

# Churchill Community College: Special Educational Needs Information Report



SEN Information Report (Including Local Offer)

May 2017

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**What types of special needs are catered for?**

Churchill Community College are committed to meeting the needs of all pupils, including those with SEND. Reasonable adjustments are made to meet the needs of all pupils, including those identified in the SEND Code of Practice (2014):

- Language and Communication difficulties
- Cognitive and Learning difficulties
- Social, Emotional and Mental Health difficulties
- Physical and Sensory difficulties

Churchill Community College provides a range of interventions and support mechanisms to support pupils with SEND, those at SEN Support and those with EHC Plans or statements of special educational needs, to make progress. Support is available for ALL pupils with SEND, including those with disabilities, pupils with English as an Additional Language (EAL), or those in the care of the Local Authority.

All pupils with an EHC Plan or a statement of special educational needs are supported to achieve their outcomes outlined in the EHC Plan or statement. Progress towards these outcomes are reviewed at least annually.

Those pupils placed at SEN Support of the Code of Practice have an SEN Support Plan. The Plan contains specific outcomes to support the pupil to achieve their end of Key Stage aspirations. Support is personal and tailored to the specific needs of the pupil to enable the pupil to work towards their personal outcomes and achieve their own aspirations.

Below are some of the ways in which we support pupils with specific needs and make up the school’s contribution towards the Local Authority’s Local Offer (Churchill’s Local Offer).

| <b>School’s Local Offer to support students with special educational needs or disabilities</b>  |  |
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|   | <b>Support Available Within School</b>   |
| <p><b>Communication and Interaction Needs</b><br/>e.g.</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder</li> <li>• Aspergers Syndrome</li> <li>• Speech, Language and Communication needs</li> <li>• Social communication difficulties.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of child friendly student profiles and needs based plans.</li> <li>• Differentiated curriculum and resources.</li> <li>• Support with change to routine either in the day, or if there are ‘special events’</li> <li>• Visual and tactile timetables.</li> <li>• Area of low distraction (for all senses).</li> <li>• Support/supervision at unstructured times of the day.</li> <li>• Social skills programme/support including strategies to enhance self- esteem (for example Lego Therapy)</li> <li>• Small group targeted intervention programmes to support speech and language development.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Strategies to reduce anxiety/promote emotional wellbeing (such as LSAs, breakout rooms, 5 Point Scale)</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of students.</li> <li>• Planning, assessment and reviews</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> <li>• Support in examinations</li> <li>• Support Plans available for all staff to use</li> <li>• Support and advice sought from specialist agencies</li> </ul>   |
| <p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>  | <ul style="list-style-type: none"> <li>• Use of child friendly student profiles and needs-based plans involving students, parents and staff in the formulation, review and implementation of these documents.</li> <li>• Differentiated curriculum and resources.</li> <li>• Access to literacy/numeracy support</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students.</li> <li>• Ongoing differentiation training for all staff</li> <li>• Nurture Group for vulnerable learners in Year 7</li> <li>• Read Write Inc used to support vulnerable learners to catch up to the level of their peers in literacy</li> </ul> |
| <p><b>Social, Mental and Emotional Health</b></p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all students in all activities.</li> <li>• Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices.</li> <li>• The school provides effective pastoral care for</li> </ul>  |

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|  | <p>all students and support arrangements are in place for listening to the views of children and young people with SEND, including measures to prevent bullying.</p> <ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to, such as a counselling service or CAMHS to ensure all identified barriers are fully responded to.</li> <li>• Small group targeted programmes are delivered to students to improve social skills and emotional resilience.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• There is a nurture group at lunch times/break times to support vulnerable students.</li> <li>• We have a Local Authority behaviour provision; TRAX on site where KS3 students can be referred.</li> <li>• PSCHE is delivered to all pupils</li> <li>• Nurture Group for Year 7 vulnerable learners</li> <li>• On some occasions school use the support of Moorbridge PRU to meet the needs of pupils with SEMH</li> </ul> |
| <p><b>Sensory and Physical Needs</b></p> <ul style="list-style-type: none"> <li>• <b>Visual and hearing impairments</b></li> <li>• <b>Multisensory impairments</b></li> <li>• <b>Physical and medical needs</b></li> </ul> | <ul style="list-style-type: none"> <li>• Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed e.g. around medical need.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Support with personal care if and when needed.</li> <li>• Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>• Staff understand and apply the medicine administration policy.</li> <li>• The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about all needs of students.</li> <li>• All entrances to the school have ramps fitted</li> </ul>   |

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|  | <p>to allow wheelchair access.</p> <ul style="list-style-type: none"> <li>• A proportion of our classrooms have a sound field fitted.</li> <li>• The school has disabled toilets/facilities/tracking hoist / changing bed</li> <li>• Use of lifts</li> <li>• Reasonable adjustments made to the school environment including high visibility strips to the stairs</li> </ul> |
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**What is the Local Offer?**

All North Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all students, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

**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'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.

Churchill Community College is a fully inclusive school which ensures that **all** students achieve their potential personally, socially, emotionally, physically and educationally.

Our Local Offer lets you understand how we support students with Special Educational Needs and Disabilities. Churchill Community College is committed to equality of opportunity and provides full access to the National Curriculum for all students, including those with Special Educational Needs. All children will be admitted to Churchill Community College, irrespective of their needs, where a placement is deemed appropriate.

Our Local Offer lets you understand how we support students with special educational needs and disabilities.

We consult with students and their families on our local offer by meeting with parents regularly through SEN review, parents’ evenings, target setting days and informal meetings prompted by concerns raised through external professionals, parents or teachers.

North Tyneside Local Authority Local Offer:

[http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p\\_subjectCategory=1618](http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618)

## Staff Training

The Department is led by Emma Moffat, who holds the National Award for Special Educational Needs Co-ordination and who runs our Nurture Group. Emma has a vast knowledge of additional educational needs, including literacy development through her experiences working within the SEN department for a number of years. The SENCo attends regular authority training for SENCos including SENCo network meetings. Three cover supervisors support when not covering lessons and a team of LSAs support students both in lessons and in small groups. One has Higher Level Teaching Assistant status. Within the team, a range of qualifications are held, all at Level 3, for studies in ASD, Dyslexia, Speech, Language and Communication and Learning Difficulties. The breadth of knowledge and experience allows for dedicated personalised support and ensures that the students are well supported in all subjects. Within TRAX, our behaviour provision, two support staff, all with qualifications relating to SEN and behaviour are able to support our most vulnerable Key Stage 3 students in the Local Authority who struggle with their behaviour in mainstream lessons.

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 SEND. All staff who come into contact with the student will have this level of training offered and it will be carried out by the SENCO, Educational Psychologist or other specialist service.
- **Enhanced** – this level of training will be carried out by staff working with the student regularly, such as class and subject teachers, and will focus on how teaching and learning can be adapted to meet the student's needs. The training 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 SEND for staff who will be advising staff who support students at an enhanced level.

At Churchill Community College, staff have had awareness training in working with learners who have a range of Special Educational Needs. AEN staff have also had enhanced training as outlined above.

Our fully qualified and trained Special Educational Needs Coordinator provides advice and guidance to staff. The SENCo:

- Emails weekly updates to the staff at school about policy change, LSA placements, student progress and need, training opportunities and information from parents / carers
- Meets with all Curriculum Leaders each term to share information and good practice
- Invites external providers into school to provide training to staff
- Meets with the staff working with particular students if there are specific plans in place
- Meets daily with the guidance team to ensure that there are clear lines of communication and that the needs of individuals are met

- Invites staff to SEN reviews and feeds information back to staff via email, SEN Support Plan creation or in meetings.

### **Ensuring pupils with SEND are not treated less favourably**

#### **Teaching pupils with SEND and adapting the curriculum:**

Inclusion is pivotal to teaching pupils with Special Educational Needs at Churchill Community College. Wherever possible, pupils with SEND are educated in mainstream classes alongside their peers. With quality first teaching, this should be suitable for the majority of pupils with SEND. For some pupils, this may require additional support. These pupils receive a programme of support which meets their personal needs and addresses the pupil's specific difficulties. The effectiveness of these programmes is reviewed on a regular basis.

#### **Adjusting the curriculum for pupils with SEND:**

Churchill Community College are committed to making reasonable adjustments to the curriculum and/or the school environment to meet the needs of all pupils, including those with SEND. School will use the notional budget to purchase additional resources, human or physical, required to support pupils with SEND to make progress. Advice is sought from internal and external professionals to ensure all resources required for the pupil to make progress are in place. This is reviewed termly or when the pupil's need changes.

The quality of the provision for pupils with SEND is reviewed as part of the whole school quality assurance cycle; the books of pupils with SEND are regularly part of progress/work scrutiny and pupils with SEND regularly form part of pupil voice. Any concerns raised through quality assurance are addressed by the Senior Leadership Team.

Pupils who require additional support to access examinations are assessed by the Educational Psychologist, Victoria Harper, and exam concessions are applied for. If exam concessions are granted, support is provided for these pupils during mock exams and terminal examinations.

#### **Supporting pupils with SEND to engage in activities in school including PE**

All pupils are able to participate in all activities in school and this includes all pupils with SEND. Churchill Community College provide additional support to enable pupils with SEND to participate in extracurricular activities such as sporting activities, drama performance and residential visits. No pupil is ever excluded from an activity because of their SEND.

#### **Improving the emotional, mental and social development of pupils with SEND**

All pupils with SEND are reviewed regularly through the school's pastoral system. Pupil's social, emotional and mental development as well as their academic progress is discussed. Additional support is put in place for those pupils whose progress is a cause for concern. This support can be provided in the form of additional pastoral support, communication or social skills groups,

Lego Therapy, a referral to the school counsellor as well as many other support packages that can be put into place to support pupils with social, emotional or mental difficulties to make progress.

### **Monitoring and evaluation of SEND**

Churchill Community College regularly and carefully monitor and evaluate the quality of the provision offered to pupils with SEND. This is done in a number of ways:

- Internal monitoring and evaluation of teaching and delivery (through the school's Quality Assurance programme)
- Parental consultation – at annual reviews, parents' evenings and termly meetings
- Parental voice – at review meetings, recorded on SEN Support plans and on referrals
- Pupil voice – pupils are regularly consulted about the quality of provision. This is done formally on an annual basis through annual review, termly to update Support Plans and half termly as part of the school's Quality Assurance programme
- Staff voice – through annual review feedback

### **Assessing the progress of pupils with SEND**

For each student Additional Educational Need (AEN), their progress is continually monitored by their subject teacher, Curriculum Leader and the AEN team in a number of ways including:-

- Analysis of the six weekly data collection monitoring process
- Additional educational testing completed within school.
- At the end and beginning of each academic year, data is analysed and tracked.
- Progress is discussed in regular meetings, tracked by Departments and is reviewed formally every half term. The student is given a Target Grade in all subject areas which is shared with parent/carers through the school reporting system. As well as Target Grades, other tests may be used to monitor the progress e.g. tests which give a reading and spelling age or a standardised score. When a student has been assessed and is not making progress against their targets, we can refer students to a number of different services for more specialist assessment and advice. Referrals can be made to the Dyslexia Service, Educational Psychology Service or health services such as Speech and Language Therapy, School Nursing Service, Occupational Therapist, Emotional Wellbeing Team or Children and Young People's Service or social care teams.
- We might suggest completing an Early Help Assessment (EHA) in order to get a team of professionals (Team around the Family (TAF)) together to work with the student and their family but this will only be done with the parent/carer's agreement. If the student does not make progress with support that has been suggested by specialist staff, we can make a referral to the Local Authority (LA), for an assessment for an Education, Health and Care Plan. This is a legal process, which is carried out by the LA which sets out the amount of support that will be provided for the student.



- Parent/carers will be kept informed through school reports and phone calls. Staff will contact parents/carers to discuss issues, concerns or progress of individual students as soon as additional need is identified.
- We hold regular parent evenings for all parents/carers. If your child has special educational needs, parents/carers and the student are involved with regular review meetings to discuss progress towards current outcomes and setting outcomes for the future. Students are encouraged to share their aspirations and views in review meetings especially letting school know how they prefer to be supported. Students and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.
- During the course of the school year, parents will be given the opportunity of meeting with the SEN team and other parents to discuss specific learning issues. This will relate to the four areas of needs as outlined in the Code of Practice.
- Annual Reviews are held for students with Education and Health Care Plans (EHCPs). This review focuses on achievements, the progress made towards the outcomes, support and future plans and is held with parents/carers, the student and any other agencies involved. Progress reports can be provided to parents/carers in alternative formats if required.

### **Identification of pupils with SEND**

Most pupils with SEND are identified whilst at Primary School. Thorough transition arrangements are put into place to support pupils with SEND to manage the transition when they start Secondary School.

The SEN Department has a robust way of identifying pupils with SEND. This process starts with quality first teaching. All lessons taught in school are differentiated to meet the needs of all pupils despite their barriers to learning. In this environment, the majority of pupils should make progress. Pupils who fail to make progress, despite personalisation, require something additional. Teachers liaise with the school's Learning Support Department, who then undertake assessments to determine whether an SEN Support Plan needs to be implemented. This is shared with the parents and staff involved.

### **What is an SEN Support Plan?**

**From September 2014, an individual education plan (IEP) may be known as an SEN Support Plan. At Churchill, we have had this in place for a number of years.**

An SEN Support Plan 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.

For a child to have an SEN Support Plan, their class teacher must have decided that the child needs additional support that cannot be met through Quality First Teaching or targeted support in school.

At this stage, parents will be asked to come to a meeting at school to discuss their child's progress, and the SEN Team will help parents and teachers access the right support for the child, and create an action plan for how to implement that support, resulting in a Support Plan.

We work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. For year 6 students, we hold SEN reviews, special transition days for students who are most vulnerable and coffee mornings for parents who are otherwise unable to attend formal meetings.

We invite all parents to an open evening once their secondary placement has been allocated. We will also speak to parent/carers of children with an EHCP before their child begins at the school as they know their child better than we ever can. We will develop a personal transition plan for all students with their primary school.

### **Multi-agency working:**

Working with colleagues from health and social care, as well as other stakeholders, is vital to supporting the whole child and their family. Churchill Community College are therefore committed to working with all professionals involved in meeting the needs of pupils with SEND.

All professionals, including those from health and social care, are invited to all meetings where the outcomes of a child are discussed. If colleagues cannot attend, written advices are invited. The views of all stakeholders, including parents and the pupil, are discussed at all meetings.

### **Looked After Children and SEND**

Children who are being accommodated, or who have been taken into care, by a local authority (for example under section 20, or sections 31 or 38 of the Children Act 1989) are legally defined as being 'looked after' by the Local Authority. Churchill Community College has four Designated Safeguarding Leads for Looked After Children who work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff. We also work closely with the Virtual School Head to track the progress of children looked after by the local authority and alongside social workers to ensure that there are effective joined-up processes for meeting the SEND of looked after children. Looked after children will have a Personal Educational Plan (PEP) which assesses and sets out the student's educational needs.

### **Liaising with parents and young people**

At Churchill Community College we recognise the importance of liaising with young people and their parents about the SEN provision that is put into place to support the young person to make progress.

Parents and young people are invited to all meetings where progress and SEND provision is discussed.

Pupils who have a statement of special needs or an EHC Plan have an annual review. This is a formal meeting to which all those invited in supporting the pupil, in and outside of school, are invited to discuss the child's progress. Parents and young people are invited to submit a report alongside professional's reports.

Parents of all SEND pupils are invited to discuss their child's progress on a termly basis. At this meeting, the pupil's progress towards outcomes are reviewed and, where appropriate, outcomes rewritten.

Pupils with SEND are routinely consulted about the quality of provision through internal monitoring and evaluation.

### **Transition / Admission Arrangements**

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. When a student joins us, we contact the SENCO and ensure all information is forwarded to us. We then hold an SEN review within 3 weeks of arrival. From here, an SEN Support Plan is drawn up and shared with all staff.

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. The Churchill Sixth Form works with Learning Support Department to ensure that students get a place on the correct course and are supported well. As young people prepare for adulthood, outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society. Students with EHCPs will have support in place for their Special Educational Needs. Where a student is requiring a more specialised or personalised setting for their learning, movement to a local special school is possible through the statutory assessment route or annual review process. The SENCO and Learning Coordinator will work with parents, outside agencies, the Local Authorities and the Special School to ensure that the correct setting is found and that the transition is smooth.

We work with our primary schools to build a picture of the cohort in Y5 and Y6. Our SENCO meets half termly with each primary SENCO to ensure accurate information. From here, additional transition work is completed to best support the students joining us and ensure all staff can provide personalised support upon students' arrival.

### **Evaluation of SEND provision**

Churchill Community College consult with pupils and their families about the quality of the SEND provision by:

- Sending questionnaires out to parents prior to annual review
- Asking pupils to complete a questionnaire to be discussed prior to annual review
- Pupil voice is recorded and added to Support Plans

- Parental voice is recorded on Support Plans
- Comments slips at parents' evenings
- Regular face to face reviews for pupils with statements of special educational needs or EHC Plans
- Regular contact with pupil's key worker

### **Pupil Voice**

Pupils report they are happy with the support they receive at Churchill Community College.

*"The support I get from the Learning Support Department helps me to make progress. I am getting better at reading and writing. I am confident at talking and socialising with people now."*  
– Year 10 pupil January 2017

*"I have moved up a set in Maths and the support helps me understand parts of the lesson."* – Year 9 pupil April 2017

### **Parental Voice**

Parents report that the support from the Learning Support Department helps their children to make progress and develops confidence. They report that the school has a good understanding of their child's needs

*"I had a daughter in year 11 at Churchill and I was worried about her starting high school in year 7 when she was so much more immature and vulnerable than other children her age along with the added complications of her additional needs. It turned out I worried over nothing because she went from strength to strength in the 4 years she was there. Don't get me wrong, there were some rough patches to wade through but with the help and support of the additional needs team and her Head of Year, together we managed to pull through and smoothed things over pretty quickly, usually within the same day. She blossomed from a scarred vulnerable child who could hardly read and had great difficulty concentrating to a wonderful young woman with a great set of friends, great teachers who support her every need and above all, we are all happy as a family. I am confident that she will succeed in life with good qualifications and a great basis for adulthood."*

*"(My child) is engaging well and has a positive attitude. He is no longer a problem to get up in the morning and he is more vocal and will now talk to people he doesn't know."* – March 2017

### **Complaints procedure**

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

The Governing body is responsible for ensuring that a complaint has been dealt with through the colleges specified complaint procedure:

- Any parent who is unhappy with the SEND provision in college should first discuss their concerns with their son's / daughter's Learning Co-ordinator.
- If parents remain concerned further discussion should take place with the SENCO and Learning Co-ordinator.
- Further representation can then be made to the SEN Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LA.

### **Support for parents**

Parents can contact North Tyneside SENDIASS Service for impartial information, advice and support in relation to their child's SEN and/or disability on 0191 643 8313 or 0191 632 8317, or email [SENDIASS@northtyneside.gov.uk](mailto:SENDIASS@northtyneside.gov.uk).

### **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, Mrs Emma Moffat, directly on: 0191 234 7200 ext.343**

# Glossary of Terms

A.E.N. – Additional Educational Needs

S.E.N. - Special Educational Needs

I.E.P. – Individual Education Plan

P.L.P. – Personal Learning Plan

L.S.A. – Learning Support Assistant

L.A. – Local Authority

KS2, KS3, KS4 – Key Stage 2, Key Stage 3, Key Stage 4

E.P. – Educational Psychologist

CAMHS – Children and Adolescent Mental Health Service

YOT – Youth Offending Team

TRAX – Local Authority Behaviour Provision at Churchill Community College

O.T – Occupational Therapist

T.A.F. / T.A.C – Team around the Family / Team around the Child

L.A.C. – Looked After Child

E.A.L. – English as an Additional Language

F.S.M. – Free School Meal

C.o.P – Code of Practice

E.H.A – Early Help Assessment (replaced the Common Assessment Framework {C.A.F.} )

EMTASS – Ethnic Minority (Travellers) Advisory Support Service

EWS / EWO – Educational Welfare Service / Officer

HI – Hearing Impaired

VI – Visually Impaired

MLD – Moderate Learning Difficulties

PMLD – Profound and Multiple Learning Difficulties

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

# CHURCHILL COMMUNITY COLLEGE

## Policy on Accessibility

### Introduction

This plan has been written to meet the requirements of the College to carry out accessibility planning for disabled students as stated in the Children and Families Act 2014 and the SEND Code of Practice 2014.

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.

### How appropriate is the current provision?

Staff are highly aware that effective communication of the issues faced by disabled students and act to resolve them, e.g. adapting the timetable, lesson content and presentation and planning visits. CPD needs are addressed as they arise and are tailored to the needs of the staff and their knowledge.

### Background to the policy:

This policy builds on the accessibility plan first produced in April 2003. It provides a framework to support the inclusion of disabled students.

### This policy applies to:

All students

This policy came into effect on: 1<sup>st</sup> January 2007 and was last reviewed in March 2015.

## Statement of the policy

Churchill Community College's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The College:

- ✚ Sets suitable learning challenges for all students
- ✚ Responds to students' diverse needs
- ✚ Overcomes potential barriers to learning and assessment for individuals and groups of students.

Links to other policies and additions to the policy:

AEN policy/Equality policy

Details

The policy supports the production of an accessibility plan. This plan will consider:

- ✚ Increased access to the curriculum for disabled students
- ✚ Improvements to the physical environment
- ✚ Improvements in the provision of information



Accessibility Plan 2014 to 2017

| Priority  | Action  | Timescale             | Success Criteria  | Who  | Review<br>September 2017 |
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| <p><b>Access to Curriculum for all students, including those with disabilities.</b></p> <p>Ensure ICT appropriate for students with disabilities.</p> | <ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including iPads, laptops &amp; whiteboards) using specialist expertise.</li> <li>▪ Involve students in review of hard &amp; software.</li> <li>▪ Prioritise new software to purchase.</li> </ul>                          | <p>July each year</p> | <ul style="list-style-type: none"> <li>• All technology such that all students can engage and use with great effect</li> <li>• Student panels to review the success of soft and hardware</li> </ul>   | <p>AEN Co-ordinator / Associate Assistant Head in charge of iPads / ICT Department and Technicians</p> | <p>Ongoing</p>           |
| <p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from student groups.</p>                      | <ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff via emails, Continued Professional Development (CPD),</li> </ul> | <p>Ongoing</p>        | <ul style="list-style-type: none"> <li>• An appropriate and accessible curriculum for all students where engagement and success are seen through both results academically but also the positive feedback from students and uptake of courses from all students.</li> </ul> | <p>All staff.</p>  |                          |

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|  | <p>conversations and shared area. Ensure all classrooms and resources are organised in accordance with student need.</p> <ul style="list-style-type: none"> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Seek issues and feedback from Student Survey.</li> <li>▪ Review PE and Staying Healthy Curriculum.</li> <li>▪ Ensure wider curriculum at KS3 is then followed by the same at KS4.</li> <li>▪ Opportunities for all.</li> </ul> |  |  |  |  |
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| <p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>               | <ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all students.</li> <li>▪ Consider hosting an area event for partner schools e.g. Boccia, wheelchair basketball.</li> <li>▪ Seek advice regarding alternative accessible venues for residential trips.</li> </ul> | <p>July each year</p>                               | <ul style="list-style-type: none"> <li>• All students able to partake in all areas of the curriculum, including wider curriculum outside of normal school hours.</li> </ul> | <p>AEN Co-ordinator / CLs.</p>                                     | <p>Ongoing from All Departments</p> |
| <p>Teachers and teaching assistants have the necessary training to teach and support disabled students</p> | <p>INSET programme for teachers, support staff, mentors</p> <p>INSET for new staff</p>  | <p>July each year</p> <p>In induction programme</p> | <p>Staff appropriately trained</p>  | <p>AEN Co-ordinator</p> <p>Business Manager / AEN Co-ordinator</p> |                                     |
| <p>Classrooms arranged optimally for disabled students</p>   | <p>Access into each room from main door to a desk – no obstacles</p>  | <p>Built into Health and Safety checks</p>          | <p>Disabled students can gain access to all rooms</p>   | <p>TEACHERS</p>  |                                     |
| <p>Lessons responsive to student diversity</p>   | <p>INSET for staff</p> <p>Support/advice in AEN</p>   | <p>July each year</p>                               | <p>Appropriate differentiation</p>  | <p>AEN Co-ordinator</p>  | <p>Ongoing from AEN department</p>  |

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|   | handbook  |                                      |  |                         |  |
| Staff recognise and allow for the mental effort expended by some disabled students            | Include in PLPs<br>INSET for staff<br>Included in lesson planning             | Ongoing<br>July each year<br>Ongoing | Appropriate differentiation  | AEN Co-ordinator        | Support from AEN to ensure we make reference in PLPs |
| Staff recognise and allow for the additional time required to use equipment in practical work | Include in PLPs<br>Included in lesson planning                                | Ongoing<br>Ongoing                   | Appropriate differentiation  | AEN Co-ordinator        | Support from AEN to ensure we make reference in PLPs |
| Access to appropriate ICT   | Allocation of a lap top through Learning Support Department where appropriate | Ongoing                              | Appropriate differentiation  | AEN Co-ordinator        |  |
| All out of college visits are accessible  | Risk assessment completed.<br>Additional staffing where necessary             | Ongoing                              | No student is prevented from attending visits on the grounds of disability | STAFF IN CHARGE OF TRIP |  |
| Size and layout of all areas allows access for all students                                   | Investigate reliability of open lift  | Ongoing                              | Lift available for use   | Site Manager            |  |
| Wheelchairs not impeded by doorways, toilets and showers                                      | Purchase and distribution of Radar keys                                       | January 2007 and ongoing             | Easy access throughout the college   | Site Manager            |  |

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| Clear signage of parking and safe routes   | Disabled parking areas enforced   | Ongoing                               | Disabled parking spaces not abused      | Site Manager   |                      |
| Evacuation system to inform all students   | Signs at right height and in appropriate formats<br>Visual alarm installed          | September 2017<br>September 2017      | Safe evacuation of all students         | Site Manager /<br>Governors<br>Facilities &<br>Safeguarding<br>Committee |                      |
| All areas well lit   | Ensure lighting in car park   | Ongoing                               | Areas well lit                          | Site Manager   |                      |
| Reduce background noise  | Advice on effect in AEN handbook and from Learning Support staff                    | Ongoing monitoring                    | Background noise not affecting learning | AEN Co-ordinator and Hearing Impaired Team                               |                      |
| Appropriate furniture and equipment  | Adjustable height desk available one in each department                             | Based on needs on particular students | No barrier to leaning                   | AEN Co-ordinator and Occupational Therapy                                | Not currently needed |
| Provision of information for those who find standard forms of printing a barrier | Facilities in place to produce alternative forms<br>Access through Learning Support | Ongoing as needed                     | Appropriate differentiation             | AEN Co-ordinator and Visual Impaired Team                                |                      |

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|  | Department   |                                |   |                   |                 |
| Make staff familiar with technology and practices developed to assist students with disabilities | INSET for staff to include in Scheme Of Work, lesson plans & PLPs and use of teacher guides  | Ongoing monitoring and support | Appropriate differentiation   | AEN Co-ordinator  |                 |
| Improvements in the provision of information to students and parents.                            | <p>Increased variety of methods for information to be sent (Facebook, Twitter, texts, letters, phone calls)</p> <p>Brail / Enlarged text to be used when contacting parents with visual impairment.</p> <p>SIMS (the School Information Management System – used for registers and collating information on timetables etc) to communicate information to staff about specific methods of communication for staff.</p> | Ongoing as needed.             | All parents able to be contacted and able to understand information being sent to them. | AEN Co-ordinator. | September 2017. |

Monitoring of impact:

The policy should be monitored by the SENCO and reported to the governing body.

Date of next policy review:

September 2017

This Policy has been agreed by:

\_\_\_\_\_ (Date) \_\_\_\_\_

*David Baldwin, Headteacher  
Churchill Community College*

\_\_\_\_\_ (Date) \_\_\_\_\_

*Tracey Booth, Chair of Governors  
Churchill Community College*

\_\_\_\_\_ (Date) \_\_\_\_\_

*NASUWT*

\_\_\_\_\_ (Date) \_\_\_\_\_

*UNISON*

\_\_\_\_\_ (Date) \_\_\_\_\_

*NUT*

*GMB*