

# Glenmoor and Winton Academies' SEND Information Report - 2023

*Please note this report should be read in conjunction with the Academies' SEND, Equal Opportunities, Accessibility and Medical policy.*

## **Key Contacts**

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Local Offer: Bournemouth, Christchurch and Poole Council (BCP)

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

## **What are the main additional needs at Glenmoor and Winton Academies?**

At both 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 (2014). Our highest area of need is Cognition and Learning, due to students identified as being dyslexic and dyscalculic. Communication and Interaction is our second highest level of need with a high number of students being diagnosed with Autism, ADHD as well as Speech and Language difficulties. As per the national trend, we are noting increasing numbers of students who, at some point during their time at the Academies are experiencing Social, Emotional and Mental Health (SEMH) concerns. As SEND identification is fluid and not always static, as of September 2023, the Academies have 42 students with Educational, Health Care Plans (EHCP), 20 boys and 12 girls and 267 students identified as SEN Support (K) and 173 students we are monitoring for needs.

The percentage of students within each Academy based on the National Average, suggests Glenmoor is in line with average number of students with SEND, whereas Winton has significantly above average.

## **How are SEND students and disabled students admitted to the Academies?**

Students with additional needs will apply to the Academies in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during 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.

Glenmoor and Winton Academies offer a range of existing facilities to support disabled students including, 3 disabled toilets, lift access to the 2 main buildings and a physio bed for Occupational Therapy. This is in addition to the medical room, inclusion office and intervention rooms.

The Academies pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential, we welcome open and honest dialogue with any parent and student with SEND and medical needs who wishes to potentially attend the Academies.



## 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 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 graduate 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 diagnosis 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.

## What provision can Glenmoor and Winton offer to students with SEND?

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.



Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. Interventions are reviewed to measure a students' progress during the dedicated sessions for that particular intervention. Progress within the classroom and school site is also measured and considered to review its success.

### **How are students with SEND assessed, with regards to their provision and how is further provision determined?**

As previously mentioned, the access, plan, do, review model is used to establish whether students are making 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 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.

### **What training do staff undertake at the Academies 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.

### **How are students with additional needs 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.

### **What Social, Emotional and Mental Health (SEMH) provision is there at Glenmoor and Winton Academies?**

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.

### **How are students and families included in the 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. Students and parents will always strive to be included in decisions on assessment and provision.

### **How are transition periods managed at Glenmoor and Winton Academies?**

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. 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.



### How is the provision and support of students with SEND evaluated at the Academies?

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 is 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. In order 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 now have links with the Mental Health Schools Teams attached to our academies.

