



# **SEND Information Report Spring Term 2026**

<b>Dated</b>	Term 5 2026
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<b>SLT Approval</b>	March 2026
<b>Local Governing Body Approval</b>	March 2026
<b>Signed</b>	
<b>Next review date</b>	Term 5 2027

## Our Vision for SEND

At Churchill Academy & Sixth Form we have the highest expectations of all students. 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 students in their class. Universal provision underpins SEND provision across the Academy:

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

## 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 Agnieszka Moncur. You can contact Mrs Moncur by telephone on 01934 862771 or by email: [senco@churchill-academy.org](mailto:senco@churchill-academy.org)

## Other Key Staff linked to SEND

- Miss Katie O'Malley - Assistant Head for Inclusion
- SEND Governor - Rob Hart

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

## The SEND Team

Our specialist SEND team provides support which is 'additional to' or 'different from' universal provision, and we work in partnership with class teachers to enable all students with identified SEND to access a [broad and balanced curriculum](#) offer.

The SEND team has seven Teaching Assistants including 3HLTAs who have specialism focused on the four key areas of SEND need. This allows us to provide student centred planning and support. We keep withdrawal to a minimum, recognising that the first response to SEND should be universal provision. Members of the SEND team also act as key workers for students identified on the Academy's SEND register and students with EHCPs. The SEND team receive regular training to ensure that their expertise,

knowledge and skills are up to date.

The range of SEN that are provided for

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

<p style="text-align: center;"><b>Cognition &amp; Learning</b></p> <p>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.</p>	<p style="text-align: center;"><b>Communication &amp; Interaction</b></p> <p>Speech, language and communication difficulties which include Autism and a range of expressive and receptive language issues which affect the development of social skills.</p>
<p style="text-align: center;"><b>Social, Emotional &amp; Mental Health</b></p> <p>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)</p>	<p style="text-align: center;"><b>Physical, Sensory &amp; Medical</b></p> <p>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.</p>

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

Wave 1	Pre - SEND Support	<p><b>SOME STUDENTS</b></p> <p>Universal provision with Adaptive teaching / Reasonable Adjustments</p>	<p>The majority of students' needs will be met through Universal Provision which will be coordinated by the class teacher and supported by the SEND Team as appropriate.</p> <p>Students that may have additional needs and require some adaptive teaching/reasonable adjustments will be coded Green on the Inclusion Register and have <b>additional information at the bottom of their profile page.</b></p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">  Inclusion Register Green         </div>
Wave 2	Pre - SEND Support	<p><b>SOME STUDENTS</b></p> <p>Additional targeted support</p>	<p>The student requires extra support in the form of interventions, has a diagnosis or a private EP report. We share <b>additional information and specific Adaptive Teaching Strategies through a Student Passport which can be found in the Documents section on Bromcom.</b></p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">  Inclusion Register Amber         </div>
Wave 3	SEND Register Provision - Specialist Provision	<p><b>FEW STUDENTS</b></p> <p>SEN Support - K coded</p>	<p>If, despite interventions and specific Adaptive Teaching Strategies, the student is not making progress in certain areas and they need to access provision "additional to and different from" what is available to other students of their age they will be placed on the SEN Register and receive more specialist support.</p> <p>Students on the SEND Register have a <b>key worker and a Support Plan with specific targets which can be found in the Documents section on Bromcom.</b></p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">  Inclusion Register Red         </div>
		<p><b>SELECT FEW</b></p> <p>EHCP</p>	<p>Students with complex needs have an EHC plan (awarded by the Local Authority) and will be receiving specialist and bespoke support. Students with an EHCP have a <b>key worker and a Support Plan with specific targets as well as an EHCP plan all of which can be found in the Documents section on Bromcom.</b></p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">  Inclusion Register Red         </div> <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <b>E</b> EHCP         </div> </div>

The SEND register effectively identifies and communicates students' needs to all staff to ensure:

- That our teachers have knowledge of the learners' needs and strategies to support their learning;
- Our teachers have the highest possible expectations for all learners in their class

If your child is on the SEND register they will:

- have a SEND Support Plan with Universal Provision strategies, targets and outcomes which are co-created with students and parents.
- have an identified key worker in Student Services who will remain in regular contact with the student and parent
- have three SEND reviews 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. 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?

Our school is committed to the early identification of students with SEND. At Churchill Academy & Sixth Form we identify students with SEND through:

- **Primary Transition Process** - obtaining SEND data and information from Primary Schools
- **Parent/carers information** submitted through our admissions paperwork or raised by parents/carers
- **Baseline assessments for Year 7** - new students will complete Reading, Spelling and cognitive (CATS/MIDYIS) tests to assess their levels
- **Internal assessments Year 7-9** - Students undergo Reading and Spelling tests (Literacy Assessment Online) every year to ensure rigorous and consistent tracking of performance data.
- **Teacher's assessments and observations** - inform planning and next steps for every student
- **Referrals to the SSB (Student Services Board)** - if teachers or parents raise concerns about a student, an internal referral to the SSB is completed. The fortnightly board meets review data, discuss progress and agree next steps
- **Assessment reports** - reports from outside agencies such as Advisory Teachers, Educational Psychologist Reports, Speech and Language, SCAMP, Community Paediatrics, Occupational Therapy, CAMHS etc.
- **EHCP** - students who come to the Academy with an EHCP plan will have a bespoke provision

### Progress

*Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a student 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 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 investigate the students' needs according to the

guidelines of the SEND Code of Practice and the Academy's referral systems.

As part of the Academy's graduated approach, students who are identified as having 'significant and persistent' difficulties and require additional support will be placed on the SEND register in line with our Wave 2 provision. Students will receive 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
- Put the provision in place to meet those outcomes
- Review the support and progress (At least 3 times a year)

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

At Churchill Academy & Sixth Form, we understand the importance of working collaboratively with students, families and other professionals to ensure the very best outcomes for every student. We therefore welcome regular communication with parents and carers.

If you raise a concern about your child, the Academy will have an early discussion to ensure that everyone develops a good understanding of your child's areas of strength and difficulty and we listen to your concerns.

We will make a clear action plan as a result of these early discussions to ensure both you and your child understand the next steps. All teachers and support staff who work with your child will be made aware of potential barriers to learning, the support being provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions on the student's progress.

During the school year there are also formalised opportunities for parents and carers to discuss concerns related to SEND:

- Year 6 Information and Transition Evening
- Parents Evenings where the SENCO is available for appointments
- Additional SEND Parent Information Evenings
- Prior to any referrals and/or assessments being carried out
- Specialist SEN Review meetings with the SENCO/SEND Team
- Annual Review Meetings if your child has an EHCP

#### How we 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 encourage 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 conversations with members of the SEND team
- Students are closely consulted in the development of individual student passports which communicate their needs, interests and strengths

### Adaptations to the Curriculum and Learning Environment

At Churchill Academy & Sixth Form, 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.

Wave 1 - Teachers plan lessons according to the needs of students in their class and use universal provision to support progress. All students are taught in mainstream classes with the vast majority of students making progress through high quality teaching and pastoral support.

Wave 2 - Students with complex needs may take part in additional classes and interventions to support their progress in class or to facilitate specific catch up.

### 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. We aim to achieve this through celebrating neurodiversity and by the removing barriers to learning and participation through:

- Providing a secure and accessible environment where all contributions are considered and valued so all our students can flourish.
- Ensuring that all of our extra-curricular activities, student leadership opportunities and school visits are available to all students
- 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 & 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

## 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</li> <li>● Alternative curriculum options – Community Pathway</li> <li>● 1:1 meetings with parents and students</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</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>

## Exam Access Arrangements

Churchill Academy & Sixth Form follows statutory guidance from the Joint Council for Qualifications (JCQ) in order to plan and implement Exam Access Arrangements. The criteria is stringent and externally set, and can only be put in place following assessment 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.
- The school must present a compelling case – demonstrating evidence that there is both evidence of need, history of need and that the Access Arrangements are the

student's normal way of working.

- There are a range of Access Arrangements which reflect the individual needs of the students including: 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

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. The Academy offer additional support/ intervention for social and emotional development including:

- 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 other.

### 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 after school
- 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

## 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, Head of House and the SENCO/SEN Team, as part of our

whole school approach to SEND. We ensure students understand how much progress they are making in specific interventions. It is essential that the provisions the Academy provides are effective and regularly reviewed. This is conducted by:

- 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

## 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 Educational Needs and Disabilities between the ages of 0 – 25.

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

SEND AND YOU (SAY) is a 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.

## **5. North Somerset LA Local Offer**

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. LSP Complaints Policy is detailed on our website: [Here](#)