



Annual SEND Report for Governors - March 2026

School:	Churchill Academy and Sixth Form
SENDCO:	Agnieszka Moncur
Date of report:	10/03/2026
SEND Governor:	Rob Hart

Total NOR	Total % on school census coded K and E for current year	Total % on school census coded K and E for previous year	Total number of learners with SEND in the school	Total number of learners with SEND in the school on the SEND register without an EHCP	Total number of learners with SEND in the school on the SEND register with an EHCP
1479 (down from 1549 last year)	6.8%	7.3%	101	73 / 4.94%	28 / 1.89%

EHCP statutory assessments and consultations

Total number of requests for Statutory Assessment	Total number of requests for Statutory Assessment agreed	Total number of consultations	Total number of negative responses that resulted in a placement	Total percentage of students accessing Alternative Provision
22	5	29	9	0.94%

SEND Profile (for last 12 months)

Primary area of need	Communication and interaction	Cognition and learning	Social, Emotional and Mental Health needs	Sensory and/or physical needs
Total % across the school	2.70%	3.24%	3.90%	0.27%
Total number of learners with the primary area of need	40	48	58	4

EHCPs

Total number last year	Total number this year	Percentage of increase/decrease	Primary area of need in EHCPs
38	28	26.32%	SEMH (53.57%)

SEND Funding

	Notional funding March to April	Element funding (TUF) March to April	Total income for Notional and TUF	AP costs (out of TUF)	Staffing costs
2024-25	£579,291.79	£203,479.36	£782,771.15		
2025-26	£567,332.68	£329,106.00	£896,438.68.	£183,847.00	£204,393.30

Staffing:

Number of TAs/LSA/HLTAs full time	Number of TAs/LSAs part time	Number of HLTAs	Vacancies	Other staff
3	4	3	2	School led tutoring - 1

Key Points

	Details
SEND information report is available on the school website and is dated within the last year.	YES
SEND or Inclusion policy is up to date and available for review	YES - LSP
The SENCo holds the mandatory qualification	NPQ underway (4 out of 5 Teaching cycles completed). Predicted completion for May 2026.
SEND governors training has been completed within the last year	Meeting due 17/03/2026

Provision, Access and Support

How does the school identify learners with SEND?	Please see the School information Report.
What happens when a learner has been identified?	Please see the School information Report.
What provision is in place to support teachers to provide for a learner with SEND?	<p>The Inclusion Register runs through Bromcom. There is a well-established RAG rating system to reflect our graduated response. The Inclusion Register is related to SEND and pastoral information as it sits under the wider umbrella of Student Services.</p> <p>Key information is clearly communicated to staff, ensuring that the needs of students are made explicit to support planning.</p> <p>All documentation is on the student profile page and coded on the teacher's register.</p> <p>Bromcom can create an overview of a class/group of students, including SEND, PP, LAC, Medical and if a student has a Step Out, Exit or medical card.</p> <p>This year we have introduced 3 strategies per area of need to support teacher workload.</p>

<p>How are parents and carers informed of identification?</p>	<p>Please see the School information Report.</p>
<p>How are parents and carers informed of progress a learner is making?</p>	<p>Please see the School information Report.</p>
<p>How effective is classroom teaching in supporting the needs of learners?</p>	<p>Aspects identified through SEN Learning Walks (with an LSP lead):</p> <p>Strengths in all lessons visited:</p> <ul style="list-style-type: none"> ● Positive behaviour for learning: Lessons were calm, purposeful, and students were engaged and willing to participate, including those with SEND. ● Safe learning environments: Students felt confident to ask and answer questions. Students with SEND were included in all activities, and in some cases were pushed to extend their answers, indicating a culture of ambition for all. ● Well-deployed support staff: LSAs were used effectively to circulate, scaffold learning, and respond to student needs without over-prompting. LSAs used their initiative well in all classes visited. ● Use of technology: Students who needed to, were able to use laptops in their lessons. ● Clear links to prior learning: Teachers consistently linked tasks to previous lessons or real-life examples to support understanding. ● Strong scaffolding: Tasks and worksheets were broken into manageable sections, with sentence starters and additional support where needed. ● Effective modelling: Some teachers modelled reading, writing, and task completion, supporting understanding.
<p>What interventions are in place to support learners? How is access to interventions planned?</p>	<p>Churchill Academy Graduated Response Literacy Interventions Map and Rationale</p> <p>This year we have expanded our SEMH intervention offer to regular Nurture groups. Boxhall profile is used regularly for higher profile students to identify needs. We have introduced trips for SEND students to reward attendance and support SEMH needs.</p>

