professionals to gain information and understand your child's needs.
 - We will ask you if your child has any additional needs prior to your child starting school. Some children may have a home visit too.
 - Access needs are established prior to starting at the academy.
 - If we feel that your child has SEND then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and whether we are contacting outside agencies.
 - 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 child's tutor who will start a process of gathering information for the Head of House and SENDCo.
 - If you need further information on 'special needs' from South Glos, click [here](#).

- **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 he or she will need?**
 - The role of the Learning Plus Team is fundamental to any additional needs being supported. In class learning is personalised by the subject teacher in the first instance and individual targets are coproduced with either the student or the parents or both for curriculum support sessions.
 - Regular meetings are held between the school and parents to share progress and the SENDCo may be involved in these meetings. Where further support is needed, the SENDCo will contact the parents and request involvement of appropriate professional.
 - If the child has specific needs where the teacher needs extra training, this will take place and specialists will be involved where necessary.

- Progress meetings are held 3 times a year and progress against targets is monitored at least termly. Tracking of these students is ongoing.
 - There is a named SEND Governor in each Academy (please see the Inclusion Policy) who liaises with the SENDCo and reports to the Governors annually.
- **How will the curriculum be matched to my child's needs?**
 - Quality First Teaching 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, the SENDCo will assign an Achievement Coach (Learning Support Assistant) to specific classes or students for the teacher to direct in order to support and underpin the child's social or emotional well-being and get them ready for the learning. Information from parents/carers is welcomed to support this.
- **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's learning?**
 - There will be meetings with the school to review progress as required. A report is issued once a year and parents' evenings are held once a year.
 - All students have a planner for communicating between home and school.
 - We welcome parents contacting the academy to make an appointment to meet us if they have any concerns or want to talk to a subject teacher.
 - We will set up a home-school book for any child where the parent and the class teacher have discussed concerns. We also contact parents via email or text message – please ensure that the academy has your up-to-date email address and mobile phone number for this.
- **What support will there be for my child's/young person's overall wellbeing?**
 - In our academy, the tutor or class teacher is the first port of call for all discussion about your child. They will discuss any concerns with appropriate members of staff. In some cases, the Head of House, Deputy Head of House or the SENDCo or Learning Plus Key Worker may be a more regular person as a contact for you.
 - We have 2 staff members within the learning support team who are completing the Thrive training who actively promotes a nurturing supportive approach and develops emotional resilience. We have a Mentor in the Learning Plus Team and a Counsellor on site. Access to these staff is via the SENDCo.
 - We have a clear behaviour policy – click [here](#).
 - We have designated first aiders and a procedure for administering medications. We have access to the School Nursing Service and CAMHS. We also contact ART should it be appropriate to access a variety of other support services identified by need.
 - Pupils' views are sought, listened to and acted upon wherever possible. Children have access to key adults in order to support them in voicing their views.

-
- **What specialist services and expertise are available at or accessed by the setting and how do you all work together?**
 - In our academy, we have Achievement Coaches who support students with speech and language needs, autism and aspergers, ADHD, attachment disorder, fine and gross motor skills, dyslexia and reading skills amongst other needs.
 - We have access to an Educational Psychologist, a specialist dyslexia assessor, a mentor, a behaviour mentor, a counsellor and 2 Thrive Practitioners.
 - We work with other members of the school community to form a team around the child to ensure that every child's needs are met.
- **What training has the staff supporting children and young people with SEND had or are they having?**
 - The SENDCo has completed the NASENCo award and collaborates with all the schools in the Wellsway Multi Academy Trust to form best practice.
 - Mrs Dyer is an SEND consultant for the Wellway Mat and works with the Learning Support team.
 - Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND.
 - As a team, we have regular updates from South Glos to ensure that our knowledge is up to date for supporting our young learners.
 - We currently have 5 qualified teachers who work within the Learning Support team. We also have a dyslexia specialist, a qualified assessor for exams access arrangements and 2 members of the team are working towards the Thrive Practitioner qualification.
- **How will my child/young person be included in activities outside the classroom, including school trips?**

Schools assess the risks for individual children. We operate an inclusive policy to endeavour to ensure access for all children and risk assessments or manual handling plans are completed where necessary.

 - We have regular educational and recreational visits and risk assessments are completed for individual students as necessary. All children, as well as those with SEND are given the opportunity to come. Some students may not be able to access some trips if the hazard or risk is deemed too high and this is discussed with parents to look at how mitigation of these circumstances can be arranged to ensure inclusivity. There are some rare occasions where it may be inappropriate for a child to come, however, we will always try to avoid this.
 - We will endeavour to provide any support that is required for full inclusion. Parents and carers may be invited to join and support the school and their child on trips and visits.
 - All after school activities are open to all students.
- **How accessible is the academy environment?**
 - Sir Bernard Lovell Academy is a large, mainly single storey site. Most of the school is at ground floor level with some teaching areas accessible only by stairs. Should this not meet the needs of a child, we will move the class group to ensure each child is included.
 - All areas of the academy are accessible via ground floor entrances. We have disabled toilets and all playing facilities are fully accessible and on the level.
 - If you require an interpreter we will endeavour to arrange this.
 - 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 Sir Bernard Lovell we work with

parents and children to prevent treating any individual 'less favourably' and are committed to improving our access progressively over time. Click [here](#) if you wish to read the Academy Access Plan.

