

# Special Educational Needs and Disabilities (SEND) Information Report 2023-2024

## Introduction.

Welcome to our SEND information report, which forms part of the Norfolk LA local offer for learners with special educational needs or disabilities (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015.

The governing bodies of all maintained school proprietors have a legal duty to publish an information report on their website about the implementation of the governors' or proprietors' policy for learners with SEND. The information published will be updated annually. The information report also applies to all learners who are looked after by the local authority and have SEND.

For details of the Norfolk Local Offer please click here: [SEND Local Offer - Norfolk County Council](#)

For information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND) please visit Norfolk SENDIASS: [Norfolk SENDIASS Home Page](#)

Churchill Park Academy is a complex needs school serving the children and young people who have SEND in King's Lynn, West Norfolk, and the wider area. At Churchill Park Academy we are all committed to working together with all our stakeholders to provide the very best opportunities for all children and young people.

Our core values: -

- Capacity – *Try my best.*
- Inclusion – *Learn together.*
- Independence – *Do it me*
- Community – *Learn anywhere.*

To allow our students to: -

- Maximise their capacity and achieve their best.
- Make a successful and confident transition into adulthood.
- Become confident, independent adults.

## The needs of our pupils.

All students in Churchill Park Academy have an accompanying Educational Health Care Plan (EHCP) on admission to our school whereby the SEND needs are identified and addressed.

Ongoing assessment of need is through identifying additional needs and adding these onto the pupils EHCP plan. Referrals and specialist provision systems are put into place accordingly.

A child or young person who has additional or special needs may need a specialist provision. This can depend on the level of need but generally if a child or young person: -

Has a significantly greater difficulty in learning alongside their peers

Or

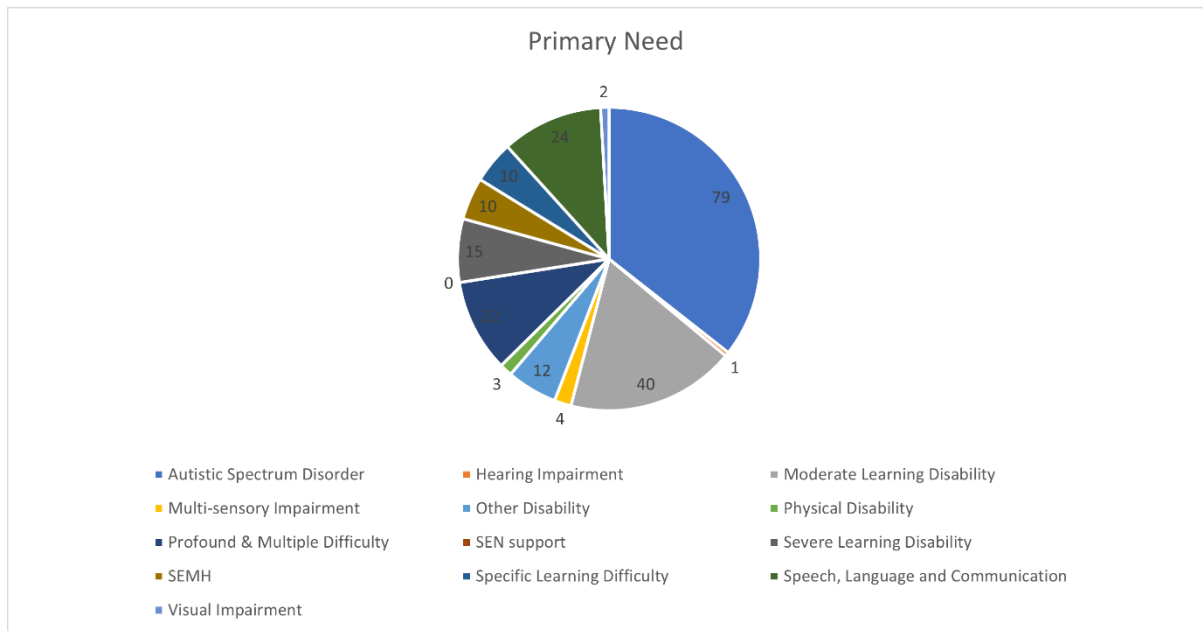
Has a disability that prevents or hinders them from accessing educational facilities generally offered to them and their peers at a mainstream school or post 16 institutions.

