



# **Digitech Studio School SEND Information Report *14-19***

Date Implemented: September 2019

Review Date: March 2024

### **1. How will you know if my child has SEN?**

- We will ask you if your child has any additional needs prior to starting at Digitech. You can indicate if your child has an EHCP or has SEN support on the Digitech application form.
- If your child has identified needs, then we will ask your child's former school to transfer information and assessments to Digitech.
- Once your child has started at Digitech, if teachers feel that there is an unidentified additional need, the SENCo will be informed.
- At this point, strategies will be put in place to support your child. The Triage team (The SENCO, Deputy Principal and Designated Safeguarding Lead) will track the progress of your child.
- If your child does not make progress, despite the strategies, we will contact you.
- Further assessment may be completed, such as testing for Exams Access Arrangements, and we will put more support in place. This stage is called SEN Support.
- At this point your child will be added to the SEN register and you will be informed.
- Sometimes we may seek the advice of outside agencies in identifying a specific need or for further advice in supporting your child.

### **2. What should I do if I think that my child has special educational needs?**

- If you feel that your child has an unidentified Special Educational Need that is impacting on their progress, you should contact the SENCO.
- In some cases, you may also contact your GP for support and guidance.

### **3. How will you communicate to staff that my child has Special Educational Needs?**

- If your child has SEN, the SENCo will share information with staff about your child and how to support them.
- A Pupil Profile will be created; this will outline your child's strengths, needs and strategies that can be used to help your child make progress. Your child will be involved in this process as we recognise the importance in listening to a child's views. You will also be consulted.
- Key information is also shared with teachers
- The SENCo monitors Quality First Teaching to ensure that appropriate strategies, outlined in your child's Pupil Profile, are used to support your child in class.
- Where appropriate, the SENCo communicates information about a child's needs to staff through meetings and staff briefings.

- There are regular meeting between staff and the SENCo where the progress of SEN pupils is tracked and strategies discussed.
- If your child has specific needs which require staff to have extra training, this will take place and specialists will be involved where necessary [for example, if a student has a specific medical condition].

**4. 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 for all students to the curriculum. In any given class, teachers will support learning at different levels and different rates.
- Where full access to the curriculum is not possible, other support may be sought in the form of pre-teaching, interventions, and/or the use of Teaching Assistants and their expertise.
- Teaching Assistants are mostly subject-based and so have an in-depth knowledge and understanding of the subject area in which they support students. They also work closely with their teaching colleagues to target support to those who most need it [primarily students with an Education, Health and Care plan [EHCP].

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

- We welcome parental contact to discuss a student's progress. Please feel free to phone or email Digitech to make an appointment to meet with your child's teachers, tutor, keyworker, or the SENCO.
- At least three times a year, you will receive a report for your child, detailing their academic progress, alongside other key indicators such as attendance data and lesson scores.
- Each academic year we have two parents' evenings where parents and carers can discuss their child's progress with subject teachers.
- The SENCo is also available at every parents' evening to speak to parents of SEN students.
- If your child has a keyworker, the keyworker will contact you regularly to discuss your child's progress and how you can support your child's learning.

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

- All schools have designated first aiders and a procedure for administering medications.
- We have access to CAMHS.
- We also contact Access and Response and First Point, should it be appropriate to access a variety of other support services identified by need.
- Digitech has a clear behaviour policy and staff take a Pivotal approach to behaviour management. If your child is finding it difficult to focus in class, teachers, tutors and The Triage team are there for support.
- There are a number of people in school, accessible to all students, should they require support: The Triage Team, tutors, school nurse, the SENCo, the Safeguarding lead, the Pastoral staff and Teaching Assistants.
- Some students have access to a keyworker and/or counselling for additional support.
- Digitech Studio School promote students' wellbeing through a whole school approach. We aim to create a calm environment where pupils feel a sense of belonging, they feel supported and liked.
- In Digitech Studio School, pupils' views are sought, listened to and acted upon wherever possible.

**7. What specialist services and expertise are available at or accessed by you and how do you all work together?**

- We have Teaching Assistants and staff with specialist knowledge and qualifications in different areas of Special Educational Needs.
- There is also access within the Federation to an experienced Educational Psychologist as well as the Local Authority Educational Psychology services for statutory work.
- The introduction of Education Health & Care Plans brings a greater emphasis on specialist services from Health Care and Social services being involved and communicating a joint approach to working with and supporting young people.

