

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

SEPTEMBER 2025



Meet the Team:

SENDCo: Miss Rebecca O'Sullivan

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Rebecca O'Sullivan has been a dedicated member of the Bohunt Farnborough community since 2006, when it operated as Fernhill School. Over nearly two decades, she has progressed from Newly Qualified Teacher to Head of Department, Head of Faculty, and later into a series of impactful middle leadership pastoral roles.

As a member of the Leadership Team since December 2022, she has provided both operational and strategic oversight across key areas including attendance, LAC, educational visits (EVC), student wellbeing, and the line management responsibilities. Her current role, Inclusion & Equity, encompasses responsibility for alternative provision, LAC, SEND, and Young Carers—reflecting her long-standing commitment to ensuring every young person has the support and pathways they need to thrive.

A specialist in Art & Design, she continues to teach GCSE Art and Photography. She holds a degree in Graphic Design and views teaching as a vocation rather than simply a profession. Having taken up the role of SENDCo in November 2025, she is currently studying for the NPQ SEND.

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Trust Director for SEND: Pam Doyle

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Links to Local information:

Hampshire Local Offer: [Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities](#)

The SEND Code of Practice: 0-25: [SEND code of practice: 0 to 25 years - GOV.UK](#)

Bohunt Farnborough SEND Policy: [BET SEND Policy Spring Term 2025](#)

Bohunt Farnborough Accessibility Plan: [Bohunt Farnborough Accessibility Policy & Plan Spring Term 2025](#)

Bohunt Farnborough Policy on Supporting Students with Medical Conditions: [Copy of BET Supporting Children with Medical Conditions Spring Term 2025](#)

SEND at Bohunt School Farnborough:

Bohunt Farnborough is a mainstream secondary school with approximately 610 students. It is a small, friendly cohort, built on strong, traditional values, where exceptional pastoral care, the acceptance of others and the celebration of diversity and excellent academic achievement are the cornerstones of success.

School Profile:

27.6% of students on the SEND register

22.9% of students with SEND Support (K)

4.7% of students with an EHCP (E)

55% Cognition and Learning (cog+L)

22% Communication and Interaction (C+I)

17.5% Social, Emotional and Mental Health (SEMH)

9.5% Physical and Sensory (P+S)

Education, Health and Care Plans – 28 students

Physical Disability Register - 2 students

Hearing Impairment Register – 3 students

Visual Impairment Register – 3 student

Key Stage 4 Results (Progress 8):

	2022		2023		2024		2025	
	E	K	E	K	E	K	E	K
Bohunt Farnborough SEND	-0.73	-1.58	-1.46	-1.38	-0.93	-1.32	N/A	N/A
National Average	-1.40	-0.69	-1.33	-0.47	-1.13	-0.45	N/A	N/A

How we support students across different areas of need:

Communication and Interaction:

Children and young people with Speech Language and Communication Needs (SLCN) may have difficulties communicating with peers and adults, as well as interacting with the world around them.

They may require additional support from colleagues in the health sector, such as Speech and Language Therapists, or they may require in-school support in the form of Communication and Language (CaL) intervention.

Children and young people with difficulties relating to Autistic Spectrum Condition may require additional support for their language development, both academic and social, expressive and receptive. This may be addressed through direct and indirect intervention depending on how the individual responds to support.

Cognition & Learning:

Some children and young people can fall behind their peers for various reasons and will access 'catch up' and academic support through curriculum teams.

For children and young people who have significant difficulties maintaining progress in line with their peers, additional intervention is put in place as well as in-class support.

Children and young people may also be identified as having learning difficulties, such as dyslexia and/or dyscalculia, poor executive functioning, or poor memory retention and recall.

Physical & Sensory:

Children and young people may have medical or learning difficulties relating to sensory loss or impairment, or physical disabilities.

They may require support from external agencies, such as Local Authority Advisors, Physical or Occupational Therapists, or other colleagues within the health sector.

Social, Emotional and Mental Health:

An increasing number of children and young people struggle with different aspects of SEMH and it is vital to direct them through the best system to identify their barriers to learning and to support their development.

Where significant difficulties have resulted in treatment by colleagues in the health sector, guidance will be sought as to how we work together in the best interests of the child or young person. This ensures a joint approach to the support and keeps the person at the centre of the plan. It may also be necessary for the school to make a referral to colleagues in the health sector, so that their expertise and guidance can be included in the support package.

While SEMH is supported by the SEND Team, colleagues in the Pastoral or Inclusion Teams, also work closely with children and young people to provide support for anxiety and difficulties around managing the demands of school. All teams work together to provide the most effective and appropriate support possible, depending on the identified barriers.

Quality First Teaching (QFT) & Ordinarily Available Provision (OAP):

QFT refers to the level of excellent teaching expected in all of our classrooms. This is the first point of support for all students, and includes strategies adopted by teaching staff.

QFT includes:

- Seating plans or Grouping,
 - o Some students require a specific seat for various reasons, such as near the front or back.
- Adapted furniture or resources,
 - o This can include non-slip Design and Technology equipment, magnifying screens, perching stools, pen grips, coloured filters or paper, etc.

- Prompting and checking understanding,
- Preparation for change,
- Chunked information and instructions,
- Routine and predictability,
- Modelling, worked examples and visual demonstrations,
- Multi-sensory approaches to learning,
- Repetition, over-learning and Tracked Retrieval practice,
- Pre-teaching of key vocabulary and concepts,
- Verbal rehearsal.

OAP is targeted to support students with additional needs or SEND. This is primarily delivered within the classroom, but also through explicit small group or one-to-one opportunities.

OAP includes:

- Printed resources or handouts to avoid copying from the board,
- To-do lists or check lists to aid 'now and next' thinking skills and organisation,
- Additional prompting and chunking,
- Additional concrete resources or manipulatives, such as blocks or counters,
- Writing frames and word banks,
- Additional communication tools, such as white boards or help cards,
- Time Out cards and identified spaces for time outs,
- Access arrangements, such as group reader, extra time, or a word processor,
- Additional visual resources and scaffolds,
- Targeted literacy or numeracy interventions,
- Targeted social, emotional or mental health intervention,
- This may be through an informal 'meet and greet' with a key adult, or a more formalised therapeutic intervention. The provision is dependent on the individual student, as well as any support they are accessing outside of school.

Identification of need:

The school works on the Assess – Plan – Do – Review cycle of identifying and supporting the difficulties some children and young people experience in school.



Throughout Early Years Foundation Stage and Key Stage 1, this cycle is observed on a daily and weekly basis, with constant communication maintained with parents/carers. Significant time is dedicated to getting to know children in the very early stages of education and giving them many opportunities to explore and learn. Through daily interaction with the classroom teachers, strategies can be implemented early, barriers identified early, and skills to be independent included within the daily experience. In instances where a child in EYFS or KS1 is identified as having additional needs, the same Assess-Plan-Do-Review cycle is followed.

From Key Stage 2 onwards, students benefit from daily interaction with a small group of key adults who get to know the individual, their barriers, and difficulties with accessing the learning. Support is put in place to build confidence, accelerate progress by filling in gaps in academic learning, and implementing skills to be independent. Detailed meetings are held between class teachers, Teaching Assistants and Primary Leaders where individual students are discussed, data analysed and provisions reviewed to ensure the learning is effective and all students are ready for the next stage of education.

Assess:

There are several points to 'assess' whether a student has SEND.

Transition to secondary school:

- Information gathered from the previous school; the year 6 SENDCo and teacher during the phase transfer; or the previous school's SENDCo if it is an in-year transfer.
- Transition visits often take place prior to a start date. This is always a good opportunity to discuss any concerns the student has, and gather feedback from parents/carers about any concerns you have.

In-year Transfer:

- Information gathered from the previous school, SEND identification or historical concerns, assessment data, teacher feedback, and any support provided by external agencies.
- Meeting the student and parents/carers in the early stages of transition can give reassurance, as well as a better understanding of what the student may need.
- Baseline assessments once the student has settled into their new school will provide further information.

Data analysis:

- Once a student is identified as having SEND or historical SEND, their assessment data is analysed by the curriculum teams and the SENDCo. This ensures any decline or lack of progress is swiftly identified and their support reviewed.
- Curriculum teams liaise with the SEND team on specific topics, approaches, as well as students who are raising questions or concerns within their analysis. Support is put in place with the class teacher to aid the students in the classroom. In some cases, direct work is completed by the SEND team and the student to see if more specific or specialist support is needed.
- Observations and feedback from class teachers is also a crucial part of referring concerns or questions to the SEND teams. The SEND teams have an open-door policy for all members of staff.
- Pastoral data analysis:

- As with curriculum teams, the Pastoral team analyse attendance and behaviour data to identify any emerging trends or decline with student's engagement. This can be an indicator of a student struggling with the curriculum or the school environment. As with the curriculum teams, discussions are held with the SEND teams to identify if further, direct support is needed and who is best placed to provide it; in some cases, a member of the pastoral team may have already built a relationship with the student and so they may lead on the intervention, supported by the specialist knowledge and resources of the SEND team.

