St Mary Redcliffe C of E Primary School – SEND Information Report

October 2026

Contents

Types of SEND we provide for at SMRP 2

How we identify pupils with SEND and assess their needs 2

Name and contact details of the SENCO 6

How we consult pupils and families and involve you in your child's education 6

How we assess and review pupil progress towards their outcomes 7

How we support at transitions 7

Our approach to teaching pupils with SEND 8

How we evaluate the effectiveness of provision for pupils with SEND 8

How we adapt our curriculum and learning environment for pupils with SEND 9

What facilities we provide to help pupils with a disability access the school 10

What steps we take to prevent pupils with a disability from being treated less favourably than other pupils 10

Our school accessibility plan 10

Recent training and expertise of our staff to support pupils with SEND and how we secure further specialist expertise 10

Other bodies involved with meeting the needs of pupils with SEND and support they offer 11

How we enable pupils with SEND to engage in activities with pupils who don't have SEND 11

How we secure equipment and facilities to support children with SEND 11

SEMH and pastoral support on offer 12

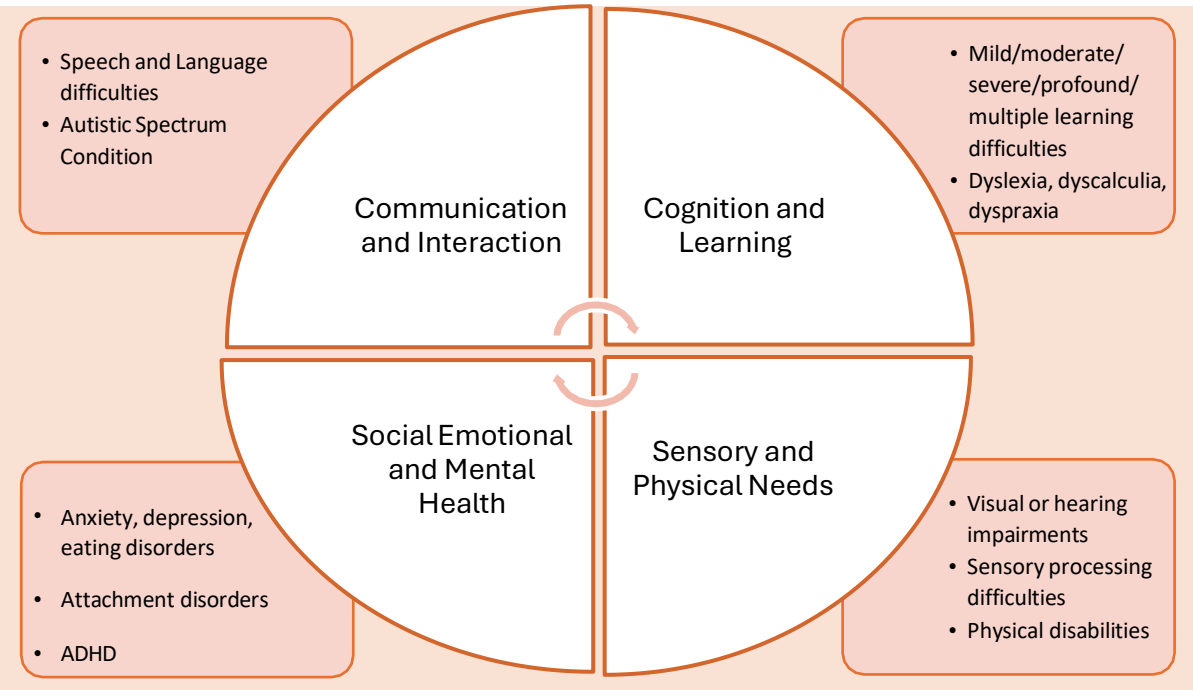
Our anti-bullying offer 12

Complaints procedure 13

The Bristol Local offer 13

Types of SEND we provide for at SMRP

The Department for Education outlines four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and Physical Needs. Sometimes children have needs within a single area or sometimes their needs span across multiple areas. Here are some examples of where children's needs may sit:

