



SEND Offer @Met



Right Support, Right Place, Right Time



SEND Offer @Met

A young person has SEND if they have a **learning difficulty or disability** which calls for special educational provision, in addition to what is provided for their other peers, to be made for him or her. Special educational needs and disabilities (**SEND**) can affect a child's ability to learn. They can broadly affect:

<p>...the ability to concentrate, and process information that will progress reading, writing and numeracy in-line with age related expectations.</p>	<p>...the ability to understand information presented either socially or when learning in lessons; and communicate and interact in a socially appropriate way towards peers and staff.</p>	<p>...the ability to focus in on learning based tasks; regulate emotions; display resilience and a growth mindset; and demonstrate empathy towards peers, staff and self.</p>	<p>...physical and sensory abilities, including hearing, visual and spatial awareness.</p>
<p>Cognition and Learning</p>	<p>Communication and Interaction</p>	<p>Social, Emotional, Mental Health</p>	<p>Physical and Sensory</p>

Graduated Response to SEND @Met



SEND E

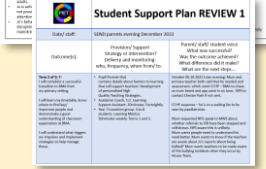
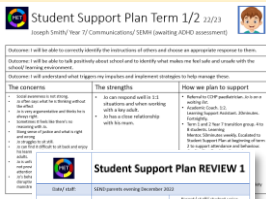
Education, Health and Care Plans are professionally informed and maintained by the Local authority. BMA class teachers and support staff must use their best endeavours to implement the strategies and where necessary the SENDCo will access Higher Needs Funding to commission external services if detailed in Section F. Annual Reviews, Transition Reviews or Emergency Reviews must inform any amendments or changes to a plan's strategies and provisions.

SEND K+

A BMA Student Support Plan (SSP) is developed for SEND K students with all stakeholders, and professional input that has been **sought by the education setting**. SSPs are available to all staff at BMA and are reviewed and amended at least bi-terminly with stakeholders and amendments recorded to develop evidence of the impact made by school-based provisions and reasonable adjustments. Provision is implemented in response to evidence of concerning termly pastoral data. This includes attendance below 80%, negative behaviour points below 4.0 avg, classroom exclusions - more than 6 in a term, and exclusions – more than 2 days per term) and/ or academic progress data (English, Maths & PE – in related to identified need/ year group thresholds).

SEND K

A Pupil Portrait (PP) is developed with pupils and parents and details identified barriers, reference to suggested learning strategies identified by professionals, primary setting data, GL SEND screener; student voice and parent voice. Portraits are **available to all staff at BMA** and shared and reviewed with parents and students three times annually during 'SEND' parents evening and amended annually.



Interventions @Met



SEND E

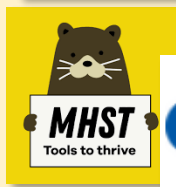
Interventions in Education, Health and Care Plans are professionally informed and maintained by the Local authority. The SEND Co-ordination team will use their best endeavours to access the academy's intervention provisions for identified students and when necessary the SENDCo will access Higher Needs Funding to commissioned external services if detailed in Section F. Annual Reviews, or Emergency Reviews must inform any amendments or changes to the plan's intervention provisions.

Bristol's SEND Local Offer



SEND K+

The SEND Co-ordination team will make **evidence and data informed** referrals to relevant external professionals for further assessment of need to be shared with class teachers, or to make targeted referrals to school-based, or externally commissioned intervention providers. The SEND Co-ordination team can make **evidence and data informed** referrals for **ongoing** school-based intervention in the Learning Hub (where primary and secondary qualified teachers facilitate English and Maths interventions and tutoring) and/or the Student Support BASE (where learning mentors facilitate social communication, mental health and wellbeing interventions). These interventions will result in Support Plan outcomes being reviewed termly and adjustments to the provisions being made based on these reviews.



SEND K

All BMA Academy staff, House Teams, SEND Co-ordinators and Class Teachers can make informed referrals to the Learning Hub (where primary and secondary qualified teachers facilitate English and Maths interventions and tutoring) as well as the Student Support BASE (where learning mentors facilitate social communication, mental health and wellbeing interventions). These interventions will typically run for 5 to 12 weeks.



Who to talk to for more information:

- **Communications Head of House – Mrs Wilshire (Mandy.wilshire@clf.uk)**
 - **Discovery Head of House – Mrs Whitcliffe (Donna.whitcliffe@clf.uk)**
 - **Enterprise Head of House – Mr Hoggett (Lee.hoggett@clf.uk)**
- **Performance Head of House – Ms Jacquel (Marianne.jacquel@clf.uk)**

You can reach the Core SEND team including:

Associate Assistant Principal for Inclusion, SEND strategic oversight – Ms Phelps (Nicola.phelps@clf.uk)

HLTA (Core SEND) Year 7 and referrals to SEND – Mx Graham (Steff.Graham@clf.uk)

HLTA (Core SEND) Year 8, Physical and Sensory – Ms Smith (Mary.smith@clf.uk)

HLTA (Core SEND) Year 9 and GCSE options/ transition – Ms Smyth (Layla.smyth@clf.uk)

Deputy SENDCo, Year 10 and Learning Hub – Emma Dalton (Emma.Dalton@clf.uk)

Assistant SENDCo, acting Year 11 and Post-16 transition – Ms Phelps (Nicola.phelps@clf.uk)