



CHRIST'S COLLEGE, SUNDERLAND
Emmanuel Schools Foundation

Special Educational Needs and/or Disability (SEND) Information Report 2025-26

The aim of our SEND information report is to provide an outline and overview of the practices and work in which we conduct to support our students with Special Educational Needs and Disabilities in our school. A child has a special educational need if they require special educational provision in the school.

Who can I speak to support my child?

In school our whole school SEND provision is coordinated by Mrs Andrea Knapp (Assistant Vice Principal SENDCO and Inclusion), alongside Miss Elizabeth Jobson (Primary SENDCO). They work alongside the school's pastoral teams and wider teaching teams to enable all of our SEND pupils to thrive.

The SENDCO is responsible for:

Coordinating support for children with special educational needs or disabilities (SEND) and developing the schools SEND Policy to make sure all students get a consistent, high-quality response to meeting their needs.

Ensuring that parents are involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing.

Liaising with outside agencies who may be coming into the school to help support your child's learning. This may include the Language and Communication team, Educational Psychologist or Community CAHMS amongst others.

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known)

Providing specialist support and up to date strategies for teachers and support staff in the school so they can help students with SEND in the school achieve the best progress possible.

Liaising with the wider teaching team including the pastoral leaders and curriculum leaders to coordinate all the support for students with special educational needs or disabilities (SEND) track progress using school-based and statutory assessment data.

What are the different layers of support available at Christ's College?

As a school, Christ's College is a mainstream all-through school which caters for students from Reception through to year 11. Our students have a variety of needs; however, they can be categorised by one of the four areas highlighted in the SEND code of practice (2015)

- Communication and Interaction
- Social Emotional Mental Health
- Cognition and Learning
- Physical/Medical Identification of SEND needs

Identification of SEND needs

In school, students are regularly monitored and tracked through assessments, pastoral data and staff observations. We are always open to parental contact and will always involve parents/carers in discussions regarding their child's potential needs.

The principles for our assessment are:

- Parents / Carers should be involved at every stage.
- The student's feelings and perceptions should be taken into consideration.
- The assessment should follow the Assess- Plan-Do-Review cycle to ensure that a student's progress and provision is monitored and reviewed regularly.
- The focus should be on the student's whole needs and not upon his/her difficulty.
- The SENDCO will liaise where necessary with full co-operation between the teachers within the College and/or other Specialist Services.

Teaching and Learning support

At Christ's College, we believe in a quality first approach that will see students gain support from their class teacher as part of a universal offer. Quality first teaching in our school is inclusive and offers the opportunity for constant learning and assessment. Quality first teaching from a classroom teacher may include:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.

Small group interventions

We try, where possible, to ensure that all students access a broad and varied curriculum. For some students however they need to access small group or 1-1 interventions to further boost their learning opportunities in school.

These interventions are:

- Delivered by trained HLTAs or LSAs
- Quality assured by the SENDCO and Curriculum Leaders
- Delivered at times which will have the least impact on wider learning for the student
- Can be delivered for a variety of needs including numeracy, literacy, fine motor, SEMH and more.

Specified Individual Support

Most commonly this is usually via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the team as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Your child may also need specialist support in school from a professional outside the College.

This may be from:

- Local Authority support services such as the Language and Learning Partnership or Autism Outreach

After the school have sent in the request to the Local Authority (with a key focus on the views and wishes from yourself and your child) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.

All information on the offers available for SEND students can be available by the following link:

[SEND - Together for Children](#)

The role of HLTAs and LSAs

As a team we have a fantastic group of Support staff who offer a range of support throughout the school. As a student with additional needs, they may at some point work with some of the team. They will deliver some of the interventions, offer in class support or support individual students in our SEND Hub (our learning support classroom environment). This will involve small group working and wider support. They will also act as support for students with special exam arrangements.

Outside of contacting the SENDCO, how can I express concerns about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's teacher or form teacher in the first instance.

- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO.

How will the school let me know if they have any concerns about my child with SEND's progress in learning?

If your child has been identified as not making progress, the College will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may require.
- Discuss with you any referrals to outside professionals to support your child's learning.

How do you support with transition to further education or another school?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving to a different subject teacher within the school:

- Information will be passed on to the new class teacher.

Transition to higher or further education, supported employment or apprenticeships for students with an EHCP:

- Key information about SEND provision will be shared with the college /setting through the review process.
- Additional support will be provide through the career's advice and guidance team.

How will teaching be adapted for my child with SEND?

Every SEND student in school will be given a bespoke support plan that will illustrate their needs. This will be created upon arrival to the school and reviewed 3 times a year. In terms of wider teaching staff will:

- Adapt the curriculum to support learning
- Provide resources to support learning
- Use effective seating plans to support the child

- Provide opportunities for live feedback and responses
- Use probing questions to assess verbal knowledge

Any wider issues will be discussed with the SENCO through an in school SEND concern form and a plan will be created.

How do you measure the progress of my child in the school?

- Your child's progress is continually monitored by his/her subject teachers.
- His/ her progress is reviewed formally at multiple assessment points throughout the year, and their progress will be tracked and monitored.
- The progress of students with an EHCP is formally reviewed at an Annual Review with all adults involved with the student's education and the student themselves

What support do we offer for you as a parent/carer of a child with SEND?

- The AVP SENDCO and Primary SENDCO are 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 AVP SENDCO and Primary SENDCO are available to meet with you to discuss your child's progress or any concerns/ worries you may have. There will also be opportunities to meet your child's teacher at parents' evenings.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Further support is available from SENDIASS which can be accessed through this link:

[Sunderland \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

How do you evaluate the effectiveness of the SEND provision?

It is of the utmost importance to us that the provisions we provide are effective and therefore we regularly review their impact. Staff will regularly give feedback to the SENDCO who attends senior leadership meetings to ensure the voice of SEN is included.

Other methods of our evaluation include:

- Provision mapping - SENDCO/SLT/Governor monitoring
- Learning walks
- Performance management targets and whole school targets

With your permission, we may seek additional advice from outside specialists. This extra advice may come from health professionals, specialist teachers or educational psychologists. They would:

- Carry out further assessment to show what the child finds easy and what they may need specific help with

- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

If your child needs additional support from a range of professionals to succeed in school and in life, we will talk with you. We may, with your permission, ask the Local Authority to carry out an Education, Health and Care Needs Assessment.

How do you ensure safeguarding for students with SEND?

Christ's College recognises that, statistically, young people with behavioural difficulties and disabilities are the most vulnerable to abuse.

School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to an Education Health Care Plan or have a medical condition as these can mask safeguarding issues and must not be dismissed.

Regular safeguarding training is delivered by our safeguarding lead, and all students are aware of staff they can speak to in school. All staff members are responsible for the safeguarding and wellbeing of the students in our school.

How do you respond to parental concerns about the SEND provision?

Initial concerns or enquires about a student with special educational needs or SEND provision should be dealt with by the SENDCO and Assistant SENDCO.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy.