



Sapere Aude

# The Bishop of Winchester Academy SEN information Report for Parents

## Inclusion Contact Details:

Michelle Stone - SENCO - [Michelle.Stone@tbowa.org](mailto:Michelle.Stone@tbowa.org)

The Bishop of Winchester Academy SEN information report for Parents lets you understand how we support all students including those with Special Educational Needs and Disabilities. We try to ensure that all students have access to a broad and balanced curriculum.

We follow the expectations set out in the Special Educational Needs and Disability Code of Practice that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition in adulthood, whether into employment, further or higher education

I came to give life – life in all its fullness (John 10:10)

High Expectations – No Excuses

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## Identifying Students with Difficulties

Students with learning difficulties (e.g. Dyslexia,, Dyscalculia) whose needs can be met through Quality First Teaching, LAC, EAL, Exam Support, Vulnerable are all identified on the Academies Inclusion Register for teachers to access

### Ways used to identify

Transition work and meetings with Primary Schools  
Consultation with staff, parents and students  
Baseline assessments, CATs, Reading and Spelling assessments  
Liaison with parents/carers  
Teacher assessments, Teacher referrals for additional assessments following concerns

### Students identified as SEN are either:

**School Support** – where a student requires additional interventions above quality first teaching and differentiation and/or has outside agencies working with them.

**EHCP** – Education, Health and Care Plan – replacing Statement

### Areas of Need:

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

Students identified with learning difficulties and/or SEND will be monitored through a cycle:

Assess>Plan>Do>Review

Access Plans are drawn up to identify areas of need / strengths / desired outcomes and strategies of support

Teachers then use this plan to aid with planning / differentiation / assessing

## Quality First Teaching - In Class Support

When planning, teachers will set high expectations and provide opportunities for all students to achieve

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

Teachers have access to the Academies Inclusion Register that identifies students and their individual needs

Each curriculum area has a member of staff that is the SEN representative - relaying information between the Inclusion Team and their Curriculum area

Teachers will take account of student additional requirements and make provision, where necessary, to support individuals

Where needed additional support may be provided in class by Learning Support Assistants

Teachers will use strategies identified on the students access plan to help with differentiation and teaching

# Additional Support and Interventions

Some students may require additional support depending on their needs.

**Interventions may include:**

- Literacy Tuition
- Numeracy Tuition
- Supported Learning Group
- Social Communication Support
- Wellbeing support - 1:1 and/or group work
- Exit card - time out
- Screening for dyslexia / dyscalculia / handwriting
- Educational Social Worker
- School Counsellor
- Exam Access Arrangements
- Alternative Curriculum
- Homework Club
- Breakfast Club

Access Plans are drawn up for individuals identifying:

- Desired Outcomes
- Overview of Student Strategies of Support Provision

**Learning Support Assistant support**

LSA support in class is allocated on the basis of student need and entitlement

Priority is given to providing support for students with an EHCP / Statement

For most the need for support is greatest in core subjects

LSA support is planned by the class teacher .

During assessment of a student a referral may be made to external agencies requesting additional and / or further assessment. Referrals can be made to:

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Community Paediatrician
- Speech and Language Therapy Service
- Children's Social Care Service

**Other Services we work in collaboration with:**

- Hearing and Visual Impairment Service
- Physiotherapy and Occupational Therapy

## Support for Students and Parents / Carers

TBOWA works in partnership with students and their parents / carers to help support their learning both in and out of school

Students and their parents / carers are consulted at all stages of the SEND monitoring cycle ensuring that the student is at the centre of the process, discussing with the SENCO and/or class teacher what support is needed.

Support is offered to parents / carers by signposting them to services / organisations which may offer support / advice where appropriate, via the Local Offer

Teachers report on student progress on a half termly basis providing information on current attainment level

### Post 16 provision:

All students are able to opt for subjects they would like to take at GCSE with the guidance of their mentor, head of year and the Academies Careers Officer

Students are fully supported during the transition to Post 16 education through Head of Year and Careers Officer

The academy is fully accessible to all individuals:

Lifts

Adjustable working areas in each curriculum area

Open plan and disabled toilets