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# CHRIST CHURCH

Church of England Secondary Academy

# SEND Policy

## Our Vision statement

**To be** a community, wanting to learn and live well together by instilling hope, gaining confidence, showing perseverance, inspiring ambition and creativity, supporting each other to achieve our God-given potential.

**To send** our students out into the world to be courageous, to be beacons of light in their local communities, knowing the love of God.

## Purpose of this policy

We ensure that all our students, including those who may have SEND, develop the necessary skills, knowledge and attributes to be able to learn, flourish and celebrate truth.

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## 1.0 Introduction

Christ Church, Church of England Secondary Academy (CCSA) will make sure that every student has opportunities to immerse themselves in wide array of subjects and develop their talents within these, and become creative, critical and reflective thinkers who make connections between their studies and the real world. There is a welcoming and supportive environment to those students with Special Educational Needs and Disabilities (SEND) who currently attend and those that may attend in the future.

This policy is based on statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014 which sets out CCSAs' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out CCSAs' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and SEN information report

It aims to involve:

- the importance of equality of opportunity
- early identification and intervention
- working in partnership with students / parents / carers
- supporting inclusive practice; including training and development for all staff to ensure the needs of students are met
- endorsing the 'support and aspiration' model of the SEN Code of Practice
- teach, recognise and reinforce exemplary behaviour
- prioritise depth in English and mathematics, giving our students with SEND the best chance of success
- make sure students have access and time to access a broad and balanced curriculum including extra-curricular activities

Policy and practice reflect the philosophy and fundamental principles set out within the SEN Code of Practice (6.1).

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into further or higher education, training or employment.

## 2.0 Definitions

A student or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Students' needs and requirements may fall into at least one of four areas, though many students will have interrelated needs.

## 2.1 Communication and Interaction Difficulties

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Students with an Autistic Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## 2.2 Cognition and Learning Difficulties

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation / scaffolding. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## 2.3 Social, Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties' which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## 2.4 Sensory and/or Physical Difficulties

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with a visual impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access school life.

Some students with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers.

Students experiencing difficulties in any one or a combination of these areas may be entered on the SEN/D Register. Students whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN. Parents/carers will be consulted with at each stage of the graduated approach.

### **3.0 Equal Opportunities**

CCSA believes that all members of the school should be treated with respect; have their individual diverse needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims, we will:

- Identify an additional need as early as possible and provide effective support.
- Adopt an approach to the identification, assessment and provision for students with special educational needs and disability.
- Review our special needs provision as an ongoing, developing process.
- Provide appropriate levels of in-class support to enable all students to receive appropriate access to the curriculum as well as promoting independent practice in preparation for adulthood.
- Incorporate special educational needs procedures, including student profiles, into curriculum planning.
- Develop an effective partnership between school, parents/carers and outside agencies.
- Encourage students and parents/carers to participate in decision-making regarding our range of interventions and provisions.
- Ensure that assessment and record-keeping systems provide adequate means of recording progress and achievement and gives sufficient information for carefully planned progression at every stage of the graduated approach.
- Involve the Local Academy Board and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.

Ensure all those involved with students with special educational needs and disabilities work as a team around the child / family using person centred tools and approaches to appropriately deploy and review support.

- Track and monitor provision and procedures which have been put into place to ensure students with SEND make at least expected progress as they move through the school and prepare for each transition.

### **4.0 Roles and Responsibilities**

#### **4.1 The Local Academy Board (LAB)**

The LAB, in consultation with the Headteacher, Deputy Headteacher and SENDCO will determine; the CCSA policy and approach to provision for students with special educational needs and disabilities, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work. The LAB Governor for SEND will:

- Help to raise awareness of SEN issues at LAB meetings

- Ensure that CCSA's notional SEN budget is appropriately allocated to support students with SEND
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the LAB on this
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision
- Assure the LAB that the website publishes the SEND offer within the SEN information report and links to the local SEND offer.

## 4.2 The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for students with special educational needs and disabilities. The Headteacher and Deputy Headteacher keeps the LAB informed of all developments with regard to SEND. The SENDCO works in partnership with parents/carers, class teachers and outside agencies regarding any emerging / ongoing needs that require support and provision to be implemented through the graduated approach (assess, plan, do, review).

*\* The headteacher may delegate this to another member of the Senior Team.*

## 4.3 Admissions

In every instance, when a parent/carer seeks a place for their child at CCSA, the Headteacher will direct a member of staff to seek information about the student and complete an admission form. When a student is transferring from another school a member of the Inclusion / Admission team may request a copy of a student's school records including: National Curriculum Assessments, Pupil Protection file (where appropriate), and details of any SEND including; pupil profiles, literacy, language and maths continuums, individual support plans, SEND support provision plans (SSPP) or the most recent individual education, health and care plan documentation. For students with an EHC plan SENAR will consult with the school directly to ensure needs can be appropriately met as part of the admissions process. Parental / Carer preferences will also be integral to all decisions made.

## 4.4 SENDCO – Special Educational Needs and Disabilities Co-ordinator

The SENDCO is required to:

- Work with the Headteacher, Deputy Headteacher and LAB for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Carry out timely reviews of the implementation and effectiveness of support and interventions and their impact on pupil progress / outcomes
- Provide professional guidance and quality assurance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach, providing high quality SEN support

- Promote student inclusion in the community and access to the curriculum, facilities and extra-curricular activities
- With parental agreement bring a student to the attention of the Local Authority Special Educational Needs Assessment and Review team particularly where they believe an Education Health Care assessment may be necessary. This may be as the lead or via the submission of supporting evidence through requests made by parents, a young person (16-25 years) or health, social care practitioner
- Advise on the deployment of the delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next step providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher, Deputy Headteacher and LAB to ensure that the responsibilities are met under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure records are kept up to date of all pupils with SEND, complying with GDPR procedures
- Liaise with the relevant Designated Teacher where a looked after student has SEND
- Liaise with the Designated Safeguarding Lead to ensure social care and child protection practices are followed in support of students with SEND

As part of the identification process the SENDCO may collate and keep a record of outcomes, action and support agreed using any of the following information which helps build up the profile of the student:

- health details, e.g. general health, vision, hearing, emotional factors
- attendance data
- home language information
- assessment information
- a record of consultations with students, parents/carers and support services (where applicable)
- adjustments made to improve performance
- classroom observations to help identify strengths and areas of difficulty
- student's independent work, teaching and learning style
- reading/writing/spelling skills – persistence and severity of problems
- phonological awareness – phoneme-grapheme correspondence, sound blending
- monitoring progress using Early Learning Goals where appropriate, National Curriculum assessment, standardised tests, teacher assessments, banded literacy and numeracy progress trackers
- student profile targets/reviews
- information relating to interventions and strategies that have been used with outcomes and evidence of progress
- involvement of the student in monitoring their own progress
- student views on what's working/not working
- observations and views from outside agencies

Following the gathering of this information a holistic profile can then be built of the student, which will support the class teacher and SENDCO to incorporate appropriate strategies and inform future planning and provision. The school's wider inclusion team (attendance, behaviour, safeguarding) meet regularly to discuss any teacher, parent/carer

referrals so that any concerns/observations can be shared and collectively actioned drawing upon the specific knowledge, support and provision in school or externally required. Any intervention and support will always be discussed with the child / young person and their parents/carers.

## 4.5 Teachers

CCSA aims to provide high quality teaching and learning opportunities which enables all students to gain access to a broad, rich, balanced and appropriately differentiated curriculum.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from a teaching assistant or specialist member staff.

Teachers should:

- Set high expectations for every student.
- Deliver a curriculum that provokes ambition and inspires student to enjoy reflective and dynamic learning
- Plan lessons that consider a wide range of students who have special educational needs, many of whom also have disabilities.
- Ensure that students with SEND actively participate in the activities of the school, alongside pupils who do not have SEND
- Spark curiosity and excitement in students about the world, themselves and each other.
- Be aware of the ability of students for whom English is an additional language. Teachers should plan activities to help students develop their English and should aim to provide the support students need to take part in all subjects should, additional needs / disabilities also be prevalent.
- Seek to identify students making less than expected progress given their age and individual circumstances
- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, students with SEND
- Work with the SENDCO and Teaching Assistants to decide the action required to assist the student to make at least expected progress
- Implement and review recommendations made by external support services / professional
- Work with the SENDCO to collect all available information on the student as part of the graduated approach
- Facilitate effective and informed classroom partnerships with teaching assistants
- Develop and review student profiles for students and keep parents informed of progress
- Work with students to deliver the individual programme set out in their student profile
- Develop positive working relationships with students, parents/carers and professionals.
- Encourage students to participate in decision-making
- Promote student independence and peer collaboration
- Be involved in the development and review of the school's SEND policy
- Carry out accurate assessments to track student progress and identify the next steps to move learning on / deepen learning experiences
- Work with the SENDCO to identify their own training needs around SEND



## 4.6 Teaching Assistants

- Work collaboratively with and under the direction of teachers/SENDCO
- Provide class / subject teachers with student specific information
- Develop positive working relationships with students, teachers, parents and professionals
- Use assessment data / external reports to inform appropriate levels of support and challenge
- Assist with the recording, monitoring and evaluation of students' progress
- Promote student independence and facilitate peer collaboration
- Provide students with quality live / written feedback to move learning on / deepen knowledge
- Facilitate opportunities to develop students long term memory skills thereby making connections between the composite parts of the knowledge they are taught within and across subject areas
- Deliver and monitor the impact of high quality evidence based interventions and providing regular feed back to class teachers and the SENDCO
- Assist with the creation and organisation of high quality scaffolding material and concrete resources
- Support student usage and care of specialist equipment and mobility / sensory aids
- Attend meetings and undertaking appropriate INSET
- Contribute to annual review / support plan meetings and the updating of targets
- Work alongside the SENDCO and teaching staff in the preparation of student profiles.

## 4.7 Parent / Carer Partnerships

CCSA actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs and disabilities. With reference to student's identified as requiring SEND support we:

- Will liaise with parents/carers regarding any emerging needs and gather their views about their child's development
- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carer to attend all review meetings, parent consultation meetings and parent's evenings and encourage them to attend appointments with external services
- Discuss the purpose of assessment arrangements and the implications of the student profile with the parent/carer, providing them with a copy
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their student profile
- Encourage parents/carers to view information regarding SEND on the school's website and local authority SEND offer
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEND provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational and disability needs.

CCSA operates a working in partnership approach which means parents/carers can contact the school whenever they have a concern and time will be made for them. The school will schedule meetings and consultations for parents/carers to meet with key staff to discuss their child's progress and the graduated approach. The school holds details of

local and national support groups and can pass these on to parents/carers. Parents/carers' views and contributions are valued, and they are listened to. Parents/carers know their children best and have a great deal to contribute.

## 4.8 Students

CCSA actively encourages the involvement of students in their education. With reference to students who are identified as requiring additional SEND support we utilise person centred approaches to:

- Involve the student in decision making regarding the methods by which their individual needs will be met
- Involve the student in setting and reviewing their own aspirational targets
- Invite the student to attend all or part of their review meetings
- Discuss the purpose of assessment arrangements and the implications of the student profile with the student
- Encourage the student to comment on his or her support and provision
- Involve the student in the implementation of the student profile
- Develop the student's self-confidence and self-esteem
- Foster a culture of curiosity, independence and peer collaboration
- Prepare the student / young person for adulthood by exploring employment, independent living, good health, friends, relationships and community inclusion matters.

## 5.0 Procedures

### 5.1 The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting pupil's special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

### 5.2 Early identification/monitoring progress /adjusting teaching

CCSA strives to create a positive, interactive and inspiring environment where all students can participate and achieve. When a student's rate of progress is first identified as a cause for concern then it is the responsibility of the class / subject teacher to adjust their teaching and consider the following:

**'Wave 1'** high quality teaching - every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this **universal** level, we:

- Train our teachers to deliver high quality teaching, differentiated for individual students.
- Review the progress of all students and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual students they teach.
- Involving the SENDCO for advice, strategies and possible assessment regarding emerging needs

- Keeping up to date regarding knowledge and understanding of cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs
- Involving parents/carers and gaining their views and support
- Checking whether there has been recent hearing and vision checks (to discount any unidentified problems)
- Gathering student views
- Liaising with colleagues to gain a broader and more holistic profile of the student as well as sharing practice.

### 5.3 Assessing Needs using the Graduated Response - SEND Support

If progress is still not satisfactory and after discussion with parents/carers and the young person then the student may be formally identified as requiring SEND support through the inclusion referral process and the assess, plan do and review process. At this point a detailed assessment of the student's skills is often necessary in order to inform future planning/target setting and **targeted** interventions.

Greater involvement of the SENDCO is required to direct the increased level of provision. A student profile with individual targets is set which will then be monitored and reviewed termly. Parents /carers will be invited to attend review meetings and their views regarding future provision are sought through the use of person centred approaches.

If the student is achieving the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENDCO identifies a student as requiring SEND support the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies (**wave 2, targeted support**).

The triggers for additional intervention could be the teacher's or others concern, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly to a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some / all curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not improved by the behaviour / pastoral management techniques usually employed in the school
- Has sensory or physical difficulties, and continues to make little or no progress despite the provision of specialist equipment and reasonable adjustments
- Has communication and/or interaction difficulties and continues to make little or no progress despite accessing a language rich environment and / or small group language / nurture based provision.

### 5.4 Assess, Plan, Do and Review

When a student has been identified as requiring SEND support there is an ongoing cycle of assess, plan, do and review. Where progress is slow, and the student is not responding

to the provision made by the school then the school may increase the level or change the type of provision being offered.

For a small minority of students, it is necessary to provide highly tailored interventions to accelerate their progress and enable them to achieve their potential. Students receiving a **wave 3 intervention** and / or specialist external support on a 1:1 basis are identified as having high focused "SEN support". An application may be made at this point for a SEND support provision plan (SSPP). Students may (if not already in receipt of) need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan being sought and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated cycle, this usually takes at least two academic terms to evidence with external agency involvement to support the process.

External support services, including those provided by Access 2 Education, will usually see a student, in school if it is appropriate and feasible, so that they can advise teachers on student profiles, with new targets and accompanying approaches, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist resources or materials, and in some cases provide support for particular activities. This may include assessment and / or support from:

- An educational psychologist
- A speech and language therapist
- Specialist sensory advisory teachers for children with, for example, hearing or visual impairments
- Communications and Autism Team (CAT)
- Educational Psychology Service (EPS)
- Deaf and Hearing Impaired Services
- Visual Impairment Services
- Pupil and School Support Service (PSS)
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Occupational Therapy Service

Training is also regularly sought in order to upskill staff and quality assure provisions.

The subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own view
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or

approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## **6.0 Recording, Monitoring, and Evaluation of SEND Provision**

We are required by law to keep a record of those students who have been identified as having SEND, and the provision we make for such student.

For each student with SEND, the SENDCo will record on the school data management system their broad area/s of need as listed above, as well as a description of any specific areas of need. This will make up the school SEND register.

Records of interventions and support are kept in the school provision map.

When the student has caught up with their peers and therefore no longer requires the additional provision or support, in consultation with parents, the entry will be deleted from the SEND register and provision will be ended in the provision map.

## **6.1 Support for families**

We provide support to parents / carers of students with SEND through regular contact, information sharing and termly progress reports.

Specific support is provided at key transition points. At the end of Key Stage 3 parents / carers may talk to the SENDCo about choosing options for Key Stage 4 for their children with SEND. Similarly at the end of Key Stage 4 parents / carers may approach the SENDCo for support relating to Sixth Form or other further education options.

The SENDCo will also pass on the details of any external agencies or support that may benefit families dependent on the specific need(s) of the child.

## **6.2 Supporting students at school with medical conditions**

We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act 2010.

Some students with medical conditions may also have special educational needs and where this is the case the school will comply with the SEND Code of Practice 0 – 25 (2014).

The policy for meeting the needs of students with medical conditions sets out the school approach in this regard. This policy is available on the academy web site.

## **6.3 Monitoring and Evaluation of SEND Provision**

The progress of all students towards their attainment targets are monitored at data entry points at least three times per year. It is expected that students with SEND will make good progress in response to high quality, well differentiated teaching. Where this is not the case, we rapidly respond to students' needs as set out above.

The senior leadership team, supported by the SENDCo, regularly observe classroom practice to monitor the quality of teaching, and for those students with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the learning support plans.

The progress of students who receive targeted or specialist support is measured against intervention specific baselines and targets. For example, we assess students' reading development prior to targeted literacy intervention, and again after a set period of time to assess whether the intervention is allowing students to catch up with their peers.

Students with an Education, Health and Care Plan or a SEND Support Provision Plan have a formal review meeting each year, at which progress, and provision are considered and – if needed – changes are made.

## 6.4 Training and Resources

We make every effort to ensure that staff at CCSA are suitably trained and that we have adequate resources available to meet the needs of all students, including those with SEND.

Staffing and resources are funded through the school's notional SEND budget - a sum of money the school receives to spend at our discretion for meeting the needs of students with SEND.

Some children with an Education, Health and Care plan may receive additional funding (top up funding) to have their needs met. This top up funding is used specifically for resources needed by that particular student and is reported on during the annual review meeting.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. In addition, we audit staff training needs in relation to special educational needs on an annual basis as to inform the continued professional development schedule for the academic year.

The SENDCo regularly attends SENDCo network meetings and training in order to keep up to date with local and national updates in SEND.

## 6.5 Storing and Managing Information

All documents and information are stored in compliance with guidance presented in the **DATA PROTECTION POLICY**, available on our website.

## 6.6 Accessibility

The Equality Act 2010 placed a duty on schools to plan to increase over time the accessibility of schools for disabled students.

Physical access and access to learning for children with a disability are provided in full, in line with access provided to able-bodied peers.

Our accessibility plan can be viewed on our website.

## 7.0 Transition

### 7.1 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to.

Facilitate additional visits to support phase/end of key stage transitions (i.e. secondary transfer) or in year admissions on an individual or small group basis.

We will always agree with parents and students which information will be shared as part of this process.

### 7.2 Adaptations to the curriculum and learning environment

We regularly review our accessibility action plans to ensure that we are increasing curriculum access for all students, improving the physical environment so that all students and other users can take better advantage of the education, benefits, facilities and services available and improving the availability of accessible information.

We make the following adaptations to ensure all students' needs are met via:

- Provide a broad and balanced curriculum for all
- Deliver high quality teaching to all
- Adapting our resources, staffing arrangements and class sizes
- Using recommended aids i.e. use of i-pads/ laptops, coloured overlays, visual timetables, larger print, radio aid
- Adapting the environment i.e. shower facilities, change of classrooms, workstations, lunch club

## 8.0 Complaints Procedure

CCSA procedure is outlined in the Complaints Policy. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the SENDCO who will acknowledge and respond to parents/carers to discuss the situation. If this does not resolve the situation, then the complaint should pass to the first level of the complaints' procedure.

## 9.0 Related policies, guidance, and statute

The list below outlines policies, additional resources from the trust or external agencies, and statutory guidance related to this policy.

<b>CCSA Curriculum Approach</b>	<a href="https://christchurchsecondary.org.uk">Our Policies — Christ Church, Church of England Secondary Academy (christchurchsecondary.org.uk)</a>
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\*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next LAB meeting. This includes specific Covid 19 guidance published by the Department for Education and Birmingham City Council.