

## **SEN Information Report 2023**

SENCo: Mr George Leighton

### **Definition:**

A pupil has special educational needs (SEN) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. (*SEN Code of Practice, 2015*)

### **Special Educational Needs provided for at The Bishop of Winchester Academy:**

The Learning Support Department provides support for young people across the four areas of need as identified in the SEN Code of Practice 2015:

- Communication & Interaction
- Cognition & Learning
- Social, emotional & mental health
- Sensory and/or physical needs

At The Bishop of Winchester Academy we are committed to giving our students every opportunity to achieve the highest standards possible. We offer a broad and balanced curriculum and have high expectations for all students. We strive to be a fully inclusive school actively seeking to remove barriers to learning and participation.

### **How The Bishop of Winchester Academy identifies students with SEN:**

When your child first joins The Bishop of Winchester Academy, we use information from a wide range of sources to help identify SEN and other needs. These may include information from parents/carers; students; primary school teachers; results of end of key stage 2 tests; base line testing; reading age tests; application form information; information from school staff; information from specialist practitioners and external agencies.

We liaise closely with primary schools prior to transition and students are given opportunities to come to The Bishop of Winchester Academy before starting school in September. Our class teachers, heads of year and heads of department closely monitor the progress and attainment of all students, including those who have, or may have, SEN. The continuous monitoring of students will further identify students with a special educational need. This identification may come from tutors, subject teachers, support colleagues, outside agencies, parents/carers or the students themselves.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. If a child still does not make the expected progress, underpinned by evidence and despite receiving differentiated learning opportunities, parents and students will be informed and further investigations will be carried out if deemed appropriate by The Academy.

All students with SEN are on the SEN register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate and this may include small group or individual work across a broad range of activities.

Following the teacher's review of progress, if there are still concerns then parents and students will be consulted to allow them to be involved in the process. If additional support is needed the school may request for external agencies to become involved.

All students, including those with SEN, are assessed on a regular basis, in accordance with the School Assessment Policy. Teachers formally assess and review progress and attainment several times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. Progress and attainment data for students is regularly collated, allowing for early identification of needs and the evaluation of provision.

**The Bishop of Winchester Academy can support young people with SEN in some of the following ways, where appropriate:**

The curriculum is at the heart of everything we do and has been designed with the key aim of enabling students to live life to the full. Through the acquisition of knowledge and the practiced application of skill, students can have the courage to be wise and make intelligent, informed decisions.

The idea of mastery - acquiring a deep, long-term, secure and adaptable understanding of a subject - defines our approach to the curriculum. We plan forwards to mastery not backwards from an exam specification. Cross curricular links are explored in order to deepen understanding so that students have the best chance of mastering the depth of each subject. Concepts and skills are sequenced coherently so that they are developed over time. All students are encouraged by the belief that by working hard all can master, with extra support and intervention, each key learning point.

In all year groups, for core subjects and several other subjects, students are set by prior attainment in teaching groups. The Academy's results in recent years show the success of this strategy.

All teachers are able to cater for a wide range of needs within their lessons through quality first teaching and can carefully differentiate work to allow all students to reach their potential. The SEN team work closely with teachers, students and external specialists to ensure work is accessible.

In addition to quality first teaching provided by class teachers, we can support students with SEN in the following ways:

- In class support from a teaching assistant where appropriate (prioritised for students with EHCP)
- Access arrangements for assessments (in line with JCQ guidelines)
- External agencies (where appropriate)
- Interventions (where deemed appropriate)
- Smaller groups with primary trained teachers (where deemed appropriate)

**How The Bishop of Winchester Academy ensure all students can access exams:**

- A student's history of SEN support is considered
- Class teachers are consulted on students' needs in class and provide supporting evidence
- Students are assessed by a qualified practitioner who will confirm access arrangements where appropriate and if they are a student's normal way of working

### **How The Bishop of Winchester Academy supports the social, emotional and mental health of young people with SEN:**

- PSHE Curriculum is delivered in tutor time during the week.
- Access to Wellbeing Support (where deemed appropriate)
- Access to a counsellor (where deemed appropriate)
- Access to a highly skilled and experienced pastoral team
- Access to our Phoenix Centre (where deemed appropriate by the pastoral team)
- Access to the school nurse
- Access to support from external agencies on the school site where appropriate

