



# **SEND Information Report**

## **Spring Term 2022**

Written by:	Nicky Moon (SENCO)	Date: Spring Term 2022
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Approved by:	Academy Trust Board	Date: March 2022
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Last reviewed on:	Spring Term 2022
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Next review due by:	Spring Term 2023
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## Our Vision for SEND

At Churchill Academy & Sixth Form we have the highest expectations of all students regardless of their starting point. We are committed to the principle of Inclusion ensuring that all students are supported within a **whole school approach to SEND**. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High **Quality First Teaching** underpins Special Educational Needs & Disability provision across the school:

**'All teachers are Teachers of SEND'**

We work hard to plan high quality, inclusive teaching to meet the needs of individuals and help them to overcome barriers to learning to support every student to be the very best they can be. We pride ourselves on being a caring community to inspire confident learners and we understand the importance of working collaboratively with students, parents and other professionals to ensure the very best outcomes for every student.

## Introduction

The **SEND Code of Practice** (DfE, 2015) requires all schools to outline their support for students with a Special Educational Need/Disability in a yearly report which is available on the school's website. This report is for current and prospective parents and carers and outlines our provision for supporting students with identified Special Educational Needs and Disabilities.

## Special Educational Needs and Disability Coordinator (SENCO)

The **SENCO** is the person responsible for managing the provision for students and young people with Special Educational Needs and Disabilities (SEND). The SENCO at Churchill Academy & Sixth Form is Mrs Nicky Moon. Mrs Moon has been in post as SENCO since September 2017 and completed the SEN National Award in January 2018. Mrs Moon is also a member of the Senior Leadership Team (SLT). You can contact Mrs Moon by telephone on 01934 862771 or by e-mail: [senco@churchill-academy.org](mailto:senco@churchill-academy.org)

## Other Key Staff linked to SEND

- **Mrs Frances Dawes (Deputy Head)** who is also a Senior Leadership SEND representative as Head of Student Services
- **Mrs Caroline Way** who is the Board of Trustees SEND representative who meets with the SENCO at least 3 times a year to review policy and practice including outside agency support.

All key staff can be contacted by telephone on 01934 852771 or by e-mail: [Churchill@churchill-academy.org](mailto:Churchill@churchill-academy.org)

## Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Students and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [Equality Act 2010 \(c. 15\) - Legislation.gov.uk](#) The Equality Act 2010 sets out the legal obligations that schools have towards disabled students and young people in terms of making reasonable adjustments to ensure that disabled students and young people are not at a substantial disadvantage.

## The SEND Team

Our specialist SEND team provide any support which is 'additional to' or 'different from' quality first teaching/tutoring, and we work in partnership with class teachers to enable all students with identified SEND to access a [broad and balanced curriculum](#) offer.

At present, in addition to the SENCO, the specialist SEND team (within Student Services) has one full time specialist Literacy Teacher/Dyslexia specialist, five full time Teaching Assistants/Learning Support Assistants and four part-time Teaching Assistants/Learning Support Assistants who are developing roles of specialism which are focused upon four key areas of SEND need. This allows us to provide student centred planning and support. Members of the SEND team (TAs/LSAs) support students in the classroom and sometimes in small groups or individually. We keep withdrawal to a minimum, recognising that the first response to SEND should be differentiated work within the classroom planned by the class teacher. Members of the SEND team also act as keyworkers for students identified on the Academy's SEND register as well as students with Educational Health and Care Plans.

The SEND team have regular training sessions and attend relevant courses to ensure that their expertise, knowledge and skills are up to date. In February 2021, all members of the SEND team (including the SENCO) completed the half day Mental Health Awareness Training Course (delivered by MHFA England) and in May 2021 all members of the SEND team completed PACE training alongside trauma and attachment training. In January 2022, all members of the SEND team (alongside all teaching staff) completed the Level 1: Understanding how to support students with Autism training delivered by the Autism Education Trust.

## The kinds of SEN that are provided for

At Churchill Academy, we have experience of supporting students and young people with a wide range of need. [There are four broad areas of need, as guided by the Code of Practice \(DfE, 2015\):](#)

<b>Cognition &amp; Learning</b> Dyslexia, Dyscalculia, Dysgraphia, ADHD, ADD, short term working memory problems, Global Delay and a range of other learning needs which fall within the continuum of specific or moderate learning difficulties.	<b>Communication &amp; Interaction</b> Speech, language and communication difficulties which include Autism and a range of expressive and receptive language issues which affect the development of social skills.
<b>Social, Emotional &amp; Mental Health</b> Students who experience difficulties in their personal lives, their mental health and social and emotional development which may manifest themselves through attachment difficulties and other barriers to 'well-being'(anxiety, depression, self-harm, eating disorders, ADD, ADHD)	<b>Physical, Sensory &amp; Medical</b> Students who have physical, sensory and medical needs which meet this criteria including: Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Students with a physical disability (PD) such as congenital conditions, hereditary conditions, accidental injuries which cause long term disability and other conditions

such as epilepsy, diabetes when they become life changing.

## What is a Special Educational Need and how will my child be supported?

**A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.**

They have a learning difficulty or disability if they have:

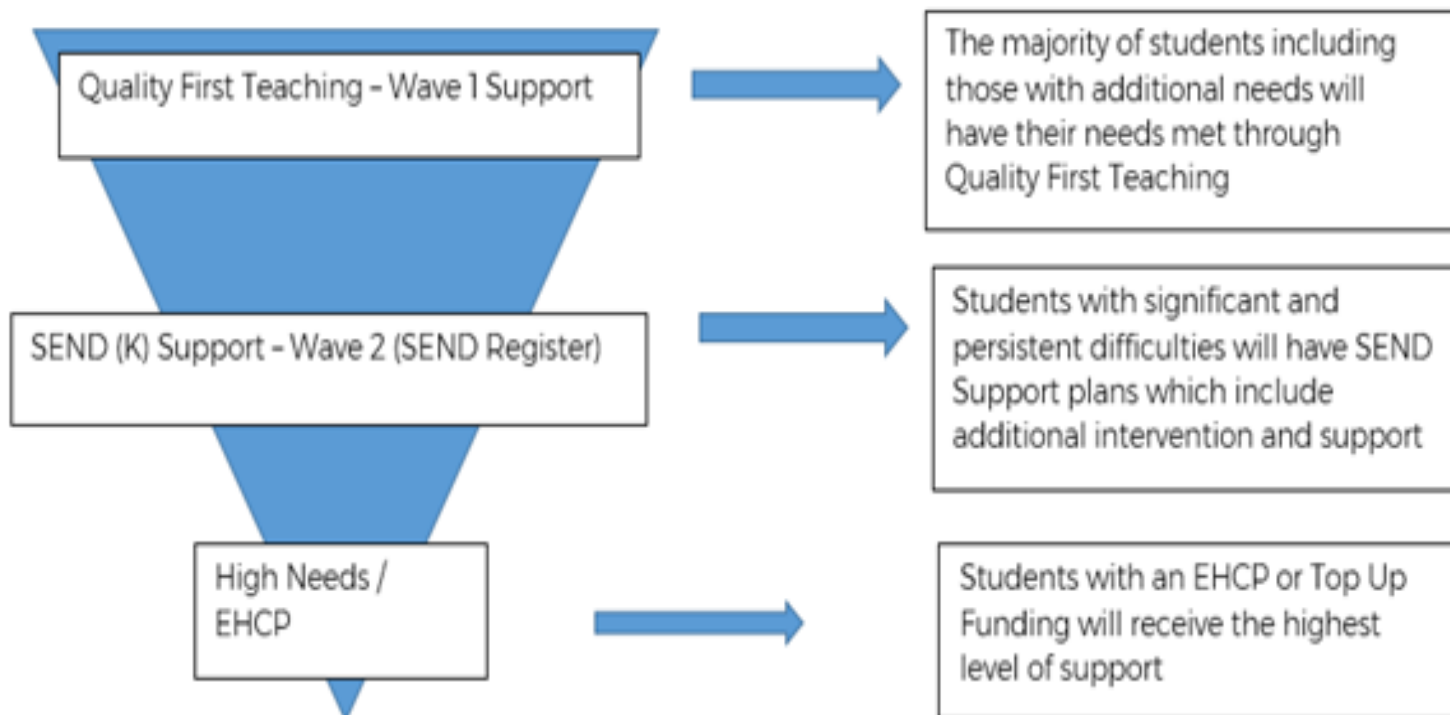
- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students or young people of the same age by mainstream schools.**

Students who have additional needs, will be communicated to the relevant teaching staff through the [whole school Inclusion Register](#). The Inclusion Register provides an overview of the identified barrier/s to learning, along with suggested differentiation guidance. We endeavor to effectively identify and communicate students' needs to all staff to ensure:

- That our teachers will know our students and will have knowledge of the learners' needs along with strategies to support their learning;
- Our teachers have the highest possible expectations for all learners in their class
- Specific strategies suggested by the SENCO and/or outside professionals are in place to support students

The majority of students' needs will be met through [High Quality Teaching \(Wave 1 Provision\)](#) which will be coordinated by the subject/class teacher and supported by the SEND team, as and where appropriate.



If your child has a Special Educational Need which requires extra support/provision in addition to Quality First Teaching, your child will be placed on the SEND register.

If your child is on the SEND register they will:

- have key Quality First Teaching strategies on the Academy's Inclusion Register
- have an identified keyworker in Student Services who will remain in regular contact with both student and parent
- have an individual SEND Support Plan (co-created with student and parents) with clear targets & outcomes
- have 3 x formal SEND Support meetings with student, parent and keyworker per year to review progress and outcomes

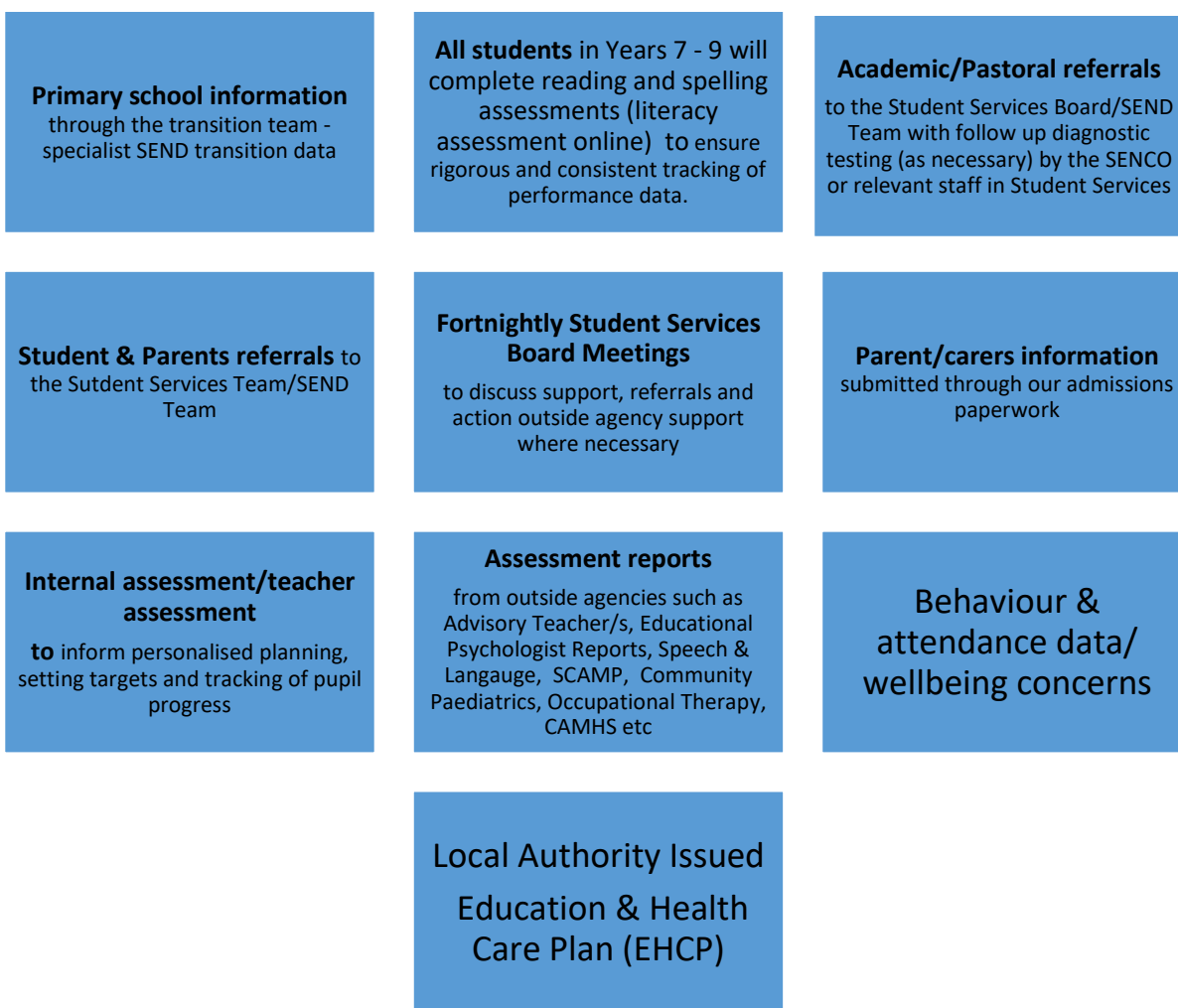
In line with the graduated approach of the 'assess, plan, do and review' cycle students receive appropriate and timely interventions that are regularly reviewed and monitored. The SEND population in school is not static and students move on and off the register and in or out of interventions where appropriate.

Where students on the SEND register are also in care, the virtual school, social services and appropriate professionals will be involved in pupil education plan meetings.

## How are students with SEND identified at Churchill?

Most students and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching (Wave 1 Provision). Churchill Academy staff receive regular training in order to help them support the pupils in our school who have special educational needs. Our school is committed to the early identification of pupils with SEND.

At Churchill Academy & Sixth Form we identify students with SEND through:



If your child has a Special Educational Need, the SENCO and SEND team will:

- Work with the class teacher/s, Tutors and Heads of house to ensure that all learners have access to universal high-quality teaching and pastoral support
- Advise teaching staff on how to help each student to ensure personalised support is put in place as part of the Assess, Plan, Do, Review cycle
- Provide training for staff so that they understand a student's needs
- Work closely with parents and students to listen to any concerns they may have
- Liaise with other professionals (if necessary) who may be able to help individual students e.g. Health/medical professionals, Educational Psychologist etc.

## Progress

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

(Code of Practice, DfE, 2015 page 96)

Student's progress is tracked continuously and is regularly monitored by subject teachers and Directors of Faculty/SLT to ensure that all students make progress and reach their potential.

All concerns relating to the progress of students with suspected barriers to learning are referred to the SENCO, who will liaise with the class teachers, Tutors and Heads of House to investigate the students' needs according to the guidelines of the SEND Code of Practice and the Academy's referral systems and policies. The SENCO/SEND Team will work with the class teacher/s to explore answers to the following questions:

- Is there an identified SEND need, with a history of ongoing need?
- What has already been done for the student which is **different** or **additional** to the support in place for all learners?
- What are the learner/parents views?
- What are the unique strengths of the learner and how can we incorporate them into intervention planning?

For students who are identified as having '**significant and persistent**' difficulties and who require additional support, the student will be placed on the SEND register in line our Wave 2 provision as part of the Graduated Approach and put appropriate **SEN SUPPORT** based on the four part cycle of '**ASSESS – PLAN – DO – REVIEW**'. This means that we will:

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress



The classroom teacher is at the heart of this system – constantly reviewing and monitoring progress and setting targets for each student with the support and guidance of the SENCO and specialist SEND staff.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support/interventions needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed  
(SEN SUPPORT)

Where SEND needs are not identified, referrals will be returned to the referrer with suggested next steps from the SENCO/SEND team.

## How do we work with and consult with students, parents and carers?

At Churchill Academy & Sixth Form, we understand the importance of working collaboratively with students, parents and other professionals to ensure the very best outcomes for every student. We also believe in the importance of working with the pastoral teams and wider school teams in order to have a holistic plan of support for students with identified Special Educational Needs & Disabilities. We therefore welcome regular communication with parents and carers.

**If you raise a concern about your child, we will have an early discussion with both you and your child to ensure that:**

- Everyone develops a good understanding of your child's areas of strength and difficulty
- We take into account your concerns
- Everyone understands the agreed outcomes sought for your child

We will make a clear action plan as a result of these early discussions to ensure both you and your child are clear about what the next steps are. All teachers and support staff who work with your child will be made aware of potential barriers to learning, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on your child's progress.

During the school year there are also formalised opportunities for parents and carers to be involved in matters which specifically related to SEND:

- Year 6 Information and Transition Evening
- Parents Evenings where the SENCO is always available for appointments
- Additional SEND Parent Information Evenings/Coffee Mornings as detailed on the website/newsletter
- Discussions with parents prior to any referrals and/or assessments being carried out
- Specialist SEN SUPPORT Review meetings with the SENCO/SEND Team
- Annual Review Meetings if your child has an EHCP

## Working closely with students

The SEND team and wider team of Student Services prides itself on ensuring that students are engaged in every element of their SEND Support.

- We have an '**open door**' policy in Student Services which encourages students to discuss any concerns they may have in relation to their learning needs
- Students are given regular opportunities to be involved in reviewing their progress through formal and informal conversations with members of the SEND team
- Students with more complex needs are closely consulted in the development of individual student passports which communicate their needs, interests and strengths to class teachers



## Adaptations to the Curriculum and Learning Environment

At Churchill Academy, we make every effort to ensure we can make reasonable adjustments to meet the needs of all of our students. Students follow a broad and balanced curriculum, which is differentiated and supported where necessary. Teachers plan lessons according to the specific needs of all groups of students in their class to ensure that reasonable adjustments are in place. Planning and teaching will be adapted on a regular basis if needed in order to meet your child's learning needs. This is our Wave 1, universal teaching provision that meets the needs of the vast majority of our students including many students with additional learning or social and emotional needs.

All students are taught in mainstream classes with the vast majority of students making progress through high quality teaching and pastoral support. A small number of students with persistent and complex needs may take part in additional support classes and interventions to support their progress in mainstream classes or to facilitate specific catch up work, pre learning or post learning. Interventions are put in place for a short, but intense, period of time in order to help a student make rapid progress. These interventions support literacy, numeracy, well-being and social skills. The progress of these students is carefully monitored both during and after the intervention period. This forms our wave 2 provision for those who require 'SEN SUPPORT', with some of these students being supported formally on the SEN register.

Churchill Academy's Accessibility policy and equalities statement provide more detail about how we support students in accessing the curriculum and the learning environment.

## How Students with SEN engage in all activities?

We are committed to providing a broad and balanced experience for all students whatever their ability or needs. We want all our students to feel that they are a valued part of our community and we have high expectations for them all. We aim to achieve this through celebrating neurodiversity and by the removal of barriers to learning and participation through:

- Providing a secure and accessible environment in which all our students can flourish and in which all contributions are considered and valued
- By ensuring that all of our extra-curricular activities, student leadership opportunities and school visits are available to all of our students
- Through Including and valuing the contribution of all families to our understanding of equality and diversity
- Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people
- Improving our knowledge and understanding of issues of anti-discriminatory practice, promoting inclusion, equality and valuing diversity
- Making inclusion a thread that runs through all of our activities
- Ensuring every child has the entitlement to a sense of achievement

## How do we manage transition?

Members of the Student Services such as the Heads of House and the SEND Team along with the SENCO manage support for all students with SEND at key points of transition.

Primary Transition	Secondary Foundation Stage (Year 7, 8 & 9) to Personalised Stage (Year 10 & 11)	Personalised stage (Year 10 & 11) to Advanced Stage (Year 12 & 13)
<ul style="list-style-type: none"> <li>• Close links with Primary School SENCO/Inclusion leaders to ensure smooth transition</li> <li>• Transition Team visits to speak to Year 6 students at our feeder schools</li> <li>• Bespoke transition days for students with more complex needs</li> <li>• 1:1 meetings with parents and students, where appropriate</li> <li>• Attendance at Annual Reviews of EHCP students from Year 5 upwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful consideration of students' learning needs and appropriate timetable/subject choices supporting students and parents as appropriate</li> <li>• Alternative curriculum options - Community Pathway</li> <li>• 1:1 meetings with parents and students, where appropriate</li> <li>• Some students may undertake work experience and students with SEND are carefully supported through this process</li> </ul>	<ul style="list-style-type: none"> <li>• Careful consideration of students' learning needs and appropriate timetable/subject choices supporting students and parents as appropriate</li> <li>• Sixth form Options Evening/Be a Sixth Former for a day</li> <li>• Close link to Sixth Form Pastoral team to ensure smooth transition into post 16 education</li> <li>• Links with local community/college to support transition to ensure personalised transition plans</li> </ul>

The SENCO will hold meetings with primary school SENCOs and if necessary any relevant professionals. There is an opportunity for parents to meet the SENCO during the Year 6 parents' evening following Induction Day.

Year 11 students receive a bespoke transition program organised by the school Head of Sixth Form in liaison with the SENCO. In preparation for adulthood and post 16, students in KS4 will also receive enhanced careers guidance and a careers interview.

## Exam Access Arrangements

Churchill Academy follows statutory guidance from Joint Council for Qualifications (JCQ) in order to plan and implement these arrangements. The criteria is stringent and externally set, and can only be put in place by a specialist assessor.

