



SEND at Bristol Metropolitan Academy

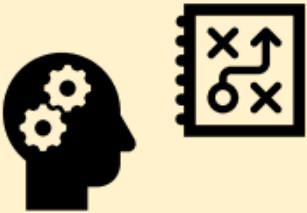
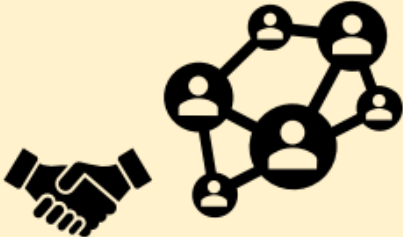




Our mission

- **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.



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:

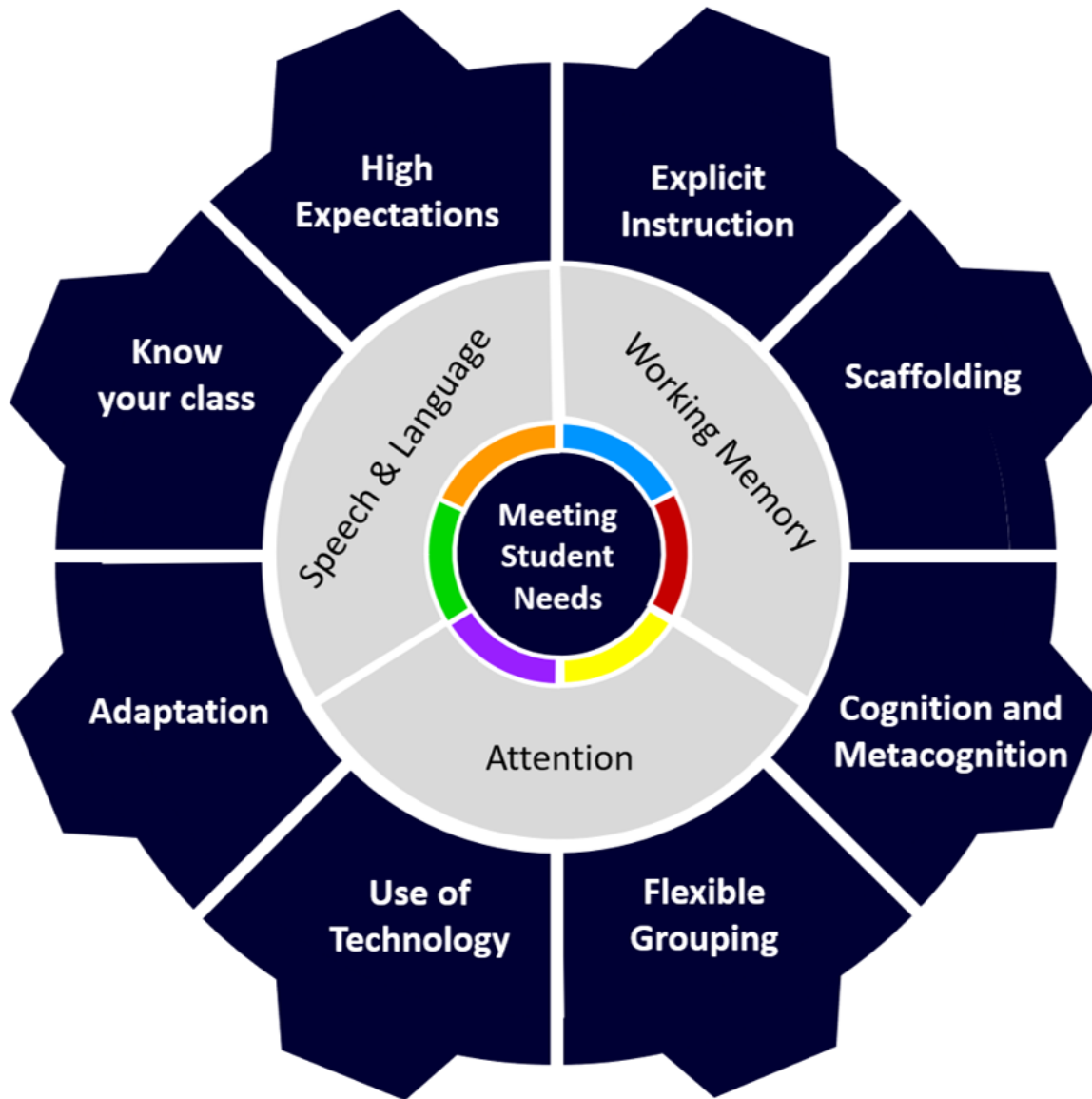
<p>...the ability to concentrate, and process information that will progress reading, writing and numeracy in-line with age related expectations.</p>	<p>...the ability to understand information presented either socially or when learning in lessons; and communicate and interact in a socially appropriate 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>

