



Churchill Special School SEND Information Report

Legislative Compliance

This information report has been written in regard to:

[The Special Educational Needs and Disability Regulations 2014](#)

[The Children and Families Act 2014](#)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

This report should be read alongside the following [policies](#) available on this website:

- [Accessibility](#)
- [Admissions](#)
- [Equalities](#)
- [Managing Medical needs](#)
- [Special Educational Needs](#)

What are special educational needs (SEN) or a disability?

The definition for SEN and for disability from the SEND Code of practice (2014) is:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision for him or her. - A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. - Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

There are four broad areas of need:

- Communication and interaction
- Cognition and Learning –
- Social, mental and emotional health
- Sensory and physical impairment

Disability: Many children and young people who have special education needs may have a disability under the Equality Act 2010 – that is;

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.” The Equality Act 2010

Our Vision – Difficulties mastered are opportunities won

Vision statement

Difficulties mastered are opportunities won

The vision of our school has several distinctive features which can be summarised as:

1. A culture that supports and challenges learners to become confident, successful and independent adults
2. In an ethos of respect, a flexible and personalised approach which ensures that each learner makes progress in all areas of their learning.
3. A challenge to the traditional ways of working, pushing boundaries with regard to intervention and support for all pupils.
4. A network of support and partnership between pupils, parents/carers, other schools, specialists and external agencies to provide opportunities for individual needs to be addressed.
5. A responsibility to the community where individuals have a sense of belonging.

Objectives of the provision

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every student is valued and respected. At Churchill School we welcome pupils with special educational needs and disabilities and we will ensure that all pupils have an equal opportunity to engage in the curriculum.

The happy and secure environment of our school allows pupils to reach their fullest potential. Our model for learning begins with fostering curiosity and enquiry, and emphasises the process and development of skills and concepts.

The school environment creates conditions for effective learning, to stimulate and motivate children to find out about themselves and the world they live in. Pupils are valued and supported in the process of growing up and developing into adults.

The school will strive for educational excellence in all it does. It will recognise that each individual has a unique set of skills and that each individual is able to fulfil his/her potential.

We believe as Churchill said that “*Difficulties mastered are opportunities won.*” Churchill Special Free School is a testament to his determination and resolve and the pupils who attend are demonstrating day by day that, despite problems and difficulties they face with the right help and support, they can be successful.

We believe that Communication is a fundamental human right. It is a key life skill which underpins a pupil’s social, emotional and educational development. It is at the core of all social interaction and for some children and young people, acquiring the ability to communicate is difficult and painful.

Approximately 7% of five year olds entering school in England have significant difficulties with speech and/or language. These children are likely to need specialist and/or targeted intervention at key points in their development. A significant proportion of children and young people in both primary and secondary school with special educational needs have SLCN as their primary need. In contrast, secondary SLCN are associated with other difficulties that the pupil may be experiencing such as autism, cerebral palsy, hearing loss or more general learning difficulties.

Churchill Free Special School is here to help them. To intervene as early as possible to prevent the anguish, isolation and suffering that this group of children can endure.

This report has a question and answer format, which was identified, by parents, as being of most use to them in finding out the information they required.

What is the admissions process at Churchill Special School?

We cater for boys and girls aged between 8 and 18 years who are of average or above average cognitive ability, usually with a diagnosis of language and communication difficulties, high functioning autism, Asperger's Syndrome, social pragmatic difficulties and those difficulties associated with specific learning difficulties such as dyslexia. The pupils' needs may be complex, creating significant barriers to learning. They may have associated behavioural difficulties, but they will not have severe learning difficulties or behaviour difficulties that relate to complex emotional problems.

Each application is assessed on an individual basis. In each case, we take account of the needs of the individual pupil and consider whether the school would be suitable to meet their needs with particular reference to the following factors.

- Pupils will be aged between 8 and 18 years at the time of admission
- Pupils will be assessed as performing average or above on the Wechsler scale or equivalent assessment measure
- Pupils will have an Education and healthcare plan, specifying that he/she has specific difficulties with language, interaction and communication or a diagnosis of autistic spectrum disorder, such as high functioning autism or Asperger's Syndrome. Due to the variation in diagnostic terminology pupils may be diagnosed with an autistic spectrum disorder, autistic spectrum condition, autism or pervasive development disorder.

Local authorities co-ordinate all admissions in their area, and will communicate all admission decisions to parents.

The criteria below will be considered in relation to the two core provision areas of specific language difficulty and Autistic Spectrum Disorder

Criteria

1. A specific language difficulty relating to receptive language or expressive communication or Semantic Pragmatic Language Disorder.

The pupil will present with many of the following:

- Long term specific language behaviours indicating skills significantly below those of peers
- Limited expressive language that severely limits participation in classroom/setting activities
- Severe difficulties in communicating with peers, leading to social isolation and apparent behaviour difficulties
- Expressive communication that severely limits participation in classroom/setting activities
- Severe difficulties in following instructions, classroom routines and in maintaining attention to tasks, making it impossible for the pupil to participate in most ordinary classroom/setting and activities without a high level of support and structure.

OR

2. The pupil will have a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger's Syndrome or Social Communication Disorder.)

The pupil will demonstrate many of the behaviours (below) which may be ameliorated given appropriate structures and social learning:

- Highly atypical behaviour, such as obsessive, inflexible and/or withdrawn behaviours- some severe, linked to communication difficulties
- Irrational fears and high anxiety

- Inappropriate use of language, abnormal responses to sensory experiences and poor communication leading to substantial evidence of distress or emotional disturbance
- Highly inappropriate social behaviour leading to rejection by peers and social isolation, due to speech delay or inability to express themselves
- Severe difficulties in communicating with peers, leading to social isolation and apparent behavioural difficulties.
- A high level of frustration caused by the inability to participate in the classroom/setting or interact with peers

For more details regarding admissions please see the Pupil Admissions section of our school website and the school's Admissions Policy.

How is the school environment Accessible for students with SEND?

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

- As a purpose built special school, Churchill School is fully accessible. The building is light, classrooms are large and the site is both safe and secure.
- The school has toilet facilities with wheelchair access and fire doors in internal corridors are held open magnetically.
- There is a lift to the upper floor
- There is parking on site which includes disabled spaces
- Also see the [Accessibility Policy](#), which is available on the school's website.

How will my child be included in all school activities?

- All pupils have full access to the curriculum – including access to Enrichment activities and all school trips.
- In KS4 additional curriculum options are available for pupils who prefer an alternative to a traditional curriculum offer – pupils are able to undertake vocational courses at local colleges. ASDAN, Entry Level and Functional Skills English and Maths are also offered.

How will my child's needs be identified?

There will be early identification of specific needs through:

- Information from transferring schools and other settings
- Information from parents, families and carers.
- Information held within the statement of special needs/ education and health care plan of the pupil and annual reviews of the plan.
- One page pupil profiles
- A range of additional assessments are carried out if there are concerns about progress or additional needs that have not yet been identified.
- There is a School's [Managing Medical Needs Policy](#) – Care Plans are in place for all pupils needing them.

How will my child's needs be assessed?

- Standardised assessments of reading, spelling and mathematics are carried out on entry to the school. These assessments are repeated annually or at the time of annual review if this is no less than 6 months since the previous assessments were given.

- All pupils are assessed using standardised tests by the Speech and Language Therapist and Occupational Therapist on entry.
- Class teachers conduct writing assessments with pupils within the classroom environment.
- Additionally pupils may be assessed by the Educational Psychologist if a pupil is experiencing difficulties in learning or social adjustment.
- We may make referrals to our school nurse to ensure that pupils are safe and comfortable whilst at school and that their health needs provide limited barriers to them accessing the curriculum.
- Assessments are carried out in KS4 so that Exam Access Arrangements can be put in place for all pupils who meet the criteria. Pupils and parents will be informed when this occurs

Do staff have appropriate training in SEND?

- All staff receive comprehensive and ongoing training in meeting the needs of pupils with Autism Spectrum Disorders and Speech Language and Communication Needs.
- Most teaching staff have attended the TEACCH 3-day training course.
- Whole school training includes: safeguarding, online safety, manual handling, first aid, training related to administration of medication such as Epi Pens, behaviour management, Social Stories, social skills programmes, mental health first aid, developing good autism practice, solution circles, and Schoolsafe training in: Legal framework, Theory of de-escalation, Risk Management and Physical de-escalation .
- The SENCo has achieved the National SENCo Award and is a qualified Access Arrangements Assessor.

How will my child be supported?

- Classes have high staffing ratios and each highly skilled class team is able to quickly identify requirements for additional support on an ongoing basis throughout the year and will discuss these with senior managers and parents.
- Class sizes are no more than 11 pupils.
- The class teacher plans for the pupils with the guidance of the SENCo and support of Teaching and Learning Assistants.
- The class teacher is responsible for the overall assessment of pupil progress.
- Pupils are taught as a whole class, in small groups and 1:1 by both the class teacher and teaching assistants.
- We believe it is important for pupils to develop relationships with a number of adults and so we do not allocate specific assistants to work with identified pupils.
- All pupils work with every adult in their class team.
- Life skills are developed through the PHSE curriculum and dedicated life-skills lessons for all pupils across the school through the use of such programmes as Talkabout Books, Alex Kelly Ltd and Social Use of Language Programme (SULP) by Dr Wendy Rinaldi. In addition, ASDAN is offered which specifically support life-skills, work-related learning and preparation for adult life. The school also employs a full-time Life-Skills co-coordinator.

The school Governors are ultimately responsible for the progress and attainment of all the pupils although they delegate this responsibility to the Head Teacher. Governors receive collated and anonymised data about the progress of groups of pupils and hold the Head Teacher to account for how good this is.

How will my child's emotional well-being be supported?

- Our pupils' emotional well-being is as important as their academic progress.
- Class teachers plan for the holistic development of each child in his/her class, using detailed knowledge of each individual to promote their confidence and self-esteem.
- On admission a one page profile summary, outlining a pupil's needs and abilities, is written for each pupil in collaboration with pupils and parents/carers.

- Individual behaviour plans and expectations use a child's personal likes such as Minecraft, Dr Who etc which are incorporated as motivators and rewards. This increases the chance of the programmes success and adds to the child's enjoyment of school.
- When a child's behaviour becomes challenging, teachers are supported by Senior leaders in understanding the behaviour and agreeing with parents as to how best to manage it in a positive and proactive way.

How will I know how my child is doing and how will you help me to support my pupil's learning?

- A Home-School Link Book is used to share essential information by both school staff and parents.
- On entry to school, parents/carers and staff commit to writing information in the books regularly. Essential, personalised information will be shared via the book.
- Using the school App the School can send messages to parents quickly and easily directly to phones and tablets notifying them of events, news and other information.
- Pupils and parents are invited to contribute to the pupil's one page profile on entry and at the time of the annual review.
- Copies of each pupil's IEP are shared at Parents Evening, which occur once a term and there is an opportunity to discuss progress at the Annual Review.
- All pupils are invited to attend all or part of the annual review if they wish to share their views on school and their progress.
- Assessments of a pupil's progress are made on a daily, weekly and half termly basis so the teacher always knows what each pupil in his/her class has achieved and what needs to be further developed.
- Once a term, each class teacher meets with the assessment coordinator and the Head teacher to discuss each pupil's progress. This pupil progress meeting is used to identify whether pupils are on target or need additional support to make progress.

How will my child be supported through transition periods?

- Preparation for transition from KS2 into KS3 takes place in the summer term through liaison with parents and teaching staff. Pupils in year 6 have the opportunity to attend a summer school at the Academy to allow them to meet the academy staff and get to know pupils they could be integrating with.
- All students work with their Class Teachers to discuss future pathways and ambitions during careers sessions.
- School Work Advisor – to deliver lessons and advise parents on work related topics such as writing CVs and interview techniques.
- Pupils with Education, health and care plans have Transition Plans in place following their Y9 Annual Review. During this review more emphasis is put on post 16 provision and preparing for adulthood.
- Independent Advice and Guidance regarding careers education is offered to all students. A specialist careers advisor supports students across the school but particularly from Year 9 upwards.
- In KS4 students attend a college open day or arranged tour of local colleges.
- In KS4 students are supported on taster days at college by a member of staff.
- In KS4 Students are offered Travel Training in order to support transition to Post-16 education and independence.
- Before leaving Churchill pupils and parents will be involved in activities to promote preparation for adulthood, employment and independent living. We have a functional flat which will enhance our ability to offer relevant and useful life skills, in a practical way, to older pupils such as preparing simple meals, keeping the food preparation area clean and organised, doing laundry and bed making.

How can I raise concerns and be involved in supporting my child?

- Parents/carers are invited to Parents Evening three times during the year – the SENCo will attend meetings where further support is needed. This is an opportunity to discuss progress and any concerns.

- In addition to the school's policy of communicating and reporting to parents/carers, the SENCo can be contacted at any time by phone or email regarding any concerns - appointments may also be made to meet with the SENCo.
- Parents are always involved in decisions regarding referrals for education, health and care plans and for specialist advice/support from Educational Psychologists and other agencies.
- All decisions about pupils needing additional support will only be made after consultation and agreement with parents/carers. Parents/carers may also request referrals to be made.

How and when could my child integrate into the Academy?

From KS3 (Yr7) pupils at Churchill have the opportunity to integrate into Samuel Ward Academy for some lessons. Whilst the full curriculum is taught at Churchill, pupils are able to access lessons at the academy if they want to and are ready to do so. The pupils, parents, the Senior Leadership team at Churchill and Heads of Department at the academy decide when and how integration will develop. Pupils may wish to join one or several subjects with pupils at the academy. Once a subject is identified:

- A member of the Churchill staff will approach the subject department and select an appropriate teacher and teaching group for the pupil to work with.
- All pupils have a one page profile which is forwarded to the subject teacher in order for them to understand the pupil's needs before they attend the lesson.
- Samuel Ward Academy staff are invited to Churchill to meet the pupil in their own environment
- The pupil will visit the classroom that they will use for their lessons.
- The pupil will have a trial lesson with their class before deciding to attend the class permanently.

Who is involved and what are their roles and responsibilities?

The Roles and Responsibilities of the Governing Body

- The duties of the Governing Body are set out in the SEN Code of Practice 2014.
- The Governing Body has a statutory duty to ensure that the necessary provision is made for pupils with SEN and to ensure that teachers in the School are aware of the importance of identifying and providing for those pupils. The Governors oversee the School's provision and report annually on SEN policy and practice.
- The Governing Body establishes the appropriate staffing and funding for special needs. There will be a designated SEN Governor.
- The SEN Governor has responsibility to meet regularly with the SENDCO, ensuring that policies and procedures meet statutory requirements.
- The named SEN Governor is Mrs Rosie Smithson.

The Role and Responsibilities of the Headteacher

- The Headteacher has responsibility for the day to day management of all aspects of the school's work including provision for children with SEN. She shares responsibility with the governing body for developing and implementing the policy for SEN. The Headteacher works closely with the SENCO and the class teachers and keeps the governing body informed of this area of the school's development, through the termly report to Governors.

The Roles and Responsibilities of the SENCO

- The SENCo for Churchill Special School is Mrs Kirsty Richards
- The SENCo has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

- The SENCo is the principal agency through whom the Governors discharge their duties. The SENCo oversees the implementation and day to day operation of the School's SEN Policy having responsibility for monitoring the progress of all pupils with learning difficulties and emotional/behavioural needs. 3.5 In particular the Sancho's responsibilities include:
- Co-ordinating the provision of pupils with SEN including those with Statements or EHC plans, assisting with the identification and assessment of pupils with additional SEN;
- To liaise with other schools and next providers and other professionals and agencies;
- Advising, providing guidance and supporting class teachers;
- To be aware of the provision available in the local offer;
- To work with other professionals to provide a supporting role of the family to ensure they receive appropriate support and high quality teaching;
- Working collaboratively with Parents;
- Ensuring that suitable resources are provided;
- Ensuring that IEP's are drawn up;
- Assisting with the implementation of the IEP's and their reviews;
- Ensuring that the records of SEN pupils are updated and reviewed.
- Contributing to in-service training.

The Roles and Responsibilities of the Class Teacher:

- The class teacher has responsibility for the progress and development of every pupil in their class.
- To have full knowledge of the pupil's barriers to learning and Education, Health and Care Plans.
- To work closely with teaching assistants, specialist staff and outside agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- To work with the SENCo to review each pupil's progress and development and decide collaboratively on any interventions or changes to provision.
- To work in collaboration with pupils and families and develop a positive dialogue with them around their child's special educational needs, progress and outcomes.
- To contribute at least annually to an EHC Plan review where necessary

How does the school evaluate the quality of its provision for pupils?

Our approach to evaluation is to ensure that policy and practice are part of our on-going self-review process, so as to provide evidence to judge the success of identification and assessment; our provision for pupils and its effectiveness. We are committed to effective school self-evaluation as a basis for raising standards.

Our provision is evaluated in several ways:

- External evaluation e.g. by OFSTED
- Monitoring of achievements in the National Curriculum and other subjects
- Using pupil and parent/carer questionnaires
- Through the Annual Review process
- External accreditation results
- Attendance and exclusions
- Progress in terms of IEP targets
- Progress against success criteria, with a particular role for the Governing Body
- Regular review and evaluation of the whole school using scrutiny of work and monitoring of planning and visits by designated Governors
- Review of the work of individual staff members through Performance Management and Professional Review (this includes regular lesson observations)

- Evaluation of other coordinated approaches to school self-evaluation, for example surveys of parents, listening carefully to pupils, which together with the information detailed above, will contribute to the production of a well-founded evaluation of our strengths and areas for improvement.

How does the school involve other bodies and organisations in providing support for pupils and families including health and social care bodies, local authority support services and voluntary sector organisations?

Churchill School liaises with outside support services whenever their expertise helps to meet the needs of pupils and families effectively. The complex needs of the pupils and families at Churchill School require the support and intervention of a range of professionals. The school has a tradition of working collaboratively with people such as educational welfare officers, educational psychologists, and health and social care professionals. It is well placed to refer pupils and their families to appropriate professionals/agencies when needed. We receive advice and support on a range of issues including:


- Links with child health services, children’s social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND.
- Collaborative working with Social Care colleagues who support families, arrange respite care and also help in the transition from school.
- Liaison with the Specialist School Nursing Team, via a referral process, who are able to support pupils and parents/ carers on a range of issues including emotional wellbeing, managing puberty and behaviour.
- Outside agencies and volunteer bodies are also invited into school to provide training, talks and make presentations to staff, pupils and parents for example SENDIASS, The Breck Foundation, Money Metrics, Specialist Nursing Service, The Curly Hair Project, Childnet, and One Life Suffolk.
- In addition the school has well established links with mainstream schools in the area and local further education colleges.

What are the contact details of support services for the parents of children with SEN, including those for arrangements made in accordance with section 32?


The Local Offer details the services available for children and young people with special educational needs and disabilities (SEND) including mediation services.

These services are provided by many local organisations, which include education, health and social care services.

Local Authority	
Local Offer	https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0 See Independent Advice And Support for Mediation services.
Support Networks for parents/ carers	Suffolk Parent Carer Network https://spcn.org.uk/ 01473 345375 Suffolk Family Information Service 0345 60 800 33

Local Authority	
Local Offer	http://www.essexlocaloffer.org.uk/ See Family Support and Community for mediation Services

Support Networks for parents/carers	Essex Family Forum https://essexfamilyforum.org/ 07742 958 003 / 07707 110592 Email: hello@essexfamilyforum.org
	Families in Focus http://www.familiesinfocussessex.org.uk/ 01245 353575 Email: helpline@familiesinfocussessex.org.uk

Local Authority	 Cambridgeshire County Council
Local Offer	https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/ See Care and Family Support for Mediation services.
Support Networks for parents/carers	Pinpoint https://www.pinpoint-cambs.org.uk/ 01480 877333 Email: information@pinpoint-cambs.org.uk

How do I make a complaint?

- We listen carefully to the views of our pupils, and we welcome parents' comments about the school. We invite parents to contact the Headteacher or the staff in their child's class if they want any information or if they have any concerns.
- By paying attention to constructive criticism (and to any compliments we may receive) we hope that we can discover more ways to make Churchill into a happier and more effective school.
- Churchill has a complaints procedure and this is available on our website.
- Concerns and complaints about SEN provision should be addressed to the SEN Governor or Headteacher, who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

Who can I contact for further information?

The first point of contact for anything relating to your pupil's education is the class teacher. We encourage parents to contact us on an ongoing basis. Staff are always available to talk outside of teaching hours, or an appointment can be made for a mutually convenient time, please either telephone the school or write in the Link Book.

If you have any questions regarding Churchill School contact:

Mr Komodromos, Headteacher ckomodromos@churchillschool.co.uk

or

Miss Ashman SENCo ashman@churchillschool.co.uk

Mrs South SENCo south@churchillschool.co.uk

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