

# Special Educational Needs and Disabilities (SEND) Information Report

Person responsible for the Policy	Headteacher
Date last reviewed	Oct 2022
Review Date	Oct 2023
Is this Policy to appear on the school website	Yes

Welcome to our SEND information report, which forms part of the Norfolk LA local offer for learners with special educational needs or disabilities (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015.

The governing bodies of all maintained school proprietors have a legal duty to publish an information report on their website about the implementation of the governors' or proprietors' policy for learners with SEND. The information published will be updated annually. The information report also applies to all learners who are looked after by the local authority and have SEND.

For details of the Norfolk Local Offer please click here: [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

For information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND) please visit Norfolk SENDIASS: [Norfolk SEND Partnership Home Page \(norfolksendiass.org.uk\)](http://norfolksendiass.org.uk)

At Churchill Park Academy we are all committed to working together with all our stakeholders to provide the very best opportunities for all children and young people.

**CAPACITY**

try my best

**INCLUSION**

learn together

## **INDEPENDENCE**

do it myself

## **COMMUNITY**

learn anywhere

## **EXCELLENCE**

for the future

To allow our students to:

- Maximise their capacity and achieve their best.
- Make a successful and confident transition into adulthood.
- Become confident, independent adults.

## Search our knowledgebase for frequently asked questions.

### **The needs of our young people**

All students in CPA (Churchill Park Academy) have an accompanying EHCP on admission to our school whereby the SEND needs are identified and addressed.

Ongoing assessment of need is through identifying additional needs and adding these onto the pupils EHCP plan. Referrals and specialist provision systems are put into place accordingly.

A child or young person who has additional or special needs may need a specialist provision. This can depend on the level of need but generally if a child or young person:

Has a significantly greater difficulty in learning alongside their peers

Or

Has a disability that prevents or hinders them from accessing educational facilities offered to them and their peers at a mainstream school or post 16 institutions.

All our children and young people have a Statement of Educational Needs or Educational Health Care Plan which clearly details their additional needs, and how we can support them.

The needs of our children and young people are wide ranging and include:

- Sensory and physical impairment.
- Cognition and learning needs – including SLD (Severe Learning Disabilities), MLD, PMLD (Profound and Multiple Learning Disabilities), SPLD (Specific learning difficulties) and GDD.
- Communication and interaction issues – including ASD (Autism Spectrum Disorder) and ADHD (Attention Deficit Hyperactivity Disorder).
- Social, Emotional and Mental Health needs.

### Parent and carer involvement in the child's education

The success of the children and young people relies on strong links and relationships between school staff, governors, pupils, parents, carers and other health care professionals.

Parents and carers can consult

- Daily via home school diaries, Evidence for Learning, via class e mails or by telephone before or after school.
- At any time preferably by making an appointment with the relevant member of staff
- Twice a year at parents' evenings
- Annually at the Statement/EHCP review.
- Making comments and giving feedback to the class team using the Evidence for Learning app and Class Dojo
- Parent surveys
- Transition meetings

We also offer several parental advice/information coffee mornings to enable parents to meet with local providers and health care professionals, (who are also part of the Local Norfolk Offer), and who provide services to our children and young people with additional needs. Currently this is being done remotely.

### Pupil involvement in their education

Our children and young people are also consulted about their education, and they have their opportunity to consult by

- Everyday involvement in class through their daily curriculum
- Attending and giving their views and opinions at their Statement/EHCP review
- During Personal, Social and Health Education lessons
- Attending taster days and transition days at post 16 and post 19 providers

- Through student council

The annual review of the young person's Educational Health Care Plan will give the opportunity for parents, carers, students, teachers and all other professionals involved with the young person to review the and evaluate the progress over the course of the previous year. To evaluate outcomes and identify and set challenges and targets for the young person to work towards the following year. To plan who and what will need to happen to ensure our students have the very best support to succeed.

### Approaches to teaching

Churchill Park Academy caters for a range of unique learners who encompass a broad range of learning needs. At Churchill Park, we aim to offer a bespoke curriculum for each learner focused on their individual needs and strengths. Our classes are organised in pathways: -

- Experience (Pre-Formal)
- Engage (Semi-Formal)
- Enhance (Formal)

According to their learning styles, preferences and readiness to learn. This allows pupils to work in a group with others of similar needs.

