

Bristol Free School SEN Information Report

Bristol Free School is a mainstream secondary school. The school believes that all children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Under section 65(3)(a) of the Children and Families Act 2014 the Governing Body is required to publish information about Special Educational Needs policy and provision. This information is updated annually and was last updated on 1 September 2023.

- 1. The kinds of special educational needs for which provision is made at the school:** We currently support children with the following Special Educational Needs and do so in line with the 2014 Code of Practice: ASD, dyslexia, dyspraxia, dyscalculia, hearing and sight impairment, SEMH and medical conditions.
- 2. The school's policies for the identification and assessment of pupils with special educational needs:** The school's policy for identifying children with SEN is in line with the [SEND Code of Practice 2014](#). A copy of this can be found on the school website. The school recognises that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. As defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they: have a significantly greater difficulty in learning than the majority of others of the same age; or if they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. **Identification of special educational needs can initially be through information given to the school during the transition process from primary school and families, including information about any diagnoses or past interventions from Educational Psychologists or other therapeutic professionals. Identification can be made through analysis of early screening or can come from a teacher or any other member of staff reporting concerns to the Special Educational Needs Co-ordinator (SENCo). Following a report, the SENCo then: co-ordinates collections of evidence from teaching and support staff; analyses assessment and progress data; and reviews evidence gathered from any external professionals, parents, and from the student her/himself. Once need is accurately identified, strategies and reasonable adjustments are recommended to meet individual needs. When necessary, outside agencies will be contacted where the need is deemed to require support outside of the school's expertise or resource.**
- 3. Information about the school's policies for making provision for students with special educational needs whether or not pupils have Education and Health Care Plans, including:**
 - (a) how the school evaluates the effectiveness of its provision for such pupils;** The school evaluates the effectiveness of its provision for all students, regardless of SEN, through the outcomes they achieve and their progression to further stages of education. All students are set challenging progress targets for their learning achievements and the impact of teaching and additional support is measured by the school through student outcomes. Children with SEN are expected to make the same progress as their peers. The school monitors the effectiveness of its main and wider curriculum through the take up of and participation in additional activities. The evaluation of all aspects of provision includes input from students and parents.

(b)the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs;

Whole school assessment and monitoring procedures are in place and apply to all students at all levels. SEN children are assessed in the same way as all other children. The school follows the Code of Practice to assess, plan, do and review when undertaking any specific areas of support and has structures in place to ensure on-going regular assessment of outcomes which are discussed with the child and parents. Students are also assessed following any periods of intensive targeted intervention. The school’s assessment procedures ensure that all progress is closely monitored at all times and that any concerns are rapidly raised and the necessary support made available through the class teacher to enable progress (please refer to the SEND policy which can be found [here](#)). Parents are informed when additional learning provision is provided for their child (as per the SEND Code of Practice, section 6.39). The SENCO works together with the rest of SLT to ensure standards are maintained across the school.

(c)the school’s approach to teaching students with special educational needs; Children with SEND are expected to be able to work within mainstream classes, given high quality teaching and work differentiated to their level of ability. Specific specialist help may be made available for short-term support to raise levels where there is a clear indication that this will achieve expected outcomes.

(d)how the school adapts the curriculum and learning environment for students with special educational needs;

The school would not expect to make significant adaptations to the curriculum to enable children to succeed but would make any necessary adaptations to the learning environment to ensure children have the opportunity wherever possible to progress at the same level as the rest of the class. The school has an open-door policy for all students and supportive conversations with appropriate members of staff are always available in addition to regular planned meetings.

(e)additional support for learning that is available to pupils with special educational needs; Additional support is provided through short term targeted interventions which may be in class, during tutor time, after school or occasionally require withdrawal from some lessons. Students who are identified as having significant SEN needs have learning plans that help staff enable those students to access the curriculum.

(f) activities that are available for students with special educational needs in addition to those available in accordance with the curriculum;

All children are expected to be involved in the full range of school activities. Only in the case of distinct disability (e.g. wheelchair use in sport) would any child be unable to take part in any normal school activity.

(g)support that is available for improving the emotional and social development of students with special educational needs.

The school’s pastoral system supports all children with close focus on their social, emotional moral and spiritual development. Where necessary the school can provide Emotional Literacy (ELSA) and SEMH support as well as access to Counsellors and external support services who can be used for short term intervention. In the case of more severe need, outside agency support would be sought as a matter of course. The school has an anti-bullying policy which applies to all students and operates in line with the school’s approach to behaviour management and can be found [here](#).

