

SEND Information Report 2026-2027

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.

What are the types of SEND that we provide for at BMA?

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & Sensory
Dyslexia	Autism	ADHD	Hearing impairments
Dyscalculia	Speech and language differences	Long term mental health difficulties	Visual impairments
Working memory and processing differences	Social communication differences	Emotional regulation difficulties	Wheelchair users

Moderate learning difficulties			Dyspraxia
			Sensory processing differences

How do we identify and assess children and young people with need at BMA?

When deciding if a young person has a Special Educational Need, we use the checklist to the right based on national guidance from the SEND Code of Practice and linked to the definition of SEN* in collaboration with the student, parents/carers, teachers and other professionals as needed. As part of the process, we may carry out further assessments or targeted teaching linked to areas of learning where there is a lack of progress (as per the flowchart below).

***"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"**

HOW WE DECIDE IF A STUDENT HAS A SPECIAL EDUCATIONAL NEED (SEN)?

We work together with:

- the student
- parents or carers
- teachers
- other professionals, if needed

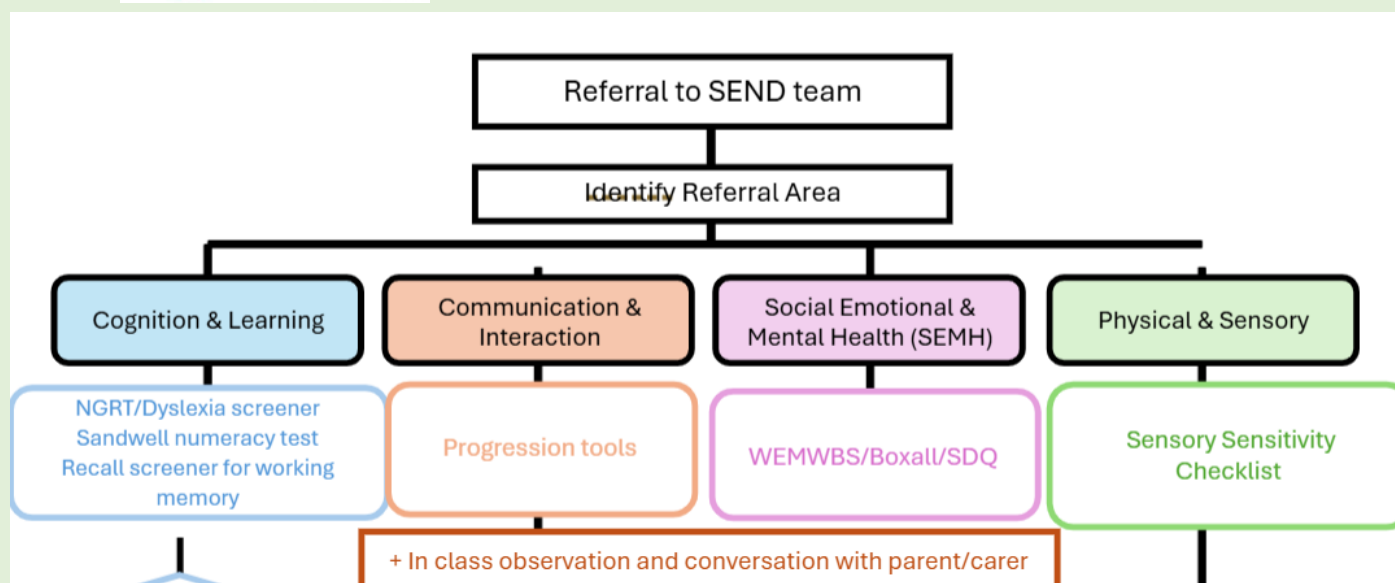
We follow national guidance from the SEND Code of Practice.

We look at how the student is doing in school.

Sometimes we may do extra checks or try different teaching approaches to help us understand the student's needs.



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.



