

Special Educational Needs and Disability (SEND) Information Report

If you would like this document as an audio in a range of languages please simply copy and paste the text below into the website <http://www.naturalreaders.com/>

What sort of school is BCCS?

Bristol Cathedral Choir School (BCCS) is a unique state cathedral choir school, united by the Christian values of Kindness, Courage and Hope. We are a music school, offering an enhanced and rich musical experience for all. Our vision of inclusion is to support students in their mainstream mixed ability classes to follow the National Curriculum at Key Stage 3 & 4. We aim to deliver a world-class education through a Powerful Knowledge curriculum. We are a comprehensive school, based in the heart of Bristol. We make provision through reasonable adjustments in the four areas of SEND; Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and/or Physical Difficulties. We do not have a resource base.

How will we know if your child needs extra help? We aim to identify any barriers to learning or participation as soon as possible, to ensure the very best education for your child.

Before your child starts with us, we will attempted to have consulted with, and gathered information from:	Thereafter, we use information from:	If your child needs to be assessed, we:
<ul style="list-style-type: none"> • Primary schools and end of KS2 SAT levels • Your comments on the application form • Any external agencies involved with your child • Our attending any transfer meetings • Your child's comments when making a visit to Primary school/home 	<ul style="list-style-type: none"> • Assessments and reports from subject teachers • Our own testing of progress in reading accuracy, reading comprehension and spelling numeracy • Any parental or external agency observations & reports • Teacher referrals • Behaviour and attendance data. 	<ul style="list-style-type: none"> • Use one of a range of specialist assessments to gather further information, depending on area of need (Speech and Language screeners, Talimo dyslexic screening, internal ADHD and ASC screening indicator process) • Refer to an external agency if evidence is held, with your permission and involvement • Offer additional family support via an external agency

How will we support your child's learning?

At BCCS, we support learning through Quality First Teaching and Ordinarily Available Provisions. By meeting 'Teaching Standard 5' our teachers plan lessons to meet the needs of all of the learners in each class, in particular the needs of students with SEND are considered to ensure that all students can access the learning. The school follows a graduated response.

- For children on the SEND register with additional needs, tutors and subject teachers are provided with student 'Passports' which detail individual needs, providing a pen picture of your child and strategies to maximise the effectiveness of their learning. These are reviewed once a year.
- We have 'Texthelp Toolbar' on all student profiles to assist teachers to plan accessible work and for students to use when working independently if they use Assistive Technology.
- We trial and put in place appropriate Exams Access Arrangements for students with SEND as detailed in their diagnosis / reports or / and as trialled by their teachers and established as their Normal Way of Working. We have a dedicated EAA coordinator Ms Y Barnes.
- The needs and provisions of the students on the SEND register are overseen by a Head of Area (Assistant SENDCo) according to their primary area of need, this person is a point of contact for parents and teaching staff. Ms L Phillips and Ms C Ascani are Heads of communication and interaction (including autism spectrum conditions) , Ms R Summers is Head of cognition and learning (including dyslexia and other specific learning difficulties), Ms v Iavarone is head of Social Emotional and Mental health and Ms R Pestell is Head of physical and sensory needs. The Heads of Area are managed by the SENDCo Jo Bennett-Pullan.

Our students follow a traditional and academic curriculum. However, we offer interventions for students on the SEND register who need specific support as flagged by assessment, listed in diagnosis or in Section F of an EHCP:

- Additional interventions run after and before school (touch typing, online literacy programme, 1:1 reading, Occupational Therapy support are offered to groups of students one morning a week during tutor time. Homework support is offered two nights a week after school as a club)
- Targeted Interventions are delivered in blocks throughout the year if specified on students' EHCPs (ELSA, Social Skills, Literacy Support, Physiotherapy and Occupational Therapy support sessions and SALT)
- An ASDAN course is available as an alternative to one GCSE option.
- As your child enters KS4 (Years 10 & 11), if we think that they may need support with their GCSEs examinations, a specialist Exams Access assessment will be carried out by a trained assessor and overseen by Ms R Summers (Head of Area). This assessment is then sent to the Joint Council for Qualifications for their consideration.
- For those requiring additional support in their class as specified according to their EHCP, we have a team of Learning Support Assistants who work in class with individual and small groups of students. Additional in class support is prioritised for core subjects and for students in transition phases of learning. We work with the Local Authorities provided definition of 1:1 support being 'priority' in class support.

What pastoral support is available to my child?

We provide support and guidance through our tutoring system. We aim to keep students with the same tutor during each Key Stage, to provide continuity and build strong, supportive relationships.

