Special Educational Needs (SEN) report

FrequencyofReview	Every1year
Author	Headteacher
Approved by	LocalGoverningBoard
Reviewed	September2026
DateofNextReview	September2027

Bishopswood School is a specialist school for pupils aged 5–16 with a wide range of special educational needs and disabilities (SEND), including complex learning needs, autism, communication and interaction needs, and sensory and physical difficulties.
We are based on two sites: a small primary department within the grounds of Sonning Common Primary, and a secondary department hosted within a local secondary school. Our ethos is built on enabling every pupil to communicate, become as independent as possible, and prepare for life beyond school.

Q. What SEND does Bishopwood School provide for?

A:

We provide children and young people with a wide range of special educational needs and disabilities, primarily those with Education, Health and Care Plans (EHCPs). This includes pupils with severe, complex, profound and multiple learning difficulties (PMLD), autism spectrum disorder (ASD), sensory processing needs, speech, language and communication needs, and associated social, emotional and mental health needs.

Area of Need	
Communication and interaction	Autism spectrum disorder(ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
	Profound and multiple learning difficulties (PMLD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment

Q: Which staff will support my child, and what training have they had?

A:

Our teachers are mostly experienced teachers, with many years of experience working in SEND settings. Some of our teachers are new to SEND and are developing their knowledge and skills. We provide a thorough induction and CPD programme, and a significant portion of the school budget supports staff in continually updating and enhancing their skills.

TAs have regular opportunities to follow relevant courses and are encouraged to take them up and attend INSET days. CPD and courses are linked to the School Development Plan, and individual targets are set at Performance Management reviews

Teachers are encouraged to attend personal training related to their Performance Management.

We are aware of the need to keep abreast of recent innovations in SEND and mainstream education,

and we strive to access progressive training opportunities to remain forward-thinking in our approach.

We have an INSET programme that involves staff as a whole and covers new ideas, initiatives, and teaching methodologies. For example, staff have received training in safeguarding, PREVENT, moving and handling, understanding behaviours that challenge, epilepsy, allergies, asthma, child-specific medical training, sensory stories, Read Write Inc, communication strategies, Team Teach, Makaton, first aid, Intensive Interaction, behaviour and autism awareness.

We have specialist-trained staff for ELSA and in-house trainers for Team Teach, moving and handling.

Headteacher:

The Headteacher will:

- provide the strategic overview and direction of the school;
- have strategic oversight of the quality of education, including monitoring standards;
- oversee behaviour across the school;
- oversee safeguarding through supervision of the DSL and Deputy DSLs;
- oversee admissions and work with governors and other stakeholders;
- oversee health and safety;
- oversee staffing, recruitment and the school budget;
- oversee Pupil Premium and Sports Premium funding;
- maintain oversight of Annual Reviews;
- support leadership development, including ECTs and the wider leadership team.

Deputy headteacher:

The Deputy Headteacher will:

- provide strategic leadership for assessment, pupil progress, careers and accreditation;
- oversee Pupil Progress Meetings and the school's assessment arrangements;
- provide strategic oversight of the Annual Review process;
- lead phase transfers and transitions;
- act as the Designated Teacher for Looked After Children and Children We Care For;
- act as a Deputy Designated Safeguarding Lead;
- lead on medical provision and associated staff training;
- oversee whole-school enrichment;
- support staff induction;
- lead and support the school's TA Champions;
- contribute to staffing and line-management responsibilities.

Assistant Headteacher:

The Assistant Headteacher will:

- lead curriculum development, teaching and learning;
- monitor and support pupil progress through Pupil Progress Meetings;
- line manage teachers and HLTAs;
- contribute to Annual Reviews;
- act as a Deputy Designated Safeguarding Lead;
- act as the school's Educational Visits Coordinator (EVC).

The School Business Manager will:

- oversee the school's operational arrangements and HR;
- coordinate health and safety administration;
- oversee payroll, finance and data management/GDPR;
- coordinate consultations and admissions administration;
- coordinate recruitment administration;
- manage daily staffing cover and operational logistics;
- coordinate educational visits and trips;
- oversee school communications, including the website;
- line manage the school office team

The DSL/Family Support Worker will:

- lead safeguarding activity including Early Help and TAF processes;
- oversee and support attendance;
- lead parent and family engagement;
- promote parent voice and advocacy;
- support family wellbeing and liaison with external agencies;
- undertake Deputy Designated Safeguarding Lead responsibilities

Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing exceptional learning opportunities
- Providing an emotionally and physically responsive and enabling environments for all pupils
- Leading the teaching assistants, support staff and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- To work collaboratively with parents so that they have the opportunity to engage with school and be partners in their child's learning
- Working with the senior leaders to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Teaching Assistants:

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to meet the needs of children and young people with SEN.

External agencies and experts:

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils and to support their families. These include:

- Speech and language therapists
- Educational Psychologists

- Occupational Therapists
- Physiotherapists
- Special School Community Nursing Team
- Child and adolescent mental health services (CAMHS)
- Attendance officers
- Social services and other LA-appointed support services

Trust staff and/or parents wishing to see the people from support services in connection with a child may approach the Headteacher to arrange a consultation. All pupils attending Bishopswood have an EHCP. On entry, we work closely with parents, the Local Authority, and previous settings to ensure we understand each pupil's strengths and needs. We carry out baseline assessments within the first six weeks and use tools such as B-Squared, Evidence for Learning (EfL), and therapy assessments to identify starting points.

