



St Mary Redcliffe
and Temple School

Special Educational Needs (SEN) Information Report 2026

Approved by	FGB	Date February 2026
Last reviewed on	February 2024	
Next review due by	January 2027	

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](#)
- [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; framework for Key Stages 1 to 4](#)
- [Teachers Standards](#)

School Policies and Procedures are available from our [website](#).

- Safeguarding (and Child Protection) Policy
- Equality Policy
- Supporting Students with Medical Conditions Policy
- Supporting Students with Health Needs who cannot attend School

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, the School Leadership Team, and school staff.

We have a SENDCo, Ms Williams, and two Deputy SENDCos, Ms Mullins (KS3/Year 7 – 9 focus) (due to be on maternity leave from January 2026 and covered by Mrs MacRae Nash), and Mrs Parsons (KS4/Year 9-11 focus), as well as a KS5/Year 12-13 Learning Support Coordinator, Ms Chapman, who joins us in January 2026. The SENDCo can be contacted at school via the school website enquiries form. In addition, there is a designated Deputy Head (Pastoral, Inclusion, and Ethos), who line manages the SENDCo and is a member of the School Leadership Team (SLT). The SENDCo is a member of the school's Extended Leadership Team. All named colleagues work closely with Mr Planter (Headteacher) in relation to SEN provision.

1. Introduction

We are a Church of England school situated in the centre of Bristol and serve families from across the city who seek a faith-based education. Ofsted inspected the school in January 2025 and awarded a Good judgement in all areas. We are proud of our diversity. This is one of our Alive values and is at the heart of our curriculum model, which seeks to offer choice, and values the gifts and aspirations of each student, in the belief that that "The Glory of God is a human being fully alive".

As the most recent comparative figures show, we are the largest secondary school in Bristol with 1792 students. We have a particularly high number of students with SEND, with over 51 EHCPs (Education, Health, and Care Plan) and over 300 others who have SEND identified, of which a further 23 are undergoing EHCNA (Education, Health, and Care Needs Assessment).

2. The kinds of Special Educational Needs for which provision is made at the school.

As a Church of England mainstream secondary school, we are a place of hope and believe that each student has special gifts and talents and is unique in the eyes of God. 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 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.

3. How do we intend to raise aspirations and expectations for all students with SEND?

We aim to:

- Identify and provide for students who have SEND as early as possible.
- Work within the guidance provided in the [SEND Code of Practice, 2014](#)
- Operate a 'whole people, whole school' approach to the management and provision of support for SEND.
- Ensure that all students have access to a broad, balanced, and differentiated curriculum.
- Provide support and advice for all staff working with students who have a SEND.
- Ensure that students with SEND have an inclusive experience in school activities where appropriate, and that they feel happy, safe, and nurtured.
- Ensure that parents/carers of students with SEND are kept informed of students' pastoral and academic progress
- Ensure that students with SEND are at the centre of decisions affecting their future provision

Our Learning Support department has expertise and experience in identifying and supporting our students in all four broad areas of SEND 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 Pupil Premium.
- 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 SEND in response to identification of an underlying educational need which has been recognised, for example ADHD, specific trauma, or sensory needs.

4. 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 swiftly as possible.

The process begins with primary school liaison for those students in Year 6. In the summer term we try to visit all the primary schools from which our students will be arriving 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 SEND. We take students from primary schools across Bristol and the wider area.

It is also common for our SENDCo, or a key SEND staff member, to attend 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 Learning Mentor who works closely with the Head of Year 7 and the SENDCo to ensure all students, but especially those with additional needs, have a successful transition to our School.

In the case of mid-year admissions, the Learning Support team will liaise with the previous school and the parents/carers 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 SENDCo, will assess whether the student 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 students 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 they wish to discuss their child's progress in a particular area. For discussion of any aspect of a student's pastoral care or for more general queries, parents/carers should contact the relevant Tutor or the Head of Year. If parents/carers are concerned that their child may have an undiagnosed special need, or they wish to discuss any aspect of their child's SEND, they should contact the SENDCo via the online contact form on our website.

5. 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.

How the School evaluates the effectiveness of its provision for such students

The SEND 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 workbooks 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 ensure that all students with SEND 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.

Our 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 aim to review the progress of students with SEND at least three times a year. The SENDCo is available to meet with parents/carers where required

via weekly SENDCo Clinic appointments of 15 or 30 minutes and also has bookable appointments at parents'/carers' evenings.

Our School's approach to teaching students with special educational needs

We offer different levels of support for students, 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. All students on the SEND register have a Pupil Passport. This is a personalised profile that is distributed to staff detailing learning strengths, needs, and suggested support strategies. If a young person has specific needs that mean that teachers need extra support, guidance, or training, this is provided in our Inclusion Training Sessions or as part of INSET (staff training days). Each department has a teacher who is designated as a SEND Champion, and they work closely with the SENDCo and have a particular expertise in the field of inclusive practice.

How the School adapts the curriculum and learning environment for students with special educational needs

Provision for students depends very much on their unique strengths and needs. As a school, we aim to keep students within their mainstream classes so that they can access a full and rich curriculum. Disapplication from subjects 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- leading on to a broad GCSE curriculum at Key Stage 4.

Additional support that is available to students with Special Educational Needs

a. Interventions

We have a range of strategies and approaches that we can choose from when creating an individual Pupil 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 two ten-week blocks, and parents/carers are invited to register their child for those interventions that are a current priority for them. Interventions currently available include various aspects of literacy, numeracy, life skills, emotional development, understanding of neurotypes, and use of technologies. Further details are listed below.

We are not currently able to create any further interventions beyond those which are already in place, due to the high numbers of students with EHCPs already in our cohort, and because of the limitations on physical space on our site.

The interventions we currently offer within Learning Support are:

- Anxiety and Resilience Support Group
- ELSA (6-10 sessions)
- Dealing with Feelings
- ADHD Masterclass (one-off session)
- Social and Friendship Skills (tutor time once weekly)
- Language Comprehension and Inference Skills
- ASD Masterclass (one-off session)
- Core Literacy Skills
- Next Steps Literacy

- Y7, Y8, and Y9 Spelling, Punctuation, and Grammar
- Y10 and Y11 Spelling, Punctuation and Grammar
- Extended Writing Practice
- Core Numeracy
- Next Steps Maths
- Functional Numeracy
- Touch Typing
- Memory Strategies
- Y7, Y8 and Y9 Study Skills
- Y10 and Y11 Study Skills
- Dyslexia Workshops
- Assistive Technology Workshop (one-off session)
- Fine Motor Skills and Handwriting (tutor time once weekly)

These interventions run for ten sessions for an hour a week on a small-group basis, unless otherwise stated.

We **cannot** provide the following provisions or supports in our setting, for the unavoidable reasons of logistics, level of demand, and space:

- Individual workstations in the classroom
- Quiet / individual spaces
- Daily SENDCo communication
- Support beyond that which is funded by a student's EHCP
- New provisions that are not already set up at SMRT
- Adult support from only one LSA
- Small group teaching
- Outdoor pursuits

b. Additional Adult Support

Our LSAs come from very different backgrounds, and some are 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 Plan). LSAs work both in and out of the classroom, i.e. offering in class support as well as delivering interventions outside of the classroom. They work as year group sub team (i.e. are linked to a particular year group), and students with EHCPs are supported by several LSAs from their year group team across the course of each week.

c. Learning Support Department – Main School

Our Learning Support department is located on A Floor, behind First Aid.

The department comprises:

- Two small intervention rooms
- A nurture room
- Two student studies
- A sensory room
- A department office
- A meeting room



The Lego Room



The Nurture Room



The Student Study



The Sensory Room

d. 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 where the Learning Support Coordinator and HLTA are based 4 days a week. These rooms are located on the third floor of our Sixth Form building.

Quiet Room



SEND Office



d. Staffing

Within our department we have:

- A SENDCo

- Two part-time Deputy SENDCos
- A part-time Sixth Form Learning Support Coordinator
- A Main School Interventions Teacher
- Three part-time HLTAs
- A team of LSAs
- Two part-time administrators

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

Our School is based across two buildings on the main site. Both buildings have multiple floors and are 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 buildings, depending on the subjects they study.

