

The Flying Bull Academy

School Based Local Offer for Special Education Needs and Disability

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1 An Introduction

The Flying Bull Academy 'Local Offer' for Special Educational Needs & Disability (SEND)

Flying Bull is committed to inclusion and recognises all of its pupils as equal individuals. Part of the academy's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

- ❖ We are committed to providing a high quality education to all the children living in our local area.*
- ❖ We strive to ensure all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of academy life.*
- ❖ All children should be equally valued in the academy.*
- ❖ We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.*
- ❖ We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Thus developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.*

Special educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

***Our SEND Inclusion Leader, Nicola Buchan,** oversees the management of provision and/or support for identified pupils with SEND. She also coaches and supports teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND. Where appropriate, she liaises with outside professionals for support and recommendations to support our pupils' needs.*

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.

2 'Areas of Need' Explained

The 'Code of Practice' (June 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p>Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p>Cognition and Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p>Social, Mental and Emotional health</p>	<p>May have difficulties with social & emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders <p>Low self esteem Sensory processing difficulties</p> <ul style="list-style-type: none"> • self-image difficulties
<p>Sensory and/or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/ fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Multi-sensory impairment - over sensitivity to noise / smells / light / touch / taste (sensory processing difficulties) • Toileting / self-care

3 The Waves of Intervention available at Flying Bull

The academy provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation, especially in English and Maths lessons

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

Teaching Approach:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention) Support	Specialised Intervention for those with additional needs (Wave 3 intervention)
	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning • School trips • Good use of visual and practical learning • Remove all potential barriers for all pupils while also providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Consideration of differing culture and beliefs • Setting groups with other children • Small guided groups • Opportunity for guided and independence work • Opportunities to develop positive self esteem, • independent learning, enabling • pupils to exercise choice, involvement in decision making and problem solving • Extra adult (Teaching Assistant) in every class 	<ul style="list-style-type: none"> • Phonics groups • BEAM (Gross motor) • Fine motor skills • 1:1 reading (targeted) • Comprehension groups • Handwriting groups • Spelling • Maths • Booster groups for Yr 5 & 6 pupils • 1:1 Tuition where needed • Conferencing • After school groups • Inclusion Leader observation /assessment • Parent discussion with teacher • Play interventions • 3rd teacher groups (year 6 &2) • Active listening • Narrative • Group sensory circuits 	<ul style="list-style-type: none"> • FFT (Family Fisher Trust) reading/writing intervention • Catch Up literacy • Catch Up Numeracy • Precision Teaching (Reading / Writing /Maths) • SEND Support plans/Passports (Individual Education Plans) • ELSA Support from an Emotional Learning Support Assistant on an individual basis • Lego Therapy • Anger/Anxiety programme • Professional advice from EP and SALT- following individual recommendations • Individualised physio • Individualised sensory circuits/breaks

Communication and Interaction Needs:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention) Support	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • <i>Speech, Language & Communication</i> • <i>Autistic Spectrum Disorder</i> 	<ul style="list-style-type: none"> • <i>AS ABOVE +</i> • <i>Drama / Role play</i> • <i>Outside theatre groups / shows and workshops</i> • <i>Golden Time/ Peer interaction</i> • <i>A range of technology to support learning</i> • <i>Outdoor learning activities / areas to support environmental learning</i> • <i>Puppets</i> • <i>Full inclusion in all school assessment and tasks</i> • <i>Clear verbal instructions /explanations which along with visual or concrete support</i> • <i>Visual timetables</i> 	<ul style="list-style-type: none"> • <i>Additional Speaking & Listening groups</i> • <i>PECS / Symbols</i> • <i>Communication boards</i> • <i>Basic Makaton</i> • <i>Communicate in print</i> • <i>Learning Mentor Support (as required)</i> • <i>Referral to Parent Partnership (as required)</i> • <i>Inclusion Leader observation / assessment</i> • <i>Additional ICT use of audio / visuals</i> • <i>Parent discussion with Inclusion Leader</i> • <i>Lego Therapy</i> • <i>Active listening group</i> • <i>Narrative group</i> 	<ul style="list-style-type: none"> • <i>Referral to the Speech & Language Therapist (SALT)</i> • <i>Speech & Language Support Assistant who can deliver the individualised programmes according to the SALT directions</i> • <i>Referral to PSENSP Portsmouth Special Educational Needs Support Partnership</i> • <i>Early Help referrals</i> • <i>Application for an Educational Health and Care Plan (if needed)</i> • <i>Inclusion Leader assessments and monitoring to ensure appropriate intervention & access to learning</i> • <i>Access to an Educational Psychologist</i> • <i>SEND Support plans/Passports (Individual Education Plans)</i>

