



CHRIST CHURCH

Church of England Secondary Academy

SEND Information Report 2025 – 2026

Author: Sam Piperdy (AHT SEND) and

Marie O'Toole (DHT Inclusion)

Next review: 2025 – 2026

Approved by: DHT Inclusion

Ratified by: LAB

Our vision statement

We believe that young people and adults learn and live well together in a community which is founded on life, light and love. Growing together in love and learning is the way to achieving our God-given potential and thus experiencing life in all its fullness (John 10.10).

Our school motto is Let love and kindness be the motivation behind all that we do which succinctly states our belief that the best way to experience fullness of life is in community. The Christian emphasis on loving one another (John 15.12) is best understood, experienced, and practised in community.

Our shared goals and ethos is outlined in our three vision statements and drive all we do. This vision is brought to life through our School Values.



- Aspire to be the best person God created us to be
I can do all things through Christ who strengthens me. (Philippians 4:13)



- Act with love and kindness and compassion
Do everything in love. (1 Corinthians 16:14)



- Celebrate one another's strength and grow in faith together
Be strong and courageous. Do not be frightened, and do not be dismayed, for the Lord your God is with you wherever you go. (Joshua 1:9)
Therefore encourage one another and build each other up, just as in fact you are doing. (1 Thessalonians 5:11)

Rationale

The SEN information report provides information and describes the provision available for our learners with a special educational need or disability (SEND). The document reflects the requirements outlined in the SEND code of practice 2015.

1. What kinds of Special Educational Needs does Christ Church Secondary Academy make provision for?

Through our high-quality teaching strategies, whole school information sharing, targeted and specialist interventions and training programmes we are able to make provision for the range of needs as described below.

Types of needs and examples	Examples of support available at school
<p>Cognition and learning</p> <p>An example of this would be:</p> <ul style="list-style-type: none"> • Learners who have difficulties in the use of language, literacy and numeracy skills. • Learners who struggle to retain, understand and process information therefore cannot access the curriculum. • May struggle with learning new topics, vocabulary or information. • Learners with specific learning difficulties such as dyslexia, dyspraxia and dyscalculia. 	<p>Pupil passports</p> <p>CCSA Quality First Teaching protocol e.g. scaffolding, modelling, step by step instructions, coloured paper, overlays and background.</p> <p>Meet and greets</p> <p>Check ins</p> <p>Lexia interventions to support grammar, language and rapid reading comprehension.</p> <p>Dynamo maths (group) and catch up numeracy (1-2-1) interventions to support numeracy skills.</p> <p>Targeted English and maths interventions.</p> <p>TA support within the classroom where needed</p> <p>External agency support from pupil and school support</p> <p>Appropriate exam access arrangements organised including, reader, smaller venue, scribes, extra time, reading pens.</p>
<p>Communication and interaction</p> <p>An example of this would be:</p> <ul style="list-style-type: none"> • Learners that have a specific diagnosis such as Autism (ASD), • Developmental Delay Disorder. • Speech, language and communication (SLCN) difficulties. • May struggle to communicate or understand their needs. 	<p>Pupil passports</p> <p>CCSA Quality First Teaching protocol e.g. scaffolding, modelling, step by step instructions, visual timetable, visual prompts. Communication aids</p> <p>Meet and greets</p> <p>Check ins</p> <p>Targeted interventions e.g. for metacognition, executive dysfunction, emotional literacy, anxiety, worry, self esteem, speech and language.</p> <p>TA support within the classroom where needed</p> <p>External agency support from Communication and Autism Team</p> <p>External agency support from speech and language.</p> <p>Appropriate exam access arrangements organised including, reader, smaller venue, scribes, extra time, reading pens.</p>

<p>Sensory and/or physical needs An example of this would be:</p> <ul style="list-style-type: none"> • Learners who have visual or hearing impairments. • May have physical disabilities that may require assistive technology. • Learners who have sensory needs or a sensory processing disorder. 	<p>Pupil passports Meet and greets, communication logs Check ins Individual environment assessment (IEA) resources to support impairments within the classroom. CCSA Quality First Teaching protocol e.g. seating plans, scaffolding and modelling, step by step instructions, larger font. Targeted interventions Assistive technology such as radio hearing aids Risk Assessment and adjustments to school where necessary and reasonable. External agency support from occupational therapy External agency support from hearing impairment team External agency support from visual impairment team External agency support from Pupil Disability Support Services Appropriate exam access arrangements organised including, reader, smaller venue, scribes, extra time, reading pens.</p>
<p>Social, emotional and mental health</p> <p>This encompasses a broad range of difficulties, including diagnosed mental health difficulties and illness that may affect a child at various times throughout their education.</p>	<p>Pupil passports CCSA Quality First Teaching protocol e.g. PACE strategies Social, emotional learning strategies Meet and greets Check ins Targeted interventions – Smart and Scatter and 5 Point Scale for emotional regulation. External support from counselling and mentoring services External support from Educational Psychologist Referral to FTB/CAMHS and SOLAR Appropriate exam access arrangements organised including, reader, smaller venue, scribes, extra time, reading pens.</p>

2. How do we check that the provision is working?

We will check how the provision that is put in place is working through the following ways:

- Regular inclusion team meetings
- Data analysis including attendance, behaviour, interim and end of year assessments
- Baseline assessment for spelling and reading
- Assess, plan do and review process/graduated approach
- Lesson Observations and Learning Walks
- SEND Department/External Agency Assessments
- Reviewing interventions
- Reviewing SEND targets set in Individual plans

- Parent/Child Views
- Book looks

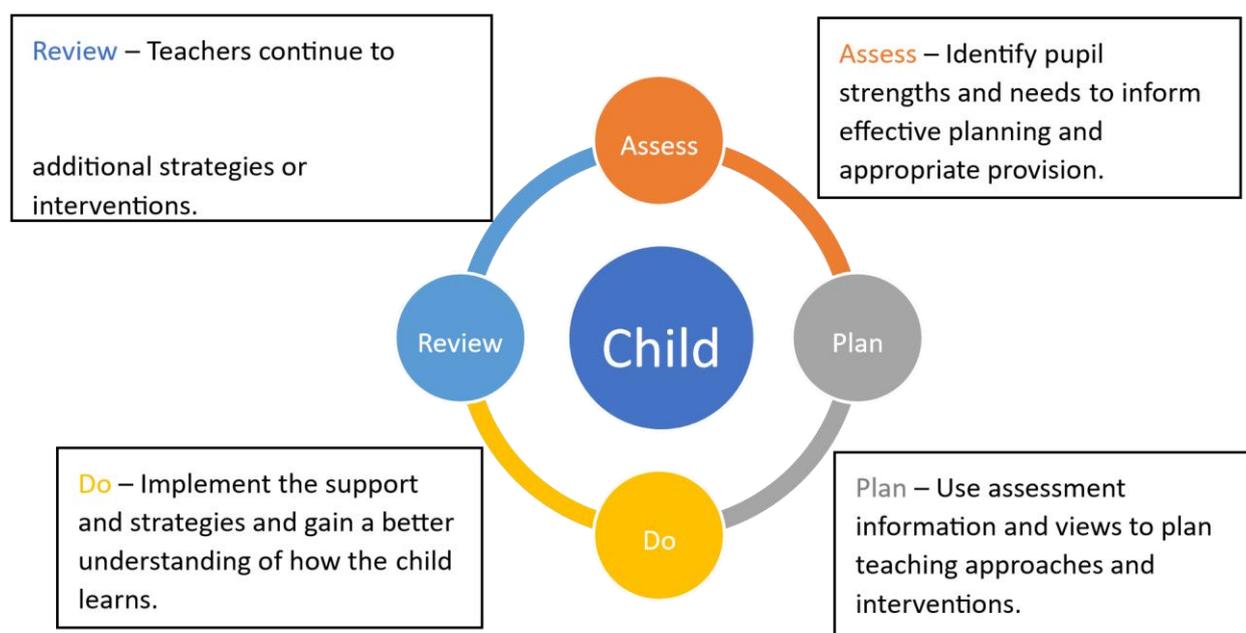
3. Identifying pupils with SEND and assessing their needs

We would firstly liaise with primary schools to determine who is on the special educational needs register and who requires support within the school. Relevant files and plans are transferred to us by the primary school as well as preparation for transition from primary school to secondary school.

We will also assess each student’s current reading and spellings skills, and other levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Teachers will make regular assessments of progress for all pupils within their subjects and throughout the year.

When deciding whether special educational provision is required and a child is not currently on the special educational needs (SEN) register, we will start with looking at the relevant data, observations and learning walks to determine how the child learns and what strategies need to be used within the classroom. We will look at the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support or whether something different or additional is needed.

We will use a person centred approach where we complete the assess, plan, do and review cycles and create a plan of strategies and provisions that need to be in place. Please see what this process looks like



below:

Review progress and how effective this has been as well as identify any

Teachers will review and monitor the progress over a term. Where there are concerns about a learner having possible SEND, pupils are then referred to the SEND team for further investigation and observation. Pupils and parents /carers will be informed at each stage about what is happening and what it means. Where necessary parents / carers may be asked for permission for their child to see an external agency for advice or to assist in identifying SEND.

4. Assessing and reviewing pupils' progress

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

Subject teachers will work with the SENDCO and Assistant SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Teachers will look at and analyse pupil progress for all students regularly within their department meetings. Pupils on the SEND register will be monitored more closely. The SENCO and the Assistant SENCO reviews this data for SEND pupils termly and liaises with subject teachers as appropriate in order to adjust provision where appropriate. The views of the pupil and their parents / carers are vital in assessing the impact of the additional support given and parents / carers are invited to discuss the progress of their child with the SENCO or the Assistant SENCO on a termly basis via questionnaires. Parents / carers also have the opportunity to discuss their child's progress with subject teachers at parents evening. Urgent concerns can be discussed by appointment with the SENCO or the Assistant SENCO.

5. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. We are an inclusive school and work to ensure students with SEND have access to the full curriculum.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual students depending on need and provision required.

We will also provide interventions as identified and agreed in the student learning plans in consultation with parents, teachers and external agencies where necessary.

6. What extra-curricular activities can a pupil with Special Educational Needs access at Christ Church Secondary Academy?

All of our extra-curricular activities and school visits are available to all our students. Staff leading extracurricular activities can liaise with the SEND department to look at the support required to allow children to be fully included within the activity.

All students will be encouraged to go on any trips or residential trips. We will create risk assessments and consult parents where needed.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

7. What training do the staff in school have in relation to pupils with Special Educational Needs and Disability?

Every teacher is a teacher of SEND. CPD sessions around the CCSA Quality First Teaching protocol are available for all teaching staff and a lesson observation schedule is in place across departments to ensure that quality first teaching is delivered.

All teaching staff receive annual training and information on: -

- The SEND Code and SEND processes such as the graduated response, information about the children and the provision that they require.
- CCSA Quality First Teaching protocol
- How to identify additional support needs and the school's process.
- Specific training on areas such as Autism, ADHD, Dyslexia, Speech and Language Needs and Social Communication and Language Needs.
- As part of their continuing professional development all teaching staff undertake training in relation to pupils with Special Educational Needs throughout the academic year, in response to staff requests for support and areas for development identified by the SEND team.
- Deliberate practice and additional training sessions focusing on specific areas of SEND in more detail
- SEND briefings for teaching staff of particular high-focus students
- All staff receive annual training on emergency first aid for allergies and asthma training.

Examples of training which specialist support staff receive as appropriate:

- Good autism practice and intervention.
- Dynamo maths
- Lexia intervention
- Speech, language and communication intervention
- Language for behaviour and emotions
- Catch Up Literacy
- Catch Up Literacy
- Supporting students with particular areas of need on an on-going basis both from the SENCO and from outside agencies.
- How to support children within the classroom effectively.
- Targeted social, emotional, mental health interventions.

8. How does Christ Church Secondary Academy get more specialist help for pupils if they need it?

We have a range of external agencies that we work with. The school will get in touch with these agencies via the SENCO with parental consent. The agencies we work with include:

Pupil and school support (PSS)

Communication and Autism Team (CAT)

Educational Psychologist (EP)

School nurse

Children's Speech and Language Therapy, Birmingham Community Healthcare NHS Trust

Forward Thinking Birmingham

Sensory Support: Hearing Impairment Team

Sensory Support: Visual Impairment Team

Physical Difficulties Support Service (PDSS)

School counsellor

Specialist School Outreach Services (SOSS)

9. Does the school have a Special Educational Needs Co-ordinator? If so, who are they and how can someone get in touch with them?

Our Special Educational Needs Coordinator is Mrs Sam Piperdy.

Email: ccsa-sendco@christchurchsecondary.org.uk

The main school contact number is: 0121 393 3678.

10. If a parent of a child with Special Educational Needs has a complaint about the school, how does the Governing Body (or proprietor) deal with the complaint?

Complaints about SEND provision in our school should be made to the SENDCo or Headteacher in the first instance. They will then be referred to the school's complaints policy below: [Complaints Policy - Birmingham Diocesan Multi-Academy Trust](#)

11. How can parents find the Birmingham Local Authority local offer?

Parents can find out about the Birmingham Local Authority Local offer via the following link:

www.localofferbirmingham.co.uk

Further information on SEND at CCSA is available in our SEND Policy and Accessibility Plan.