SEND Improvement Priorities (in line with the [School development plan 2025-26](#))

Key actions	Implementation	Intended Impact
Ensure that all staff are consistently supporting priority learners	<ul style="list-style-type: none"> - training on scaffolding to All Staff (SENCO) - training on specific strategies for KS4 delivered to Humanities - work with English, Math and Science on Year 7 curriculum in particular to develop particular resources in response to need 	Closed gaps in attainment and progress for priority learners compared with 2025 outcomes
Simplify and streamline plans and passports with consistent strategies to enable teachers to plan more effectively for priority learners	3 basic strategies for each of the 4 areas of need.	
Develop subject-specific planning for key groups of priority learners	<ul style="list-style-type: none"> - training on specific strategies for KS4 delivered to Humanities. - work with English, Math and Science on Year 7 curriculum in particular to develop particular resources in response to need 	
Implement focused development of classroom management as an element of pedagogy	Supporting movement breaks, step out cards and other methods of regulation have been observed in class All school training on Trauma and Attachment	Closed gaps in behaviour between priority learners and peers compared with 2025
Develop the use of Google Classroom to consistently support all students, but especially those with gaps in their learning: by September 2026, the curriculum should be available to students via Google	Support through technology This is progressing well. Laptop users receive a training session and are supported in the classroom to save their work appropriately on Google Drive so that it can be accessed later. All faculties are publishing their syllabus for "the big picture." Conversations with parents and teachers show that this is	Closed gaps in learning for students who miss lessons due to health, interventions, behaviour or other reasons More consistent communication of learning journey.

Classroom.	an element of planning.	
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Staff Development

Staff	Overview of training	Intended impact
All staff	Trauma and Attachment	Comprehensive training on Trauma and Attachment has been provided to all staff, ensuring a consistent and informed approach in supporting children and young people. In addition, targeted workshops have been delivered for specific children, to ensure tailored support and coordinated practice. Staff survey has found that this was impactful.
All staff	How to sessions	Improvement in areas identified by the School development plan such as scaffolding.
SENCO	NPQ	Obtaining the qualification by May 2026. Continuous improvement in the understanding of effectiveness of the role.
SENCO (open to all staff)	Continuous training from the LSP on issues related to neurodiversity such as Dyslexia, working memory, ADHD, dyscalculia.	To increase staff awareness and confidence in supporting neurodiverse learners, enabling more inclusive teaching practices and improved learner engagement and achievement.

External Agencies

Agency	Purpose	Impact
The Autism Service	To support attendance for students with an Autism diagnosis	Reintegration with school Involvement with 1 student this year.
NS Transition worker	To ensure that students with additional needs identified in primary have successfully transitioned and settled	Involvement with 3 students this year.
NS EP service	To provide both training and supervision in the form of SENCO Networks. To provide All staff training. To provide assessment in schools for students when Graduated Approach is exhausted.	To respond to emerging needs and priorities related to SEND and neurodiversity. Professional review of current provision and advice regarding strategies will lead to improvement in particular areas of difficulty e.g attendance, academic performance or behaviour. Informs EHCNA applications, access to funding or APs.
Autism pathway (SCAMP)	To refer students for a diagnosis of Autism	Parents can access further support. School is provided with recommendations for adaptive teaching.

		16 students referred this year - 1.10%
Community Paediatrics	To refer students for a diagnosis of ADHD	Parents can access further support. School is provided with recommendations for adaptive teaching. 17 students to be referred this year- 1.15% of all students RTC referrals are the preferred option for parents.
Educational Psychologist (private)	To inform EHCP Annual Review changes in the event of a significant change of need and provision	The LEA accepts the significant changes recommended to the EHCP. This might lead to increased funding or specialist provision.
Alternative provision	Alternative Provision is used to meet the needs of pupils whose Education, Health and Care Plan (EHCP) provision within the school has been fully exhausted. It provides tailored support in an external setting to ensure continued access to education, address specific barriers to learning, and promote positive outcomes for the child.	Accessed by 14 students.