

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



CHURCHMEAD SCHOOL

Name of Headteacher:	Chris Tomes
Name of SEN Co-ordinator (SENCO):	Nicola Reidy
Name of SEN Governor:	Anitra Cuff
School address:	Churchmead Church of England (VA) School 11-18 Priory Way, Datchet, Berkshire SL3 9JQ
Contact telephone number:	01753 211 330
School email address:	Office@churchmead.org
School website:	www.churchmead.org
Type of school:	Maintained Mainstream Secondary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

The school has experience of supporting students with:

- Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), Oppositional Defiant Disorder (ODD) and Pathological Demand Avoidance (PDA).
- Specific Learning Difficulties (Dyslexia, dyscalculia, dyspraxia, dysgraphia, visual stress)
- Speech, Language and Communication
- Moderate Learning Difficulties
- Sensory Impairments (Hearing and Visual), e.g. nystagmus
- Social, emotional and mental health needs.
- Medical needs including Social, Emotional, Diabetes and Sickle cell anaemia, Tourette, diabetes, haemophilia.

‘Pupils with special educational needs and/or disabilities (SEND) are supported well in the classroom and they make effective progress from their starting points’ – OFSTED July 2019. Strong Christian values underpin the inclusive practice of the school: ‘We believe everyone has something special to contribute’. In January 2020, Churchmead was inspected by a team of SEND specialists and consultants and was awarded the RBWM Inclusion Mark. The vision statements are clear and reflect this inclusive ethos ‘An outstanding distinctively Christian school that celebrates a diverse and inclusive ethos’.

Churchmead creates a positive and supportive environment for all pupils without exception. We promote positive relationships, active engagement and wellbeing for all pupils. We ensure all pupils can access the best possible teaching and adopt a positive and proactive approach to behaviour.

All students are assessed on admission and at regular intervals throughout their time at Churchmead.

Pupils' learning needs are continually reviewed using the graduated approach of the 'assess, plan, do, review', working closely with subject teachers, pastoral leaders, parents, and if required, external agencies. This individualised assessment and continual reflection on approaches to meeting the pupils' needs leads to a better understanding of the barriers and gap to their learning and a growing understanding of strategies that will enable pupils to make good progress and achieve good outcome.

Targeted support is delivered through evidence-based interventions e.g. literacy and numeracy support, social skills and ELSA. The school liaises closely with the external agencies and specialist teachers to identify and develop provision/interventions. This multiagency approach reflects the School's belief in a team approach to meeting need.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

The school recognises the importance of effective transition and this is key to the school's success in identifying and preparing for the needs of pupils with SEND. Year 6 to 7 transition is enhanced by a personalised approach as well as staff meeting at the beginning of the year to disseminate key information on all SEND students. Parents are actively engaged in this process.

- Meeting with parents.
- Attending transition meetings with key staff from Primary Schools and parents.
- Attending Year 6 Annual Reviews for students with an EHC Plan, when possible, so strategies to support transition can be put in place.
- Transition visits, Induction day, parent's information evening.
- Information on SEN pupils are shared with all staff prior to the start of the Academic year.
- Working with external agencies to support parents.
- Reading/Spelling assessments.
- Literacy and Numeracy assessments.
- Teacher assessments (according to Key Stages).
- Referrals and assessments by external agencies, e.g. Cognition & Learning, Educational Psychology Services, Shine Team, Sensory Consortium, Speech and Language Therapy Services, Occupational Therapy Services.
- Liaising regularly with parents to review any concerns.

c. What should I do if I think my child or young person may have special educational needs or disabilities?

- Contact the Deputy Headteacher/SEN Manager

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

All students receive Quality First teaching delivered in the classroom by subject teachers.

Additional support for children with special educational needs is delivered through in three waves:

Wave 1 – Quality First Teaching; most of the students’ learning needs are met within the Quality First provision.

Wave 2 – SEN support; students with SEND will have access to specialist resources available in school to support their areas of needs, such as identified interventions, 1:1/small group support, social skills or support from an external agency (Speech and Language therapist, Occupational therapist, Shine Team, etc.).

Wave 3 – EHCP students; students with SEND require support beyond that which an educational setting can provide at SEN support.

All teachers and support staff are aware of the pupils’ needs, the support provided and any teaching strategies or approaches that are required.

