Four Acres Academy,
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Four Acres Academy

Special Educational Needs & Disability (SEND) Information Report

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Four Acres, we use a range of indicators to help identify children with special educational needs. This includes:

- The SEND Code of Practice
- Concerns raised by a parent/carer
- Information and meeting with the child's previous school
- Concerns raised by the child's class teacher e.g. identified as working well below age related expectations
- Information from outside agencies
- Health diagnosis from a paediatrician

If a pupil is identified as having SEND they will be placed on the SEND register and parents/carers will be informed. We follow the Graduated Response, which is where we identify need through assessment of the needs of the individual, planning appropriate interventions/support, delivering the planned interventions/support and continuing to review the progress and impact (Assess, Plan, Do, Review).

If you are concerned about your child, please come in and talk to us. Your first point of contact is your child's class teacher who will discuss concerns with the Special Educational Needs Co-ordinator (SENCo). Alternatively, you can arrange to meet with the SENCo directly via the school office.

How will the setting support my child?

At Four Acres, we will endeavour to support your child in the best way according to their individual needs. The SENCo oversees the support that is offered to any pupils requiring additional help across the school.

Class teachers will plan for and work with each child with additional needs in their class to make sure they are making progress in every area of the curriculum. They will follow the guidance and advice from outside agencies to ensure the appropriate support is in place. Each pupil on the SEND register will have one or more of the following: Pupil Passport, Individual Education Plan (IEP), Bristol Support Plan or Education Health and Care Plan (EHCP). These documents will highlight the strategies being used to support your child and the target areas being worked on.

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Support could be through:

- Intervention programmes
- Social and emotional support
- Social skills groups
- Additional adult support in class as well as for playtimes and/or school trips
- Seeking and acting on advice from outside agencies (Educational Psychologists, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Bristol Autism Team, Mental Health Support Team)
- Adaptations to the curriculum planning and/or environment to make it accessible

Where necessary, referrals will be made for additional assessments, advice and support from any of the agencies mentioned above as well as the School Health Nursing Team, Community Paediatricians, Lansdown Park Early Intervention Base and the Child and Adolescent Mental Health Service (CAMHs).

Four Acres also have a Music Therapy coach in one day per week and a Boxing Therapy coach in half a day per week.

How will the curriculum be matched to my child's needs?

At Four Acres, all children receive quality first teaching and adapted teaching and learning. Clear guidance and staff expectations are used to support the needs and achievement of all and we follow the Graduated Approach (Assess, Plan, Do, Review). When necessary, we provide personalised planning which may follow the Engagement Model.

Our curriculum celebrates the diversity of society. Pupils are actively encouraged to listen to others, to show empathy, acceptance, understanding and inclusion of all.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

At Four Acres, your child's progress will be closely monitored by their class teacher, the SENCo and by Senior Leaders. If a child is identified as having considerable gaps in their learning, then interventions will be put into place. Staff are trained on how to use resources to best support children and accelerate progress. The SENCo is readily available to offer guidance on resources, strategies and implementation. Your child's progress will be shared with you through an annual report to parents/carers, parents evenings, meetings with the SENCo, informal conversations, test outcomes and EHCP Annual Reviews where required. Class teachers and the SENCo are happy to meet with parents when it is requested.

Four Acres strives to ensure that all children make progress and the following steps are taken to ensure that children are given the opportunity to succeed:

- The SENCo and Senior Leaders monitor the quality of teaching and learning across the school.
- The SENCo and Senior Leaders analyse data; identifying any areas of concern.
- Pupil Passports, Individual Education Plans (IEPs) and Bristol Support Plans all contain useful strategies, helpful teaching techniques, targets and resources to support any child with SEND. These are completely personalised and reviewed regularly.
- Interventions are planned to support gaps in learning and to ensure progress.

The Governors, Senior Leaders and Subject Leaders contribute to the process of evaluation of teaching and learning. This is carried out through a variety of strategies including: the Graduated Approach, Raising Attainment Visits (RAVs) and other ad hoc visits from colleagues across Futura Learning Partnership, learning walks, lesson observations, book and work scrutiny as well as the analysis of data. The SENCo meets with the SEND Governor to discuss SEND provision, which aims to make improvements in effective practice and quality of provision for our children with SEND.

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

Four Acres is an inclusive school. We welcome and celebrate diversity. We have a caring and nurturing staff who endeavour to support and understand all pupils. Four Acres pupils are very happy to come to school and our parents/carers have acknowledged that their children feel safe here. Our pupils are confident and enthusiastic learners; however, we understand that at times children can have social or emotional needs. In these circumstances, support will be offered from an experienced member of our staff.

Class teachers and teaching assistants support pupils on a day-to-day basis. If you are concerned about your child's wellbeing, please contact your child's class teacher or the Mental Health Lead. If further advice is needed, please liaise with the appropriate member of staff; this may include:

Miss Emma Holland, SENCo; Ms Zoe McLean, Family Support Worker/Attendance and Deputy Safeguarding Lead, Mr Josh Williams; Learning Mentor and Mental Health Lead, Mrs Carys Taylor-Evans; Deputy Head Teacher or Mr Matt Cave, Head Teacher and Safeguarding Lead. On occasions, advice may be sought from outside agencies; parents/carers will always be consulted in such cases.

