

Snowdon Village Special Educational Needs and Disabilities Information Report –

Overview

School Name: Snowdon Village
School Address: Beam St, Redfield, BS5 9QY
Contact Details: send@sv.clf.uk
SENCO (Special Educational Needs Coordinator): Maiya Hurddiqui

Compliance with Statutory Requirements

This report complies with Section 69(2) of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It also follows the guidelines set out in the SEND Code of Practice (2015).

Snowdon Village Academy is a family of four schools, across five sites, that sit within the Cabot Learning Federation. Our schools are alternative provisions and we provide education to students ages four to sixteen who have been excluded from mainstream schools or who have specific learning needs which mean they find it difficult to cope in a mainstream setting. Many pupils attending the Academy have an Educational, Health and Care Plan (EHCP), with an identified 'primary need' of Social, Emotional and Mental Health needs – some pupils may have other needs in addition to this, for example Autism or Speech, Language and Communication needs.

Snowdon Village aims to provide a trauma-informed, individualised and high-quality education for all young people who are referred to us. Our core values are **positivity, equity, resilience** and **love** – meaning we believe in providing a bespoke education, where young people feel loved and respected and are given the support that they as individuals need to succeed.

In November 2021, we were the first school in Bristol to receive the 'Trauma Informed Schools' award, where feedback stated;

'Positive relationships across all schools are a clear and evident strength - those between staff/staff, staff/pupils and where observed, between staff/parents & carers. Staff's knowledge of pupils' individuality is positively exploited to create opportunities to bolster their self-esteem and give them positive experiences that support their emotional development... Pupils know how and where to find support from the adults in their schools. Pupils' achievements are celebrated, recognised and shared.'

And in June 2023 we were inspected by Ofsted under a full inspection and found to be 'Good' in all areas. Ofsted feedback stated;

'Pupils come to Snowdon Village with previous negative experiences of education. They have often had significant periods of non-attendance. Leaders prioritise building strong, trusting relationships between pupils and staff. As a result, pupils attend school increasingly well and re-engage with learning in a positive way. Pupils are keen to describe the impact that staff have on them. They value the commitment that staff have to securing the very best for them. Parents agree. They are greatly appreciative of the dedication, expertise and communication they have with staff to achieve goals that they never thought would be possible, for example pupils sitting GCSEs and attending school full time. Pupils are respectful and motivated to learn. They meet the high expectations staff

have of them. These are modelled clearly by staff and provide pupils with firm boundaries. This helps pupils feel safe and establishes a calm environment for learning across the school sites. Pupils' welfare, physical and mental health is a priority. Leaders provide a wealth of opportunities for pupils to experience success and increase their resilience. Pupils learn how to manage their emotions in response to demands placed on them. They are well prepared for their next steps and to become active members of their community.'

Our schools include the following;

Bristol Futures Academy - Beam St, Redfield, Bristol BS5 9QY - *Interim Centre Lead – Alex Davies*

Bristol Futures Academy supports students in Key Stage 4 who require some modifications to their education provision in order to support them to be successful. These modifications include an enhanced staff to student ratio and staff trained in specific areas of social, emotional and mental health and special educational needs.

City School Kingswood - The Kingswood Estate, Britannia Road, Bristol BS15 8DB - *Centre Lead – Laura Blacker*

City School Kingswood supports students in Key Stage 4 who require significant modifications to their education provision in order to support them to be successful and who typically have an Education, Health and Care Plan (EHCP). These modifications include an enhanced staff to student ratio, specific therapeutic, speech and language and special educational needs interventions and staff trained in specific areas of social, emotional and mental health and special educational needs.

Engage – Baptist Street, Easton, Bristol, BS5 0YP - *Centre Lead – Sarah Watts*

Engage is a 12-week, early intervention provision for students in Key Stage 3 and 4 who require additional support with their social, emotional and mental health in order to be able to successfully reintegrate into mainstream school. Support from Engage may take the form of outreach intervention, where a trauma-informed practitioner can visit a mainstream school and provide coaching and support for staff in order to meet the needs of a specific student; or in-reach support, where a student has a 12-week school placement at Engage's education provision. Places at Engage are commissioned by other schools within the Cabot Learning Federation.