SEND individual targets and strategies and PEN portraits are shared with staff and continually revisited, refined, refreshed and revised.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Our Teaching Assistants support students with EHCPs within lessons and can deliver 1:1 or small group interventions outside the classroom. We have Tas trained in Speech and Language, Literacy, Numeracy, Autism Support. One is currently in the process of being trained as an ELSA.

Area of need	Intervention Programme	1:1	Small Group
Literacy	Cognition & Learning (incl. support for Specific Learning Difficulties) Lexia Literacy intervention Handwriting support Spelling Vocabulary/Reading	✓	✓
Numeracy	Key Stage 3 Catch up	✓	✓
Speech & Language	Children and Young People Integrated Therapies (CYPIT) depending on needs of students	✓	✓
Occupational Therapy	Children and Young People Integrated Therapies (CYPIT) depending on the needs of students	✓	✓
Autism Spectrum Disorder (ASD)	Shine Team Child and Adolescent Mental Health Service (CAMHS) Social Skills Group	✓	✓
Hearing Impaired	Sensory Consortium Programmes depending on needs of students	✓	✓
Visual Impaired	Sensory Consortium Programmes depending on needs of students	✓	✓
Social, Emotional and Mental Health	ELSA (Emotional Literacy Support Assistant) Social skills workshops Child and Adolescent Mental Health Service (CAMHS)	✓	✓

	Educational Psychologist Wellbeing Practitioners RBWM / Slough Services Counselling Youth Services		
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c. How is the decision made about what type and how much support my child or young person will receive?

- During the first three weeks of term 1, all Year 7 pupils are assessed in the areas of literacy and numeracy. In term 1, the school also assesses pupils using the CAT Tests (Cognitive Ability Tests).
- Reading/Spelling assessments.
- Data on academic progress and attitude to learning from six weeks termly assessments by teachers.
- Use of provision map to keep track of how resources are being used and interventions in place.
- Feedback from external agencies e.g. Cognition & Learning, Speech & Language, Shine Team, Educational Psychologist, Early Help, Career Service, Social Services.
- Regular contacts with parents.
- SEND and pastoral staff meet fortnightly to review students' needs.
- Annual Reviews for students with an EHCP.

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

- Interim reports sent to parents with opportunities to meet with staff.
- Student Progress evening.
- Meeting with Deputy Headteacher/SEN Manager/Head of Year.
- Meeting with external agencies.
- Annual Reviews for students with an EHCP.
- Prospective parents are welcome to visit the school to meet with the Deputy Headteacher and the SEN manager to discuss the provisions and the transition process.

e. How will my child be involved in their own learning and decisions made about their learning?

- Students involved in target settings and review of targets.
- Students encouraged to discuss with TAs, teachers and SEN Manager on learning process and how to implement the best strategies to support them.
- Students with EHCPs are invited to attend their Annual Review to review their progress and discuss how to best support them.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

- Interim reports sent to parents with opportunities to meet with staff.
- Meeting with Deputy Headteacher/SEN Manager/Head of Year.
- Meeting with external agencies.
- Provision maps.
- PEN portraits.
- Annual Reviews for students with an EHCP; feedback from subject teachers/Tas, pastoral staff and reports from external agencies are used to review the student's progress against the outcomes of the EHCP.
- Learning walks to observe student progress within lessons.
- Attending Progress Evenings to meet the SEN Manager.

b. How do you involve my child or young person and parents in those reviews?

- Student Progress evening.
- Options evening.
- Parents and students invited to attend the Annual Review for the Education Health and Care Plan. Both parents and students have the opportunity to contribute their views prior to the Annual Review by submitting a written report.
- External agencies invited to attend the Annual Review.
- Copy of the Annual Review given to parents.

c. How do you know if the provision for children and young people with SEND at your school is working?

Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a student has been identified with special educational needs, the process becomes more personalised.

