



St Mary Redcliffe  
and Temple School

# Special Educational Needs (SEN) Information Report 2023

<b>Approved by:</b>	FGB	<b>Date:</b> 23 February 2023
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This Report complies with the statutory requirement laid out in the SEND (Special Education Needs and Disability) Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 years (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This report was collaboratively produced and reflects the voices of both parents/carers and students with SEN; as well as SEND staff, the SEN Governor, and the School Leadership Team and staff within the School.

The School has a SENCo, Pippa Whittaker, and two Deputy SENCos, Abi Mullins (Year 7 – 9 focus) and Michelle Parsons (Year 9-11 focus). The SENCo can be contacted at school via the school enquiries form. In addition, there is a designated Assistant Headteacher (Safeguarding, Attendance, and Wellbeing), Mr Andrew Thomas-White, who line manages the SENCo and is a member of the School Leadership Team (SLT). All named colleagues work closely with Del Planter (Headteacher) in relation to SEN provision.

## 1. **The kinds of special educational needs for which provision is made at the school**

We are passionate about promoting and achieving inclusion for young people who join the school. As a Church of England mainstream secondary school, we are a place of hope, where we believe that each student has special gifts and talents and is unique in the eyes of God; and where we believe that all children, including those identified as having special educational needs or a disability, have an entitlement to a broad, balanced, relevant and differentiated curriculum which is fully accessible to them.

We place equal worth on values, skills and a sense of self. Our vision is to help all of our students become fully 'ALIVE': to support them in a holistic way to become the best learners they can be, as well as to help them develop the social and emotional skills that will enable them to succeed in their lives well beyond the realms of secondary education.

Every teacher is a teacher of special educational needs. Whilst we have a very strong and committed Learning Support Department, the ethos and spirit of the school is based on the principle of inclusion and whole-school collaborative working where every member of staff supports students to allow them to thrive in their learning and to be happy.

We educate a very high number of students with SEND, including over 50 who have EHCPs and over 300 others who have SEND identified.

### **How do we intend to raise aspirations and expectations for all students with SEN?**

- We aim to identify and provide for students who have SEN as early as possible
- We aim to work within the guidance provided in the SEND Code of Practice, 2014
- We aim to operate a 'whole people, whole school' approach to the management and provision of support for SEN

- We aim to ensure that all students have access to a broad, balanced and differentiated curriculum
- We aim to provide support and advice for all staff working with students who have a SEN
- We aim to ensure that students with SEN have an inclusive experience in all school activities where appropriate and that they feel happy, safe and nurtured
- We aim to ensure that parents/carers of students with SEN are kept fully informed of students' pastoral and academic progress
- We aim to ensure that students with SEN are at the centre of any decisions affecting their future provision

Our Learning Support department has expertise and experience in identifying and supporting our students in all of the four broad areas of SEN as outlined by the SEND Code of Practice, 2014:

- Communication and interaction
- Cognition and Learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs

When identifying special educational needs, our approach as a school is to consider the needs of the whole child; the purpose of identification is to decide how best the child's needs be met.

Other issues may impact on progress and attainment, but do not constitute special educational needs. For instance:

- Disability - the SEND Code of Practice 2014 outlines the 'reasonable adjustment' duty for all settings and schools provided under Disability Equality legislation - however, a disability alone does not necessarily constitute an SEN
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Student Premium Grant
- Being a Child in Care/Looked After Child
- Being a child of a Serviceman/woman

We are also mindful of ethnic groups that have historically underachieved for a range of reasons.

Any concerns relating to a student's behaviour will only be recorded as SEN in response to identification of an underlying educational need which has been recognised, for example ADHD, specific trauma or sensory needs.

## 2. **Information about the school's policies for the identification and assessment of students with special educational needs**

*How does the school know if children/young people need extra help and what should I do if I think my child has special educational needs?*

We identify students who have special educational needs as quickly as possible.

The process begins with primary school liaison in Year 6. In the summer term we try to visit all feeder primary schools and talk with both parents/carers and primary teachers about the strengths and needs of all individual students. We also use primary school data and SEN lists to inform our decision making about students with SEN.

It is also common for a SENCo or a key SEN staff member to attend Year 5 and Year 6 Annual Review meetings to discuss transition from primary to secondary school. Extra transition visits to our school are welcomed at regular points in Year 6, and we are flexible and creative about extra visits or taster sessions for young people who need a bit longer to get to know their new school.

In addition, we have a Year 7 Transition Learning Mentor who works closely with the Head of Year 7 and the SENCo to ensure all students, but especially those with additional needs, have a successful move to SMRT.