Cognition & Learning	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention) Support	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Needs 	<ul style="list-style-type: none"> • Use of different individualised teaching approaches according to needs • Hands on learning • School trips • Good use of visual and practical learning • Remove all potential barriers for all pupils while also providing support for pupils during learning activities. • Appropriate quality resources • Positive learning environment • A curriculum delivered appropriate to level of ability and understanding • Access to a full and broad curriculum • Consideration of home, cultural, language and heritage • Promotion of a positive attitude towards learning and behaviour • Motivation to help build a positive self-esteem, • Increase concentration • Lessons differentiated in order to include both sensory and physical disabilities 	<ul style="list-style-type: none"> • Inclusion Leader observation / assessment • FFT/ BRP/ • Parent discussion with teacher and/or Inclusion Leader • Rapid Reading • Rapid Writing • Rapid Maths • Other group intervention programmes as appropriate 	<ul style="list-style-type: none"> • FFT (Family Fisher Trust) reading/writing intervention • Catch Up Literacy • Catch Up Numeracy • Precision Teaching Reading / Writing / Maths) • Fully inclusive curriculum • Access to a Specialist Teacher Advisor • Access to an Educational Psychologist • Early help referral if necessary • Application for an Educational Health and Care Plan if necessary • Inclusion Leader assessments and monitoring to ensure appropriate intervention and access to learning • Referral to Portsmouth Special Educational Needs Outreach • SEND Support plans/Passports (Individual Education Plans)

Social, Mental & Emotional Health	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention) Support	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • Barriers to learning caused by Social, emotional and mental health difficulties 	<ul style="list-style-type: none"> • All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values. • Access to Learning Mentor support • Small group activities to address needs • Opportunities for children to talk about any fears, confusion and guilt • Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children • Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems • Continuity of care and minimal disruption of routines during a crisis 	<ul style="list-style-type: none"> • Regular Learning Mentor Input • Behaviour Logs / Charts • Time out • Parent discussion with Inclusion Leader • ELSA support in a group • Sensory Circuits • Use of sensory room 	<ul style="list-style-type: none"> • Recommendation of a referral to CAMHS (Child and Adolescent Mental Health Services) • Support from MABS (Multi Agency Behaviour Support) • Completion of an Early Help Assessment • Application for an Educational Health and Care Plan- if appropriate • 1:1 support (as outlined on EHCP) • Full inclusion in all school assessment and tasks at an appropriate level • Inclusion Leader assessments and monitoring to ensure appropriate intervention and access to learning • 1:1 support from the LaPS team as appropriate • Access to an Educational Psychologist • SEND Support plans/Passports (Individual Education Plans) • 1:1 ELSA support • Boxall profile • 1:1 Starving the Anger/Anxiety Gremlin • Therapeutic treasure deck • Referral to MHST •

Sensory and Physical Needs:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • <i>Hearing Impairment</i> • <i>Visual Impairment</i> • <i>Multi-Sensory Impairment</i> • <i>Physical Needs</i> • <i>Medical Needs</i> 	<ul style="list-style-type: none"> • <i>Whole school approach</i> • <i>After school clubs</i> • <i>Outside play areas</i> • <i>A fully inclusive and differentiated class / curriculum approach according to individual needs</i> • <i>Audit of environment to consider adaptations (as required)</i> • <i>Sensory box/bag in class</i> • <i>Modification of organisation, routine and environment</i> • <i>Access to a base for therapy if required</i> 	<ul style="list-style-type: none"> • <i>Hand gym / BEAM</i> • <i>Handwriting practice</i> • <i>Extra 1:1 / small group activities</i> • <i>Targeted small group / individual intervention to address specific needs such as: self-help skills, touch typing and independence</i> • <i>Physical aids where necessary or where advised by specialists</i> • <i>Parent discussion with Inclusion Leader</i> <p><i>Use of sensory room for sensory breaks (if needed outside of classroom environment)</i></p>	<ul style="list-style-type: none"> • <i>Access and liaison with the OT (Occupational Therapist)</i> • <i>Access and liaison with the Physio Therapist</i> • <i>Inclusion Leader assessments and monitoring to ensure appropriate intervention and access to learning</i> • <i>1:1 support where required</i> • <i>SEND Support Plans as needed</i> • <i>Identified key worker</i> • <i>Inclusion Leader to lead provision</i> • <i>A place for time-out or exercise if necessary</i> • <i>Extra support and access to appropriate ICT interventions needed</i> • <i>Access and liaison with the multi-sensory impairment team</i>