How do we meet SEND needs at Met?

Quality First Teaching

We champion Inclusive Teaching – we work collaboratively with staff to ensure classrooms are accessible to all, promoting adaptive teaching that enables every student to engage, achieve, and succeed.

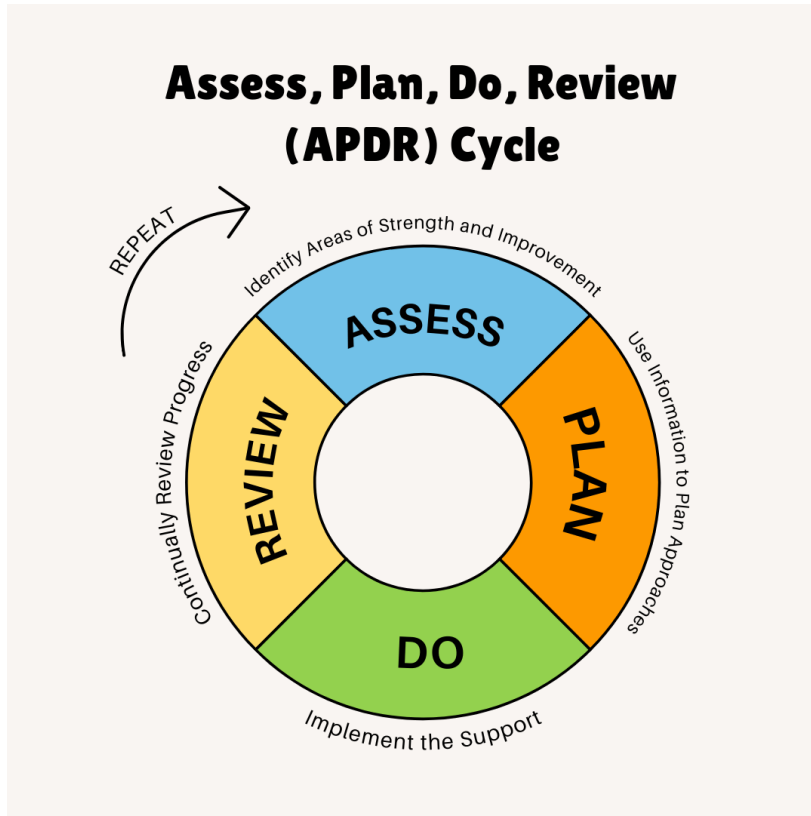




Bristol Met Teaching and Learning Framework

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Referral and screening process

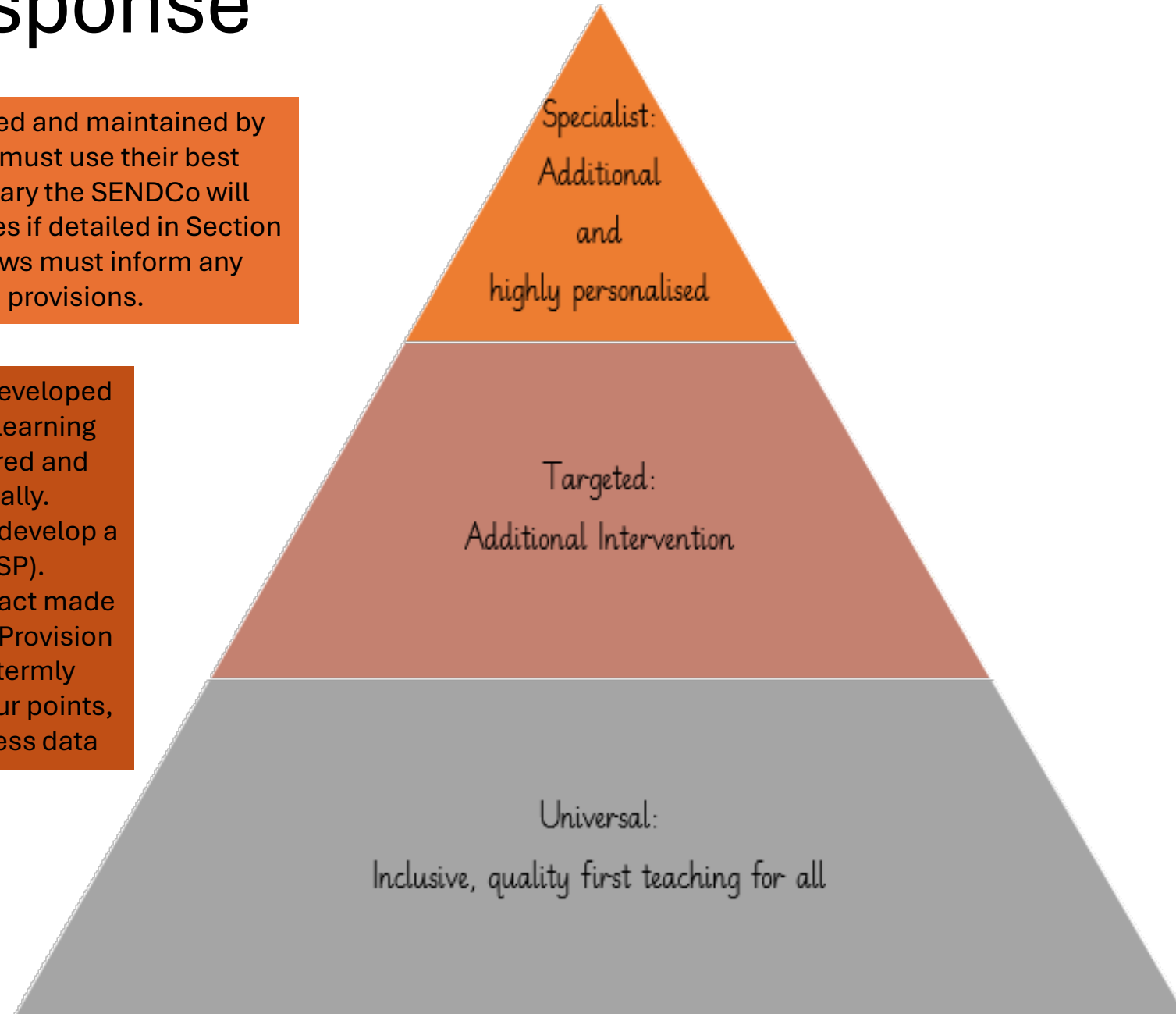


- Robust assessment systems in place
- Whole school referral form
- Screener process (GL Assessment, Boxall profile, SDQ)
- Monitoring of need
- Intervention put in place where necessary

SEND Graduated Response

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.

For all SEND K students, a Student Support Plan (SSP) is developed with pupils and parents. It details identified barriers and learning strategies. SSPs are available to all staff at BMA and shared and reviewed with parents and students three times annually. If needs begin to escalate, we seek professional input and develop a more thorough and detailed Student Support Plan (SSP). Amendments are 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, negative behaviour points, classroom exclusions, suspensions and academic progress data



What support is available, as part of ordinarily available provision, for students with SEND?

- English & Maths small groups
- Social skills
- Emotional literacy (Student support base)
- Sensory/OT support
- Art for wellbeing
- SALT
- Forest school



The SEND Team

Performance



Emma Dalton
Deputy SENDCo

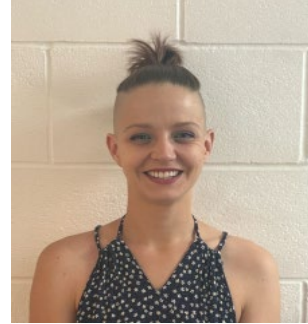


Mary Smith
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Enterprise



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