Referrals:

- As curriculum and pastoral teams can refer a student for further investigation, so too can the student themselves. Students can access the SEND teams in school to ask advice, guidance, or questions about anything they are struggling with. These informal conversations often occur in lesson with a Learning Support assistant, or by popping into the SEND department. Parents/carers are also able to speak with the tutor or SENDCo if they have questions or concerns.
- All referrals are discussed with the student, and information is sent home so that you are aware that the SEND team will be working directly with the student.

Informal and Formal Access Arrangement Assessment:

- Students are assessed at regular intervals to see if they require access arrangements for assessments. This information is gathered over time, with the aim that students are more heavily supported in the early stages of assessments, and by the first set of public exams in KS4, they are more independent and able to access them with minimal third party intervention.
- Baseline assessments are completed without arrangements as these act as a starting point to identify the barriers. Other assessments are completed with the agreed arrangements.
- Formal applications are made to the Joint Council for Qualifications (JCQ) and other awarding bodies in preparation for the public exams in KS4.

Plan:

Information is shared between the student, parents/carers, curriculum teams and pastoral teams.

This includes:

- Identified barriers to learning,
- Specific objectives to work towards,
- Provision in place to support the student;
- Support through Quality First Teaching in the classroom,
- Additional interventions in small groups or on a one-to-one basis,
- Access arrangements,
- Expected or intended outcomes of the provision,
- Reviews of the provision.

Do:

Provision takes place in the classroom as well as in small groups and one to one:

- The class teacher takes the lead on implementing the provision within the classroom. This is communicated via the student's Passport and/or Learning Plan, as well as the SEND Register and staff briefings.
- Small group or one-to-one intervention is delivered by an experienced (and where necessary, qualified) member of the SEND team, and is overseen by the SENDCo.
- In some cases, external expertise are required, such as Speech and Language Therapy (SaLT) or Occupational Therapy (OT). This is arranged through medical referrals to the NHS or Local Authority.

Review:

Provision is reviewed at least 6-weekly, with the progress or success criteria being specific to the intervention and expected outcomes.

- If the support package is deemed unsuccessful, the provision is reviewed and an alternative approach or intervention is put in place.
- If further barriers emerge or are identified, the provision is reviewed and possibly changed or extended.

Frequently Asked Questions:

How accessible is the school?

- Click here: **Accessibility Plan**

How will school staff support my child?

- Click here: **Identification of need**
- All staff are supporters of SEND, and all staff are responsible for ensuring all students achieve their potential.
- All teaching staff will be informed of your child's needs and barriers to their learning. A Passport will be created, which acts as a communication tool to help staff understand and prepare support for your child.
- Our curriculum offer is varied; we have a range of vocational qualifications, with the majority of courses being GCSEs. Pathways exist to support individual student's aspirations and interests.

How will you identify if my child has SEND?

- Click here: **Identification of need**

Does my child need a diagnosis in order to access support?

- No. We put support in place to address the barriers we see in school, there is no need for a formal diagnosis in order to access support. All students present different behaviours when struggling in school, we follow guidance and recommendations from experts in various educational and medical fields to make our provision as effective as possible. All students are treated as individuals and their needs are provided for as individuals.

- We do not advise for or against diagnostic assessments, it is a personal choice for you and the student to consider. While we are happy to be a sounding board for questions and ideas, we do not advise.
- If you decide to seek advice or a diagnostic assessment from a private therapist or organisation, we recommend you use the NICE Guidance (<https://www.nice.org.uk>) provided by the National Institute for Health and Care Excellence to ensure the quality and expertise of the individual assessor.
- We take onboard any relevant guidance and recommendations from assessment reports.

Does my child need an Education, Health and Care Plan (EHCP)?

- It is not necessary for all students with identified SEND to have an EHCP. Many needs can be met through the school's resources, with provision having the necessary rigor and oversight to ensure progress is made.
- Where a child requires a significantly higher level of provision that is unavailable within a mainstream setting, either physically or due to funding, an Education, Health and Care Plan will be discussed and explored with you and the Local Authority.

How will you keep me informed as to my child's progress?

- Home-School communication is a vital part of the success of the SEND team. We welcome opportunities to discuss students with parents/carers and provide specific events and methods to do so.
- Parent's Evening – the SENDCo is available to speak to during parent's evening.
- SEND Information events – these events are usually themed or aimed at a specific year group depending on upcoming events, such as the beginning of GCSEs, or choosing options.
- Reports – termly reports are completed as a whole school, detailing progress and potential achievements throughout the year and across subjects.
- Communications – Parents/carers are encouraged to communicate any concerns or questions as soon as they arise either with the student's tutor, class teacher, or SEND team.
- Phone calls and meetings can be arranged, and we try to maintain regular communication as much as possible throughout the student's time at school.