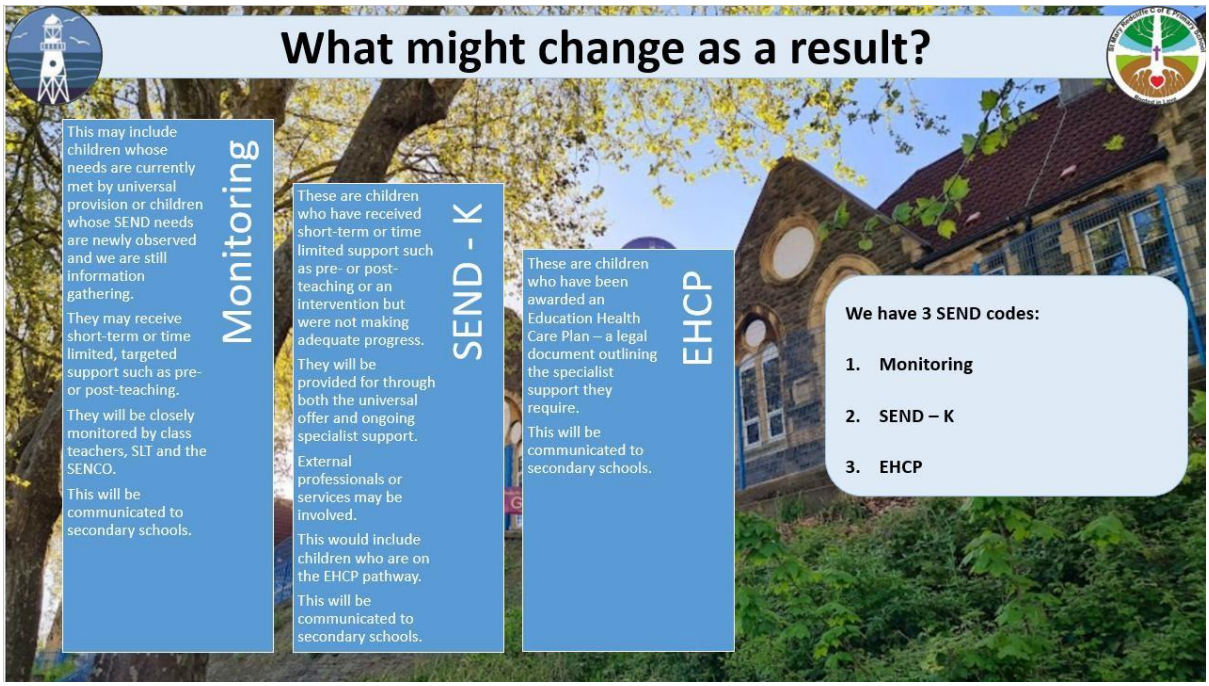


We have recently supported children with the following specific needs:

- Autism
- ADHD
- Global Development Delay
- Speech Disorders
- Dyslexia
- Dyscalculia
- Dyspraxia
- Epilepsy
- Low Mood
- Anxiety
- Emotionally-Based School Avoidance
- Down's Syndrome
- Cerebral Palsy

How we identify pupils with SEND and assess their needs

At SMRP, we adopt a graduated response to SEND to effectively balance meeting the needs of our pupils and maintaining their independence so they can excel. To reflect our graduated response, our SEND register is split into 3 codes: Monitoring, SEND-K and EHCP. Guidance on these codes is outlined below:



This aligns perfectly with our trust's SEND policy as detailed in the extract below. Our graduated response to SEND offers a wave 1, 2 and 3 response: ensuring we offer the right support at the right time:

5.6 Our approach to teaching pupils with SEND

To ensure that schools are effectively managing a graduated response, a system is in place as illustrated by the diagram below.

