

# Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

## 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 Special School serving the children and young people who have complex SEND\* in King's Lynn, West Norfolk, and the wider area (50 mile radius).

At Churchill Park Academy we are all committed to working together with all our stakeholders to provide the very best opportunities for all our children and young people.

As a Complex Needs Special School, we support children and young people with significant and lifelong learning disabilities. All our pupils have severe or profound cognitive needs, which means they require highly specialised approaches to learning and are working within the extremely low range of cognitive functioning. These needs are not the result of delay or underachievement but reflect their individual developmental profiles and the nature of their disabilities.

Pupils will score lower than 1st centile in cognitive assessments, equating to age related expectations sitting between PMLD/early developmental milestones and severe/significant learning disabilities. Standardised scores for attainment would be below 60 and by Year 6 demonstrate cognitive ability at least 5 years behind age related expectations. Requires high levels of assistance with all aspects of school life and will present with co-morbid needs such as SLCN, PD, ASD.

## Our Vision

To prepare our children and young people for life beyond school, enabling them to become as independent as possible and to take an active, meaningful role in the communities in which they live. We aspire for every learner to achieve a fulfilling and purposeful future.

## Our Values

### Independence

- *We believe every child can grow in independence-with the right support, high expectations, and clear progression.*
- *We give students choices every day, no matter how small, and ask “How can I help them do this themselves?” before stepping in.*
- *We model independence-showing students how to try, fail, reflect, and try again, both in learning and in life.*
- *We use visual supports routines, and patient encouragement to help students take ownership of their learning and personal development.*
- *We celebrate effort as much as achievement, knowing that independence grows through consistent practice and small, meaningful steps.*

### Communication

- *We believe every child has something to say-and every behaviour, sound, or gesture is communication.*
- *We give time, use visuals, signs, AAC, and body language every day-and listen with our whole selves.*
- *We model language and communication strategies across all subjects, recognising that communication is essential for progress in learning.*
- *We celebrate all forms of communication-not just speech-and support students to express ideas, build vocabular, and engage with learning through total communication.*
- *We know communication is strengthened when approaches are consistent across school and home, enabling students to communicate confidently in learning and in life.*

### Inclusion

- *We see every child as a full and valued member of our school and wider community-no conditions no exceptions.*
- *We plan with students in mind from the start, adapting our curriculum and learning environments to ensure everyone can access meaningful progress.*
- *We believe inclusion is not just a place, but a mindset and a promise: every child seen, supported and safe.*
- *We include and collaborate with families and professionals to ensure joined-up, person-centred support.*

- *We hold high aspirations for all our learners and ensure that support, curriculum access, and progress tracking are tailored to individual needs-so every student can thrive academically and personally.*

We believe in our values, and they sit at the heart of all we do. They shape our daily interactions, support our pupils' growth, and strengthen our school community.

### At CPA we want ...

To provide a curriculum that embodies our school's core values. One that allows pupils to develop their **independence**, develop excellence in all they do, to fulfil their capacity, develop their **communication** skills in order to learn to be part of their community & demonstrate **inclusion** at the heart of all we do.

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 table shows the number of pupils categorised by their identified primary need:

-

## SEN Need Statistics

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Profound & Multiple Learning Difficulty	15	13.6%	6.5%
Physical Disability	17	15.5%	7.4%
Other Difficulty/Disability	21	19.1%	9.1%
Multi-Sensory Impairment	4	3.6%	1.7%
Moderate Learning Difficulty	30	27.3%	13%
Specific Learning Difficulty	12	10.9%	5.2%
Vision Impairment	2	1.8%	0.9%
Speech, Language and Communication Needs	82	74.5%	35.7%
Social, Emotional & Mental Health	30	27.3%	13%
Severe Learning Difficulty	8	7.3%	3.5%
SEN Support, No Specialist Assessment	1	0.9%	0.4%
Autistic Spectrum Disorder	44	40%	19.1%
Hearing Impairment	3	2.7%	1.3%
Global developmental delay	2	1.8%	0.9%

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-1.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 and Enrichment program (Pledges)
- Use of Concrete and Practical Resources
- Repetition and Overlearning

## Supporting Social, Emotional and Mental Health

- Positive behaviour approach.
- Nurture International and use of the Digital Development Portrait
- Pastoral team supporting behaviour, communication and pupil wellbeing
- Zones of Regulation throughout the school
- Trauma sensitive school
- Wellbeing Team
- Mental Health Support Team and Benjamin Foundation interventions
- ELSA interventions

## Support Communication & Interaction

Our approach is based on the principle of Total Communication – using every available method to support understanding and expression. This ensures that each pupil, regardless of need or ability, has a voice and can engage meaningfully with others.

### Augmentative and Alternative Communication (AAC)

AAC includes any tool, system or strategy that helps pupils communicate when speech alone is not sufficient.

#### Low-tech AAC

These do not require electronic devices and are often highly individualised:

- Communication boards or books: Contain pictures, symbols or words that a person can point to.
- Visual schedules: Support understanding of routines and transitions using images or symbols.
- Writing or drawing tools: Pen and paper, alphabet boards or whiteboards to aid expression.
- Gestures and sign language: Including Makaton and British Sign Language (BSL).
- Objects of reference: Real objects or parts of objects used consistently to represent an activity, person or place.

- Body signing: Using touch and movement on the body to communicate with individuals who have visual or sensory impairments.

### High-tech AAC

These involve electronic or digital systems and can be personalised to the learner:

- Speech-generating devices (SGDs): Produce spoken words when symbols or text are selected (e.g. Dynavox, Tobii).
- AAC apps on tablets or smartphones: Such as Grid or Proloquo2Go.
- Text-to-speech software: Converts typed words into speech for individuals with limited motor control or non-verbal communication.

### Other Communication Approaches

- Intensive Interaction: Builds early communication skills through shared attention, imitation and turn-taking, particularly effective for learners with PMLD or autism.
- WellComm: A speech and language toolkit used across the school to assess, support and track pupils' communication development.
- Sensory communication approaches: Use of sound, light, touch and movement to promote engagement and understanding for pupils with sensory processing difficulties.
- Social communication interventions: Targeted support such as social stories, comic strip conversations and role play to develop pragmatic and social language skills for more formal learners.
- Pastoral team support: Works closely with class teams, therapists and families to promote emotional wellbeing and positive relationships, which are essential for effective communication.

## Supporting Physical & Sensory

Our approach ensures that pupils' physical and sensory needs are fully supported to enable participation, independence and access to the curriculum. A combination of specialist interventions, sensory strategies and therapeutic support is used across the school.

### Equipment and Technology

- Switch-operated equipment: Enables pupils with limited motor control to access activities, learning tasks and play independently.
- Tactile cues: Use of touch or objects to provide guidance, signal transitions or support understanding for pupils with sensory or cognitive needs.
- Therapeutic and Specialist Interventions
- Hydrotherapy: Water-based physiotherapy sessions to support mobility, strength, balance and confidence.
- Rebound Therapy: Trampoline-based therapy to improve core strength, coordination, balance and sensory regulation.

- Sensory Integration: Structured activities delivered in sensory integration rooms or using specialised equipment to support processing of sensory input.
- Story Massage & TACPAC: Multi-sensory approaches combining touch, movement, music and communication to promote relaxation, engagement and interaction.
- Sensory Circuits: Daily or weekly routines incorporating movement, balance and sensory activities to regulate arousal, focus and readiness to learn.
- Sensory approaches: Includes use of lighting, sound, textures, smells and movement to support engagement and emotional regulation.

#### Professional Support and Referrals

- Occupational Therapy and Physiotherapy: NHS therapists work directly with pupils, providing assessment, bespoke programmes and reports. Class teams implement daily exercises and strategies to reinforce therapy outcomes.
- Visual, Hearing and Multi-Sensory Impairment Support (Virtual School Sensory Support): Provides guidance, assessments and reports for pupils with visual impairment, hearing impairment or multi-sensory impairment.

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.

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) and throughout the year. 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 Norfolk Steps Positive Behaviour management (Step on & Step up). This is delivered by school staff trained by Norfolk Steps to deliver their training. Once trained for the first-time staff undergo a refresher every 2 years. We also complete training specific to the needs of the school and curriculum.

