Cabot Learning Federation

Bristol Brunel Academy

SEND Information Report

2026-2027

Bristol Brunel Academy

Our SEND mission

At Bristol Brunel Academy (BBA), we are committed to an inclusive, ambitious and supportive learning environment in which students with special educational needs and/or disabilities (SEND) are able to participate, make progress and prepare successfully for adulthood. We believe that high-quality teaching is the foundation of SEND provision, with additional and different support introduced where individual needs require it.

- Champion inclusive teaching - working with teachers and curriculum teams so that barriers to learning are anticipated and reduced.
- Build independence - ensuring additional adult support and intervention develops confidence, self-advocacy and independence rather than dependency.
- Support achievement and belonging - using targeted provision to improve curriculum access, participation, wellbeing and outcomes.
- Work in partnership - placing student voice, parent/carer involvement and multi-agency working at the centre of the graduated response.

What types of SEND do we provide for?

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Sensory &/or Physical
Literacy and numeracy difficulties Dyslexia/dyscalculia Moderate learning difficulties Working memory and processing differences	Autism Speech, language and communication needs Social communication differences	ADHD Anxiety and EBSA Emotional regulation and mental-health-related barriers	Hearing or visual impairment Physical disability Sensory processing differences Medical/physical needs affecting access

How do we identify and assess SEND?

When considering whether a student has SEN, BBA uses the definition in the SEND Code of Practice: a learning difficulty or disability must call for special educational provision that is

additional to or different from that normally available to pupils of the same age. Identification is collaborative and does not rely on diagnosis alone.

1. High-quality teaching: Is appropriate universal classroom provision in place and are reasonable adjustments being made?

2. Evidence of progress: Is the student making the progress expected from their starting point?

3. Identify the barrier: What learning difficulty, disability or other barrier is affecting access and progress?

4. Assess further: Use teacher evidence, student/parent voice and, where appropriate, targeted assessment or specialist advice.

5. Plan support: Agree provision through an Assess-Plan-Do-Review (APDR) cycle and record the strategies/provision required.

6. Review impact: Evaluate progress and adjust, continue or cease provision according to evidence.

BBA uses a staff referral process through Learning Support. Evidence may include attainment and progress data, classroom observations, teacher questionnaires, Student Spotlight/teacher voice, Pupil Profiles, attendance and behaviour information, and targeted assessments. Where appropriate, external professionals such as Educational Psychology, Speech and Language Therapy, Primary Mental Health, sensory services or other specialist teams may contribute.

Our Learning Support team

The Learning Support team is led by the SENCO and works closely with Assistant SENCOs, Learning Support Leads, LSAs, pastoral teams, curriculum leaders, the Exams Officer and external professionals.

Role	Key responsibility	Contact
Lead SENCO	Strategic leadership of SEND; statutory duties; provision and quality assurance; multi-agency liaison.	Marius Dan Marius.Dan@clf.uk
Assistant SENCO team	Casework, reviews, student/parent liaison, graduated response and provision monitoring.	Jess Cicero Jessica.Cicero@clf.uk Toby Parker Toby.Parker@clf.uk
Learning Support Leads / LSAs	In-class support, mentoring, intervention delivery and contribution to review evidence.	Nici Curley Nicola.Curley@clf.uk Jessica Cochrane Jessica.Cochrane@clf.uk
Access Arrangements coordination	Assessment evidence, normal way of working and implementation of approved arrangements.	Jessica Cochrane Jessica.Cochrane@clf.uk Andrew Scrase andrew.scrase@clf.uk

How do we involve parents and carers and review progress?

Parents and carers are important partners in identifying need, planning support and reviewing impact. BBA communicates through review meetings, telephone/Teams contact, parents' evenings and individual casework. Where concerns arise, families can contact the student's tutor/year team or Learning Support.

Students at SEN Support are reviewed through the graduated response. Pupil Passports are working documents and are updated when needs, strategies or provision change. Students with Education, Health and Care Plans (EHCPs) receive an annual review in line with statutory requirements, alongside ongoing monitoring of provision and outcomes.

Parents/carers are invited to our Learning Support Evenings which are held 3 times a year, to review the provision and progress for their child as well as their Student Profile. Parents/carers are encouraged to contact and meet with staff if they have concerns or questions at any point they feel necessary.

We also review attainment, attendance, behaviour and engagement information to identify students whose provision may need to be adjusted or escalated. If you have any concerns about your child's progress, whether they are on the SEND register or not, we encourage you to speak with us as early as possible.