The Nest - 13-15, Frenchay Rd, Bristol BS16 2PW -*Interim Centre Lead – Hope Allen*

The Nest is a short-term, early intervention provision for students in Key Stage 1 and 2 who require additional support with their social, emotional and mental health in order to be able to successfully reintegrate into mainstream school. Support from The Nest may take the form of outreach intervention, where a Thrive practitioner can visit a mainstream school and provide coaching and support for staff in order to meet the needs of a specific student; or in-reach support, where a student has a 12-week school placement at The Nest's education provision.

Personalising Provision

Equity is at the forefront of how we work across Snowdon Village, recognising that each young person needs something totally individualised in order to meet their educational, social and emotional needs. We tailor our approach to supporting our students, building a curriculum in line with not only their individual needs, but their aspirations too. In line with Bristol City Council's 'Belonging Strategy', we believe that your child's aspirations should be the 'golden thread' that

continues through all conversations, interventions, decision making and curriculum planning. Your child will regularly be asked for their views on their education and their progress, as will you as the parent/ carer; your child's Tutor will contact you at least once per week to give you the opportunity to share your concerns, thoughts and aspirations for your child and these contributions will feed into their provision planning.

What is the Student Passport?

The Student Passport is a 'live' document that is integral to personalising the way in which we support each child at Snowdon Village. The Passport is updated whenever we gather any pupil or parent/ carer voice for a young person and includes specific strategies to help school staff work with your child in a totally individualised way. It includes not only strategies to support your child with their social, emotional and mental health, but also their academic data, any strategies from their EHCP if they have one and a Behaviour Support Plan. Teachers and Support Staff will refer to this document whenever they are working with your child.

Snowdon Village Student Passport			Date:	Name of student:	Key Worker:
Year group: Medical needs:			I would like you to know that:		
Term 1	Term 2	Term 3	I find it difficult to:		
Picture of student here			It would help me if you could:		
<u>Social Communication</u>		<u>Cognition and learning</u>		<u>Social, Emotional, Mental Health</u>	
				<u>Sensory/Physical Needs</u>	
Reading Comp Age:	Reading Age:	Spelling Age:	WRAT:	Progress data/ Student flightpath:	
Date of test:	Date of test:	Date of test:	Date of test:		

Behaviour Support Plan	
<u>Challenging behaviour</u>	<u>Targets</u>
What does this look like?	What are we working towards? What do we want it to look like?
What triggers it? people, places, changes, sensory?	
What are the early warning signs? What do you experience, what will we see?	
<u>Strategies</u>	
What would help to keep things safe and calm?	
What can we do to help?	
What can you do to help?	
Is there a particular person that is better at helping you?	
<u>Helpful People and Contact Details</u>	

If your child has an EHCP, they will also have an Annual Review – this is a formal meeting to discuss your child's progress and to gather parents/carers and child's views. This is a crucial part of their SEN provision and is an opportunity to reassess needs with professionals and agencies involved in

your child's education.

As an Academy, we track progress of pupils' learning formally three times a year. We have pupil progress meetings to discuss young people who are not on track to reach their targets. Discussions then take place around to support required to enable them to reach their target and relevant interventions are implemented to allow them to progress and meet their full potential.

Curriculum

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

Snowdon Village teachers are experienced in planning lessons in line with each individual students' needs and lessons are planned with consideration for this. Snowdon Village has a culture of continued coaching and professional development for our teachers and this is supported by our SEN Team. Working collaboratively with our Teaching and Learning Lead, our SEN Team undertake termly quality assurance visits of all our schools; focussing on the personalisation of provision for all of our young people, this includes not only lesson planning, but observing the overall school environment and the communication strategies used by teaching staff. Staff are given meaningful feedback in order to support continued growth in their practice.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to have experiences that demonstrate to them how important they are to the wider society outside of Snowdon Village Academy; we provide these opportunities and skills in line with Bristol's Preparation for Adulthood (PfA) Outcomes Framework. Bristol's PfA Outcomes Framework aims to prepare young people for a fulfilling adult life and covers four key areas with aspirational statements for young people;

Independent Lives

- I have developed the right skills to be as independent as possible
- I have the skills to manage my own life as far as possible
- People around me are ambitious for me
- I can make my own decisions about my own life and care
- I am able to express myself, speak out and I am listened to

