



Co-op Academy
Failsworth

Special Educational Needs and/or Disabilities (SEND) Information Report

01/09/2020

COVID19 Update and Considerations

The Information below relates to the provision for SEND. However, the unprecedented measure implemented and in place to ensure we maintain social distancing and observe all government guideline, we have put into place temporary measures outside of the normal SEND provision. The Nurture class still runs the nurture curriculum, this is however in a different venue than stated below. This is due to zoning the academy to create year group bubbles. The support and provision laid out below is still in place, but in some instances a change of personnel, venue or approach has been implemented to ensure we uphold the current COVID measures and restrictions

1. The kinds of Special Educational Needs for which provision is made at the academy

- We cater for a wide range of SEN, covering all aspects of the Code of Practice.
- Students with EHC plans and those on SEN Support are catered for.
- Students with Speech, Language and Communication difficulties, with Cognition and Learning difficulties, and with Emotional/Social/Mental health difficulties are all present within the academy community.
- Students with specific learning difficulties such as dyslexia, dyspraxia, Autistic Spectrum Disorders, and Attention Deficit and Hyperactivity Disorder are also present at the academy.
- We have a small number of students with disabilities, such as Hearing Impairment, Visual Impairment, physical impairments (such as cerebral palsy). The site is fully tailored for those with a disability.
- There are currently 199 pupils who are on the SEN register. The register is revised each half term.
- We currently have 30 EHCp in school. 85% of EHC students access the Gold Area on a regular basis.

2. Identifying and assessing students with Special Educational Needs

- If you tell us you think your child has a SEN we will discuss this with you and investigate (see next point). We will share what we discover with you and agree with you what we will do next and what you can do to help your child. A review meeting will be arranged if necessary.
- If our staff think that your child has an SEN, this may be because they are not making the same progress as other students; for example, they may not be able to follow instructions or answer questions. We will observe them; we will assess their understanding of what we are doing in the academy and use tests to pinpoint what is causing difficulty (ie. *what is happening and why*). We will keep you informed about these concerns and the assessments being undertaken.
- Assessments such as, Salford Sentence, which will assess the student's level of reading and comprehension, McGraw Hill is a specific scheme of work, which focuses on the phonics, decoding and spellings through reading comprehensions, as a direct way of teaching. Access reading and maths tests allow us to look at specific areas of difficulty for instance, Inference or Number bonds. Boxall assessments, these are used to look at the social emotional state of a young person, looking at both diagnosis's and developmental areas. Strengths and Difficulties questionnaire (SDQ), this would be carried out if a student had been on

interventions and was looking at wave 3 and having external involvement. The Visual Stress Test and Irlen Screening allows us to see if a particular overlay may benefit a student to access their work. Again, these assessments are only used if they are required and are appropriate for the student.

- Where we feel it is necessary, we will discuss issues with specialists from Quality and Effectiveness Support Team (QUEST), Additional and Complex Needs Service (ACNS) and the Educational Psychologist (EP), and seek their guidance and advice. We will always ask for permission. This is as part of a graduated response, whereby we have exhausted our own monitoring and support strategies

How the academy makes provision for students with Special Educational Needs

Evaluating the effectiveness of provision at the academy

- An annual SEN report is prepared for Governors, which is subject to scrutiny at a formal meeting with the SENCo and Gold leads. This details all aspects of SEN, including the attendance and progress of students with SEN, for their information.

Arrangements for assessing and reviewing progress of students with SEN

- The academy uses CPD- teacher training time to ensure subject teachers are assessing and marking a student's work correctly.
- We check how well a student understands and makes progress in each lesson; this is documented formally in a progress review.
- Our senior leadership team check the progress of students every half-term (more often if progress is slow) and we discuss what we are doing to make sure all students make good progress (*is there anything else we can do?*).
- For students with SEN, teachers share progress with parents/carers every term or more often if necessary.
- For students with an EHC plan, an Annual Review is held, but we will schedule additional and emergency reviews where necessary.

Approach to teaching students with SEN

- In Year 7, the most vulnerable students are placed into a Nurture group, which aims to focus on and rapidly improve literacy, numeracy and social-emotional well-being. This is a very small group.
- The majority of students with SEN will be taught in mainstream groups, which may be set or in a mixed ability class this is dependent on which Key Stage the student is in and subject. TA's will be attached to some of these classes to provide additional support for students.
- We have a programme of professional development on specific needs such as, ASD, ADHD, Dyslexia, Dyscalculia and more for staff in relation to teaching students with specific SEN. These sessions will take place at 6 times a year, led by the SENCo, and TA's.

