



Special Educational Needs (SEN) Information Report 2022

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

In the spirit of current reform this report was collaboratively produced and reflects the voices of both parents/carers and students with SEN; as well as Special Educational Needs Coordinators (SENCoS), the SEN Governor, and senior leadership and staff within the School.

The School has a SENCo, Mrs Pippa Whittaker, and a Deputy SENCo, Ms Katherine Meredith. Pippa Whittaker can be contacted via email at whittakerp@smrt.bristol.sch.uk. In addition, there is a designated Assistant Headteacher (Inclusion), Mr Thomas-White, who line manages the SENCo and is a member of the School Leadership Team (SLT).

1. The kinds of special educational needs for which provision is made at the School

We are passionate about promoting and achieving inclusion for all 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.

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

- To identify and provide for students who have SEN as early as possible
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole people, whole school' approach to the management and provision of support for SEN
- To ensure that all students have access to a broad, balanced and differentiated curriculum
- To provide support and advice for all staff working with students who have a SEN
- To ensure that students with SEN have an inclusive experience in all school activities where appropriate and that they feel happy, safe and nurtured
- To ensure that parents/carers of students with SEN are kept fully informed of the students' pastoral and academic progress
- To ensure that students with SEN are at the centre of any decisions affecting their future SEND 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 constitute SEN
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Child in Care/Looked After Child
- Being a child of a Serviceman/woman

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.

2. **Information about the school's policies for the identification and assessment of pupils 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. We also run a week long summer school for vulnerable students so that they can meet key staff and start to make new friends.

In addition, we have a Year 7 Transition Support Worker 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.

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, the class teacher, working with the SENCo, will assess whether the child has a significant learning difficulty.

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, email Pippa Whittaker as above.

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

a. How the school evaluates the effectiveness of its provision for such pupils

The SEN team and senior leaders regularly and carefully review the quality of teaching 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.

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 pupils with special educational needs;

Class and 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 review the progress of students with SEN at least three times a year.

c. The school's approach to teaching pupils 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 the classroom teacher. We have a detailed SEN Register which is shared with all teachers. Every student who is on the SEN register will also have a Student Passport – a personalised profile that is distributed to staff detailing learning strengths, needs and suggested support strategies. Wherever possible, 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.

d. How the school adapts the curriculum and learning environment for pupils 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. On some rare occasions, where it is specified in a child's EHCP and agreed at the point of consultation, we will withdraw students from classes for individual or small group support. All students follow a broad and balanced national curriculum at Key Stage 3 and will then follow a GCSE curriculum at Key Stage 4. 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 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

e. Additional support for learning that is available to pupils with special educational needs

We have a range of professionals, strategies and interventions that we can choose from when offering a personalised support plan for students. In addition to this we have two SEND Teachers who deliver specialist interventions, as well as a SENCo, a Deputy SENCo and a team of Learning Support Assistants (LSAs).

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 a statement or education and health care plan. LSAs work both within and out of the classroom; offering classroom support as well as delivering interventions.

f. How the school enables pupils 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 is well 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 adjustment to ensure that all students are fully included.

Our Learning Support department is comprised of the SENCO office and a suite of two small group teaching rooms and a sensory room, and is located near the lift.

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

g. Support that is available for improving the emotional, mental and social development of pupils 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, 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. The Learning Support Assistants are regularly trained in areas relating to the emotional, mental and social development of students.

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 Pupils in Schools)

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

Mrs Pippa Whittaker (SENCo) can be contacted at whittakerp@smrt.bristol.sch.uk.

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

- The SENCo holds the National Award for SEN (NASENCo), is a specialist dyslexia teacher and holds an MA in SEND.
- Our Learning Support team undertake regular training in the area of SEN
- Other training needs for staff are identified through the Faculty and School's Development Plan. These are planned throughout the year and are developed through an array of channels – whole school CPD and SEN Case Conference meetings
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake regular training and development
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual students
- The SENCo regularly attends the 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

- Funding. 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 SEN support plans with young people and their parents/carers. We aim to do this at least twice a year. In addition, young people's Education and Health Care Plans (EHCPs) have annual reviews.

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 the process.

9. Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils 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 pupils with special educational needs and in supporting the families of such pupils

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 coordinating this provision to the Assistant Headteacher (Inclusion) and SENCOs.

We work with a range of external professionals such as:

- Educational Psychologists
- School Nurse
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Autistic Spectrum Disorder Outreach Team (ASDOT)
- 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 SENCOs in consultation with the Assistant Headteacher (Inclusion). 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 pupils 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 pupils 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>