

# Co-op Academy Priesthorpe

## Special Educational Needs & Disability Information Report

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**Date Last Reviewed** 9/9/2022

**Review Schedule** Annually

**Headteacher** Martin Blacoe

**SENDCo :** Mr Nathan Randell

**2021/22 SEND Information Report for Co-op Academy Priesthorpe**

**2021/22 Key Information**

<b>SEND Coordinator (SENDCo) in School</b>	Mr Nathan Randell
<b>SENDCo Contact details</b>	<b>Email:</b> nathan.randell@coopacademies.co.uk
	<b>Telephone:</b> 113257411500

*A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special needs / SEND*

<b>When was this report last updated</b>	9/9/2022
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<b>Where to access the Local Authority's SEND Offer</b>	Leeds: <a href="https://leedslcaloffer.org.uk/#!/directory">https://leedslcaloffer.org.uk/#!/directory</a> Bradford: <a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
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*The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.*

<b>Where to access the school SEND policy</b>	The SEND policy is published on the school websi
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*The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements & the actual practice of the school.*

<b>Where to access the School Accessibility Plan</b>	The Accessibility plan is published on the school
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*The accessibility plan should cover the below 3 areas.*

*How the school will:*

- 1. Increase the extent to which disabled pupils can participate in the curriculum*
- 2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and*
- 3. Improve the availability of accessible information to disabled pupils.*

**Areas of need as identified in the SEND code of practice report**

Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

## How we identify if a child needs additional support

We liaise with, and make visits to primary settings to gather information about the students' learning needs from class teachers and Primary SENDCOs. We hold transition days for all the Y6 children due to come to Co-op Academy Priesthorpe. All students undertake GL Assessments which act as a baseline measure, which together with their end of Key Stage 2 results enable us to determine which students need further support or investigation.

Where parents have concerns about their child's learning and think that there may be an unidentified SEND reason for this, they can contact the SEND Leader to ask for this to be investigated.

At any point teachers can seek advice from the SEND Leader and SEND team using the Academy SEND referral form if they have any concerns about a child they think may have SEN.

The progress of all students toward their targets is checked by Faculty Leaders, Subject Leaders, Year Managers, Key Stage Leaders, Senior Leaders, and the SEND Leader at regular assessment points and this may lead to some being identified as needing additional help. Where there are particular concerns with a student's progress, an Educational Psychologist, Speech and Language Therapist, STARS (the Leeds autism support service) or the SENIT team (The Leeds complex needs assessment and advisory team) may be asked to carry out an assessment in order to look more deeply into the reasons for the student's difficulties.

## How we will consult parents & children & involve them in their education

There is an open line of communication between the Academy and parents. If we have concerns regarding a child before adding them to the SEND register we first arrange a meeting with parents/Carers to discuss our concerns and ways forward. A child will only be added to the SEND register with parental knowledge and permission.

We pride ourselves in building positive relationships with parents/carers and are transparent with the support we offer.

The SEND Leader is also present at all parents' evenings and open days in order to discuss SEND concerns. Following consultations with parents/carers and the young person, the SEND Leader gathers further evidence from staff supporting the child to ensure appropriate provisions and support are put in place. All our Range 3, 4 and 5 SEND pupils have key workers who liaise directly with parents and communicate with them on a day to day basis about their child's learning and wellbeing. Whenever there is any change to support, or plans need to be amended or updated this is done in partnership with parents and the student.

Parents/carers can also get advice and support in filling in paperwork or other matters relating to SEND from the SEND Leader. They can access this by emailing Mr Randell or speaking to their child's Year Manager or Coach.

### **How we will assess & review pupils with SEND progress towards outcomes**

All students have individual targets for each subject and they are regularly assessed to see if they are working at, below or above this target.

If a student receives an academic intervention outside the class, then baseline (start) and exit (end) data are used to judge progress and the impact of the intervention.

All parents/carers receive three flight path reports (A report showing current levels and whether above, at or below target) per year. Throughout the academic year, there are also various opportunities for parents/carers to discuss their child's progress. These may be through 'Meet Your Coach Day' or parents' evenings.

Pupils with EHCPs have an annual review at which we discuss and review the provisions being made for them.

The communication link between the Academy and home is paramount to our students' success. The Academy prides itself in having an open door policy and encourages regular contact from parents/carers. The initial point of contact is a child's coach, key worker, Year Manager or subject teacher, depending on the query. Parents/carers are expected to check their child's Class Charts log on a regular basis to monitor their progress through merits and codes. In addition, if any parent/carer of a child on the SEND register desires further information or has questions about their child's progress they should contact the SEND Leader.

### **How we will support children in moving between phases of education & / or preparing for adulthood**

The Academy ensures all pupils receive independent careers guidance from a trained careers advisor. Where SEND pupils need additional support with these appointments, their key worker will accompany them. The SEND Leader and key workers liaise closely with colleagues in further education providers to ensure a well planned and supported transition is in place and share all relevant information with the next setting.

The academy has excellent links with a number of specialist providers and supports pupils with significant needs to identify the right place for the next step in their education.