Pre-SEND support	
Universal Provision (Wave 1) (OAP) (OAP)	This is the provision on offer to all pupils. This includes high quality teaching and some reasonable adjustments. Each school should have an outline of the universal provision on offer within their school. If a pupil is not making adequate progress under this then additional targeted support would be planned. (see below)
Additional targeted support **(Wave 2)**	Pupils making slower than expected progress receive a form of targeted support. This may be pre-teaching or post-teaching or could be an additional targeted intervention for a specified time. These pupils will be monitored closely by the school. If a pupil is not making adequate progress under this then a discussion would take place between the school and family and child regarding the need to access provision from the SEND register.

SEND Register Provision	Key features	Shared features
Pupils receiving SEND support without an EHCP. (Wave 3)	Some pupils may have been supported by specialist agencies.	Pupils will receive specific intervention to support learning and accelerate their progress. Pupils' details and provision will be recorded on the SEND register.
Pupils receiving SEND support through an Education, Health and Care Plan (EHCP).	An annual review of progress will be held. Specialist agencies will be involved.	Small numbers of pupils will receive additional funding as a result of an EHCP from the local authority. *Nb: If child is a Bristol Child this may be called 'Top Up.'*

1. *Pupils might be identified in a pupil progress meeting between the class teacher and SLT as potentially having SEND*

   After this discussion, the class teacher or SENCO will reach out to you to discuss this query further.

2. *You may raise your SEND query directly with the class teacher*

   The class teacher will discuss your concerns and may suggest adaptions they can make in the classroom. They may also gather further information and liaise with the SENCO for further advice.

   After the potential SEND need has been identified, the class teacher and/or SENCO will engage in some evidence gathering to better understand your child's needs. This may take the form of:

   a. Screeners (standardised test that suggest the likelihood of a specific need)
   b. Observations
   c. Trialling strategies for a specific need and monitoring their impact e.g. dyslexia friendly resources or classroom strategies for ADHD
   d. Careful progress monitoring of a child

Name and contact details of the SENCO

SENCO: Anna Bowen

Contact Email: a.bowen@smrp.org.uk

Core Working Hours: Monday – Wednesday 8.30 - 15.30 in term time

How we consult pupils and families and involve you in your child's education

Alongside the standard opportunities for communication such as parents' evenings, quick handovers at drop off/pick up or opportunities for meetings with the class teacher, we also offer additional opportunities for communication for those who have children with SEND to ensure their progress is carefully monitored and the right level of support is provided. This will look slightly different depending on whether your child is identified as 'monitoring'; 'SEND-K''; having an 'EHCP – Education Health Care Plan' on our SEND register.

1. *If your child is on our monitoring list:*

   In class informal formative assessments will be kept in class by your child's class teacher. Your child will then be discussed three times a year at pupil progress meetings, a formal meeting including the Senior Leadership Team, Class Teachers and the SENDCo. Your child's progress will be discussed and then follow up actions will include either additional strategies to support further or a decision will be made on whether your child should move to the SEND register, this decision is usually made if there is lack of evidence with progress despite additional support and reasonable adjustments.

2. *If your child is identified as SEND-K:*

   A success plan will be created which is a plan that summarises key information and outlines small-step targets to work on throughout the Autumn, Spring and Summer terms. These are reviewed 3 times per year with parents and carers. Additional parent/teacher meeting times is allocated for this. New plans are then created with new targets, these plans are shared with support staff and families so that everyone is supporting the children to succeed.

3. *If your child has an EHCP (Education Health Care Plan)*

   Your child and their teacher will create a learning plan with yourselves (as detailed above) that outlines the small steps paving the way to their EHCP outcomes. In addition, you and our SENCO will review your child's EHCP and their progress annually or sooner if there are significant changes. Alongside this, your perspective will also be gathered on your parent/carer contributions form ahead of the annual review.

How we assess and review pupil progress towards their outcomes

Our teachers use formative assessment throughout their lessons to assess children's understanding of the lesson content. From this they decide who to support in lesson, what adaptions may be needed and future adaptions that will be needed in their planning. This is reinforced by summative assessment in the Autumn, Spring and Summer terms where teachers assess whether a child is on track to meet age-related expectations for their year group. The methods depend on the year group and might include NFER tests, SATS, Times Tables Checks or the EYFS good level of development.