We track progress through Individual Learning Plans (ILPs), which we update termly and link to EHCP outcomes.

Q: How does Bishopswood identify and assess pupils' needs?

A:

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Q: How is the curriculum adapted for pupils with SEND?

A:

We offer three curriculum pathways, Core, Communication and Sensory, designed to match the needs and abilities of our pupils. Teachers plan from high-quality Schemes of Work (SoW), ensuring lessons are sequential, ambitious, and meet individual needs. Leaders review planning termly as part of our quality assurance processes. We embed structured teaching approaches such as TEACCH and Total Communication, ensuring all pupils access literacy, numeracy, communication, life skills, and enrichment opportunities.

Q: How do we know pupils are making progress?

A:

Progress is carefully tracked against ILPs, EHCP outcomes, and national frameworks. We hold termly pupil progress meetings to review data and address any barriers. We collect evidence

through EfL, books, and lesson observations.

Annual Reviews provide a detailed ROAR report to parents, summarising progress towards EHCP outcomes.
Additionally, we hold two parents' evenings each year to discuss your child's progress, review EfL, and look at books.

Q: How do we support pupils' social, emotional and mental health?

A:
We have a whole-school wellbeing strategy and are working towards the Mental Health and Wellbeing Award. Staff are trained in Zones of Regulation, proactive behaviour support, and ELSA interventions. Pupils access sensory circuits, movement breaks, and therapeutic input including occupational therapy and speech and language therapy. Behaviour Support Plans (BSPs) are regularly updated and tracked using CPOMS. Incidents and concerns are prioritised and discussed at half-termly Behaviour Strategy Meetings, where the Behaviour Lead and the leadership team monitor them.

Q: How will I be involved in decisions regarding my child's education?

A:
Each child in the school has an EHCP, which informs provision and outlines their long and short-term targets. We hold Annual Reviews to review the EHCP document to ensure it reflects your child's needs, we discuss progress and identify next steps. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' views are heard.
- Everyone understands the agreed outcomes

We will formally notify parents when we decide their child needs additional support. This will require an annual review (brought forward if necessary).
We will provide termly Individual Learning Plan targets which support your child to make progress in line with their EHCP outcomes.

Your child's class teacher will meet you at a minimum of 3 times a year to:

- Answer any queries that you may have about your child at school
- Review progress
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know you are the expert on your child's needs and aspirations. We want to ensure you fully understand how we are trying to meet your child's needs, so you can share what you think would work best for your child.

We also want to hear from you as much as possible so we can build a better picture of your child outside of school, learn more from you, and see how the strategies we use in school may help at home or in the community.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion, we will record any outcomes, actions, and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If any concerns arise between meetings, please contact your child's class teacher through the school office.
We value strong home-school partnerships. Parents are engaged through EfL, termly reports, Annual Reviews, and parent consultation events. We run workshops on communication, sensory regulation, and behaviour support.

Q: How do we prepare pupils for adulthood?

A:
Preparation for Adulthood (PfA) underpins our curriculum. From EYFS to Year 11, pupils develop independence, resilience, and communication skills. Opportunities include travel training, enterprise projects, work experience, and community engagement. Recent projects include pupils delivering the local magazine, running hobby afternoons, and accessing offsite opportunities such as horse riding, hydrotherapy, and forest school.

Q: How will my child be involved in decisions about their education?

A:

The level of involvement will depend on your child's age, and levels of cognition. We recognise that no two children are the same, so we will decide on a case-by-case basis and with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, use of visuals or AAC etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

Q: How will the school adapt teaching for my child?

A:

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There are no 'one size fits all' approaches to adapting the curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Well organised, well resourced, calm and supportive classrooms with clear structures and routines.
- Differentiating our curriculum to make sure all pupils can access it, for example, by grouping,

1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Carefully considered class organisation, and this may be by pathway-specific approaches, where possible.
- Careful consideration of the use of specialist rooms – art, sensory rooms, soft play, music, cookery.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Teaching assistants will support pupils as defined by their EHCP, or to enable access to learning opportunities.
- Teaching assistants will support pupils in small groups to enable access to learning opportunities. These interventions are part of our contribution to Oxfordshire County Council's local offer.

Q: How will the school's resources be secured for my child?

A:

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will be best to help your child to access their learning.

The school will cover any necessary costs and/or additional funding from our local authority.

Q: How is the school environment accessible?

A:

Our Accessibility Plan ensures the school environment is inclusive for all pupils. We adapt classrooms, provide specialist equipment, and ensure communication-friendly spaces. We make reasonable adjustments for pupils with medical or mobility needs. Future site developments are focused on improving the learning environment, especially at the secondary site.

Q: What are Bishopswood's current priorities?

A:

- **Ambitious, personalised teaching** with strong assessment, adaptive teaching and communication.

- **Therapeutic practice and independence**, supporting regulation, engagement and reduced dependency.
- **Preparation for adulthood**, including essential skills, careers, enrichment and community participation.
- **Expert staff and strong leadership** through CPD, coaching and effective teamwork.
- **Family and community partnerships**, strengthening parent engagement, outreach and wider opportunities.
- **Improved learning environments** that support learning, wellbeing and independence.

Q: Where can I find out more information?

A:

Further information is available via the Oxfordshire Local Offer and reviewing policies on our school website.

Parents are encouraged to contact the school office for further information.