Throughout their time at the Academy, staff work to develop independence skills, teach life skills and help our SEND pupils to move towards being able to use appropriate strategies to overcome any barriers to success that their SEND need creates. We ensure pupils are well prepared for and successful in their next step in their education journey and leave the Academy significantly more prepared for adulthood than when they arrive.

Pupils with a need for significant life skills support follow a life skills program in the Partnership provision where they learn about independent living, personal finance, independent travel, healthy living and home cooking. We have a new kitchen in the Oasis area to further support this learning.

### **Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND**

Every student with SEND is treated as an individual with a unique set of needs. Therefore, our provision is tailored to provide specific personalised support. All teachers are informed of the students' needs through student passports, which are created in liaison with the students themselves, and their parents. For many students with SEND, teachers' quality teaching, modification of tasks (differentiation where the work is matched to the students' abilities) and awareness of individual issues is sufficient to allow the student to thrive.

All teachers are responsible for the progress of all the children in their lessons. They provide high quality learning experiences and take account of individual needs. All staff in the Academy support the children to become independent learners by building up their resilience, sense of responsibility and resourcefulness.

Some students have support from a Progress Assistant in many of their lessons. These Progress Assistants support the teacher to differentiate learning and prompt and support pupils to access the learning. They work extensively to develop students' independence and assist them to develop strategies to overcome their difficulties.

We are committed to ensuring that all students receive the support they need and are able to succeed in their learning and, as such, our support is flexible and adapts regularly to meet the needs of our pupils.

### **How we train our staff who provide support to pupils with SEND & the existing expertise they have**

Within the SEND team we have 2 STARS Lead practitioners and many other staff with expertise in supporting students with autism. We also have staff with expertise in supporting speech and language needs, hearing impairments (we have 2 team members who have BSL qualifications), visual impairments, dyslexia, ADHD and physical needs. We are constantly learning as a team and have regular meetings in which we share expertise and learn from each other. We have been focusing in particular on how to use questioning and scaffolding to support SEND pupils to move towards independence. The Academy subscribes to the National College online portal, which has a wide array of SEND-related resources, which staff are able to access as part of their ongoing professional development.

### **How we evaluate the effectiveness of the provision made for pupils with SEND**

Regular reviews of progress take place at each Data Sweep (when teacher's termly assessments are collected and evaluated) to monitor the impact of provisions for SEND pupils. These reviews are conducted by the SEND Leader and are shared with faculty leaders and the Extended Leadership Team. As a result, adjustments are made to pupil profiles and adaptations made in the classroom. For those students who do not require further additional support, subject teachers monitor progress.

In addition, subject leaders meet regularly with the SEND Leader to discuss SEND progress in their area and review the support and progress of students who are underachieving. This in turns filters down to subject teachers who follow the graduated response model: assess-plan-do-review, to ensure the needs of SEND students are being met effectively. The Academy Extended Leadership Team receives regular updates on the progress of students with SEN from the SEND Leader.

The SEND Leader has a termly meeting with the Principal, Vice Principal and SEND Link Governor to discuss progress and provision within the SEND area and regular learning walks and lesson drop-ins are undertaken by the SEND Leader, SEND HLTAs and members of ALT (The Academy Leadership Team) to ensure that SEND pupils are being taught and supported effectively and appropriately.

### **How we encourage & enable pupils with SEND to engage with activities available to pupils with no SEND requirement**

The academy ensures no child misses out because of their SEND needs. All our SEND pupils are given the opportunity to attend after Academy provision and trips. We have an extensive extra-curricular program which is inclusive to all pupils.

All staff are required to complete a relevant risk assessment before any trip takes place, if a pupil with SEND wants to attend the trip, discussions with the class teacher/trip leader and SEND Leader will commence and a thorough and detailed assessment of need will take place including costing and staffing. For example, this year we have sent key workers with some pupils on trips (for example the geography field trips) to enable them to access the experiences.

Where necessary a member of the SEND Team will support pupil(s) on extracurricular activities to ensure inclusivity.

**Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year**

We have 5 pupils with EHCPs who left the academy at the end of the 2021-22 academic year and 4 who will be due to leave at the end of the 2022-23 academic year.

**How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family**

The Academy regularly works with a range of outside agencies to secure their services. This year these have included:

Special Education Support and Inclusion Services including Visual Impairment (VI) and Hearing Impairment (HI) specialist support

Educational Psychologists,

CAMHS support for students experiencing mental health difficulties.

Speech and Language therapists to assess, advise and support students with language, speech and/or social difficulties.

SENIT team therapists to assess, advise and support students with complex learning needs.

STARS to support students on the autistic spectrum and advise the Academy as to what reasonable adjustments may be required.

Occupational therapy for support on physical adaptations for students

Health care professionals for advice, training and support on medical needs.

Pudsey Cluster for family support and additional support for vulnerable pupils.

Impact North for counselling and support with mental health and wellbeing.

Referrals to these services are made by the SEND Leader and HLTAs as directed by the SEND Leader.

Consent from parents will always be obtained prior to a referral to any of these services.