All our children and young people have an EHCP which clearly details their additional needs, and how we can support them.

The four broad categories of need are: -

- Sensory and physical
- Cognition and learning
- Communication and interaction
- Social, Emotional and Mental Health

The following pie chart visually represents the number of pupils categorized by their identified primary need: -



Pupils may have identified secondary needs which are not represented in this data.

Further information about what adaptations have been made to our curriculum and environment can be found in our Accessibility Plan: -

[Accessibility-Plan.pdf \(churchillpark.co.uk\)](https://churchillpark.co.uk/Accessibility-Plan.pdf)

## Approaches to teaching

Churchill Park Academy caters for a range of unique learners who encompass a broad range of learning needs. At Churchill Park, we aim to offer a bespoke curriculum for each learner focused on their individual needs and strengths.

Our classes are organised in pathways: -

- Experience (Pre-Formal)
- Engage (Semi-Formal)
- Enhance (Formal)

According to their learning styles, preferences, and readiness to learn. This allows pupils to work in a group with others of similar needs.

Our staff use a wide range of strategies to enable all our children and young people to access the curriculum, some examples are: -

Support Cognition & Learning

- Visual aids.
- iPad, laptops.
- Workstations.
- Educational visits
- Entitlement program (Pledges)

### Supporting Social, Emotional and Mental Health

- Positive behaviour approach.
- Boxall Profile
- Pastoral team
- Zones of Regulation
- 1-5 scale
- Trauma informed school

### Support Communication & Interaction

- Symbol based communication programmes such as Core Boards
- Augmented alternative communication (AAC).
- Total communication approach.
- Intensive interaction
- Objects of reference
- Body signing
- Pastoral team

### Supporting Physical & Sensory

- Switch operated equipment.
- Intervener approaches
- Hydrotherapy
- Sensory integration
- Story massage
- TACPAC
- Sensory Circuits
- Sensory approaches
- Tactile cues

The above-mentioned strategies do not exclusively support the primary areas of need listed, but instead can be used to support across different areas of need.

These strategies are implemented into each of the pathways. Details can be found in our curriculum booklets by clicking on each of the following links: -

[Experience-Curriculum-Booklet.pdf \(churchillpark.co.uk\)](https://churchillpark.co.uk/Experience-Curriculum-Booklet.pdf)

[Engage-Curriculum-Booklet.pdf \(churchillpark.co.uk\)](https://churchillpark.co.uk/Engage-Curriculum-Booklet.pdf)

[Enhance-Curriculum-Booklet.pdf \(churchillpark.co.uk\)](https://churchillpark.co.uk/Enhance-Curriculum-Booklet.pdf)

Training of staff is essential in meeting the needs of our children and young people. We have specially trained staff in a range of areas across the school.

Staff undergo a series of mandatory training in school provided by Unity Education Trust annually (September). These include: -

- Safeguarding
- Prevent
- FGM
- Policy updates
- Fire awareness
- GDPR for Education
- Health and Safety at work
- NCSC Cyber security training for school staff

Staff undergo Team Teach Positive Behaviour management. This is delivered by school staff trained by Team Teach to deliver their training. Once trained for the first-time staff undergo a refresher every 2 years.

Staff also undergo training from other agencies regularly as needed. These may include: -

- Administration of medication (annually by School nurse)
- Harmful Sexual Behaviours (Key Stage 4 Harmful Sexual Behaviour team)
- Trauma Training
- Bereavement Training
- Pupil specific medication (regularly refreshed by School nurse)
- Moving and Handling
- Pupil specific moving and handling
- Attention Autism
- TAC PAC
- Sensology
- Rebound Therapy
- Story Massage
- Augmentative Alternative Communication (provided by Speech and Language Therapy)
- Intensive Interaction
- Resonance Board
- Sensory Story Telling

## A curriculum to meet our pupils' needs.

In 2018-2019, the school carried out an extensive curriculum review. Through consultation with pupils, parents, and school staff we established a common intent for the schools' curriculum. Following on from this Churchill Park Academy has adopted a pathway approach. Our pathways consist of Experience (Pre-Formal), Engage (Semi-Formal), and Enhance (Formal).

Experience – Pre-formal.

Our Experience curriculum is for our children and young people with complex and profound and multiple learning difficulties. This group of pupils are engaging at the very earliest stages of learning and will likely remain within developmentally early intellectual parameters for the whole of their school career.

Engage – Semi-formal.

Our Engage learners are on a learning spectrum that indicates that they have complex learning needs. In addition to learning difficulties, they may also face other barriers to learning such as physical difficulties, medical conditions, sensory processing disorder, visual or hearing impairments, communication difficulties, ASD. Our learners will all require additional interventions throughout their day to enable them to fully access and engage with all educational activities and opportunities.

Enhance – Formal.

Our formal learners are working at a level that means they can access subject specific learning. The national curriculum forms the basis of CPA progression framework and pupils will access foundation and non-foundation subjects within a creative curriculum theme. Their curriculum will focus on qualifications and developing skills for the world of work.

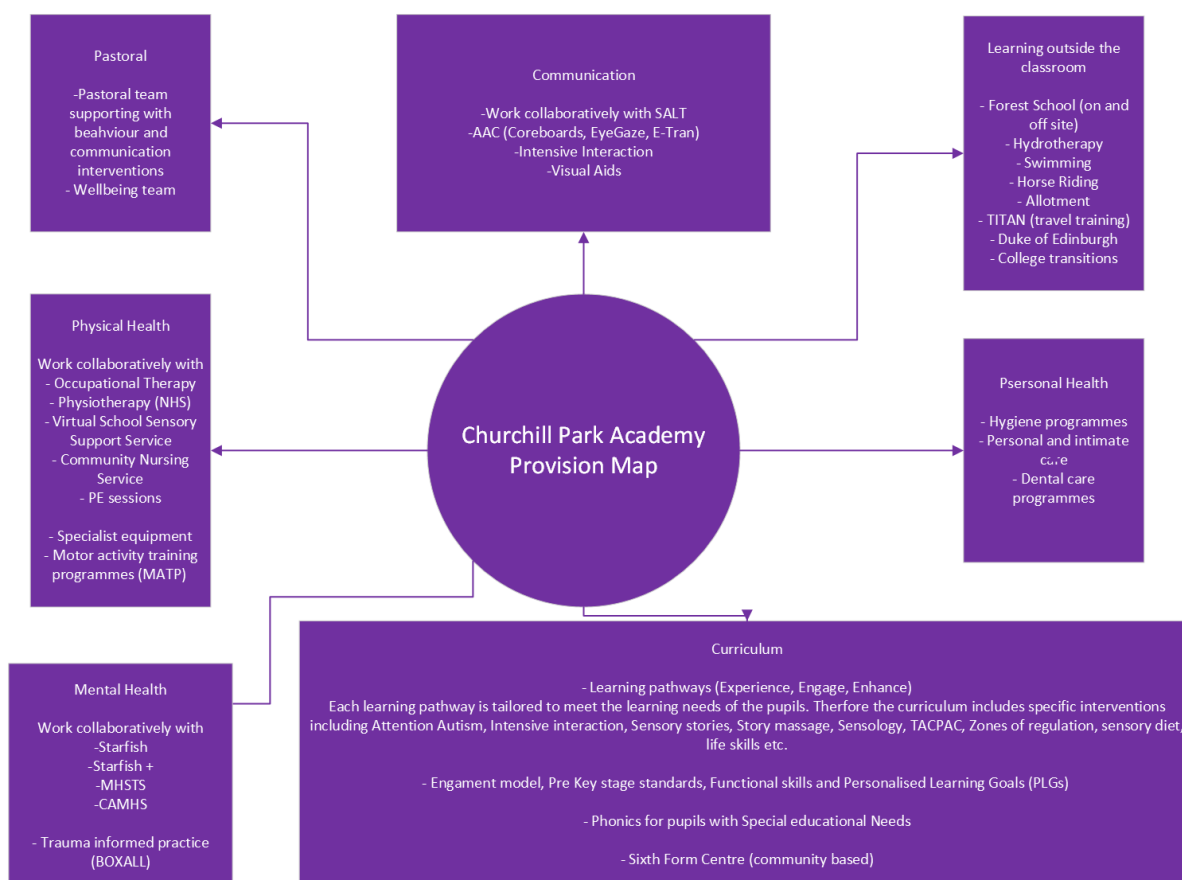
Changes to the curriculum

- Child at the heart
- Grouped by Pathway
- Pre-formal, Semi-formal, formal
- Subject progression framework for all NC subjects
- Classroom environment adapted to the needs.
- Curriculum developed from EHCP.
- Personal Learning Goals
- Individual Curriculum
- Not cognition and learning weighted.
- Covering all EHCP outcomes
- Interventions
- Linked to Values
- Working towards qualifications
- Linked to life and the world of work.
- Preparation for adulthood
- Celebrating achievements

To find out more about Churchill Park Academy's curriculum please visit our website using the following link: [Curriculum | Churchill Park Academy](#)

To find out more about interventions used at Churchill Park Academy please visit our website using the following link: [Interventions | Churchill Park Academy](#)

## Provision Map



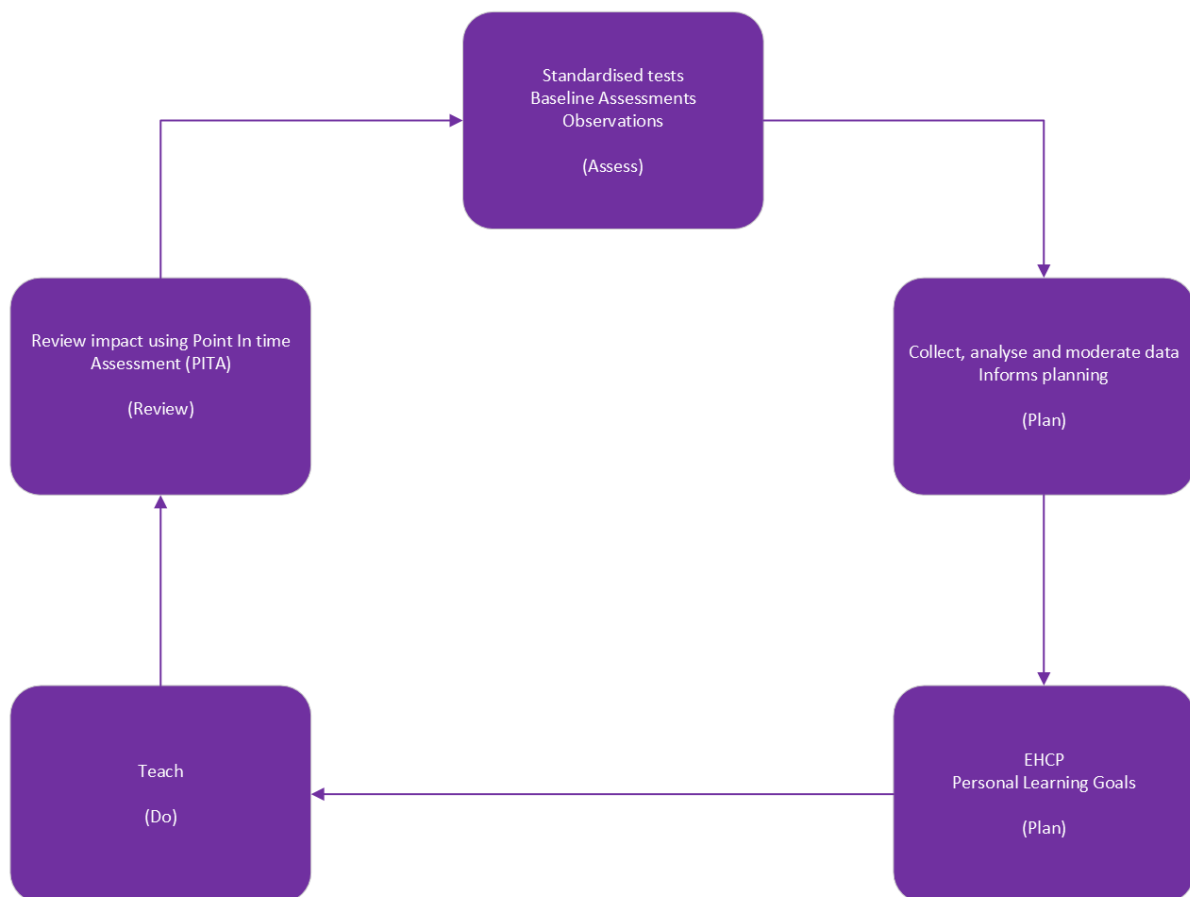
## Measuring Success

We continually monitor pupil progress in several ways.

Every pupil at Churchill Park has a Personal Learning Goal (PLG) document. PLG's track a student's progress towards individual targets that are linked to the objectives of the pupil's statement of special educational needs or the outcomes on the Educational Health and Care Plan (EHCP). Senior Leaders and Teachers work with pupils and families to develop PLG's, which are SMART targets based on the EHCP long term outcomes. Reviewing progress as a point in time assessment (PITA) towards EHCP targets is one of the two main summative assessment mechanisms we use at a whole school level. Towards the end of each term, teachers assess the progress the pupils have made towards meeting their targets and record it on Evidence for Learning.

SLT and teachers scrutinise the work of pupils each term to ensure students' learning is challenging, relevant and accessible.

Here is Churchill Park Academy's evaluation cycle which is used to inform the development of provision mapping.



## Social and emotional aspects of learning

This is an extremely important area of learning for our students. We are mindful that our School needs to be at the heart of our community and us as a school make a valuable contribution to it. Students enhance their opportunities to contribute and understand their community by

- This year we have implemented a new pastoral care team.
- Learning through Personal, Social and Health education lessons.
- Ensuring we use lunchtime and break time as part of the taught day where pupils are supported and encouraged to learn and practice their social skills.
- Our staff model appropriate behaviour and use positive reinforcement to celebrate and reward students for their endeavours.
- Small class sizes and working alongside peers enables students to feel confident in speaking out and expressing their feelings.
- An amount of learning in the community to allow our students to learn and practise social behaviour.
- High quality assessments of student's social and emotional abilities enabling the design and implementation of further interventions as necessary.
- Wide range of class resources to support social and emotional aspects of learning.
- Zones of Regulation Curriculum is used across the school to teach students how to regulate their own emotions.



- Intervention from Starfish Team (External support agency).
- Churchill Park Academy Wellbeing team.
- Sensory Diets e.g., heavy work, exercise, sensory circuits.
- Yoga Bugs

## SEN support and the EHC Plan process.

Every child that attends Churchill Park Academy already has an Education, Health, and Care Plan in place. Therefore, our role is to review these plans on an annual basis.

1. Invitations are sent out to parents; carers and they specify professionals/agencies involved with that young person they wish to attend.
2. Parents/Carers are given the opportunity to submit their views prior to the review meeting.
3. Teacher reviews documents and targets.
4. Pupil voice is captured and presented at the review meeting.
5. Review meeting takes place.

The annual review of the young person's Educational Health Care Plan gives the opportunity for parents, carers, students, teachers, and all other professionals involved with the young person to review and evaluate the progress over the course of the previous year. To evaluate outcomes and identify and set challenges and targets for the young person to work towards by the end of the key stage. To plan who and what will need to happen to ensure our students have the very best support to succeed. This also feeds into our provision mapping.

## Starting at Churchill Park Academy

Churchill Park Academy has a newly implemented new pupil induction plan.

New Pupil Transition programme: -

1) Young person and family have accepted a place at Churchill Park Academy (CPA).	2) New Pupil Transition Advisor contacts family to introduce the school and set up a transition meeting.	3) New Pupil Transition Advisor contacts young person's current setting to set up a transition meeting including meeting the young person.	4) Parents attend Induction Meeting. Tour of school, school information transport, uniform) is shared and completion of forms. Case study completed with parents.
5) CPA Staff visit young person at their current setting and meet with staff familiar to the young person.	6) New Pupil Transition Advisor continues to liaise with parents and current setting SENDCO (staff).	7) New Pupil is allocated transition days (visits to CPA).	8) Pathway and class are allocated. Meet the Teacher evening via TEAMS. 9) Young person starts CPA.

Getting to know our pupils.

Churchill Park Academy staff create pupil 1-page profiles as they get to know pupils. These profiles include: -

- Key motivators
- Preferred method of communication
- How to support my learning
- My behaviour
  - When I am happy
  - When I am sad
  - When I am angry
  - When I am anxious
  - Scripts

Profiles are supported by more detailed plans such as: -

- Behaviour support plans
- Positive handling plans
- Intimate care plans
- Dietary and feeding plans.

Parents are consulted and included in creating and maintaining these profiles and plans.

Our pupil induction manager is Darleen Grimsby.

## Leaving Churchill Park Academy

It is imperative that we prepare our students for the next stage in their life. The transition can be to a new class, having a change of class teacher, moving onto another school, transferring to college or another post 16 provider or to employment. Churchill Park Academy is committed to working in partnership with children and young people, families, and other providers to ensure supported and positive transitions occur.

Transition to future settings begins in year 9 with a transition plan for each student; this is discussed at each EHCP annual review. Students are offered the opportunity to investigate different settings from post 16 onwards with consultation with parents and other professionals. Regular visits to a new setting can be arranged in the summer term, this includes new students joining Churchill Park Academy for the first time.

Churchill Park Academy works closely with the Preparing for Adult Life team (PFAL), College of West Anglia, other regional colleges and Sixth Forms and Day Services post 19, to ensure a smooth transition for those pupils moving on to further education.

“What’s Next?” coffee mornings are held to showcase the possible provisions available in the area.

## Parent and carer involvement in the child's education.

The success of the children and young people rely on strong links and relationships between school staff, governors, pupils, parents, carers, and other health care professionals.

Parents and carers can communicate with school staff via: -

- Daily via home school diaries, Evidence for Learning, via class e mails or by telephone before or after school.
- At any time preferably by making an appointment with the relevant member of staff
- Twice a year at parents' evenings
- Annually at the Statement/EHCP review.
- Making comments and giving feedback to the class team using the Evidence for Learning app and Class Dojo
- Parent surveys
- Transition meetings

We also offer several parental advice/information coffee mornings to enable parents to meet with local providers and health care professionals, (who are also part of the Local Norfolk Offer), and who provide services to our children and young people with additional needs.

### Parent Support

Churchill Park Academy has a Parent Support Advisor.

Parent Support advisors are here to help you deal with any worries or concerns you have about your child's time at school. Some examples might be: -

- Support for issues at home
- Support in meetings with professionals
- Improving attendance
- Overcoming barriers
- You just need to talk.
- I can meet you in school, home or on the end of a phone.

Name: Carl Harris

Email: [charris@cpa.unity-ed.uk](mailto:charris@cpa.unity-ed.uk)

Mobile (Call or Text): 07788 953 408

School Office: 01553 763 679

For further information about parent support please visit our website using the following links: -

[Parent Support | Churchill Park Academy](#)

[Useful Information | Churchill Park Academy](#)

For further contact information please visit our website using the following link: -

[Contact Us | Churchill Park Academy](#)

## Pupil involvement in their education.

Our children and young people are also consulted about their education, and they provide feedback through the following: -

- Everyday involvement in class through their daily curriculum
- Attending and giving their views and opinions at their Statement/EHCP review
- During Personal, Social and Health Education lessons
- Attending taster days and transition days at post 16 and post 19 providers
- Through student council

This is why we place high importance on communication within our school to ensure independence but also allow for students to communicate their wants and needs and contribute to their daily curriculum.

