



Yate Academy

SEN Information Report

Yate Academy is part of the Greenshaw Learning Trust.

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Yate Academy
SEN Information Report
2025-2026

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCO

This report was reviewed and updated on: 13.01.26

This report was approved by the School Governing Body on: 29.01.26

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Clerk to the Governing Body*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Katie Barber in the first instance. Please contact them on lscaife@yateacademy.co.uk

[Greenshaw Learning Trust - SEND Policy](#)

Local Authority local offer: [South Glos LIFE | SEND Local Offer](#)

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1. School Context

Yate Academy is an inclusive secondary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health).

All support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below.

Our greatest area of need is Autism (Communication and Interaction) and we have designed our school systems and approaches directly to support pupils with these associated learning needs. We have been able to designate two spaces within the school for pupils to access at appropriate times during the day to support their sensory and/or emotional regulation.

Yate Academy also has a resource provision for pupils with hearing difficulties.. This resource provision is commissioned by the local authority. Admissions to the resource provision is separate from the main school. The resource provision is for pupils with an Education Health Care Plan whose primary area of need is identified as Hearing Impaired. For more information about the resource provision, please read the provision statement which can be found at the end of this document.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive and ambitious mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. All Students in Year 11 receive additional teaching in English and maths via a period 0. To provide additional teaching to support our students further, students attend a period 6.

As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. Our curriculum is planned to enable all students to thrive and to achieve. Staff at Yate Academy use eight core routines to ensure that the needs of all learners are met within the classroom. They are:

- Strong Start
- Quality Audience
- Ready to Read
- Individual Learning
- Mini White Boards
- Turn and Talk
- Whole Class Response
- Exit

These routines enable all learners to access a disruption free learning environment where there are carefully planned activities for overlearning, to support working memory, metacognition and executive functioning skills. Learning opportunities are chunked down and sequenced in small steps to reduce cognitive load.

Staff receive regular training and CPD on our core routines and how they support all students and in particular our vulnerable learners. This is monitored through learning walks and then individual teacher feedback.

Teachers will also regularly utilise visuals within their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling.

All pupils on the SEN register have a pupil passport, which includes the voice of both parental and pupil voice. Pupil passports are written to provide information on which part of our generally available provision, through our core routines, is most appropriate for each student. The pupil passport also details the individual strategies to prioritise for particular pupils with special educational needs. In addition, students with an EHCP have 3 learning outcomes to achieve. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age. A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age. Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process.

On entry, we assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. We carry out additional diagnostic tests for any pupil scoring below a standardised score of 90 in their reading assessment.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Demonstrates high levels of dysregulation

In addition the behaviour, safeguarding, attendance and SEN team meet each week to discuss the needs of our students. This includes progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the student's head of year or the SENDCO so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their classes.

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning.

Pupil passports are reviewed at least three times a year in partnership with the pupil. The pupil passport is shared with parents/carers and they are invited to have a face to face meeting or by telephone to discuss/review the contents.

Each week the SENDCO delivers a 'Spot Light On SEND' to all teaching staff to highlight certain students' needs and how they can best support these.

5. Adaptations to the curriculum for pupils with SEN

Students are set broadly in line with their prior attainment at Yate Academy. This enables us to focus our support more effectively. Pupils are regularly assessed and grouping is used flexibly where appropriate to maximise support, challenge and progress.

Where appropriate, pupils can have access to a laptop to be able to use accessibility tools. Some pupils receive intervention support so that pupils utilizing the laptop have the skills to use it effectively and efficiently. Students with visual impairments have access to an IPAD and magnifiers so that they can access their learning. In addition, for those students that have been to see an optometrist a coloured overlay can be provided if appropriate. Finally, we have a lift for students to use if they have a physical disability.

6. Targeted interventions

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

Students with an EHCP have 3 targets on their pupil passport linked to the outcomes on their EHCP which is shared with all teaching staff.

<i>Intervention</i>	<i>Access Criteria</i>
<i>Read Write Inc - Fresh Start</i>	<i>NGRT SAS score below 90.</i>
<i>Social Skills</i>	<i>Students identified at Team around the Child meetings, and through EHCP recommendations that would benefit from support with peer relationships and social communication.</i>

<i>Speech and Language: Language for Behaviour and Emotions</i>	<i>Students identified at Team around the Child meetings, and through EHCP recommendations that would benefit from support with understanding and expressing their emotions.</i>
<i>Touch Typing</i>	<i>Students who have the provision of a Chromebook who have been identified with slow typing speed.</i>
<i>Hand Writing Support</i>	<i>Students who have been identified by staff and through their EHCP provision.</i>
<i>Reading Fluency</i>	<i>Students who have completed RWI and need further support with their reading speed.</i>
<i>Entry Level English</i>	<i>Students in KS4 who have received reading intervention at KS3 and who have significantly low reading scores.</i>
<i>English pre & post teaching</i>	<i>Students in KS4 who have significantly low reading scores and through recommendation in their EHCP.</i>
<i>Timeout Card</i>	<i>Students identified at Team Around Child meetings, through EHCP provision and or professional reports.</i>
<i>Early Exit Card</i>	<i>Students identified at Team Around Child meetings, through EHCP provision and or professional reports.</i>
<i>Resilience Lab</i>	<i>Students identified at Team around the Child meetings, and through EHCP recommendations that would benefit from support managing their anxiety and self-confidence.</i>
<i>Daily reflection/End of day check out</i>	<i>Students identified through ECHP recommendations or a report from a professional practitioner.</i>
<i>Y7 Anxiety Group</i>	<i>Students identified at Team around the child meetings: attendance, self esteem, difficulties to manage their anxieties.</i>
<i>1:1 Meet and Greet</i>	<i>Students identified through ECHP recommendations or a report from a professional practitioner.</i>
<i>Unstructured time support</i>	<i>Students identified through ECHP recommendations or advice from other professionals.</i>
<i>Learning Support Homework Club</i>	<i>Students identified at Team Around Child meetings, through EHCP provision and or professional reports.</i>

7. Specialist interventions

At Yate Academy School, we work in partnership with a range of external agencies and they will support the planning and delivery of specialist interventions. This might include mentoring, support with speech and language therapy sessions or access to specialist mental health support.

This includes:

- 1:1 Teacher of the Deaf lessons
- Deaf wellbeing support
- Visual Impairment support - VI Team
- Educational Psychologist Support

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. These decisions are made as part of our graduated approach in our weekly TAC meetings or in our weekly behaviour and safeguarding meetings. Before a referral is completed, dependent on need, an assessment or range of assessments may be completed to assess the SEMH needs, SLCN and or Cognition and Learning needs.

Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers.

Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

Example of agencies that we work for are as followed:

- GP
- School Health Nurse
- Paediatrician
- Speech & Language Therapists
- Inclusion Support
- Sensory Support
- Occupational Therapists
- Educational Psychologists
- The Primary, Child and Adolescent Mental Health Service (PCAMHS)
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services
- COMPASS: Families First
- Cluster Support from the LA.

8. Adaptations to the learning environment

On the ground floor, we have a sensory room, which is for students whose EHCP stipulates support in this area. We also have our Early Help space for our students with attendance/SEMH needs. On our first floor we have a room that can be identified as a safe place. This safe space is used to conduct our Language for Behaviour and Emotions lessons and some of our reading interventions. Before school and in unstructured times both this space and the Early Help spaces are made available to pupils who require a quieter space or a movement break as stipulated in an EHCP and discussed and agreed in our TAC meetings.

Our Hearing Resource Base is situated in a quiet area of school on the first floor. Students with hearing needs, as stipulated in their EHCP, access this space before school, in unstructured times and for their interventions.

9. Adapted curriculum pathways

All children in our school access an ambitious, broad balanced and appropriately adapted curriculum. We feel the best place for students is learning from a subject expert alongside their peers, and we seek to focus our support in ensuring all students are able to access this opportunity.

We have 3 year students who study towards their English Entry Level 3 qualification, instead of taking a fourth GCSE option.

Some HRB students may not participate in the full range of MFL lessons so this time can be used to receive bespoke intervention from the Teacher of the Deaf, where this is stipulated in their EHCP.

There are 3 students that receive an alternative provision package as stated in their EHCP. Each student's AP package uses providers from the recommended local authority list and their curriculum is based on the provision and recommendations in their EHCP. If students are in receipt of an alternative learning package a regular welfare check is completed by school and weekly reports are provided by the provider.

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

The subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly
- Data from relevant additional assessments.

Where pupils are accessing targeted or specialist support, their progress will be monitored at least three times a year using the interventions' individual assessment material, student questionnaires or the TA's professional judgement. This is recorded in the review section of each student's APDR document.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets which are on the students' pupil passport and or in their EHCP.

11. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, the SENCO at Yate Academy offers weekly meeting slots for parents to sign up for in order to discuss their young person and their needs.

The SENCO and the TA invite pupils and their parents to have individual meetings three times a year on Academic review days and INSET. Parents can also book meetings with the SENCO at Parents Evening for Year 9, 10, 11, 12 and 13.

If your child has an EHCP, one of these meetings will be the Annual Review.

The school constantly reviews all children's progress through:

- Utilising data gathered before and on entry to school; baseline tests are conducted including reading, English and maths.
- Regular quizzing and assessments are conducted by subject teachers.
- Current attainment grades are communicated regularly to parents through twice yearly written reports.
- Any child who has, or is suspected to have, additional SEND will be assessed further to identify and henceforth cater for specific needs.
- Any pupil child with an EHCP or vulnerable k students have a key worker allocated and they liaise with pupil and parents as and when needed.

Where reasonable adjustments for pupils are agreed these will always be communicated in writing to parents via email.

12a. Supporting pupils moving between phases / transition

If a pupil leaves the Academy then we will share information with the school, college, or other setting the pupil is moving to and support a smooth transition.

For students with an EHCP who are leaving Yate Academy to move to 6th Form, college, an apprenticeship, or alternative provision, we will pass on all the information we have including Exam Access Arrangement information. We will agree with parents and pupils which information will be shared as part of this.

Transition from Year 6:

The SENCO has excellent relationships with staff at our feeder primary schools.

During Term 4 or 5 the SENCO/ KS3 Raising Standards Leader and the Head of Year 7 start to meet with the teachers, SENCOs and Head Teachers of the primary schools to gather information about pupils who will be part of the new Year 7 cohort.

The SENDCO also goes to see the students in lessons to see how they interact, make progress and behave. Information from these Year 6 transition visits with the primary schools is combined into a Pupil Passport for students for their new teachers at YA. This is created in Term 6 with both the parent and the student.

If a child has an Education, Health and Care Plan, the SENCO should be invited by the primary school to attend the Year 6 Annual Review Meeting.

For some pupils who may require an enhanced transition package, we run an enhanced transition programme during the final term of Year 6. This programme consists of:

- A visit to the school when it is quiet to take photos.
- A visit at break and lunch time to see the queues, hear the bells and to see line up. It is an opportunity to ask questions and to look at some of the schools' resources.
- A visit after our 2 day transition programme for all students to complete a treasure hunt. This is for students with an EHCP and vulnerable students at SEN support as highlighted by their Primary School.

A small minority of pupils will require further enhanced transition and this can include visits to Yate Academy from as early as January in Year 6.

Parents and children are welcome to visit to support the transition process

12b. Preparation for adulthood

Students with an EHCP have access to support from the Independence to Adulthood team. They attend the student's annual review and then a referral can be made so that the young person and their family have support to look at a variety of Post 16 establishments and make a more informed choice. Students can also access Travel Training from the Team so that they have the skills and confidence to travel to their new college.

Students with SEND are prioritised for individual meetings with our careers advisor from Year 10 and are supported to find work experience placements.

13. Training for staff

Our SENCO is an experienced teacher who obtained her National SENDCO Award in 2012. Our SENCO has further Post Graduate qualifications in Supporting Vulnerable Learners and Dyslexia and Learning Difficulties.

Each week the SENCO delivers bite size training to support a various group of students and once a term, either the SENCO or the Teacher of the Deaf will lead a Better Practice a briefing on a particular area of SEND to ensure that the needs of our students are understood and met in the classroom through our high quality inclusive teaching.

Inclusive teaching and learning is at the heart of all we do at Yate Academy and as such we have a Teaching and Learning coaching team which consists of the SLT team, Lead Practitioners and the SENCO.

This group facilitates the Academy's coaching programme to ensure that all staff have regular access to high quality and individualised professional development. Each member of the coaching team is assigned to an individual teacher or group of teachers.

The Learning Support Department consists of:

- The SENCO
- A qualified Teacher of the Deaf
- 5 full time Teaching assistants including two teaching assistants with additional training in supporting our students with hearing impairment.

Our team of teaching assistants are able to attend the Teaching and Learning CPD programme both inhouse and with Greenshaw Learning Trust. In addition, our TAs each have a subject specialism and attend fortnightly Intellectual Preparation sessions, which are led by our Heads of Department. This ensures that our team has a solid understanding of the curriculum and therefore can support our learners with greater expertise.

Staff within the Learning Support Department have also received training on:

- HRB TAs: Deaf awareness training/ anxiety in deaf children
- Supporting well being and behaviour through Emotional Coaching
- Read Write Inc
- Languages for Behaviour and Emotions
- First Aid
- ASD
- How to support students with their Exam Access Arrangements
- Child Protection Training and Prevent Training
- Maximising the Impact of TAs in the classroom
- Safeguarding training
- Using Eduley and APDR to inform and review student provision.
- Manual Handling
- SEND and specialist Provision Maximising impact in the classroom
- Attachment and Trauma
- Speech and Language: Links between Speech and Language needs and SEMH
- Supporting sensory needs
- Writing Pupil Passports.

The local authority also commissions training on Speech and Language intervention and provides termly training sessions based on individual students who have an identified Speech and Language need.

14. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN in the following ways:

- The subject teacher continuously assesses each child. Twice a year a school report is produced which shows how well the student has done, compared to the average score in each subject. This allows for us to identify student progress relative to the rest of the year group.
- Progress is continually tracked from their admission through to the end of Year 11 (or Year 13 if they attend Sixth Form).

- Children who are not making expected progress are identified, reasons why the child may be experiencing difficulties are explored and a discussion takes place as to what further support can be given to aid their progress.
- Interventions are reviewed termly. These are tracked on our APDR/provision map.
- Monitoring by the SENCO
- Monitoring by key workers: certain students have a key worker to support their needs and their wellbeing in school. They meet at least once a term.
- Holding annual reviews for pupils with EHCPs
- Meeting with key parents and students to review pupil passports and adapt as necessary. If a student has learning goals, these are reviewed three times a year.
- Parental questionnaires
- Student questionnaires.

15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Yate Academy, all students are encouraged to take part in all aspects of school life and seize all opportunities presented to them outside of the classroom. This can include participating in sports day, the school production, the Duke of Edinburgh award and all additional events.

We proactively ensure that all students with SEND are included by timetabling all students in Year 7-10 weekly enrichment activities into their timetable. This is the same for students in Years 12 and 13. All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on all of our residential trips and are supported by Teaching Assistants when required.

We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation. Students have a character booklet which tracks which enrichment activities they participate in, which is reviewed monthly by their form tutor. All students work towards obtaining the Yate Academy Charter.

16. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- A centrally planned, consistent and well structured PSHE curriculum.
- A caring staff culture where the wellbeing of children is always a key priority.
- All children are encouraged to share any worries or concerns with their keyworker (if applicable) or a member of the Aspire pastoral support team. Students are regularly reminded in half termly assemblies about where to access and seek support.

If further social/emotional support is required, this can be arranged through the SENCO or the Aspire Pastoral Team. The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

Some students in year 11 will receive additional mentoring support from the Y11 Hard to Reach Lead.

Students can also access our STAR online form to report any concerns that they may have with regards to their wellbeing/ welfare. This is followed up by a member of the safeguarding team.

All pupils with special educational needs are encouraged to be part of the Student Leadership Team, with multiple SEN students on the team representing their peers.

We have a zero tolerance approach to bullying.

17. Pupils with disabilities

[Yate Academy Accessibility Plan](#)

We ensure that all children with special educational needs are provided for to the best of the school's ability. Resources are allocated on a needs basis, with the children who have the greatest need being allocated the most support.

Students who struggle to write legibly or have a physical difficulty may have access to a school chrome book. This will remain the responsibility of the child.

We make the following adaptations to ensure all pupils' needs are met:

- In terms of our curriculum, lessons are planned with the necessary scaffolding in place to ensure that all students are able to achieve the learning objectives.
- Scaffolding our teaching, for example, giving longer processing time, vocabulary, visually, chunking down work into smaller steps.
- The school building is wheelchair accessible, with lifts across the site.
- There are multiple disabled toilets which are large enough to accommodate changing and personal hygiene care.
- There is a bidet for students with significant hygiene difficulties. This provision is recommended by an Occupational Therapist/Physiotherapist.
- There is a Hearing Resource Base which is available to support hearing-impaired children with a HRB EHCP.
- The school building is maintained to support children who are visually impaired.
- Students with a visual impairment have access to their own IPAD which can be linked to the teacher's computer so that they can access their lessons.
- Students with a visual impairment have access to their own magnifier
- Depending on a specialist recommendation, students who have difficulties following written text have access to a coloured overlay and or coloured exercise books.
- Students who have difficulty with their handwriting can have access to a chrome book.

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact details of support services for parents of pupils with SEN

- SEND and You : 0117 9897725
- South Glos Parent and Carers: 01454 501009: sgpc.org.uk email: teams@southglospc.org.uk
- Action and Response Team: Mon- Fri: 01454 866000
- Out of hours and the weekend: 01454 615165
- South Glos Education: 01454 868008
- Self-refer to South Glos Talking Therapies: includes cognitive behaviour therapy: 0117 378 4270

KOOTH - <https://www.kooth.com>

This is an online mental health wellbeing platform that is used by South Gloucestershire school and is a confidential online service for young people who struggle. There are lots of helpful support groups within this platform that are all monitored by counsellors on its content before anything is posted live (delayed live). Young people can access online counselling once a week for an hour.

School Health Nurse Team – CHAT messaging service for Young People

School can make a referral to South Gloucestershire School Health Nurse Team, with permission but due to the delay in receiving 1 to 1 support (waiting list is around 5 to 6 months) the school health nurse team have set up a **CHAT message service** that the health team operate for 11 to 19-year olds, Monday to Friday from 9am to 5pm on **07312 263 093** it covers lots of different subject relating to health and mental health for young people.

Avon & Wiltshire Mental Health Partnership's - <https://www.awp.nhs.uk>

Parent or Carers who need help and support or are worried about their child(ren)'s mental Health, support is available with mental health specialist 24hrs a day 365 days a year on: - 0300 3031320

OTR (Off The Record): offer online counselling: <https://www.otrbristol.org.uk>

Shameless: For anyone feeling impacted by issues around body image and low self-esteem. <https://www.otrbristol.org.uk/what-we-do/shameless/>

Mind Aid: For anyone struggling with difficult feelings related to stress, anxiety, low mood or depression. <https://www.otrbristol.org.uk/what-we-do/mind-aid/>

Mind: <https://www.mind.org.uk/>

HARMED: For anyone struggling with self-harm, thoughts of self-harm and mild emotional regulation issues. Tel: 0808 808 9120 or email: hello@otrbristol.org.uk

Southern Brooks: For support with health and wellbeing: Tel: 0333 577 4666 available from 11am-7pm: Monday to Friday, 12pm-6pm Saturday and Sunday.
Email: communitysupport@southernbrooks.org.uk

National Autistic Society: <https://www.autism.org.uk/>

Bristol Autism Support: <https://www.bristolautismsupport.org/>

To help support with the law and SEND: <https://www.ipsea.org.uk>

20. Hearing Resource Base - Provision Statement

Yate Academy Hearing Resource Base (HRB) is a specialist unit for 11-18 year old pupils with an Education Health and Care Plan who have deafness as their primary need. We currently have 4 pupils attending the Hearing Resource Base.

All pupils attending the HRB have an entitlement to a broad, balanced and relevant curriculum. Accordingly, the HRB is structured to provide those pupils with specialist support alongside the advantages of being educated in a deaf aware school, where all staff are committed to implementing best practice to enable deaf pupils to achieve their full potential.

The fact that deaf pupils are educated and excel alongside their peers, organically instills in the school community an inclusive mindset - teaching them that no matter what differences we have, we are all able to achieve. Furthermore, all pupils benefit from deaf-friendly teaching approaches which in particular reinforce and develop language.

We use a total communication approach, meaning that we use an appropriate combination of communication methods for each pupil, depending on their individual communication needs and preferences. Currently, in practice this means using speech as the primary mode of communication. However, this can be supported by British Sign Language, visuals and gestures, according to need.

We have made the decision to primarily use the word 'deaf' or 'deafness' to describe the hearing profiles of HRB pupils. The term 'deaf' with a lower-case 'd' is now widely recognised as encompassing varying degrees of deafness, from mild to profound. Use of deaf/ deafness, as opposed to hearing impairment or hearing loss for instance, is in line with current usage by organisations such as the National Deaf Children's Society (NDCS) and the British Association for Teachers of the Deaf (BATOD). Deaf/ deafness also encourages a positive, non-deficit view of deafness, which embodies our HRB philosophy that pupils have limitless potential.

The HRB is staffed by the following:

- Teacher of the Deaf (QToD) (in role since Sept '25). Works 2 days a week - flexible working across Woodlands Primary School and Yate Academy HRBs. Secondary Design Technology trained teacher with 17 years experience.
- 1 full time experienced TA. 20 years experience in SEN; 9 with children with a hearing impairment; City and Guilds in Learning Support; trained in supporting deaf pupils; qualified BSL Level 2.
- 1 full time TA; third year in HRB; trained in supporting deaf pupils.

All Yate Academy staff are committed to ensuring that on leaving Yate Academy, every pupil will be fully equipped for life beyond school. Pupils are encouraged to immerse themselves in the life of the school - in a rich and ambitious curriculum, with a wide range of extra-curricular opportunities. In the case of HRB pupils, they also have a right to be able to explore their deaf identity and deaf culture so that ultimately they can choose whether to identify with the hearing or deaf community, or indeed both.