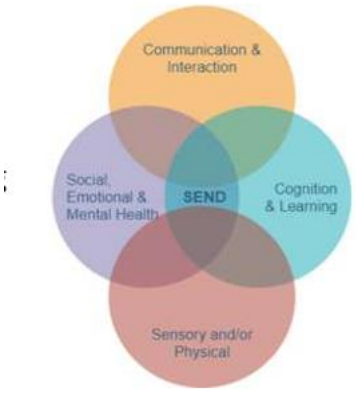
Frome Vale Academy

SEND information report September 2026

This SEND Information Report explains how Frome Vale Academy identifies, supports and reviews the needs of pupils with special educational needs and/or disabilities (SEND). It is published on our website and updated at least annually, in line with the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice (0–25).

What is SEND?

SEND stands for Special Educational Needs and Disabilities. It means that some children may need extra help with learning or daily school life because they find certain things harder than others. This could include examples from one of the four areas of need: Communication and Interaction (e.g., speech, language and social communication, including autism). Cognition and Learning (e.g., dyslexia, dyscalculia, general learning dyscalculia). Social, Emotional, and Mental Health (e.g., anxiety, attachment, ADHD). Sensory/Physical needs (e.g., hearing impairment, visual impairment, fine/gross motor). Every child is unique, and having SEND does not mean they can't succeed—it just means they might need different support to shine.



Who can help?

Who can help? Your child's class teacher is always your first point of contact if you have any concerns or questions. They know your child best and can talk through their learning and wellbeing. If more support is needed, the class teacher will involve the SENDCo (Special Educational Needs Coordinator) and other staff as appropriate.

You can also contact the SENDCo – Dr Jan Saunders (PGCert SEND) - directly for advice or to arrange a meeting. Info@FVA.clf.uk or 0117 3532902



How are children with additional needs identified?

At Frome Vale Academy, we believe that parents and carers know their children best. Before your child joins us, we will work closely with you to understand their strengths, interests and any additional needs they may have. Where needs have already been identified, we will gather information from previous settings, including assessments, support plans and professional reports, to help ensure a smooth transition.

For some children, we may arrange a transition meeting involving parents, previous settings and any professionals already supporting the child. This helps us build a clear picture of your child's needs and ensures that the right support is in place from the start. Where children have physical, medical or sensory needs, we will make sure any necessary adjustments are planned before they begin school.

Once children are in school, teachers continually monitor progress, wellbeing and engagement in learning. If concerns arise that a child may require additional support, we use a graduated approach known as **Assess, Plan, Do, Review**. This allows us to identify needs early, put appropriate support in place, and regularly review the impact to ensure children make the best possible progress.

Where appropriate, and always in partnership with parents, we may seek advice from external professionals such as Educational Psychologists, Speech and Language Therapists, or other specialist services.

If at any point you have concerns about your child's learning, development or wellbeing, we encourage you to speak with their class teacher in the first instance. We value strong partnerships with families and are committed to working together to ensure every child feels happy, included and able to thrive at Frome Vale Academy.

How children with SEND are supported at Frome Vale Academy

At Frome Vale Academy, we are committed to ensuring that every child feels valued, included and able to achieve their very best. We believe that high-quality, inclusive teaching is the starting point for meeting the needs of all learners.

- **Quality First Teaching** is at the heart of our provision. Teachers carefully plan lessons using clear instructions, visual supports, structured scaffolding, vocabulary development and appropriately chunked tasks to enable all pupils to access learning successfully.
- Where additional support is needed, we provide **targeted interventions** tailored to individual needs. This may include support from trained teaching assistants within the classroom, small group programmes or one-to-one interventions designed to build confidence, independence and progress.
- We make a range of **reasonable adjustments** to help pupils access the curriculum and school life. These may include adapted resources, assistive technology, sensory regulation opportunities, environmental adjustments, alternative methods of recording work and personalised support strategies.
- Our staff receive ongoing **professional development and specialist training** to ensure they are equipped to understand and respond effectively to the diverse needs of our pupils.

- We value strong partnerships with families and work closely with parents and carers throughout a child's SEND journey. Where appropriate, our SENDCo may seek advice and support from external agencies such as Speech and Language Therapy, Educational Psychology, Occupational Therapy or health services. Any referrals are made in consultation and partnership with parents and carers.

- As part of our graduated approach, we use the **Assess, Plan, Do, Review (APDR)** process to monitor and evaluate support. Following at least two cycles of APDR, where evidence shows a child requires further provision, the school may apply for **Early Intervention Funding (EIF)**. This funding helps mainstream schools provide additional support and is based on evidence of inclusive practice, reasonable adjustments and targeted interventions.

- For a small number of pupils with more complex or long-term needs, the Academy may request an **Education, Health and Care Needs Assessment (EHCNA)**. This process is undertaken in partnership with parents and carers and may lead to an **Education, Health and Care Plan (EHCP)** where additional statutory support is required.

- For pupils with an **EHCP**, provision is delivered in line with the outcomes and support outlined in the plan. Progress is closely monitored, and the plan is formally reviewed at least annually with parents, carers and relevant professionals.

Assessing and Reviewing Progress

At **Frome Vale Academy**, we carefully monitor the progress of all pupils with SEND to ensure that support remains effective, responsive and ambitious. Progress is reviewed through ongoing classroom assessment, termly pupil progress discussions and the use of **Individual support plans** to track interventions, outcomes and provision.

We believe that parents and carers are key partners in their child's education. Families are invited to attend regular review meetings throughout the year, often alongside parents' evenings, to discuss progress, celebrate achievements and agree next steps. Pupils are encouraged to have a voice in the review process and to contribute to setting their own targets and aspirations where appropriate.

For pupils with an **Education, Health and Care Plan (EHCP)**, an annual review meeting is held in partnership with families, academy staff and external professionals to evaluate progress towards outcomes and to plan for future support.

At Frome Vale Academy, the impact of SEND provision is regularly reviewed by senior leaders and reported to the **Academy Council**, ensuring accountability and a continued focus on achieving the very best outcomes for every child.

Support and Wellbeing at Frome Vale Academy

We understand that supporting children with special educational needs is about more than just learning—it's about their overall wellbeing and happiness.

Here's how we help:

• Emotional Support: We provide a safe and caring environment where every child feels valued.

Our staff are trained to support children who may feel anxious or need help managing emotions

• Pastoral Care: Each child has access to trusted adults in school who they can talk to if they are worried or upset.

• Wellbeing Activities: We use strategies through Jigsaw, social skills sessions, and mindfulness activities to help children feel calm and confident.

• Working Together: We work closely with parents and carers to make sure your child's emotional and social needs are met alongside their learning needs.

• Extra Help When Needed: If your child needs more specialist support for their wellbeing, we can involve external professionals (such as the School Health Nurses, Mental Health Support Team or CAMHs – Child and Adolescent Mental Health Service) with your consent.

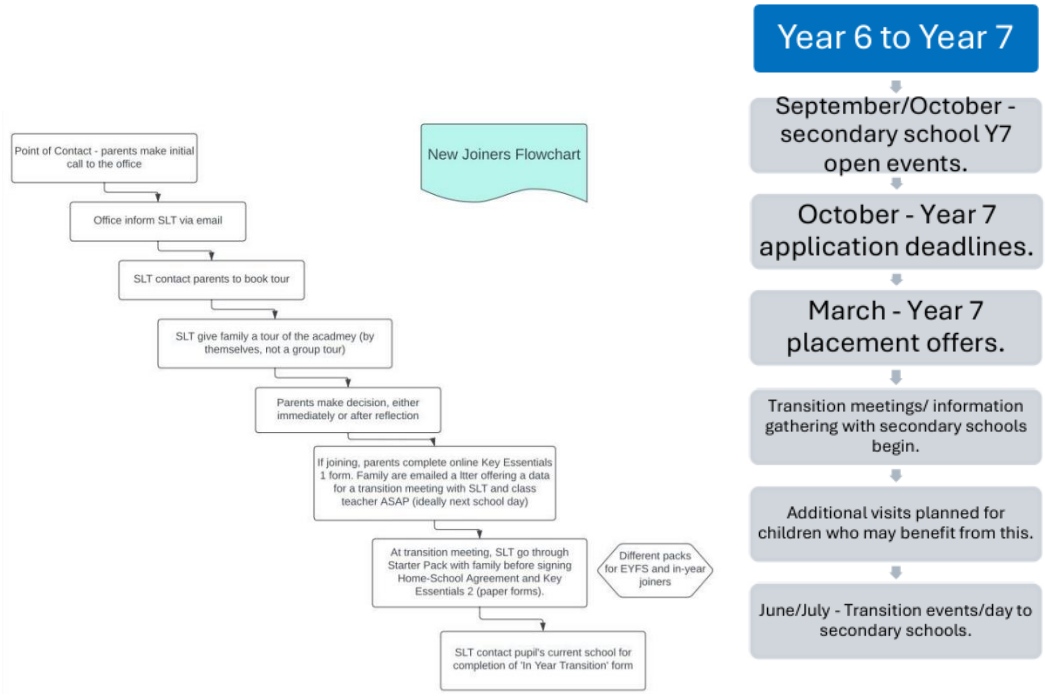
We follow our Behaviour and Anti-Bullying policies and take proactive steps to prevent bullying of pupils, including those with SEND. Our aim is to make sure every child feels safe, supported, and ready to learn.

