



THE BISHOPSWOOD SCHOOLS FEDERATION

Special Educational Needs (SEND) Information Report – Academic Year 2025 - 2026

The SEND information report is a requirement on schools under section 69 of the Children and Families Act (2014). The information required is set out in the Special Educational Needs and Disability Regulations - Clause 65 (2014) and further guidance is contained in the Special Educational Needs Code of Practice (2015).

The information below forms our own Special Educational Needs information report and details how the Federation of Bishopswood Schools provides for children with special educational needs. Our vision is ‘**car**ing, **res**pecting and **thr**iving together’ and this ethos is at the heart of what we do for all of our pupils.

1. How is Bishopswood organised?

The kinds of special educational needs for which provision is made at the school.

The Federation of Bishopswood Schools consists of two separate mainstream schools: Bishopswood Infant School and Bishopswood Junior School. The Federation has an Executive Head Teacher (EHT), a Head of School (HoS), two Assistant Head Teachers (AHTs), one Governing Body and one Executive Special Educational Needs & Disabilities Co-ordinator (SENDCO). The schools are committed to meet the needs of all pupils and therefore endeavour towards inclusive education. All children, regardless of additional needs, are cared for and supported.

2. How would Bishopswood know if my child needs extra support and what do I do if I think my child has special educational needs?

Information about the school's policies for the identification and assessment of pupils with special educational needs

To aid identification of special educational needs, we integrate the graduated approach using the ‘Assess, Plan, Do, Review’ cycle. At Bishopswood, children are identified as having special educational needs via the following ways:

- Close liaison at transition - be that from pre-schools and nurseries into Year R, from Bishopswood Infant School to Bishopswood Junior School, from the junior school onto secondary or children arriving from or leaving to start at other schools.
- Concerns raised by class teachers
- Concerns raised by parents
- Concerns raised by the child



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- If the child is performing below age expected levels
- Health diagnoses by a paediatrician or other professional

If you have any concerns about your child, our open door policy means that you can make an appointment to come in and discuss your concerns at any time. You can talk to any of the following people:

- Your child's class teacher
- Your child's key stage leader
- Special Educational Needs & Disabilities Coordinator & Inclusion Lead – Miss Bryony Stevens
- Mental Health & Wellbeing Lead – Mrs Jo Hunt
- Assistant Head Teachers – Mr Mark Morris, Miss Lina Ouazzani, Miss Adele Tashdjian
- Head of School – Mrs Joanne Armes
- Executive Head Teacher - Mr Glen Golding

Please note, due to operational staffing requirements, the names above may change but there will always be a member of staff available to fulfil the roles above.

Bishopswood have developed a prompt sheet to structure thoughts and conversations regarding identification of special educational needs entitled 'Let's Think about The Child'. This is based on the principles of the Code of Practice (2015) and helps to ensure that identification of special educational needs keeps the best interests of the child paramount. Once a concern has been raised, the school may assess your child further to allow clearer identification of the nature of the need. This will help us to ensure that appropriate provision is put in place to support your child.

Assessments used include:- Dyslexia Early Screening Test (DEST); York Assessment of Reading Comprehension (YARK); Sandwell Numeracy Assessment; Sound Linkage (A phonics screening programme); Boxall Profiles (to clarify SEMH needs) and Speech and Language screenings including Renfrew Language Scales and Language Link.



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When appropriate, we liaise with external agencies such as Educational Psychologists (EP), Speech and Language Therapists (SALT), Primary Behaviour Service (PBS), Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, Maple Ridge Outreach or the Specialist Advisory Teachers services for Visual, Hearing or Physical Impairment. All of these agencies work closely with both school and parents.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

(a) How will Bishopswood School know how well my child is doing?

How the school evaluates the effectiveness of its provision for such pupils

At Bishopswood, it is our aim to ensure that all children make good progress from whatever their starting point. Through robust and regular monitoring we analyse individual children's progress and put in place relevant next steps targets and additional provision required. This is done for all children, not just those who have special educational needs.

