2025 2026

Frome Vale Academy

SEND INFORMATION REPORT

INTRODUCTION

Please listen to the introduction by pressing the speaker icon below

Parents were consulted on this in March 2021

What does SEND mean and what is the 'School offer'?

- SEND stands for Special Educational Needs and Disability
- All children are individuals and their abilities in each area of the curriculum can vary across a wide spectrum.
- Class teachers are used to providing lessons and activities which ensure good progress for pupils whatever their level of ability.
- However, there are situations where a child's needs are such that it is difficult for a class teacher to provide appropriately for them without additional and/or specialist support. This is usually when a child is described as having 'Special needs'
- All Schools have a duty to be accessible and inclusive for the children within their community.
- It is our job to support parents in providing the best possible education for children. For the vast majority of children that will be through attending their local mainstream school. However, for a small number of children their needs may be met at an alternative setting or specialist provision. In those circumstances we have a role to support parents in identifying and accessing what is best for their child.

Types of SEND

- **There are four broad areas of need within SEND:**
  Cognition and Learning Needs
  Communication and Interaction Needs
  Social, Emotional and Mental Health Needs
  Sensory and/ or Physical Needs

- We do not 'fit' a pupil into a category, but rather provide support based on their particular area/s of need as stated in the Code of Practice:

- "These four broad areas give an overview of the range of needs that should be planned for. **The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.** In practice, individual **children or young people often have needs that cut across all these areas** and **their needs may change over time**. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. **The support provided to an individual should always be based on a full understanding of their particular strengths and needs** and seek to address them all using well-evidenced **interventions targeted at their areas of difficulty** and where necessary specialist equipment or software.

What should I do if I think that my child may have special educational needs?

- 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 we feel that your child has SEND, then we will use a process of assess-plan-do-review to determine if they are not making the same progress as other children. From this, we may involve outside professionals for advice. We will keep you informed throughout the process.
- If your child has needs have already been identified, then information and assessments will transfer from the previous setting; a transition meeting will be arranged for some children, which will include parents.
- 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.
- Access needs are established prior to staring at the academy.

How does the school know if my child needs extra help?

- If a child needs something more than is available through normal classroom practice, then they can be described as having special needs. This covers a wide range of needs from a child struggling to make good progress in reading or maths to social, speech or physical difficulties.
- If your child is new to school and they have needs which 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 you.
- If your child is not making the same progress as other children and we feel that your child has SEND, then we will assess and plan what action needs to be taken. Assessment may include classroom observations, formal assessments, meetings with your child's class teacher and consultations with you and your child. From this, we may involve outside professionals for advice. We will keep you informed at each stage.

How will Frome Vale Academy support my child?

- Quality First Teaching includes adaptions, 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.
- Regular meetings will be held with the class teacher and parents to share progress. The SENCO (special educational needs coordinator) will also monitor the progress.
- Some students may take part in a formal intervention programmes, such Talk Boost, Better reading partners, Pixl Therapies (see catch up intervention policy). We will keep you updated regarding progress.
- Children identified as having a Special Need will have an individual Education plan and a pupil support plan outlining their needs and strengths.
- It may be that we also seek additional outside agency support from a range of professionals such as: Educational Psychology, Speech and language therapy; Sensory Support team, Bristol Autism Team, School nurse. This could be in the form of training, support, assessment, advice.

How will both you and I know how my child is doing?

- 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. We also have open mornings, where you can come in and look at their books, as well as ask about their targets.
- We also contact parents via Class Dojo or email/phone – please ensure that the academy has your up-to-date email address and mobile phone for this.
- Students will have an individual IEP with targets, which we regularly review.
- Students with EHCP (educational health care plan, formerly known as Statements) will have a statutory yearly annual review
- Some students may have an LSA (learning support Assistant) working with them.
- You are welcome to contact the Academy to make an appointment with class teacher or SENCO.
- Those receiving Speech and language support will have the opportunity to attend drop-in sessions throughout the year, we will inform you of dates.

Will my children contribute to their support?

- At Frome Vale Academy, we believe that pupil voice is an essential part of children becoming good citizens
  and developing self-agency.

- This is an important aspect of our SEND provision and as such we describe our provision as 'child-centred'.

- Person centred thinking and planning is founded on the premise that genuine listening involves
  a commitment to take action. For example, when working with a child it is crucial that what is learned about how the child wishes to live, and where they wish to in their lives is recorded and acted upon.

- Person Centredness is action for inclusion- it works against low expectations, labelling, separation and lack of access to ordinary community life.

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

- All schools have designated first aiders and a procedure for administrating medications. We have access to the School Nursing Service and CAMHS (child and adolescent mental health). 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, teaching assistants or learning mentors in order to support them in voicing their views.
- There are many adults in the School who support the pastoral needs of all our students: The principal & SENDCo (Jan Saunders); Vice Principal (Maria Cerepanova) as well as LSAs. Students can also access our Designated Safeguard lead and Mentor (Heather Marshall)
- We have a clear behaviour policy (available on the website) and access to various professionals for support when required.
- Children may be supported by play therapy

Take a look at our Well- being policy for further information.

