

Special Educational Needs (SEND) Information Report 2025-26

Key Information

Principal: Mr Leon Lima

SENDCo: Mr Matthew Marle

Deputy / Assistant SENDCo: Mr Rob Hilton and Mr Steve Viney

SEND Administrator: Ms Dewi-Ann Paardekoooper

SEND Governor: Mrs Helen Palmer

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

Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children, regardless of need, are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

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.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

At Glenmoor and Winton Academies we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2015). Our highest area of need in both Glenmoor and Winton is Cognition and Learning due to the students identified as having difficulties associated with dyslexia, dyscalculia, and memory and processing difficulties. As of September 2025, Glenmoor and Winton Academies have 1,814 students on roll, of which 51 have an Education, Health and Care Plan (EHCP), and 322 access SEND Support (K). The most common type of need is Cognition and Learning across both schools.

Local and National Picture

	Glenmoor and Winton Academies	BCP Local Authority	National (Secondary)
Students with an EHCP	2.8%	4.9%	4.7%
SEND Support	17.6%	18.7%	18.1%

Admissions Arrangements

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

- Admissions Policy: [Policies / About Us / Glenmoor / Glenmoor and Winton Academies](#)
- 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 ([Apply for a secondary or upper school place | BCP](#)). Consultation with the Academies will take place based on the paperwork provided to the Academies.
- 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 in 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 the admissions process through BCP as mentioned earlier in this section.

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

Identification and Assessment

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 with 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 by primary school staff with the SENDCo during transition meetings prior to students starting with us in September. Individual SEND files will also be passed onto the SEND 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.

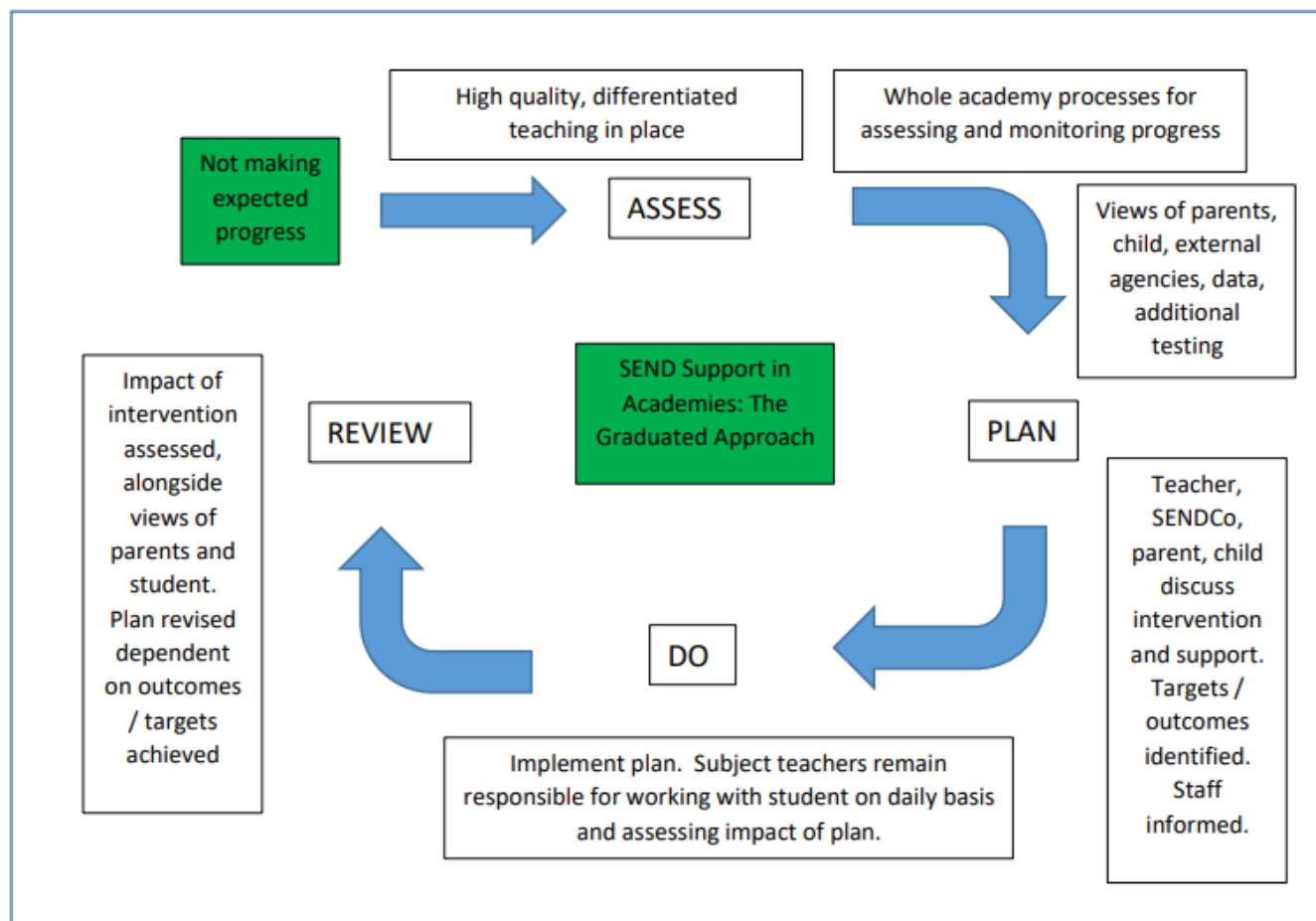
As part of the investigation process into whether a student has additional needs, the Academies will review a range of data to gain a holistic understanding of the student. This includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. We can provide 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 Plan to Do Review Cycle:



Reviewing Progress

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

The Assess, plan, Do, Review model is used to establish whether students are making the necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. 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 teachers are 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.

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 Glenmoor and Winton 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 have SEND; this includes reviewing academic progress, attendance, behavioural data and

attendance of 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 contributions are also important to us in reviewing our provision. We aim for students with SEND in year 11 to achieve the top scores within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded from year 7 and throughout KS3 and 4.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions

What additional support outside of high-quality inclusive teaching can students and parents access at Glenmoor and Winton Academies?

For students identified as having additional needs, the SEND Team will identify the students' needs and suitable provision. The range of provision offered at the Academies ranges depending on students' individual needs. Support can be provided in-class through Quality First Teaching strategies, in small groups or working 1:1 in the SEND Department. Following the Education Endowment Foundation research we do not have 1:1 Teaching Assistants in the classroom. If students are registered as having SEND, regular assessments are carried out to monitor progress and adjust the provision if necessary. The Academies work in partnership with external agencies to provide personalised support, in addition to classroom teachers, Learning Coaches and our specialist assessor.

Glenmoor and Winton 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 Glenmoor and Winton Academies attend all timetabled lessons. Our training and expectations from classroom teachers ensure 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 adult support in the classroom, 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 interventions we offer to students outside of the school day to ensure they are not missing valuable subject specialist lessons. All our interventions are in short cycles as part of the Plan Do Review cycle. Some of the examples of interventions we offer are:

- *Speech and Language support*
- *ELSA*



- *Social skills*
- *Positive mentoring*
- *Life skills*
- *Handwriting support*
- *Homework club*
- *Soft landings*

Whether a child is identified as SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of Assess, Plan, Do and Review. Provision is evaluated against the progress of the student and whether it is achieving the desired outcomes. Most interventions involve an entrance and exit assessment to measure a student's progress during the dedicated sessions for that particular intervention.

Progress within the classroom and around the school site is also measured and considered to review success. For certain students reasonable adjustments need to be made for their medical diagnoses, for example, surrounding uniform or the curriculum. These adaptations will be reviewed regularly, and targets set in order to support the individual student.

Mentally Healthy School

Due to the increasing need for SEMH provision, the Academies have invested significantly in both staff and external resources to meet the needs of our students.

We are fortunate to have two in-house counsellors, two staff trained in Emotional Mentoring Support and a team dedicated to supporting pupils with SEMH needs. This year we are trialling an Engagement Programme, specifically aimed at helping pupils showing EBSA symptoms and struggling to access the Academies.

As per our SEND policy, we operate a tiered approach to SEMH support. The first tier is Quality First Teaching and the delivery of the Mental Health aspects of statutory Relationships and Sex Education. Each year group has a dedicated Pastoral Lead to provide increased pastoral support. The tiered support then leads up to external referrals (CAMHS / MHST etc).

We frequently seek advice from specialist professionals, such as Educational Psychologists and CAMHS therapists, around 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.

Finally, we run a mental health survey every year, where we measure protective and risk factors that might impact mental health and feelings of wellbeing. The data is used to inform CPD for all staff, as well as inform choices of interventions for our pupils.

Behaviour Support

The SEND Code of Practice (2014) states that, 'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'



Reasonable Adjustments

At Glenmoor and Winton Academies, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Glenmoor and Winton Academies are committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (*for more information please see our Behaviour Policy below*).

Winton Academy: [Winton Academy Behaviour Policy 25 V1.pdf](#)

Glenmoor Academy: [Glenmoor Academy Behaviour Policy 25 V1.pdf](#)

Inclusive Community

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

We have a wide-ranging and engaging Education with Character programme at Glenmoor and Winton Academies. In alignment with the United Learning @pupil charter, Glenmoor and Winton Academies aim to offer the following to all students:

Each year all students will:

- Be encouraged to take part in at least one co-curricular club, within or outside of school, attending for the duration of the club (or for a minimum of one term across several clubs).
- Represent their House/tutor group/class in individual and team activities.
- Share their views on the school through student leadership structures.
- Reflect on their aspirations and personal development goals with an adult in the school.
- Hear from an inspirational speaker or coach.

In Key Stage 3, all students will:

- Have the opportunity to represent the school in a sporting, cultural or academic event.
- Have the opportunity to perform in a class production to an audience.
- Watch a theatre production.
- Volunteer time to serve the local community.
- Have the opportunity to stay away from home and bond with classmates on a residential.
- Have the opportunity to demonstrate leadership.
- Deliver a presentation to an audience.
- Celebrate people, cultures and cuisine from a foreign country.
- Visit a Top Third university.

In Key Stage 4, all students will:

- Watch a live professional performance, production, sporting or cultural event.
- Volunteer time to serve the local community.
- Demonstrate leadership to the wider school.
- Apply for or elect students to senior leadership positions.
- Deliver a presentation to an audience.
- Experience a professional workplace.
- Visit a Top Third university (if not possible in KS3).

These goals encapsulate the core experiences that we would like all students to achieve beyond the classroom.

Extra-Curricular Offer

As per United Learning's framework for excellence, we actively encourage Education with Character, with students experiencing and taking part in events within their local community. This includes trips, team events, charity work and student leadership. We aim to reduce 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 at the Academies seeks to ensure discrimination, or the excluding of students by their peers, does not occur.

Transition

Transition is carefully planned at the Academies both upon 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.

Primary School Transition

Building trusting relationships is key for students with additional needs, and attempts are made to introduce key staff to students with SEND before the start of Year 7. This includes having SEND representation at parent and student events both before and after students have started at the Academies. We also offer additional orientation days for those students whom primary schools recommend as needing additional support with transition into secondary school. We liaise closely with the Pastoral Team and other teams across the school e.g. Safeguarding, to ensure that all key staff have access to the information they need to support students effectively from the first time they attend our school.

KS3 to KS4 Transition

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.

Post 16 Transition

At the end of year 11, students with SEND are supported with their transition. This may include meetings and / or phone calls with SEND teams at their Post-16 provider to share crucial information on their needs, current provision and exam arrangements. It can also include supporting students with interviews and liaising with any other interested parties to ensure that students move on from us with as much support as possible. To support students with the next stage of their education, preparing for adulthood outcomes and targets are considered for

students with SEND over their time with us, including building resilience, self-regulation and independent learning.

Staff Expertise

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

CPD and staff commitment to upskilling is incredibly strong at Glenmoor and Winton Academies for 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 ensure our Learning Coaches 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 and Language therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

Communication and Complaints Process

[Complaints Policy 2025 - Glenmoor and Winton Academies V2.pdf](#)

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Academies' Complaints Policy. If there continues to be disagreement regarding SEND provision, the Local Authority should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between 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 students (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 students can participate in the curriculum;
- improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled students.

[Accessibility Policy 2025.pdf](#)



Links to other Useful Policies

- [*SEND Policy: Special Educational Needs Disabilities\(SEND\) - June 2025.pdf*](#)
- [*Safeguarding Policy \(including an explanation of the arrangements for supporting looked after children with SEND.\) ULT Safeguarding Policy \(Academies\)*](#)

