

Co-op Academy Priesthorpe SEND Local Offer 2025-26

Ethos

At Co-op Academy Priesthorpe we are firmly committed to helping all students succeed and achieve excellent outcomes whilst ensuring that they have a positive and fulfilling experience at the Academy. Every student is valued and treated as an individual taking into account their personal learning style or additional learning needs. At Co-op Academy Priesthorpe we have many students who may have a 'Special Educational Need and/or Disability' (SEND). This may mean that they require additional help and support to other students in order to enable them to achieve and to be a fully integrated member of the Academy community. All students with SEND are accommodated in line with the Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND code of practice.

The Academy supports all students with special educational needs or disabilities which may include one or more of the following needs:

- Cognition and learning
- Communication and interaction (this includes students with autism)
- Social, mental and emotional health
- Sensory and or physical

We currently cater for students with a wide range of needs including autistic spectrum disorders (ASD), dyslexia, attention deficit and hyperactivity disorder (ADHD), global developmental delay, literacy and numeracy difficulties, visual impairment, hearing impairment, Down's Syndrome, Prader Willi Syndrome, cognitive difficulties and speech and language delay.

In 2024-25 238 students were on the SEND register (a list of students who need additional and specific support with their learning, which is above that which can be offered by good quality teaching and differentiation) which was 22.3% of the Academy's population. Students are only put on the register if their needs require something different or additional to the quality teaching taking place in the classroom. The register is reviewed during the year and students may be added or taken off if their needs can be met with the universal provision that exists for all students. We had 59 students with EHCPs (Education, Health and Care Plans) in 2024-2025 and all EHCPs are reviewed at least annually, in line with the Code of Practice.

Budget

Co-op Academy Priesthorpe has an identified budget for supporting students with SEND. Families of children with an 'Educational Health and Care Plan' (EHCP) will be able to access clear information on how this budget is used to support their child. Co-op Academy Priesthorpe also makes effective use of available top up funding from Leeds Local Authority (Funding for Inclusion or FFI). For more information, please see Leeds Funding For Inclusion.

Accountability

The Principal, Louise Pratt, holds overall responsibility for Co-op Academy Priesthorpe's provision being delivered in line with the SEND Code of Practice.

The senior leadership team, together with the academy governors, ensure that the SEND provision is monitored effectively. The SEND Leader is part of the leadership team and works closely with all staff to support them in planning and teaching children with SEND.

The Progress team hold termly progress meetings in academy analysing assessment data to ensure that students are making progress. Any child not making expected progress is identified and appropriate intervention is put in place.

The SEND Leader reports to the Academy Community Council and provides them with information about our practice and the progress being made.

Provision

Where children are identified as having special educational needs, the Academy provides for these additional needs in a variety of ways and may use a combination of approaches to address targets for individual pupils.

All staff use their best endeavours to ensure students with SEND receive the support they require and engage in activities alongside pupils who do not have SEND. Our aim is to ensure high quality teaching is delivered which is well matched to students' needs and abilities. This means we make adjustments to our lessons to embrace all students. All SEND pupils have a passport which gives teachers an overview of their needs and specific, personal strategies to support them. Many pupils' needs are able to be met through this specific and additional support in the classroom through high quality teaching and differentiation.

However, if students' needs cannot be met in this way, additional support is put in place. We use a model of deciding exactly what the student needs, planning this carefully, implementing it and then checking how they got on. We call this *assess - plan - do - review*. This individual support may include specialist interventions. Interventions are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one student or for a group of students. They run for a set period when it is anticipated the student will have accelerated their learning. We believe that the best place for students to learn is in the classroom and so only remove students from classrooms where we are confident that the intervention will add significantly greater value than any learning being missed as a result.

We make reasonable adjustments to the Academy behaviour policies for identified young people with SEND where required to ensure that no child is sanctioned or penalised for anything which is associated with their needs.

Support may include access to ancillary aids and assistive technology. An accessible environment for learning is maintained across all subjects.

Extra pastoral support to aid the social, emotional and mental wellbeing of students with SEND is in place, including measures to prevent bullying.

Regular assessments and ongoing reviews are carried out to ensure students are on track to achieve targets and to monitor the effectiveness of interventions.

Teaching staff and associate staff in academy receive specific training to develop their awareness and skills in areas of SEND. Key members of staff within the inclusion faculty have specialist skills and knowledge in this area and receive Continuous Professional Development relevant to their role.

Training

We employ highly skilled teachers and support staff and we are committed to continual professional development. We audit staff needs and organise training as a result. Sometimes training is in house, or we may organise external training for a member of staff who will be delivering a specific intervention.

We have members of staff who are trained in processes to support families and all staff are trained in children protection. Our child protection team has regular training to ensure they are kept up to date with new guidelines and procedures.

We employ a STARS Lead Autism Practitioner within the Oasis faculty.

Partnerships

At Co-op Academy Priesthorpe we pride ourselves on our partnership working. We regularly invite professionals into academy to support the delivery of programmes, make assessments and work with children directly. For example, a speech and language therapist visits the academy weekly.

We work very closely with the Leeds West SILC and have a partnership provision for up to 6 pupils from the SILC and 8 pupils from Co-op Academy Priesthorpe in each year group who are working significantly below age-related expectations

We also have the Pudsey Cluster team based on site who regularly work with identified students and their families.

The Academy works collaboratively with the chain of Co-operative Academies to share best practice and expertise. We also work closely with a number of local authority external agencies to ensure our students' needs are met:

- SENSAP (Special Educational Needs Statutory Assessment and Provision team) create and monitor Education Health and Care plans.
- SENIT (Special Educational Needs and Inclusion Team) is a team of specialist teachers and inclusion workers who work closely with students who have significant learning and social emotional needs.

- EP team (Educational Psychologists) work closely with staff to develop support for students who may be experiencing a range of difficulties.
- CAMHS (Child and Adolescent Mental Health Services) support with assessments and therapy work for students with social emotional and mental health needs.
- STARS (Specialist Training in Autism and Raising Standards) a team of autism specialists who offer advice and training for students with autism
- SaLT (Speech and Language Therapists) provide support for students who have communication difficulties.
- DAHIT (Deaf and Hearing Impairment Team) provide guidance and support for students with hearing impairments.
- VIT (Visual Impairment Team) provide guidance and support for students with visual impairments.

In addition, a number of pastoral staff work closely with the Children's Social Work Service, medical professionals and targeted support services. Through this they are able to identify and support families who require 'early help'.

Local Offer

Local authorities have a duty publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Co-op Academy Priesthorpe is within the boundaries of Leeds City Council and the Leeds local offer can be found [here](#). We also have a significant number of pupils who live within the boundaries of Bradford City Council. The Bradford local offer can be found [here](#).

Main Contacts

SEND Leader: Mr N. Randell

SEND HLTAs: Mrs E. Smith and Miss V. Fahy

SEND Admin Assistant: Mrs E. Morrell