Cabot Learning Federation

Digitech Studio School SEND Information Report *14-19*

Date Implemented: July 2026

Review Date: July 2027

1. **How will you know if my child has Special Educational Needs (SEN)?**
    - We will ask you if your child has Special Educational Needs (SEN) prior to starting Digitech. You can indicate if your child has SEN or an EHCP on the Digitech application form.
    - After your child has accepted their place, you will be emailed a form requesting further information about your child's SEN (help is available to complete the form if needed).
    - We will also contact your child's current school for further information about their SEN and the support in place.
    - The school will be asked to transfer any relevant documents to Digitech such as a Pupil Profile or Educational Psychologist report.
    - If your child is Home Educated, we may contact your child's former school.
    - Once your child has started Digitech, they will complete assessments that may indicate a need. Where appropriate, you will be contacted to discuss the results.
    - Teachers, teaching assistants and pastoral staff can submit a referral to the SENCO if they notice your child is not making expected progress. The SENCO will contact you to discuss their needs.
    - Strategies that are "ordinarily available" to schools will be put in place to support your child. The Triage team (The SENCO, Deputy Principal, Attendance Lead and Designated Safeguarding Lead) will monitor the progress of your child. This may include the tracking of academic progress, behaviour and attendance.
    - If your child does not make progress, despite the strategies, we will contact you.
    - Further assessment may be completed. A "Pupil Profile" will be created, with input from you and your child, and we will put additional support in place. This stage is called "SEN Support".
    - At this point, we will request your consent to add your child to the SEN register.
    - Sometimes we may seek the advice of outside agencies in identifying a specific need or for further advice in supporting your child. This is done with your consent.

2. **What should I do if I think that my child has special educational needs?**
    - If you feel that your child may have an unidentified SEN that is impacting their progress, you can contact the SENCO. This can be done by emailing your child's tutor or the SENCO directly: **carolyne.goh@clf.uk**
    - 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's needs and how to support them.
- A Pupil Profile will be created outlining 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.
- The SENCO monitors Quality First Teaching to ensure that appropriate strategies are used to support your child in class.
- Where appropriate, the SENCO will communicate information about your child's needs to staff through meetings and staff briefings.
- Regular meetings between staff and the SENCO are held 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 adaptive teaching, target setting and personalised learning. In every lesson, Universal Provision and a range of resources are used 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 a student struggles to access the full curriculum, 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 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.

- If your child is KS4, you will receive a report for your child twice a year detailing their academic progress, alongside other key indicators such as attendance data and lesson scores. You will receive one report a year if your child is Post 16.
- Each academic year we have at least two parents' evenings where parent/carers can discuss their child's progress with subject teachers.
- The SENCO is also available at parents' evening to speak to parents of SEN students.
- If your child has a keyworker, the keyworker may 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?

- Digitech promotes students' wellbeing through a whole school approach. We aim to create a calm environment where pupils feel a sense of belonging, feel supported and safe.
- There are several people in school, accessible to all students, should they require support: The SENCO, tutors, school nurse, the Safeguarding Lead, the Pastoral staff and Teaching Assistants.
- Some students have access to a keyworker and/or counselling for additional support.
- Digitech can refer students for CBT which is delivered on site.
- Where appropriate, referrals to CAMHs can be made.
- Digitech has a clear behaviour policy and staff take a trauma informed, relational approach to behaviour management.
- Digitech has designated first aiders and a procedure for administrating medications.
- We also contact Access and Response and First Point, should it be appropriate to access a variety of other support services identified by need.
- At Digitech, 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 Cabot Learning 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.
   - The SENCO regularly attends South Gloucestershire LA cluster meetings where best practice is shared and training delivered.
   - 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 and the Teaching and Learning Lead identify training needs early in the school year and a training schedule is put in place. This may include visiting other schools, attending local training, inviting in specialists from charities or whole-school training.
   - All teachers are trained in 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 and needs of SEN pupils.

9. **How will my child be included in activities outside the classroom, including school trips?**
   - We have regular educational visits as well as people coming into school to support the curriculum and enrichment. All students are given the opportunity to be involved.
   - Digitech assesses the risks for individual students. We operate an inclusive policy to ensure access for all students and risk assessments or manual handling plans are completed where necessary.
   - 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 Digitech 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 you support my child's transition to Digitech, or for the next stage of education and life?

- The 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 be given information about Digitech and have a chance to ask questions.
- The SENCO will liaise with you and your child's previous school if an additional need has been identified (please see section 1).
- Additional taster sessions are offered to students who need extra support with transition. These are arranged by the SENCO.
- The SENCO will sometimes 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 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 "ordinarily 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 EHCPs, 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 adaptive teaching, is the first step in supporting pupils who have or may have SEN.
- The teacher will also use strategies from your child's Pupil Profile to help them make progress. The impact of this will be monitored through the assess-plan-do-review process.
- Teachers use Universal Provision and Dyslexia friendly strategies to support learning in the classroom. A "Sensory Audit" is also completed to ensure that the learning environment is supportive of those with sensory needs
- Where appropriate, interventions will also be put in place. 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 fully 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 EHCP 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 may contact you regularly to discuss your child's progress.
- Teachers, tutors, keyworkers, the 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
- Principal – Chris Ballard Chris.ballard@clf.uk
- Designated Safeguarding Lead – Phil DeScossa Phil.descossa@clf.uk
- SENDIASS – support@sendandyou.org.uk – 0117 989 7724 [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, keyworker, pastoral staff, behaviour lead, the SENCO or the Principal etc. Please 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 issue is 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 SENDIASS (please see contact details above).