

Civitas Academy: Special Educational Needs and Disability (SEND) Local Offer

Civitas Academy is an inclusive mainstream school which provides for a range of special educational needs including those related to: communication and interaction, cognition and learning, social and emotional difficulties and sensory difficulties.

How does Civitas Academy know if children need extra help and what should I do if I think that my child may have special educational 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 needs that have already been identified, information and assessments will come from the previous setting; a transition meeting will be arranged for some children, which will include parents/carers.
- With permission, we will liaise with other professionals to gain information and understand your child's needs.
- Access needs are established prior to starting at the academy.
- If we feel that your child has SEND, we will use a process of assess-plan-do-review to decide if he/she is making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of the teacher's assess-plan-do-review findings and consulted if we need support from 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 class teacher.

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 supporting any additional needs. Learning is personalised by the class teacher and individual learning passports with individual targets are written for those who require them. Some children have individual provision maps.
- Regular meetings are held between the class teacher and parents/carers to share progress and the SENCo (Special Educational Needs Co-ordinator) 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 additional training, this will be planned, and specialists will be involved where necessary
- Progress meetings are held three times a year and progress against targets is monitored at least termly. Tracking of progress is continuous.

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, including Learning Support Assistants (LSA), to scaffold and embed the learning. Information from parents/carers is welcomed to support this.

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 twice a year and parents' evenings are held three times a year, involving parents/carers and the learners themselves, where appropriate.
- 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.
- We contact parents via email/phone - 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 overall wellbeing?

- The class teacher should be contacted in the first instance for all discussion about your child. The class teacher will decide if further advice is required from the SENCo
- We have a clear behaviour policy (available on this website) and access to behaviour specialists for support and advice when needed, e.g. access to the Studio and outreach provision.
- Our academy has designated first aiders and a procedure for administering medications. We have access to the School Nursing Service and CAMHS (Child and Mental Health Services). We also contact First Response, should it be appropriate, to access a variety of other support services.
- Pupils' views are sought, listened to and acted upon wherever possible.
- Children have access to key workers, Learning Support Assistants or SENCo in order to support them in voicing their views

What specialist services and expertise are available at or accessed by Civitas Academy and how do you all work together?

- In our academy, we have Learning Support Assistants and a senior leader to oversee all SEND provision.
- There is also access to an Educational Psychologist, specialist dyslexia teachers and assessors, a speech and language specialist, behaviour specialists and other therapeutic services.
- The SENCo can make referrals to health services through the local nursing team or ask for advice or training for staff from the designated school nurse.

What training has the staff supporting children with SEND had or are they having?

- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEND.

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

- 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 topic areas.
- We aim to provide any support that is required for full inclusion as we choose visits that are

trips and visits.

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 school for the first time will have a home visit before the September start, and if your child has identified SEND, your child's individual needs will be discussed then, and contact information for outside agencies will be checked. For children with SEND starting Civitas Academy at any other time, the SENCo may arrange to meet with you in advance to ensure a smooth transition.
- When children with SEND prepare to move 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, additional meetings will be arranged in advance. SENCos from secondary schools will be invited to Annual Review meetings for children with Education and Health Care Plans (or Statements of SEN as they were formerly known) in Year 6 to prepare for the transition.
- We recognise that there are children who find yearly transition difficult and these are provided with extra support, as appropriate. Parents will be fully involved and we value your input at any point in this process.
- All SEND information is passed onto the following class teacher and shared with schools when children change setting.

How are the academy's resources allocated and matched to children'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 £10 000 a year.
- If the assessment of a child's needs identifies something that is significantly different from what is usually available, there will be additional funding allocated. Parents will 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 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. From this, the teacher will use interventions to support the classroom teaching. This will be reviewed termly.
- If progress is still not as expected, despite a suitable period of appropriate and effective support and interventions, then specialists will be involved. The impact of this advice 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. This may lead to an Education, Health and Care Plan (this replaces the current Statement of SEN). This process will take a minimum of 20 weeks to implement. Once an EHCP is in place it will be reviewed annually.
- Throughout this process, parents will be involved. Meetings with the class teacher will be held and the SENCo will be involved as appropriate.

What are the arrangements for supporting children who are looked after by the local authority and have SEN?

- Civitas Academy has a designated Teacher for looked after children. The Designated teacher ensures that the implications of a child being both looked after and having SEN are fully understood by the relevant staff. Identifying SEN may occur as a result of assessments made through the Personal Education Plan and health Plan, both of which are statutory requirements.

How does Civitas 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 unlawful under the Equality Act 2010. Our ethos at Civitas Academy is aimed at reducing the incidence and impact of bullying of all individuals, including those with SEND.

How are parents involved in the academy? How can I be involved? How will you build on your equal partnerships with parents and 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 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. In some cases, we make an arrangement with parents to have a home – school link book to support your child's learning.
- We hold review meetings for children with SEND and in some cases, where appropriate, hold a formal annual review where you are expected to attend and give your views. Teachers and parents are encouraged to hold as many informal meetings as are necessary to help progress your child's learning. We welcome ideas from parents and look to implement any activities that will support and help the children.
- We set homework weekly to repeat and practise activities that are new and present an achievable challenge for the individual pupil.

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 Head Teacher.
- Explain your concerns to them first.

Academy Council. Please contact the school for this to be arranged.

- If your concern is with the local authority, then please contact Maxine Jenkins at Bristol SEN services.
- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. [Visit http://www.parentpartnership.org.uk](http://www.parentpartnership.org.uk) for more information.