

SEND Information Report 2024-2025

Mission Statement

At BMA, our SEND team is committed to fostering an inclusive, supportive, and empowering learning environment where every student can thrive. We believe that all young people, regardless of their individual challenges, deserve access to high-quality education that meets their needs and unlocks their potential.

Our mission is to:

- **Champion Inclusive Teaching** – We work collaboratively with staff to ensure classrooms are accessible to all, promoting differentiated learning that enables every student to engage, achieve, and succeed.
- **Build Resilience & Independence** – We equip students with the skills and confidence they need to overcome challenges, develop self-advocacy, and prepare for life beyond school.
- **Support Aspirations & Achievement** – We believe in the potential of every young person. Through tailored interventions, guidance, and encouragement, we help students progress academically, socially, and emotionally, so they can lead fulfilling lives as adults.

By working in partnership with students, families, and staff, we create an inclusive community where everyone is valued, supported, and empowered to succeed.

Our core team

Name	Job Role	Contact Details
Sarah Carden-Farley	SENDCo	Sarah.carden-farley@clf.uk
Aysha Muzaffar	Deputy SENDCo	Aysha.muzaffar@clf.uk
Emma Dalton	Deputy SENDCo	Emma.dalton@clf.uk
Steff Graham	HLTA	Steff.graham@clf.uk
Mary Smith	HLTA	Mary.smith@clf.uk
Layla Smyth	HLTA	Layla.smyth@clf.uk
Anna Birmingham	HLTA	Anna.birmingham@clf.uk



What are the processes for identifying children and young people with SEN and assessing their needs?

If your child is new to BMA, information regarding their prior learning, attainment and additional needs will be passed on by the previous school and/or Local Authority, as well as any other agencies that have been involved with your child where permission for sharing information has been previously granted. We will also discuss any additional needs with you and your child during a thorough induction process. We will continue to assess need throughout your child's time at BMA; students are regularly assessed and monitored by classroom teachers, and there is a clear referral process in place for staff to identify any child for potential assessment. If necessary, we may carry out screening for additional cognitive needs or seek diagnosis and/or support from outside agencies, such as Child Adolescent and Mental Health Services (CAMHS) or the Educational Psychologist. Concerns may be flagged by any member of staff, parent/carers or the student themselves at any point in time, and parents/carers would be informed before any screening or referrals take place. If your child has previously identified SEND then an extra admissions meeting with our Associate Assistant Principal for Inclusion / SENCO will be held to discuss need and how appropriate support can be put in place.

What should I do if I think my child has special educational needs?

BMA provides support for all students identified in the SEND Code of Practice under the four main areas of need:

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Social, Emotional and Mental Health
- 4) Physical and/or Sensory

There are many opportunities to share concerns or discuss possible educational needs with school staff. If you have any concerns with regard to your child's progress you may wish to begin by talking to your child's subject teacher or tutor during the regular parents' evenings, or contacting your child's pastoral year team. Alternatively you can contact your child's Head of House, the Inclusion team (send@bma.clf.uk) or Sarah Carden-Farley (our Associate Assistant Principal for Inclusion / SENCO) via email on sarah.carden-farley@clf.uk to arrange a longer meeting. If you have already had contact with the school with regard to your child's specific needs, then it is also appropriate to raise any concerns during support plan review meetings.



How will BMA communicate to all staff that my child has special education needs or a disability (SEND)?

Information about any child's individual learning needs is shared via the school's secure information system (Bromcom) and our central OneDrive, which allows all teaching and support staff to access key information on any child's special educational needs via their SEND Support Plan. In addition to this, the Associate Assistant Principal for Inclusion / SENCO meets regularly with the Pastoral and Safeguarding teams in order to discuss individual needs, as well as disseminating key information to staff at appropriate meetings throughout the school year. Children with special educational needs also meet with members of the Inclusion team to check progress, raise any issues, and to discuss the support they are receiving. The outcome from these meetings is the SEND Support Plan. This document is updated regularly and shared (via Provision Map and email) to ensure staff understand exactly what each child needs.

How will BMA staff support my child's SEND?

High quality planning and teaching aims to meet the needs of all students across the curriculum, and is always the first port of call for meeting a student's SEND. Teachers base their teaching strategies around our teaching and learning framework, which has strategies to support SEND learners at its core.

The Inclusion team works within all curriculum areas to ensure that more bespoke packages of support are provided when appropriate. We aim to support all students within their lessons, with additional targeted interventions taking place in addition to this as well. All teaching and support staff have access to regular training and support around how to best meet the needs of students with special educational needs and disabilities.

How will the curriculum be matched to my child's needs?

BMA is committed to inclusion and all of our students have access to the full curriculum. Classes in the majority of core subjects are set to ensure lessons are differentiated appropriately for the student's needs, with other lessons taking place in mixed ability groups. However, for those who require it, a more bespoke curriculum can be discussed and arranged with the Inclusion team. Dependent of the complexity of need, bespoke packages can often include one or more of the following:

- Additional support and adaptive teaching in the classroom
- Access to our Alternative Learning Space provision
- Alternative provision off site
- Targeted 1:1 mentoring/support with the Student Support Base
- Access to enrichment activities and visits
- Social Skills intervention
- Emotion coaching intervention
- Pre-teaching of key vocabulary
- Additional Maths & English support from our Hub team

How and how often will the Inclusion team communicate with me regarding my child's needs?

The Inclusion team at BMA is committed to keeping you informed and supporting your child's needs. You can reach out to us anytime via email at send@bma.clf.uk with any questions or concerns.

Additionally, we encourage you to attend SEND parents' evenings, where you can discuss your child's progress and any support they may require. You can also raise concerns during subject parents' evenings, and these will be passed on to the SEND team for follow-up.

We will update you whenever there is a change in your child's needs or provision, ensuring you are always informed about their support.



How will BMA support my child's transition from primary to KS3?

At BMA, we understand that transitioning from primary school to KS3 is a big step, and we are committed to making the process as smooth as possible for your child.

We have close links with all feeder primary schools, ensuring that key information about your child's needs, strengths, and support strategies is shared thoroughly. For students with more complex needs or those with an EHCP, we offer extra transition support tailored to their individual requirements.

To help all students feel more confident, we encourage attendance at our summer school, where they can get to know the school environment, staff, and peers before September. We also focus on building relationships with students before they officially start, so they feel comfortable and supported as they begin their KS3 journey.

How will BMA support my child's transition from KS3 to KS4?

At BMA, we support students in making a smooth transition from KS3 to KS4 by providing guidance and tailored support throughout the process.

When students are choosing their GCSE options, we can arrange extra sessions with the careers team to help them explore their interests, strengths, and future aspirations. This ensures they make informed decisions about their next steps.

For students with additional needs, we also provide extra input during Year 9 annual reviews, with a focus on preparing for adulthood. These discussions help to ensure that the right support is in place for their journey through KS4 and beyond.

How will BMA support my child's transition from KS4 to post 16?

At BMA, we are committed to supporting your child's transition from KS4 to post-16 education or training, ensuring they feel confident and prepared for their next steps.

We can arrange extra careers support, helping students explore their options and make informed decisions about their future pathways. Where needed, we also arrange visits to post-16 provisions that align with their interests, allowing them to experience different environments firsthand.

During annual reviews, we place a strong emphasis on setting post-16 targets, ensuring students have clear goals and the right support in place. Additionally, we ensure key information is shared with post-16 providers, so they fully understand your child's needs and can continue to offer appropriate support.

What training is available to staff at BMA?

At BMA, we ensure that our staff receive ongoing training to effectively support students with SEND.

All staff participate in regular training covering the four areas of SEND (Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Sensory and Physical Needs). This helps to build a strong understanding of how to support students with a range of needs in the classroom.

Additionally, we provide optional training opportunities by regularly sharing relevant training links in our SEND bulletin, allowing staff to further develop their expertise.

Our Inclusion team also attends regular training on SEND policies and processes, ensuring we stay up to date with best practices and can provide the highest level of support for our students.



What external agencies do staff at BMA work with?

At BMA, we work closely with a range of external agencies to ensure that students receive the specialist support they need.

Our staff collaborate with Speech and Language Therapists to support communication and language development, as well as Physiotherapists and Occupational Therapists (OTs) to assist students with physical and sensory needs. We also work with Educational Psychologists, who provide expert guidance on learning, behavior, and emotional well-being.

Additionally, we engage with alternative learning providers to offer tailored support beyond the classroom. This includes opportunities such as horse riding and art therapy, which can help students develop confidence, engagement, and emotional resilience.

What should I do if I'm not happy with the support provided by the SEND team?

If you are not happy with the support provided by the SEND team, we encourage you to take the following steps:

1. Raise your concerns directly with the Inclusion team – they are always happy to discuss any issues and work towards a solution.
2. Ensure your concerns are shared with the AAP for Inclusion / SENDCo, who can review the support in place and explore possible adjustments.
3. If your concerns remain unresolved, please follow the school's complaints procedure to escalate the issue further. - <https://bristolmetropolitanacademy.clf.uk/wp-content/uploads/CLF-Complaints-Policy-2024-25.pdf>