You may wish to begin by speaking to your child's **subject teacher or tutor**, either directly or during parents' evenings. You can also contact your child's **Year Team** if your concerns relate to their wider progress, attendance, wellbeing or engagement.

If you believe your concerns may relate to a special educational need or disability, you can contact the Learning Support Team/SENCO Team, Senco@bba.clf.uk who can discuss your concerns, review the information available and consider whether any further assessment, reasonable adjustments or additional support may be appropriate.

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

At BBA, we recognise the importance of ensuring that students with SEND have a voice in decisions about their education, support and provision.

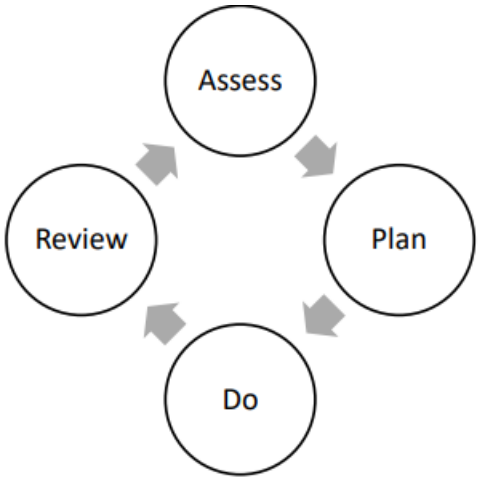
Student voice is a key part of our Assess, Plan, Do, Review (APDR) process. Students are encouraged to contribute to the development and review of their Pupil Passports, sharing their views on what works well, the barriers they experience and the strategies that help them access learning.

Students with an EHCP are encouraged to participate in their Annual Reviews, ensuring that their aspirations, progress and views on the support they receive inform future planning and provision.

For students with communication and interaction difficulties, we use a flexible and personalised approach to gathering their views, including support from familiar key adults, structured conversations and visual resources where appropriate.

How do we assess and review children and young people's progress towards outcomes?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.



The subject teacher and learning support team will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- Impact of interventions provided through additional testing
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

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

Transition from Primary to Secondary School

At BBA, we work closely with feeder primary schools, families and external professionals to ensure a smooth transition for students with SEND. Key information about students' strengths, needs and effective support strategies is shared in advance to inform appropriate provision.

Where needed, we offer personalised transition arrangements, including additional visits, meetings with key staff and familiarisation with the school environment. This information informs Pupil Passports and ensures appropriate support is in place from the start of Year 7.

Any vulnerable learners will be offered an enhanced transition package, which will include visits to their Primary setting, additional visits to BBA, additional induction mornings or afternoons, and priority on the Academy's Summer School. Learning Support have a special transition booklet for students and parent and carers.

Moving into Key Stage 4 (Years 10 and 11)

BBA has a 2-year KS4 teaching curriculum. When selecting their GCSE options, students with SEND can access additional guidance from the Careers Team to explore their interests, strengths and future aspirations, supporting them to make informed choices about their subjects and future pathways.

Parents in Year 9 are invited to an options evening to discuss curriculum choices for Years 10 and 11. Additional guidance will also be provided through the Learning Support Parent Evenings where curriculum choices will be discussed or through key worker check-ins with students.

Moving to Post-16 Education

Throughout Years 7–11, students access a PSHE and careers education programme, including opportunities to explore career pathways and attend careers events and fairs. Students with SEND may receive additional, personalised support to develop independence, life skills and employability skills. At Key Stage 4, the academy also offers an ASDAN programme, focusing on practical life skills and preparation for adulthood.

All students receive careers guidance to support their Post-16 choices, with additional involvement from key adults and families where appropriate. For students with EHCPs, the SENCO and Learning Support Team work closely with the Local Authority, families, Careers Advisor and Post-16 providers to plan a smooth transition. This may include supported visits, transition meetings and the sharing of relevant information to ensure appropriate provision is in place.

Our aim is to support all students with SEND to make informed choices, develop independence and successfully progress into further education, training or employment.

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

High-Quality Teaching and Adaptive Practice

At BBA, all teachers are responsible and accountable for the progress and development of students in their classes, including those with SEND. High-quality, inclusive teaching is central to our approach, with adaptations made to meet individual needs while promoting independence, confidence and resilience.