All children who have special educational needs have their progress carefully recorded and monitored and have specific targets set. These targets are recorded on an Individual Support Plan (ISP), which is regularly monitored and reviewed termly. New targets are set according to the child's progress and needs. The child's progress and targets can be discussed with class teachers or the SENDCO/Inclusion Leader at any time. Progress against these targets is also discussed with parents at termly parents' meetings. A summary of the child's targets, provision and progress goes home to parents alongside their annual school report. Some children with a primary area of need in social, emotional and mental health may have an additional Individual Behaviour Management Plan (IBMP) or risk assessments linked to specific needs.

Some children with more complex needs may have an 'Education and Health Care Plan' (EHCP) which is reviewed annually. An 'annual review' is a meeting, when outside agencies are invited and an official report is drawn up and sent to the local authority SEND team. When outside agencies are involved, parents are informed and usually invited to meet the relevant professional, as a parent you know your child better than anyone.

(b) How is this information passed on to me?

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Teaching staff hold termly progress meetings to discuss all children, but particular focus is paid to those with SEND, and the SENDCO uses the information from these meetings to track all children's progress to ensure the correct interventions and provision is in place. In addition to this,



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regular contact is maintained through home school books, termly parent meetings and annual reports. The senior leadership team (SLT) also have termly pastoral meetings to ensure that children are accessing the correct provision for their needs.

(c) How will the staff at Bishopswood support my child?

The school's approach to teaching pupils with special educational needs

All teachers at Bishopswood are teachers of children with SEND and learning in all lessons is appropriately differentiated to ensure learning at the right level and children are supported according to their need. Inclusivity is important to us. It is our aim that the majority of learning differences are addressed within the class through 'high quality teaching' and our 'ordinarily available provision'. Some staff have specialist training in meeting social and emotional needs, supporting children with learning difficulties and supporting children with speech, language and communication difficulties. Sometimes pupils work in small groups or on individual programmes as well as in whole class settings.

(d) How will the curriculum at Bishopswood be matched to my child's needs?

How the school adapts the curriculum and learning environment for pupils with special educational needs

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking a ccount of pupils' varied life experiences and needs. We feel that this is reflected in our school values of 'Caring, Respecting and Thriving Together'. We offer a broad and balanced curriculum which is reviewed termly and we have high expectations for all children. We use a range of teaching and learning strategies to ensure all children make progress, regardless of their starting points. These include; additional adults, differentiation, questioning, feedback, modelling and peer-/self-assessment. We work in collaboration with outside agencies, if applicable, to adapt the curriculum and implement further strategies to support individuals. The achievements, attitudes and well-being of all our children matter. Bishopswood promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. This is achieved through high quality teaching and an ongoing programme of staff training

(e) How is the decision made about the type and quantity of support my child will receive?

Additional support for learning that is available to pupils with special educational needs

The need of each individual child is assessed regularly alongside the impact of any provision that the school has in place. The decision regarding the



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type and quantity of additional provision required is primarily the class teacher's responsibility. This will initially be the result of a discussion between the class teachers and the SENDCO but may also, depending on the needs of the child, include discussions with outside agencies. The senior Leadership Team (SLT) makes further decisions, such as how much additional support is available in the classroom. We aim to involve both the child and their parents in these decisions and ensure that close liaison supports this.

(f) How will my child be included in activities outside the classroom?

Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum.

We are a fully inclusive school and take any reasonable action to ensure that a child with SEND can access all learning opportunities and aspects of school life. Children with special educational needs are included in all school activities, including school trips, unless there are implications for their own or other's safety. This includes residential trips. The school has a separate policy regarding offsite visits which can be viewed on our website.

(g) What support is available at Bishopswood for my child's overall well-being?

Support that is available for improving the emotional and social development of pupils with special educational needs.

The school's ethos is one where pastoral support is as important as academic support. Our open-door policy and proactive approach to dealing with any concerns or issues that the children are facing leads to Bishopswood schools being happy, safe and caring environments for all. The children have regular assemblies focused on learning about how we care for ourselves. All classes also have a 'Brilliant Brain Box', which contains sensory items available to aid self-regulation.

The emotional wellbeing of all our children, especially those with SEND, is very important, therefore we have fully trained Emotional Literacy Support Assistants (ELSAs) across the school. ELSAs are trained by the Educational Psychology Service and are able to offer one to one sessions focused on advice and strategies for a specific emotional need. We have recently added a 'Mental Health and Wellbeing Lead' to our staff team. Their role involves developing and promoting a holistic, whole-school approach that promotes positive mental health and emotional wellbeing. For more information see our website.



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Both schools have a very clear behaviour code that all children are encouraged to follow. Some children who have social and emotional difficulties that may manifest with difficulties regulating emotions and behaviour may have an Individual Behaviour Management Plan (IBMP) to help them develop and implement strategies to ensure their inclusion in all school activities. All staff are trained in Safeguarding Procedures and we have a number of specially trained Designated Safeguarding Leads (DSLs) across the schools. Please see our Child Protection and Safeguarding policies for further information about our safeguarding procedures.

4. Who oversees special educational needs provision at Bishopswood?

In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEND co-ordinator.

In her role as Head of School, Mrs Armes oversees the inclusive education of all our children (including looked after children (LAC), post looked after children (PLAC), children with special educational needs (SEND) and those in receipt of pupil premium (PP) funding) and monitors the exclusion and attendance rates across the school. As our named SENDCO, Miss Stevens works with all staff to develop an understanding of high-quality teaching and adaptive provision within a mainstream classroom. She ensures effective SEN provision is in place to meet the needs of the children, liaises with outside agencies, and facilitates EHCP annual reviews. In addition, Mrs Kim Pike is our Special Needs Assistant (SNA), and she supports Miss Stevens with implementing provision across the schools.

5. What SEND training is provided for staff at Bishopswood?

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The training of staff at Bishopswood is continually ongoing and valued highly. Every term, a professional development staff meeting is dedicated to highlighting an aspect of special educational needs. Either external agencies or internal members of staff may deliver staff training sessions. In addition to this, staff access training and workshop sessions offered by the local authority. The teaching assistants at Bishopswood have termly professional development training. Recent SEND training for staff include Wellbeing focus, Social, Emotional and Mental Health (SEMH) strategies, emotional development and overviews of Language Link and Lexia. When required, the School Nurse Service gives training for specific medical conditions as appropriate: e.g. to support pupils with Epilepsy, Anaphylaxis and Diabetes.

Currently we have the following expertise available in school:



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- Emotional Literacy Support Assistants (ELSA)
- Staff with specific expertise in speech and language support
- Dyslexia screening and support

When necessary, we access further expertise by contacting the following external agencies:

- Educational Psychologists (HIEPS)
- Children's Therapy Services including: Speech and Language Therapy (SALT), Occupational Health Therapy (OT) and Physiotherapy (PT)
- School Nursing Service
- Children's Health
- Primary Behaviour Service (PBS)
- Specialist teacher Service – Visual, Hearing and Physical Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Hub
- Ethnic Minority and Traveller Achievement Services (EMTAS)
- Maple Ridge Outreach

6. How accessible is Bishopswood, both indoors and outdoors?

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Both schools have accessible access. The school's internal and external environments, including our Forest School Site, allow any persons with disabilities to navigate the site. The schools have access to services and equipment to support children with visual, hearing and physical impairments. Both Bishopswood Infant School and Bishopswood Junior School have individual designated disabled parking bays. This year, modifications have occurred to the environment to update our facilities and improve accessibility, such as the Junior School Office and Orchard Room. The schools have an Accessibility Plan in place, which is reviewed bi-annually ensuring that we are providing the best level of accessibility that we can with the resources available to us.



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7. How are parents and children currently involved at Bishopswood?

The arrangements for consulting children and parents of children with special educational needs about the education of their child.

The involvement of parents and children is a priority for us. We value the input and respect the importance of relationship for the development of the child. Any internal assessments completed and all reports from external agencies are accessible to parents on request. Parents are also invited to discuss their child's needs and progress at any time with the class teacher or SENDCO & Inclusion Leader. They are also invited to meetings with specialist agencies. Parents are encouraged to help their children by supporting home learning; attending parent's evenings and attending consultations when appropriate. Children are encouraged to work in partnership with their class teacher to set and review personal targets. Following the termly review of the child's Individual Support Plan (ISP) and subsequent setting of new targets, the child is consulted and involved. Through the open-door policy, parents can share any suggestions or concerns with SENDCO, class teacher or any member of the SLT. Class teachers are usually available for a few minutes at the start and finish of the day, but it is best to make appointments via the school office for meetings or discussions of a more detailed nature. There are also termly parent's meetings.