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

- Epilepsy Awareness
- Administration of medication (annually)

- Pupil specific medication (regularly refreshed by School nurse)
- Food Hygiene
- Pupil specific feeding plans (Peg & Duodenal feed)
- Moving and Handling
- Pupil specific moving and handling
- Attention Autism
- Sensology
- Augmentative Alternative Communication (provided by Speech and Language Therapy)
- Intensive Interaction
- ELSA (Emotional Literacy Support Assistance)
- DDP (Digital Development Portrait)
- Zones of Regulation
- Harmful Sexual Behaviours (Harmful Sexual Behaviour team)
- Trauma Training
- Bereavement Training
- CPA Math (VNET)
- Phonics (VNET)

## A curriculum to meet our pupils' needs

In 2024–2025, the school undertook an extensive curriculum review. Through consultation with pupils, parents, and staff, we established a clear, shared intent for the curriculum within each pathway. As a result, Churchill Park Academy has adopted a pathway approach, consisting of Experience (Pre-Formal), Engage (Semi-Formal), and Enhance (Formal).

To further strengthen our curriculum offer, we have implemented a whole-school topic that is carefully differentiated across the pathways, ensuring accessibility, coherence, and relevance for all learners. Opportunities to embed and explicitly promote our school values are also woven throughout the curriculum, supporting pupils' personal development as well as their academic progress.

The curriculum has been further enhanced through the incorporation of elements from the Equals Curriculum, alongside a bespoke model of curriculum and assessment for Reading and Writing. White Rose Maths and Science are also used, as appropriate to the pathway, school phase, and individual learner needs. This combination ensures a well-structured, ambitious, and responsive curriculum that meets the diverse needs of every pupil.

## Experience – Pre-formal:

Our Experience Pathway designed for pupils with profound, multiple and complex learning difficulties. Using the Equals Pre-Formal and Informal Curricula, this pathway takes a holistic, multi-sensory, and play-based approach, prioritising engagement, communication, social-



emotional development and physical development. Learning is highly personalised, underpinned by trusted relationships, and structured through bespoke or individual timetables that integrate EHCP outcomes, ensuring that every activity is meaningful, relevant, and designed to support progress for each pupil.

### Engage – Semi-formal:

Our Engage learners are on a broad learning spectrum and present with complex learning needs. Their cognitive learning profiles enable them to engage with aspects of subject-specific learning, such as early English and early Maths, when these are delivered through personalised and highly supportive approaches. They are also able to follow the whole-school topic at an accessible level that is carefully adapted to their needs. In addition to their learning difficulties, they may experience further barriers such as physical difficulties, medical conditions, sensory processing disorders, visual or hearing impairments, communication difficulties, or ASD.

All of our learners require personalised approaches and targeted interventions throughout the school day to ensure they can fully access, participate in, and benefit from the educational activities and opportunities provided.

### Enhance – Formal:

Our formal learners are working at a level that enables them to access subject-specific learning. The National Curriculum forms the basis of the CPA Progression Framework, and pupils engage with both foundation and non-foundation subjects within a creative, thematic curriculum.

The focus of their curriculum is on achieving relevant qualifications and developing skills for the world of work. Students work towards Functional Skills in English and Maths, where appropriate, or an ASDAN qualification. They are prepared for a successful transition to college or sixth form provision through access to a variety of work experience and vocational learning opportunities, supporting their preparation for adulthood and participation as active members of the community. Pupils also take part in TITAN training to develop greater independence in everyday life.

Our curriculum is structured around the four core Areas of Learning identified in each pupil's EHCP. Each core area outlines the pupil's long-term outcomes and Personal Learning Goals (PLGs) needed to achieve them. These outcomes are supported through specific teaching strategies and clear "what to look for" indicators to evidence learning and progress within the four Areas of Learning.

Alongside the formal curriculum, our learners also develop key skills in communication, cognition, self-regulation, generalisation, working memory, problem-solving, physical development, independence, and functional life skills.

