



Special Educational Needs (SEN) report

Frequency of Review	Every 1 year
Author	Headteacher
Approved by	Local Governing Board
Reviewed	September 2024
Date of Next Review	September 2025

1.

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Bishopswood School, we aim to deliver an education that encompasses our values—respectful, Inclusive, and Innovative practice—leading to confident Growth in our community.

By doing so, we develop **empowered and engaged learners**.

- Our pupils have an Education Health Care Plan (EHCP) with a range of learning difficulties, including severe and complex learning difficulties, profound and multiple learning difficulties and autism.
- The school aims to ensure that all pupils, regardless of their complexity of needs, achieve their potential personally, socially, emotionally and academically in all curriculum areas.
- The document is intended to give you information regarding how we ensure we support all our pupils so they can reach their full potential. In each class, the environment and delivery of the curriculum are managed in a specific manner to allow the pupils to learn as effectively as possible. We follow a three-pathway approach to the curriculum at Bishopswood School. Where possible, the environment, curriculum, and teaching and learning opportunities are structured to allow appropriate access for all pupils. A multi-disciplinary, multi-professional approach to supporting children's needs ensures that the education and development of the pupils is viewed in its broadest sense.

2.

Legislation and guidance

This policy and information is based on the statutory

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

and the following legislation:

- [Part 3 of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)

We are committed to providing a nurturing and inclusive learning environment where every child is respected and empowered to reach their full potential. We foster innovation in teaching and learning, encouraging creativity and critical thinking in all our students. Through a shared commitment to excellence, we aim to inspire lifelong learners equipped to thrive in an ever-changing world, ensuring everyone feels valued, supported, and capable of achieving their best. Together, we build a community where respect, inclusivity, and a passion for growth guide everything we do.

3.

Definitions

A pupil with SEND has a learning difficulty or disability that requires special educational provision.

They have a learning difficulty if they have:

- There is significantly greater difficulty in learning than the majority of the others of the same age or a disability, which prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools.

4.

Roles and responsibilities

4.1

The Headteacher (Priya Bhagrath) is responsible for:

- All requirements of the SEN Code of Practice 2015 and to ensure these are met in school with relation to teaching and learning and the administration of the Education Health Care Plans
- Ensuring that the Governing Body and Trust are kept up to date about any school-related issues related to SEND.

4.2

The Deputy Headteacher (Lorraine Green) and Assistant Headteacher (Fay Bjornstad) are responsible for:

- The day-to-day management of the provision
- The assessment, planning, implementation and review of the SEND provision
- Keeping parents informed
- To ensure an outstanding educational experience for all pupils
- Liaising with agencies for pupils
- To lead on the management and development of provision across the school for an identified group of learners
- To lead on assessment processes throughout the school, ensuring the effective management of all data to support school improvement
- To monitor and evaluate standards of teaching, learning and pupils' progress.

4.3

Our Home-School Liaison worker can offer support to all families in the following ways:

- Advocacy for when they need someone present at meetings
- Accessing a Social Worker, social care or care package
- Help with accessing short breaks and other respite options
- Signposting for support with welfare benefits advice
- Liaising and working with different services and teams

4.4

The governors are responsible for:

- Make sure that the necessary support is provided for any pupil who attends the school. As a SEND school, all governors are responsible for SEND.

4.5

Class teachers are responsible for the following:

- Planning and delivering, within the context of the school’s curriculum framework and school improvement plan, an appropriate curriculum for the pupils of Bishopswood School.
- Providing ongoing assessment of pupil’s progress in line with the procedures and practice as described within the policy for Assessment, Reporting and Recording
- Check each child's progress, identify, plan, and deliver any additional help each child may need, and ensure high-quality teaching and learning.
- Provide reports on pupils' progress annually and as required by school leadership, which meet statutory and school requirements, e.g., annual reviews, termly targets, outcomes reports, and reporting progress to parents.
- Planning for pupil learning within the school’s planning framework using a variety of scaffolded approaches and strategies.
- Maintaining good order and discipline and a positive approach to managing behaviour in keeping with the ethos promoted in the school’s policy on positive behaviour.
- Write ILPs and share them with parents at least once a half-term to inform planning for the next term.
- Having a positive approach to involving parents and carers in each child’s education.
- Engaging parents in partnerships that will enhance the pupils’ cognitive, emotional and social development.
- Ensure that all staff members working with each child in school are helped to deliver the planned work/programme for the child so the child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help, and specially planned work and resources.

5.

SEN Information report

5.1

The kinds of SEND that are provided for:

Our school provides education for pupils who have an Education Health Care Plan and have a range of learning difficulties, including severe and Complex learning difficulties, profound and multiple learning difficulties, and autism.

AREA OF NEED	CONDITION
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

5.2

Assessing pupils' needs:

- High-quality teaching, which includes effective assessment and target setting, will identify pupils making less-than-expected progress.
- Where progress continues to be less than expected, the class or subject teachers, working with their line manager, will assess the possible reasons.
- The school, in partnership with parents/carers and pupils, will work through termly reviews leading to revisions in plans and interventions. These termly plans will reflect the annual targets and outcomes set out in our pupils' Education Health Care Plans.
- EHCP plans are integrated support plans for children and young people with Special Educational Needs and Disability (SEND) from 0 – 25.
- An EHCP will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including accessing their community and support towards independent living.
- The school receives additional funding for 'looked after' children through Pupil Premium. This money is used to provide the children with additional school support. This provision is coordinated by Lorraine Green (Deputy Head), who also takes responsibility for Safeguarding.

5.3

Consulting and involving pupils and parents.

- we intend to partner with parents to develop a consistent approach to their children's development and learning.
- Bishopswood School has an 'open door' policy. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours, and an appointment can be made to arrange a mutually convenient time. Please call the school or write in the Home/School Communication book.
- School staff and parents use a home-school communication book to share essential information. Parents/carers and staff commit to sharing information daily on entry to school. Essential, personalised information will also be shared through emails and phone calls. Parents can also request a virtual meeting, as they have shared that this is a valuable communication method.
- We have two open evenings where parents are encouraged to see and review a child's learning journals and books. Open evenings will take place in person or virtually, and pupils' work will be shared via screen share, where possible. An Annual Review of the child's EHCP will also take place as a third meeting.

5.4

Assessing and reviewing pupils' progress towards outcomes

- Children's progress is assessed daily, weekly, and half-termly so the teacher always knows what each pupil in his/her class has achieved and what needs to be further developed. Once a term, each class teacher meets with a senior leader to discuss each pupil's progress.
- Teachers will record progress against ILP targets and within the B2 assessment system.
- Pupils' progress is reviewed formally every term.
- The progress of children is formally reviewed with parents at an Annual Review/ Education Health Care Plan meeting/review with all professionals involved with the child's education.

5.5.

Supporting pupils moving between phases and preparing for adulthood.

When a pupil reaches a transition point (e.g., from primary to secondary and from secondary to beyond), the school will work with the parents and pupil to ensure a smooth and successful transition. We will ensure information is shared and transition plans are created.

5.6

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching, differentiated for individual pupils, should be available to the whole class.

Different types of interventions, support and adaptations that may be available for children at Bishopswood School are listed below:

		Whole school ethos and practice	Possible focussed support for some children's additional needs	Possible support and intervention for a small number of children
Sensory Pathway	Promoting communication and independence underpins all curriculum, teaching, and learning opportunities.	<ul style="list-style-type: none"> • Provision of specialist equipment and staff • Seating and positioning within the school prioritised • Access to specialist areas such as sensory rooms, sensory integration room, hydrotherapy pool • Intensive Interaction • Sensory Integration 	<ul style="list-style-type: none"> • Modified learning environment • Occupational and physiotherapy working alongside experienced class staff • Mobility and care plans • Specialist equipment such as overhead hoists, specialist seating, and standing frames, as advised by therapists and health colleagues • Liaison with a range of medical professionals as needed via the school nursing team • Advisory teachers to support teaching and learning from the sensory and communication team • Specific medical routines and programmes fully implemented throughout the school day 	<ul style="list-style-type: none"> • Individual protocols and plans for children with significant physical and/or medical needs • Additional modifications to the school environment • Additional resources to reduce barriers to learning • Access to external advice and assessment