- Provision map used to identify progress in conjunction with termly assessment reports sent home to parents.
- SEN groups are tracked using the school data tracking system.
- Evidence of impact measured through assessments at the start and upon completion of an intervention (reading age, spelling age, feeling questionnaire, etc).
- Reports from our Specialist teachers, Literacy and EAL or any other external agencies.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

- SEN team works closely with the Pastoral team to support Social & Emotional Development of individual SEN students.
- School counsellor.
- ELSA – waiting to be trained.
- Referrals are made to external services e.g. CAMHS, Early Help, as appropriate and specific to the students' needs.
- Support from the Behaviour Support & Wellbeing RBWM Services/Slough Services.
- Safeguarding Lead.
- Pastoral Support Officer.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Transition meetings.
- Liaising with previous setting/school and ensure relevant paperwork received.
- Additional transition visits, depending on the student's individual needs.
- Maps of the school to help children familiarise themselves with the school layout.
- Buddy system in place to support children in the first few weeks.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

- Meetings with Careers Adviser in School and SEN Careers Advisers from local authorities.
- Support with applications for SEND students, attendance at taster days and at college interviews.
- Liaising with Post-16 Education Colleges/School.
- Transition plan for students with an EHCP as part of their Annual Review.
- Attending transition meetings with next stage of education placement for students with an EHCP.
- Providing Post-16 Education Colleges/School with data for subjects studied and SEN provision information.
- Access Arrangements

6. Accessibility and specialist equipment

a. How accessible is the school environment?

Do you have an accessibility plan?

- **Is your school wheelchair accessible?**
Partially wheelchair accessible
- **Have adaptations been made to the auditory and visual environment?**
Adaptations made for students according to the Sensory Impairment Team's reports.
Risk assessments when requested.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
Three-toilet facilities wheelchair accessible.
Changing facilities wheelchair accessible
- **Do you have disabled car parking for parents?**
One disabled car parking for parents

b. What if my child needs specialist equipment or facilities?

- Liaising with the Sensory Impairment Services to provide appropriate specialist equipment and facilities and assess the environment.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We are a fully inclusive school and students are encouraged to participate in all activities.

- Children / parent(s) After School Clubs and Programmes to improve literacy, numeracy and ICT skills.

- Use of Risk Assessments and Health Care Plan in according with the Off-site activities policy.
- All overnight school trips are accessible to all.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

Churchmead uses the expertise of:

- Area SENCo School Support, Inclusion Service, Achieving for Children, RBWM
- Specialist teacher holding a Specific Learning Difficulties (SpLD) Certificate.
- SEN Manager.
- Teaching Assistants.
- ELSA (Emotional Literacy Support Assistant).
- Safeguarding Leader and a pastoral team.
- 12 First aiders.

All staff are aware of pupils with SEND. Teachers and TAs know their students, their needs and strategies to support them. Teachers are teachers of SEND.

- Training provided by outside providers or the Royal Borough of Windsor and Maidenhead (RBWM) as required.
- All staff received an Epipen training.
- All staff is made aware of any specific medical needs.
- SEN Individual targets and strategies and PEN portraits on students with EHCP and students with additional support are continuously reviewed, developed, revised and shared with school staff.
- SEND briefings held regularly with updates for staff.
- Designated SEND meetings for SEN Manager and Tas.
- Sharing Best Practice are shared by Tas.
- Regular schedules of meetings where all students are looked at and any concerns are shared with whole staff to keep needs of these pupils at the forefront of their mind.
- When a student receives a new diagnosis, such as ASD, ADHD or dyslexia, the SEN manager shares the recommendations and strategies with staff.
- New staff have a meeting with the SEN manager when they start to talk about pupils' needs and recommendations for Quality First Teaching strategies.
- There are lots of opportunities for whole school CPD on ASD, EAL and differentiations as well as forums for sharing best practice.
- All staff complete safeguarding training.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

With parental permission, we liaise with the following external providers:

- Educational Psychologist.
- Speech & Language Therapist, RBWM Children and Young People's Integrated Therapies.
- Occupational Therapist, RBWM Children and Young People's Integrated Therapies.
- Shine Team (Outreach Autism Service).
- Specialist Teachers (Cognition & Learning), Berkshire Sensory Consortium Service.
- RBWM MASH/Early Help Services / Slough Children's Services Trust.
- School counsellor.
- Behaviour and wellbeing support services.
- English as an additional language support (EAL).
- CAMHS
- Sensory Consortium.

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.churchmead.org/142/policies>

- SEN Policy (September 2020).
- Accessibility Plan (September 2019).
- Safeguarding Policy Part 1 (September 2018).
- Safeguarding Policy Part 2 (September 2018).
- Safeguarding Policy Part 3 (September 2018).
- Behaviour Policy (September 2019).
- Equality Statement Policy (September 2019).
- Policy for Supporting Pupils with Medical Conditions (Administration of Medicines and Student Support Policy – September 2018)
- Exam Policy (2019-2020).

Other policies:

- Restraint Policy (Part of Safeguarding Policy Part 1 – September 2018)
- Covid-19 School Closure Safeguarding Arrangements Document 2020
- Behaviour Policy Covid-19 Update (2020)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

- Reading rulers, coloured overlays, coloured books, magnifiers, laptops, Access Arrangements for exams.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

- See Complaints Policy (September 2019). This is available on the school website at the following link <http://www.churchmead.org/142/policies>

11. Glossary

Define any acronyms

Terms used in this document	Description/explanation of term
Access Arrangements	Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and 25% Extra Time.
Attention Deficit Disorder (ADD)	Attention Deficit Disorder is a term used for people who have excessive difficulties with concentration without the presence of other ADHD symptoms such as excessive impulsiveness or hyperactivity.
Attention Deficit Hyperactivity Disorder (ADHD)	Attention Deficit Hyperactivity Disorder is a mental disorder of the neurodevelopmental type. It is characterised by problems paying attention, excessive activity, or difficulty controlling behaviour, which is not appropriate for a person's age.
Annual Review	The Review of an Education, Health and Care Plan that a local authority must make within 12 months of making an EHC Plan of the previous review.
Autism Spectrum Disorder (ASD)	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD. The three main areas of difficulty, which all people with Autism share, are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none"> • difficulty with social communication • difficulty with social interaction • Difficulty with social imagination.
Behaviour Support and Well Being Service	Behaviour Support & Wellbeing outreach workers are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with a number of RBWM schools in a variety of ways, supporting staff, children and their families to understand and manage difficult behaviour to improve emotional wellbeing.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children and young people with mental health difficulties and their families.
Children and Young People Integrated Therapies (CYPIT)	An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietetics services throughout Berkshire.
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Early Help	RBWM or Slough Children's Services Trust Early Help is a multi-agency team working together to provide services that match the needs of the children and the family, effectively managed in a coordinated approach by a lead professional. The Early Help Hub is represented from: Early Help Advisors, Youth services, Intensive Family Support Service, Youth Prevention and Mentoring, Children's Centres, Parenting and Health Visitors, Wellbeing, Behaviour Support and School Nurses, RISE Alternative Provision.

Education, Health and Care (EHC) Plans	An EHC Plan is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. EHC Plans have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant SEND) learning, well-being, development and achievement.
Moderate Learning Difficulty (MLD)	The general level of academic attainment of these learners will be significantly lower than that of their peers. They will have difficulty acquiring literacy and numeracy skills.
Oppositional Defiant Disorder (ODD)	Oppositional Defiant Disorder is a childhood disorder that is defined by a pattern of hostile, disobedient, and defiant behaviours directed at adults or other authority figures. ODD is also characterised by children displaying angry and irritable moods as well as argumentative and vindictive behaviours.
Pathological Demand Avoidance (PDA)	PDA (pathological demand avoidance) is a behaviour profile within the autism spectrum. Pupils with a demand avoiding profile share difficulties with others on the autism spectrum in social communication, social interaction and restricted and repetitive patterns of behaviours, activities or interests. However, those who present with this particular diagnostic profile are driven to avoid everyday demands and expectations to an extreme extent. This demand avoidant behaviour is rooted in an anxiety-based need to be in control.
School Support Service (EMTAS and Cognition and Learning)	A Local Authority Service that supports schools to meet the additional needs of all pupils by providing schools with the opportunity to purchase qualified specialist teachers with expertise in Special Educational Needs (SEND), Ethnic Minority and Traveller Achievement Service (EMTAS) and English as an Additional Language (EAL).
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
Special Educational Needs Co-ordinator (SENCo)	This member of staff of a school has responsibility for co-ordinating special educational needs provision within that school.
Specific Learning Difficulty (SpLD)	Difficulties a pupil may have which are restricted to a particular area of learning, for example Dyslexia.
Speech, Language and Communication Needs (SLCN)	Some pupils find it difficult to listen, understand and communicate with others. Pupils with SLCN may have difficulty with only one speech, language or communication skill, or with several.

Date of last update of this document: January 2021

Date of next review: Should be reviewed annually.