Where children are out of step with their year group, teachers will identify which year group they are working within using Key Performance Indicators for previous years or pre-key stage levels if they are working out of key stage. This assessment allows teachers to accurately plan for next steps to support children to 'close the gap' and make accelerated progress wherever possible.

Our staff use a cycle of Assess, Plan, Do and Review to ensure they continually build upon prior learning and identify direct next steps. This also allows staff to ensure they maintain an understanding of and provide for children's changing needs as they grow and hone their skills.

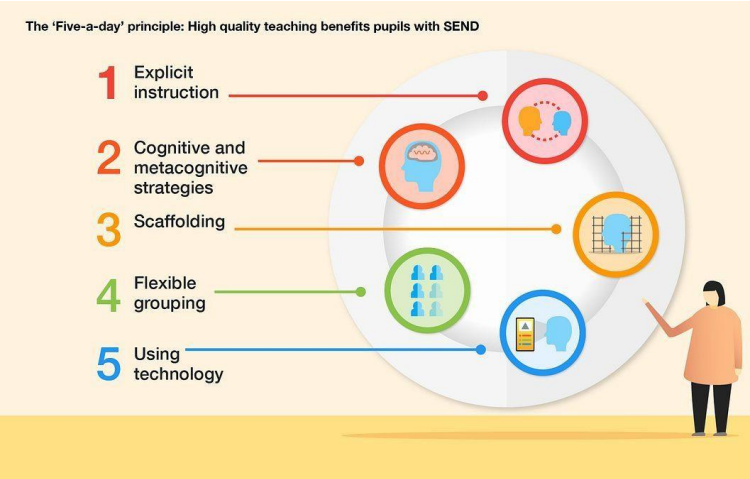
How we support at transitions

As transitions are challenging for a number of our children, we offer enhanced transitions as standard in our school: offering two transition mornings over the usual one or even a few hours. For our children who find transition challenging, we offer further enhanced transitions which may include:

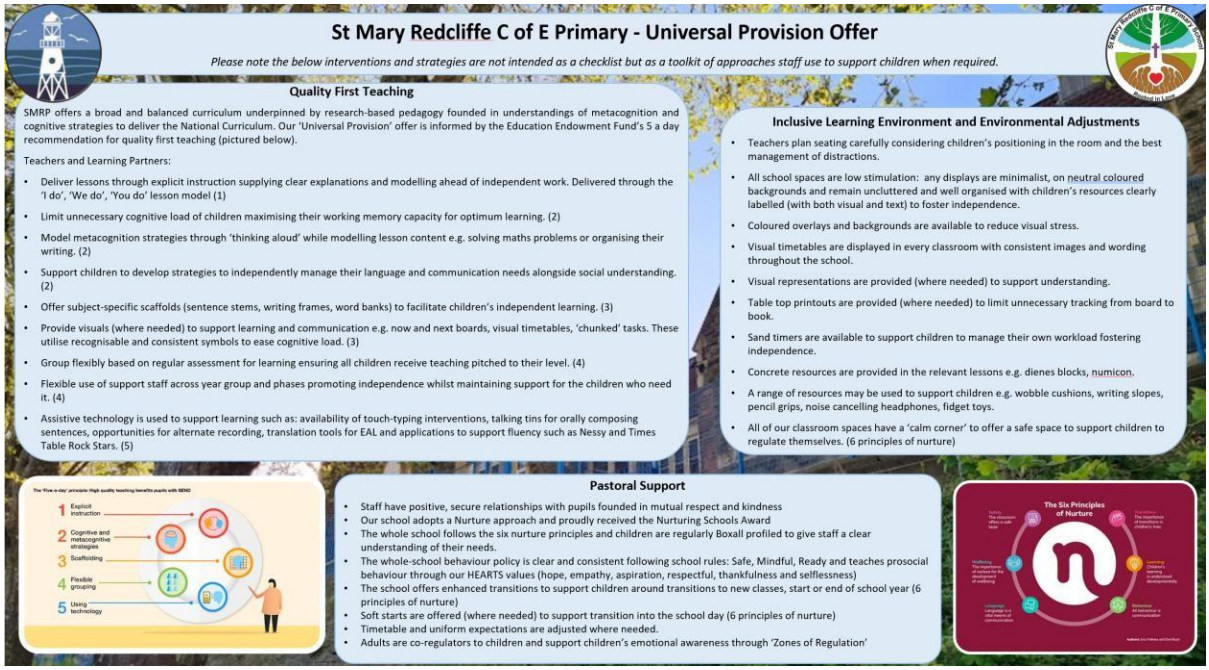
- Additional visits to the classroom, teacher(s) or LSAs on a 1:1 or small group basis
- Opportunities to take photos of the new classroom or ask the staff questions for the whole class meaning they are the first to know!
- Transition booklets sent home before the summer to help prepare and remind of key details for the new academic year

Our approach to teaching pupils with SEND

We adopt a quality first teaching approach as research shows this is the most effective way to teach pupils with SEND. Teachers' and LSAs' training is informed by reliable, evidence-based educational research and theory from reputable sources such as the Education Endowment Fund, Rosenshine's Principles of Instruction and Teach Like a Champion.



We have also developed a SEND 'Universal Provision Offer' at SMRP informed by the EEF's SEND 5-a-day:



St Mary Redcliffe C of E Primary - Universal Provision Offer

Please note the below interventions and strategies are not intended as a checklist but as a toolkit of approaches staff use to support children when required.

Quality First Teaching

SMRP offers a broad and balanced curriculum underpinned by research-based pedagogy founded in understandings of metacognition and cognitive strategies to deliver the National Curriculum. Our 'Universal Provision' offer is informed by the Education Endowment Fund's 5 a day recommendation for quality first teaching (pictured below).

Teachers and Learning Partners:

- Deliver lessons through explicit instruction supplying clear explanations and modelling ahead of independent work. Delivered through the 'I do', 'We do', 'You do' lesson model (1)
- Limit unnecessary cognitive load of children maximising their working memory capacity for optimum learning. (2)
- Model metacognition strategies through 'thinking aloud' while modelling lesson content e.g. solving maths problems or organising their writing. (2)
- Support children to develop strategies to independently manage their language and communication needs alongside social understanding. (2)
- Offer subject-specific scaffolds (sentence stems, writing frames, word banks) to facilitate children's independent learning. (3)
- Provide visuals (where needed) to support learning and communication e.g. now and next boards, visual timetables, 'chunked' tasks. These utilise recognisable and consistent symbols to ease cognitive load. (3)
- Group flexibly based on regular assessment for learning ensuring all children receive teaching pitched to their level. (4)
- Flexible use of support staff across year group and phases promoting independence whilst maintaining support for the children who need it. (4)
- Assistive technology is used to support learning such as: availability of touch-typing interventions, talking tins for orally composing sentences, opportunities for alternate recording, translation tools for EAL and applications to support fluency such as Nessy and Times Table Rock Stars. (5)

Inclusive Learning Environment and Environmental Adjustments

- Teachers plan seating carefully considering children's positioning in the room and the best management of distractions.
- All school spaces are low stimulation: any displays are minimalist, on neutral coloured backgrounds and remain uncluttered and well organised with children's resources clearly labelled (with both visual and text) to foster independence.
- Coloured overlays and backgrounds are available to reduce visual stress.
- Visual timetables are displayed in every classroom with consistent images and wording throughout the school.
- Visual representations are provided (where needed) to support understanding.
- Table top printouts are provided (where needed) to limit unnecessary tracking from board to book.
- Sand timers are available to support children to manage their own workload fostering independence.
- Concrete resources are provided in the relevant lessons e.g. dienes blocks, numicon.
- A range of resources may be used to support children e.g. wobble cushions, writing slopes, pencil grips, noise cancelling headphones, fidget toys.
- All of our classroom spaces have a 'calm corner' to offer a safe space to support children to regulate themselves. (6 principles of nurture)

Pastoral Support

- Staff have positive, secure relationships with pupils founded in mutual respect and kindness
- Our school adopts a Nurture approach and proudly received the Nurturing Schools Award
- The whole school follows the six nurture principles and children are regularly Boxall profiled to give staff a clear understanding of their needs.
- The whole-school behaviour policy is clear and consistent following school rules: Safe, Mindful, Ready and teaches prosocial behaviour through our HEARTS values (hope, empathy, aspiration, respectful, thankfulness and selflessness)
- The school offers enhanced transitions to support children around transitions to new classes, start or end of school year (6 principles of nurture)
- Soft starts are offered (where needed) to support transition into the school day (6 principles of nurture)
- Timetable and uniform expectations are adjusted where needed.
- Adults are co-regulators to children and support children's emotional awareness through 'Zones of Regulation'

How we evaluate the effectiveness of provision for pupils with SEND

We continually adapt and improve our SEND provision in line with our own monitoring and auditing (e.g. learning walks, planning monitoring), the latest government guidance (e.g. the new Ofsted framework), best practice (e.g. the EEF, Nurture UK), governor visits, Bristol City Council advice (e.g. IncludED and the SEND team) and through our Academy Trust support network and training offer. We

are very lucky to receive regular visits from various, highly-skilled, inclusion-focused leadership staff from Lighthouse Schools Partnership:

Debbie Coker
DIRECTOR OF EDUCATION (SEND AND INCLUSION)

Suzy Divine
LEAD TEACHER SEND

Louise O'Rourke
ADVISOR FOR BEHAVIOUR AND NURTURE

How we adapt our curriculum and learning environment for pupils with SEND

As part of our quality first teaching we ensure we adopt the following across the curriculum

- Economy of language – Using fewer words to communicate clearly and concisely reducing sensory overwhelm and cognitive load (how much the children have to think about at once)
- Right tool for the job – All resources are laid out for the children to minimise cognitive load and time wasted
- All lessons follow an 'I do' (adult modelling), 'We do' (guided practice), 'You do' (children's independent practice) structure to ensure children always receive high-quality modelling and gradually reduced scaffolds.
- Predictable routines – Helping to reduce children's anxiety and cognitive load therefore supporting children to feel settled and perform better in lessons
- Adaptions and differentiation are available in all subjects - This ensures all children face an appropriate level of challenge for optimum learning to happen

We also make regular use of scaffolds such as:

- Phonics sound mats
- Concrete resources
- Chunking of tasks
- Key vocabulary mats
- Consistent visuals to aid understanding
- Printed resources to minimise tracking from the board for relevant children

At SMRP, we also understand that an uncluttered environment benefits all children (particularly those with sensory sensitivities or SEND) by reducing overstimulation, improving focus and creating a calmer, more predictable learning environment. To achieve this, staff ensure all school spaces:

- Minimise use of display boards to what children actively use in their learning
- Avoid visual resources hung from ceilings

- Store resources out of sight wherever possible
- Clean up resources promptly after use
- Turn off whiteboards when not in use
- Close window blinds when necessary

What facilities we provide to help pupils with a disability access the school

Though we have modified areas of the school wherever possible to make them more inclusive we do have restrictions to our site due to being an old Victorian school situated on the slopes of Victoria Park for example:

- The main entrance is not level but can be accessed via a slope.
- The school is situated on the slopes of Victoria Park and unfortunately this means that several parts of the site involve stepped access and are too steep for safe installation of ramps.

The school has made adaptations to the learning spaces inside and outside for pupils with vision and hearing impairments. We always work closely with specialists to make necessary adaptation within the physical limitations of the school site

What steps we take to prevent pupils with a disability from being treated less favourably than other pupils

Inclusion runs as a golden thread throughout all our policies. We offer reasonable adjustments in all areas of school life from our behaviour policy to lunch arrangements. Our SENCO and senior leadership team are involved in all our policy development to ensure all are inclusive and appropriate adaptions are available for our SEND children.

Our school accessibility plan

Our accessibility plan can be found on our school website.

Recent training and expertise of our staff to support pupils with SEND and how we secure further specialist expertise

Recent Staff SEND training:

- Quality First Teaching ongoing training
- Delivering the SMRP Universal Provision Offer
- Target Setting and Provision Map Training (developing our learning plans and SMART targets)
- Precision Teaching
- Adapting the writing curriculum for the lowest 20%
- Adapting Ready, Steady, Comprehension (our reading scheme) for the lowest 20%
- Dyscalculia and Maths Anxiety Training
- Bristol Autism Team support
- Ups and Downs – Supporting Pupils with Down Syndrome
- Diabetes Training
- Maximising Impact of Teaching Assistants Leaders Training

Following the graduated response informed by our staff's SEND experience and training, we will sometimes require further specialist guidance. This is requested from the various services outlined below.

Other bodies involved with meeting the needs of pupils with SEND and support they offer

- LSP Central Staff: Lead Teacher for SEND; Director of Education (SEND and Inclusion); Advisor for Behaviour and Nurture
- Educational Psychologists
- Bristol Autism Team
- The Bridge Foundation Child Therapists
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Team
- Community Paediatrics
- Social Care
- CAMHS
- Bristol Sports Mentoring
- Teachers of the Deaf

How we enable pupils with SEND to engage in activities with pupils who don't have SEND

We value inclusion in our school and plan all class and whole school activities carefully to break down barriers for our SEND children: allowing them to engage fully in our school curriculum whilst balancing this against any necessary adaptions for their comfort. We regularly engage our SEND pupils and their families in communication around their provision to ensure all stakeholders feel the provision is both meeting their needs and offering maximum opportunities. Where we find this is not the case, we work closely with staff, students, families and specialist services to remedy this and make any necessary adaptions.

How we secure equipment and facilities to support children with SEND

To secure additional or specialist equipment we have historically worked with:

- The Health Service
- Occupational Therapy
- Alternative and Augmentative Communication (AAC) Support Team
- Sensory Support Service
- Ups and Downs (Down Syndrome Support Charity)
- The Bristol Autism Team (BAT)

We also have opportunities to access SEND specific activity days throughout partnership with Ashton Park. Similarly, we make regular use of our local links such as: Windmill Hill City Farm; Art on the Hill; Victoria Park; the local libraries to offer a wide range of activities to help all children access opportunities and feel included regardless of SEND.

SEMH and pastoral support on offer

Behaviour means something and can be a form of communication that indicates trauma, adverse childhood experiences (ACES) or other mental health needs. We ensure that all pupils are supported to communicate their needs both safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding rather than solely linked to SEMH. Using this knowledge, we work with children to unpick their behaviour and help them develop strategies to manage their emotions in a safer, kinder or healthier way.

