

**This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) in our academy. It is known as a School Information Report. We also have a SEND policy which can be found on our website.**

## **How do you teach children or young people with special educational needs and disabilities (SEND)?**

We provide a graduated response to meeting the needs of children identified Special Educational Needs or a disability.

We are very passionate about ensuring that every child regardless of need accesses “quality first” teaching everyday which will be matched to the pupils needs and ability through differentiation and all staff have high expectations of what they can achieve. Class teachers will identify children’s misconceptions or gaps in learning through their marking and assessments and will provide focused small group or individual teaching to address these issues.

When ensuring that children identified with Special Educational Needs and Disabilities access ‘first quality’ teaching in all areas of the curriculum and therefore engage in all activities of the school including physical activities with there peers, consideration is given to what adaptations need to be made which will vary from having special sensory curriculum to having one to one support. This is recorded either on a child’s ‘Individual Support Plan’ (ISP) within the section, ‘What do I need done differently at school?’ or for children who don’t require an ISP because they making the expected progress but to ensure that this continues they need changes to the school day, this is recorded in their individual ‘Adaptation Plan’.

Having high expectations and the above plans in place mean that children with SEN or a disability have the same opportunities to reach their potential in all areas and are not treated less favourable than other children.

If a child is identified as having Special Educational Need or a disability, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualized teaching intended to over come the barrier to their learning. This support is set out in a child’s Individual Support Plan or adaptation plan.

When identifying what is support that is ‘additional to’ or ‘different from’ we engage in a four stage process: Assess, Plan, Do and Review. We assess what are the barriers to learning taking into consideration all the information from discussions with parent/carers, the child, school staff and outside agencies. We then plan what additional support can be provided to overcome the identified barriers and then provide it. The impact of the support provided is regularly monitored and it is considered whether changes to the support needs to be made. All of those involved; learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

## **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

**SEND Regulations 2014 5(a):** their approach to teaching of children and young people with special educational needs.

**SEND Regulations 2014 5(b):** '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

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## How do you decide whether a child or young person has SEND?

St Ursula's criteria for a child being placed on the SEND register includes:

- Significant attainment gap between child and peer group.
- Persistent social, emotional and mental health difficulty impacting on their ability to access the curriculum or school life in line with their peers.
- Sensory or physical difficulty which is preventing a child making expected progress in one or more areas.
- A diagnosed disability or condition.
- Outside agency involvement protected by the SEND Code of Practice.

Class Teachers and Learning Support Assistants at St Ursula's Academy closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some difficulties. We provide a graduated response. If a class teacher identifies that a child is struggling and not making expected progress either academically, socially or emotionally they will implement a short-term programme of targeted support or strategies which hopefully will help the child get back on track. If a child is still not progressing at the expected rate, despite the strategies or support, the class teacher will seek the advice of the SENCo for further strategies to try. If a child continues to respond to these strategies and is not making as much progress as expected the child will be added to the SEND register and 'Individual Support Plan' will be put in place for specific intervention. Specific, measurable targets will be put in place, these will be monitored and reviewed regularly. Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited, the SENDCO, with the permission of the parents, may seek advice from other professionals to decide if more specialist support is required. Parent/Carers will be kept informed at all times.

If a child is not making as much progress as expected, the class teacher can also share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year. At these meeting strategies for individual child will be discussed and outcomes decided. A decision may be made at these meetings as to whether to put a child on the SEND register

Other assessments may be used to help make a decision about whether a child has special educational needs such as Speech and Language Assessments. Parents can raise concerns with their child's class teacher at any time.

When a child is identified as having a Special Educational Needs or Disability then they are recorded on the school SEND register under the following categories:

- Cognitive and Learning (Including specific learning difficulties e.g. dyslexia)
- Communication and Interaction (Including ASD)
- Social, Emotional and Mental Health
- Sensory/Physical.

Some children may have Special Education Needs that fall into more than one category. They are therefore recorded under the category where their most significant need lies.

Here at St Ursula's we ensure that provision is available for children who have needs in all of the above categories.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for identifying the particular SEN of children and young people.'

