



Churchmead School

Life in all its fullness

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SEND INFORMATION REPORT

2024-2025

Headteacher
Mr C Tomes BA (Hons), MA

Approval Date: September 2024
Review Date: September 2025

This SEND Information Report is reviewed and updated annually or as soon as possible if any information changes throughout the year.

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special educational needs and disabilities code of practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which sets out responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCo) and the SEND information report

DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school

Churchmead School supports students across the four broad areas of need which are defined by The SEND Code of Practice (2015) as:

- **Cognition and Learning** - for example, dyslexia, dyscalculia and dyspraxia
- **Communication and Interaction** - for example, autism and speech and language difficulties
- **Social, Emotional and Mental Health** - for example, ADHD and ADD
- **Physical and Sensory** - for example, hearing or visual impairment

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The SEND Code of Practice (2015) states that all settings should adopt a graduated approach with four stages of action: assess, plan, do, review.

- **Assess:** Effective procedures will be followed to promote early identification of pupils who have challenges accessing the curriculum. The subject teachers and SENCo will carry out an analysis of the students' needs. Where this is little or no improvement, specialist assessments may be sought from external services.
- **Plan:** When a child is deemed to require SEN support, subject teachers and the SENCo agree, in consultation with the parents, the outcomes they are seeking, the

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interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. The plan should take into account the views of the child.

- **Do:** SEN support will be delivered through the Three Tiers of Support:
 - Universal: Teachers will implement an inclusive approach to learning and teaching, with high quality teaching which is adapted for individuals
 - Targeted: Teachers, Teaching Assistants and the SENCo will use well evidenced subject or SEN Interventions targeted at areas of difficulty
 - Specialist: Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will seek specialist support for the student from external agencies
- **Review:** The effectiveness of the support and its impact on the student's progress be reviewed regularly. The impact and quality of the support should be evaluated by the subject teachers in conjunction with the SENCo, working with student and their parents, and taking into account the student's views.

RESPONSIBILITIES

Class Teacher:

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Maintaining an inclusive approach to teaching and learning
- Providing high quality teaching that is tailored to the needs of students with SEND
- Providing short programmes of subject intervention to help close the attainment gap
- Reviewing students' PEN Portraits to review their provisions and adaptations made for pupils with SEND
- Implementing any recommendations from professional reports and advice from the SENCo
- Liaising with the SENCo should problems arise with implementing recommendations
- Working closely with any specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each student's progress and development
- Implementing and reviewing strategies for students with a possible SEND need and liaising with the SENCo the outcomes, impacts and possible next steps that need to be taken

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SENDCo:

The SENCo is Miss April Loach, and she has the NASENCO award. The Learning Support Co-ordinator is Ms Sally Radford. Both can be contacted on 01753 211330 ext. 507.

- The SENDCo has the responsibility of promoting inclusion at the whole-school level and the strategic planning for SEND
- Advocate for students with SEND
- Work with the Headteacher and SEND Governor to determine the strategic development of the provisions in school
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Deploy, monitor, manage and develop the Teaching Assistant team
- Signposting staff to relevant CPD opportunities relating to presenting needs of SEND within the school
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated SEND budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the Local authority and its services
- Liaise with previous, and potential next, providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Deputy Headteacher on Consultations for the admission of students with EHC plans
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Maintain the PEN Portraits, Provision Maps and SEND records
- Alongside the Exams Officer, Mrs Slavka James, maintain the Form 8 and 9 and online Access Arrangement requirements
- The SENCo is responsible for arranging the assessment of students using the JCQ guidance to ensure criteria is met before implementing an access arrangement

Headteacher:

The headteacher will:

- Make all decisions at the whole-school level inclusive by design
- Keep students with SEND at the forefront of the school's vision, mission and aims
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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THE SEND Governor:

The SEND Governor is Lorna Anderton.

She will understand:

- The governing board's responsibilities under the special educational needs and disability (SEND) Code of practice
- The different special educational needs represented at the school

She will make sure the school:

- Makes the necessary special educational provision for any student with SEND
- Meet the needs of students with SEND
- Make reasonable adjustments in line with the Equality Act 2010
- Ensure that all students with SEND join in with the everyday activities of the school together with the students without SEND
- Has appointed a SENCo and they have received appropriate training
- Has a suitable and up-to-date SEND Information report and policy which is published on the website

She will meet the SENCo to monitor:

- All aspects of SEND provision
- That the school makes good use of its SEND budget and resources
- The progress of students with SEND
- The attendance of students with SEND

She will report to the governing board on the monitoring work carried out, ensuring that the board:

- Is up to date about issues related to SEND
- Considers SEND in any budget discussions
- Asks challenging questions about the school's SEND provision and strategies

IDENTIFYING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Teachers and Teaching Assistants in the school will be the first to notice if your child is having difficulty accessing the school curriculum. There can be several reasons why a child or young person may experience difficulties at school, for example a change in family circumstances; this does not necessarily mean that a child or young person has additional/special educational needs. Teachers will be the first people to address your child's individual needs within the classroom.

Identification of students with additional needs (SEND) results from:

- Information from either the primary or previous school which is passed to the SEND team

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- The school's own baseline assessments (CATs scores and HAS Test)
- Progress based on data collections
- Teacher concern referrals to the SEND team
- Pastoral leader referrals
- Student self-referrals
- Parent referrals
- Referrals from an outside agency

If you think your child has additional needs (SEND), please contact the SENCo. If you have received a professional's report or have a referral form from a medical professional that requires completion, please send this to aloach@churchmead.org and sradford@churchmead.org.

The SENCo and Learning Support Co-ordinator will gather information from the class teachers and form tutor, and complete the form on the school's behalf. Where appropriate, a member of the pastoral or SEND team will then meet with the pupil and parents to plan next steps of support.

1. How will school staff support my child with Special Educational Needs?

Most of your child's learning needs will be supported or addressed by high quality, adaptive teaching in the classroom.

Additional SEND support may be required where evidence points to the student needing support 'additional to or different from their peers'. Examples of this type of provision include: reading buddies.

For a few students with additional needs (SEND), highly adapted and individualised interventions may be necessary.

Children and young people are assessed for examination access arrangement by a specialist assessor and appropriate accommodations will be made in line with JCQ regulations. Access Arrangement must be your child's normal way of working. For more information, please see [Regulations and Guidance - JCQ Joint Council for Qualifications](#)

2. How will I know how my child is doing?

If your child is identified as having additional needs (SEND), you will be notified by the school and a graduated approach (assess, plan, do, review) supporting your child will be put in place. Your views and the views of your child will be requested when considering appropriate interventions. Information will be shared with you at review meetings.

The progress of children with an EHC Plan is formally reviewed at an Annual Review meeting with input from all adults involved in the child's education, and the SENCo and Learning Support Co-ordinator will work with class teachers to review the progress of all students on the SEND register.

3. How will the learning and development provision be matched to my child's needs?

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson for meeting the diverse needs of all learners. This may include appropriate seating plans within the classroom, IT equipment for students with specific needs and where identified, additional support may be offered in lessons. Relevant staff will be made aware of your child's identified needs via INSET day training, a student's PEN Portrait and through feedback from the SEND Team. This is compiled by the SENCo and the Learning Support Co-ordinator in conjunction with the student, taking into account the 'student voice' and will incorporate key strategies and recommendations from the SEND Team and outside agencies as deemed appropriate.

4. What support will there be for my child's overall wellbeing?

At Churchmead School we believe that all students should feel that they are part of a community that supports their wellbeing. We encourage all students to access extra-curricular clubs and encourage participation in the school prefects' team. We have a number of clubs that are designed to support our SEND students, for example homework club, and these are all run by members of the SEND Team.

Our Pastoral Officer, Mrs Rita Matharoo, is also available to support the students' social and emotional wellbeing and will liaise with parents/carers. There may be a referral to appropriate outside agencies with the consent of the parents/carers.

Churchmead School also has access to school counselling services and the Mental Health Practitioners team. These services require a referral and may be subject to specific criteria.

5. What specialist services and expertise are available to or assessed by the school?

Churchmead School works closely with a number of external partners including:

- Local Authority SEND teams
- SHINE Team (RBWM ASD Outreach Team)
- Specialist Advisory Teaching Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologists
- Paediatric Services – Speech and Language, Occupational Therapy
- Young Carers
- No. 22 Counselling
- Local Authority Nursing Teams
- Early Help
- Social Services
- Education Welfare Officer

6. What training have the staff who are supporting students with SEND, had or are having?

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Churchmead has an ongoing programme of Continuing Professional Development opportunities both in and out of the school for all staff. In addition, your child's teachers and support staff will have access to our SENCo.

7. How will you help me support my child's learning?

We believe that regular and effective engagement with parents and carers often leads to improved student outcomes, attendance and behaviour. Where a student is receiving support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the interventions and support that will help achieve them and identify the responsibilities of the parent, the student and the school.

Regular communication is through parents' evenings, contact with form tutors, subject teachers, pastoral leaders and/or the SENCo and the Learning Support Co-ordinator.

8. How will I be involved in discussions about and planning for my child's education?

All the communication methods mentioned above will provide an opportunity to discuss plans for your child's education.

In addition, the students receiving SEND support will follow the graduated response 'Assess, Plan, Do, Review' as recommended by the SEND Code of Practice, 2015, a process which parents will be a part of.

9. How will my child be included in activities outside the classroom including school trips?

All reasonable adjustments will be made in order that your child is given the opportunity to participate in activities outside the classroom including school trips. Risk assessments will be carried out in advance to consider how students with SEND can be included effectively and safely.

10. How accessible is the school environment?

Churchmead School is committed to the personal care, development and well-being of all members of its community. In attempting to ensure access for all, we are committed to:

- Providing a learning environment and associated services accessible and appropriate to all members of Churchmead, including pupils, staff, Governors, parents/carers and the wider community. In achieving this, we will:
- Take all reasonable steps to facilitate physical access to the school and associated facilities.
- In partnership with the Local Authority, monitor and evaluate accessibility arrangements in order to make improvements.
- Use communication methods that are appropriate and sensitive including a variety of appropriate and accessible publication of materials and information to ensure access for all.
- Ensure accessibility of employment arrangements or physical features of the workplace to meet the needs of staff and applicants with disabilities or other need.

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Please refer to the Equalities Policy and the Equality and Equal Opportunities Report on our website.

[School Policies & Key Documents | Churchmead School](#)

11. Who can I contact for further information?

Your first point of contact in the school will be your child's form tutor or class teacher who will liaise with the SENCo.

12. How will the school prepare and support my child when joining the school and when transferring to a new school or the next stage of education and life?

To ensure a successful transition to secondary school for students with SEND:

- The school holds an Open Day in September for all primary school children and their families who are in the process of choosing a secondary school. The SENCo is available to speak to parents.
- The SENCo and Head of Year 7 liaise with primary schools to find out information about the needs of the SEND students and information regarding previous provisions before the students join the school.
- The SENCo will liaise with primary settings regarding students with EHC plans and where possible, will attend the annual review in year 6 to support amendments to the plan so that a smooth transition is supported.
- The SENCo will use information received from the primary school to identify all EHCP, LAC (Looked after children) and students identified as requiring additional transition support.
- On entry to the school, all students' CATs scores are reviewed, and a HAS test is completed to assess their spelling ages. This helps to identify potential difficulties at an early stage.
- In Year 8, students with an EHC plan will have discussions with the SENCo to ensure they have chosen the best subjects and qualifications for their career path.

We help prepare students with SEND transfer to post-16 education:

- In Years 10 and 11, students with SEND are given access to careers advice and guidance including post-16 options. In Year 12 students participate in work experience.
- Students with an EHC plan will receive support in Preparing for Adulthood during their Annual Review process.

13. How are the school's resources allocated and matched to students' Special Educational Needs?

The budget for SEND students is used to provide staffing and relevant resources for those students identified as requiring SEND support. For some students with an EHCP the school will receive additional funding and the SENCo will liaise with the Local Authorities to ensure

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that the appropriate funding is received. The SENCo is accountable to the Head teacher and Governing Body and liaises with the SEND Governor to produce an annual report to Governors on SEND provision (SEND Audit).

14. How is the decision made about how much support my child will receive?

All teaching staff work towards 'Quality First Teaching' which ensures that provision is made in each lesson to meet the diverse needs of all learners.

The support that your child will receive will depend upon the type and degree of need which is 'additional to and different from that of their peers'. This is reviewed by the SENCo in conjunction with the relevant teaching staff and the SEND team, as part of the school's ongoing monitoring and assessment.

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Every local authority has a SEND Local Offer. The purpose of the local offer is to enable parents, carers, children and young people with special educational needs or disabilities to see clearly, from a single and regularly updated source, the services available to local families and how to access them. The offer covers services from birth to 25, across education, health and social care.

The Royal Borough of Windsor and Maidenhead's children's services are provided by Achieving for Children. The SEND Local Offer can be found:

[AfCinfo website - Windsor and Maidenhead :: SEND Local Offer](#)

16. What can I do if I have a complaint?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If parents are not satisfied with the outcome of the discussions with the SENCO the matter will be referred to a member of the Senior Leadership Team. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints procedures which can be found on the school website.

OTHER POLICIES RELEVANT TO THIS REPORT CAN BE FOUND ON THE SCHOOL WEBSITE

[School Policies & Key Documents | Churchmead School](#)

Send Policy
Behaviour Policy
Complaints Procedures
Equalities Policy
Equality and Equal Opportunities Report

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