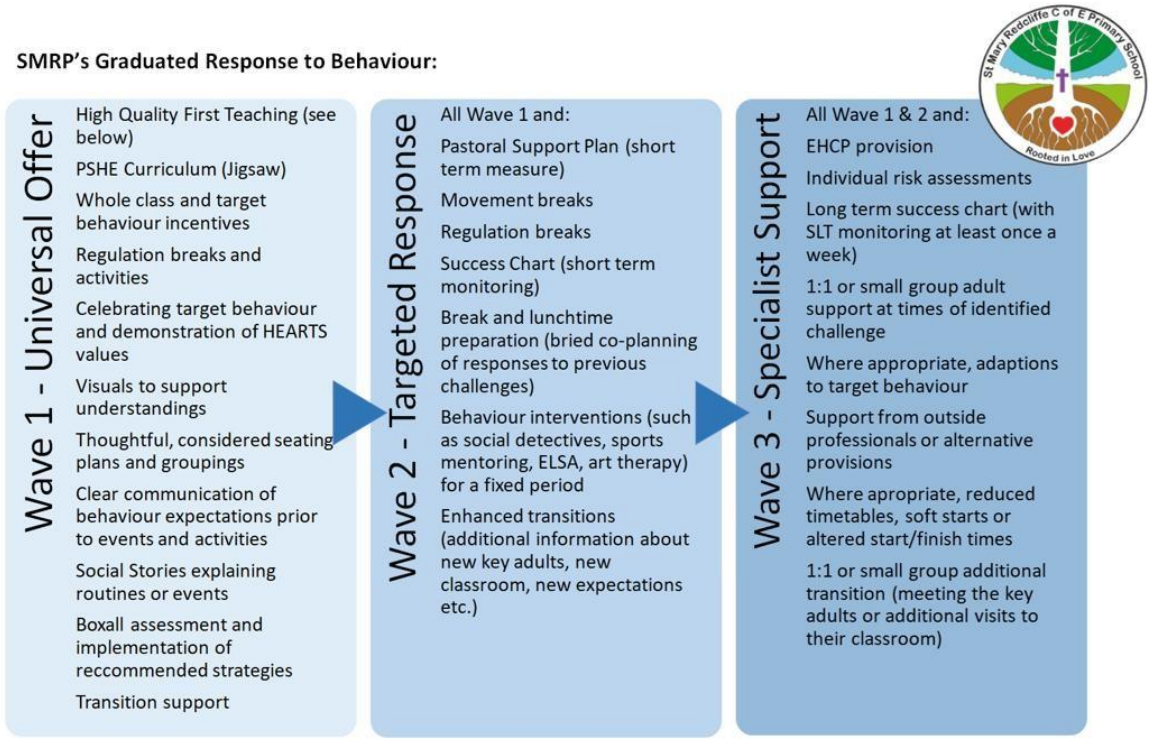
Staff adopt Dan Hughes' PACE approach to unpicking behaviour and de-escalating dysregulated children. Some of the strategies they may use to do so include:

- Humour
- Children's personal interests to diffuse tension and de-escalate
- Restorative conversations
- Transitional objects (please look after this for me while I …)
- Redirecting behaviour (give an achievable task/job to complete)
- WIN statements (I wonder… I imagine… I've noticed…)
- Drawing (e.g. cartoon concepts, empathy drawings, comic strip conversations)

Where pupils have an identified need (which home and school agree limits their interaction with our target behaviour system) and there is a pastoral support plan, learning plan or EHCP in place, a reasonably adjusted version of our target behaviour system will be used where appropriate. This will support and clarify behaviour expectations and consequences for the child. Pupils with additional needs are still required to meet expectations, with this support, following instructions and staying safe in school in-line with their pastoral support plan/learning plan/EHCP. These adaptions are made to ensure our approach to behaviour is inclusive allowing all to demonstrate positive behaviour.

Our anti-bullying offer

Our anti-bullying offer is outlined in our anti-bullying policy.



Complaints procedure

1. In the first instance we always recommend speaking to your child's class teacher.
2. Where you have already done so or don't feel it is appropriate to do so, please raise your concern with the SENDCo or via the school office.
3. Where you have already done so or don't feel it is appropriate to do so, please raise your concern with the head teacher – Abby Murray via the school.
4. Where a formal complaint needs to be made, we adhere to our Trust's complaints procedure detailed on their website.

Further Complaints Information

- The Local Authority provides a service for parents of special needs children who need support to resolve problems through the Parent Partnership Service on 0117 303 5004
- If your concern is with the local authority, then please contact the school or SEND and You https://www.sendandyou.org.uk/
- SOS SEND run local drop ins and have an advice line for issues around provision and EHCP https://sossen.org.uk/

The Bristol Local offer

The Bristol SEND Local Offer (all information about what support is available for children and young people with SEND in the Bristol area) is available on the Bristol council website.