Our core team

Name	Job Role	Contact Details
Sarah Carden-Farley	SENDCo – Discovery lead	Sarah.carden-farley@clf.uk
Aysha Muzaffar	Deputy SENDCo – Communication & Enterprise lead	Aysha.muzaffar@clf.uk
Emma Dalton	Deputy SENDCo – Performance lead	Emma.dalton@clf.uk
Steff Graham	HLTA – Enterprise link	Steff.graham@clf.uk
Mary Smith	HLTA – Performance link	Mary.smith@clf.uk
Layla Smyth	HLTA – Discovery link	Layla.smyth@clf.uk
Ed Stevens	HLTA – Communications link	edward.stevens@clf.uk

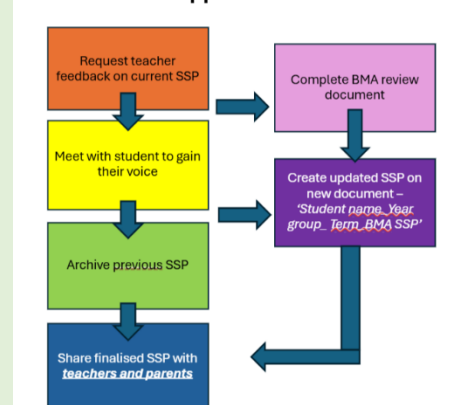
How do we involve parents and carers of children with SEND in their child's education?
How do we assess and review children and young people's progress towards outcomes?

We follow the guidance in the SEND Code of Practice of reviewing the progress of children with SEND three times a year. This involves:



- A full review of the child's BMA student support plan at least twice a year. This includes reviewing data, gaining teacher feedback and communication with parents/carers via phone or in person.
- An opportunity to meet with the SENCO or deputy at parents evening, once a year.

BMA Student Support Plan Review Process



3 times a year (December, April & July), the attendance, behaviour and attainment data of all students on the SEND register is reviewed thoroughly by the SENDCo. Where there are escalating concerns in any of these areas, these young people are prioritised for additional reviews.

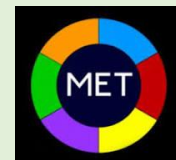
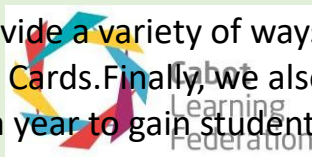
We work closely with the families of young people with EHCPs. Regular contact (at least termly, often more if required) is made by the SENCO and/or deputies to share information, review provision and monitor need.

If you have any concerns regarding your child's progress, whether they are on the SEND register or not, 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.

How do we involve children with SEND in their own education and provision?

Children with SEND are invited to all student support plan reviews, and gaining their perspective on their progress, provision and support is a crucial part of our review process. We invite young people with EHCPs to their annual reviews and seek a report from them if they are able to provide it. For young people with communication and interaction needs,

we provide a variety of ways for them to share their voice, for example Talking Cards. Finally, we also complete a Belonging survey a number of times a year to gain student voice.



How do we support children and young people with SEND in moving between phases of education and preparing for adulthood?

Transition from primary school

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.

KS3 to KS4

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.

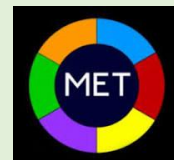
For students with additional needs, we also provide extra input during Year 9 annual reviews, with a focus on preparing for adulthood. These discussions help to ensure that the right support is in place for their journey through KS4 and beyond. At this point, we also begin to refer to the Planning for Adulthood outcomes when developing plans, as recommended by Bristol LEA.

KS4 to post 16

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.

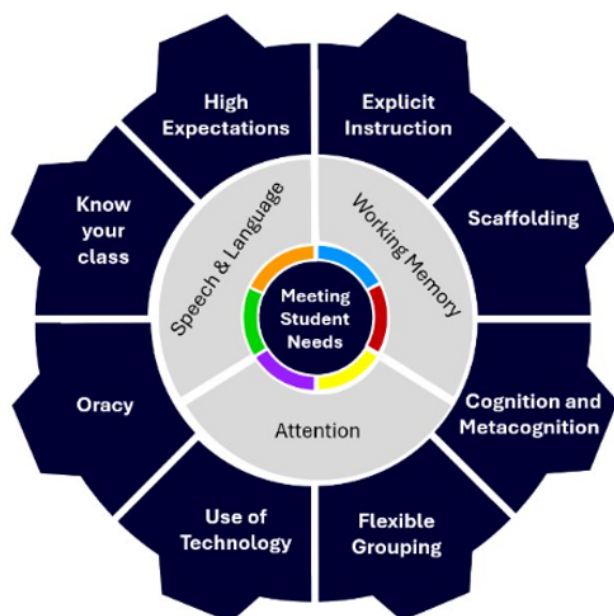
During annual reviews, we place a strong emphasis on setting post-16 targets, ensuring students have clear goals and the right support in place. Additionally, we ensure key

information is shared with post-16 providers, so they fully understand your child's needs and can continue to offer appropriate support.



What is our approach to teaching children and young people with SEND?