4 Commonly Asked Questions

How does The Flying Bull Academy know if children need extra help?

Children may be identified as having SEND through a variety of ways including the following:-

- Liaison with previous school or Early Years Provision
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held between the Head teacher, Deputy Head, Inclusion Leader and the class teachers
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

As an academy, we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As an academy, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods. Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Head teacher, Deputy Head/ Inclusion Leader, Phase Leaders and year group teachers

In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our Inclusion Leader. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. It is important to work as a team to secure the best support for your child.

How will The Flying Bull Academy staff support my child?

Our Inclusion Leader will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

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

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically ALL children will be working towards the same outcome in class, however the support and tools they are given to reach their outcome, will be different. On occasions where a child struggles with the concept of the lesson, a similar version of the lesson will be planned individually for them. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

In the academy we use our SEND Support Plans and Passports to set targets and review progress, these are working documents and are adapted and changed throughout the year, however they are formally reviewed at the end of each term and new plans are set up at the beginning of each term- this may involve updating into

smaller steps or using a different approach to ensure progress is made.

Children may move off of the SEND register when they have 'caught up' or made sufficient progress.

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

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information the Inclusion Leader is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Inclusion Leader and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have a Support Plan in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.*
- If your child has complex SEND they may have an EHC Plan (Education Health & Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.*

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have SEND Support Plans discuss and set their targets with their class teacher. All children who have an SEND Support Plan or Passport complete a 'This is me form' to share their views and discuss their successes and difficulties. If your child has an EHC Plan or an Annual Review of their EHC Plan then their views will be obtained before any meetings and if appropriate, they will join part of the meeting.

What support will there be for my child's overall well-being?

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at The Flying Bull Academy, we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher can liaise with the The Inclusion Leader or our Learning and Pastoral Support team (LaPS) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- The school has 4 ELSA Teaching Assistants (Emotional Literacy Support Assistant) who work under the direction of the Learning and Pastoral Support Team Leader, with vulnerable children during the school day.*
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school's first aider to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.*

4 Commonly Asked Questions

What specialist services and expertise are available at or accessed by The Flying Bull Academy?

As an academy we work closely with any external agencies that we feel are relevant to individual children's needs within our academy including: MABS (Multi-agency Behaviour Support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), MHST (Mental Health Support Team), Paediatricians, OT (Occupational Therapist), Visual Impairment Team (VI) and the Speech & Language Therapy service. We also work very closely with Social Care. In addition, we commission an Education Psychologist for one day per week and a Speech and Language Therapist for 2 days per week. Should your child require any individual form of involvement with an outside agency then the academy would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What training have staff had or going to have?

- We have five staff members in the academy who are fully trained as ELSA's (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist.
- Most of our TAs have had training in delivering reading and spelling / phonics programmes such as Better reading, FFT (Family Fisher Trust) reading and writing intervention, Precision Teaching (Literacy and Numeracy) and Catch-Up (a literacy and maths intervention).
- The academy also has Teaching Assistants who have regular training and consultation with the Speech and Language Therapist in the academy two and a half days a week. They are therefore able to deliver Speech and Language sessions to pupils according to their individualised reports.
- The whole staff have been trained in Attachment Awareness.
- The whole staff have had training on 'An Introduction to Autism'
- Several of the support staff and some Teachers have attended a more intense 5 day Autism Awareness training course.
- Whole staff have been trained on the PACE approach (playfulness, acceptance, curiosity and empathy), a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.
- We have two more dates fixed for this year for training in Makaton and sensory processing difficulties.