Despite being the largest secondary school in Bristol with over 1700 students, the 'footprint' of our site is the second smallest in the city and therefore we are a particularly densely populated site. We have a small outside play area which is a combination of concrete and astroturf. We do not have any natural green space or school fields on site. Our site is particularly noisy and busy, and this means that the acoustics on site can pose sensory challenges for some students.

Wheelchair users are provided with access to the Main Building via the A and B floor entrances; 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. 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 our School.

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

Our 'ALIVE' model is at the very centre of our ethos and a large proportion of this focuses on building the emotional, mental, and social development of our students. For most students the VIP (Values in Practice) programme, Mental Health Team provision, and strong tutorial/pastoral 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 Main School Learning Mentors (one per year group), and two Sixth Form Learning Mentors, who 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 one of the School counselling team. Regular timed slots will also be arranged for those students in most need of this support. We also have a named Mental Health Lead in school.

When necessary, we will consult with outside professionals, e.g. Child and Adolescent Mental Health Services (CAMHS), Bristol Autism Team, or Educational Psychology Team. We would highlight that there are annual limits on the numbers of student we are able to refer to some of these services, and restrictions on the time of year at which we can refer. Therefore, we are not always able to refer students for this professional support on request. 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).

6. In relation to mainstream schools and maintained nursery schools, the name and the contact details of the SENDCo.

Ms Williams (SENDCo) can be contacted via our website online contact form.

7. 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.

Ms Williams – SENDCo

Ms Williams qualified as a teacher in 1996 and has since worked in five mainstream secondary schools in four local authorities, including Inner London and Australia. Joanne has previous experience as SENDCo, twenty years' experience as a Senior Leader, and ten years as a Headteacher of two mainstream secondary schools.

Ms Williams has completed the following specialist study and training:

- BA (hons) History and History of Art
- PGCE Secondary History
- Master's in Education (SEND and Leadership and Management)
- Level 7 Coaching qualification
- Currently completing NPQ SEND



Ms Mullins – Deputy SENDCo for Years 7-9 (maternity leave)

Ms Mullins 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.

Ms Mullins has completed the following specialist study and training:

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



Mrs Parsons – Deputy SENCO for Years 9-11

Mrs Parsons 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 SENDCo.

Mrs Parsons 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



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

Mr Planter – Headteacher

Mr Planter 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.



Mr Planter 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
- National Professional Qualification for Executive Leadership

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

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff undertake regular SEND-specific training at least eight times annually as part of our Inclusion Training programme. The SENDCo regularly attends SENDCo network meetings.

8. 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 an 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, as outlined in their EHCP, is more than £6,000 a year. This is called High-Needs funding.

9. 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/gradesheets and Parents'/Carers' Evenings will provide parents/carers with information about how their child is progressing in school. The Learning Support Team also regularly review Pupil Passports. Parents/Carers are welcome to arrange an update phone call or meeting with the SENDCo or Deputy SENDCos at any point of the year. In addition, there are annual reviews of student Education, Health and Care Plans (EHCPs).

The Learning Support team also run a SEND Parents'/Carers' Group which meet four times a year to enable them to network, find out about local services, give feedback, and ask any specific questions they may have. All parents/carers of children with SEND are welcome to join.

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

Following the [Code of Practice, 2014](#) guidance, 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.

11. 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.

The [Complaints Policy](#) is available on our website. Students with SEN can request to have a member of the Learning Support team available at any readmission (post suspension) meeting.

12. 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 School Business Manager.

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

We would highlight that there are annual limits on the numbers of student we are able to refer to some of these services, and restrictions as to the time of year at which we can refer. Therefore, we are not always able to refer students for this professional support based solely on parental request.

The process of seeking additional support from external agencies follows a similar pattern to the process of referral to the SEND team. This is based on the 'assess, plan, do and review' model. Referrals to external agencies are managed by the SENDCo, pastoral/year group teams, the safeguarding team, and the school's Mental Health Lead. Parents/carers and students are always consulted and their voices and views sought prior to a referral.

12. 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 our website.

13. 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 thorough, with appropriate liaison with parents/carers, students, and previous and future education providers.

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

Parents/carers can visit Bristol City Council's local offer [here](#).