Backwell School
SEN Information Report September-December 2026

Our School

Backwell School caters for secondary students aged 11-18. We value every child as an individual and recognise that all students have individual and diverse strengths, challenges and learning needs. We have high expectations for all of our students regardless of their challenges.

First and foremost, we believe in Quality First Teaching and Quality First Pastoral Care. The term 'Quality First' is taken from the SEND Code of Practice and means delivering the highest standards of teaching and pastoral care for all students, particularly those with identified SEND or other needs. We refer to this as "Universal Provision". The majority of students, including those with identified learning needs, make excellent progress due to high-quality teaching in the classroom. The majority of students with SEND needs can be met through universal provision and staff have regular support and training to support students with SEND. Those with complex needs may need additional support to make progress, and these students will be supported by specific interventions and adjustments. The school is committed to the inclusion of all children within curriculum and enrichment activities and believes that the very best place for a student to learn is alongside their peers.

Our Staff

All teachers and tutors at Backwell School are teachers and tutors of SEND. The Education Support Team works alongside these key Academic, Pastoral and Support Staff to ensure that all students are supported within the whole-school approach to student support.

Provision is co-ordinated by our SENCo, Elaine Cogan. She has a team of Teaching Assistants who run student interventions, mentoring and in some cases support students in class.

Contact details:
ecogan@backwellschool.net 01275 463371

SEND provided for at Backwell School

There are four areas of need, as outlined in the SEND Code of Practice (2015). Backwell School provides high quality in class teaching, supplemented by targeted intervention, in order to cater for these needs.

(i) **Cognition and Learning**

Dyslexia, Dyscalculia, Dysgraphia, processing and working memory problems, Global Delay, moderate learning difficulties and a range of other additional learning needs which affect cognition. This includes chromosomal differences such as Down's syndrome and 22Q11 deletion.

(ii) **Communication and Interaction**

Speech, language and communication difficulties, which include Autism and a range of expressive and receptive language difficulties such as developmental language delay (DLD).

(iii) **Social, Emotional and Mental Health**

Students who experience difficulties in their personal lives, with their mental health and social and emotional development, and those with difficulties such as ADHD and Tourette's Syndrome.

(iv) **Physical, Sensory and Medical**

Physical, sensory and medical needs that affect how students access the curriculum, such as epilepsy, vision and hearing impairments, cerebral palsy and hypermobility syndrome amongst others.

Our Curriculum and Teaching

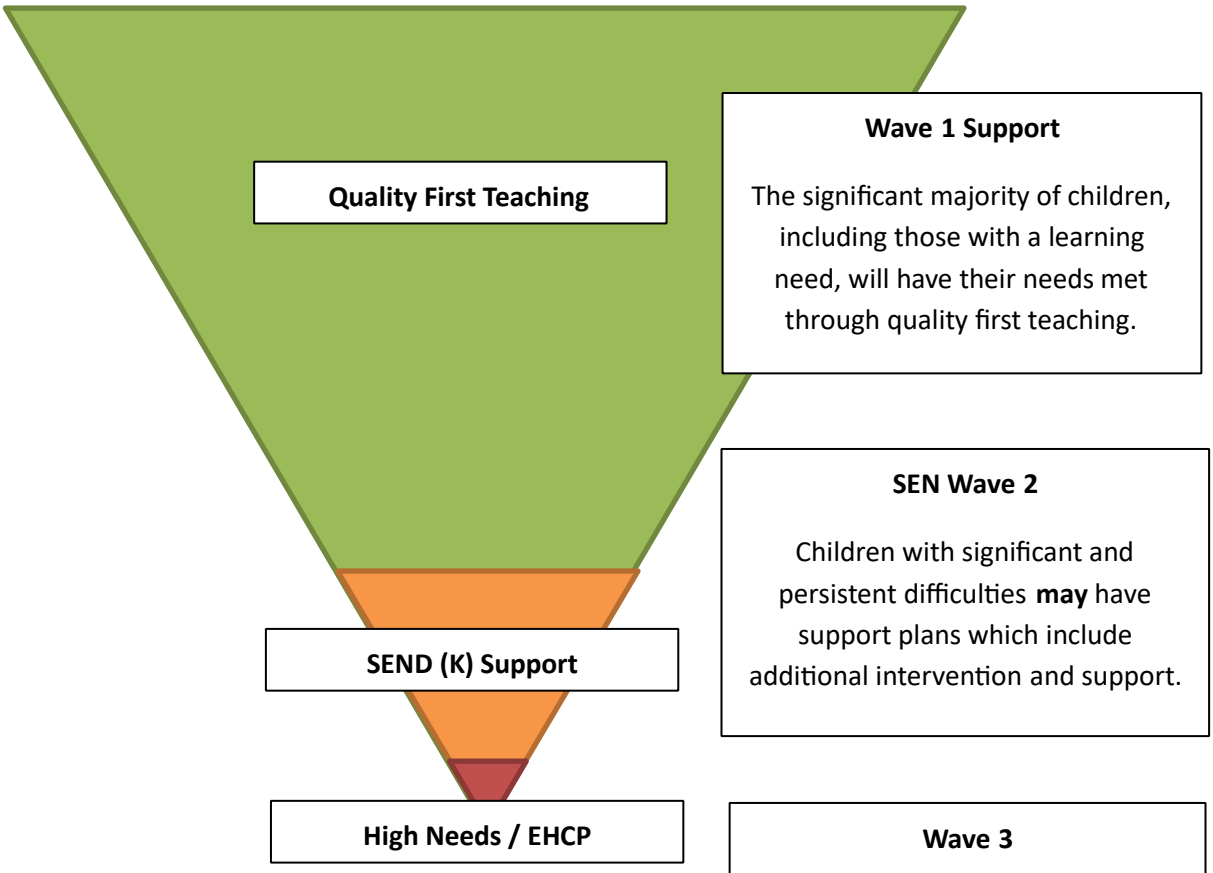
Students follow a broad, balanced, inclusive curriculum, which is differentiated and supported where necessary. This is delivered at an appropriate pace and depth, where teaching styles, strategies, learning tasks and materials are modified to ensure all students can make progress. We believe being able to access learning is key to students' enjoyment of school and is crucial to them achieving success. We therefore offer a curriculum that aims to inspire, stimulate and motivate every student regardless of any additional needs they may have. This is our Wave 1, universal teaching provision that meets the needs of the vast majority of our students including students with additional learning or social and emotional needs.