**8. What training have the staff supporting children and young people with SEN had or are they having?**

- Across the Cabot Learning Federation, SENCOs are fully qualified teachers and have a specialist master's level qualification – the NASENCO award – to help them in their role. In addition, SENCOs and inclusion leaders across the federation collaborate regularly to share and embed best practice.



- Links are formed between outside agencies and school staff to ensure appropriate training for staff working with children with SEN, for example via the Educational Psychologist and Sensory Support.
- As part of the ongoing professional development process within school, the Triage Team is encouraged to identify training needs early on in the school year and then plans are 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.
- All teachers are trained on meeting the needs of individuals and receive information about students' needs through Pupil Profiles, Bromcom (an information sharing platform) and staff briefings.
- Teaching assistants meet every week with the SENCo to discuss the progress of SEN pupils.

**9. 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. All children are given the opportunity to come.
- We provide any support that is required for full inclusion as, wherever possible, we choose visits that are accessible to all.
- Lunchtime and after school clubs (including homework and revision clubs) are open to all students. Some take place in The Hub, our Learning Support Base.

**10. How accessible is the academy environment?**

- All ground floor and first floor rooms at Digitex are accessible to students and parents with a disability.
- We have numerous disabled parking spaces from which people can enter the school.
- There are 2 disabled toilets.
- There is also a lift.

**11. 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 and phase to the next.
- All students that are due to start Digitech in Year 10/12 benefit from Taster Days where they will experience the school day, break, lunch and lessons.
- There is also a ‘Welcome Evening’ where parents will meet some key staff and parents have a chance to ask questions, have a tour and arrange practicalities like uniform.
- The SENCO will also liaise with your child’s previous school if an additional need has been identified. If your child has SEN, then meetings may be arranged in advance.
- Additional taster sessions are offered to students who need extra support with transition. These will be arranged by the SENCO,
- The SENCo will often be invited to the appropriate Annual Review in Year 9/11 to prepare your child for the transition.
- SEN students with high needs will be offered a transition package; this may involve teaching assistants from Digitech spending time in your child’s school, extra visits to Digitech and further taster sessions may be arranged. This is looked at on a case-by-case basis.
- We recognise that there are children who find yearly 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.
- Students are given support to secure positive destinations beyond KS4 and Post 16. The careers advisor will help your child explore options and Digitech will support with transition if your child has SEN.

## **12. 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 assessed through a statutory process, leading to an EHC plan.
- 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. You will be told if this means you are eligible for a personal budget and this must be used to fund the agreed plan.



- The focus for students who have EHC plans, is that their needs are met in school by pooling resources e.g. in creating smaller class sizes, buying software, running interventions for small groups.
- In some cases, students with an EHC plan may have access to in-class support, small group support or 1:1 support in The Hub.

**13. How is the decision made about what type and how much support my child/young person will receive?**

- Quality First Teaching, involving differentiation, is the first step in responding to pupils who have or may have SEN.
- The teacher will use strategies from your child's Pupil Profile to ensure Quality First Teaching. The impact of this will be monitored through the assess-plan-do-review process.
- Interventions will also be arranged where appropriate. Again, impact will be monitored through assess-plan-do-review.
- If progress is still not as expected, despite appropriate support and interventions, then specialists may be involved to advise teachers and provide further support.
- 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.

**14. How are parents involved in the studio school? How can I be involved? How will you build on your equal partnerships with parent 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 initially.
- 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.
- Students with an EHC plan, have formal annual review meetings which you are invited to attend. You are given the opportunity to share your views and discuss your child's progress.
- Review meetings for children with SEN are also arranged. Sometimes these can be over Teams or on the phone.



- If your child has a key worker, the key worker will contact you regularly to discuss your child's progress.
- Teachers, tutors, keyworkers, SENCO and parents are encouraged to hold as many informal meetings as are necessary to help progress your child's learning.

#### **15. Who can I contact for more information?**

- SENCO – Carolyne Goh [Carolyne.goh@clf.uk](mailto:Carolyne.goh@clf.uk)
- Principal – Chris Ballard [Chris.ballard@clf.uk](mailto:Chris.ballard@clf.uk)
- Designated Safeguarding Lead – Phil DeScossa
- SENDIAS – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk) – 0117 989 7725 [Information, Advice and Support line]
- South Glos Local Offer <https://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer>
- Bristol Local Offer <https://www.bristol.gov.uk/policies-plans-strategies/the-bristol-send-local-offer>

#### **16. 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, tutor, the SENCo or the Principal.
- Explain your concerns to them first.
- If you are not satisfied that your concerns have been addressed, then please ask for the contact information for their line manager.
- 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 (please see contact details above).