As a staff we have regular training and updates of a variety of SEND, medication use and resources and safe guarding procedures.

What are the Governors responsibilities?

We currently have one Governor responsible for SEND. This Governor regularly meets with the Senior Leadership Team and Inclusion Leader and will update on changes, needs in school, current concerns and budget. The Governors are then also able to agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

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

All children are included in all parts of the academy's curriculum and we aim for all children to be included on off-site trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in the academy.

If an activity is outside of school hours, a parent may be asked to support their child to ensure they can be included.

How accessible is the school environment?

- *Flying Bull is situated on one floor for the children and can be accessed by wheelchair. We also have a number of disabled toilets. Any other resources needed for access may be assessed by OT and Physiotherapy in order for us to ensure ease of access and safety for all.*
- *The academy is able to liaise with EMAS (Ethnic Minority Achievement Service) who can at times assist us in supporting our families with English as an additional language.*

How will The Flying Bull Academy prepare and support my child to join the school and then transfer to secondary school?

We encourage all new children to visit the academy prior to starting when they will be shown around the academy and any concerns can be addressed. For children with SEND, we would encourage further visits to assist with the acclimatisation of the new surroundings and ease their transition into the academy.

- *We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and Communication difficulties*
- *The academy/Parents/Carers may also feel the need to arrange several transition meetings/sessions between the schools in order to alleviate pupil concerns*

Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with the Secondary school and ensure that any individualised transition programmes are put into place.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health and Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

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

We ensure that all children who have Special Educational needs are met to the best of the academy's ability with the funds available. We will often allocate teaching assistants who are funded by the notional SEND budget to deliver intervention programmes designed to meet groups of children's needs. The budget is allocated on a needs basis.

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

The class teacher alongside the Inclusion Leader will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. Many needs can be met through Ordinarily Available Provision (OAP).

What support is there for improving behaviour, attendance and avoiding exclusion?

As an academy we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and Parents/carers to identify the specific issues, put relevant support in place and set targets. This may also be supported/led by our MABs (Multi Agency Behavioural Support) specialist teacher.

After any behaviour incident we expect the child to reflect on their behaviour and its impact on others with an adult. This helps to identify why the incident happened and what the child needs to do differently next time

to change and improve their behaviour. We promote an ethos of restorative practice.

Attendance of every child is monitored on a daily basis by the Pupil Support Worker for Attendance. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the academy, including both the Nursery and Reception classes and rewarded on a termly basis, as is improvement in attendance. Families who struggle with attendance and lateness may enter into an attendance contract in an attempt to improve attendance and lateness. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the Inclusion Leader Meg Palamidias:
mpalamidas@fbacademy.co.uk.

What should you do if you feel that the support outlined above is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.
You could also arrange to meet Meg Palamidias (Inclusion Leader) and / or Mrs Viv Kies our Headteacher.
You may also wish to:

- Look at the Inclusion/SEND policy on our website
- Contact Parent Portsmouth Voice (portsmouthparentvoice@hotmail.com / www.p-d-f.org). PPV is run by parents for parents, it is part of the voluntary sector and is supported by the Local Authority and the Department for Education. It offers both information and support.
- Contact Information Advice & Support (Portsmouth IASS) on 0300 303 2000
http://www.portsmouthsendiass.info/en/Main_Page. PIASS offer a free & independent service for parents and carers of children and young people with special educational needs and/or disability aged 0-25 years. It offers confidential & impartial information & advice about special educational needs (SEN) and disability.

Who should I contact if I am considering whether my child should join The Flying Bull Academy?

In this instance you can contact the school Admin office to arrange a meeting with either the Head Teacher Mrs Viv Kies or our Inclusion Leader Nicola Buchan to discuss how the school could meet your child's needs.

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our academy. Part of this review process will involve contributions from parents. All parents of children with SEND are invited to join the Parent Forum to help us match our local offer to the needs of their child.

5 Your Inclusion Leader

Inclusion Leader: Nicola Buchan

I have worked at The Flying Bull Academy since September 2022. I have taught for 26 years in a range of schools and roles. I am dedicated to always putting the needs of the child first and feel passionately about inclusion of ALL children. I am Deputy Headteacher at the Flying Bull Academy with responsibility for Inclusion, primarily for the Inclusion Centre which is for children with Social, Emotional and Mental health difficulties.

My role requires me to work closely with all staff in the academy, parents, outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for individual children with any additional educational need in all four areas of SEND.

Support is available through:

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an additional language and Gifted and Talented.*
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties*
- Assessments of individual pupils to identify need*
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Teacher Advisors in the City*

6 Learning and Pastoral Support

Within The Flying Bull Academy, there is a Learning and Pastoral Support Team (LaPS). This is made up of a LaPS Lead (team leader) Mrs Berni Davies, and four other members of the team: 3 Learning Mentors and 1 Home Family Link Worker.

Learning Mentors: Mr Dan Povey | Mr Ben Dale

Learning Mentors are here to support the children in overcoming any difficulties that are getting in the way or hindering their learning, whatever the barrier may be. The support each child gets will depend on their individual needs.

- Children referred to the Learning Mentors may have difficulties with: feelings, making friends, social skills, behaviour or home issues*
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors or they may have in class support depending upon their individual target.*
- There is very good communication with all staff in the academy, parents, carers, pupils and outside agencies including: Social Services and the Police*
- As part of their role Learning Mentors may signpost to other relevant services*
- Supporting parents to gain access to learning*
- Help parents to access areas of health needs*

Home Family Link Worker: Mrs Tina Aris

Our Family Support Worker is here to support parents with any difficulties that they are experiencing in a friendly

and non-judgemental way.

- *Supporting parents with behaviour management and implementing boundaries and routines*
- *Helping parents seek out resources and activities in the area*
- *Budgeting, finances, attendance and menu planning*
- *Running Triple P parenting courses, in either a group or on a one to one basis*

Medical Support

School's First Aiders: Mr Graham Thomson, Mrs Lynne Metcalfe, Miss Lacey Brain and Mrs Teresa Chearman

They all work closely with the staff in the academy, the School Nurse, parents/carers and a range of outside agencies throughout the city to support all pupils' health and medical needs within school. This support includes:

- *being available to meet with parents/carers to discuss their concerns within a confidential environment.*
- *Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.*
- *Arranging School nurse and Community Asthma nurse' Drop ins' for parents/carers*
- *Administering medication including asthma inhalers or training staff to do so.*
- *Liaise with the School nurse, parents, carers and staff and provide support in writing care plans for pupils with more complex medical needs*

7 Speech and Language Support

Speech and Language Therapist: Mr Daniel Gibbons

As an academy, we commission a Speech and Language Therapist (SALT) for 2.5 days of the week. He provides excellent support and assessment with all pupils from Nursery to year 6. In line with enabling support as soon as a need arises, we are able to refer and gain an assessment quickly and ensure that the right support is put into place for the individual child's needs.

Daniel liaises closely with all members of staff, parent/carers, and other outside agencies (as necessary). He also works closely with the members of staff who will be delivering individual programmes and ensures that they have the necessary skills to deliver the programme provided.

We also have the statutory service from the NHS of a SALT who comes into school at least half termly. The support from the therapy service may include the following:

- *Discussion and advice on activities you can use at home*
- *Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards*
- *Providing advice, games and activities for school / or home to work on with the children*

8 Educational Psychologist Support

Educational Psychologist: Ms Victoria Parker

As an academy, we have commissioned an Educational Psychologist (EP) for 1 day of the week. This is a service we have had since September 2014. This will enable a quicker referral and assessment process, ensuring that all assessments and recommendations are put into place quickly, with the relevant support for the staff, parents/carers as well.

A referral and access to the services of the EP will be dependent upon individual pupils needs through discussion with the Inclusion Leader, Parents/Carers and Class Teacher. Once agreed, the pupils name will be placed on a waiting list and moderated on a needs basis.

The EP is able to work with school staff, parents and directly assessing/observing pupils in order to support learning and identify area of need and how best to support the individual child.

The EP will also be able to provide training for the staff, regarding particular needs that children in their class may have. This will ensure that the staff are well trained for different SEND that they may see in their classrooms. This will also include training around specific intervention programmes, such as precision teaching.

9 Current Intervention Programmes in place

Within the academy we have at least one Teaching Assistant based within each year group every morning and some who work on a 1:1 basis supporting those pupils with Special Educational Needs.

During the afternoons (and during some sessions in the morning) our Teaching Assistants will run different intervention programmes

All of our Teaching Assistants within the academy are trained to deliver a range of intervention programmes, some of which include: FFT), Literacy Catch-up, Literacy and Numeracy, First Class maths With Numbers Counts, Precision Teaching, Speech and language programmes and programmes detailed in the Solent School's Therapy Pack.

Teaching Assistants for Reading and Writing:

FFT (Fischer Family Trust) Wave 3 intervention programme is a daily 20 minute Programme delivered on a 1:1 basis to support the learning in reading and writing. It is aimed to support those pupils identified as not making expected progress in reading and writing. (As identified by the DHT (S/P) and Class Teacher). We aim to use this intervention more in Key Stage 1, but where the needs arise; it is used throughout Key Stage 2 as well.

- Continuous assessment of pupils and delivery of the programme according to the FFT wave 3 intervention guidelines
- Ensure pupils participate fully in the programme each day
- Work closely with the Inclusion Leader and Class Teacher ensuring difficulties identified are addressed and new strategies learnt are put into practice within the class.
- Feedback to parents and support strategies given

10 Current Outside Agency Involvement

In addition to the commissioned services of the Speech and language Therapist and the Educational Psychologist, the academy also works closely with the following agencies.

Multi Behaviour Support	School Nurse:	Portsmouth Special Education Needs	Occupational Therapist (OT):
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<p>Team (MABS):</p> <p>The Academy has commissioned the services of MABS. They can provide an outreach support service to help support schools in developing children social and emotional skills</p>	<p>The School Nurse is assigned to the academy and can be contacted via the Lead LaPS, 'Berni Davies' You may also be referred to the School Nurse via your GP and a possible Care plan may need to be put in place. School will also hold sessions for parents to come in and discuss and health concerns. We also have access to a range of other Specialist Nurses should they be required.</p>	<p>A free and confidential service, provided independently from education, health and care providers</p> <p>Impartial information, advice and support relating to special educational needs and disability (SEND)</p> <p>Advice and support from independently trained Information, Advice and Support (IAS) Service staff</p> <p>Support through the statutory processes relating to Statements of Special Educational Needs and the new Education Health and Care (EHC) needs assessment and planning Information and practical support to find the answers to your questions in relation to education, social care and health services</p>	<p>Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to over- come any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or in the home.</p>
<p>Physio Therapist(PT)</p>	<p>Child & Adolescent Mental Health (CAMHS):</p>	<p>Parent Partnership:</p>	<p>Social Care:</p>
<p>Treatment is based on the assessment of the child's needs and developing an individualised treatment plan</p>	<p>A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers</p>	<p>Parent Partnership provides clear and accurate information and advice, so parents can participate in decisions about their child's education. Can support parents in accessing information regarding Statutory Assessment Requests</p>	<p>The academy has access to and works very closely with Social Care in supporting both our children and families as needed</p>

This list is not exhaustive and the school will endeavour to work closely with whichever agency is needed to support any individual pupils' needs.

Information on what is available in Portsmouth can also be found on The Portsmouth Local Offer Website
<https://portsmouthlocaloffer.org>

'Pupils with SEND achieve well. Leaders have high expectations for their learning and ensure that they are supported effectively to access an age-appropriate curriculum. Leaders readily seek expert advice when necessary to ensure that pupils' individual needs are met.

The arrangements for safeguarding are effective. Leaders have established a strong culture of vigilance. They have clear processes to Inspection report: The Flying Bull Academy 19 and 20 July 2022 3 record incidents and to identify pupils who are at risk of harm. Leaders readily seek advice and support from other professionals when necessary. They deal with concerns swiftly to ensure that pupils and their families get the help and support that they need. Pupils are supported well to keep themselves safe. They have a strong understanding of online safety. They know not to give away personal information and to speak to a trusted adult if they are worried or upset about anything they have seen or heard.'

Ofsted July 2022