High Quality First Teaching | *Supporting students to overcome barriers*



Our [Teaching & Learning framework](#) is the basis of our universal provision for all students, designed to enable all teachers to meet the needs of all students, all the time.

The T&L framework is supported by our [Learning Ready](#) policy and whole school approach to Belonging which enable safe and consistent classroom communities.

High levels of pastoral support are also part of our universal offer at BMA, including:

- Access to Student Support Base (SSB) sessions
- An additional level of pastoral support from within our house team structure
- Access to counselling

Finally, we recognise the extra support in assessments and examinations can be beneficial for students and therefore can accommodate the below are part of our universal offer

- Extra time
- Rest breaks

What additional provision and support is available for children and young people with SEND?

Bristol Metropolitan Academy

Provision that is "different from" or "additional to" the core offer (SEND support)

Cognition and Learning needs

- Additional resources**
- Coloured overlays
 - Individual, visual task break downs or schedules
 - Access to a school laptop (subject to availability)
 - Access to scribe
 - Access to reader
 - Access to extra time

Interventions

- Literacy Hub
- Maths Hub
- Phonics intervention
- Reading fluency intervention
- Specialist literacy groups
- Referral for Educational Psychologist assessment
- Life skills group
- Digital literacy intervention

Communication and Interaction needs

Additional resources

- Key individualized visuals to support communication
- Specialist assistive technology

Interventions

- Friendship and social skills group ([Talkabout](#))
- SALT direct intervention
- HLTA led [SaLT](#) groups (Word Aware/Narrative group)
- Speech and Language Therapy ([SaLT](#)) referral for assessment and programme of support

Social, Emotional and Mental Health needs

Additional resources

- Now/next board
- Individual visual timetables
- Visual schedules for key routines
- Individual behaviour plan
- Reward chart

Interventions

- Thrive sessions
- MHST/PMHS referral and programme of support
- Referral to [SaLT](#) /EP and programme of support
- Forest school intervention
- Art for wellbeing intervention
- 1:1 mentoring

Physical and Sensory needs

Additional resources

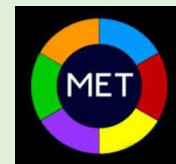
- Desk slope/pencil grips
- Sensory toys, manipulatives, resources
- Ear defenders
- Handouts with extra large print
- Specialist sensory equipment e.g. hearing aids, balls with bells inside, braille etc.
- Specialist mobility equipment
- Bands for chair legs

Interventions

- Sensory & OT workshop
- Handwriting
- Physiotherapist or OT referral and programme of support

Education and Health Care plans (EHCPs): We use our Element 2 budget to provide additional support described above.

If a pupil requires highly specialized support that goes beyond the school's resources, the school may request an assessment for an EHCP and additional funding to ensure the right level of support. Click [here](#) for more information on EHCPs



We provide a range of additional provision and support for children and young people with SEND, guided by our graduated approach—assess, plan, do, review—including targeted interventions, reasonable adjustments, specialist staff input, and external agency involvement where appropriate to meet individual needs.

The learning environment at BMA is adapted to meet the needs of all learners, and the building is fully accessible to wheelchair users. Please find linked here our [Accessibility Plan](#) for more information.

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 whole school CPD and training sessions are based around the 3 main areas of need referenced in our teaching and learning framework – attention; working memory; and language and communication. This helps to build a strong understanding of how to support students with a range of needs in the classroom.

Our SEND team are trained and deliver interventions in a range of areas including:

- Specialist literacy
- Thrive SEMH intervention
- Dyscalculia
- Occupational therapy and physiotherapy
- Speech and language

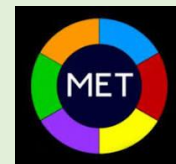
The SENDCo has QTS, a PGCE in Secondary MFL, and holds the NASENCO qualification.

We also call upon the support and expertise of our external agencies to deliver training to whole staff, for example our commissioned speech and language services, or our links with the sensory support service.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

The teaching and learning team work with the SEND team at BMA to evaluate the effectiveness of provision for young people with SEND. This involves a cycle of professional development covering:

- Learning walks
- Book looks
- Student voice



This data is then reviewed and analysed to ensure that children with SEND are making sufficient progress.

We also operate an 'open door policy' at BMA, whereby all teachers and staff are encouraged to visit lessons as frequently as possible. Feedback for these visits is encouraged and logged on our teaching and learning development tracker.

Regarding interventions, students complete entry and exit assessments for all interventions carried out within the SEND team's provision. This data is used to monitor the overall effectiveness of the overall provision.

The SEND team review the attainment, progress and behaviour data of all students on the SEND register three times a year. This is used to monitor the impact of provision and interventions, as well as to inform our graduated response.

If the evidence shows that our provision or intervention **has** been effective, the young person may not necessarily stay on the SEND register.

How do we make sure all children and young people can take part in activities together?

There are a range of extracurricular opportunities available to students with SEND alongside those without. This includes wheelchair basketball, art clubs, DT clubs, and various sport activities. Where necessary, we are able to provide additional adult support for young people with SEND to enable their access to these activities.

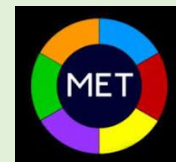
We also enable and encourage young people with SEND to attend all trips on offer. To facilitate this where needed, we may organise accessible transport, arrange for additional adult support and/or liaise with parents/carers in advance to create a personalised plan for the young person to attend.

For year 10 students, we are committed to sourcing accessible work experience placements, to sharing relevant information and to arranging accessible transport where necessary.

All students with SEND are enabled to take part in extra-curricular performances alongside their peers, including in Drama or Music. We are able to put in place additional personalised support to facilitate this where needed.

What support is on offer for improving emotional and social development for young people with SEND?

BMA has a strong pastoral system which is accessible to all young people, with additional levels of support available for those with SEND.



There are 4 non-teaching Heads of House and 4 non-teaching Assistant Heads of House who support with coregulation, emotional development and wellbeing. We also have an attendance link worker who works on supporting young people who are struggling with EBSA and attendance.

Our student support base (SSB) is available offering 1:1 or small group sessions in managing emotions, coping with bereavement, young carers or building resilience. The SSB is made up of a number of learning mentors who are trained in supporting student wellbeing.

We have robust measures in place to prevent bullying, including a clearly communicated anti-bullying policy, proactive teaching of respectful relationships, staff vigilance, and early intervention; particular attention is given to protecting pupils with SEND through personalised support, increased supervision where needed, and ensuring their voices are heard and acted upon through our graduated approach.

What external agencies do staff at BMA work with?

Through our graduated approach—assess, plan, do, review—we carefully monitor progress and response to support in order to identify when additional or specialist input is required; where needs cannot be met through our ordinarily available provision, we work in partnership with external agencies to secure targeted advice and intervention:

Educational psychologists (Trading with Schools, Aspens)	Tailored and personalised advice and support for young people with additional needs across a range of areas.
Speech and language therapists (TALK Therapy)	Assessment for young people with additional speech and language needs, as well as targeted 1:1 sessions and small group direct work.
Physiotherapists & occupational therapists (Sirona)	Tailored programmes of support, delivered direct or via our LSAs, for children requiring physio and OT input
Bristol Autism Team	Assessment, observation and follow up recommendations for young people with autism
Inclusive Learning Service	Advice and support around developing our ordinarily available provision and SEND support offer. The team works directly with schools and does not have a role with children and parents.
Primary Mental Health Service & Mental Health Support Team	Consultations, assessments and ongoing direct work for young people struggling with a range of mental health needs

School nurse	1:1 support for young people requiring input for a range of needs
CLF SENDCo Network	Advice and support around best practice, updates in SEND policy on a local and national level, and collaborative work around developing effective SEND provision.
ALPs	We work with a number of ALPs to support our most complex needs, offering tailored support beyond the classroom. This includes: - Inspire Mentoring - Impact Mentoring - Bristol Tuition - Urban Pursuit

How does BMA contribute to [Bristol's Local Offer](#)?

We contribute to Bristol's local offer by actively engaging with the Inclusive Learning Service and participating in our locality SENCO cluster group. Through this partnership, we contribute to the city-wide strategy by:

- Enabling the identification of strengths and challenges across the city to form a city-wide offer of support so all children in Bristol can receive consistent and high-quality provision.
- Sharing strategies and ideas that are working well in our school so that other children in Bristol can benefit too.
- Engaging with training opportunities and access to signposting for services across Bristol to make sure that our provision reflects current strategies at a local level and positive impacts our pupils.

What extra measures are in place for young people with SEND who are also looked after?

We implement additional measures for children and young people who are both looked after and have SEND by working closely with the Designated Teacher, the Virtual School, and other key professionals; we attend Personal Education Planning (PEP) meetings wherever possible and use our graduated approach to ensure provision is well-coordinated, closely monitored, and tailored to meet their individual needs.



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 SEND 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.