9. What steps should I take if I have a concern with Bishopswood's SEND provision?

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the event of a complaint about provision at the school, the first point of contact should be the child's class teacher and/or the SENDCO. If this does not resolve the concern satisfactorily, contact can be made with the Head of School or Executive Headteacher. There is a governor with responsibility for SEND – Mrs Nina Benjamin. The formal complaints procedure is outlined in the Federation Complaints Policy, which can be accessed via our school website or on request.

10. How do the governors at Bishopswood influence SEND provision?

How the governing body involves other bodies, including health and social services' bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body has a designated SEND Governor, Mrs Nina Benjamin, who is responsible for attending training, reviewing practice and both supporting and challenging the SENDCO. The Governing Body reviews the progress of children and the recommended provision for all learners on a



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half-termly basis through their Standards and Curriculum committee. The Governing Body support and challenge the SLT recommendations and involvement of outside agencies.

11. What specialist services and expertise can be accessed to support parents?

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Clause 32.

<p>Hampshire SENDIASS Core Assets Children's Services provide an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) in Hampshire. This one service encompasses both Support4SEND, and Parent Voice. The service will provide a single point of contact for children and young people with special educational needs and/or disability (SEND) and their parents and carers.</p>	<p><u>Phone:</u> 0808 164 5504 <u>Email:</u> info@hampshiresendiass.co.uk <u>Website:</u> https://www.hampshiresendiass.co.uk/</p>
<p>Family Support Service Hampshire County Council's Family Support Service (FSS) is part of the 'early help' provision for Hampshire. The service is for families with children aged 0–19 years (or up to 25 for young adults with learning difficulties and/or disabilities). We provide a joined-up, whole-family service to those who have high levels of need.</p>	<p><u>Phone:</u> 0300 555 1384 <u>Email:</u> childrens.services@hants.gov.uk <u>Website:</u> https://www.hants.gov.uk/socialcareandhealth/c/childrenandfamilies/familysupportservice</p>

12. How will Bishopswood prepare and support my child to join the school or move to another school?

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Transition between schools is extremely important for children with SEND. Therefore, the schools have a clear transition programme at all stages. On entry to Early Years Foundation Stage (EYFS) staff liaise closely with the feeder pre-schools and nurseries. Transition meetings with parents, teachers and SENDCOs from both stages take place for children with identified SEND. All children have several visits to the school during the summer



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term and home visits take place at the start of September. When moving from Bishopswood Infant School to Bishopswood Junior School, both sets of staff meet to discuss the pupils and the tracking documents and target setting sheets go up with the children and are monitored by the SENDCO/Inclusion Leader. All children have several visits to the school during the summer term and there is a new parents evening in July and again in October. When moving on to secondary school, the SENDCOs from both schools have a transition meeting and can arrange for parents to be present at this. Some children have additional preliminary visits. If a child moves to or from another school at any other time liaison will take place between class teachers and /or SENDCOs and all relevant paperwork is shared.

13. Where can I find out further information about services available for my child? *Information on where the local authority's Local Offer is published.*

In line with the government's SEND Code of Practice, there is a requirement for all local authorities to provide a Local Offer. A Local Offer gives children and young people with special educational needs or disabilities and their families, information about what support services the local authority think will be available in their local area. All schools in Hampshire link their SEND information report to the local offer and vice versa. Hampshire Local Offer can be accessed using the following link: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page> Please do contact us if you require further information or clarity regarding special educational needs provision at Bishopswood.

ADDRESS: Bishopswood Schools Federation, Barlows Road, Tadley, Hampshire, RG26 3NA

TELEPHONE NUMBER: (Infants) 0118 9812836 or (Juniors) 0118 9812738

SCHOOL WEBSITE: <https://www.bishopswoodschools.co.uk/>