

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)'.



Fishponds Church of England Academy is an inclusive mainstream academy. We provide for a wide range of needs including those related to Communication and Interaction, Cognition and Learning, Social and Emotional difficulties and Sensory/Physical difficulties.

1. How does the setting know if children need extra help and what should I do if I think that my child may have special educational needs?

- If your child has needs that have already been identified, then information and assessments will come from the previous setting; a transition meeting will be arranged for some children, which will include parents.
- With permission we will 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.
- If your child has any access needs these are established prior to starting at the academy, where possible.
- If, together, we feel that your child has Special educational Needs and Disability (SEND) then we will use a process of assess-plan- do-review to decide if they are not making expected progress. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and consulted for permission if we feel it would be of benefit to your child to contact outside agencies, such as Educational Psychologist, Speech and Language Therapist.
- 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 class teacher.
- If you need further information on 'special needs' from Bristol City Council, www.bristol.gov.uk/schools-learning-early-years/children-with-special-needs

2. How will the academy support my child 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 class teacher is fundamental to any additional needs being supplemented. Learning is personalised by the class teacher and individual provision maps with individual targets are written for those who require them.
- Regular meetings are held between the class teacher and parents/carers to share progress; however, the Special Educational Needs Coordinator (SENCo) may be involved in these meetings. Where further support is needed, the SENCo will contact an appropriate professional and involve parents/carers.
- If the child has specific needs where the teacher would benefit from extra training, in order to fully meet their needs, this will take place and specialists will be involved where necessary.
- Progress meetings are held 3x a year and progress against targets is monitored at least termly. Tracking of these pupils is ongoing. There is a named SEND Local Board member, Claudine Richards, who liaises with the SENCo and reports to the Academy Local Board Annually.

3. 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 class teacher may direct further support from other adults. Information from parents/carers is welcomed to support this.

4. How will both you and I know how my child is doing and how will you help me support my child's learning?

- There will be meetings with the class teacher to review progress as required. A report is issued once a year and parents' evenings are held twice a year as well as a 'meet the teacher' session at the start of a new academic year.
- We welcome parents/ carers contacting the academy to make an appointment to meet with the teacher if they have any concerns or want to talk to the class teacher for further advice or information.
- Your child may have a home/school book where you should write any concerns for your child's class teacher, if you were not able to speak to them for any reason. We also contact parents via text or email– please ensure that the academy has your up-to-date email address and mobile phone number for this method of communication to be effective.

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

- In our academy, the class teacher is the first port of call for all discussion about your child. They will discuss any concerns with appropriate members of staff. We have a lead pastoral mentor to support and advise children and/or family as required. We have two fully trained Thrive practitioners and all of our teaching assistants are Key Workers.
- We actively embrace the Thrive approach which provides nurture support and develops emotional resilience.
- We have a clear [behaviour policy](#) and access to behaviour specialists for support and advice when needed, e.g. access to the Studio and outreach provision.
- We have designated first aiders and a procedure for administering medications. We have access to the School Nursing Service and CAMHS. We also contact First Response 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 class teachers, key workers, teaching assistants or learning mentors in order to support them in voicing their views.

6. 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 teachers and teaching assistants with specialisms in Dyslexia, Speech and language, support for children with Autistic Spectrum Disorder (ASD) and Down syndrome, Attention Deficit Hyperactivity Disorder (ADHD), fine and gross motor skills with support from Occupational and Physio teams, attachment needs and licensed Thrive Practitioners, reading and maths.
- There is also access within the Cabot Learning Federation (with whom we work closely) to an Educational Psychologist, Specialist Dyslexia teachers and assessors, a speech and language specialist, behaviour specialists and other therapeutic services.
- In addition, we have access to a range of specialist services as detailed in the responses to Question 5.
- We work as a team around the child to ensure that each child's needs are met.

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

- SENCOs and Inclusions Leaders are fully qualified or are completing training and collaborate within the Cabot Learning Federation to inform, develop and enhance best practice.
- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND.

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

- Inclusion is at the heart of Fishponds CE Academy. Specific access needs will be addressed on an individual basis. See Access Plan for further details.
- Schools assess the risks for individual children. 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 an enhance learning. There is one residential trip in year 6. We welcome all children, including those with SEND to have the opportunity to come and experience the trip.
- We provide any support that is required for full inclusion as we choose visits that are accessible to all. Parents/ carers are invited to join and support the Academy and their child on trips and visits.
- All clubs are open to all students.

9. How accessible is the academy environment?

- Fishponds CE Academy is fully accessible and meets all the requirements linked to the Equalities Act and the Disability Discriminatory Act.
- The layout of the Academy is accessible by ramps and via lifts if needed. The lifts are located in the Early Years area and by the school hall. We have disabled toilets and showers.
- The Access Plan provides further information regarding the accessibility of the environment. The Academy Access Plan can be found on the [Academy website](#).
- If you require an interpreter we will arrange this with the interpreting services.

10. How will the academy support my child 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 our academy for the first time will have a 'meet the teacher' session; Nursery and Reception have a picnic in the summer term before the September start, and a home visit. Home visits may also be arranged for children starting with SEND – the SENCo, class teacher or other senior member of staff will liaise with you on this. Additional home/school visits may also be arranged for children starting with SEND – the SENCo will liaise with you on this.
- For children moving on to Secondary school, there will be opportunities for them to visit their new school. The SENCo will liaise with the new setting. If the child has SEND, then additional meetings will be arranged in advance. SENCOs from the secondary schools will be invited to the appropriate Annual Review to prepare the student for the transition.
- 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/carers will be fully involved and we value your input at any point in this process.

11. How are the academy's resources allocated and matched to children's young people's SEND?

- Schools receive funding for all children including those with SEND. Schools have a duty of care to ensure children's needs are met from this, including any necessary equipment. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10 000 a year.
- 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/carers **may** have a say in how **some** of this funding is used. You will be told if this means you are eligible for a personal budget and this money must be used to fund the agreed plan.

12. How is the decision made about what type and how much support my child will receive?

- High Quality First Teaching is the first step in responding to pupils who have or may have SEND.
- There is an ongoing cycle of assess-plan-do-review (see question 1). From this the teaching team will use interventions to support the classroom teaching. These interventions will be reviewed at the end of every 10 week cycle.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists may be involved and strategies developed and put in place (see question 5 for a full list of specialist support). The impact of these changes will be monitored according to the advice given.
- 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 Educational Health and Care Plan (EHCP) from Bristol City Council, www.bristol.gov.uk/social-care-health/education-health-and-care-plans-ehcp
- Throughout this process, parents/carers will be fully involved. Meetings with the class teacher will be held and the SENCo and other external agencies will be involved as appropriate.

13. How are parents involved in the academy? How can I be involved? How will you build on your equal partnerships with parent carers?

- We are a child and family centred school and would encourage you to be involved in the decision making about your child's support. You should arrange to talk to your child's teacher 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 encourage close and regular communication with families. In some cases, we make an arrangement with parents/carers to have a home – school link book to support your child's learning.
- We hold internal review meetings for each child with SEND. Teacher and parents are encouraged to hold as many informal meetings as necessary to help progress your child's learning. Where appropriate we hold a formal Annual review where you are encouraged to attend and give your views.
- We have an active PTA/Friends, Parents Evaluation Group and actively encourage parents to volunteer in the school. We welcome ideas from parents/carers and look to implement any activities that will support and help the children in their education.
- We set homework weekly to repeat and practice activities that are new and present an achievable challenge for the individual pupil.

14. What are the arrangements for supporting children who are looked after by the Local Authority and have SEND?

- Fishponds CE Academy has a lead learning mentor who supports the SENCo in ensuring best outcomes for Looked after children. These adults ensure that the implications of a child being both looked after and having SEN are fully understood by the relevant staff. Identifying the SEN needs may, in addition to the above, occur as a result of assessments made through the Personal Education Plan (PEP) and/or Health Plan, both of which are statutory requirements.

15. How does Fishpond CE 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 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 Fishponds CE Academy is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please read our [Say no to Bullying Policy](#).

16. Who can I contact for more information?

- As detailed above the first point of contact should be your child's class teacher.
- If you have any further concerns we would encourage you to contact the SENCo Vicky Smith or the Principal Mike Eatwell on fishpondsCEacademy@bristol-schools.uk
- You could also link with the Chair of the Academy Local Board via the same email address.
- In addition to the contacts within the Academy, there are a range of other agencies and support networks available.
- Supportive Parents can also be contacted on:- 0117 989 7725, by email at mail@supportiveparents.org.uk or you could visit the website www.supportiveparents.org.uk
- Supportive Parents Network (Bristol) can be contacted via the website www.supportiveparents.org.uk/services-in-bristol
- Disabled Parents can be contacted via the website www.disabledparentsnetwork.org.uk
- National Parent Partnership Network can be contacted via the website www.iassnetwork.org.uk

17. 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 still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Local Board. Please contact the Academy reception desk for this to be arranged.
- If your concern is with the local authority, then please contact the SEN Team on 0117 9223700 or email SEN@bristol.gov.uk
- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit www.iassnetwork.org.uk for more information.