Transitions

At **Frome Vale Academy**, we know that successful transitions are key to helping children feel confident, secure and ready to thrive. We work closely with families, previous settings and external professionals to ensure every child receives the support they need at important points in their education journey.

When children join us, we gather detailed information from their previous setting and, where appropriate, hold transition meetings with parents, carers and professionals to plan the support needed. As children move through the school, teachers work closely together to share key information, ensuring that each new teacher understands your child's strengths, needs and successful strategies.

Children are given opportunities to meet their new teacher, visit their new learning environment and become familiar with any changes before the transition takes place. For pupils moving on to secondary school, we work in partnership with receiving schools to ensure a smooth and positive transition, with additional visits and personalised support available where needed.



Accessibility

At Frome Vale Academy, we are committed to ensuring that all pupils, families and visitors can access and participate fully in school life. We make reasonable adjustments in line with the Equality Act 2010 and continually review our provision through our Accessibility Plan to improve access and inclusion for everyone.

Our school site includes a mix of buildings and learning spaces. We work closely with families and external professionals to identify and implement individual solutions that enable pupils to access the curriculum, facilities and wider opportunities available at the academy.

We are committed to removing barriers to communication and can arrange interpreters for meetings where required.

Information can be provided in a range of accessible formats on request to meet the needs of pupils, parents and carers.

Further information can be found in the Frome Vale Academy Accessibility Plan, available on our website.

Parents were consulted on this report in September 2026

How will children with SEND be included in trips and clubs?

At Frome Vale Academy, we are committed to ensuring that every child feels valued, included and able to take part in the full life of our school. Our clubs and enrichment opportunities are open to all pupils, and we actively encourage children with SEND to participate. In some cases, staff may identify and invite children to specific clubs that support their interests, strengths or individual needs.

Where additional support is required for a child to access a club, we will work closely with families to put appropriate arrangements in place. Parents and carers should speak with their child's class teacher in the first instance so that we can explore the best way to support participation.

All educational visits and school trips are planned with inclusion at the heart of our approach. We believe that every child should have the opportunity to take part in these experiences alongside their peers. We carefully

consider individual needs and make reasonable adjustments, including providing additional staffing, adapting activities or undertaking bespoke risk assessments where needed. Occasionally, we may work in partnership with parents and carers during the planning process or invite them to support a visit to help ensure a positive and successful experience for their child.

At Frome Vale Academy, we are proud of our inclusive culture and strive to remove barriers so that all children can participate, achieve and belong.

Local Offer and independent SEND advice • Bristol Local Offer: https://www.bristol.gov.uk/web/bristol-local-oAer • SENDIAS (Supportive Parents): www.supportiveparents.org.uk | Tel: 0117 989 7725

Complaints about SEND provision

We want every family to feel listened to and supported. If something isn't working for your child, please tell us – we're here to help.

• Step 1: Talk to your child's class teacher first. Most concerns can be resolved quickly when we work together.

• Step 2: If you still have worries, contact our SENDCo (Dr Saunders) or Miss Cerepanova. We'll arrange a meeting to understand your concerns and agree next steps.

• Step 3: If you feel the issue hasn't been resolved, you can follow our school Complaints Policy (available on our website). This sets out a clear, fair process for everyone.

We will listen carefully, keep you informed, and involve you in finding solutions. Our aim is always to work in partnership for your child's best interests.

• Independent advice: If your concern relates to the local authority or you'd like impartial guidance, we can signpost you to Supportive Parents (SENDIAS) – www.supportiveparents.org.uk | Tel: 0117 989 7725.