

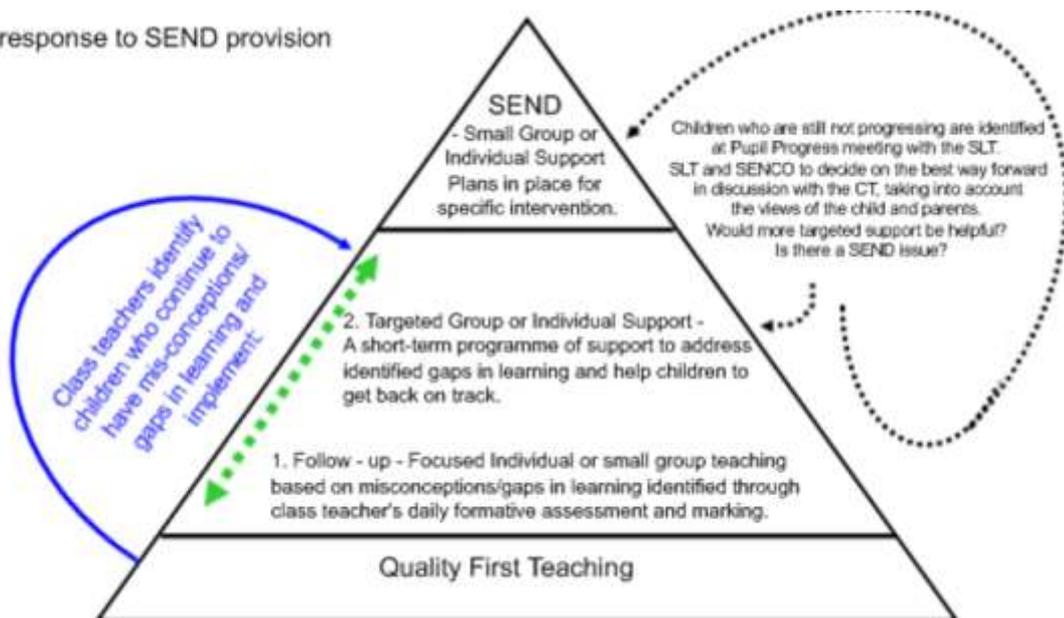
**This is a report on how we support children and young people with Special Educational Needs and Disabilities (SEND) in our academy- Ilminster Avenue E-ACT Academy. It is known as a School Information Report. We also have a SEND policy which can be found on our website.**

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

We provide a graduated response to Special Educational Needs. Class Teachers will deliver “quality first” teaching for all pupils in their class, which will be closely matched to the pupils needs and ability. Learning Support Assistants will, under the direction of the class teacher, support children in their learning through individual, group or class based activities. The support will be outlined in the child’s one page profile written by the child with adult support. 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. A short-term programme of targeted support may also be put in place to help children get back on track. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND register and a group or 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.

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## A graduated response to SEND provision



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

Class Teachers and Learning Support Assistants at Ilminster Avenue E-ACT 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. If a child is not making as much progress as expected, the class teacher will inform the parents. The class teacher will also share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year. 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.

Ilminster Avenue E-ACT Academy's criteria for a child being placed on the SEND register:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is that which is additional to or different from that made generally for other children or young people of the same age by the academy.

We will use an assess-plan-do-review process to help us identify the most appropriate category of SEND: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and/or Physical Needs.

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

Every class in EYFS, KS1 and KS2 have an LSA in addition to the teacher. Teachers can refer children through the SENDCO. We also deliver Reading Recovery and BRP to support Literacy. Children also have Mathematics support. Thrive and extra-curricular lifeskills are used to support building self-esteem and behaviour and social and emotional issues.

At Ilminster Avenue we also have outside agency support from a Speech and Language Therapist, Educational Psychologist, CAMHs worker, Occupational Therapist and Hearing/Visual Impairment Specialists.

Parents and Carers are offered support through our Family Support Workers and SENDCO.

## **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.

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## **What facilities do you have to support children or young people with SEND?**

Break times and lunchtimes are supervised by School Meal Supervisory Assistants (some of which are also employed as LSAs in school) so there will always be an adult available that your child knows.

Level or ramp access is available to all areas of the school site. Our site is fully wheelchair accessible with wide doors and an accessible toilet. The classrooms are quiet, light and open. There are blinds on all windows. There is water available in every classroom and in the corridors.

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

Iminster Avenue staff have undertaken a variety of different training including in Numicon, Attachment Training, Speech and Language Support, ASD and phonics. Good practice is regularly shared at staff meetings and the SENCO 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).

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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.

We have a clear behaviour and anti-bullying policy. The school has a zero tolerance approach to bullying. The school has a small Inclusion team who work to support families and children with their emotional, mental and social wellbeing. This includes a 2 family support workers as well as accessing outside support from other professionals if necessary.

A risk assessment will be completed to ensure the safety of everyone participating in a trip or visit. 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 whole school assemblies.

All staff have completed the Stage 1 Child Protection training and designated safeguarding leads throughout the school have completed Stage 3 training. There are a number of staff who 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.

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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, 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.

### **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 in class may be provided and summarized using a one page profile. 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. These are reviewed by the pupil as well as school staff. We strongly encourage parents to discuss any questions or concerns they have about their own child's individual needs.

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

At Ilminster Avenue we have a number of 'out of school' and extra curricular activities that our pupils can engage in. We offer early morning Running Club as well as after school sports clubs-including (on a rolling programme) Football, Tag Rugby, Basketball, Netball, Cricket, Cross Country, Athletics and Dance. We also have both a KS1 and KS2 choir as well as a variety of Music groups. After School Arts Club is also held for both KS1 and KS2 children.

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

Every child who joins the school in Reception is offered a home visit before they start the school. 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 liaise with the child's previous setting in order to establish a smooth transition. 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 in order to ensure that any specific needs and requirements are communicated. We receive the Bristol Transfer document from most Early Years settings meaning we already have information regarding our new Reception intake.

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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, Ilminster Avenue E-ACT Academy does have a formal complaints procedure, a copy of which can be obtained from the school office.

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

If you would like to apply for a place for your child at the academy or require any further information about us please contact any of the following people:

Alison Pippard-SENDCo and Inclusion Leader  
Leon McMeechan-Attendance Officer/School and Family Link Worker

at Ilminster Avenue E-ACT Academy, Ilminster Avenue, Knowle West, Bristol  
BS4-1BX Tel. 0117 9030261.  
or receptionilm@e-act.org.uk

The school's SEND policy can be located on the school website:  
<https://ilminsteravenueacademy.e-act.org.uk/wp-content/uploads/sites/2/2018/09/SEND-and-Learning-2018.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?**

Bristol's Local Offer webpages can be accessed at:  
<https://www.bristol.gov.uk/web/bristol-local-offer>