

## Magna Academy Parents' Forum Meeting - Thursday 13<sup>th</sup> May



### Focus: The Phoenix Centre

- Thank you to our Parents' Forum for their time and contributions to our meeting.

**Present:** Mrs Orchard, Mrs Fraser, Mr Buller, Mr Fawcett, Mrs Caples, Mrs Hawker, Mrs Rennie, Mrs Terry, Mrs Holland.

**Apologies:** Mrs Stafford, Mrs Montgomery, Mrs Dominey, Mr Murray, Mrs Cole, Ms Fitzmaurice.

The Phoenix Centre opened in April 2020 to provide additional support for students at Magna Academy. The Phoenix Centre offer support in various areas such as;

- Special Educational Needs and disabilities (SEND)
- Safeguarding
- Emotional well-being
- Pastoral
- Medical
- Attendance
- Young carers
- Looked after children (LAC)

Questions from the Parents' Forum	Our response
<b>The Parents' Forum wanted to find out more about the work of the Phoenix Centre</b>	Mrs Orchard explained the vision and ethos of the Phoenix Centre  All children and young people are entitled to an education that enables them to make progress so that they: <ul style="list-style-type: none"><li>● achieve their best</li><li>● become confident individuals living fulfilling lives</li><li>● make a successful transition into adulthood, whether into employment, further or higher education or training</li></ul>

**What support is available for students with Special Education Needs and Disabilities? (SEND)**

Special Educational Needs, as defined by the Department for Education's Special Educational Needs Code of Practice (2014), refers to children and young people who have a learning disability. This means that they either:

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

Support available for SEND students consists of:

- having a safe space at break and lunchtime in the wellbeing room as part of the Phoenix Centre
- interventions to support learning:  
literacy in the forms of reading groups and comprehension groups:-  
Lexia Power-up Literacy is software that allows students to work at their own pace to develop skills essential in literacy  
Communication groups to develop social skills  
ELSA - Emotional Literacy Support Assistants who have special training from educational psychologists to support the emotional development of young people in school
- access arrangements for examinations which could include extra time, a scribe, laptop access
- sensory room which supports student regulation
- Teaching Assistant support in lessons

Students with an Education Health and Care Plan (EHCP) or who are on the SEND register have individual learning profiles which outline the

needs of the students and the teaching support required by the student. All information is shared with teaching staff in Google Drive.

The academy works with outside agencies:

- Educational Psychology
- Outreach SEND services; Winchelsea and Longspee special education schools
- Early Help
- All students have access to quality first teaching and learning in all lessons across the academy

<p><b>What is the role of the Safeguarding Lead?</b></p>	<p>Mrs Lesley Fraser is Head of Safeguarding and Welfare</p> <p>Mrs Fraser explained that any member of staff with a concern about a student enters a concern on to a secure platform called 'MyConcern'. The concern is then seen and acted upon immediately by a member of the safeguarding team</p> <p>The safeguarding team works closely with parents and will share information unless the circumstances preclude this action. If the academy believes that notifying parents could increase the risk to the student or exacerbate the situation, advice will be sought from Children's Social Care</p> <p>The safeguarding team have recently been working with 'Operation Encompass' to support our students. Operation encompass is a police and education early information sharing partnership enabling schools to offer immediate support for students experiencing domestic abuse. The aim is to ensure we receive timely information from police regarding incidents of domestic abuse</p> <p>Mrs Orchard and Mrs Fraser explained to parents that if they ever have any concerns they should share this with the academy by phone (01202 604222) or by email (office@magna-aspirations.org)</p> <p>Mrs Fraser spoke about the external agencies she works with-</p> <p>YADAS- Young Adults Drugs and Alcohol Service  STARS- Sexual Trauma and Rape Service  Domestic Abuse outreach service</p>
<p><b>How does the Phoenix Centre support the Behaviour Policy and ensure poor behaviour does not stop learning?</b></p>	<p>Rachael Caples, Behaviour Support Manager and Courtney Fawcett, Manager of Behaviour Support, alongside the pastoral support workers provide behaviour support:</p> <ul style="list-style-type: none"> <li>● Pastoral drop ins</li> </ul>

	<ul style="list-style-type: none"> <li>● Timetabled emotional and academic lessons</li> <li>● Use of patrol to collect students whose behaviour has not improved following receipt of a sanction point and having had a short reset from the lesson</li> <li>● Run after school detentions</li> </ul>
<p><b>What does the academy counsellor do?</b></p>	<p>The Magna Academy Mental health lead is our academy counsellor. Our counsellor, Ms Sharma-Sly, completes group work (Balance programme) and one - to - one sessions. The counsellor will also refer students to Children and Adolescent Mental Health Services (CAMHS)</p> <p>Students are referred to the academy counsellor by their Head of Year, teachers, tutors or parents who raise concerns</p> <p>Students can request an appointment with the academy counsellor by speaking to their tutor, head of year or one of their other teachers. A member of the Phoenix Team can then support the students in completing a more formal referral</p>
<p><b>What is the link between attendance, medical and the Phoenix Centre?</b></p>	<p>Attendance at the academy is crucial for academic success and for emotional wellbeing. Therefore the attendance officer, Miss Hallett, works closely with the Phoenix Centre to identify if poor attendance is due to any of the following:</p> <ul style="list-style-type: none"> <li>● Struggling with emotional, mental health or medical related issues</li> <li>● Special Educational Needs</li> <li>● Issues related to safeguarding</li> </ul>
<p><b>Other and related topics of discussion included</b></p>	<ul style="list-style-type: none"> <li>● The toilets</li> </ul> <p>A discussion of the toilets being individual cubicles. Questions were asked regarding students being allowed to leave the classroom to use the toilets. Mrs Fraser explained that we do have some students who have a medical pass if they have a medical reason for needing to leave the lesson to use the toilet</p>

	<ul style="list-style-type: none"><li>● The bullying policy Mr Fawcett explained how he supports students with friendship difficulties and bullying. He encouraged parents to get in touch if they have any concerns</li><li>● Links to the Head of Year (HoY) Mr Buller explained how closely the HoY work with the Phoenix team. Each year group has a designated member of staff in the Phoenix team to help strengthen interventions and build relationships. Mr Buller spoke about the extensive CPD programme to upskill tutors and how HoY have been involved in whole school development initiatives such as personal development, CPD, assemblies, futures and effective communication</li><li>● Personal Development Curriculum Mr Buller introduced the personal development curriculum overview. Parents were pleased with the contents covered and the depth of the objectives planned. Mr Buller spoke about mapping against the DfE statutory requirements and also the needs of our community being met. Letters are sent at the start of each unit to highlight the objectives due to be covered. Students enjoy a low-stakes quiz and are awarded house points for their efforts (confidence tracker)</li></ul>
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