Our staff use a wide range of strategies to enable all our children and young people to access the curriculum, this may include using: -

- Visual timetable/Visual cues
- iPad, laptops
- Visual timetable
- iPad, laptops
- Positive behaviour approach
- Workstations
- Symbol based communication programmes such as PECS (Picture Exchange Communication System) and Communication boards
- Augmented alternative communication
- Total communication approach
- Switch operated equipment
- Intensive interaction
- Intervener approaches
- Hydrotherapy

- Rebound therapy
- Sensory integration
- Objects of reference
- Body signing
- Story massage
- TACPAC
- Sensory Circuits
- Sensory approaches
- Educational visits
- Tactile cues

Training of staff is essential in meeting the needs of our children and young people. We have specially trained staff in a range of areas across the school.

Staff undergo a series of mandatory training in school to support the needs of its pupils. These include:

- Administration of medication
- Safeguarding
- Online Safety
- Prevent
- FGM (Female Genital Mutilation)

Additionally training throughout the year may include:

- TEAM TEACH
- Sexual Harmful behaviours
- Trauma Training
- Bereavement Training
- Pupil specific medication
- Moving and Handling
- Attention Autism
- TAC PAC
- Sensology
- Rebound Therapy
- Story Massage
- PECs

- Pupil specific moving and handling
- Intensive Interaction
- Resonance Board
- Sensory Story Telling

### A curriculum to meet our students needs

The Churchill Park Curriculum is a linear progression of skills, knowledge and content in English, Maths, Science, Humanities, PE, and PSHE & Life Skills, for all pupils accessing subject specific curriculum working at a pre formal stage to those working formally at the KS3 expectations. This curriculum has been written by staff at Churchill Park with contributions from our OT and SALT teams. It has been based on selected relevant content from the national Curriculum and other programmes of study, edited to ensure relevance and allow time to focus on a range of skills & knowledge.

This curriculum is delivered through a thematic approach following the school's long-term topic map. These topics have been selected by teaching staff to ensure the curriculum is kept relevant and engages pupils and prepares pupils with the functional skills and knowledge needed for adulthood. We have a range of topics in each Key Stage, tailored to suit age-appropriate interests and developmental stages of pupils. Pupils will receive their full curriculum entitlement and exposure to the range of subjects through these topics, differentiated to a level that is appropriate to their development and ability, namely;

- Communication & English
- Early numeracy skill & Mathematics
- Science and Investigation
- PSHE/RSE and Life Skills including Food Technology, IT and TITAN
- Topic including Humanities – Geography and History (History will be taught through PSHE and English with the use of examples from history to illustrate key learning) and Creative Arts.
- Religious Education (as agreed by the Norfolk Syllabus)
- MFL – Sign Language
- PE and Physical Development

Pupils will also have enrichment activities as part of our school's curriculum including:

- Forest School
- Horse Riding
- Duke of Edinburgh
- Sailing

- Shakespeare Schools Festival
- School Choir
- Orchestra of the Age of Enlightenment
- Residential Trips
- Vocational Options in KS4
- Physiotherapy
- Hydrotherapy
- Rebound Therapy
- Allotment
- Swimming
- TITAN

In 2019 we introduced the Pathway Model including Personalised Learning Goals. Due to COVID 19 we have had to delay our evaluation of the effectiveness of this provision.

### Measuring success

We continually monitor pupil progress in several ways.

Every pupil at Churchill Park has a Personal Learning Goal (PLG) document. PLG's track a student's progress towards individual targets that are linked to the objectives of the pupil's statement of special educational needs or the outcomes on the Educational Health and Care Plan (EHCP). Senior Leaders and Teachers work with pupils and families to develop PLG's, which are SMART targets based on the EHCP long term outcomes. Reviewing progress as a point in time assessment (PITA) towards EHCP targets is one of the two main summative assessment mechanisms we use at a whole school level. Towards the end of each term, teachers assess the progress the pupils have made towards meeting their targets and record it on Evidence for Learning.

SLT (Senior Leadership Team) and teachers scrutinise the work of pupils each term to ensure students' learning is challenging, relevant and accessible.

We also monitor the success of other provision in school such as rebound therapy, alternative methods of communication such as eye gaze and other alternative communication methods etc.

### Equality of opportunity

All pupils at Churchill Park have SEND needs. We strive to give all pupils an opportunity to take part in the school has to offer despite pupils having any SEND needs that may prevent them from doing so. Our approaches to learning, specialist equipment and staff training ensure that pupils can engage fully in activities. All children and young people have equal opportunities. We are working towards becoming a fully inclusive school. The school has

high expectations of our children and young people, and we continue to challenge their capacity to learn.

We are very proud to be awarded the Inclusion Quality Mark (IQM) three times, most recently in November 2019. We are now an IQM Flagship School. The IQM is a national award that recognises the school's efforts to be inclusive and to meet the needs of all our stakeholders.

Due to COVID 19 we have been unable to visit other schools this past year but will continue to build relationships with school within our academy and the local area.