- **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 been visited at their primary school if that setting feels your child needs transition arrangements. In some cases, this may involve parents. If a child has an EHCP, then the primary school should have arranged for the SENDCo of the preferred secondary school to be present at preferably the Year 5 Annual Review and definitely the Year 6 Annual Review.
- Home visits may also be arranged for children starting with SEND – the SENDCo will liaise with you on this.
- For some children, one visit may be sufficient, however, it is understood that for others, two or more visits may be needed. The SENDCo will liaise with the primary school. This may mean multiple visits to the primary school or multiple visits to the secondary school. This is arranged on an individual basis.
- In some cases, additional meetings will be arranged in advance in the form of a Team Around the Child (TAC) or a Team Around the Family (TAF).
- Some students may find moving to secondary school particularly challenging and we welcome the input from parents and actively want to work with parents on making this transition as smooth as possible.
- We recognise that there are children who find yearly and/or mid-year transition challenging and these are provided with extra support as appropriate to their needs. Parents will be fully involved and we value your input at any point in this process.

- **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 and these needs are met from this, including equipment. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6 000 a year if they have an Education Health Care Plan.
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, there *may* be additional funding allocated. If so, parents *may* have a say in how *some* of this is used. You will be told if this means you are eligible for a personal budget and this must be used to fund the agreed plan.

- **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.
- There is an ongoing cycle of assess-plan-do-review (see question 1). From this the teacher will use interventions to support the classroom teaching. This will be reviewed termly.
- If the in-class intervention is not having a positive effect, we may work with students outside of the classroom. This could involve 1 hour a week for 6 weeks in a small group or 1 to 1 on a specific skill e.g. Fine Motor Skills, Working Memory or Lego Therapy.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved (see question 5 for a full list of specialist support). The impact of this advice will be monitored and reviewed).

- - 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. If you want more information on the Education, Health and Care Plan from the Government, click [here](#).
 - Throughout this process, parents will be involved. Meetings with the SENDCo or her Deputy will be held and other external agencies will be involved as appropriate.
- **How are parents involved in the academy? How can I be involved? How will our academy build on equal partnerships with parent carers?**
 - We are a child and family centred school, so you can be involved in the decision making about your child's support – you should arrange to talk to your child's Tutor, Deputy Head of House, Head of House, SENDCo and/or the Learning Support Team to discuss any concerns. 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 have a range of ways in which you can communicate with us and we encourage you to make an appointment for a chat.
 - We hold internal review meetings for children with SEND. We have Single Assessment Framework (SAF) meetings, Annual Reviews, informal reviews as well as previously mentioned TAC and TAF meetings. We will hold as many informal meetings as are necessary to help progress your child's learning. Your views and that of your son/daughter are always valued and requested.
 - Parents form part of the Governing Body and we welcome ideas from parents and look to implement any activities that will support and help the children. For some students we recognise that having parents in school briefly can make a huge change, so we welcome them into Learning Plus whenever we can.
 - Homework is set weekly to repeat and practise activities that are new and present an achievable challenge for the individual pupil.
- **What are the arrangements for supporting children and young people who are looked after by the local authority and have SEN?**
 - Sir Bernard Lovell has a dedicated member of staff who ensures that CLA (Children Looked After) remain a priority in both the academic and pastoral systems. Working closely with the SENDCo and any other involved adult, ensures that the implications of a child being both looked after and having SEND are fully understood by all staff involved. Identifying SEN needs 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 does Sir Bernard Lovell 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 Sir Bernard Lovell Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please read our anti-bullying policy. Click [here](#) for the Anti-bullying Policy.

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

For the first point of contact, please ring the school on 0117 456 5900 or email sblovell@sblonline.org.uk and your message will be forwarded to the appropriate member of staff who will contact you as soon as possible.

- **SENDCo:** Miss Connor
- **Assistant SENDCo:** Mrs Morris
- **Safeguarding and Child Protection Lead:** Mr Lyle
- **SEND Governor:** Mr Schlick
- **Principal:** Mr Anderson

Further information and support can be found at:

- See the [South Glos Local Offer](#). This is a jointly produced and dedicated website for disability services
- If you live in Bristol rather than South Glos, please read [Bristol City Local Offer](#)
- [Supportive Parents network](#)
- [Disabled Parents network](#)

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

- Your first point of contact is the person with whom you had the original discussion. Explain your concerns to him/her first.
- If you are not satisfied that your concerns have been addressed, please ask to speak with their line manager, or a member of the Senior Leadership Team – this may be the Vice Principal or Principal and explain your concerns to them.
- If you continue to feel that your issues have not been addressed, the Principal will arrange a meeting with the Executive Principal or Chair of Governors. Please contact the school for this to be arranged.
- If you are not happy that the situation is resolved, please follow the complaints procedure. Click [here](#) for our Complaints Policy.
- If your concern is with the local authority, then please contact the 0-25 Team on 01454 866000 or email accessandresponse@southglos.gov.uk
- The [Supportive Parents Network](#) provides independent, individual information and advice for parents of children with special educational needs.