The school has links to health bodies and social care bodies through the local authority and can draw on these if there is a significant need.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator:

The school's SENCO is Sally Jenkins and Deputy SENCO is Caroline Cook, both of whom can be contacted using the main contact details for the school. Sally Jenkins is responsible for access arrangements.

5. 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.

The school goes out of its way to employ outstanding teachers to ensure that all children receive the highest possible quality of education. All recent research has shown that progress is made in direct relationship to the quality of teaching. Qualified teachers normally work within areas where they have specific expertise to enable children to make expected levels of progress at all times and to ensure all programmes of support are tailored to specific need. All staff receive induction and regular update training on supporting children with SEN. **Support staff, including Learning Support Assistants and pastoral team staff are given opportunities for professional development and training to enable students to make expected or better than expected progress, and to ensure all programmes of support are tailored to specific need.** Where appropriate, specialist expertise is sought through the Local Authority, Russell Education Trust and other relevant agencies (e.g. sensory support service).

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Specialist equipment to support individual needs is secured on a case-by-case basis with the advice, where appropriate, of external specialist agencies.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

We consult with parents of children identified as having SEND when academic assessments are made. In the first term, Year 7 parents will meet with the form teacher and the SENCO if required; three subject reports will be sent home during Year 7 and parents are welcome to come to the school to discuss any concerns they may have; students with EHCPs will have an annual review and parents of all other SEN students will be able to meet with a member of the SEND team if they so wish.

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

Wherever possible and advisable, children are involved in the review process and that of setting targets for the next session. The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

In the event that a parent or carer is concerned about the progress that their child is making at the school, they should **follow our school contact protocol here**. They should speak to subject departments, year teams, learning support and pastoral team in the first instance. **If the child has SEND and the concern is not resolved at this level, then the SENCO should be contacted.** If the parent or carer remains unhappy about the outcome, the Headteacher should be contacted. These are the first stages of the school's complaints policy – which can be found [here](#).

10. 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 pupils with special educational needs and in supporting the families of such pupils.

Where a student with SEN is not making appropriate progress and we feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Subsequent to such a referral, we will work with the external agency to support such students, using agency support and advice. We use the Local Authority to make referrals to Educational Psychologists. We also work with other external agencies such as the Child and Adolescent Mental Health Services (CAMHS), Speech and Language Service, Counsellors, Pediatricians, Sensory support service and the Bristol Autism Team.

11. Contact details of support services for the parents of students with special educational needs.

Bristol's Early Help Offer identifies the need for help for children and families as soon as problems start to emerge, or when there is a strong likelihood that problems will emerge in the future. The Early Help Offer is not just for very young children as problems may also emerge at any point throughout childhood and adolescence. The Early Help Offer includes universal and targeted services designed to reduce or prevent specific problems from escalating or becoming entrenched. Contact details for all support services can be found at: [Admissions for children with Special Educational Needs \(bristol.gov.uk\)](https://www.bristol.gov.uk/admissions-for-children-with-special-educational-needs).

12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

The school works closely with all children as they approach times of transition. There is close co-ordination with all feeder primary schools to ensure smooth transition from KS2 to KS3, which includes visits to the primary schools concerned and a range of induction visits for new children. At the end of KS3, meetings will be focused on transition to KS4 and ensuring the right pathways are established and clearly understood by a child and their parents/carers. Support is also in place to ensure there is a smooth transition between KS4 to KS5.

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

The local authority's local offer is published on its website: [SEND Local Offer \(bristol.gov.uk\)](https://www.bristol.gov.uk/send-local-offer).

14. Relevant school policies as noted in the report:

SEND Policy - [POLICY - Special Educational Needs.pdf \(russelleducationtrust.org.uk\)](https://www.russelleducationtrust.org.uk/policy-special-educational-needs)

Anti-Bullying - [POLICY - Anti-Bullying.pdf \(russelleducationtrust.org.uk\)](https://www.russelleducationtrust.org.uk/policy-anti-bullying)

Complaints - [PROCEDURE - Complaints.pdf \(russelleducationtrust.org.uk\)](https://www.russelleducationtrust.org.uk/procedure-complaints)

The Special Educational Needs Code of Practice 2014 -

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>