How we adapt the curriculum and learning environment for students with SEN

- All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their own pace and in their own way.
- We use additional schemes/materials so that we have something at the right level for students with SEN. Some examples of these include a range of literacy and numeracy intervention with the use of:
- IDL to support literacy programme- **IDL** uses sight, sound, touch, and voice to improve reading and spelling. Links are made between the visual, auditory and tactile pathways'
- 'Real Love Rocks is a programme developed by Barnardo's Safer Futures West Child Sexual Exploitation Service to promote healthy, consensual, safe relationships amongst children and young people. It seeks to raise awareness of grooming, child sexual exploitation and online safety'.

- Incredible 5-point scale. The **5-point scale** is a visual system that can help to organize a person's thinking when working through difficult moments, particularly those that require social understanding.



- We run a variety of interventions for students with SEN to help develop soft and hard skills – Think Good, Feel Good, “The best programme” and “Crucial Skills” and Short fuse.
- All our staff are trained so that we are able to adapt to a range of SEN: specific learning difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); SMSH – Social Emotional Mental Health.
- We are a dyslexia friendly academy.
- We have teacher(s) and support staff trained in SpLD; ASD; Team Teach; Catch-up Literacy and Numeracy; and, CBT and Dyspraxia.
- From September 2018, we have offered a SEND Pathway, which was introduced to support the academic needs of our SEBND students where the mainstream curriculum can often be too much. Therefore, the Pathway gives our SEND students an alternative to the generic GCSE examinations. This will continue to be offered to years 9-11. We will continue to offer, “BTEC Level 1 Certificate in General Cookery in Hospitality” and BTEC Tech Award Level 2 and long with a range of ASDAN short courses such as ‘Food Wise’ and ‘Road Wise’.

Additional support available to students with SEN

- TAs are attached to year groups to allow them to get to know students with SEND needs in order for them to support them in and out of lessons effectively.
- TAs are used as key workers to mentor students with SEN.
- All students (those with an EHCP, or who are placed on SEN support have Pupil passports- these are pupil centred and parental voice is included.
- We write and review Pupil Passports for each student with SEN. Your child’s teacher will have access to those to tailor their teaching in order to improve their learning; these are linked to schools Class Charts.
- You, as parents, will also have your opinions and thoughts added to your child’s Pupil Passport in line with the code of practice- pupil centred.
- We use homework to repeat and practice activities that are new and present an achievable challenge for the individual student.
- In certain subjects, students are given passwords to work online to improve their learning.

Arrangements for supporting students with SEN during transition

Year 6-7

- For those students coming with an EHCp we will attend the Year 5 and Year 6 review meetings.
- We will discuss each student coming to Co-op Academy Failsworth with their Primary school teacher; for those alerted to us as having SEN, we discuss their difficulties and needs with their class teacher and/or SENCo.
- For students with SEN, especially students who are vulnerable, we set up extended transition, so that they attend the academy a number of times in addition to the transition provision for all students. For most these will begin around Easter, continuing until Summer; for many they will be a series of several days/part days when they can spend time in the Gold area, and familiarise themselves with the academy. This is particularly important and effective for those with ASD.
- When students have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our academy setting.
- We will agree dates with you for your child to come to Co-op Academy Failsworth for a number of days in Year 6 (as well as the fixed one-day transition everyone enjoys) as an extended transition package. This helps us to get to know your child better, and your child to be more comfortable/relaxed when they come to the academy in Year 7.
- For students accessing Nurture, parents/carers will be invited for an evening to discuss this specialist provision as part of the extra transition package.

Post-16

- TAs attend regular meetings with Positive Steps, and attend IAG interviews for students with SEN.
- TAs support thinking about and application to college places.
- We will make joint visits to colleges with your child as part of their transition to post-16 studies.
- We will support extended transition for the most vulnerable.
- We provide detailed information to post-16 providers to enable them to effectively support students with SEN.