**SEND Code of Practice 2014 4.34:** 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

**SEND Code of Practice 2014 4.35:** 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

### **What 'additional support' do you offer children or young people with SEND?**

It is very important to us here at St Ursula's that we ensure that children identified as having Special Educational Needs are treated as an individual and their individual needs are met. When planning what additional support or adaptations are required for learning, this is tailored to the child's needs and could include one of the following. However, this list is not conclusive as we will ensure what the additional support meets the individual needs.

- Access to a range of sensory equipment to use in class.
- Access to a sensory room.
- Specific targeted academic interventions e.g. Nessy, Precision Teaching, Phonic catch up groups.
- Speech and Language interventions e.g. Talk Boost
- Social skills interventions e.g. Social Detective, Circle of Friends
- Emotional Literacy interventions e.g. Colour Monster
- Access to the Learning mentor or other pastoral support.
- Access to a Lunch Club
- Additional adults in the classroom
- One to one support.
- Access to a trained speech and language therapist who works at the school a day a week.
- Access to trained Speech & Language TA's to work on targets set by Speech & Language therapist.
- Access to our own E-ACT Educational Psychologist.
- Parents and Carers are offered support through our Family Support Worker, Learning Mentor and SENDCO.

### **What the legislation says...**

**SEND Regulations 2014 5(c):** ‘The additional learning support available to children and young people with special educational needs.’

**SEND Regulations 2014 5(h):** ‘What support is available for children and young people with special educational needs or a disability.’

**SEND Code of Practice 2014 3.66:** ‘Schools must work with the local authority in developing the Local Offer, which could include school-commissioned services’

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## How do you make sure children or young people with SEND do well?

Quality first teaching will be provided to all pupils and the class teacher will continually review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents’ evenings, meetings and school reports. Where a class teacher has concerns about a child’s progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the teaching assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. Alongside the class teacher the senior leadership track the progress of all pupils to ensure good progress is being made.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** ‘Information about assessing and reviewing pupils’ and students’ progress towards outcomes, including how providers work with parents and young people in doing so.

**SEND Regulations 2014 5(d):** ‘How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.’

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## What facilities do you have to ensure children or young people with SEND (Special Educational Needs and Disabilities) access the academy?

- The whole school is fully wheelchair accessible with wide doors and 6 accessible toilets, 3 on each floor.
- The main entrance doors open automatically.
- The front desk has a wheelchair height section.
- Level or ramp access is available to all areas of the school site.
- Lift between the ground and 1<sup>st</sup> floor
- The classrooms are quiet, light and open.
- There are blinds on all windows.
- There is water in each classroom.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Additional support will be allocated to children if they can not access parts of the academy independently.
- Breakfast club and After-School provision is accessible to all children.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

**SEND Regulations 2014 5(f):** 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

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### **Do you have staff with specialist training or have 'experts' to support the academy?**

St Ursula's staff have undertaken a variety of different training including in Numicon, Attachment Training, Speech and Language Support, story making, Positive handling (behaviour management / positive handling) and phonics. Good practice is regularly shared at staff meetings.

The SENCO attends SEND networks, briefings, conferences and cluster meetings to ensure the school receives the most up to date information regarding SEND, this is then disseminated to other staff.

The school has access to a link Speech and Language Therapist, Educational Psychologist, School Nurse, Occupational Therapist, Sensory Support Service and the Bristol Autism Team (BAT).

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)
- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and
- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

**SEND Regulations 2014 5(i):** 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

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### **How do you support the wellbeing of children or young people with SEND?**

We aim to work in partnership with parents, children and other professionals to provide a program of support which enables child to overcome barriers to learning and reach their full

potential. The school has a small 'Vulnerable Pupils Team' who work to support families and children with their emotional, mental and social wellbeing. They meet regular to discuss how children and families' who need some help can receive the support they need. This includes a family support worker, SENCO and Learning Mentor.

We have a clear behaviour and anti-bullying policy which are both available on our website – <http://stursulasacademy.e-act.org.uk/>. The school has a zero tolerance approach to bullying.