### Adaptations to the curriculum

In addition to the core curriculum offer, teaching and learning are adapted to meet the individual needs, strengths, and aspirations of every pupil. At Churchill Park Academy, the child is placed firmly at the heart of all curriculum planning and delivery. Although each pathway-Experience (Pre-Formal), Engage (Semi-Formal), and Enhance (Formal)-offers a structured and purposeful curriculum, further adaptations ensure that learning is genuinely personalised and accessible for all.

Learners access Pre-Formal, Semi-Formal, and Formal learning opportunities, even when these differ from their core pathway offer. This ensures that each pupil engages with learning at a developmentally appropriate level, with opportunities to revisit, consolidate, or extend their skills as needed, regardless of chronological age or class placement.

The classroom environment is carefully adapted to meet sensory needs, communication profiles, physical access requirements, emotional regulation needs, and preferred learning styles. These adaptations play a central role in enabling pupils to engage, attend, and participate fully.

Curriculum provision is informed by each pupil's EHCP outcomes, ensuring a holistic approach that addresses all four areas of need-not solely cognition and learning. Every pupil also has Personal Learning Goals (PLGs) that translate EHCP priorities into daily practice and measurable progress.

For learners unable to access or engage with the main class curriculum, an Individual Curriculum is developed. This highly personalised approach prioritises what is most meaningful for the pupil, ensuring relevance, engagement, and sustained progress.

A broad range of targeted interventions supports communication, social interaction, emotional and sensory regulation, physical development, independence, and academic readiness. These interventions are linked to our school values and are designed to promote confidence, resilience, and positive attitudes to learning.

Across all pathways, bespoke careers learning is interwoven throughout the curriculum, enabling pupils to develop self-awareness, explore interests, and understand future possibilities from an early stage. Careers education is adapted to individual need and delivered through meaningful experiences such as enterprise activities, community engagement, and exposure to the world of work.

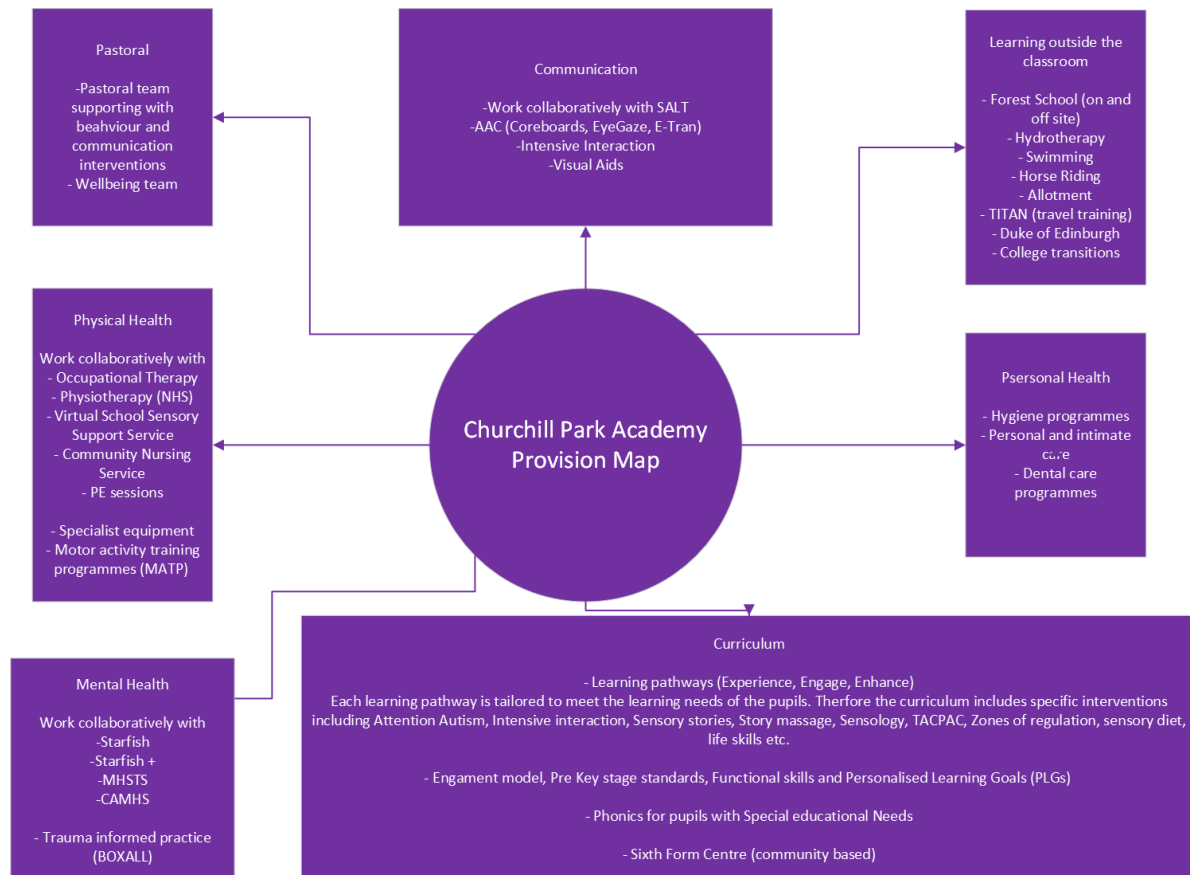
As pupils move through the school, they have opportunities to work towards appropriate accreditation or qualifications, ensuring their achievements are recognised and support future destinations. Learning is firmly connected to life skills, independence, community participation, and preparation for adulthood, equipping pupils with the knowledge, confidence, and experiences they need for successful next steps.

Throughout the school, we foster a culture of celebrating achievements, valuing and recognising personal progress, effort, and success in all its forms.

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

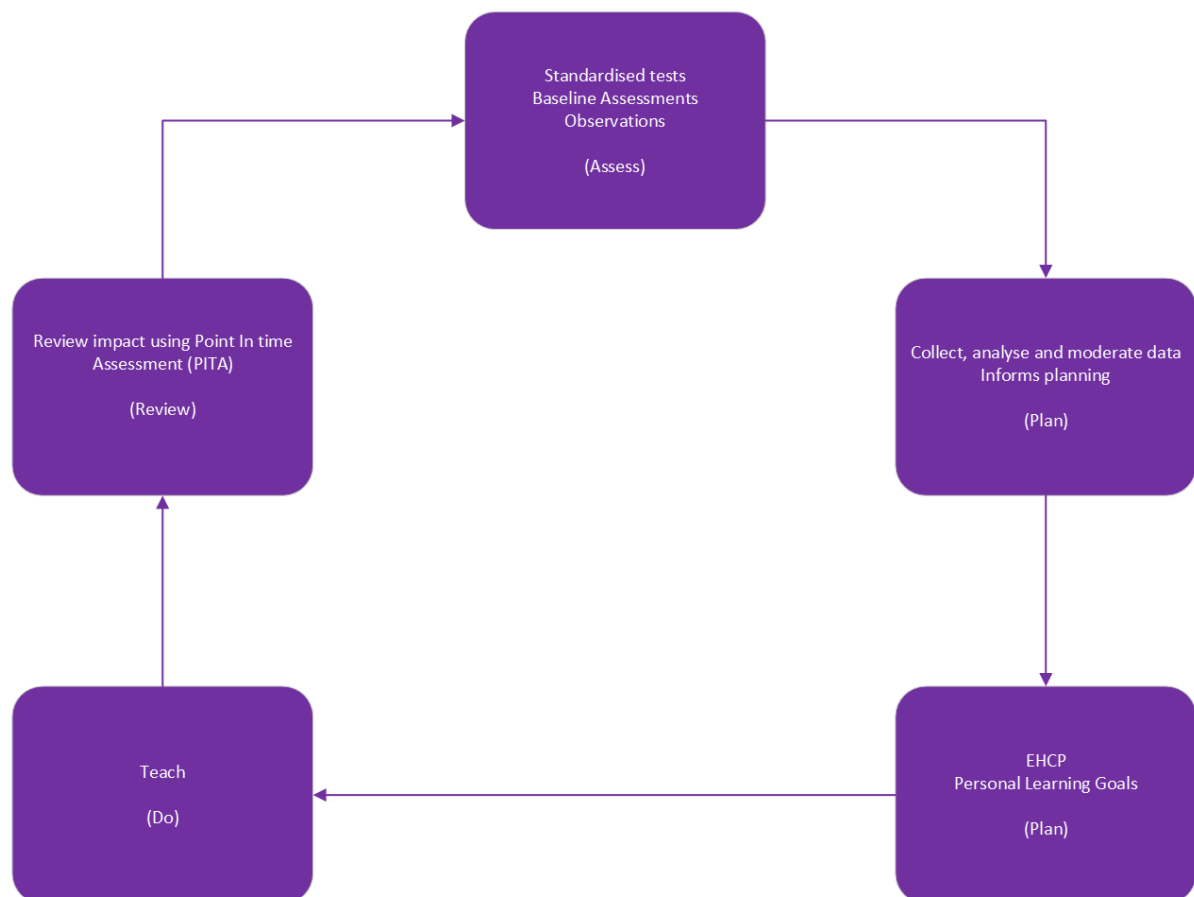
We continually monitor pupil progress in several ways.