All students are taught in mainstream classes with the vast majority of students making good progress through high quality teaching and pastoral support. A small number of pupils with persistent and complex needs may take part in additional interventions to support their progress in mainstream classes or to facilitate specific catch-up work, pre learning or post

learning. Interventions are put in place for a short, but intense, period of time in order to help a student make rapid progress. These interventions support literacy, numeracy, speech and language development, wellbeing and social skills. The progress of these students is carefully monitored both during and after the intervention period. This forms our Wave 2 provision for those who require 'SEN support', with some of these pupils being supported formally on the SEN register.

Where pupils fail to make progress through Wave 1 and Wave 2 provision, support may be sought from external professionals such as educational psychologists or specialist teaching staff. These pupils are our high needs, Wave 3 pupils and have a bespoke program of support in place to meet their educational needs which may include an Education, Health and Care Plan (EHCP).

We encourage all students to be involved with clubs and activities. The school has a wide range of extra-curricular clubs and trips available to all students. All activities and experiences are open to everyone regardless of additional needs, however participation in these activities will be subject to the school's risk assessment procedures.



Wave 1 Support

The significant majority of children, including those with a learning need, will have their needs met through quality first teaching.

SEN Wave 2

Children with significant and persistent difficulties **may** have support plans which include additional intervention and support.

Wave 3

Children with an EHCP or Top Up Funding will receive the highest level of support, including support from outside agencies.

Identifying Needs and Interventions

Backwell School works closely with its feeder schools to facilitate a smooth transition into Years 7 and 12 for all pupils. Information about learning support requirements is passed onto us from previous schools and those with high levels of need are offered extended transition programs.

On entry to the school all Year 7 students take an online reading test along with MiDYIS aptitude tests. Where scores are below average, students are invited to attend interventions to support them in catching up with their peers. These interventions include Unlocking Letters and Sounds (Phonics), Rapid readers (Reading comprehension), Herts for Learning (reading fluency), numeracy and Touch Type Read Spell. The majority of pupils who take part in a short period of intervention make excellent progress, catching up with their peers. For those who continue to struggle, specific plans are put into place.

Young people with Autism or other social and communication needs may be offered social skills small group or 1:1 intervention with our specialist TAs.

Those with social emotional and mental health needs are supported through a combination of support from their pastoral leaders including the allocation of key workers, academic or social mentoring, access to the school counsellor and access to ELSA support.

Access arrangements are applied for in Key Stage 4 and Key Stage 5 to ensure that students with a history of additional educational needs are not disadvantaged in public examinations.

If a student has an Education Health and Care Plan or they have a high level of need and are supported through a Wave 3, high needs program of support, an annual review will be held for them. Parents, pastoral staff, relevant outside agencies and the students themselves (if appropriate) will attend and progress towards specific outcomes will be discussed. Students who are on the SEN register receive three reviews per year through a mixture of reports and parents' evenings.

If there is concern regarding the progress of a young person, a referral to the Education Support team can be made by school staff or a parent/guardian at any point in the school year.

Outside Agencies

The school works with a range of outside agencies who are requested to work with Wave 3, complex and high needs students when required and in consultation with parents. The SENCO, after consultation with the student's pastoral leader/parents, will apply for the appropriate provision to support the child. We work closely with outside agencies to ensure the correct person carries out any required intervention. This is our highest level of support and is reserved for our most complex students.

Where professional reports are commissioned by parents, the school welcomes the additional advice provided, however this will not guarantee additional support or provision and cannot be used to grant exam access support. Where possible, please discuss this with the school prior to commissioning the report.

Useful contacts for parents are:
SEND & You https://www.sendandyou.org.uk/
Local Authority Local Offer https://n-somerset.gov.uk/my-services/children-young-peoplefamilies/send-hub-local-offer

Emotional and Social Development

Students are placed in a tutor group of about thirty students with a tutor who will normally stay with them during Key Stage 3 and Key Stage 4. Their tutor will provide Quality First pastoral support for their emotional and social needs.

Students with a significant level of need may be assigned a key person, who will be able to offer additional support to them when needed. This key person will listen to any concerns

raised by the student and liaise with key staff within school or outside agencies if appropriate. The school has a strict anti-bullying policy, which enables any concerns raised by students to be dealt with swiftly and effectively by the relevant staff.

There are opportunities for all students to be involved in school life and the wide range of activities, which Backwell School offers its students. Opportunities to help at school induction and be a member of the school council are open to all students.

Our Approach to Behaviour

A positive rewards-focused behaviour management system is used consistently throughout the school. Behaviour is supported by a system of rules, rewards and sanctions, which are understood by all students and staff and can be adapted to the individual needs of specific students.

Please see Backwell School Behaviour Policy which is available on the school website.

Progress

Students' progress is tracked continuously and is regularly monitored by subject teachers and analysed by the Heads of Department and Pastoral leaders to ensure all pupils make progress and reach their academic targets. Reports are published twice each year and staff feedback to parents at parents' evenings. Interventions are put in place for those students who fail to make progress. These can comprise of mentoring, homework catch-up sessions, in-class support or personal support plans. In addition, attendance is closely monitored. This forms part of our Wave 1 provision and is part of quality first teaching at the school.

The Education Support Department also monitors the progress of those students receiving additional support towards specific targets and outcomes through the use of standardised and age-related testing. These pupils are part of Wave 2, SEN support, and take part in additional interventions during tutor time or, for our higher-needs pupils, during withdrawal from lessons. These interventions are monitored, and progress is shared with parents. Parents can also meet with the Education Support Team during parents' evenings and, where applicable, at annual review meetings.

Pupils with high levels of need have a bespoke program of support as part of our Wave 3 high needs provision. This provision is carefully monitored. If required, an Education, Health & Care Plan may be sought for these students. Use of this funding is monitored to ensure it is supporting progress towards specific targets for these pupils.

Working with Families and Young People

We value a strong partnership between home and school and actively involve parents and carers in decisions concerning their children. We inform parents and carers when interventions are to be put in place and when students have reached their literacy and numeracy targets. Progress reports home are provided twice a year. Our high needs pupils have key workers who provide a home – school link to communicate day-to-day successes and challenges.

Young people are involved at every stage of their support, with their views captured formally through their annual pen portrait meetings. In addition, ES staff have an open dialogue with pupils and student voice is sought at every opportunity.

The SEN Department

Our Education Support Department is co-ordinated by Ms Elaine Cogan and comprises of a team of Teaching Assistants who specialise in specific areas of the curriculum or educational need.

In-class support is sometimes used as an intervention for a very small number of students who have the most severe and complex needs. These students are part of Wave 3 intervention and have an EHCP or have been allocated additional funding.

The Education Support Department informs other teaching staff of students' SEN needs through Pen Portraits, Information on Bromcom and other school systems, lesson visits, training and an 'open door policy' within the Education Support Department.

As part of the school's self-evaluation process, the Education Support Department is subject to an annual self-review process. The Department Development Plan allows the SENCO to gather evidence from a number of sources such as student voice, learning walks and progress checks, to evaluate the effectiveness of provision for SEN students.

Transition

The Education Support Department organises an additional transition programme every year for our highest need transitioning Year 6 and Year 11 students. Feeder schools identify students who would most benefit from this extra transition work. We hold an extra transition day for Year 6 students who are in need of an enhanced transition and have been identified as such from our feeder schools. During this day, students will be invited to take part in activities that will support them get to know the school better, meet key adults and have the opportunity to ask any questions they may have. This will be done in a small group setting with other students from different feeder primary schools. If a student has been identified by the primary as needing extra transition, then we will be in contact with you prior to the whole school transition day to organise this. The enhanced transition day is only for a small number of students with the highest level of SEND need. All other students will be invited to the whole school transition day where they will have a similar experience. Year 11 students receive a

bespoke transition program organised by the school Head of Sixth Form, which is tailored to their specific needs.

The SENCO will also hold meetings with primary school SENCOs and if necessary, any relevant professionals. This will ensure that we are equipped with all the relevant information needed to support our students and ensure a successful transition.

For high needs pupils and pupils with EHCPs, the SENCO works closely with the primary school to organise a bespoke transition program to ensure the very best transition to Backwell School.

Complaints

There are rare occasions when parents, carers and others connected with Backwell School may have a concern they need to raise. To encourage resolution of such situations, we have a clear complaints policy and procedure that aims to resolve problems quickly and informally, be straightforward to understand and use, provide confidentiality and allow problems to be handled swiftly, fully and efficiently. Full details are on our website.

The Local Offer

The school uses the services provided by North Somerset and if appropriate, co-operates fully with decisions made by the Authority.

The Local Offer is available on the North Somerset Website. https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offerand-early-help/local-offer/

Date of Report	**Date of Review**
September 2026	December 2026