In the case of mid-term admissions, the Learning Support team will liaise with the previous school and family to gather information and plan for any support or strategies that are needed.

Once a child joins our school, we begin to build up a further picture of them as a learner. Each student's current skills and levels of attainment are assessed on entry using cognitive abilities tests and baseline literacy and numeracy assessments, building on information from previous settings and key stages where appropriate.

Where staff and parents/carers continue to have concerns about a student's level of progress, despite high-quality teaching targeted at their areas of weakness, then subject teachers, working with the SENCo, will assess whether the child has a significant learning difficulty.

Student and parent/carer voice is also very important. We use feedback questionnaires and informal interviews to gather feedback from young people about the support they have received; and to inform and change future decision making around support.

We welcome parents/carers contacting us to make an appointment with a subject teacher if there are any concerns or if you wish to discuss your child's progress in a particular area. For discussion of any aspect of your child's pastoral care or more general queries, please contact their Tutor or Head of House. If you are concerned that your child may have an undiagnosed special need, or you wish to discuss any aspect of your child's SEND, please contact the SENCo via the school's online form.

### **3. Information about the school's policies for making provision for students with special educational needs whether or not students have Education, Health and Care (EHC) Plans, including:**

#### **a. How the school evaluates the effectiveness of its provision for such students**

The SEN team and school leaders regularly and carefully review the quality of teaching and wider provision for all students, including those at risk of underachievement. This is done through lesson observations, learning walks and the scrutiny of student work books and assessments alongside curriculum and area reviews. We also engage in external reviews. Our practice pays due regard to Bristol's Ordinarily Available Provision expectations.

In accordance with the Equality Act (2010) and the SEND Code of Practice (2014) we will make every reasonable adjustment to make sure that all students with SEN succeed, thrive and are happy in our school. In circumstances where we feel we cannot meet a student's needs, this will be discussed in detail with both parents/carers and the young person themselves. We will also involve external agencies to help us determine a more suitable placement for the student.

**b. The school's arrangements for assessing and reviewing the progress of students with special educational needs**

Subject teachers, supported by senior leaders, make regular assessments of progress for all students. These identify students making less than expected progress given their age and individual circumstances.

In addition, the Learning Support team aims to review the progress of students with SEN at least three times a year. The SENCO is available to meet with parents where required via weekly SENCO Clinic appointments of half an hour each, and also has bookable appointments at parents' evenings.

**c. The school's approach to teaching students with special educational needs**

As a school we offer different levels of support for your child, depending on their strengths and needs. The primary responsibility for identifying and supporting students who are making less than expected progress rests with subject teachers. We have a detailed SEND Register which is shared with all teachers. All students on the SEND register also have a Student Passport – a personalised profile that is distributed to staff detailing learning strengths, needs and suggested support strategies. These are created in collaboration with the young person and their parent/carer. If a young person has specific needs that means that teachers need extra support, guidance, or training, this is provided in our regular Inclusion Training Sessions or as part of INSET. Each department has a teacher who is designated as an SEND Champion, who works closely with the SENCO and has a particular expertise in the field of inclusive practice.

**d. How the school adapts the curriculum and learning environment for students with special educational needs**

Provision for students is personalised and individual and depends very much on their unique strengths and needs. As a school we are fully committed to inclusion, and where possible aim to keep students within their mainstream classes so that they can continue to access a full and rich curriculum. However, it is sometimes necessary to offer more intensive support and this is usually offered either in a 1:1 or small group capacity as withdrawal from mainstream subjects. In rare cases where students with EHCPs need an alternative curriculum or a practical focus on life skills, we are able to dis-apply students from modern foreign languages (MFL) or from some other curriculum subjects. However, this is rare and we only do this after thorough investigation and planning, and full consultation with parents/carers and the students themselves. All students follow a broad and balanced national curriculum at Key Stage 3. Most students will continue to follow a traditional GCSE curriculum at Key Stage 4. However, there are some alternative pathways in Year 10 and 11 that are available to students who would prefer to take a more practical, vocational route. We have a focus on using software to support learners with special educational needs including "TextHelp ReadWrite" software on all PCs and laptops in school. This will also be available for student home use. This software promotes independent learning and study skills and is particularly useful for students with literacy difficulties or dyslexic-type difficulties. For more information about this program, click on the link – [www.texthelp.com](http://www.texthelp.com)

**e. Additional support that is available to students with special educational needs Interventions**

We have a range of strategies and approaches that we can choose from when creating an individual Student Passport for a student. We run a range of interventions and workshops across the course of each year, which students with a range of needs will be invited to attend. These run in three ten-week blocks, and families are invited to register their children for those interventions that are current priority for them. They include interventions on various

aspects of literacy, numeracy, life skills, emotional development, understanding of neurotypes, and use of technologies.

### **Additional Adult Support**

Our LSAs come from very different backgrounds and many are highly skilled professionals in a different field. LSAs are prioritised to work with students with the very highest level of need; and this is usually those students with an EHCP (Education, Health and Care Plans). LSAs work both within and out of the classroom; offering classroom support as well as delivering interventions.

### **Learning Support Department – Main School**

In January 2023 our main school Learning Support department relocated to A-Floor, behind student reception. This move is part of our wider strategy to evolve our provision to meet the changing needs at SMRT. The suite comprises:

- Three small-group teaching rooms
- A nurture room
- A student study
- A sensory room
- A department office
- A meeting room



Small Group Teaching Room



'Base Camp' Nurture Room



Student Study



Sensory Room

### **Learning Support Department – Sixth Form**

Our Sixth Form Learning Support base is a quiet room/ safe space for a small number of autistic students and those with high level SEMH needs, and an SEND office where the Sixth Form Inclusion teacher is based three days a week. These are located on the third floor.



Quiet Room



SEND Office

### **Staffing**

Within our department we have:

- A SENCO
- Two Deputy SENCOs
- A main school SEN Teacher

- A Sixth-Form Inclusion Teacher (three days a week)
- A team of LSAs
- Two part-time administrators

**f. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs**

The school is based in two buildings on the main site, both on multiple floors, and accessible to people with access needs. There is also a sixth form building located 100 metres away from the main site. Sixth form students may have lessons in both the main school and sixth form building, depending on the subjects they study. Wheelchair users are provided with access to the main building via the student and visitor entrance; both of which have automated doors. Students who are wheelchair users or who need additional mobility support are provided with a lift pass. Where physical access to certain areas of the school is limited, we have ramps that can help access. We also have disabled toilets on every floor of the main building, and one shower/wet room. Entry and exit buttons are installed on key doorways. Where access is difficult, we have members of Learning Support staff who can help. Where specialist equipment is required, we try to make reasonable adjustments to ensure that all students are fully included.

Students with medical needs and conditions are catered for by first aid trained staff. We can also book meetings with the NHS School Health Nurse when she visits the School.

**g. Support that is available for improving the emotional, mental and social development of students with special educational needs**

The School's 'ALIVE' model is at the very centre of the school's philosophy and a large proportion of this focuses on building the emotional, mental and social development of our students. For most students the VIP programme, **Mental Health Team provision** and strong tutorial support, offer the kind of support needed to develop a student's overall wellbeing. However, where appropriate, there are a range of staff available to support the emotional, mental and social development of students with special needs. Learning Support Assistants may adopt a key working role for select students in developing their emotional literacy through individual support.

There are also five Learning Mentors, who may specifically support a student with their studies, and/or their emotional and mental well-being. For all students there are also weekly 'drop-in' sessions available with the School Counsellor. Regular timed slots will also be arranged for those students in most need of this support.

When necessary, we will consult with outside professionals such as the Child and Adolescent Mental Health Services (CAMHS), or Educational Psychology Team. We also have a link Speech and Language Therapist and pay an annual subscription to be a member of SHIPS (Supporting Head Injured Students in Schools)



4. **In relation to mainstream schools and maintained nursery schools, the name and the contact details of the SEN co-ordinator**

Pippa Whittaker (SENCo) can be contacted via the school's online form.

5. **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured**

**Pippa Whittaker – SENCO**

Pippa qualified as a teacher in 2003 and has since worked in mainstream schools, special schools and resource bases in four local authorities. Pippa has fifteen years' experience as an Assistant SENCO and SENCO and has also previously worked as a Deputy Headteacher of a special school for autistic students.



Pippa has completed the following specialist study and training:

- BA (hons) English Studies and German Studies
- PGCE Secondary English
- Postgraduate Certificate in Personal, Social and Health Education
- Postgraduate Certificate in Literacy Difficulties
- Postgraduate Certificate in Adult Literacy
- National SENCO Award
- Master's in Education (SEND and Leadership and Management)
- Level 7 Assessors' Certificate
- Certificate in English Language Teaching to Adults

Pippa holds Specialist Leader of Education status (SEND Specialism) and was previously an Advanced Skills Teacher (Literacy and Learning Support Specialism).

Pippa has written and trained extensively on topics relating to SEND.

Pippa is registered as a specialist assessor with the British Psychological Society.

