



## Bredon Hill Academy

— LEARNING TOGETHER FOR SUCCESS —

### **SEN Information Report 2025/2026**

#### **Introduction**

Bredon Hill Academy is an inclusive and nurturing mainstream school where children's unique strengths are celebrated. Our school motto, "Learning Together for Success," is at the heart of our whole school approach to improvement and focuses on improving the teaching and learning for all children, particularly those identified as having special needs or disabilities and/or those underachieving. Our school values "Belief, Honesty and Aspiration" are at the heart of our whole school approach for all learners but particularly our learners with SEN: belief in your own talents and capabilities, demonstrating personal integrity at all times and having the confidence and pride to reach your own personal potential. This enables our young people to leave school with the skills, strategies and confidence that will equip them for their future lives and enable them to make a positive contribution to the community.

#### **What are the aims of our provision for pupils with additional needs?**

We want all our young people to experience a broad and balanced curriculum and to be fully involved in all aspects of school life alongside their peers who do not have SEN. As such, we will make reasonable adjustments and adaptations to ensure that our SEN learners can fully access the curriculum and the learning environment, reducing any barriers to their learning and progress. This also includes young people with medical needs and any vulnerable learners who will be supported to be fully included within our school community.

#### **What kinds of SEN are provided for?**

Pupils may experience difficulties with:

Communication and Interaction – this includes young people with autism spectrum condition (ASC) and any aspect of speech, language or social communication difficulties.

Cognition and Learning – this includes specific learning difficulties such as dyslexia and dyscalculia. Learning difficulties covers a wide range of need and vary from moderate to more severe.

Social, Emotional and Mental Health Difficulties – this includes young people with attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) or attachment disorder.



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Sensory and/or Physical Needs – this includes dyspraxia, physical disabilities, vision, hearing or multi-sensory impairments.

Within our school community we support young people with a diverse range of additional needs. [Please look at the BHA graduated approach at the bottom of this page for a detailed account of how SEN is provided within the school.](#)

### **How do we identify and assess needs?**

Please see [“Identification and support for SEN pupils at Bredon Hill Academy” at the bottom of this page.](#) We follow the principles of the “Graduated Approach” (assess, plan, do, review cycle). If a pupil is placed on the SEN register, they will have a Pupil Plan and Pupil Passport written for them with individual targets. These will be written with support from parents, outside agencies and the pupil themselves and regularly reviewed to monitor progress.

### **What is the range of provision for SEN children?**

All staff receive continuous professional development for a wide range of needs and they focus on delivering Wave 1 high-quality teaching. This means that teachers use adaptive teaching strategies to provide appropriate provision for SEN pupils in their classes in collaboration with the SENCO and often with the support of a subject specific teaching assistant in the core subjects - Maths, English and Science.

Key personnel within our experienced and committed teaching assistant team have a range of specialisms/qualifications and can deliver a range of Wave 2/3 interventions. These are for pupils who may need “catch up programmes”, delivered in a small group or a more personalised 1:1 programme of learning support. Please see our [SEN intervention list for an understanding of some of the programmes available at the bottom of this page.](#) External agencies are used when appropriate to assess and/or make recommendations and sometimes work with pupils.

Some children whose learning needs are more complex and require support that is not ordinarily available from the school’s resources have individual specific support provided by an Education, Health and Care Plan (EHCP). We have young people across all year groups with EHCPs who are thriving within our school community. Our trauma-informed, whole school approach places positive relationships at the heart of the work we do both inside and outside the classroom to develop positive relationships with pupils.



## **How do we communicate with parents and involve them?**

We offer termly opportunities for parents to meet with the form tutor and/or SENCO to assess and review progress towards outcomes. We encourage communication so that any concerns can be addressed at an early stage. [An appointment can be made with Ms Vaughan, our SENCO by clicking here.](#)

## **How do we involve SEN pupils in their education?**

At the end of any interventions, pupils complete an evaluation form where they are able to identify what improvements they made, and what they would like help with next. Pupils may also have mentoring sessions with their tutor and/or a teaching assistant. Pupil Voice questionnaires are used to help us to understand how a young person learns best and what strategies they find helpful.

## **How do we make provision for smooth transitions between phases of education?**

All pupils are involved in visits to their new school and are visited by key staff from the new school. We recognise that transitions can be difficult for a pupil with SEN and take steps to ensure that any transition is as smooth as possible. This includes:

- Detailed liaison with feeder schools and high schools to ensure all information and data is passed on for any pupil moving school.
- Extra transition sessions for familiarisation with routines, buildings and key staff.
- Individualised transition programmes for the most vulnerable learners.

## **How do you offer support for improving emotional and social development of pupils?**

Support for this extends across all staff with form tutors, teaching assistants, mentors, the pastoral leader, year leaders and the SENCO all taking on specific responsibility for co-ordinating our approach. Our PSHE curriculum aims to provide pupils with the knowledge, skills and understanding they need to support their



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emotional well-being. The school also has a trained Thrive Practitioner and well-being assistant in order that well-being support and intervention can be offered at an early stage.

### **Where can I find further information about how my child can be supported?**

Every Local Authority provides further information on how to support pupils with Special Educational Needs. Due to our location on the edge of several counties, this can be found here:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

[https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?family\\_channel=2\\_1](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?family_channel=2_1)

<https://www.warwickshire.gov.uk/send>

### **What support is provided for Looked After Children (LAC) that have SEN?**

For children who are Looked After, all involved individuals will be invited to all key meetings regarding the child. In addition, the SENCO and Designated Teacher for Looked After Children (Ms Vaughan) will ensure that copies of Personal Education Plans (PEPS) following any such meetings are distributed securely to all adults involved in the care of the child. The Designated Teacher works closely to ensure that the implications of a child being both looked after and having SEN are fully understood by the relevant school staff. This may include updates in staff meetings and close communication with the other adults involved in the care of the LAC. In addition, information from the SENCO regarding the SEN of the looked after child will be used as part of the planning for the child's Personal Education Plan and Health Plan should it be necessary.

### **What complaints procedures are in place for parents of pupils with SEN?**

If you have any concerns about your child's progress, you should speak to your child's form tutor initially. You can also request a meeting with Ms Vaughan, the SENCO [here](#). If you continue to have concerns, these can be raised with our SEN-link governor, via the school office.



### **Other useful links:**

Sendiass (Special Educational Needs and Disabilities, Information, Advice and Support Services: <https://www.worcestershire.gov.uk/sendiass/sendiass-support/sendiass-guidance-local-offer>

Support groups:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/support-send-children-young-people-and-their-1>

SEN Health and Well-Being:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/send-health-and-wellbeing>

<https://www.hwics.org.uk/priorities/special-educational-needs-and-disabilities-send>

<https://camhs.hacw.nhs.uk/reach4wellbeing/>

Support for specific SEN:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer/support-send-children-young-people-and-their-1>

<https://www.autismwestmidlands.org.uk/>

<https://www.autism.org.uk/directory?scrlybrkr=0b275ee6>

<https://www.bdadyslexia.org.uk/>

<https://adhd.uk.co.uk/>

Sarah Vaughan (Assistant Headteacher and SENCO)

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