Adaptations to the Curriculum and Learning Environment

We make reasonable adjustments to ensure students with SEND can access learning and participate fully in academy life. These may include:

- Adapting teaching approaches, lesson content and resources to meet individual needs.
- Using strategies such as scaffolding, chunking instructions, additional processing time and pre-teaching key vocabulary.
- Providing assistive technology and resources, including laptops, reading pens, text-to-speech software, visual supports and adapted materials.
- Using Pupil Passports to inform classroom strategies and ensure consistency across subjects.
- Deploying LSAs effectively to support access to learning while developing student independence.
- Providing accessible facilities, including lifts, accessible toilets, a hygiene room and adapted furniture where required.

Targeted SEND Support and Interventions

Our Learning Support Team provides additional support through targeted interventions, delivered individually or in small groups according to students' needs. These include:

- Literacy and numeracy: Targeted interventions to strengthen foundational skills and access to the curriculum.
- Speech, Language and Communication: Support to develop receptive and expressive language, vocabulary and communication skills.
- Social, Emotional and Mental Health (SEMH): Personalised support, including emotional regulation, social skills, ELSA approaches.
- Fresh Start Provision: A personalised approach to supporting students experiencing emotional and mental health barriers, including Emotionally Based School Avoidance (EBSA).
- Assistive Technology and Exam Access Arrangements: Supporting students to use appropriate resources and access arrangements that reflect their normal way of working.

Expertise and Training of Staff

At BBA, our SEND provision is led by a qualified SENCO, supported by Assistant SENCOs, Learning Support Leads, HLTAs and a team of LSAs with experience across a range of special educational needs.

Our Learning Support Team provides specialist support in areas including literacy, numeracy, speech and language, autism, SEMH, and physical and medical needs. We also work closely with external professionals, including Educational Psychologists, Speech and Language Therapists, the Mental Health Support Team and other specialist services.

Staff Professional Development

We are committed to developing staff expertise through a structured programme of SEND professional development, including:

- **Adaptive Teaching:** Whole-staff training on inclusive classroom practice, effective use of Pupil Passports and evidence-informed strategies.
- **Neurodiversity and Communication:** Training on autism, ADHD, dyslexia and speech, language and communication needs (SLCN).
- **Trauma-Informed Practice and EBSA:** Specialist training delivered in partnership with the Enable Trust, Educational Psychology Service and other external professionals.
- **Learning Support Staff Development:** Targeted training for LSAs and HLTAs, including the Maximising the Impact of Teaching Assistants (MITA) programme, intervention delivery and strategies to promote student independence.
- **SEND Champions:** Developing a network of faculty-based SEND Champions to share effective practice and strengthen the consistent implementation of adaptive teaching strategies.

Staff also access professional development through academy training days, Trust-wide CPD opportunities and specialist workshops. Our SENCO and SEND leadership team participate in professional networks, including Trust SEND networks and local authority SEND events, to remain informed about developments in SEND legislation, guidance and evidence-informed practice.

How do we evaluate the effectiveness of provision for students with SEND?

The SEND and Teaching and Learning teams work collaboratively to monitor and evaluate the effectiveness of provision and ensure that students with SEND make progress.

We use a range of approaches to evaluate the quality and impact of our provision, including:

- Learning Walks and Lesson Observations: Monitoring the implementation of adaptive teaching strategies and the effective use of Pupil Passports.
- Book Looks: Reviewing students' work to evaluate progress, engagement and access to the curriculum.
- Student and Parent Voice: Gathering feedback to understand students' experiences and identify areas for improvement.
- Intervention Monitoring: Using baseline and exit assessments to measure the impact of targeted interventions, with outcomes recorded on Provision Map.
- Progress and Attainment Reviews: Regular analysis of attainment, attendance, behaviour and progress data for students on the SEND register.
- Assess, Plan, Do, Review (APDR): Reviewing individual support plans and interventions to ensure provision remains appropriate and effective.
- EHCP Annual Reviews: Evaluating progress towards agreed outcomes and reviewing the effectiveness of specialist provision.

Findings are used to inform staff professional development, refine classroom strategies and adjust interventions where necessary. Where provision is not having the intended impact, the SEND team works with teachers, families, students and external professionals to review and adapt support through the graduated approach.

How do we ensure that all students can participate in activities together?

We are committed to ensuring that students with SEND have equal opportunities to participate in all aspects of academy life alongside their peers. Students with SEND are encouraged and supported to access a wide range of extracurricular activities, including sports, creative arts, clubs, Drama or Music performances and enrichment opportunities.

