Christ Church Academy

SEND information report

2026-2027

CHRIST CHURCH ACADEMY
Excellence in Education

'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 compulosry 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

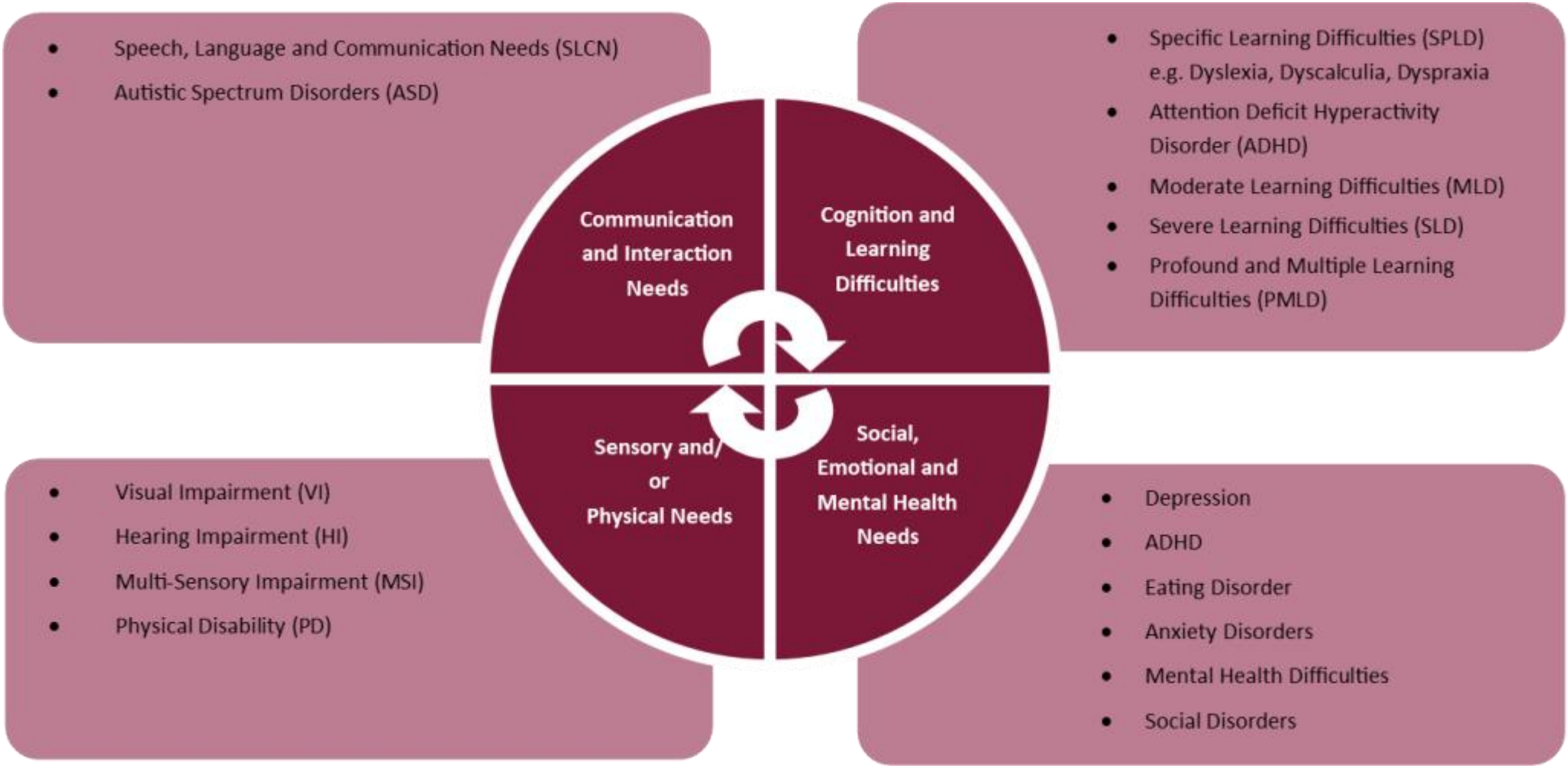
Special Educational Needs and Disabilities Local Offer

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

The Staffordshire Local Offer can be found at the following link
https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0

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The Four Broad Areas of Need
as defined by the SEND Code of Practice



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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.

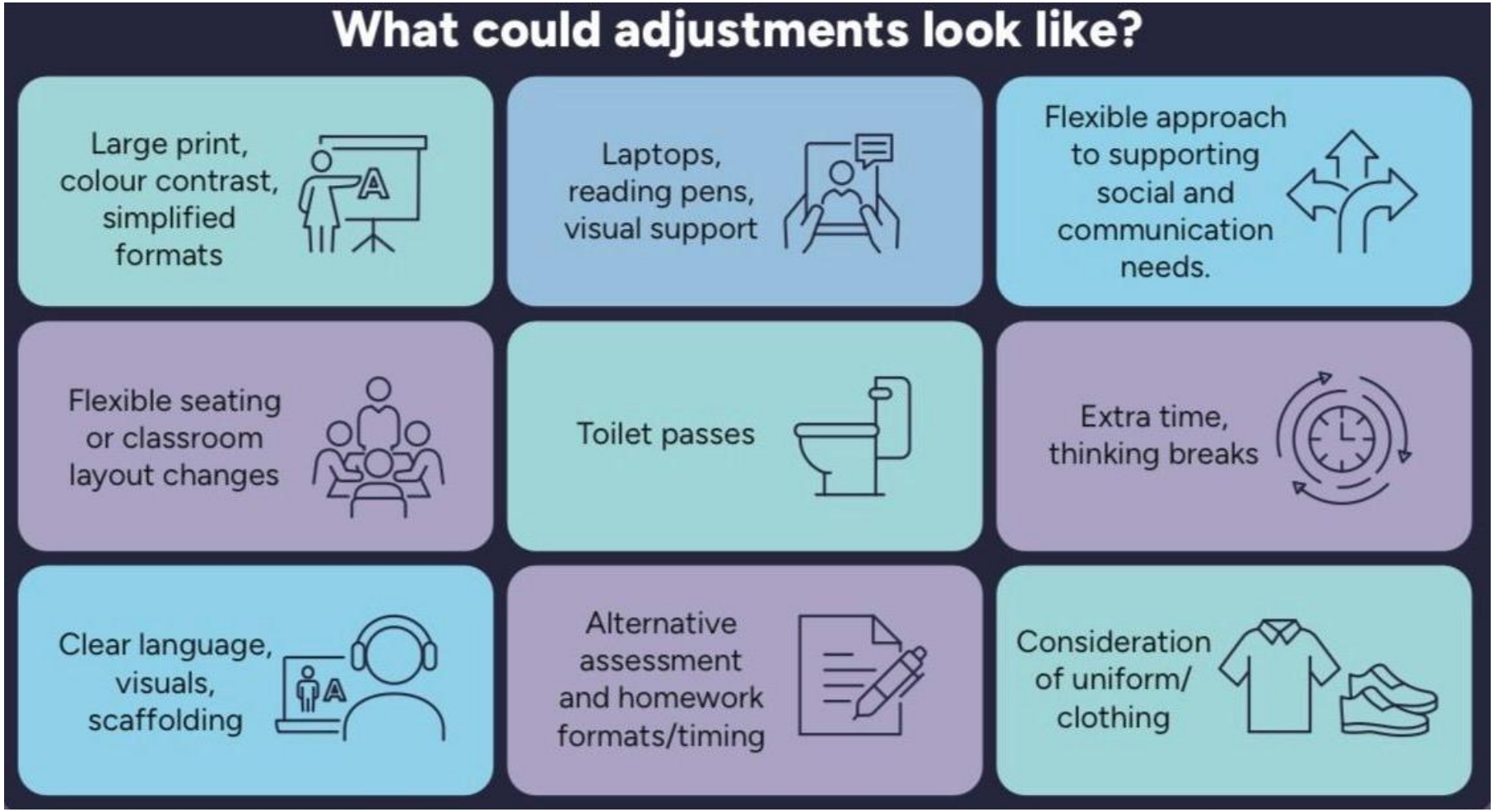
If we have any concerns parents will be contacted and a plan of further specialist assessment and where necessary, intervention will be put in place.

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.

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Supporting Children with SEND

For most Pupils accessing SEN Support, in-class adaptations, adjustments and Quality First Teaching (QFT) methods are enough to secure progress and improved confidence and attainment. High quality, in-class adaptations, are part of our Universal Offer.



In-class strategies:

- Classes are taught as mixed ability except for English and Maths.
- 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, if this is outlined within their plan.
- Specific resources and strategies may be used to support for a range of needs.
- We strive to keep children within their classroom environment as much as possible, unless their needs need to be met on a more small group basis.
- In-class adjustments will be outlined on your child's Pupil Passport.

Interventions:

In addition to, or following the use of in-class adaptations, some children will require further intervention.

Interventions that we currently offer include…

- IDL literacy
- Additional Phonics provision
- Handwriting practice
- SNIP
- Marion Walker Spelling
- Precision teaching
- Looking and thinking
- Colourful semantics
- Bespoke English and maths catch up sessions

There are occasions where we seek the support of External Agencies for certain needs. Agency support includes:

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

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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 proovision, then this won't be necessary.

Levels of SEN Support

Universal Offer (Ordinarily Available Support)	The needs of most children can be met through Quality First Teaching, adaptive teaching strategies, and reasonable adjustments made within the classroom. Teachers carefully plan and adapt learning to ensure all pupils can access the curriculum and make progress.
Monitoring	If concerns arise regarding a child's progress, attainment, communication, social, emotional or physical development, the school will monitor these closely and may implement additional interventions or support. Where a child requires support that is additional to or different from that provided for their peers, they may be placed on the school's SEND Register. Individual needs, outcomes and support strategies are recorded within a Pupil Passport, which is shared with relevant staff and families. This support is funded through the school's delegated SEND budget.
SEND Support	Some children may require more specialised and intensive support. At this stage, the school may seek advice from external professionals such as Educational Psychologists, Specialist Teachers, Speech and Language Therapists, Occupational Therapists, or health services. Recommendations from these professionals help to further tailor provision to meet the child's individual needs.
Educational Health and Care Plan (EHCP)	A small number of children have needs that are complex, long-term and require support beyond what can reasonably be provided through the school's resources. In these cases, the school or parents may request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. If an Education, Health and Care Plan (EHCP) is issued, it will outline the child's needs, desired outcomes and the provision required to support them. The Local Authority will normally provide additional funding to help ensure this provision can be delivered effectively. Throughout all stages of support, we work in partnership with parents, carers, pupils and other professionals to ensure that every child receives the right support, at the right time, to achieve their full potential.

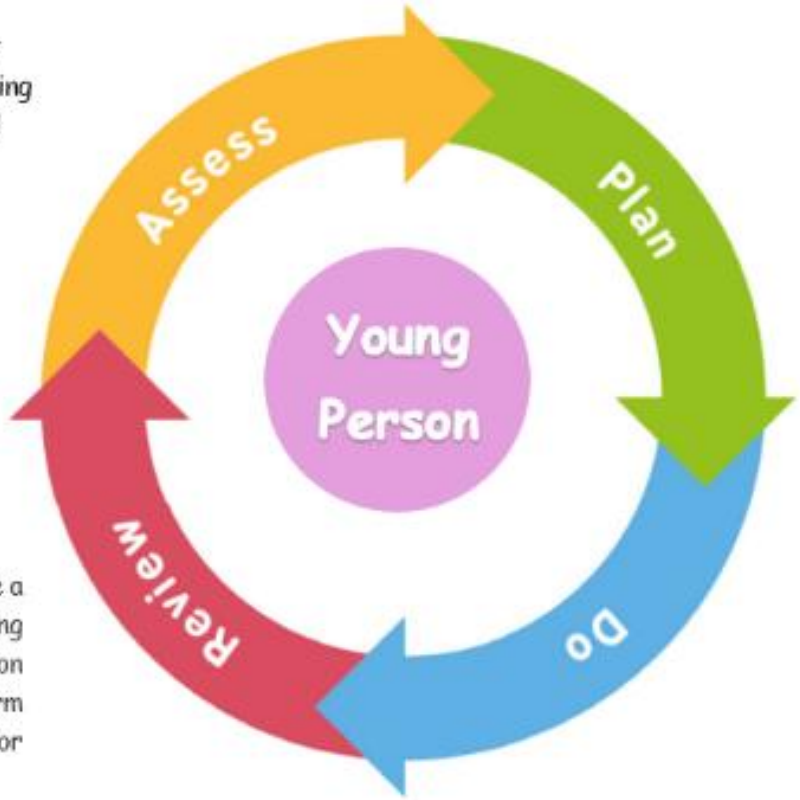
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How do we monitor progress?

Assess

Individuals will be assessed to determine suitable pathways that meet their individual needs, learning styles and preferences to aid and enhance progression.

Growing understanding of what approaches secure better outcomes



Plan

Strategic planning of intervention is implemented for individual young person based on additional factors and assessment. Quality First Teaching and support/intervention dovetail to provide the best possible learning experiences and outcomes.

Growing understanding of learners needs

Review

Monitoring cycles and EFL provide a robust evidence base for reviewing actions taken and intervention provided which is used to inform next steps across the provision for individuals.

Growing understanding of effective support

Do

High quality, adaptive teaching with high aspirations for all linked with additional interventions take place and are monitored to ensure closing the gap for learners.

Growing understanding of what teaching approaches work

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Staff training

All staff participate in ongoing professional development to ensure their knowledge and skills remain up to date and responsive to the needs of our current pupils. Training is delivered by both in-house specialists and external professionals where appropriate.

Over the past 12 months, staff have received training in a range of areas, including speech and language support, autism spectrum condition (ASC), attachment and trauma-informed practice, diabetes awareness and management, and dyslexia awareness. This ongoing investment in staff development helps ensure that pupils receive informed, effective, and inclusive support across the school.

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The needs which we are able to support at our Academy include:

Communication and Interaction	Autism Spectrum Condition (ASC) Speech and Language difficulties
Cognition and Learning	Specific Learning difficulties e.g. Dyslexia and Dyspraxia Moderate Learning Difficulties
Social, Emotional and Mental Health needs	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Social / Emotional difficulties
Sensory and / or physical	Hearing Impairments Visual Impairments Multi-sensory impairment Physical impairment except wheelchair use *(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)*

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What do I do if I have a concern about the provision 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 (Miss Woodward), then, if unresolved, by the Principal (Mrs Thorn). The governor with specific responsibility for 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?

https://www.staffs-iass.org/home (SENDIASS & Staffordshire Parent / Carer Forum)

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

Contact your child's form tutor or Miss Woodward, the SENCO, who will be more than happy to discuss your concerns. T.woodward@cca.staffs.sch.uk 01785 33