



IKB Academy

SEND Information Report and Contribution to the Local Offer

For review by the Principal, annually
Approved by SLT

Date of last review: September 2021

Date of next review: September 2022

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SEND Information Report for Futura Learning Partnership and Contribution to the Local Offer to comply with the ‘Special educational needs and disability Code of Practice 0-25 years (June 2014)’.

IKB Academy is an inclusive mainstream Studio School that is part of the Futura Learning Partnership. 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/young people need extra help and what should I do if I think that my child/young person may have special educational needs?**
 - If your child/young person 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.
 - 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.
 - Access needs are established prior to starting at the academy.
 - If we feel that your child has SEND then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher’s assessing-plan-do-review and if we are contacting 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.
 - If you need further information on ‘special needs’ from South Glos, click [here](#) or from BANES, click [here](#).

- 2. How will the academy support my child/young person 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 targeted provision plans are written for those who require them.

- Regular meetings are held between the school and parents to share progress and the SENCo may be involved in these meetings. Where further support is needed, the SENCo will contact the parents and request involvement of appropriate professional.
- If the child has specific needs where the teacher needs extra training, 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 students is ongoing.
- There is a named SEND Governor in each Academy (please see the Inclusion Policy) who liaises with the SENCo and reports to the Governors 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 will direct a Learning Support Assistant to support and underpin the child's social or emotional well-being to support them and get them ready for the learning. Information from parents/carers is welcomed to support this.

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

- There will be meetings with the school to review progress as required. A report is issued three times a year and parents' evenings are held twice a year.
- We welcome parents 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.

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

- In our academy, the tutor is the first port of call for all discussion about your child. They will discuss any concerns with appropriate members of staff.
- All the schools in the Futura Learning Partnership actively embrace developing emotional resilience.
- We have a behaviour policy (available on the website) and access to behaviour specialists for support and advice when needed, e.g. access to support from our Special School or from outreach provisions.
- We have designated first aiders. We also have access to the School Nursing Service and CAMHS. We also contact outside agencies should it be appropriate to access a variety of other support services identified by need.
- Students' views are sought, listened to and acted upon wherever possible. Students have access to tutors, teaching assistants, coaches or counsellors 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 teaching assistants with specialisms in speech and language, Autism, Down syndrome, ADHD, attachment disorder
- There is access within the Futura Learning Partnership to Educational Psychologists, specialist dyslexia teachers and assessors, a speech and language specialists, behaviour specialists and other therapeutic services.
- We work as a team around the child to ensure that each child's needs are met.

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

- SENCOs and Inclusion Leaders are fully qualified or are completing training and collaborate within the Futura Learning Partnership to form 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/young person 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. All children, as well as 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.
- All clubs are open to all students.

9. How accessible is the academy environment?

- IKB Academy has its own Academy Access Plan. Most of the academy is at ground floor level with some teaching areas accessible by stairs and a lift.
- All areas of the academy are accessible via ground floor entrances or the lift. We have disabled toilets on the ground and first floor.
- If you require an interpreter we will arrange this with the interpreting services.
- The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. At Futura Learning Partnership we work with parents and children to prevent treating any individual 'less favourably' and are committed to improving our access progressively over time. [Click here](#) if you wish to read the Academy Access Plan.

10. How will the academy support my child/young person 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.
- For students moving on to IKB Academy Secondary school, there will be opportunities for them to visit their new school. The SENCO at IKB will liaise with their previous

setting. If the child has SEND, then additional meetings will be arranged in advance in the form of a team around the child. Where children are in need of further input, they are identified for extra transitional activities. 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 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 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 £6 000 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 *may* 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.

12. How is the decision made about what type and how much support my child/young 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 (see question 1). 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 (see question 6 for a full list of specialist support). The impact of this advice will be monitored and reviewed.
- 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 Education, Health and Care Plan from the Government, [click here](#).
- Throughout this process, parents will be involved. Meetings with the school 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 our academy build on equal partnerships with parent carers?

- We are a student 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 tutor 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 a range of ways in which you can communicate with us and we encourage you 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 internal review meetings for children with SEND. Teachers and parents are encouraged to hold as many informal meetings as are necessary to help progress your child’s learning. Where appropriate, we hold a formal annual review where you are expected to attend and give your views.
- 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.

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

- We have a counsellor 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 SEN needs may in addition to the above occur as a result of assessments made through the Personal Education Plan and Health Plan both of which are statutory requirements.

15. How does Futura Learning Partnership 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 behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Equality Act 2010. Our ethos in Futura Learning Partnership is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND. For further information please read our [anti-bullying policy](#).

16. Who can I contact for more information?

For the first point of contact, please ring the school on 0117 9161025 or email enquiries@ikbacademy.org.uk and your message will be forwarded to the appropriate member of staff who will contact you as soon as possible.

- Futura Learning Partnership Inclusion Lead – Julie Dyer
- IKB Academy SENCo – Ruth Riggs rriggs@ikbacademy.org.uk
- IKB Academy SEND Academy Governor – t.b.c. contact Ctrout@ikbacademy.org.uk
- [Supportive Parents network](#)
- [South Glos Parents and Carers](#)
- [BANES SEND Partnership Service](#)

17. What do I do if I am not satisfied with a decision or what is happening?

- Your first point of contact is the person with whom you had the discussion. Explain your concerns to him/her first.

- If you are not satisfied that your concerns have been addressed, please ask to speak with their line manager, or a member of the Senior Leadership Team – this may be the SENCo, the Vice Principal, Principal and explain your concerns to them.
- If you continue to feel that your issues have not been addressed, the Principal will arrange a meeting with the Executive Principal or a Governor. Please contact the academy for this to be arranged.
- If you not happy that the situation is resolved, please follow the complaints procedure. [Click here](#) for our Complaints Policy.
- If your concern is with the local authority, then please contact either South Gloucestershire Council complaints [here](#) or Bath and North East Somerset Council [here](#).
- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Click on the link above (National Parent Partnership network).