

Special Educational Needs Information Report

1. About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how we meet the needs of children with SEND. It will be published on the Bristol Futures Academy website and as part of Bristol City Councils Local offer

In this report, we explain how we meet our duties towards students with special educational needs and disabilities. This report complements Bristol Futures Academy Special Educational Needs and Disabilities Policy.

We will keep this report current. Bristol Futures Academy Governing Body, the Management Committee, will also review this report every year, and will involve students and parents/carers. If you want to give us feedback about the report, please contact us.

2. Who do I contact about my child's special educational needs?

Your first point of contact at BFA is the child's SA.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and coordinating the support for children with special educational needs, including those who have Education, Health and Care Plans (EHCPs). They also provide professional guidance to staff and work closely with parents/carers and other services that provide for children in Bristol Futures Academy

The key contacts at BFA are:

Head	Aileen Morrison
SENCO	Caroline Hall
Chair of Management Committee	Marie-Annick Gournet Moore
Nominated Member of the Management committee for SEND	Sadia Anderson
Designated Safeguarding Lead	Aileen Morrison
Designated Person for Looked After Children	Aileen Morrison

Contact us here.

3. Which children does Bristol Futures Academy provide for?

Bristol Futures Academy (BFA) is an alternative provision free school providing education for 14-16 year olds that has opened in September 2016. Places at BFA aren't available to members of the public, but please speak to your school if you think BFA could be right for your son / daughter. Our curriculum is varied and flexible so we are able to offer personalised programs to all students. Our Admissions Policy is available on our website along with other useful information.

We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included in our community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

4. Summary of how Bristol Futures Academy meets the needs of children with SEN

The key aim of BFA is to help all our students – including those with SEN and disabilities - to progress as much as possible towards an individual and carefully planned destination. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. We routinely assess all of our students so that we can identify barriers to learning and implement suitable tailored support packages.

We operate a carefully structured assessment and review programme (i.e. our version of “assess, plan, do review”). This enables us to deliver specific, targeted and specialist interventions on a number of levels, with or without the support of outside agencies.

Progress of all children is continuously reviewed. Where a child makes less than expected academic, social/and emotional progress, staff will raise concerns. Concerns will be considered and collated, interventions will be planned and outcomes will be proposed. Tutors/SA's in conjunction with the SENCO will write a learning support plan (LSP) for the following term.

The “assess, plan, do and review cycle” helps everyone to work together to continually improve the support so that the child makes good progress.

If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans within the Pupil Placement Plan (PPP) which is our overarching planning document and includes all other planning documents. We will involve parents/carers, foster carers and all other appropriate professionals.

5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that we can support children and young people to secure the best possible outcomes.

At BFA, we assume that all of our students have special educational needs because currently, they are not able to access mainstream provision due to identifiable barriers to learning. For example, a child with ASC might display dyslexic tendencies which would hamper their ability to write; a looked-after child may be experiencing considerable disruption at home and is unable currently to function successfully in a large institution.

Our school will assess each student's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all students. These will seek to identify students making less than expected progress (given their age and individual circumstances) through assessment and evaluation.

We will identify students:

- Whose progress is significantly slower than that of their peers starting from the same baseline;
- Whose progress fails to match or better their previous rate of progress;
- Where their attainment gap between themselves and their peers is not closing or is, in fact, widening.

Our assessment process enables us to identify each child's barriers to learning and carefully plan, deliver and evaluate the specific interventions for each child. The process will enable us to identify where universal, targeted or specialist support is required.

In identifying barriers to learning for each child, SA's, teachers and support professionals working with the SENCO will carry out a clear assessment and analysis of the student's needs.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident as they develop or perhaps as they establish trusting relationships within the school.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Priority barriers to learning and strategies to support progress will be recorded in the ANR for each student. These will be reviewed and updated termly and parents/carers will be regularly informed and consulted.

Multi-agency support staff may well be in place for many of the children and young people who attend our school. Where assessment indicates that involvement from other agencies is required, BFA staff will initiate appropriate referral and sustain multi-agency working.

Our assessment process will enable us to take decisions about requesting specialist support. It will inform us of the different aspects of help and approaches that may need to be taken.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child or young person's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and as they get older, prepare them for adulthood. The EHC plan will also guide subsequent LSPs.

6. How does Bristol Futures Academy teach and support children with SEN?

At BFA we set high expectations for all students, whatever their prior attainment. We use assessment to set targets which are appropriately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for students about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology
- Access to our ICT and networks
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of students' SEND.

The teaching and support of our students is subject to rigorous quality assurance supported by professional development and performance management.

Our system assessment involves a regular cycle of "assessing, planning, doing and reviewing" ("assess plan, do, review") involving SA's teachers, support staff, students and parents at various stages. Our interventions will be graduated depending on a child's needs and the way in which they respond to different interventions. This is defined in the Code of Practice Jan 2015 as a "graduated approach".

Clear dates for reviewing progress are agreed and parents, carers and teaching staff will support students to the targets set in their Learning Support Plans. The effectiveness of the support, interventions and their impact on the student/pupil's progress will be reviewed in line with our cycle of five times per year. All parents/carers will be given an opportunity to discuss these at parent consultations and by arrangement. If a student is subject to a formal assessment process, parents will be consulted accordingly, e.g. Education Health and Care Plan (EHCP).

If, after a process of targeted interventions, a student is still not making adequate progress, the decision may be taken - by BFA in consultation with parents – to apply to Bristol City Council for an EHCP assessment in order to access additional or specialist support.

(EHC plans are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a representative, a Local Authority SEN Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.)

In this case an initial meeting will be held and BFA will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.
- submit an Education Report (Section B) summarising barriers to learning, specific and additional needs, successes and suggested outcomes.

Participants will be sent a record of this meeting afterwards. Where a child is looked after by the Local Authority, every effort will be made to synchronise EHC plan reviews with other formal meetings and processes.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

All students will have an individualised learning programme. Teaching may take place within groups, sometimes individually on our school site or at another location which meets the student's needs.

After initial assessment, we will further understand a student's barriers to learning. Subsequent plans aim to deliver interventions to help our students to overcome these barriers. These interventions may have an academic or non-academic focus and will be delivered by SA's, teachers and a range of other educational professionals. Learning Support Plans will define interventions which support the highest priority barriers to learning we have identified for each student.

Learning goals for each student will also be set based upon individual and national expectations. We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes.

Children and young people will be involved in the planning of their learning.

Further information about our curriculum is available on our website.

8. How are parents and carers involved in reviewing children's progress and planning support?

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents;
- Provide parents with the information and support necessary to enable full participation in decision making;
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood;
- Regularly contact parents of children and young people to share and discuss plans
- Provide regular reports for parents on their child's progress;
- Involve parents in the regular reviews of learning support plans and, where applicable, in the annual review of EHC plans.

We encourage regular communication with parents and carers. Where and when necessary, our Pastoral and SEN staff will communicate with parents and carers as frequently as required. This may be via email, home/school liaison book or telephone conversations. All parents and carers of children with SEND also have the opportunity to meet and discuss individual progress and discuss any queries with staff from the SEN team at these whole school events.

9. How will BFA prepare and support my child to transfer to a new school/college or the next stage of education and life?

Our aim is to prepare children and young people to successfully progress to the next stage in their lives and we encourage our students to be ambitious. BFA provides school placements to students who are currently unable to access mainstream. As such great care is taken to support students' transition to their next placement which could be a college or employment and training (apprenticeship)., students who arrive in Key Stage 4 will stay to the end of an academic year and complete external accreditation. Students will receive support in being socially and emotionally prepared to access colleges and work.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

We will ensure that students in KS4 are provided with independent careers advice. For students with EHC plans, reviews from Year 10 will include a focus on preparing for adulthood.

BFA offers:

- Post-16 advice, support and information (including demonstration of different career routes)
- Liaison with schools, colleges and trainers for Post-16
- Taster days and visits
- Opportunities for parents to be informed and supported
- College link courses available through KS4
- Written reports, briefings and information sharing with College
- Accompanied visits to College
- Invitations for staff to come to BFA to meet and discuss child/young person
- Target setting through Learning Support Plans
- Help with work and job seeking skills

- Personal statement writing
- Interview techniques and practice.