How are the SEND resources allocated and matched to the individual child?

- We ensure that all students who have SEND have their needs met to the best of the school's ability with the funds available. We have a team of dedicated staff who are funded through the SEND budget to deliver interventions and provisions to meet a variety of needs.
- Where a child requires a higher level of provision that is unavailable within a mainstream setting, either physically or due to funding, an Education, Health and Care Plan will be discussed and explored with you and the Local Authority.

What support is available for my child's wellbeing?

- All staff are trained to deliver good quality pastoral support, with most teaching staff also being tutors. Our approach is to ensure all students progress emotionally and socially, as well as academically.
- Additional or targeted wellbeing support is available through the SEND and Pastoral teams, and may involve referrals to external agencies, such as CAMHS or the Local Authority.

What support is available for my child's medical needs?

- Click here: [Supporting Students with Medical Needs](#).
- Some students with medical needs may require a Health Care Plan, which is overseen by a dedicated member of staff, and includes specific provision as outlined by medical professionals. This is usually for students who have conditions, such as diabetes or epilepsy.
- School staff work closely with colleagues in the Health sector to ensure all students are fully supported and staff are trained to recognise and understand the difficulties.

What training do staff receive on supporting students with SEND?

- All staff receive annual update training on specific students who have Education, Health and Care Plans, or who have been identified as requiring a high level of support.
- Staff also receive termly update training on the current school profile, including the SEND Register, Passports, and Quality First Teaching or Adaptive Teaching practice.
- SEND staff receive at least annual training on specific needs within their cohort, such as specific learning needs. SEND staff are also supported to access fortnightly Continued Professional Development on areas of interest to them, or to support specific students they are working with.

How will my child be included in enrichment and extra-curricular activities?

- All staff running trips are trained by the school's EVC and must complete risk assessments including specific details of how to support students with SEND. We will also work with the Local Authority where there are complex needs to consider. All students are encouraged to be fully involved in all areas of school life.
- All clubs and trips are open to students in line with a suitable risk assessment being carried out. Individual arrangements will be discussed with parents/carers in advance.

How will you support my child to move on to the next stage, either continued education or employment? How do you support them to prepare for adulthood?

- During KS4 all students receive advice on careers and are encouraged to visit colleges to explore post-16 courses; the school also runs additional visits to colleges to support students who wish to visit outside of school, but are unable to.
- Once college applications have been made, the SENDCo and representatives from the receiving colleges meet to discuss the students in detail, to ensure the transition is smooth.
- Students in our 6th Form Colleges, receive careers support and guidance throughout their year 12 and 13. This includes information about university, apprenticeships and employment.
- For students who require additional support through health and social care services, this is discussed at the year 12 and 13 annual reviews. Support outside of education is put in place before they leave college so that there is not a gap in provision. This may include advice and guidance on accessing adult services or employment support.

What support is available for improving behaviour, attendance and avoiding exclusion?

- As a school we have a positive approach to all types of behaviour with a clear reward and sanction system that is followed by all staff. If a child has behavioural difficulties a Pastoral Support Plan is written alongside the child to identify the specific difficulties, put relevant support in place and set targets.
- Good attendance is actively encouraged throughout the school. If a student's attendance falls below 95%, contact will be made by the school in the form of letter and telephone call. In extreme circumstances the school may use the support of an Education Welfare Officer.

How are the Governors involved and what are their responsibilities?

- Stacey Parsons - sparsons@bohuntfarnborough.com
- An assigned Governor is responsible for SEND and liaises with the SENDCo on a regular basis. The SENDCo provides information to the Governors annually to enable them to scrutinise the provision and resources and ensure it maintains high standards. They do not have information regarding specific students, and they are not involved in individual assessments or case studies.

How is the Trust Director for SEND involved and what are their responsibilities?

- Pam Doyle - 01256 321263 or emailed p.doyle@costello.hants.sch.uk
- The Trust Director provides strategic leadership across the Trust to ensure excellence of the SEND provision through implementation of the SEND Policy and statutory compliance. They provide operational and strategic support for SENDCos and SEND teams, including providing opportunities for sharing practice amongst all schools, and bringing in external experts and resources to further develop the provision

For a link to the local authorities' local offer please click this link:

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer>

The most up to date SEND Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf