



Churchill Community College: Special Educational Needs Information Report

The LA Local Offer

Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'. Schools each have their School SEN information Report which feed into the Local Authorities 'Local Offer'. This is the summary of our full 'SEN Information Report', which can be found online at: <http://www.churchillcommunitycollege.org/New%20College%20Web-Site/PDFs/Local%20Offer%20.pdf>

Learning Support Department

The Department is led by Dave Anderson, whose role is SENCO, but also Lead for all other Vulnerable Groups. He holds the SENCO Qualification alongside a Masters. Emma Moffat, our Nurture Group teacher is a member of the National Dyslexia Association and has been trained to assess students for access arrangements in exams. Four cover supervisors support when not covering lessons and a team of eleven LSAs, all who have their Level 3 LSA qualification, are supporting students both in lessons and in small groups.



Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age. When a student is identified as having special educational needs, we support their development and progress in a number of ways.



Staff Training:

All staff have completed, and will continue to receive, ongoing training in relation to meeting student's needs within the classroom, including special educational needs and disabilities. Staff within school have different levels of expertise in order to support students with special educational needs:

- **Awareness** – this is basic awareness of a particular type of SEN.
- **Enhanced** – this level of training will be carried out by staff working with the student regularly and can be carried out by Educational Psychologists, staff from special schools or other specialist services.
- **Specialist** – this is in-depth training about a particular type of SEN for staff who will be advising staff who support students at an enhanced level.



What is an Individual Education Plan (IEP)?

Since September 2014, an individual education plan (IEP) has been known as a Personal Learning Plan. A PLP is an individual education plan developed by teachers, through consultation with external professionals involved with the child and their parents. It outlines how support will be given to the child in school and the expected outcomes of the support.

Transition

If a child is moving to another school we will contact the SENCO at the new school and ensure they know about any special arrangements or support that need to be made for your child. We make sure that all records about children are passed on as soon as possible. During SEN reviews from Year 9 upwards, our Connexions officer John Gibson, attends and is able to provide strong, considered advice for the young person and the families.



Supporting Families

Support is offered to families and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as Special Educational Needs and Disabilities Information And Support (SENDIAS), formally known as Parent Partnership). The school works in partnership with families to help them support their children's learning outside of school.

Further Information

Please see our website for the following information:

- Behaviour and Rewards Policy
- AEN Policy (SEN, More Able, Looked After Children (LAC) and English as an Additional Language EAL)).
- Anitbullying policy

If you would like further information about what we offer here at Churchill Community College, contact the **SENCO, Mr Dave Anderson, directly on: 01912347222 or email david.anderson3@ntlp.org.uk**

School entitlement offer to students with special educational needs or disabilities	
Need	Support Available Within School
<p>Communication and Interaction Needs e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder • Speech, Language and Communication needs • Social communication difficulties. 	<ul style="list-style-type: none"> • Use of child friendly student profiles and needs based plans. Differentiated curriculum and resources. • Support with change to routine either in the day, or if there are 'special events' • Visual and tactile timetables. • Area of low distraction (for all senses). • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self- esteem. • Small group targeted intervention programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing (such as Mobiles, LSAs, breakout rooms) • Where appropriate we will use support and advice from other partners to meet the needs of students. • Planning, assessment and review. • Teaching resources are routinely evaluated to ensure they are accessible to all students.
<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • Use of child friendly student profiles and needs-based plans involving students, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Teaching resources are routinely evaluated to ensure they are accessible to all students.
<p>Social, Mental and Emotional health</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and Wellbeing 	<ul style="list-style-type: none"> • Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities. • Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices. • The school provides effective pastoral care for all students. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group targeted programmes are delivered to students to improve social skills and emotional resilience. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times/break times to support vulnerable students. • We have a Local Authority behaviour provision; TRAX on site where KS3 students can be referred. • There is a Mobile on site, with the school nurse, school mentors and staff linked to Children and Adolescent Mental Health Service (CAMHS).

Sensory and Physical Needs.	<ul style="list-style-type: none"> • Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed e.g. around medical need. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about all needs of students. • All entrances to the school have ramps fitted to allow wheelchair access. • A proportion of our classrooms have a sound field fitted. • The school has disabled toilets/facilities/tracking hoist / changing bed • Use of lifts
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North Tyneside Local Authority Local Offer:

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Churchill Community College: Policy on Accessibility

Churchill Community College recognises its duty to:

- Not discriminate against disabled students in terms of exclusions and provision of education and associated service
- Not to treat disabled students less-favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an accessibility plan.

Churchill Community College aims to:

- Increase the extent to which disabled students can participate in the curriculum
- Sustain and improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Sustain and improve the availability of accessible information to disabled students.

The plan, in full, can be found on the school website, as part of the School's full SEN Information Report:

<http://www.churchillcommunitycollege.org/New%20College%20Web-Site/PDFs/Local%20Offer%20.pdf>