At Four Acres, the strategies we use to support the wellbeing of the pupils include:

- Social skills groups
- Alternative provision for playtimes and lunchtimes – The Den
- Home-school communication – Class Dojo
- Draw and Talk Therapy
- Low intensity CBT from the Mental Health Support Team
- School based counselling sessions

All of these strategies are used alongside our PSHE curriculum (Jigsaw). The safeguarding of all pupils at Four Acres is our utmost concern and is taken very seriously.

What specialist services and expertise are available or accessed by the school?

Four Acres works collaboratively with a range of external agencies. When appropriate, we work with:

- School Health Nursing Team
- Community Paediatrics
- NHS Physiotherapists
- NHS Occupational Therapists
- NHS Speech and Language Therapists
- Educational Psychologists
- NHS Specialist Nurses
- CAMHs
- Bristol Autism Team (BAT)
- Sensory Support Team (Vision/Hearing)
- Mental Health Support Team (Jamie Moir – half a day per week)
- Lansdown Park Early Intervention Base
- Bristol SEND Team
- SEN SLEs

What training have the staff supporting children with SEND had?

Miss Molly Ferris will be completing The National Award for SENCos. Staff are trained to meet the specific needs of the children that they are working with. Throughout the school, we have staff trained in:

- Autistic Spectrum Disorder (ASD)
- ADHD
- Adverse Childhood Experiences (ACEs)
- Trauma
- Nurture Group
- Social Stories

- 5 Point Scale
- Administration of Medicines
- Speech and Language Support
- Reading Programmes
- Positive Handling (Team Teach)
- Sensory Circuits
- RWI Phonics
- Behaviour Management
- Attention Autism
- Draw and Talk Therapy
- Play Therapy
- Makaton
- Bereavement
- As well as specific intervention programmes

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

At Four Acres, we strive to ensure that all pupils are included in all aspects of learning; this includes activities outside of the classroom and school trips. We encourage independence and provide specialist equipment, where necessary, to support this. In some circumstances, the assistance of an adult is needed to support the individual pupil and when appropriate this is implemented.

All activities outside of the classroom are planned with the needs of the pupils at the centre. Activities are adjusted to ensure that they are accessible to all.

Arrangements for pupils with very specific needs, such as the use of a wheelchair, are managed on an individual basis when they arise.

Risk assessments are carried out prior to any off site visit/activity to ensure everyone's health and safety is not compromised. In some cases, individual risk assessments are written.

How accessible is the school?

Four Acres is partially accessible to wheelchair users. We are based on a split-level with many additional areas being accessed via small flights of stairs, though access can be arranged via longer routes. There is no lift access. A disabled toilet is available on site as well as changing facilities. We have shower facilities should they be required. Blue Badge holders can have access to our school car park.

How will the school prepare and support my child to join the school and transfer to a new school?

New pupils to Four Acres are actively encouraged to visit prior to joining the school. For pupils with SEND, additional visits would be arranged as well as relevant

meetings with the SENCo and Family Support Worker. For pupils with SEND who are transferring from another setting, staff from Four Acres would endeavour to visit them in their current setting to meet the pupils and staff and/or liaise on the telephone to ensure a smooth transition. When a pupil with SEND needs to change school, staff from Four Acres will attend any transfer meetings. This would usually be the SENCo and/or the Family Support Worker but occasionally the class teacher or a known teaching assistant may be appropriate. Parental involvement is essential, as it enables parental questions to be answered, concerns clarified and needs identified as well as providing the school with a complete picture of the child.

If your child has complex needs or an Education Health and Care Plan, a meeting will be held to plan transition with staff from both settings and any outside agencies along with the pupil and parents/carers. Additional visits will be arranged for pupils.

How are the school's resources allocated and matched to children's special educational needs?

Four Acres have the support of teaching assistants across the school. Additional resources and support are audited on a year-by-year basis. Any interventions that are implemented to support the individual's needs are delivered by the class teacher and/or teaching assistant with the support and guidance of the SENCo. All resources are evaluated for impact and changes are made when needed.

How is the decision made about what type and how much support my child will receive?

Ongoing discussion between parents/carers, class teachers and the SENCo will take place to ensure that all parties are aware of the support provided. Individual pupils may require different levels of support in order to achieve age related expectations. In some cases where pupils may have complex needs, advice is sought from outside agencies and then implemented.

How are parents involved in the school? How can I be involved?

Parents are actively encouraged to liaise with staff at Four Acres and discuss their child's needs, progress, concerns and achievements. Regular meetings are arranged to review progress and set new targets where necessary. We have a governor on the governing body who is responsible for ensuring appropriate SEND provision is in place. The SEND governor can also liaise directly with the SENCo.

The named **SEND Governor at Four Acres is Mr AndrewJenkins** If you wish to speak to the SEND Governor, please contact the school office on 0117 9030474 or email enquiries@fouracresacademy.org.uk.

Who can I contact for further information?

If you wish to discuss your child's needs and/or arrange a visit please contact the school office on 0117 9030474 or email enquiries@fouracresacademy.org.uk.

For further information please see the following website:

www.bristol.gov.uk/bristol-local-offer

You can also seek advice and support from:

FLORA (Families, Local Offer, Resources and Advice):

flora@bristol.gov.uk

0117 3526020

SEND and You

www.sendandyou.org.uk

support@sendandyou.org.uk

0117 9897725

SEND Information Report to be reviewed September 2026