

# SEN Information Report

The Bishop of Winchester Academy



Sapere Aude

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<b>Link Trustee</b>	JW
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2	17.09.25	RST	Addition of a control table, contents, key contacts, reformatting to include number referencing. Review of substantive document; no changes. Contacts: Exam access arrangement contact changed to SENCo. S11: removal of provision of SEN handbook to all staff.

A review date is not a sunset clause. The statement remains in place until such time as it has been reviewed or superseded by updated relevant statutory guidance.

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## 1. Important contacts and key staff

Role/organisation	Name	Contact details
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Assistant SENCo	Jackie Horne	senco@tbowa.org
Inclusion Administration	Kerry Terry	senco@tbowa.org
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Exam Access Arrangements	Rebekah Storr	senco@tbowa.org
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SEND Link Trustee	Jan Wells	clerk@tbowa.org
The Local Offer	BCP	<a href="#">The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council</a>

## 2. Acronyms

The following acronyms are used in this document:

BCP	Bournemouth, Christchurch Poole
CAMHS	Child and Adolescent Mental Health Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
DBS	Disclosure and Barring Service checks
EHCP	Education Health and Care Plan
EP	Educational Psychologist
LAC	Looked after children
NASEN	National Association for Special Educational Needs
PSHE	Personal, Social, Health and Emotional Education
SEMH	Social, emotional and mental health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
TBOWA	The Bishop of Winchester Academy

## 3. SEN definition

- 3.1 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)

## 4. SEND Support at TBOWA

- 4.1 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 and Interaction
  - Cognition and Learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
- 4.2 At The Bishop of Winchester Academy, we are committed to giving our students every opportunity to achieve the highest standards possible with the key aim of enabling students to live life to the full. 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. Students are nurtured and supported throughout their journey at The Bishop.

## 5. How we identify students with SEN

- 5.1 When your child first joins TBOWA, 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.
- 5.2 We liaise closely with primary schools prior to transition and students are given opportunities to come to TBOWA 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.

- 5.3 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.
- 5.4 All students with SEN are on the SEN register, which is accessible to all staff. Staff use this information to inform and adapt their lesson planning and teaching. Targeted interventions are planned and delivered where appropriate, and this may include small group or individual work across a broad range of activities.
- 5.5 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.
- 5.6 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. We also provide coffee mornings and SENCO drop-ins throughout the year.

## **6. How we support young people with SEN**

**We support students in some of the following ways, where appropriate.**

- 6.1 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.
- 6.2 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.
- 6.3 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.
- 6.4 All teachers are able to cater for a wide range of needs within their lessons through quality first teaching and adapt 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.
- 6.5 In addition to quality first teaching provided by class teachers, we can support students with SEN in the following ways:
  - 6.5.1 In class support from a teaching assistant where appropriate (prioritised for students with an EHCP)
  - 6.5.2 Access arrangements for assessments (in line with JCQ guidelines)
  - 6.5.3 External agencies (where appropriate)
  - 6.5.4 Interventions (where deemed appropriate)
  - 6.5.5 Smaller Learning Groups with primary trained teachers (where deemed appropriate)

## **Raising a concern**

- 6.6 It is hoped that all situations of concern can be resolved quickly through discussion and early action. Please don't hesitate to contact the Inclusion Team by email as soon as possible. The Complaints Policy is published on the school website: <https://www.tbowa.org/about-us/policies>

## **7. How we ensure all students can access exams**

- 7.1 A student's history of SEN support is considered  
7.2 Class teachers are consulted on students' needs in class and provide supporting evidence  
7.3 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

## **8. How we support the SEMH of young people with SEN**

- 8.1 PSHE Curriculum is delivered in tutor time during the week  
8.2 Access to Wellbeing Support (where deemed appropriate)  
8.3 Access to a counsellor (where deemed appropriate)  
8.4 Access to a highly skilled and experienced pastoral team  
8.5 Access to our Phoenix Centre (where deemed appropriate by the pastoral team)  
8.6 Access to The SEND Base if emotionally heightened or in need of a time out (where deemed appropriate)  
8.7 Access to the school nurse  
8.8 Access to support from external agencies on the school site (where appropriate)

## **9. How we support young people transferring to TBOWA**

- 9.1 The SENCo attends Year 6 Annual Review of students with EHCPs  
9.2 The SENCo meets with primary school SENCos, where appropriate  
9.3 Staff from the Inclusion Team at The Bishop of Winchester Academy meet with staff at primary schools if deemed appropriate by the primary school  
9.4 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  
9.5 A 'buddy support' system is in place  
9.6 The Principal meets with all parents of Year 6 students prior to them starting at The Academy

## **10. How we support young people with SEN transferring to college**

- 10.1 Taster days at college  
10.2 Appointments with careers advisor  
10.3 College/ 6th Form SENCos are invited to attend the annual reviews of students with EHCPs in Year 11  
10.4 Transfer of all SEN and safeguarding documents to new destinations  
10.5 Academy staff will assist with application writing where appropriate  
10.6 Academy staff will accompany students on college visits where appropriate

## **11. What SEN training do staff have?**

- 11.1 SENCo holds the 'National Award for SENCo' qualification  
11.2 SEN training for all new staff and trainees  
11.3 Regular briefings for staff regarding students with SEN  
11.4 Mid-year SEN training for all staff during staff meetings  
11.5 The Academy has membership with NASEN/ National College  
11.6 SEN training is available through the Local Authority  
11.7 Specialist expertise from external services including CAMHS, BCP EP Service, Occupational Therapy, Communication and Language Team

## 12. Support services and multi-agency working

12.1 Our SENCO, Heads of Year, class teachers and other members of the Inclusion Team liaise with specialist outside agencies to ensure the right provision is in place 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 TBOWA, 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:

12.1.1 Educational Psychologists

12.1.2 Specialist Teacher Advisory team for students with identified hearing impairment, visual impairment, physical disabilities, language and communication needs

12.1.3 The Virtual School (students who are, or who have been, “looked after”)

12.1.4 National Health Service specialists: school nurses & specialist nurses, GPs, clinical psychologists and psychiatrists e.g. CAMHs, speech and language therapists, occupational therapists, physiotherapists, paediatricians, health visitors and sexual health specialists where appropriate

12.1.5 Applied Behavioural Analyst consultants (when specified on an individual EHCP)

12.1.6 Children’s Services, Locality Teams, social workers, family support workers, early help hub

12.1.7 Parenting professionals e.g. Barnardo’s

12.1.8 Education Inclusion Service

12.1.9 BCP Outreach Services

12.2 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 Inclusion Team as these can enhance the inclusive provision within class; though we cannot guarantee that all recommendations are employed. (N.B. external private reports may not be used for Access Arrangements for exams, other than as additional evidence).

## 13. The Emmaus Centre

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

### Function

13.2 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

13.3 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 BCP SEND caseworker.