We make reasonable adjustments to remove barriers to participation, which may include:

- Providing additional adult support where required.
- Arranging accessible transport and appropriate facilities.
- Working with families to develop personalised support plans for educational visits, trips and residential experiences.
- Supporting access to work experience placements that reflect students' individual needs, strengths and aspirations.
- Adapting activities and resources to promote inclusion and participation.

Support for improving emotional, social development and positive mental health

All students have access to universal mental health support through PSHE and the tutoring programme. We provide support for students to improve their emotional and social development in the following ways:

• Students are encouraged to meet with their key adult and share concerns they may have.

• Students with SEND are encouraged and supported to be part of the school council

• Students are identified to be part of the ASDAN, additional PSHE groups, art groups, sports teams, clubs, including the neurodiversity inclusion group to build self-esteem and social needs.

• Students can self-refer to the school counsellor.

• Peer to Peer mentoring is provided with supervision from the counsellor.

• Identified students have the opportunity to meet the care dog and receive targeted support through the trained ELSAs, social skills groups.

Our aim is to work together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. Our ethos is aimed at reducing the incidence and impact of bullying of all individuals including those with SEND and embrace and promote neurodiversity.

Inclusion and difference are celebrated through specific assemblies and dedicated PSHE sessions, as well as raising awareness through national awareness events. For example: Mental Health; Dyslexia; Neurodiversity; and Autism Awareness Week.

Working with External Agencies and Specialist Services

Our Learning Support Team has experience and expertise in supporting students with a wide range of special educational needs and disabilities. We work collaboratively with external professionals and specialist services to ensure students receive appropriate, coordinated support. These include:

- **Educational Psychology Service** – assessment, consultation and advice on learning, emotional wellbeing and behaviour.
- **Speech and Language Therapy (SALT)** – assessment and support for speech, language and communication needs.
- **Occupational Therapy and Health Services** – support for physical, sensory and medical needs.
- **Sensory Support Services** – specialist advice for students with hearing and visual impairments.
- **Bristol Autism Team** – specialist guidance and strategies for supporting autistic students.
- **Mental Health Support Team (MHST)** – early intervention and support for emotional wellbeing.
- **Child and Adolescent Mental Health Services (CAMHS)** – specialist mental health assessment and support.
- **Paediatricians, School Nursing and Community Health Services** – medical advice and support for students with additional health needs.
- **Local Authority SEND Services** – collaboration on EHCPs, statutory assessments and specialist provision.
- **Community and Alternative Provision Partners** – including Creative Youth Network and other organisations providing mentoring, wellbeing and personalised learning opportunities.

What should I do if I am unhappy with the SEND support provided?

We value feedback from parents and carers and are committed to working collaboratively to address any concerns about SEND provision.

If you are unhappy with the support your child is receiving, we encourage you to:

1. **Contact the Learning Support Team** to discuss your concerns and explore possible solutions.

2. **Raise your concerns with the SENCO** if further support is required, so that the provision in place can be reviewed and appropriate adjustments considered.
3. **Follow the academy's Complaints Procedure** if your concerns remain unresolved.

Contact details of support services for parents of students with SEND

• Marius Dan, AAP Learning Support SENDCo, marius.dan@clf.uk - 0117 3772700

• Jessica Cicero, Assistant SENDCo, jessica.cicero@clf.uk - 0117 3772700

• Toby Parker, Assistant SENDCo, a@clf.uk - 0117 3772700

The Local Authority Local Offer

Bristol's SEND Local Offer

Bristol SEND Local Offer is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.

https://www.bristol.gov.uk/bristol-local-offer

Bristol's Local Offer has information on:

• Education – including nurseries, schools and colleges

• Health services in Bristol

• Short breaks, personal budgets and direct payments

• Local events and activities for children and young people with special educational needs and disabilities South Gloucestershire Local Offer can be found on their website: https://www.bristol.gov.uk/bristol-local-offer

If your concern is with the local authority, then please contact the school or SEND and You SENDIAS – SAY https://www.sendandyou.org.uk/

Additional Information There are also websites that offer support which are run by national charities.

Examples are:

• The British Dyslexia Association. http://www.bdadyslexia.org.uk/

• The National Autistic Society http://www.autism.org.uk/

• The Dyspraxia Foundation - https://dyspraxiafoundation.org.uk/advice/dyspraxia-in-children/

• The ADHD Foundationhttp://www.adhdfoundation.org.uk/

• The Social Communication Trust http://www.thecommunicationtrust.org.uk/

• Anna Freud National Centre for Children and Families leading mental health charity. https://www.annafreud.org/

• Tourette's Action https://www.tourettes-action.org.uk/