Which other services and outside agencies are available to the school?

- Educational Psychology
- Speech and language therapy, which also provide a drop-in clinic for parents to attend.
- Sensory support team
- Bristol Autism team.
- CAMHS (Child, Adolescent, Mental Health services)
- Occupational Therapy.
- Early years Inclusion team
- Play Therapist
- Nest (Thrive based provision) support
- Landsdown Park (Trauma informed approach)
- MHST

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

- SENCOs and Inclusions Leaders are qualified or working towards the completion of the National SENCO award and regularly complete training in order to develop their knowledge and practice. We collaborate within the Federation and with other Bristol SENCOs to share and form best practice. As part of the ongoing professional development process that happens within school, each member of the Learning Support team is encouraged to identify training needs early on in the school year and then plans put in place to achieve that during the year. This may include visiting other schools, attending local training, inviting in specialists from charities or being a part of whole-school training.
- Many staff undertake further training to develop their skills across a variety of aspects of school life.
- A number of the specialist services which support children with special needs within school also provide our staff with training either in school or on courses.
- In our academy, we have Learning Support Assistants and Staff with knowledge in supporting children with ADHD, Attachment Disorder, Autism, Dyslexia, hearing impairments, physical needs. If your child has specific needs where teaching staff need extra training, this will take place and specialists will be involved where necessary.

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

- We assess the risks for individual children and operate an inclusive policy to ensure access for all children.
- We have regular educational visits as well as people coming into school to support topic areas. There is one residential trip in year 6. All children, including those with SEND are given the opportunity to come.
- We provide any support that is required for full inclusion as we choose visits that are accessible to all.
- Parents and carers are invited to join and support the school and their child on trips and visits.
- All clubs are open to all students.

How accessible is the academy environment?

- Frome Vale is accessible to students and parents, as well as visitors, with physical limitations and/or mobility impairments.
- We have a disabled parking area, directly at the front of the school, for easy access.
- We have a lift, to access the second floor.
- We usually arrange our classes around students' needs, so if a student is using a wheelchair, we would make sure their class is on the ground floor.
- We have one Disabled toilet.

How will Frome Vale support its pupils when it is time for them to move class or transfer to a new setting such as secondary?

- Children starting school for the first time will have a 'meet the teacher' session, a play and stay session 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 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 transition tricky and these are provided with extra support as appropriate to their needs. Parents will be fully involved and we value your input at any point in this process.
- Children transferring from class to class, teachers will start to teach their new class, at the end of the academic year. We want a smooth transition and teachers ensure they transfer all information and notes to the next teacher. We may even do a transition plan or profile, involving parents

How are the academy's resources allocated and matched to children's young people's SEN?

- Schools receive funding for all children with an EHCP 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.
- 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 and 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 which will be reviewed annually. This process will take a minimum of 20 weeks to implement. Throughout this process, parents will be involved. Meetings with the class teacher will be held and the SENCo will be involved as appropriate.
- If your child qualifies for an Education Health Care plan (EHCP), the assessment of your child's needs identifies something that is significantly different from what is usually available, there may be additional funding allocated. You will be told if this means you are eligible for a personal budget and this may be used to fund the agreed fund.

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

- Frome Vale is 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. We have reading logs and encourage you to write in this if you need to make an appointment for a chat. 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 actively encourage parents to volunteer in the school. 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 practice activities that are new and present an achievable challenge for the individual pupil.
- Support is also available if you wish to understand more about how to help your child at home

Who can I contact for more information?

Your first point of contact should be your child's class teacher.
You may find it helpful to arrange an appointment with them.

You can also contact:

Dr Saunders – Principal (support SENCO) 0117 3532902

Supportive Parent supportiveparents.org.uk – 0117 989 7725

Who can I speak to if I have a complaint?

- The SENCO is available to talk about any issues. Parents can make an appointment to by contacting the School number: 01173532902.
- The Principal (Dr. Saunders) is also always willing to meet with parents if they have a complaint or concern.
- Parents are able to refer any unresolved issues to the chair of the Academy Council who can be contacted in writing through the school.
- The Local Authority provides a service for parents of special needs children who need support to resolve problems through the Parent Partnership Service. (Tel. 0117 303 5004)
- If you still feel the issues are unresolved, the Principal will arrange a meeting with the Chair of the Academy Council. Please contact the school for this to be arranged.
- If your concern is with the local authority, then please contact the school or Supportive Parents.
- The Parent Partnership Service http://www.parentpartnership.org.uk provides independent, individual information and advice for parents of children with special educational needs. Visit their web page for more information.

How can I find out about the Local Authority's 'local offer' for pupils with special needs?

- The LA's 'Local Offer' provide parents with information about all the arrangements and services available to them in their area. Here are the links to Bristol and South Gloucestershire:

- https://www.bristol.gov.uk/web/bristol-local-offer

- https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer