

Special Educational Needs (SEN) Information Report 2024-25

What is a SEN information report?

The purpose of a SEN information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEN information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

Key Information

Principal: Mr Leon Lima

SENDCo: Mr Matt Marle

Deputy / Assistant SENDCo: Mr Rob Hilton – SEMH; Mr Steve Viney – Cognition and Learning / Y7-8; Mrs Dewi-Ann Pardekooper – Communication and Interaction, Physical and Sensory Y9-10.

SEND Governor: Mrs Helen Palmer

Link to Local Offer: [The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council](#)

Context

Which types of need are supported at Glenmoor and Winton Academies?

As of September 2024, Glenmoor and Winton Academies have 1808 students on roll, of which 40 have an Education, Health and Care Plan (EHCP) (Winton 28; Glenmoor 12) and 243 access SEND Support (K).

Glossary

SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

P&S: Physical and Sensory

	SEMH	C&L	C&I	P&S	EHCP	Boys	Girls	TOTAL
Year 7	22	25	17	2	6	28	38	66
Year 8	18	43	17	3	9	48	33	81
Year 9	18	40	28	6	6	50	42	92
Year 10	24	46	26	8	12	57	47	104
Year 11	15	40	23	3	7	48	33	81
TOTAL	97	194	11	22	40	231	193	

At Glenmoor and Winton Academies, the most common type of need for students with an EHCP is... and for students with SEND support is...

Local and National Picture

	Glenmoor and Winton Academies	BCP Local Authority	National (Secondary)
Students with an EHCP	2.21%	4.9%	4.7%
SEND Support	13.42%	18.7%	18.1%



Admissions

How do students with SEND get a place at Glenmoor and Winton Academies?

- [Link to Admissions Policy](#)
- Students with an EHCP must be allocated a place via their Annual Review process and transfer phase during year 6, with guidance from the BCP SEND team and apply through the usual BCP admissions process as set out in [their policy](#). Consultation with the Academies will take place based on the paperwork provided to the Academies.

The Academies are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure the Academies are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at Glenmoor and Winton Academies may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.
- Students with special educational needs without an EHCP will apply via...

No student will be refused admission to Glenmoor and Winton Academies based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Bournemouth, Christchurch and Poole (BCP) Local Authority proposes to name Glenmoor and Winton Academies in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Glenmoor and Winton Academies will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Glenmoor and Winton Academies welcome any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at Glenmoor and Winton Academies?

There are a range of methods on how potential additional needs are investigated and determined. Classroom teachers and Pastoral staff can submit referral requests to the 'Support for Academic Success Panel (SAS Panel)' where students are discussed on an individual basis, with follow up action being planned.

Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns and will respond as per a graduated response.



If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND files will also be passed onto the Inclusion department.

As an educational setting, we cannot diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations. The following agencies can be referred to: Community Paediatrician, CAMHS, the Hearing Support Service, The Vision Support Service and Speech and Language service.

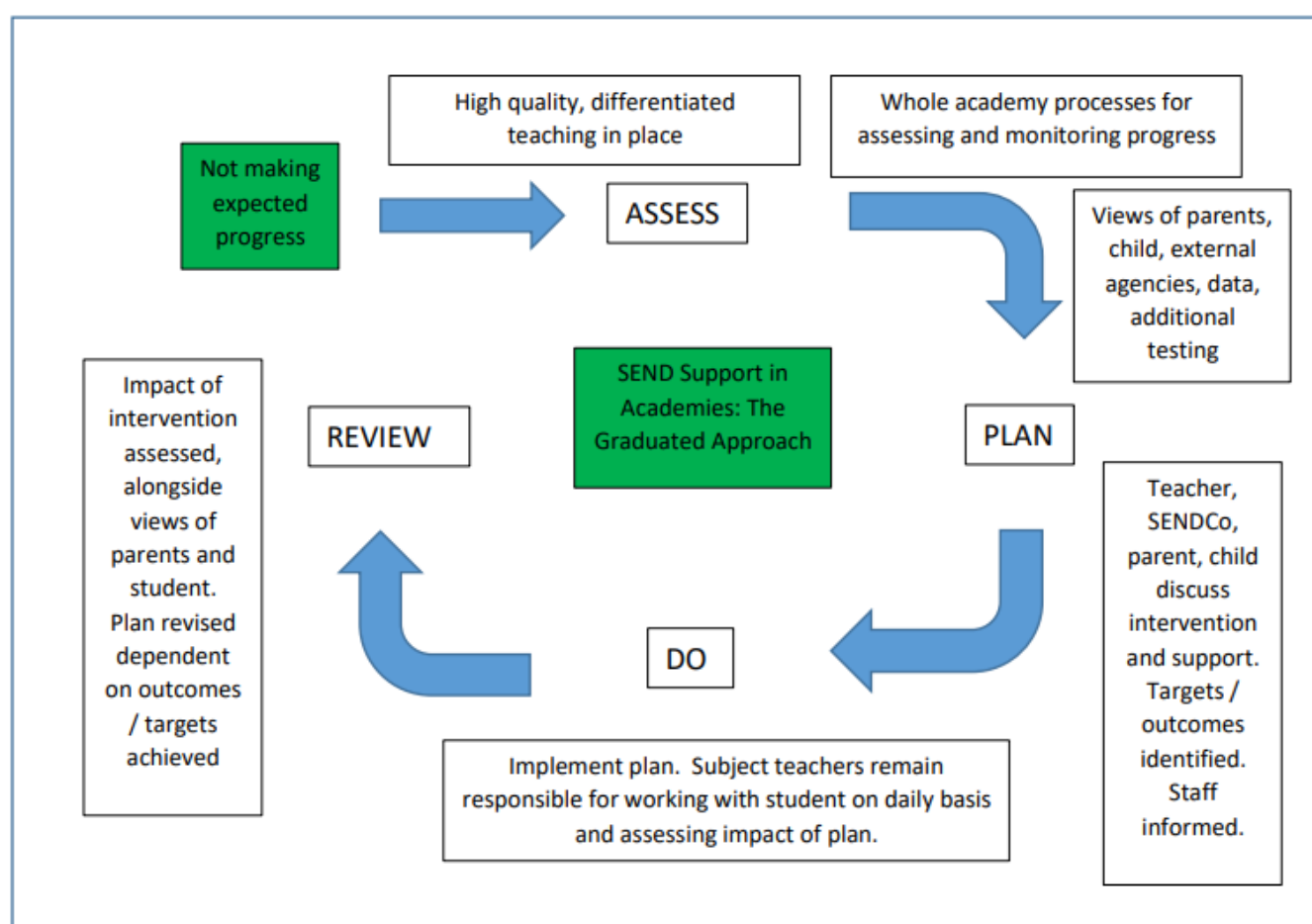
As part of the investigation process into whether a student has additional needs, the Academies will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. We can provide internal testing via our qualified psychometric Exams Assessor, to build up a greater picture of a student's cognitive profile.

Testing can include screening for dyslexia, dyscalculia, reading and spelling ages, writing speeds and processing speeds. We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND.

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the Inclusion Register and email communication.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?



Assess

In identifying a pupil as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the Academy.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

Parents/Carers, with their child, will meet or liaise with the class teacher or the Key Learning Coach, Deputy SENDCo or SENDCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term. The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do

The class/subject teacher remains responsible for working with the pupil on a daily basis and will work closely with any specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Intervention and provision at the Academies falls into the three differing waves – universal, group and 1:1. This provision will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 intervention, as per guidance from the Code of Practice and the Graduated response.

The Academies follow the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students within the Academies attend all timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully.

Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's Teach like a champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND. We do not have additional or one to one adult support in class, again based on recent findings which show the limited value and use of teaching assistants in secondary education and preparation for adulthood.



There are a range of set timed interventions which are run through our Learning Coaches, as well as subject specialist tutors and Boost Staff. Interventions that are offered across the Academies include Emotional Mentoring, Counselling, Lexonik, Social stories, motor skills, zones of regulation, homework club, social times group, reading, and numeracy group. Whether a child is identified as SEN Support or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review.

Review

Success for SEND students at Glenmoor and Winton Academies is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the Academies, ensuring they truly are included and happy with their school experience.

We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution are also important to us in reviewing our provision.

For the past 5 years, students with SEND in year 11 perform significantly above the national average with their GCSE performance, we wish to continue this trend and ensure those with SEND achieve the top scores within their GCSEs, demonstrating no limits and high ambitions.

To achieve this, our culture of high expectations is embedded from year 7 and throughout KS3. With the continuing pressures on the NHS mental health services, we wish to continue to develop our own internal support services for positive wellbeing including the Sandwell Mental Health Charter award which we are currently undertaking and we also have links with the Mental Health Schools Teams attached to our Academies.

Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

Exam Access Arrangements

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

At Glenmoor and Winton Academies we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Social, Emotional and Mental Health Provision

The Glenmoor and Winton Academies Senior Mental Health Lead is: Mr Rob Hilton



Initiatives and Interventions - Our Offer

Due to the increasing need for SEMH provision due to overstretched NHS services, the Academies have invested highly in a range of provisions and staff that are trained in positive wellbeing.

We are fortunate to have our own in-house counsellor, an Emotional Mentoring support worker and 2 SEMH specialist within the Inclusion team and Boost provision. These staff regularly undertake training and subsequently share updates with other staff.

As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading up to counselling. CBT and mindfulness are examples of the theories and tools we use to promote self-regulation and self-care.

We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. We were privileged to have been a pilot school for 'Beating Exam Anxiety Together (BEAT) 3 years ago via BCP's Educational Psychology service which has upskilled one staff member on delivering the 6-week course. This has proven incredibly effective for our KS4 students as the pressure of GCSEs is felt. Parental input and student support referrals are used to determine which students require such SEMH intervention.

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would limit students being able to attend and participate in such events.

We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training. Our anti-bullying policy and inclusive ethos from all at the Academies seeks to ensure discrimination does not occur or the excluding of students by their peers.

Parent and Student Voice

How are students and families included in decision making?

As stated throughout this report, the Academies welcome input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. We will always strive to include students and parents in decisions on assessment and provision.



Transition

Transition is carefully planned at the Academies both on entry and exit. We have our own Transition Coordinator who liaises and directs these important time periods. With regards to entry into the Academies, there are a wealth of transition events for both parents and students to become familiar with the Academies.

This includes a SEND information at parent events and drop in afternoon once students have started. Building trusting relationships is key for students with additional needs and attempts are made to introduce key learning coaches to students with SEND before the start of year 7. We also offer vulnerable orientation days for those students whom primary schools deem to require an additional visit.

Students are supported to select their GCSE 'Options Subjects' in the Spring Term of Year 9. All students are expected to complete GCSE studies in the 'Core' subjects: English, Maths, Science and Ethics. In addition, students will select 3 further subjects giving them a broad and balanced curriculum that is shaped by their interests, aspirations and planned next steps.

SEND students are supported with advice throughout this process and additional meetings and conversations are held as necessary. Reasonable adjustments can be made to the curriculum that students follow, if necessary. Decisions around reasonable adjustments are made on a case-by-case basis and will always be guided by the principle of ensuring that the student follows an aspirational curriculum that is matched to their needs.

At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams at their post 16 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

Training

What training do staff undertake at Glenmoor and Winton to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at Glenmoor and Winton Academies by all staff. Teaching staff are regularly updated on SEND news and research via a monthly newsletter, briefings, CTL updates and twilight training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND).

Identification and accountability are the pillars in our approach to SEND support. Our learning coaches offer bespoke support for classroom teachers on the main additional needs in the Academies and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. SEND leads encourage academic reading, forums and professional association membership to our Learning Coaches to ensure they are kept abreast of the latest news and updates in their field. Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area, via the Linwood and BOOST group. Educational psychologists, Speech therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

Communication and Complaints Process

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Academy's Complaints Policy. If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the academies.



This includes access to mediation before tribunal. Parents/Carers have a right to appeal certain decisions about their child's special educational needs made by their Local Authority. Such an appeal is made to a SEND tribunal. A decision made by a school cannot be appealed to the SEND tribunal.

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

[Link to Accessibility Plan](#)

Links to other Useful Policies

- [SEND Policy](#)
- [Safeguarding Policy](#)
- [Behaviour Policy](#)