Our pastoral team provides additional support to those who require it. This includes:

- A designated teacher for looked after or previously looked after students
- A lead teacher for students who access the pupil premium funding
- An Attendance Officer
- Pastoral Support Leader for each year group
- Counselling service
- School Nurse
- Access to external agencies as necessary and available (eg Police, Youth Offending Team, CAMHS)
- SEND Support 'the Hive' offers a small safe and supervised space for students with additional needs.

How will my child be included in co-curricular activities (including physical activities)?

All students are encouraged to take part in the school clubs that are on offer. Trips are open to all students. Any specific/medical needs will be discussed prior to planned visits.

How accessible is the school?

BCCS consists of an eclectic mix of buildings, many of which were not originally built for educational use. The site is city central and highly constrained. There are the newer Rectory and Parsonage buildings, which are fully accessible. However, the medieval nature of the Pates building and preservation orders do cause some accessibility issues. The terrain includes uneven and cobbled ground, presenting tripping hazards in some areas. Several buildings on the east of the site contain numerous steps and have no lift access. Much of the school is listed, making adaptations for accessibility extremely challenging.

Bristol Cathedral Choir School sits in the centre of the city, with easy pedestrian access to College Green, Harbourside, and Brandon Hill. There is no fixed boundary fence around the site. The school site is dissected by a service road which is frequently used throughout the day, including by members of the public. Students are expected to navigate the road throughout the school day, and classes are not accompanied by staff. Members of the public are able to walk through the site at all times during the day; therefore, students are regularly exposed to strangers. Furthermore, there are over 1100 students navigating the site (and we share the site with the Cathedral Primary School). Transitional points are busy and crowded. As a result of this, the site is always noisy: you can always hear the road, the primary school students play out on the play area during lesson times, and you can often hear instruments as we are a music specialist school. Our Local Authority have commented that the noise of the site was overwhelming. During a fire drill, students are expected to line up off-site in front of Bristol Cathedral. The school's playing fields and sports pavilion are located 5 miles away on Beggar Bush Lane, Failand. Each year group has a designated PE

afternoon and travels by coach to the site.

In this unique context, the safety and security of students is paramount. While the site is open, students are required to stay within clearly designated boundaries at all times. They are not permitted to leave the site during break or lunch periods. The outdoor space is shared with the primary phase of BCCS, and hard play areas are limited. Green spaces are few and, in some areas, located on sloped or uneven ground that becomes muddy and unusable in poor weather. As a result, staff supervision is prioritised across these areas, limiting our capacity to offer extracurricular activities during break and lunch times.

The below image shows a birds eye view of the buildings, and the different varied buildings across the site. Please note that the central wooded area now contains a playground. Additionally, the site poses health and safety risks due to the variation of buildings. It is a multiple level site with slopes and gradients that are challenging. Older buildings, such as the

Deanery, do not have a lift. Many of the buildings are listed, and others are 1960s and 1990s buildings. Each has unique accessibility.



This map shows the location of Bristol Cathedral Choir School in the city centre. For vulnerable students who may react by running away, the site poses a serious safeguarding risk.

What training do school staff have?

All staff receive standard training on induction delivered by trained teachers of SEND. BCCS is committed to a comprehensive training programme that includes annual training on key areas of SEND. Staff receive training from external professionals, for example the Educational Psychology team and Speech, Language therapists. Regular teacher meetings are held for staff working with high needs EHCP students. All staff including the whole SEND team are part of the schools coaching programme with the aim to achieve QFT and QFS in all lessons. The SEND team have a biweekly training programme delivered annually. This training programme is continually updated to reflect the needs of learners at BCCS and to reflect evidence for best practice.

SENDCo	Jo Bennett-Pullan				
	Currently completing NPQ SEND with NioT Certified EAA Coordinator PGCE geography QTS				
Head of Area	Communication and Interaction		Cognition & Learning	Social, Emotional & Mental Health	Physical & Sensory
	Ms L Phillips	Ms Cristina Ascani	Ms Summers	Ms Valentina Iavarone	Ms R Pestell
Training	Regular support and training form SALT team. Certified Autism Champion. Making Sense of Autism in Schools of the Schools AET Professional Development Programme. Working with & supporting PDA children (Education, health & social care),with the PDA society. Autism and	MSc Psychology MeLSA Trained First Aid Trained Making Sense of Autism Training Understanding Behaviour and Deescalation training	QTS Head of Area has post graduate certificate in Dyslexia level 5 and is currently studying towards Level 7 Dyslexia EAA Assessor qualification. Lead LSA trained in MELSA Regular training support meeting with Educational Psychologist PGCE w QTS	QTS EBSA training ELSA trained (Emotional Literacy Support Assistant) PACE training PDA Training	First Aid Trained Diabetes trained Training course on VI support Regular support and training from NHS Physiotherapy and Occupational therapy team Regular support and training from QTVI/QTHI EVac Chair Training LSA team have manual