Every pupil at Churchill Park Academy has a Personal Learning Goal (PLG) document. PLGs are SMART, personalised targets derived from each pupil's EHCP long-term outcomes and are used to track their progress towards achieving these priorities. Teachers work collaboratively with pupils and their families to develop meaningful PLGs that reflect individual needs, aspirations, and next steps.

Progress towards PLGs is reviewed termly as a point-in-time assessment (PITA), which forms one of the two main summative assessment systems used across the school. Towards the end of each term, teachers assess the progress pupils have made towards their targets and record this on Evidence for Learning, providing a clear picture of individual development over time.

Senior Leaders and teachers scrutinise pupils' learning each term to ensure that provision remains ambitious, relevant, and accessible for all learners.

The following evaluation cycle at Churchill Park Academy is used to inform ongoing provision mapping and ensure that curriculum, support, and interventions remain responsive to pupils' needs.



## Social and emotional aspects of learning

The social and emotional development of our pupils is a vital part of their education at Churchill Park Academy. We recognise that our school sits at the heart of its community, and we are committed to helping pupils develop the confidence, skills, and understanding they need to contribute meaningfully to the world around them.

To support this, we provide a rich, structured range of opportunities that promote emotional wellbeing, positive relationships, self-regulation, and social understanding. Our provision is strengthened by a clear path of support, ensuring pupils' needs are identified early and met effectively through coordinated interventions.

Central to this is our Mental Health Lead, who oversees whole-school mental health strategy, ensures staff are well-informed and confident in their roles, and coordinates support for pupils who may require additional help. Working alongside our Mental Health

Lead is our experienced Wellbeing Team, who provide early help, mentoring, emotional support, and guidance for pupils and families. Together, they form a strong system of pastoral care that ensures pupils are supported at the right time, in the right way.

Our wider approach includes:

Personal, Social and Health Education (PSHE) lessons that build knowledge, resilience, and essential life skills using the Jigsaw scheme of work for SEND.

Structured social times, where lunchtime and breaktime are used as valuable learning opportunities, enabling pupils to practise communication, cooperation, and problem-solving.

Positive role-modelling from staff, who reinforce and celebrate appropriate behaviour through consistent praise and encouragement.

Restorative approaches, allowing pupils to reflect, repair, and restore relationships following incidents.

Small class sizes, which help pupils feel secure and confident in expressing their thoughts and emotions.

Community-based learning, providing real-life contexts in which pupils can practise social behaviour and broaden their experiences.

High-quality assessments, including the Digital Development Portrait, and ELSA assessments, which inform targeted social and emotional interventions.

A wide range of classroom resources that promote emotional literacy, emotional regulation, and positive social interactions.

A whole-school focus on the Zones of Regulation, teaching pupils strategies to recognise, understand, and manage their emotions.

Support from external specialists such as the Starfish Team, MHSTS, Benjamin Foundation adding further expertise to our pastoral provision.

Access to sensory diets (e.g., heavy work, structured exercise, sensory circuits) tailored to individual needs to support emotional and sensory regulation.

Participation in specialist programmes such as movement breaks, breathing, promoting mindfulness, body awareness, and calming strategies.

## 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, in line with statutory deadlines.

1. Invitations are sent out to parents; carers and specify professionals/agencies involved with that young person that would be beneficial 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 in the form of a slide show presentation that illustrates their wishes and feelings – e.g. communication and learning preferences.
5. Review meeting takes place. Either in person or online if parents are unable to come in to school and follow the standard Annual Review guidance.
6. Add in next steps in process

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.
- Outcomes and identify and set challenges and targets for the young person to work towards by the end of the key stage.  
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

The purpose of our new pupil admission programme is to get to know our pupils as well as we can, prior to the starting with us, as well as to support them to get to know the school and help parents learn about the school and how their child will be supported.

Churchill Park Academy staff create a pupil profile as they get to know pupils.

These profiles include: -

- Key motivators
- Preferred methods 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 support by more detailed plans such as: - where appropriate, these profiles are also supported by:

- 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.

Pupil induction is co-ordinated and led by the Pathway Leads and Deputy Headteacher as follows:

1. Young person and family have accepted a place at Churchill Park Academy (CPA).	2. New Pupil Transition Manager (NPTM) contacts family to introduce the school and set up a transition meeting.	3. Where appropriate: NPTM and/or current setting make contact if additional information is needed.	4. Young person and parents visit school. First transition visit.
5. Parents attend Induction Meeting. Tour of school, school information is shared and completion of forms. Case study completed with parents and class teacher (if possible)	6. NPTM continues to liaise with parents. Pathway and class are allocated.	7. New pupil is allocated transition days (visits to CPA). Letters sent to parents and current school setting. Setting can share additional information if needed.	8. Meet the teacher evening (TEAMS) or visit. Ensure emails and class dojo are set up. 9. Young person starts at CPA.

## Leaving Churchill Park Academy

It is imperative that we prepare our students for the next stage in their life and supporting students to manage transitions is a key part of our work. 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.

On occasion, students may leave the school at a different point due to external factors and in these instances, the Pathway Lead or class teacher (as appropriate) liaises with the new school regarding handover of pupil information etc. In some instances this may also involve an Emergency EHCP review and/or liaison with the Local Authority (as appropriate) in order to ascertain whether Churchill Park is the most appropriate setting.

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

The success of the children and young people relies 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, Earwig, via class e mails or by telephone before or after school.
- Twice a year at parents’ consultation
- Annually at the EHCP review.
- Making comments and giving feedback to the class team using the Earwig app and Class Dojo
- Parent surveys
- Transition meetings
- **At any time preferably by making an appointment with the relevant member of staff**

We also offer several parental advice/information coffee mornings / open sessions to enable parents to meet with our pastoral team, SLT, 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, who is a trained DSL, here to help parents deal with any worries or concerns they might have about they have about their child’s time at school or challenges at home. 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 are supported to 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 which may be adjusted annually and is audited annually.

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 \(nxedge.io\)](#)

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

[10591822-Unity-Education-Trust-2223-FinStat-2.pdf \(nxedge.io\)](#)

[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, Trustees, 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 Principal of Specialist Education at Unity Education Trust or the Chair of the Trust Board who will follow the school's established complaints procedure.

Complaints should be sent in writing to:

The Trust Administrator

Unity Education Trust (Specialist Provision) C/O Dereham

Sixth Form College

Crown Road

Dereham

Norfolk

NR20 4AG

For more information, please refer to Unity Education Trust's Parents/Carers Complaints Procedure: -

[UET-Complaints-policy-2024-27.pdf \(nxdedge.io\)](https://nxdedge.io/uet-complaints-policy-2024-27.pdf)

## Special Educational Needs Coordinator (SENCO)

As a Complex Needs Special School, Churchill Park Academy's does not have a named SENCO, as our Teachers and SLT fulfill the role jointly; however we work closely with the SEND lead for Unity Education Trust: Darleen Grimsby, NASENCO (National Award for SEN Coordination)

Email: [dgrimsby@unityeducationtrust.uk](mailto:dgrimsby@unityeducationtrust.uk)

Phone: 01553 763679

Last updated	September 2025
Review date	September 2026