**Abi Mullins – Deputy SENCO for Years 7-9**

Abi has been teaching since 2013 but has worked with young people with learning difficulties and disabilities for many years before this. She has worked in mainstream primary settings as well as special schools at both primary and secondary level.



Abi has completed the following specialist study and training:

- BA (hons) Drama and Theatre Studies
- Primary PGCE
- Teach First Leadership Development programme
- NPQML

**Michelle Parsons – Deputy SENCO for Years 9-11**

Michelle qualified in 2001 and has over twenty years' experience in mainstream schools and specialist resource bases in Bristol, both as a teacher and as a Deputy SENCO.

Michelle has completed the following specialist study and training:

- BA (hons) Humanities
- PGCE Performing Arts
- Masters in Raising Achievement in Inner-City Schools
- Level 7 Assessors' Certificate



Michelle is registered as a specialist assessor with the British Psychological Society.

### **Del Planter – Headteacher**

Del qualified as a teacher in 1998 and has twenty-five years' experience in mainstream schools and specialist resource bases in Bristol and the South-West, as a Headteacher, Executive Headteacher, Local Authority Adviser supporting Special Schools, Early Years settings and Primary Schools as well as Secondary Schools. He has also been an Ofsted Inspector.



Del has completed the following specialist study and training:

- BA (hons) History with Sociology and Social Psychology
- PGCE History and PE
- SEND Whole School Review
- Team ADL Provision Review
- Provision Review
- National Professional Qualification for Headship

Our Learning Support team undertakes regular specialist training in the area of SEN.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff in the school undertake regular SEND-specific training at least eight times annually as part of our Inclusion Training programme.

The SENCo regularly attends SENCo network meetings and annually attends the SENCo Conference.

## **6. Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Each school in the Local Authority is allocated core funding (Element 1) – this is funded on an already agreed formula for mainstream schools. Each school also has allocated 'additional' support budget (Element 2) that is based on specific criteria related to the cohort of students. The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more

than £10,000 a year. This is called High-Needs funding. The current High Needs funding process remains under review by Bristol Local Authority at present

**7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child**

Regular school reports and Parents'/Carers' Evenings will provide you with information about how your child is progressing in school. The Learning Support Team also regularly review Student passports with young people and their parents/carers. Parents and carers are welcome to arrange an update phone call or meeting with the SENCO or Deputy SENCOs at any point of the year. In addition, young people's Education and Health Care Plans (EHCPs) have annual reviews.

We also run a SEND Parents Group which meets four times a year to network, find out about local services, give us feedback, and ask any specific questions you may have – all parents and carers are welcome to join.

**8. The arrangements for consulting young people with special educational needs about, and involving them in, their education**

Following guidance for the Code of Practice, 2014, we work with students at all stages regarding any arrangements that are put in place to support them.

Review meetings are held in a child-centred way as much as is practicably possible, with the young person at the heart of all planning and organisation.

**9. Any arrangements made by the Governing Body relating to the treatment of complaints from parents/carer of students with special educational needs concerning the provision made at the school**

Please follow the link to access our Complaints Policy. Students with SEN can request to have a member of Learning Support available at any reintegration meeting  
<http://www.smrt.bristol.sch.uk/index.php/school-life/policies>

**10. How the Governing Body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

**What specialist services and expertise are available at or accessed by the setting and how do you all work together?**

We work alongside 'Trading with Schools'. This is a Bristol based service which delivers services through individual orders or packages that join up provision. The Governing Body delegates the responsibility of co-ordinating this provision to the Assistant Headteacher (**Inclusion Safeguarding, Attendance, and Wellbeing**) and SENCOs.

We work with a range of external professionals such as:

- Educational Psychologists

- School Health Nurse
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Bristol Autism Team (BAT)
- Social Care and Early Help

The process of seeking additional support from external agencies follows a similar pattern to the process of referral to the SEN team. This is based on the 'assess, plan, do and review' model. Any referrals to external agencies are managed by the SENCo. Parents/carers and students are always consulted and their voices and views sought prior to a referral.

**11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with section 32**

Contact details for key services can be found as links on the Learning Support section of the school website:

<https://www.smrt.bristol.sch.uk/index.php/school-life/learning-support>

**12. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for the adulthood and independent living**

For all students transition can be an anxious time. Learning Support adopt a personalised approach to ensure that the process of transition is as smooth as possible. Transition planning both between primary school and secondary school, and in post-16 settings, is extremely thorough, with appropriate liaison with parents/carers, students and previous and future education providers.

**13. Information on where the local authority's local offer is published**

Parents/carers can visit Bristol City Council's local offer at <https://www.bristol.gov.uk/web/bristol-local-offer>