### **How we support young people transferring to The Bishop of Winchester Academy:**

- The SENCo attends Year 6 Annual Review of students with EHCPs
- The SENCo meets with primary school SENCos, where appropriate
- Staff from the Learning Support at The Bishop of Winchester Academy meet with staff at primary schools if deemed appropriate by the primary school
- Students with SEN as identified by primary schools will be offered extra transition visits to The Bishop of Winchester Academy where appropriate, on top of our extended transition
- A 'buddy support' system is in place
- The Principal and Vice Principal meet with all parents of Year 6 students prior to them starting at The Academy

### **How The Bishop of Winchester Academy supports young people with SEN transferring to college:**

- Taster days at college
- Appointments with careers advisor
- College SENCos are invited to attend the annual reviews of students with EHCPs in Year 11
- Transfer of documents to DSL/SENCo
- Academy staff will assist with application writing where appropriate
- Academy staff will accompany students on college visits where appropriate

### **What training do staff have in SEN?**

- SENCo holds the 'National Award for SENCo' qualification
- Regular briefing of staff regarding students with SEN
- SEN training for all new staff and trainees
- Mid-year SEN training for all staff during staff meeting
- Specialist expertise from external services including CAMHS, BCP EP Service, Occupational Therapy, Communication & Language Team
- The Academy SEN handbook is distributed to all staff
- The Academy has membership with NASEN
- SEN training is available through the Local Authority

### **Support Services & Multi Agency Working**

Our SENCO, Heads of Year, class teachers & other members of the Student Support Team liaise with specialist outside agencies to ensure the appropriateness of student provision and that clear guidance to meet their needs is conveyed to all colleagues. This will support students with identified SEN and also develop strategies within our inclusive quality first teaching. Where the agencies are external to The Bishop of Winchester Academy, referral processes are in place; parental consent will be sought as will student consent where appropriate. The outside agencies with whom we liaise with and deploy the guidance from include:

- Educational Psychologists
- Specialist Teacher Advisory team for students with identified hearing impairment, visual impairment, physical disabilities, language and communication needs
- The Virtual School (students who are, or who have been, “looked after”)
- National Health Service specialists: school nurses & specialist nurses, GPs, clinical psychologists and psychiatrists eg CAMHs, speech and language therapists, occupational therapists, physiotherapists, paediatricians, health visitors and sexual health specialists where appropriate
- Applied Behavioural Analyst consultants (when specified on an individual EHCP)
- Children’s Services, Locality Teams, social workers, family support workers, early help hub
- Parenting professionals e.g. Barnardo’s
- Education Inclusion Service
- BCP Outreach Services

We understand that parents may seek private consultations at times e.g. dyslexia diagnosis, private psychiatrist, private occupational therapy. Please ensure that final reports are shared with the SENCO as these can enhance the inclusive provision within class; though we cannot guarantee that all recommendations are employed. (NB external private reports may not be used for Access Arrangements for exams, other than as additional evidence.)

### **The Emmaus Centre**

**The Emmaus Centre is a specialist provision only accessed through a specialist panel with the local authority for students with a specialist provision named on their EHCP.**

#### **Function**

The function of the Emmaus Centre is to support the inclusion of sixteen 11-16 year-old students with a diagnosis of Autism who are able to access the school’s curriculum. Students may require additional support.

#### **Admission**

Admission is via the Admissions Panel and is convened by a senior SEND caseworker from the local authority. Potential candidates for admission are presented to the panel by the individual’s SEND Caseworkers, and with input from the Educational Psychology service. Parents must request a place through their SEND caseworker.

**Key members of staff:**

SEN ALT Link: Ms Rebekah Lee

SENCo: Mr George Leighton

Learning Support Administrator: Ms Michelle Turner

SEN Governor: Michelle Jacques

**Local offer**

The Local Offer is published on the following website:

<https://fid.bcpcouncil.gov.uk/send-local-offer>

**Complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action.

Please don't hesitate to contact the SENCo by telephone or email:

[SENCO@tbowa.org](mailto:SENCO@tbowa.org)

01202 512697

The Complaints Policy is published on the school website in the 'Policies' section:

<https://www.tbowa.org/about-us/policies>