

2024-2025



CHRIST CHURCH ACADEMY
Excellence in Education

Christ Church Academy AEN and disabilities information report



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'All things are possible through Christ'

At Christ Church Academy children excel, achieve and enjoy learning. We are ambitious in our aims, driven by our Vision of excellence for all, so that all may flourish. All pupils have the opportunity to grow personally, emotionally and intellectually within a caring, nurturing and happy environment. The individual is also very much valued. We encourage independent thought and learning throughout the four years pupils spend with us, so at the end of Year 8 they leave as happy and confident young adults.

Definition of Special Educational Needs and/or Disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

[SEND Code of Practice 2015](#)



Special Educational Needs and Disabilities Local Offer

Information, support and services for children and young people aged 0-25 with special educational needs or disabilities (SEND).



For Parents and carers



For Young People



For Practitioners



Parent Carer Forum



SENDIASS



The four broad areas of need

Communication and interaction (C&I)

- Speech, language and communication needs (SLCN)
- Autism spectrum disorder (ASD)

Cognition and learning (C&L)

- Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)

Social, emotional and mental health (SEMH)

- Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)
- Diagnosed mental health difficulties such as anxiety or depression)

Sensory and/or Physical (S&P)

- Hearing impairments (HI)
- Visual impairments (VI)
- Multi-sensory impairment
- Physical disability
- Sensory processing disorder

What should I do if I think my child may have AEN?

Contact your child's form tutor or Mrs Holdcroft who will be more than happy to discuss your concerns.
w.holdcroft@cca.staffs.sch.uk 01785 334900



Identifying needs

At Christ Church Academy we believe that children's needs should be identified and met as early as possible. This is done through:

- Transition meetings which are arranged with all feeder schools to ensure that we are fully aware of any issues that have already been identified and strategies being used to support this. We aim to continue with strategies that have been shown to enable the student to progress.
- The analysis of data including GL assessments, Key Stage 1 SAT results, reading ages and other whole-school progress data.
- Classroom-based assessment and monitoring arrangements.

If we have any concerns parents will be contacted and a plan of further specialist assessment and where necessary, intervention will be put in place.

We encourage parents/carers and teaching staff to indicate any concerns that they have about a child throughout the year so that we can make timely assessments and/or engage additional agencies as required.



Supporting SEN

In the classroom:

Classes are taught as mixed ability except for English and Maths which are set.

Class teachers plan lessons to meet the specific needs of everyone in the class and will ensure that your child's needs are met.

Where a child has an EHCP additional TA support will be provided where detailed in the plan.

Specific resources and strategies may be used to support your child and these will be detailed on the pupil passport.

Interventions:

Some children will need some additional sessions to enhance their learning. These may include:

- IDL literacy
- Hickey
- SNIP
- Talk about
- Marion Walker Spelling
- Precision teaching
- Looking and thinking
- Lego therapy
- Colourful semantics
- Touch typing
- Bespoke English and maths catch up sessions

Agency support includes:

Autism Inclusion Team, Teacher of the Deaf, Speech and Language Therapists (NHS referrals only)



Levels of support

A diagnosis will not always result in a child being placed on the AEN register. If the needs can/are already being met with ordinarily available provision, then this won't be necessary.

Ordinarily available support

Most children's needs can be met by ordinarily available support which includes Quality First Teaching, differentiation and reasonable adjustments being made

Monitoring

If concerns are raised about a child's attainment or progress, we will monitor over time and make decisions about any additional support that may be required.

SEN support

Some children may require some additional support. These pupils will be placed on the AEN register. Details of the additional support are shared with all stakeholders through the pupil passports. All support received is funded through the school's budget.

Education Health Care Plan (EHCP)

A small number of children require a higher level of support. This is accessed by the school or parent making an application for an EHCNA. An EHCP will detail the additional support required and should provide the funding needed to provide this.

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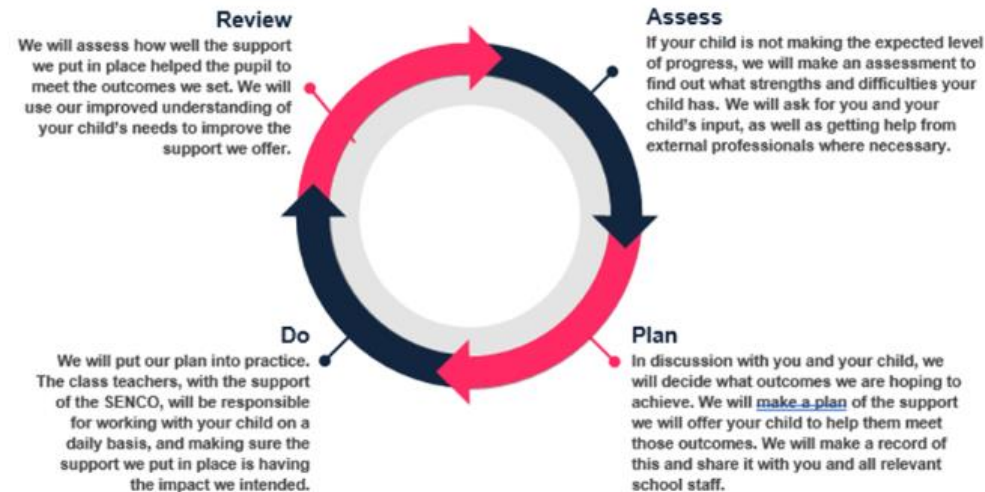


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How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's AEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.



Staff training

All members of the team take part in regular CPD training sessions to ensure that their knowledge of all needs is up to date for the needs of the current cohort of students. This training is provided by specialists employed by the academy as well as outside agencies where appropriate.

Training over the last 12 months has included speech and language strategies, supporting students with ASD, attachments and trauma, diabetes awareness and management and dyslexia awareness.

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**The needs that we
are able to support
in the academy
include:**

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia,
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment except wheelchair use. <i>Whilst some areas of the main building are accessible by wheelchair the construction of the original building precludes modification of the entry to some classrooms to admit wheelchairs due to Health and Safety concerns.</i>



What do I do if I have a concern about the provision made for my child?

If there are any complaints relating to the provision for children with Special Educational Needs these will be dealt with in the first instance by the SENCO, then, if unresolved, by the Principal.

The governor with specific responsibility for AEN/inclusion may be involved if necessary.

In the case of an unresolved complaint the issue should be taken through the general Governors' complaints procedure (see separate Complaints Policy).

Who else can I contact for help?

[SENDIASS & Staffordshire Parent, Carer Forum](#)

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