### Social and emotional aspects of learning

This is an extremely important area of learning for our students. We are mindful that our School needs to be at the heart of our community and us as a school make a valuable contribution to it. Students enhance their opportunities to contribute and understand their community by

- This year we have implemented a new pastoral care team.
- Learning through Personal, Social and Health education lessons.
- Ensuring we use lunchtime and break time as part of the taught day where pupils are supported and encouraged to learn and practise their social skills.
- Our staff model appropriate behaviour and use positive reinforcement to celebrate and reward students for their endeavours.
- Small class sizes and working alongside peers enables students to feel confident in speaking out and expressing their feelings.
- An amount of learning in the community to allow our students to learn and practise social behaviour.
- High quality assessments of student's social and emotional abilities enabling the design and implementation of further interventions, as necessary.
- Wide range of class resources to support social and emotional aspects of learning.
- Zones of Regulation Curriculum is used across the school to teach students how to regulate their own emotions.
- Mental Health support provided to our students.
- Intervention from Starfish Team (External support agency).
- ELSA intervention.

## Working with other professionals

Mental Working with other professionals is essential in meeting the needs of our students. Many of the professionals work directly with staff and students so programmes of support can be delivered daily.

We have access to several professionals including: -

- Speech & Language therapy
- Physiotherapy
- Occupational therapist
- Community Nurse Paediatrician
- Sensory support (Virtual School)
- Child and Adolescent Mental Health Services
- Epilepsy Nurse
- Visually Impaired advisor
- Teacher for the deaf
- ATT
- Social Care
- Preparing for Adult Life Team
- Starfish
- Starfish +
- The National Teaching & Advisory Service Ltd (Home tutoring)
- Mental Health Support Team Services (MHSTS)

## Funding for students with additional needs

We received a fixed sum for each student at our school and in addition we receive a top up sum of money depending on the level of need of each student. This is applied for according to the Norfolk Special Schools Top up Funding Matrix. Pupil Premium funding is also given to students who have been or are eligible for Free School Meals.

Funding is also given to Children Looked After and children in Service families to ensure arrangements are in place in supporting these young people.

## Preparing for next steps

It is imperative that we prepare our students for the next stage in their life. The transition can be to a new class, having a change of class teacher, moving onto another school, transferring to college or another post 16 provider or to employment. Churchill Park Academy is committed to working in partnership with children and young people, families, and other providers to ensure supported and positive transitions occur.

Each summer term we have “Jump Up week” to prepare students for moving into new classes at the beginning of the academic year.

Transition to future settings begins in year 9 with a transition plan for each student; this is discussed at each EHCP annual review. Students are offered the opportunity to investigate different settings from post 16 onwards with consultation with parents and other professionals. Regular visits to a new setting can be arranged in the summer term, this includes new students joining Churchill Park Academy for the first time.

The school works closely with the College of West Anglia, other regional colleges and Sixth Forms and Day Services post 19, to ensure a smooth transition for those pupils moving on to further education.

“What’s Next?” coffee mornings are held to highlight the possible provisions available in the area.

### Have your say

The success of our students relies strongly on the links between school, staff, Governor, pupils, parents and carers and other professionals.

We are continually developing our practice to improve outcomes for our pupils, and welcome suggestions from our stakeholders to allow us to continue this practice.

If you have any questions about our contribution to the Norfolk Local Offer, please contact Ellie Weatherall, Head Teacher

Please click on the link below for more information about the Norfolk Local Offer

[www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)

Our SEN information will be reviewed and updated annually.

Useful links

Norfolk County Council SEN pages

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

Find out more about the Norfolk Local Offer by clicking here:

[www.norfolk.gov.uk/Childrens\\_services/Special\\_educational\\_needs\\_and\\_disabilities/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm)

Arrangements for handling complaints

Parents/Carers are offered information about working in partnership when their son/daughter starts at a Unity Education Trust (Specialist Provision) school.

Parents/Carers should not hesitate to contact the relevant member of the school management team if they have any worries concerning their child.

Problems and misunderstandings do occur, and these can often be resolved quite easily through discussion.

Formal complaints, however, should be directed to the Principal of Specialist Education or the Chair of the Governing Body who will follow the schools established complaints procedure. The Principal of Specialist Education is Rachel Thornberry.

The Chair of the Governing Body is Nigel Woods.

The Governor responsible for SEND is John Rous Milligan

Complaints should be sent in writing to:

The Trust Administrator

Unity Education Trust (Specialist Provision) C/O Dereham

Sixth Form College

Crown Road

Dereham

Norfolk

NR20 4AG

### **Accessibility Plan**

To view our Accessibility Plan please click [here](#)