Opportunities outside of school and in the community, such as events and groups are communicated to parents and pupils on display boards, with letters home, on Class Dojo and on the school website.

For further information please visit our website using the following links: -

[Useful Information | Churchill Park Academy](#)

## Working with other professionals

Working with other professionals is essential in meeting the needs of our students. Many of the professionals work directly with staff and students so programmes of support can be delivered daily.

We have access to several professionals including: -

- Speech & Language therapy (SALT)
- Physiotherapy
- Occupational therapist (OT)
- Community Nurse Paediatrician
- Virtual School Sensory Support (VSSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Epilepsy Nurse
- Access Through Technology (ATT)
- Social Care – including local Child with Disabilities social care team.
- Preparing for Adult Life Team (PFAL)
- Starfish (LD CAMHS)
- Starfish + (LD CAMHS)
- Mental Health Support Team (MHST)
- Nudge Education

How are these accessed?

Referral procedures are in place within Churchill Park Academy. Procedures differ depending on which service pupils need to be referred to.

Health services provided by the NHS can be accessed in school daily.

Our pastoral team are typically consulted in the first instance. They then refer to outside agencies for further support or guidance e.g., pastoral communication lead who then may refer to SALT. Parents are consulted throughout these processes.

We also provide signposting to services on our website such as Just One Norfolk, Social Care, Local groups, Cares Matter, Food banks, financial advice, Housing advice, Mediation and Wellbeing.

For further information please visit our website using the following link: -

[Useful Information | Churchill Park Academy](#)

## Funding for students with additional needs

We received a fixed sum for each student at our school and in addition we receive a top up sum of money depending on the level of need of each student. This is applied for according to the Norfolk Special Schools Top Up Funding Matrix. Pupil Premium funding is also given to students who have been or are eligible for Free School Meals.

Funding is also given to Children Looked After and children in Service families to ensure arrangements are in place in supporting these young people.

For further information on funding for our pupils please use the following links: -

[Draft PEFA MASTER V3 \(unityeducationtrust.uk\)](#)

[Special academy and free school: supplemental funding agreement \(unityeducationtrust.uk\)](#)

[UET-Annual-Report-and-Financial-Statements-2021-22.pdf \(unityeducationtrust.uk\)](#)

[Pupil Premium | Churchill Park Academy](#)

[Sports Premium | Churchill Park Academy](#)

## Have your say.

Contact us: -

[Contact Us | Churchill Park Academy](#)

The success of our students relies strongly on the links between school, staff, Governor, pupils, parents and carers and other professionals.

We are continually developing our practice to improve outcomes for our pupils, and welcome suggestions from our stakeholders to allow us to continue this practice.

If you have any questions about our contribution to the Norfolk Local Offer, please contact: -

Ellie Weatherall, Head Teacher

Email: [Head@cpa.unity-ed.uk](mailto:Head@cpa.unity-ed.uk)

Phone: 01553763679

#### Arrangements for handling complaints

Parents/Carers are offered information about working in partnership when their son/daughter starts at a Unity Education Trust (Specialist Provision) school.

Parents/Carers should not hesitate to contact the relevant member of the school management team if they have any worries concerning their child.

Problems and misunderstandings do occur, and these can often be resolved quite easily through discussion.

Formal complaints, however, should be directed to the Headteacher who will follow the school's established complaints procedure.

For more information, please refer to Unity Education Trust's Parents/Carers Complaints Procedure available on our website.

## Special Educational Needs Coordinator (SENCO)

Churchill Park Academy's SENCO is: -

Darleen Grimsby

National Award for SEN Cordination (NASENCO)

Email: [dgrimsby@cpa.unity-ed.uk](mailto:dgrimsby@cpa.unity-ed.uk)

Phone: 01553 763679

Last updated	September 2023
Review date	September 2024