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| <b>Reviewed by Local Governing Body</b> |                     |
| <b>Approved by Board of Trustees</b>    |                     |
| <b>Review date (annual review)</b>      | <b>January 2027</b> |

## Special Educational Needs Information Report

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## 1. What types of SEN does the academy provide for?

We are a primary academy and we admit pupils aged 4 to 11 years, as well as pupils from 3 years old in our nursery.

We are an inclusive school. This means we provide for children with all types of special educational needs. Our academy provides for pupils with the following needs:

| AREA OF NEED                               | CONDITION  |
|--|--|
| <b>Communication and interaction</b>       | Autism spectrum disorder   |
|  | Speech and language difficulties   |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|  | Moderate learning difficulties   |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)                              |
|  | Attention deficit disorder (ADD)   |
| <b>Sensory and/or physical</b>             | Hearing impairments  |
|  | Visual impairment  |
|  | Multi-sensory impairment   |
|  | Physical impairment  |

## 2. Which staff will support my child, and what training have they had?

### **Our special educational needs and disabilities co-ordinator, or SENDCO**

Our SENDCO is Sarah MacKinnon.

She has 7 years' experience in this role and has previously worked as a class teacher, phase lead and Assistant Headteacher. She achieved the National Award in Special Educational Needs Co-ordination in 2020.

Our SEND Aspect Lead is Jo Bodiam (Vice Principal). She has previously worked as a SENDCO in another academy. She has also achieved the National Award in Special Educational Needs Co-ordination.

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## **Class Teachers**

We carefully and regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the areas of SEND most frequently encountered.

All of our teachers receive in-house SEND training, and are supported by the SENDCO and in-house Speech and Language Therapist to meet the needs of pupils who have SEND.

At Churchwood staff receive relevant training to support the pupils in our care. This may vary on an annual basis and is dependent on the needs of our cohort at that time. Staff may receive training on the following aspects:

- Adverse Childhood Experiences and Trauma
- Speech, Language and Communication Difficulties including Communication Friendly Environments
- Autism
- Specific learning difficulties e.g. Dyslexia
- Zones of Regulation

## **Teaching assistants (TAs)**

At Churchwood, all of our Teaching Assistants have received training to support pupils with SEND within their classes.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

We identify training needs on an ongoing and individual basis. Staff have received training relating to SEND, including sessions on:

- Speech and Language Interventions (i.e. Language Link)
- Autism Spectrum Disorder
- Sensory Integration
- Zones of Regulation
- Dyslexia
- Therapeutic Thinking
- Jump Ahead and Sensory Circuits

Churchwood Primary Academy employs a Speech and Language Therapist (SALT) and a Speech and Language Therapy Assistant (SALTA).

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or paediatricians

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- School Nurse teams
- Child and Adolescent Mental Health Services (CAMHS)
- Social services and other LA-provided support services
- Mental Health Schools Team
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

**If you think your child might have SEND, the first person you should tell is your child's teacher.**

You can contact your child's class teacher through Class Dojo or by contacting the main office at [office@churchwodprimaryacademy.org.uk](mailto:office@churchwodprimaryacademy.org.uk) or by calling 01424 852326 to request an appointment.

Parents are also invited to three parent consultation meetings per year and this is an opportunity to discuss any concerns you may have with your child's class teacher.

They will pass the message on to our SENDCO, Sarah MacKinnon, who may also contact you to discuss your concerns.

**We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. We will also speak to your child to gain their views.**

**Together we will decide what outcomes to seek for your child and agree on next steps.**

**We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.**

**If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.**

### 4. How will the academy know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their learning or socially. We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision different from or additional to that normally available to pupils of the same age.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra intervention to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND. Pupils are discussed in depth at a termly Pupil Progress Meetings and teachers are able to raise and discuss any concerns they may have. In addition, teachers can raise concerns about a child's progress or development at any time to the SENDCO.

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In identifying a child as needing SEN support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. This may include assessment to support our understanding.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

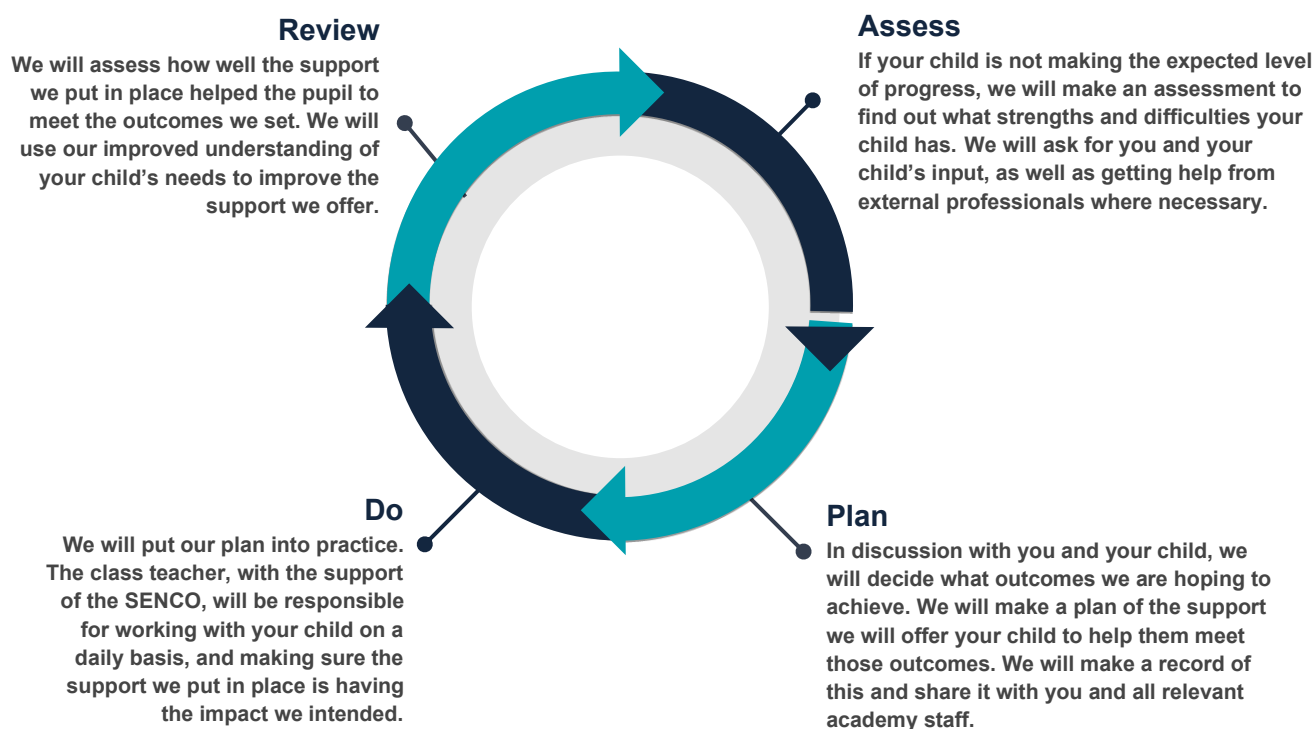
If your child does need SEN support, their name will be added to the academy's SEND register and parents will be notified.

This process is outlined in our academy "Identification of SEND Process" flowchart (available on our website).

## 5. How will the academy measure my child's progress?

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

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



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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 academy's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual written reports on your child's progress, although progress will also be discussed verbally at parent consultation meetings three times per year.

Your child's class/form teacher will meet you three times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. If your child is on the SEND register, they will also have a Personalised Learning Plan, which is a written record of their needs, progress, targets and provisions. This is reviewed three times per year, in line with the SEND Code of Practice.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class Dojo or the main office on [office@churchwoodprimaryacademy.org.uk](mailto:office@churchwoodprimaryacademy.org.uk) or on 01424 852326.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.

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- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the academy adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad, balanced and aspirational curriculum in every year they are at our academy, ensuring that our curriculum is scaffolded and adapted to enable all pupils to access it.

We recognise that the development of vocabulary knowledge is vitally important and therefore pupils are taught new vocabulary explicitly. Key vocabulary is displayed in the classroom and practised by pupils to ensure they are able to retrieve and apply it to their learning.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding and adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, providing word banks or resources to support, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups as required – this will be directed by the class teacher.

We provide a range of provisions, according to children's individual needs, such as:

| AREA OF NEED                         | CONDITION  | HOW WE SUPPORT THESE PUPILS  |
|--------------------------------------|--|--|
| <b>Communication and interaction</b> | Autism spectrum disorder<br>Speech and language difficulties | Simplifying language<br>Makaton<br>Objects of reference<br>Visual timetables<br>Social stories<br>Intensive Interaction<br>Bucket time<br>Talk About<br>Speech and Language Therapy<br>Language Link intervention<br>Zones of Regulation |

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|  |   |  |
|--|---|--|
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Coloured overlays<br>Pencil grips<br>Visual cues  |
|  | Moderate learning difficulties  |  |
| <b>Social, emotional and mental health</b> | ADHD, ADD<br>Adverse childhood experiences and/or mental health issues        | Quiet workstation<br>Fidget tools<br>Busy box<br>Now and next boards<br>ELSA<br>Drawing and Talking<br>Worry Busters<br>Home-School book                         |
| <b>Sensory and/or physical</b>             | Hearing impairment  | Consideration of seating arrangements  |
|  | Visual impairment   | Touch typing sessions<br>Limiting classroom displays   |
|  | Multi-sensory impairment  | Sensory circuits   |
|  | Physical impairment   | Assistive technology (eg. Clicker 8, iPads).<br>Recommended interventions / support as identified by specialists and based on the needs of the individual pupil. |

These provisions are part of our contribution to East Sussex's local offer.

We have a specialist facility for children within Key Stage 2 with a diagnosis of Autism Spectrum Disorder in conjunction with Speech, Language and Communication Needs. All children accessing this provision have an Education Health Care Plan which names the facility as their educational placement. This provision is arranged as a small class base with the capacity for up to eight key Stage 2 children. Learning is personalised for each pupil. Where noted on EHCPs, individual therapy programmes are built into pupil learning. Where appropriate, pupils may access learning within their mainstream environment.

## 9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term.
- Reviewing the impact of interventions after a set number of weeks (this will depend on the intervention)

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- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan)

## 10. How will the academy resources be secured for my child?

Most pupils with SEND have their needs met through Quality First teaching and provision within SEN support.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the academy make sure my child is included in activities alongside pupils who don't have SEND?

At Churchwood Primary Academy, we are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships.

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs. It may be that we need to adapt the provision slightly to enable pupils with complex needs to attend and therefore may ask parents to work with us to review the provision required for your child.

All pupils are encouraged to go on our academy trips, including our residential trip in Year 6 to Bowles, near Tunbridge Wells. We will work closely with parents and carers to ensure that all pupils' needs can be met on the residential visit or on any other educational visit.

All pupils are encouraged to take part in all additional elements of our school day e.g. whole school assemblies, sports day, celebration events, performances.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.



## 12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

- All pupils/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website [here](#)

## 13. How does the academy support pupils with disabilities?

Our academy site is fully accessible for all pupils with disabilities. All areas are wheelchair accessible and there are disabled facilities within the academy. Pupils with a physical disability are fully included in all aspects of academy life and the site effectively supports this.

Throughout the academy, we use a range of Communicate in Print visual cues to support our pupils who have language difficulties to navigate the site independently.

Our curriculum is fully accessible for all pupils, using a range of resources to scaffold it appropriately to allow access. This may include the use of assistive technology, word banks, visual cues, pre-teaching of the concept etc.

Churchwood Primary Academy is built over a number of levels. To ensure access to all areas of the academy site we have:

- Lifts to each floor / platform lift
- Ramps
- Disabled toilet
- External exits onto playground for all classrooms.

Our Accessibility Plan is accessible on our academy website.

## 14. How will the academy support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the academy council
- Pupils with SEND are also encouraged to be part lunchtime provisions and after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND
- We follow the Zones of Regulation programme throughout the academy, which supports children's emotional literacy
- We provide interventions such as ELSA to develop pupils' emotional literacy
- We have a keyworker from the Mental Health Schools Team (MHST), who is able to support children.
- We are able to offer the Drawing and Talking intervention.

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- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by actively teaching children to self-advocate through our Building Brains curriculum and by teaching them to speak out early. We also teach children about the natural consequences of their actions and the implications of their actions on others.

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new academic year we:

- Ensure a thorough handover between the current teacher and next year's teacher. This is structured during a staff meeting where all teachers hand information over.
- Schedule sessions for the child to meet the new teacher and spend time getting to know them informally e.g. the teacher might have lunch with the pupil.
- Provide individualised resources for children (as needed), eg. Social stories.

### Between schools

When your child is moving on from our academy, we will share all relevant information with the new setting to ensure a smooth transition. It is essential that the receiving school has as much information as possible about your child's achievements and needs. This will enable your child to settle more quickly into the new school and to help teachers to plan work at an appropriate level.

### Between phases

The SENDCO of the secondary academy will come into our academy for a meeting with our SENDCO (or meet them via Teams). They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently.
- Practicing with a secondary academy timetable.
- Teaching any gaps in knowledge.
- Visiting their secondary school for enhanced transition where relevant.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Our Vice Principal, Jo Bodiam, is our Designated Teacher for Looked After Children and previously Looked After Children. Part of this role is to ensure all teachers understand how looked after or previously looked after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.



## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our academy should be made to the SENDCO, in the first instance, via email to [s.mackinnon@churchwoodprimaryacademy.org.uk](mailto:s.mackinnon@churchwoodprimaryacademy.org.uk). If the SENDCO is unable to resolve the matter they will then be escalated to the SEND Aspect Lead (the Vice Principal) or the Principal. They will then be referred to the Trust Complaints policy.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen [here](#)

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

<https://localoffer.eastsussex.gov.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen [here](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages

