



Christ Church Academy SEND information report

Updated October 26

Introduction

Christ Church Academy is a caring, Christian school that aims to provide a high quality of education to all our pupils within a secure and loving environment. We hope that our children move on with confidence, positive memories and lasting benefits from their time spent with us.

This document demonstrates how Christ Church Academy supports all of our pupils with Special Educational Needs or Disabilities (SEND) in order that they may reach their full potential. We strive to build an informed and deep understanding of the child's needs, enabling us to continually reflect upon our practice, its impact and its effectiveness. We develop and modify our provision to identify and meet the requirements for individual pupils, through the graduated approach (Assess, Plan, Do, Review) as outlined in the SEN Code of Practice, 2014. Our Local Offer mirrors the Bradford Local Offer.

The Children and Families Act 2014 section 20 defines when a child has special educational needs (SEN). This is when they have a learning difficulty or disability, and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

Our provision allows pupils with SEND the opportunity to follow a broad and balanced curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to narrowing the attainment gap between pupils with SEND and pupils without any identified additional support needs. This may include short-term intervention learning programs developed to personalise learning. All children and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

A copy of our SEND Policy can be found on the school website or from the office on request.

Since 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations requires all schools to publish certain information regarding our provision for pupils with SEND. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information. Contact us on 01274 410349 or [email us at admin@cca.bdat-academies.org](mailto:admin@cca.bdat-academies.org). Our SEND Coordinator is Miss Jenna Martin.

The kinds of Special Needs for which provision is made at our school

We use the term “Special Educational Needs and Disabilities” if a child:

- Has a learning difficulty or disability that makes learning, communicating, or participating in school harder than it is for most peers of the same age.

The difficulty or disability may relate to:

- **Communication & Interaction** needs including Autistic Spectrum Disorder, Speech Language & Communication Needs and Speech & Language needs.
- **Cognition & Learning** Needs including Moderate Learning difficulties and Specific Learning Difficulties.
- **Social, Emotional and Mental Health** needs including behavioural difficulties
- **Sensory & Physical** Needs including Visual Impairment & Hearing Impairment and Physical Difficulties

Policies for identifying children and young people with SEN and assessing their needs

We use the SEND Guidance on Bradford Schools Online to assess pupils. (The Matrix of Need). The Bradford SEND Matrix of Need was developed for professionals and school staff in the Bradford District, to articulate specific assessment and intervention against the 4 areas of need of:

- Cognition and learning including specific learning needs
- Communication and Interaction including Autism
- Social Emotional Mental Health Needs
- Physical and Sensory (hearing and vision)

It has been grouped into four levels (Code of Practice Stages):

- Below age related expectations
- SEND Support
- EHC Plan
- EHC Plan+

Within each area of need and code of practice stage, there are individual learner characteristics.

Once the need and its magnitude are identified, the advice is then followed. The suggested strategies are used alongside High Quality Teaching and Ordinarily Available Provision.

The strategies within the Bradford Matrix of Need help to inform and deliver the Assess–Plan–Do–Review (APDR) cycle as part of a graduated response for a child. Implementing the APDR cycle could involve advice from outside agencies, but this is not a requirement. The Matrix of Need is not

exhaustive nor is it intended to be used as a checklist; rather it provides a series of examples to support teachers in adapting their classroom practice and overseeing specified interventions.

Concerns may be raised by parents /carers or staff at the level of progress being made by a child. Christ Church Academy has rigorous monitoring procedures that regularly track the progress children are making across all areas of their development. These are systematic, structured, and consistent methods used by school staff to evaluate a child's growth and learning over time. If a child is not making the expected progress, explanations are sought, interventions and support are considered and identified, and action is taken as appropriate. However, it should be noted that slow progress and low attainment do not necessarily mean that a child has SEND and may not automatically lead to a pupil being recorded as having SEND.

The progress of all pupils is monitored regularly by class/subject teachers, SENDCo and the senior leadership team, so that if a pupil is not making expected progress in a particular area of their development, the school can quickly investigate the need for additional support. This will then be discussed with parents/carers and, if appropriate, the pupil concerned.

Parents/carers who have concerns about the progress or attainment of their child should make an appointment to speak to the class teacher to discuss their concerns in the first instance. The class teacher may then liaise with the Special Needs Coordinator (SENDCo).

We evaluate the effectiveness of our SEND provision in the following ways:

The progress of all pupils is monitored each half term and this includes the pupils who have SEND. Interventions are put in place to support pupils who have SEND.

We use a four-part continuous cycle to track individual needs and interventions:

- **Assess:** Class teachers, the Special Educational Needs Coordinator (SENCO), parents, and sometimes external specialists evaluate the pupil's current strengths, learning gaps, and specific needs
- **Plan:** Outcomes/ are agreed upon, along with required adjustments or specialist interventions. Outcomes are Specific, Measurable, Achievable, Realistic, and Time-bound (SMART)
- **Do:** The planned support, classroom differentiation, or targeted intervention (such as speech therapy or small-group work) is delivered by teachers and teaching assistants.
- **Review:** Progress against the outcomes is reviewed with feedback from pupils and parents to decide whether to continue, adjust, or stop the intervention.

At CCA, we monitor the provision and progress of pupils with Special Educational Needs and Disabilities (SEND) through a structured, multi-layered system involving classroom practice, leadership tracking, and statutory governance.

We create a "provision map" that outlines all extra-curricular and in-class support allocated to SEND pupils across the school.

We draft 'learner plans' to outline the extra support, targets, and adjustments a pupil with Special Educational Needs and Disabilities (SEND) receives in school.

The SENCO evaluates learner plans on a termly basis to measure whether specific interventions (like Lego therapy, literacy groups, or sensory breaks) are closing the learning or social gap.

We track whether the notional SEND budget and staff deployment match the actual needs of the pupils.

Senior leaders and the SENCO conduct lesson observations, learning walks, and book scrutinies to ensure high quality teaching and ordinarily available provision is part of everyday classroom practice.

The Senior Leadership Team (SLT) and class teachers hold termly progress review meetings to analyse academic, behavioural, and social progress against local and national averages.

We use specialised tracking tools (such as the Elklan Test of Abstract Language Comprehension, the Dyslexia Portfolio, the Boxall Profile, or the Autism Education Trust Progression Framework) depending on whether the pupil's needs relate to cognition, communication, SEMH, or physical/sensory areas.

The school's governing body has appointed a designated SEND Governor (Irene Docherty) to maintain strategic oversight.

Governors monitor the number of pupils on the SEND register, review the effectiveness of the SEND policy, ensure legal duties under Education, Health and Care plans (EHCPs) are met, and publish the school's annual SEND Information Report on the school website.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

Children with SEND are monitored in line with our assessment policy. It may be necessary to monitor some children on more regular intervals, and this will be written into a child's learner plan, as appropriate.

Some children may be assessed using 'Pre-Key Stage Standards.' These are a statutory framework of teacher assessment and attainment target setting tools. We use them to support pupils who are working below the standard of the national curriculum tests and assessments but remain engaged in subject-specific study. We use the 'Engagement Model' to assess KS1 and KS2 pupils working below the national curriculum who are not engaged in subject-specific study.

Some children are assessed using specialised tracking tools (such as the Elklan Test of Abstract Language Comprehension, the Dyslexia Portfolio, the Boxall Profile, or the Autism Education Trust Progression Framework) depending on whether the pupil's needs relate to cognition, communication, SEMH, or physical/sensory areas. This will be done in line with the school's assessment procedures. The above systems allow us to plan, do and review the progress of pupils with SEND in line with the code of practice.

Pupil Progress Meetings are held termly and the progress of all pupils, including those with SEND is reviewed. Individual learner plans for pupils with SEND are reviewed on a termly basis. Progress against the outcomes is reviewed with feedback from pupils and parents to decide whether to continue, adjust, or stop the intervention.

Statutory Assessment EHC Plan (Education, Health Care Plan)

When a child is demonstrating a significant and long term need that cannot be met by the interventions already put in place a statutory assessment will be considered. The EHC Plan incorporates all information about the child from all parties, including health and other agencies involved with the child. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford Council. Bradford's SEND Local Offer can be obtained from Bradford Council's website <https://localoffer.bradford.gov.uk/>. Any agency can request an EHC assessment, including parents.

The Local Authority will need to have information about the child's progress over time; documentation in relation to the special educational need; details of action taken by the school to meet the child's special educational needs and particulars of any special resources or arrangements put in place. This information may include: Learner Plans, records of regular reviews and their outcomes; health reports, including medical history where relevant; national assessment levels and progress reports; educational and other assessments, for example from an advisory teacher or an Educational Psychologist; reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). The views of the parents and child are sought.

The process is defined by a specific timescale and statutory procedures details of which are available on request from the LA SEN Officer.

EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

Any concerns about a pupil are always shared with parents as soon as possible. Parents can contact their child's class teacher, our SENDCo (Jenna Martin) or the SEND Governor (through school) to discuss their child and any needs.

Following assessment and with consultation involving parents, staff and the pupil, a child's special needs are identified and recorded on the school's internal register (a central confidential list kept by the school's Special Educational Needs Coordinator). This allows us to track all pupils who receive special educational provision that is "additional to and different from" the standard curriculum. The information is also recorded in our official school records and database management systems.

We maintain clear written plans called 'learner plans.' These are shared with parents and carers on a termly basis. External specialists are available to give advice to both staff and parents if needed.

If a child has a more severe or complex need, their formal assessment, objectives, and statutory requirements are recorded in a legally binding EHCP managed jointly with the local authority.

An annual review meeting must occur within 12 months of the EHCP's initial issue or the date of the previous review. While the Local Authority (LA) holds the legal duty for the EHCP, Bradford Council delegates the organization and convening of the annual review meeting to the child's school or educational setting. This is managed by our SENDCo.

As part of the annual review process, we gather parent and pupil voices and information/advice from professionals and circulate report documentation to parents, the local authority, and involved services.

If medical conditions overlap with SEND, children may also have an individual **healthcare plan** cross-referenced with their educational record.

We recognise that children who are identified as 'Child Looked After' can often have a complex range of needs. We actively work with all multi agencies and carers in order to support a looked after child with SEND ensuring appropriate information is shared with all parties in a confidential manner.

They would receive the same support as any other pupil with SEND but we recognise the importance of working with a range of agencies to ensure that any barriers to learning are overcome. Our named person for Looked After Children and Previously Looked After Children is Jenna Martin.

Consulting pupils and involving them with their education

All pupils:

- are encouraged to participate fully in the life of the school
- are expected to behave in a responsible and respectful way within the school
- are encouraged to voice their suggestions as to how the teachers can help them to learn better

- are encouraged to become increasingly independent in line with their SEND needs
- understand the success criteria to enable progress to take place and celebrate their progress
- comment on how they feel they are progressing when the support plan is evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking and using feedback, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their learner plan.

Our approach to teaching pupils with SEND includes:

Ensuring that all children make progress and their needs are met appropriately is the key to teaching at Christ Church Academy. The communication between staff, parents and children to ensure that all are included is a focus for all staff across the school. Everyday high quality teaching and ordinarily available provision is supplemented with focused interventions based on assessment and advice from professional partners. The curriculum can be adapted within the learning environment to meet the needs of the children and maximise outcomes whilst supporting them both academically and emotionally. One-to one and small group work is carried out either in the classroom or in an intervention area. As far as possible the pupils with SEND are integrated into the classroom for all lessons

- ✎ The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- ✎ The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- ✎ All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- ✎ Learner Plans will be reviewed with your involvement each term as appropriate.
- ✎ Homework will be adjusted as needed to your child's individual needs.
- ✎ A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- ✎ There are a number of parent support groups such as Bradford Families SEND Support Team, local family hubs and SEND coffee mornings, SENDIASS, BREATHE and AWARE.
- ✎ A member of SLT is available to speak to every morning in the playground.
- ✎ We ensure that all pupils are able to access all school activities and no pupil is ever excluded unless the activity would cause a danger to the pupil or their peers. Adult support is provided to ensure the safety of any pupil with SEND, dependent upon the child's needs.

We adapt the curriculum for pupils with SEND in the following ways:

We adapt the curriculum for Special Educational Needs and Disabilities (SEND) pupils primarily through adaptive teaching (shifting away from rigid, lower-expectation differentiation), structured frameworks like the graduated approach, and tailored classroom or environmental modifications.

Core Curriculum Adaptations:

- **Adaptive Teaching & High Quality Teaching:** Teachers present the same core curriculum content to all pupils, but adjust pacing, scaffolding, and delivery methods rather than lowering expectations or giving completely different, isolated tasks.
- **Cognitive Load Reduction:** Instructions are "chunked" into smaller, manageable steps, key vocabulary is pre-taught, and teachers use modelling techniques (the *I do, we do, you do* approach).

- **Flexible Grouping and Support:** Pupils move dynamically between whole-class teaching, small-group work, or targeted 1:1 adult support from teaching assistants (TAs) depending on the task.
- **Alternative Communication & Access Tools:** Lessons incorporate visual timetables, task boards, picture cards, colored overlays, larger print, or assistive ICT and digital devices (such as laptops or speech-to-text software).

Work is scaffolded to meet the needs of all pupils. Where there are pupils with a physical difficulty an adult is available to offer support and ensure the pupil is kept safe whilst taking part in

activities. The SENDco may need to support the teachers when planning units of work to identify the requirements to make adaptations and amendments for particular needs. These adaptations vary according to the cohort and the needs of the children therein.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

We ensure, where possible, that all pupils are able to access all school activities unless the activity would cause a danger or distress to the pupil. We make all amendments feasible to ensure that all our pupils are able to engage in the curriculum and extra-curricular activities working with professionals and other providers. We work hard to include SEND pupils on educational visits and residential visits, where staff liaise with the location and partners to ensure their needs are met whilst taking a full part in activities. Additional staff or alternative transport arrangements would be arranged if required. Arrangements to support children in attending afterschool clubs will be made to support their engagement. Please also refer to our accessibility plan for further information.

The following emotional, mental and social support is available for pupils with SEND:

We have a pastoral team that meets regularly to discuss any child in school who may need support. These children are identified through a robust referral process. Once identified children can be signposted different ways, internally or to external agencies. These may include CAMHs, Early Help, Educational Psychologists.

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. We recognise that a child dealing with the influence of these experiences may exhibit challenging behaviours. We recognise that this behaviour is often a child struggling with appropriate emotional response and it may be their way of communicating with us. These children are likely to need different responses to their behaviour and in these instances, individual bespoke behaviour plans would be created to support their needs.

Specific groups such as our Nurture provision are available for pupils who may find friendship building more difficult or have had a change in their life, are children looked after or any who need support for other identified reasons.

We also have a trained members of staff who are able to run small groups or 1-1 session including drawing and talking therapy for children identified as having an unmet need.

At CCA, bullying of any kind is not tolerated. Any such incidents are dealt with according to our Behaviour policy and BDAT Anti-bullying policy and will be recording on our online system.

The facilities we provide to help disabled pupils access the school

Christ Church Academy is an ex-middle school building on the side of a hill, it is over three floors with a lot of stairs. We have 2 lifts that are able to move any person needing them across the whole school. There is a flat entrance to school through the carpark which leads to one of the lifts. All of the KS1 and KS2 children have classrooms on the same floor.

Steps to prevent disabled pupils from being treated less favourably than other pupils

Christ Church Academy fully understands the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics (such as disability) are not discriminated against and are given equality of opportunity. We take every step possible to prevent pupils with disabilities being treated less favourably than other pupils and encourage an ethos of inclusion within the academy. We are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. Christ Church Academy will make reasonable adjustments to meet the needs of disabled pupils and implements an accessibility plan. The accessibility plan identifies where there may be issues for pupils with a disability and how as an academy we would address this.

Training

Training and guidance is given to all staff on a continual basis depending upon the particular needs at the time. There are opportunities to attend local 'hub' meetings with the SCIL Team or with the EPs and additional training provided by BDAT (Bradford Diocesan Academies Trust).

Record Keeping

At CCA, we store Special Educational Needs and Disability (SEND) information using a mix of secure digital management systems, specialized software, and physical files in compliance with UK GDPR and data protection laws.

Storage Formats

- **Digital Management Systems:** We use SIMS (a management information systems) and dedicated SEND tracking tools (such as Provision Map) to log targets, interventions, and specialized provision.
- **Encrypted Network Folders:** Confidential documents, Education, Health and Care Plans (EHCPs), and external specialist reports are stored in restricted-access, password-protected digital folders.
- **Physical Confidential Files:** Hard-copy documents (such as signed learner plans, original specialist letters, and diagnostic assessments) are kept in **locked filing cabinets** inside restricted-access staff areas. At CCA, this is the SENDCo's office.

SENDCo

1. The SENDCO- Jenna Martin

Telephone - 01274 410349 or Email admin@cca.bdat-academies.org

Miss Martin is a qualified teacher and has completed a postgraduate-level qualification, the National Award for Special Educational Needs Coordination (NASENCO).

The SENDCo is responsible for managing the day-to-day provision, strategy, and support for children with special educational needs and disabilities (SEND).

The SENDCo's key responsibilities are:

- **Identifying Needs:** Identifying pupils who need extra help, track their progress, and coordinate assessments.
- **Supporting Teachers:** Advising classroom teachers on how to adapt lessons, use inclusive strategies, and manage specific learning or behavioural needs (such as autism, dyslexia, or ADHD).
- **Managing Plans:** Write, update, and oversee individual learner plans and statutory Education, Health and Care Plans (EHCPs).
- **Liaising with Parents:** Meeting regularly with families to discuss their child's progress, share feedback, and explain the school's SEND policy.

- **Working with External Agencies:** Connecting with outside specialists like speech and language therapists, educational psychologists, and local authority teams.
- **Resource Management:** Helping guide how the school uses its SEND budget, resources, and teaching assistants.

The Inclusion team consists of:

- Miss Martin (SENDCo, DSL, Designated Teacher for LAC and PLAC Children and Attendance Lead)
- Mrs Foster (Head Teacher)
- Mrs Conroy (Assistant Headteacher/Curriculum Lead)

Resources and Funding

Support for each child is allocated based on an individual basis and the resources available to us at any one time. Parents are encouraged to take an active interest and in particular highlight an area of need that they have identified, and are encouraged to discuss this with the SENDCo. An agreement will be reached about how this need may be met within the finite level of resourcing the school receives.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child/ren an appointment can be made by them to speak to the headteacher, SENDCO or SEND governor who will be able to advise on formal procedures for complaint.

We work with the following bodies to ensure the best possible provision for our pupils with SEND: Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

- ☞ SCIL Team 01274 439423.
- ☞ School Nursing Team 01274 221203
- ☞ Educational Psychology Team 01274 439444
- ☞ Child and Adolescent Mental Health Service (CAMHS) 01274 723241
- ☞ Health Services as appropriate
- ☞ SEND Early Intervention Team 01274 435750

- ☞ Barnardos 01274 513300
- ☞ Early Help <https://www.bradford.gov.uk/children-young-people-and-families/get-advice-and-support/transforming-prevention-and-early-help/>
- ☞ Children's Social Care 01274 437500

Other support services are available and our SENDCO can support families to gain access to the ones specific to their need.

Our transitional arrangements for pupils with SEND include:

Firstly, we support parents in choosing the best placement for their child during a transition. We can support with visits, questions and any decision making.

We carry out an enhanced transition process for children with SEND. This involves meetings between CCA, the other school, parents and children. A plan specific to the needs of the child will be agreed on, written and followed with regular discussions between all involved on the progress being made. It may sometimes be necessary to invite the local authority's SEND Team to these meetings, especially if a child has an EHCP. Children will have a review of their EHCP in the term of their transition and the local authority will be invited.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please contact Bradford Council Admissions Department for further information, 01274 439200.

The Local Offer:



Bradford's local offer, explaining what is available on a local authority basis, can be found using the following link: <https://localoffer.bradford.gov.uk/>

Linked Policies Include:

➤ SEN Policy

- Children with Disabilities policy (including accessibility Plan)
- Equality Information and Objectives
- Behaviour Policy (Including Anti Bullying)
- Admissions Policy