Some students require Access Arrangements in order to access tasks in lessons, in assessments and in statutory examinations:

- Access arrangements are put in place to level the playing field and remove disadvantage. There are there to provide access and not to give a student an advantage over their peers
- The school must present a compelling case – demonstrating evidence that there is both evidence of need, history of need and that the Access Arrangements being applied for is that student's normal way of working
- There are a range of Access Arrangements which reflect the individual needs of the students: Access Arrangements commonly used in school include extra time (up to 25%), supervised rest breaks, the use of an adult reader, adult scribe and/or the use of a word processor.

## Support for improving emotional and social development & measures to prevent bullying

At Churchill Academy, we are committed to ensuring that students have a high level of support for their personal and social development. The thoughts and feelings of our students are of paramount importance to us. We take the time and opportunity to listen to students and parents about any concerns. When it is felt that additional support or intervention is necessary to support a child's social or emotional development then we can offer:

- A school with caring and dedicated staff;
- A school ethos that has student's social and emotional well-being at the heart of it;
- The use of the school reward system to develop student kindness, curiosity and determination
- Access to 'The Wellbeing team' for high levels of need;
- Close liaison with external services where referrals for specialist advice can be made;
- Assembly themes that focus on social and emotional well-being of all, including themes such as anti-bullying;
- Raising awareness of national events such as anti – bullying week and follow up activities to ensure that we have an anti-bullying culture in school; and
- A behaviour system which embraces a restorative approach and a reward system that encourages students to be kind and considerate to others

Bullying is unacceptable and no member of our school community should be bullied or caused anxiety by another. For more information please read our Anti-Bullying Policy & Guidance.

## What other extra/additional support is available for students with SEND?

- Access to Student Services to spend social time/eat lunch in the supervised Academy Skills Centre
- Access to Student Services to socialise in a safe, calm and supervised learning environment
- Access to computers and printing facilities in Student Services to support homework
- Homework Club – support for completing homework afterschool
- Breakfast Club – for vulnerable students to check in with staff at the start of each day
- Support (where necessary) with accessing specific extra-curricular clubs and activities happening around school
- Students with more complex needs may need support with academic ‘field trips’ and school activities - individual risk assessments and support is arranged to enable them to participate as fully as possible with their peers.

## How do we evaluate the effectiveness of SEND Provision?

We continuously ensure the provision has a positive impact on the outcomes for all students. The progress of students with SEND is monitored by all key staff linked to your child e.g. the class teacher, Tutor, HOH alongside the SENCO/SEN Team as part of our whole school approach to SEND. We work hard to ensure that students with identified SEND needs are clear in understanding how much progress they are making in any intervention work.

It is of the utmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. This is done through:

- Review meetings
- Work scrutiny
- Internal teacher assessments & analysis of appropriate data
- Provision mapping
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance review targets
- Holding annual review meetings for students with EHC plans

With the permission of parents, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists who may carry out further assessments, provide advice to schools on how to best support the child and suggest resources (things) that would help the student make progress.

## Local Support and Advice for Families

### 1. **The Local Offer**

The Local Offer provides information and advice to parents of students and young people with Special Education Needs and Disabilities between the ages of 0 – 25.

### 2. **SEND & YOU (SAY)**

SEND AND YOU (SAY) is charity/support group that provides information and support to parents, students and young people with any type of Special Educational Needs & Disabilities (SEND).

### 3. **North Somerset Parents/Carers**

An independent group of parents in North Somerset who all have students with a disability or additional needs

### 4. **Bridging The Gap**

An independent Community Interest Company, our aim is to provide a wide range of workshops for parents/carers of students as well as young people with complex needs or disabilities, this could include mental health needs, learning difficulties, sensory or communication impairment, emotional and behavioural difficulties, and/or on the Autistic Spectrum.

## What is the Academy's complaint procedure?

The Senior Leadership Team and Governing Body continually review the work of the SEND Team within Student Services and the support offered to students with SEND. Any complaints should be discussed in the first instance with the SENCO. Concerns can usually be resolved quickly in this way. However, if you are still unhappy you can follow the Academy's complaints procedure as laid out in the Complaints Policy on the website: <http://www.churchill-academy.org/Policies>

## Please get in touch

Please get in touch if you would like to have more information about how we could support your child's needs, please contact us so we can arrange to meet and discuss your individual concerns in more detail. We look forward to working in partnership with you and your child.

**Nicky Moon ([senco@churchill-academy.org](mailto:senco@churchill-academy.org))**

**SENCO**  
**Spring Term 2022**

Approved by Academy Trust Board, March 2022