



Special Educational Needs (SEN) Information Report

Winterbourne Academy



Approved by:

Emma Kirby, SENCo

Date: September 2026

Last reviewed:

September 2025

Next review due by:

September 2027

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEN policy. In other words, we want to show you how SEND support works in our school right from Year 7 through to our Post 16 provision.

If you want to know more about our arrangements for SEND, please do read our SEN policy which is available on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for learners with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our Special Educational Needs Coordinator, or SENCo

Our SENCo is Emma Kirby, she works full time and is an experienced and qualified teacher. She achieved her NASENCo postgraduate qualification from Bath Spa University in January 2024.

Deputy SENCO

Our Deputy SENCOs are Jane Harris (Operational) & Tom Coventry (Teaching & Learning) who is a qualified teacher and is working towards obtaining his SENCo qualification.

Assistant SENCO

Our Assistant SENCO is Gabrielle Basso Ricci. She is a qualified teacher.

Subject and Class teachers

All of our teachers receive in-house SEN training and are supported by the SEN team to meet the needs of learners who have SEND.

Teaching Assistants (TAs)

We have a team of SEN TAs, including 2 Higher Level Teaching Assistants (HLTAs) who are trained in delivering SEN provision and interventions.

External agencies and experts

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education Welfare Officers (EWO)
- Social care and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should contact is your child's tutor and outline your concerns. You can email them directly or contact Reception. They will pass the information to our SEN team who will be in touch to discuss your concerns if required. You may also contact the SEN team directly.	We will contact you to discuss your concerns. The meeting may involve other school professionals including the tutor, Head of Year, safeguarding team etc. Together we will decide on strategies and actions to support your child. We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, then with your permission, they may be placed on the SEN register.

4. How will the school know if my child needs SEN support?

All our subject teachers are aware of learners' SEN needs and are on the lookout for any learners who aren't making the expected level of progress in their schoolwork or socially.

If the subject teacher notices that a learner is falling behind, they will try to find out if the learner has any gaps in their learning. If they can find a gap, they will adapt their teaching to support them. Learners who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the learner is still struggling to make the expected progress, the teacher will refer the learner to the SEN team.

The SEN team will use a range of strategies to explore the learner's difficulties. These may include observing the learner in the classroom and or at unstructured times to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEN team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SEN team will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SEN team will use the SEN Dashboard to share your child's needs with teachers alongside specific strategies to support them. Where a child does not meet the threshold for the SEN register, they may be added to the SEN Monitoring register and their progress tracked. Inclusion on the SEN (monitoring) register is not diagnosis-led.

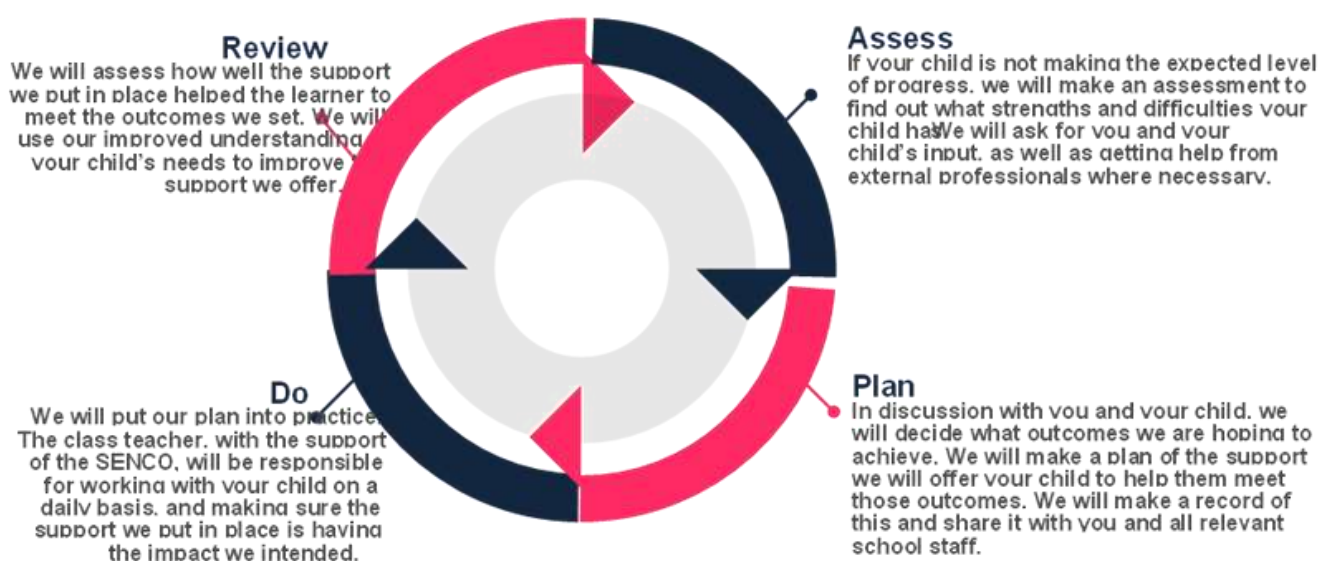
Access to any out-of-class interventions and support is based on an assessment of presenting need regardless of a child being on the SEN (monitoring) register.

A range of approaches are used to ensure that learners with Special Educational Needs and Disabilities (SEND) are identified as early as possible:

- Learners with SEND are usually highlighted upon transition from Primary School.
- Liaison with primary schools (for Year 6/7) provides additional information necessary for a smooth transition. The transition team visit all primary schools to meet with the teachers and learners in order to obtain as much information as possible prior to the student arriving at Winterbourne Academy.
- We use Year 6 data to identify areas of weakness and use NGRT tests to assess learners' reading ability.
- All teaching staff have undertaken training on understanding and meeting the needs of learners with a range of difficulties. They will raise any concerns with the SEN team and initiate further investigation into the learner's difficulties.
- Learners can discuss any concerns with their tutor, Key Worker, Head of Year, Student Support Assistant, Key Stage Lead or directly with the SEN team.
- The school has staff trained and qualified to carry out a range of other screeners if learners are highlighted to us. Screening for dyslexia, dyscalculia, speech and language difficulties, reading and writing difficulties amongst others can all be carried out and the results used to implement more specialist intervention or arrangements for examinations etc.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a learner has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Assessment and marking arrangements are available in the Academy policy. Regular feedback is provided by subject teachers through the departmental assessment and marking procedures. Learners' progress is identified and reviewed three times a year. Both academic faculties, Heads of Year, class teachers, tutors and the SEN Key Worker (where appropriate) will review progress of identified students.

6. How will I be involved in decisions made about my child's education?

The parents/carers of all learners will receive at least two academic progress reports each year. Each year there will be an opportunity to meet your child's subject teachers/tutor at Parent/Carers' Evening as well as an Options Evening in Year 9/11 to discuss KS4/KS5 options.

If a learner is on the SEN register, the Key Worker of a learner with SEN will regularly be in contact with parents/carers to discuss their child's progress. Parents/carers will be involved in planning the appropriate KS4 curriculum, to meet their child's needs, through the options process in Year 9.

If your child has an EHCP, parents/carers and the child will be involved in the EHCP Annual Review process each year to review progress against outcomes and discuss provision and support.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. 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 make a record of 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 you have concerns, please contact your child's tutor or Key Worker.

7. How will my child be involved in decisions made about their education?

All learners on the SEN register will have regular contact with their Key Worker.

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

- Attend meetings to discuss their progress and outcomes
- Complete a survey

8. How will the school adapt its teaching for my child?

Our aim is that by committing to constantly improving and developing our classroom practice, we will be able to meet most needs of our students have through our main timetable and routines. This means ensuring that our teaching staff have the knowledge and skills that empower them to teach inclusively and carefully considering our curricula and classroom practice (including how we adapt our teaching to meet a range of needs, and how we support and intervene when needed), so that students can learn in their classrooms and alongside their peers.

For most students, this will help to develop their independence and confidence as well as enabling them to succeed in their education and beyond. High quality classroom teaching and whole school routines provide the foundation and starting point for all our students, and we are then able to build on this to provide the targeted group work and specialist, sometimes individualised, provision that some may need.

Examples of strategies used by our teachers across all subjects and year groups include (but not limited to): carefully rehearsed classroom routines for a consistent approach in the learning environment; analysis of class data to identify students requiring in class intervention, adaptation to close known gaps and regular professional developed based around well-established teaching pedagogy from Doug Lemov's Teach Like a Champion.

Within our Olympus Trust SEND Principles we focus on the 5 a day evidence-based strategies to support learners in the classroom with SEND from the Education Endowment Foundation.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE LEARNERS
Communication and interaction	Autism spectrum disorder	Visual timetables Social Skills intervention
	Speech and language difficulties	Speech and language intervention
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Literacy and numeracy intervention
	Moderate learning difficulties	Understanding Dyslexia and Units of Sound intervention
	Severe learning difficulties	Smart Moves / Study Skills intervention
Social, emotional and mental health	ADHD, ADD	ELSA and Draw and Talk
	Adverse childhood experiences and/or mental health issues	Resilience workshop Nurture groups
Sensory and/or physical	Hearing impairment	Adaptive technology
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Specialist classroom resources and equipment
	Physical impairment	

These interventions are part of our contribution to South Gloucestershire's Local Offer.

At KS3 students take a common curriculum. Most subjects are taught in mixed ability classes.

In some subjects, students are grouped according to ability to allow teaching to be targeted to their needs.

GCSE Religious Studies is studied in Year 9; a two-year course that will be examined at the end of Year 10.

In Year 10 all students study the core subjects of Maths, English (Language & Literature), Science (either Triple or Combined), Statistics, PE and PSHE. When choosing their option subjects, all students must select either Geography, History, Computing, French or Spanish. A range of other academic and vocational subjects are studied in addition to those listed above.

In Year 11 all students study English (Language & Literature), Triple / Combined Science, PE, PSHE and a choice of three other subjects, academic or vocational.

Subject teachers use a variety of data and information to inform their teaching strategies and provide appropriate differentiation to meet individual learners' needs

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by some of these means:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions delivered
- Using learner questionnaires
- Monitoring by the SENDCo, Deputy/Assistant SENDCo, TA and class teacher
- Support from the Head of Year / Student Support Assistant
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan)

All interventions are for a set period with clear evaluation procedures. Entry and exit testing and/or self-evaluations are used to demonstrate progress for individual students.

All interventions keep accurate records of student's progress within their databases and staff review these regularly.

Where progress is not being demonstrated, a different approach to meet the need may be adopted. All interventions are regularly evaluated for impact and are adapted or changed if it is felt the intervention overall is not effective.

10. How will the school resources be secured for my child?

If your child has an EHCP, it may be that their needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

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

For learners with an EHCP, the school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority as the Local Authority are responsible for ensuring that the school has the funds required to deliver the provision in Section F of the EHCP.

For learners on SEN K, without an EHCP, the school will also work with external agencies to secure provision that will help them to learn, achieve and enjoy school.

The Academy receives money from the General Annual Grant (GAG) to support students with SEND. This funding is used to provide the wider infrastructure of support such as staffing costs, staff training, equipment and facilities.

The SENCO will identify the needs of individual students or cohorts of students and implement appropriate staffing, resources etc. Students with a Statement of Educational Need/Education Health Care Plan (EHCP) may have additional funding provided to meet specific identified needs by the Local Authority.

11. How will the school make sure my child is included in activities alongside learners who don't have SEND?

All of our extra-curricular activities and school visits are available to all our learners, including our lunchtime and after-school clubs.

All learners are encouraged to go on our school trips, including our various residential trip(s). We actively seek to ensure that ALL learners are included in all activities, including trips. All activities outside the classroom are individually risk assessed and where necessary, resourced and supported to maximise the engagement in and the impact of the activity on all the learners who are taking part. Trips are regularly used to enhance subject knowledge or social skills and are seen as a valuable element of the curriculum. Where appropriate, Key Workers also accompany learner on trips in order to ensure that learners' needs are met

All learners are encouraged to take part in sports days, drama productions and music events.

No learner is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Our aim is to ensure that every learner has access to activities of the Academy and trips outside the classroom. Where there may be concerns regarding the safety or wellbeing of a learner, school staff will meet with parents/carers to ensure an effective action plan is in place.

12. How does the school make sure the admissions process is fair for learners with SEN or a disability?

Learners with EHCPs are admitted through different arrangements set out in the SEN and Disability Code of Practice managed by their home Local Authority (LA).

13. How does the school support learners with disabilities?

Our Accessibility Policy can be found on our website.

The Academy carries out a formal programme of Continuous Professional Development for all staff. This includes an annual training session on SEND.

Ongoing SEND training is available to teaching staff through regular teaching and learning 'twilight' sessions, guidance and advice on SEND, and strategies to support individual learners is available on the SEN Dashboard.

14. How will the school support my child's mental health and emotional and social development?

We provide support for learners to progress in their emotional and social development in the following ways:

- Learners with SEN are encouraged to be part of the school leadership team, as house representatives / captains, peer mentors and bullying ambassadors.
- Learners with SEN are also encouraged to be part of enrichment clubs to promote teamwork / building friendships.
- We provide extra pastoral support for listening to the views of learners with SEN by providing a safe space in Learning Support with access to additional adults if necessary. Some learners may also have access to the Well-Being Room.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by providing training for students and staff, clear signposting, assemblies, PSHE lessons, small group SEMH interventions.

15. What support will be available for my child as they transition between year groups or settings or in preparing for adulthood?

Between years

The Academy follows a programme of Careers Education, Information, Advice and Guidance (CEIAG) delivered through PSHE lessons, school-based and off-site activities, and individual guidance.

The Academy has dedicated members of staff who assist with careers advice, vocational learning, college placements and work experience.

During Year 11, a range of staff including tutors, subject teachers and the careers advisor will assist learners to make their choices.

For SEND learners, the Learning Support team and Key Workers will assist with making choices and preparing learners for the next stage.

A supported additional visit to college will be arranged to assist SEND learners, if required.

For learners in KS5, specific support is provided with applications to university.

Prior to a learner moving to college or vocational training, information on needs will be included in the application form and contact made with the provider if necessary.

On transfer, the Academy will forward information requested by the college on needs, support strategies and exam access arrangements. For learners moving to university, the Academy can provide a summary of SEND needs to support applications if required.

Where additional needs on transition are identified, the Academy will meet with the new setting, arrange taster visits and meet with parents/carers as required.

Learners with EHCPs will receive additional support via liaison meetings between transition co-ordinators and the SENCO. We also work closely with the Preparation for Adulthood team at the Local Authority and they often attend Annual Review meetings in Year 11.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The Deputy SENDCo will visit partner primary schools and meet the primary SENDCo. They will discuss the needs of all the learners who are receiving SEN support.

Learners will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

The Learning Support Team within our primary school meets with our SENDCo and members of our secondary team to discuss the needs of the incoming learners near the end of the summer term.

We will also make contact with parents/carers of learners to gather information on their child as they move into our school.

Onto Adulthood

We provide all our learners with appropriate advice on paths into work or further education.

We work with the learner to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We provide additional enhanced careers advice for SEN learners.

Pathway to Independence team from the LA are invited to annual reviews for Year 11 and Year 13 students, where they agree a package of support for their next steps.

16. What support is in place for looked-after and previously looked-after children with SEN?

Julie Fenner is currently the designated teacher for Looked After learners. She will work to make sure that all teachers understand how a looked-after or previously looked-after learner's circumstances and their SEN needs might interact, and what the implications are for teaching and learning.

Learners who are looked-after or previously looked-after will be supported much in the same way as any other learner who has SEND. However, looked-after learners will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the Tutor/SENDCo/Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Parents/carers can raise initial concerns through their child's Key Worker or tutor, which will be passed to the SENCO or other appropriate Learning or Student Support staff. Parents can contact the SENCO directly to discuss any concerns at Emma.Kirby@olympustrust.co.uk.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at South Gloucestershire's local offer who publish information about the local offer on their website: [SEND updates | South Gloucestershire \(southglos.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[South Gloucestershire \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

Local charities that offer information and support to families of children with SEND are:

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)
- Neon Daisy - [NeonDaisy | Neurodivergent Girls | Bristol](#)
- ADHD Foundation - [Home - ADHD Foundation : ADHD Foundation](#)
- Autism - [Autism Education Trust](#)
- Off The Record - [Home - OTR](#)
- Dyslexia - [Child - British Dyslexia Association](#)
- South Glos Parents and Carers - [South Glos Parent Carers - Supporting Families Since 2009](#)

19. Glossary

- **Access arrangements** – special arrangements to allow learners with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have.

The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for learners with SEN in the local area
- **Outcome** – target for improvement for learners with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs coordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports learners with SEN
- **SEN support** – special educational provision which meets the needs of learners with SEN
- **Transition** – when a learner moves between years, phases, schools or institutions or life stages