



## Aspire Academy Local Offer

Within BANES, there is a range of specialist provision, of which the Aspire Academy plays a key role. All pupils at the school currently have a Statement of Special Educational Needs. Over the next three years, these plans will be converted to Education, Health and Care Plans. New pupils joining the school in Early Years will have an EHC Plan from September 2014.

**Admissions** - Detailed information and guidance on Admissions can be found on our website

**Area Wide Local Offer** - We work with a wide range of Multi-Agency Partners, Voluntary Sector Providers, Independent Providers and Local Authority Services. The following links may support parents/carers who are new to the area or those exploring new services for support.

Web Address	Resources Available
<a href="http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25">http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25</a>	<b>Bath and North East Somerset's SEND Offer</b>
<a href="https://www.rainbowresource.org.uk/">https://www.rainbowresource.org.uk/</a>	<b>Bath and North East Somerset's Guide for Young People with Additional Needs</b>
<a href="https://www.bathnes.gov.uk/services/children-young-people-and-families">https://www.bathnes.gov.uk/services/children-young-people-and-families</a>	<b>The Family Information Service working to support local families with information and choices including family related issues, childcare, parenting support, benefits and schools.</b>
<a href="http://www.wellaware.org.uk/">http://www.wellaware.org.uk/</a>	<b>Your guide to Health, Well being and Community Services for Young Adults/Adults in Bath and North East Somerset</b>

School Based Information	Summary of Responsibilities
<p>1. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>As a special school setting all young people have a range of Special Educational Needs and Disabilities. We work in partnership with our Multi-Agency Teams to monitor and assess the pupils in order to meet their needs and to set challenging targets and outcomes.</p> <p>The Principal and Senior Leadership Team are responsible for:</p> <ul style="list-style-type: none"> <li>● The day to day management of all aspects of the school</li> <li>● Coordinating all the support for children with special educational needs (SEN) to make sure all pupils get a consistent, high quality response to meeting their needs in school.</li> <li>● Ensuring that you are: <ul style="list-style-type: none"> <li>● involved in supporting your child’s learning</li> <li>● kept informed about the support your child is getting</li> <li>● involved in reviewing how they are doing</li> <li>● involved in planning for the future</li> </ul> </li> <li>● Liaising with the Multi-Agency Team at school to help support your child’s learning e.g. Speech and Language Therapy, Music Therapy.</li> <li>● Making sure the Local Governing body is updated on all SEN and School related matters</li> <li>● Making sure that there are excellent records of your child’s progress and needs.</li> <li>● Providing specialist support for teachers and teaching assistants in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.</li> </ul> <p>Class teachers are responsible for:</p> <ul style="list-style-type: none"> <li>● Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support).</li> <li>● Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible outcomes. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>● Ensuring that the school’s Teaching and Learning Policy is followed in their classroom, and for all the pupils they teach.</li> </ul> <p>The Lead Governor for Special Educational Needs is responsible for: Making sure that the necessary support is made for all pupils to make progress and achieve their outcomes.</p>

<p>2. How will the school staff support my child/young person?</p>	<ul style="list-style-type: none"> <li>● Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>● Ensuring that all teaching is based on building on what your child already knows, can do and can understand</li> <li>● Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches.</li> <li>● Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress – this may involve specific strategies to support your child to learn</li> <li>● A teacher, teaching assistant or professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting</li> <li>● Providing a creative learning environment to engage young people and challenge them.</li> </ul>
<p>3. How will the curriculum be matched to my child's/young person's needs?</p>	<p>We offer a highly differentiated and personalised curriculum, based on the style of learning that works best for the young person. We work closely with our multi-agency teams to draw on their expertise.</p> <p>We value pupil led learning to engage young people and prepare them for future independence and decision making.</p>
<p>4. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>We have a pupil review days every year and an Annual Review meeting. We also encourage regular communication through phone calls/emails/in school meetings – whichever system works best for your family. Class Teams undertake regular assessments of pupil progress using a range of assessment tools. The teams set Individual Education Plans (IEP) for all students that are monitored and evaluated termly in order to set high standards. Home Activities are set and offer a range of activities to support learning at home and in the local community.</p>
<p>5. What support will there be for my child's/young person's overall well-being?</p>	<p>As a school, well-being is an extremely important part of our work. We want all young people to come to school, enjoy school, make progress and make effective transitions to employment and their futures. For this reason they need to develop skills to manage their well-being and be confident in accessing support.</p> <p>We use a range of assessments such as THRIVE to baseline emotional development and plan for interventions needed. Many of our multi-agency partners support our well-being journey such as our School Nurse, Music Therapist, Speech and Language Therapist.</p> <p>All social times are supervised and the staff integrate with students throughout the day, including meal times.</p>

<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<p>The school is led by a creative, experienced, dynamic team of Senior Leaders and Class Teams. We have a Multi-Agency Team based at the school (some of the services are provided by Sirona) additional services are commissioned by the school to ensure a high standard of multi-agency delivery.</p> <p>Many of the Teachers/Teaching Assistants have specialisms including Speech and Language, Attachment Disorder/ / Behaviour Management/ Nurture Programmes /Literacy and Numeracy Specialist Interventions. We believe in a team approach to delivery at Aspire Academy. All multi-agency partners work closely with Teachers, Teaching Assistants and Senior Leaders to embed practice and achieve the best outcomes that are possible for the children and young people we work with.</p> <p>All teachers and support staff are Team Teach trained. This is designed to reduce reliance on restraint and restriction by expanding the toolbox of positive behavioural supports. Reducing risk involves giving staff the confidence to take decisive action when it is necessary, in order to keep people safe, whilst at the same time encouraging better assessment, planning and communication to enable staff teams to anticipate foreseeable hazards and avoid them. The physical techniques are based on providing the maximum amount of support, control and therapeutic support.</p>
<p>7. What training are the staff supporting children and young people with SEND having?</p>	<p>Professional Development is led by a member of the Senior Leadership Team at Aspire. Friday afternoons are dedicated to professional development. We are privileged to work with such a skilled team and for this reason a lot of our training is delivered in house.</p> <p>Our staff team are our most valuable asset and for this reason we recognise the importance of nurturing and developing a skilled workforce.</p>

<p>8. How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Heads of Centre co-ordinate Educational Visits. These lead members of staff oversee all visits and off site educational activities ensuring clear parent/carer communication information sheets, parent/carer consent form systems and risk assessments undertaken by the class teachers.</p> <p>As part of the risk assessment staffing ratios are considered and the accessibility of the venues being visited. We value the local and wider community as an amazing tool for learning so we aim to offer a varied lifeskills package to ensure aspirational outcomes for the pupils we support.</p>
<p>9. How accessible is the school environment.</p>	<p>Aspire is a fully accessible school site.</p>
<p>10. How will the school prepare and support my child/young person to join the school, transfer to a new setting or the next stage of education and life?</p>	<p>We recognise that ‘moving on’ can be difficult for a child/young person with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>● If your child is moving child to another school: <ul style="list-style-type: none"> <li>○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>● When moving years in school: <ul style="list-style-type: none"> <li>○ Information about your child will be shared with their new teachers</li> </ul> </li> <li>● From Year 9 onwards, the young person will have an annual Transition Review where we discuss future planning. We consider Education and Employment needs, Health Needs, Social and Leisure Needs and future Housing Plans. Each year, this plan is reviewed and updated so that the young person/parents/carers/school staff/multi-agency teams can work towards making college/setting applications, exploring funding options and visiting available provisions to ensure high aspirations for our pupils futures. Many of our ex-pupils are still in active contact with the school and are in successful employment opportunities.</li> </ul>

<p>11. How are the School's resources allocated and matched to children's/young people's special educational needs?</p>	<ul style="list-style-type: none"> <li>● The school budget is managed by the Head teacher, School Business Manager and The School Governing Body. The Head Teacher decides on the budget in consultation with the school governors, on the basis of needs in the school. <ul style="list-style-type: none"> <li>○ The Head Teacher and the School Team discuss all the information they have about pupils to ensure all necessary services are delivered to maximise progress and outcomes.</li> <li>○ Through thorough data analysis pupils identified as not making as much progress as would be expected are discussed and additional resources/training and support is allocated.</li> </ul> </li> </ul>
<p>12. How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Assessment – formal and informal tests. Multi-professional assessment and advice.  All pupils have IEPs.  We pride ourselves in meeting the needs of children and young people in a personalised way. We work closely with parents/carers and the pupils to take a creative approach to support that works for the individual depending on their additional needs. Everyone is unique and we need to create a package that will work and inspire confidence in learning, independence, progress and enjoyment.</p>
<p>13. How are parents involved in the school? How can I be involved?</p>	<p>We rely on parents/carers informing the school of any circumstances that may have occurred overnight or over a weekend. This information aids staff plan for any change in student behavior or mood.  We often ask parents to reinforce systems at home. We strongly believe students' progress more rapidly when parents work with the school.  Parents are given plans of the work to be done in the term ahead – Jigsaws are published on the website. We encourage parents to take an active interest in the work the students do.</p>
<p>14. Who can I contact for further information?</p>	<p>The best way to learn more about our school is to come and visit. We are happy to organise tours/discussion time. Please contact the school to book a time. Please visit our website – you will see the many varied activities our students do. If you have any further questions about your child/young person, progress, transition needs or general information – please contact your child's class teacher or the Head of Centre. The School Governors meet regularly and are also happy to work in partnership with parents/carers.</p>