10. What training do staff have?

Education staff at BAF are expected to offer a high level of professionalism, particularly in relation to children and young people with special educational needs. School improvement occurs through:

- a process of performance management, including regular observation of “classroom” practice and reference to national standards
- assessment of student data including academic achievement, barriers to learning, social and emotional indicators
- identification of personal continued professional development needs
- whole school strategic planning
- design and implementation of specific and whole staff training through INSET
- identification of new needs as the school population changes.

We ensure that all staff have sufficient skills and knowledge to deliver interventions effectively and that some staff have specialist training and responsibilities.

Whole staff training would typically include regular updates in the following areas:

- Safeguarding and child protection
- Literacy/dyslexia
- Autism Spectrum Condition
- Behaviour management
- Anxiety disorders/OCD
- Working memory
- DV/Emotional Trauma
- Team Teach – de-escalation and positive handling
- First aid
- Regular briefings and meetings regarding strategies to support current students or situations reviews of their progress.

11. How does BFA measure how the successful support of children with SEN?

We regularly review the quality of teaching for all students to make sure no-one under achieves. We consider whether our teaching and programmes of support have made a difference. We monitor the impact and effectiveness through the termly Student meeting, attended by member of the leadership team and other key personnel. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and also to remove those that are less so.

Student progress is measured through;

- Attendance tracking
- Academic progress and attainment in comparison to national expectations
- Progress in the core curriculum areas
- Improvement in student attitudes to self and school
- Literacy and numeracy skills

12. How accessible is BFA and how does the school arrange for equipment or facilities to be available to children who need them?

Please see policies relating to “Equality and Diversity and Cohesion Policy”

The BFA site is accessible to wheelchair users and to those with mobility difficulties. Consideration is also given to the sensory needs of students and reasonable adjustment is made to the school environment where it is needed, e.g. Brail signs on all access points, classrooms and specialist rooms for visually impaired students. This is reflected in BFA’s Accessibility Plan.

13. How will my child/young person be included in activities with other children such as school trips?

We work with parents and students to listen to their views, feelings and wishes to ensure students with SEND engage fully in the life of the school and in any wider community activity.

We are committed to promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, it is expected that all students will engage in a range of activities. Students are encouraged to participate fully in the life of the school and in their wider communities. Risk assessment may dictate that a child or young person cannot currently access an off-site visit or trip. Every effort will be made to support each student to fully participate and to safely manage any attached risks.

14. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing:

- support to families and children to improve attendance
- a supportive and responsive tutorial system
- a flexible and experienced staff team offering a range of pastoral support strategies
- small teaching groups and opportunities for 1:1 teaching
- consultation with and input from students via our student voice process
- A nurturing environment
- A professionally managed range of interventions designed to support emotional development and self-esteem
- Seeking advice and guidance from a range of external agencies as required.

15. What specialist services does BFA use to support children and their families?

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Specialist support may include help from:

- Educational Psychology Service
- Education Welfare Consultancy
- CAMHS
- Inclusion Support Services
- Speech and Language and Occupational Therapy
- Counselling
- Transition programmes for all students who are moving on
- Specialist School Nurse

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEN support delivered by appropriately trained staff. This may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress. Together, the parties agree the needs of the child or young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

16. Where can I get information, advice and support?

The Bristol City Council 'Local offer':

<http://www.findabilitybristol.org.uk/>

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers:

<http://www.findabilitybristol.org.uk/pages/home/advice-and-support/advice-and-support-for-parents-and-carers>

17. What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEN support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the BFA's Complaints Policy and Procedure (available on the BFA website).

19. Other relevant policies

Other policies that include information that may be important for students/pupils with SEND are:

- Data protection
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Equality Objectives
- Supporting Students and Pupils with Medical Conditions Policy
- Safeguarding in Education and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Behaviour Policy
- Preventing Bullying
- Accessibility Plan
- Manual Handling Policy
- Intimate Care Policy
- Pupil Premium Policy
- Teaching and Learning Policy
- Assessment Policy