	<p>anxiety trained through the Bristol Autism Team.</p> <p>Autism and exclusions Module of the Schools AET Professional Development Programme.</p> <p>Exploring the female presentation of autism through Bristol autism team.</p>				handling training
LSA Team training 24-25	<ul style="list-style-type: none"> ➤ Effective in class LSA support (Education Endowment Fund Training on best practice)Delivered by SENDco for all LSA and HoA. ➤ Diabetic online training for all ➤ 1:1 diabetic training X 4 LSAs ➤ Lexia online intervention tool training X 3 LSA ➤ EAA training course Communicate - Ed EAA coordinator ➤ How to run and track an effective impactful intervention (lead by HoA across all interventions) ➤ First Aid training X 4 LSAs ➤ Manual Handling Training X 4 LSAs ➤ CPoms training for all LSAs delivered by SGL ➤ Annual Reviews and collecting children centred views (Lead by SENDCo) ➤ Careers Platform training for all LSAs and HoA (SEND AND CAREERS) ➤ EAA training - all LSAs delivered by SENDCo ➤ Student specific Diabetes training - all LSAs ➤ Autism Awareness Pathological Demand Avoidance training - all LSAs ➤ SEND accredited Arbor training - SENDCo / HoA / SEND Admin ➤ Positive Handling training - PSLs and X 4 LSAs ➤ 'What is Dyslexia?' Rosie Summers and Made By Dyslexia SEND support platform training certificate 2 and 3 - ALL LSs ➤ Positive language for SEMH PACE inc zones of regulation - all LSAs ➤ Effective in class Scaffolding - Education Endowment Fund - all LSAs ➤ Diabetic training recap ➤ Dyscalculia - all LSAs and Maths department ➤ QTVI - all LSAs ➤ Invigilator training - all LSAs online certificates ➤ Step Lab for SEND support - all LSAs coaching programme training delivered by SENDCo 				

How can you as parents/carers contribute?

- Attend review meetings.
- Read reports and discuss the contents of them with young people.
- Attend Information Events and Parent/Carer Evening.
- Attend Coffee mornings
- Complete Parent/Carer Voice
- Communicate with the relevant member of staff
- Have an appreciation that the more time we spend communicating with parents and carers the less time we can spend with our young people.

What should you do if you have any concerns about your young person?

In the first instance, please contact the tutor or subject teacher. They can refer your concern to senior or more appropriate staff, if necessary. The school has a formal complaints policy which can be found on the website 'policies'.

A useful point of contact which is independent of the school is sendandyou
<https://www.sendandyou.org.uk/>

What services are available through the school?

In summary, BCCS seek to access a wide range of services, including:

- CAMHS (Child & Adolescent Mental Health Service)
- EP (Educational Psychologist)
- BAT (Bristol Autism Team)
- Social Care
- Careers Advice
- The HOPE School
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- North Star Outreach
- Sensory Support Service

How will we support your child's transition before and after secondary school?

We liaise with all our feeder schools and pastoral staff to try to obtain information about each child before they transition to BCCS. Our SEND Enhanced Transition offer includes a HoA and parent 'provision map meeting' to ensure all are clear on how provisions will be delivered, a small group tour and activity session with other students before main transition and a school visit from the allocated Head of Area. All students attend a 'taster day' during the Trinity (summer) Term prior to their starting in Year 7.

For students leaving us: The SENCo or another appropriate member of staff is invited to attend Year 11, 13 statement/EHCP reviews for those looking to go onto another school or college. The school buys in careers advice and guidance in Year 11. Support is provided for university applications by a dedicated member of staff.

How can you get further information?

- Contact us by phone or e-mail
- Look at Bristol City Council's Local Offer
- Look at the school's SEND Policy

Contacts:

J Bennett - SENDCo and Associate Assistant Headteacher for SEND - jbennett@bristolcathedral.org.uk

Ms L Phillips - Head of communication and interaction lphillips@bristolcathedral.org.uk

Ms C Ascani - Head of communication and interaction cascani@bristolcathedral.org.uk

Ms R Summers - Head of cognition and learning and Dyslexia teacher
rsummers@bristolcathedral.org.uk

Ms V Iavarone - Head of SEMH viavarone@bristolcathedral.org.uk

Ms R Pestell - Head of physical and sensory - rpestell@bristolcathedral.org.uk