

SEND Information Report 2025-2026

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND).

About our school

City Academy is a mainstream school, which provides for children and young people with a wide range of special educational needs. Our Special Educational Needs Co-ordinator (SENCo) is Tammy Lancaster-Leighton, she is a qualified teacher and SENCo. She works closely with senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs, while also working closely with the Local Authority Inclusion Team to facilitate provision and support, ensuring students' needs are being met.

Our SENCo can be contacted by calling reception:

Phone: 01179413800 Ext 0305

E-mail: tammy.lancaster-leighton@clf.uk

Our SEND policy, and Accessibility Plan can be found on the school website.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.

Special Educational Needs are not fixed. Some needs may only come to light as the pupil gets older; equally some needs may reduce as the pupil matures or as interventions remediate need, such that their needs may no longer meet the criteria for SEND. Needs can fluctuate as a result of any number of causes, or in combination, such as hormones, time spent in front of screens, lack of physical exercise, mental health, impact of medications, ocular health. Where a need comes to light later, most commonly in pupils with extremely mild needs, this is often because support required increases in line with the academic challenge. That's to say, occasionally students self-refer in Year Eleven. As with the national picture, this is almost exclusively related to additional time needs some will be acquired due to injury, illness or in response to medication or medical interventions.

Identification, Assessment and Consideration of SEND

City Academy takes its duty to identify, assess and carefully consider the needs of pupils very seriously. This is through our strategic and proactive approach to identifying need detailed below:

- screening tests- baseline cognitive assessment at strategic points within a pupil's time at the School
- tracking and monitoring of performance throughout school life using: School assessment systems including examination performance and scrutiny of data
- regular progress reviews
- referrals from teachers, parents or pupils' self-referrals.

If your child is new to City Academy Bristol, information regarding their prior learning, attainment and additional needs will be passed on by the previous school and/or Local Authority, as well as any other agencies that have been involved with your child where permission for sharing information has been previously granted. We will also discuss any additional needs with you and your child during our thorough induction process. We will continue to assess need throughout your child's time at City Academy Bristol; students are regularly assessed and monitored by classroom teachers, and there is a clear referral process in place for staff to identify any child for potential assessment.

As part of our assess, plan, do, and review in line with the Graduated Response to identify need, if necessary, we may carry out dyslexia screening or seek diagnosis and/or support from outside agencies, such as Child Adolescent and Mental Health Services (CAMHS) or the Educational Psychologist. It is important to note that any concerns may be flagged by any member of staff, parent/carer or the student themselves at any point in time, and that parents/carers would be informed before any screening or referrals take place. If your child has previously identified SEND then an extra admissions meeting with our Associate Assistant Principal SENCO will be held to discuss need and how appropriate support can be put in place. This process enables us to ensure students are well supported at City Academy Bristol.

City Academy Bristol provides support for all students identified in the SEND Code of Practice under the four main areas of need:

Cognition and Learning

Section 6.30 & 6.31 CoP

Children may have a learning difficulty and struggle to learn new Literacy and Math skills. This may be due to specific difficulties such as dyslexia, dyscalculia, or dysgraphia.

Communication and Interaction

Section 6.28 & 6.29 CoP

Children may struggle with communication and find understanding language difficult. This may be due to specific language difficulties or conditions such as autism.

Sensory and/or Physical needs

Section 6.34 CoP

Where children may have a physical, or sensory, need which affects the way they are able to access the environment of their learning. This could be due to a number of conditions such as visual or hearing impairment or a physical disability.

Social, Emotional and Mental Health

Section 6.32 CoP

Children may have significant difficulties in managing their emotions and may experience highs and lows. Some conditions associated with this include ADHD, depression, anxiety, attachment disorder and many more.

City Academy takes its duty to support and provide interventions for the needs of pupils very seriously. This is through our strategic and proactive approach to supporting pupils as detailed below:

Aims:

We believe:

- that the support and advancement of learning is fundamental and we use our best endeavours to meet this aim;
- that all pupils, including those pupils identified as having a special educational need, should be empowered to become independent thinkers and learners and be able to fulfil their potential.
- that each pupil is an individual and has individual strengths and weaknesses, and we make every effort to ensure there is early identification of any special educational needs or disabilities;
- in the need to be proactive in our approach to learning, to minimise the need for extended support, and to sustain pupils' self-esteem;
- that any necessary support is tailored for the individual.

The partnership between school and home is always important to us. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes on to the school's Special Educational Needs Register without the consent of the child's parent or guardian.

We work closely with children with SEND and their parents to agree outcomes and plan how we will all work towards these, and then to review progress.

This communication happens in a variety of ways:

- Each child on the SEND Register has a Learning Plan which puts them at the heart of the assess, plan, do and review process
- Learning Plans include the voice of the child and their family, as well as any barriers to learning, positive intervention/strategies in place and some outcomes to support learning
- Learning Plans are reviewed 3 times a year - and at the end of the summer term
- Appointments can be made to see the SENCo by emailing directly

Adapting the Curriculum

City Academy Bristol is committed to inclusion and all of our students have access to the full curriculum. Classes in the majority of core subjects are set to ensure lessons are adapted appropriately for the student's needs, with other lessons taking place in mixed ability groups. However, for those who require it, a more bespoke curriculum can be discussed and arranged with the Inclusion team. Dependent of the complexity of need, bespoke packages can often include one or more of the following but not exhaustive of :

- Additional support and differentiation in the classroom
- Access to the KS3 literacy groups
- Access to our Safe Space provision
- Alternative provision off site
- Targeted 1:1 mentoring/support
- Peer mentoring/support
- Access to enrichment activities and visits
- Social Skills intervention
- Emotion coaching intervention
- Pre-vocabulary teaching
- Touch typing intervention
- Access to our Resource Base

There is an extensive programme of continuing professional development for all staff at City Academy Bristol, which includes specific training in meeting the needs of SEND students and vulnerable learners.



Transitioning to Secondary School

At City Academy Bristol we recognise that moving to secondary school can be a daunting process for some students, so we aim to make the transition as easy and enjoyable as possible with a comprehensive induction programme. Once you have received your confirmation of a place letter from the Local Authority, our Associate Assistant Principal SENCO, a member of the pastoral year team and, where appropriate, a member of our safeguarding team, will meet with your child's primary school to meet with your child and all other students joining us in September. During this visit this member of staff will talk with the appropriate Year 6 teacher (and the SENCO or support staff if needed) to gather all the important information we need to know about each student's learning and needs.

Other useful contacts and information:

SEND and You - <https://www.sendandyou.org.uk/>

Bristol's SEND Local Offer - www.southglos.gov.uk/localoffer

Year 7 - Year7Team@cab.clf.uk

Year 8 - Year8Team@cab.clf.uk

Year 9 - Year9Team@cab.clf.uk

Year 10 - Year10Team@cab.clf.uk

Year 11 - Year11Team@cab.clf.uk