Friends, Family and Community

- I have an active and interesting life
- My family is able to have an ordinary and happy life most of the time
- I am able to play, have friends and socialise
- I feel safe in my home and my community
- I feel valued in my home and part of my community

- I have family and friends in my community

Good Health and Wellbeing

- I have the right knowledge and support to help with my own physical and mental health
- The carers in my life are as healthy as they can be
- I am able to care for myself as much as possible
- I enjoy my life
- People let me be me
- I know how to get help when I need it

Learning, Employment and Positive Contribution

- I am able to obtain paid employment
- I am able to continue to learn new skills and knowledge
- I am able to play an active role in my community
- I can use my skills where I live

What is the Snowdon Village Education Offer?

Our Academy offers the National Curriculum, which covers GCSEs, Functional Skills, Entry Level and Step-Up Awards and AQA Unit Awards - alongside our robust curriculum we also offer our pupils a wide variety of external vocation and work experience with outside providers. We work in partnership with other schools, Bristol City Council, Parents, Carers and Local Employers to inspire and motivate students to exceed expectations and be ambitious for their futures.

Our School provides 25 hours of Education within the school day, students arrive at 09:00am and end at 15:00pm, Monday to Friday. Our core aim is to engage students equipping them with the tools to support their learning and behaviour. Snowdon Village believes all young people are entitled to an inspiring and engaging education which will enable them to achieve meaningful futures, in terms of careers, personal independence and an ability to make a positive contribution to society.

Literacy is a priority across all schools within Snowdon Village; we recognise that the ability to read and write is a foundational attribute that every person has the right to attain. Not only this, but for young people with additional social, emotional and mental health needs, the ability to develop their emotional literacy is integral to their success in preparation for adulthood. Literacy is delivered explicitly through targeted interventions, as well as discreetly across all curriculum subjects. Our literacy lead, Sara Bodenham, works with staff across all schools to improve our literacy offer, supporting staff to embed good literacy practice in their lesson planning. In addition, Sara trains staff to deliver interventions including Trugs, Stride Ahead and That Reading Thing.

At Snowdon Village we have robust programmes around PSHE, which are explicitly taught every day. PSHE helps pupils to develop the knowledge, skills and attributes they need to thrive as

individuals, family members and members of society. From making responsible decisions about alcohol and drugs, to their sexual health, to considering options for their further education; PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. We also provide specific opportunities for enrichment, based around young peoples' individual aspirations; these include music production, forest school, working with HMRC, amongst others. Where a young person has a specific interest or aspiration for their future, we will try our utmost to support them in gaining these valuable experiences.

Transitions

Admission Arrangements – how can my child get a place at Snowdon Village Academy?

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For places at Bristol Futures Academy and The City School

If the child has an EHCP – Their application for an education placement will come via the Local Authority in the form of a 'Consult'. The SEND (Special Educational Needs and Disabilities) school consultation process is a critical pathway for ensuring that children with specific educational needs receive appropriate support. This process is part of the broader framework established under the Children and Families Act 2014, which emphasizes the rights of children with SEND to receive tailored educational support.

The consultation process begins when a child is identified by educators, parents, or healthcare professionals as potentially having SEND. Following this identification, a detailed assessment is conducted to establish the child's specific needs. This assessment may involve educational psychologists, therapists, and SEND specialists.

If the assessment concludes that the child requires more support than what can be provided by mainstream educational settings, the process for developing an Education, Health and Care Plan (EHCP) may be initiated. The EHCP is a legally binding document that outlines the child's educational, health, and social care needs and specifies the provision required to meet these needs.

Part of formulating an EHCP involves consulting with various stakeholders, including the child's parents or caregivers, teachers, and relevant professionals. The local authority is responsible for this process and must ensure that the family is involved at every step, allowing them to express their preferences for the educational setting that best suits the child's needs. This can include special schools, mainstream schools with additional support, or specialist settings such as Snowdon Village.

Once the EHCP is drafted, it is shared with the proposed educational settings. These settings are consulted to ascertain whether they can meet the child's needs as outlined in the plan. The local authority makes the final placement decision, taking into consideration the consultation responses and the parents' preferences.

Throughout this process, parents and guardians have the right to appeal decisions about the EHCP contents or the school placement through the SEND Tribunal, ensuring that the child's best interests are always prioritised. This thorough consultation process ensures that each child with SEND receives the most beneficial and individualised educational experience possible.

If the child does not have an EHCP – Their referral must come via the Bristol Inclusion and Fair Access Panel; students can only be taken to the Panel by their current on-roll school. The Panel meets weekly and is chaired by Mark Kennedy and Natasha Spence from the Alternative Learning Provision Hub.

The Bristol Inclusion and Fair Access Panel (BIFAP) is a multi-agency body operating within the Bristol City Council framework, designed to ensure that children and young people facing significant barriers to learning in mainstream schools receive appropriate educational support. This includes those who are at risk of exclusion, have been permanently excluded, or are without a school place due to various complexities such as behavioural challenges, mental health issues, or other specific needs that affect their ability to thrive in a standard school setting.

The process of referring a child to BIFAP for consideration for a place in an alternative learning provision typically follows these steps:

Identification: A mainstream school identifies a student who is struggling significantly, whether due to behavioural issues, risk of exclusion, or other special educational needs that cannot be adequately addressed within the current school environment.

Initial Assessment and Documentation: The school gathers detailed documentation and evidence of the student's educational history, needs, and any interventions attempted. This includes input from teachers, SENCOs (Special Educational Needs Coordinators), and any other professionals involved with the student.

Referral Submission: The school submits a referral to BIFAP, including all relevant documentation and a detailed case for why the student may benefit from an alternative learning environment. This submission must clearly outline the specific needs and challenges of the student and any previous strategies employed to support them.

BIFAP Review and Decision: The BIFAP, consisting of experts from various educational and social care backgrounds, reviews the referral. They assess the student's needs, considering the suitability and potential impact of alternative provisions. The panel may request additional information or direct consultations with professionals who know the student.

Placement and Follow-up: If the panel decides that an alternative provision is suitable, they coordinate with available alternative learning environments to place the student. The panel also sets up mechanisms for monitoring the student's progress and adjusting support as needed to ensure a successful transition and ongoing educational achievement.

This structured approach allows BIFAP to match the unique needs of each student with the most appropriate educational setting, aiming to facilitate better educational outcomes and more positive overall development.

If a child is granted a place at Snowdon Village via the Fair Access Panel, they remain dual-registered with their mainstream setting for six weeks, after which time a review meeting will

take place and progress against agreed success criteria is reviewed. If the child is working well toward these outcomes, they will then be taken on single registration at either Bristol Futures Academy or The City School.

If a child is not working well toward these targets, the child will remain on dual registration for a further six weeks, where a second review will be held. During this time additional support will be put in place by both Snowdon Village and the mainstream school.

After twelve weeks, if the child is working well toward these outcomes, they will then be taken on single registration at either Bristol Futures Academy or The City School. If the child is still not making progress at Snowdon Village, they may be returned to BIFAP by both registered schools for an alternative school placement.

For places at Engage and The NEST

The NEST and Engage operate as 'revolving door' alternative provisions within Snowdon Village Academy, providing targeted educational support through a structured referral and review process, with a view to students returning to mainstream education. These provisions are designed to accommodate students who may benefit from an alternative educational environment for a limited period, due to various challenges encountered in mainstream settings – with the aim of students returning to their mainstream settings.

Referral Process:

Identification: Mainstream schools identify students who are struggling due to behavioural issues, risk of exclusion, or specific educational needs that are not being met effectively in the current school environment.

Documentation: Schools compile comprehensive documentation detailing the student's educational history, needs, and prior interventions. This documentation should include assessments from educational professionals such as teachers and SENCOs.

Referral Submission: Schools submit these documents for a termly referral panel review, following the same detailed and rigorous documentation process used for the Bristol Inclusion and Fair Access Panel (BIFAP).

Panel Review:

Termly Panels: A panel review is conducted termly via a Microsoft Teams meeting, where each referring school is allocated a 15-minute slot to present their case for student referral. Ad-hoc referrals may be considered throughout the school term where required.

Discussion and Decision: During these sessions, panel members review the documentation and discuss the suitability of the student for a placement at The NEST or Engage. Decisions to accept students into these provisions are based on a comprehensive assessment of each student's unique needs and the potential benefit of an early-intervention alternative learning environment.

Placement and Monitoring:

Inreach and Outreach Allocation: Depending on the specific needs and circumstances of the student, placements are allocated to either inreach or outreach programs.

Program Duration and Review: Students are placed in these alternative provisions for a 12-week program. During this period, student progress is reviewed fortnightly to ensure that they are receiving appropriate support and making satisfactory progress.

This process ensures that each student referred to The NEST or Engage receives personalized educational support in a setting that is best suited to their individual needs, with regular assessments to monitor effectiveness and adapt strategies as necessary.

How will school prepare and support my child when joining and transferring from the school?

Each school within Snowdon Village has a robust induction programme. This will include an initial visit to the school, a home visit and a gradually increasing induction timetable for their first week.

If your child is returning to their 'home school' from Engage or The Nest, their transition back to school might also include some outreach support for staff in their school to better understand and meet their needs.

Before your child starts with us, we will have gathered information from:

- Their previous school setting – including their KS2 assessment data and current levels
- Your comments at our initial meeting
- Any external agencies involved with your child

Thereafter, we use information from:

- Baseline assessments when your child joins us, including;
 - o Wide Range Achievement Tests (WRAT5)
 - o Cognitive Ability Tests (CATs)
 - o Baseline tests in English and Maths
- Feedback from subject teachers
- Termly assessments from subject teachers
- Any parental or external agency input

If your child needs to be further assessed, we may:

- Use a range of specialist screening or assessments to gather further information, depending on area of need
- Refer to an external agency, with your permission and involvement

How will my child be supported when they leave Snowdon Village?

Our Year 11 leavers are increasingly supported in planning for their transition from school to

adult life. Our valued colleagues from the Local Authority come into school to work with your child; offering support, guidance and advice about their options after leaving school. We also support with visits and applications to Post-16 provisions and support students to remain engaged with this provision once they reach Year 12.

Wellbeing

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

Once attending Snowdon Village, your child will be allocated not only to a Tutor Group, but also to a 'Pastoral Support Triangle' with at least three members of school staff. The Pastoral Support Triangle ensures that there are at least three emotionally available adults allocated to any one young person and therefore, should one adult be absent from school, our young people still have a strong safety net of adults around them.

What specialist services are available to the school?

Services in school include:

- Pastoral Support Triangle
- Tutor Group
- Family Support Workers
- SEN Advisors
- Thrive Practitioners
- Mental Health Leads
- Wellbeing Practitioner
- Wellbeing Dog

External agencies include:

- Educational Psychology Services
- Primary Mental Health Service
- CAMHS
- School Nurse and Paediatrician
- First Response
- Bristol Drugs Project
- St Werburghs Farm

- Off The Record
- Empire Fighting Chance

Staff training includes:

- Attachment
- ADHD
- ASD (including PDA)
- Emotional Literacy
- Team Teach
- Trauma Informed Practice
- Non-Violent Resistant Approaches

We know if the support has had an impact by:

- Reviewing individual student targets and ensuring they are met or working toward being met
- Tracking your child's academic, social and emotional progress
- Verbal feedback from teachers, you and your child

How will my child be able to contribute their views around their school provision?

Student voice is an integral part of the way in which Snowdon Village operates. We encourage students to share their voice on an ongoing basis with their Tutor team and support triangle. We also encourage student voice through ongoing Student Council meetings and consultation with our young people around their education provision.

Further Information

How accessible is the school environment?

Some of our school buildings have barriers in terms of accessibility, however the majority of our school sites are fully accessible.

Who can I contact for more information?

- The first point of contact is your child's Tutor, or the Centre Lead for their school
- You can request to meet with our Attendance Officer and Designated Safeguarding Lead,



POSITIVITY | EQUITY | RESILIENCE | LOVE

Lacie Hooper

- You can request to meet with our SENCO, Maiya Hurddiqui
- You can visit this page to understand more about Bristol's Local Offer for young people with SEN. <https://www.bristol.gov.uk/web/bristol-local-offer>
- You can contact Supportive Parents on 01179 897 725 – www.supportiveparents.org.uk