Risk assessment will be completed to ensure that children with SEND can participate in school life safety e.g. attending a trip. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis.

The school uses the 'Jigsaw' scheme to support Personal Social and Health Education (PSHE) and this is reinforced through our daily whole school assemblies. We are part of the Healthy Schools Program and have a Healthy Schools Champion.

All staff have completed the Stage 1 Child Protection training and designated safeguarding leads throughout the school have completed Stage 3 training.

All Learning Support Assistants and support staff have a current first aid certificate and there is a Lead First Aider who has been trained to a higher level.

A health care plan will be written with parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

**SEND Regulations 2014 5(j):** how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

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### **What happens if a child or young person needs specialist equipment, services or support?**

The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN or disability, it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child. If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan being drawn up.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.'

**SEND Code of Practice 2014 4.35:** 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

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### **How will I know if my child is doing well in school?**

Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra targeted support and strategies in class may be provided. Where progress continues to be limited more individualised support may be provided through creating and 'Individual Support Plan' which is written by the class teacher in conjunction with other adults who might support the child and the parents. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. These are reviewed by the pupil, school staff and parent/carers.

We strongly encourage parents to discuss any questions or concerns they have about their own child through arranging a meeting with the class teacher in the first instance and then the SENCo.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.'

**SEND Regulations 2014 5(d):** 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

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### **Do you have 'out of school' or extra curricula activities children and young people can do?**

We provide a range of before and after school clubs which are accessible to all children and all children are actively encouraged to join to try new opportunities. These range from sewing to homework to sports clubs and we have a good uptake of all children.

### **What the legislation says...**

**SEND Code of Practice 2014 4.32:** 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

**SEND Regulations 2014 5(g):** 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

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## How do you support children and young people with SEND with transition or 'moving on'?

Every child who joins the school in Reception is offered a home visit before they start the school. If the school is made aware of a child's SEN or disability prior to the visits, then the SENCO will try to also attend the home visit along with the class teacher. If this is not possible or the school is not made aware. Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with parents, previous setting, health visitor etc.

Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability the SENDCO will arrange a meeting with parents to discuss specific needs. The SENCO will also liaise with the child's previous setting in order to establish a smooth transition and any outside agencies involved. The SENCO will ensure any necessary provision is in place and the child's needs are communicated to the class teacher before they start.

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN or a disability. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

Children who are moving on to Secondary school will have the opportunity to visit their new school. Transition meetings will also be held between school staff as in order to ensure that any specific needs and requirements are communicated. For children with an ECHP or disability then a transition meeting will be held as soon as a school is identified so a personalised transition package can be arranged.

St Ursula's has a transition policy in place to aid transition from Reception to Year 1 and we receive the Bristol Transfer document from most Early Years settings meaning we already have information regarding our new Reception intake.

### What the legislation says...

**SEND Code of Practice 2014 4.32:** 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

**Parent Carer feedback:** 'I want to know what schools are supposed to do to help when my child changes school.'

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## What should I do if I disagree with what you are doing and want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher or SENDCO to see if the issue can be resolved. However, St Ursula's Academy does have a formal complaints procedure, a copy of which can be obtained from the school office.

### **What the legislation says...**

**SEND Code of Practice 4.7:** 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

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

If you would like to apply for a place for your child at the school, please contact the Bristol City Council Admissions Department on 01179037694.

Alyson Mitchard is the SENDCO and Clara White the Family Liaison and designated safeguarding lead. Nicky Reynolds is the interim Headteacher and has responsibility for all aspects of the school, including provision for SEND pupils and is also a designated safeguarding lead.

Please feel free to contact the school office on 0117 962 2616 to arrange to speak to any of the above named people. The school's SEND policy can be located on the school website: <http://stursulasacademy.primary.eact.org.uk/wp-content/uploads/sites/14/2017/07/SENDandLearning-Policy.pdf>

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### **Where do I find out more about what there is for children and young people with SEND and their families in the local area?**

Findability 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. It is Bristol's Local Offer and 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.