<p>Communication / Core Pathway</p>		<ul style="list-style-type: none"> • Highly differentiated curriculum and teaching • Personal learning plan • Teaching resources are accessible and appropriate • Multi-sensory approach to learning • Interactive environment • Groupings changed to reflect pupils' learning needs for each lesson • Structured environment within each class • Consistent routines and systems across the whole school • Full appreciation and provision of access requirements for all children 	<ul style="list-style-type: none"> • Curriculum is adapted to meet the needs of pupils • Targeted intervention programmes • Differentiated resources are provided as appropriate • Access to personal ICT/adapted ICT equipment, e.g. alternative methods of recording • Individual positive behaviour systems, rewards and motivators • School clubs-after school club, action club, music • •Rebound therapy 	<ul style="list-style-type: none"> • Access to smaller teaching and learning groups • Additional class Teaching Assistant support • Additional specialist teaching support • Individualised timetable • Educational psychology assessment • Access to personal ICT/adapted ICT equipment • Horse riding • •Music therapy
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5.7

Expertise and training of staff

The staff team at Bishopswood is a group of devoted professionals who drive the school's work. Staff come from a variety of backgrounds and, therefore, bring a wealth of experience to the school. Our staff team also reflects the cultural diversity of the pupil population.

Staff support pupil care and learning and enrichment activities such as swimming and trips into the community.

Staff are enabled to develop their knowledge and skills by participating in a broad range of learning and career development opportunities.

5.8

Evaluating the effectiveness of SEN provision

The school will annually monitor and evaluate the effectiveness of its provision for pupils by reporting on the progress of our pupils and the quality of the provision for their special needs to the governing body.

5.9

Support for improving emotional and social development

We provide support for pupils to strengthen their emotional and social development in the following ways:

Whole school ethos and practice

- Identification and assessment in school
- Additional advice and support from outside agencies
- Adaptations to curriculum
- Support to build relationships and engage
- PSHE curriculum
- Positive behaviour policy
- Promotion of a diverse community

Support for additional needs:

- Interventions that are implemented, reviewed and revised
- Work with parents to refer to CAMHS
- Targeted intervention to promote social skills and emotional resilience
- Adaptations to the physical environment
- Individualised timetable and support
- We have a zero-tolerance approach to bullying

5.10

Working with other agencies

We have good relationships with outside agencies, and pupils have access to an integrated service offered through Speech and Language Therapy, Occupational Therapy, Physiotherapy and specialist teachers, as required, who assess children and advise parents/carers and schools. Programmes and guidance of the therapists are delivered by teachers and teaching assistants integrated within the class timetable to support and facilitate access to the curriculum. If outside agencies are working with a child, they will be expected to either meet or report to parents regarding how they support the pupil. Children's personalised learning plans will be discussed and updated during parent consultation meetings.

5.11

Parental concerns about the progress of their child.

- If a parent has concerns about their child's progress, they should speak to the child's class teacher initially.
- We have a Home-School Liaison worker who informs parents of new developments and directs them to relevant agencies.
- If you are unhappy that the concerns are being managed and that your child is still not progressing, you should speak to a member of the Senior Leadership Team.
- Where the child continues to not make progress in line with their needs despite the support provided by the school, including external support and advice, and there is increasing evidence that the child has needs that cannot be met within the resources ordinarily available to the school, we will ask the LA to undertake a statutory re-assessment of the child's SEN statement of EHCplan.

5.12

Accessibility

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff.