

Snowdon Village Special Educational Needs Report – November 2022

Overview

School Contacts;

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| Clarice Jopling – Special Educational Needs Coordinator and Deputy Designated Safeguarding Lead | <i>National Professional Qualification for Headteachers (in progress) Mindfulness-Based Cognitive Therapist PGCE Secondary English PGDip Special Educational Needs and Inclusion BSc (Hons) Psychology</i> | clarice.jopling@clf.uk 0117 955 1447 |
| Imogen Hopkins – Special Educational Needs Advisor | <i>National Award for Special Educational Needs Coordination Social Work Diploma BA (Hons) Photography</i> | imogen.hopkins@clf.uk 0117 450 9374 |
| Charlotte Bird – Special Educational Needs Advisor | <i>National Award for Special Educational Needs Coordination PGDip Youth Support Studies BSc (Hons) Psychology</i> | charlotte.bird@clf.uk 0117 450 9374 |
| Caitlin Wright – Special Educational Needs Advisor | <i>Diploma Level 3 Counselling (in progress) Diploma Level 2 Counselling NVQ Level 3 Lead Adult Care Work</i> | caitlin.wright@clf.uk 0117 450 9374 |

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.'

Our schools include the following;

Bristol Futures Academy - Beam St, Redfield, Bristol BS5 9QY - Centre Lead – Luke Bugler

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 HQ - Russell Town Avenue, Redfield, Bristol BS5 9JH - Centre Lead – Jenna Wilmott

City School HQ supports students in Key Stage 4 who require significant modifications to their education provision in order to support them to be successful. 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.

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 - 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: | | I would like you to know that: | | | |
| Medical needs: | | • | | | |
| 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 | |
|---|---|
| Challenging behaviour | Targets |
| 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? | |
| • | |
| Strategies | |
| 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? | |
| | |
| Helpful People and Contact Details | |
| | |

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 socialize
- 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?

Students enter Snowdon Village via three different pathways, depending on the school and their individual needs.

For places at Bristol Futures Academy and The City School

If your child has an EHCP – Their application for an education placement will come via the Local Authority SEN Team, you can contact them at sen@bristol.gov.uk to request they send a 'consult' to our school. Alternatively, you can discuss this with the SENCo at your child's current school.

If your child does not have an EHCP – Their referral must come via the Bristol Inclusion Panel; students can only be taken to the Bristol Inclusion Panel by their current school. The Bristol Inclusion Panel meets fortnightly and is chaired by Mark Kennedy and Lou Greatrex.

For places at Engage and The Nest

Referrals to Engage and The Nest go directly to the schools, from the Headteacher or SENCo at your child's current school. These referrals may then be taken to a fortnightly panel, where Snowdon Village staff discuss with your child's current school what they are hoping to achieve from a 12-week placement with us.

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, Rosy Armstrong
- You can request to meet with our SENCO, Clarice Jopling
- 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