How the academy support students to engage in extra-curricular activities, and with other students with/without SEN

- We have a number of before and after academy activities, which are publicised.
- We have regular educational visits. Students with SEND are always included in these. We provide TA's to support their full inclusion. We choose visits that are accessible to all.
- Within the GOLD Area, we also offer a number of additional extra-curricular clubs at lunch times, such as: Film Club, Chess club and Mindfulness sessions, 80%of students in the area-accessed one of the SEN extracurricular clubs.
- We also offer a Tuesday 'Learning Zone', where smaller interventions run focusing on Handwriting, Spelling, and Maths etc... We also offer morning Homework club where TA supervise this space to support students with their Homework activities.
- In addition to this we also offer our own SEND homework club where support is also ready available to the students.

What support is available for improving the emotional, mental and social development of students with SEN.

- A number of interventions take place which focus on improving this aspect such as CBT, Social Stories, Lego Therapy, Think Good Feel Good, Crucial Skills, Real Love Rocks, Short Fuse.
- We employ two specialist counsellors to support student's emotional wellbeing.
- In the Nurture groups for Year 7 and 8, sessions specifically focused on this are delivered using a wide range of resources and extracurricular trips.
- All Teaching Assistants have a Level 2 in supporting Mental Health in young people; they have the relevant knowledge and understanding who can support when necessary.
- We will seek advice from external agencies such as Healthy Young Minds (HYM), Educational Psychologist and the School Nurse when appropriately.

Name and contact details of the SENCo at Co-op Academy Failsworth

SLG Link and Acting SENCo - Mrs Stonehouse (Assistant Headteacher) cheryl.stonehouse@coopacademies.co.uk
The SENCo is responsible for the day-to-day running of SEND.
Contact via direct line – 0161 688 3900

Expertise and training of staff in relation to students with SEN, and how specialist expertise will be secured

- The team is staffed by HLTAs, TA3s and TA2.
- The Nurture classroom is led by A HLTA with supervision from the SENCo.
- Where we need specialist help with students for their needs, we seek advice and support initially from QEST and the Educational Psychology Service within Oldham. We also work with Healthy Young Minds, Social Care, Occupational Health and SALT,
- We have support from specialist teachers / support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; hearing impairment; visual impairment; behaviour related needs; difficulties; autism).
- We get support from speech and language therapy (S<) to train our students; advise on strategies and programmes; we refer students for assessment if we believe they need further assessment/support.
- We get support from occupational therapy (OT) for students who need assessment and support for physical/sensory needs.
- We get support from physiotherapy for students who need it.
- We endeavour to work collaboratively between academy, student and parent/carer to implement the 'plan, do, review cycle' to ensure continued progress is made.

How equipment and facilities to support those with SEN are secured

- SEND is accommodated in a suite of rooms on the Gold corridor, which includes a specially designed classroom for the Nurture students, Nurture 8 / Pathway classroom and one classrooms for interventions; we also have the facilities to have a separate interview/quiet room. Students can access this suite during any free time, with adult supervision in place.

Nurture Classroom



- When students with physical disabilities come to the academy, we seek advice and guidance from the LA/NHS in the form of risk assessment, and health and safety advice. We will meet with the VI/HI service representative who has worked with a student with VI/HI and create a student management guide from their advice to support staff. It may be that we purchase specialised equipment for the use of these students, dependent on need.

- We use workstations, picture timetables, countdown timers, cue cards and other support resources for students who need it.

Workstations/ Resources



- We use a loop system microphone so that everyone can hear the teacher speaking clearly over classroom noise- we do have students using a Roger Pen.
- We may use iPad Apps for students with communication difficulties.
- We use a range of software: eg Maths Watch and Pinpoint Learning, on our academy learning platform / website to help students engage with subjects they find difficult; practice basic skills; become independent learners.
- We use a range of switches for students who have physical or sensory needs, eg Tangle Toys, Angled Boards, Weighted belts.
- For any new student with a disability, Occupational Health may visit the school to advise of any needed adaptations/adjustments ahead of the start date for the student.

Arrangements for consulting parents/carers of students with SEN

- If we have a concern that a student is not making sufficient progress, in spite of interventions, and appears to have SEN, we will contact home to discuss issues. We also respect parents' right to voice their own concerns about their child's progress.
- We are child and family centred so you will be involved in all decision making about your child's support.
- When we assess SEN we discuss if understanding and behaviour are the same at the academy and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- If we feel that a student needs specialist support, we will seek parental agreement to bring in that support. There are times where written consent is required.
- Each student with an EHCp has an allocated keyworker, who is in regular contact with home.
- For students in the Nurture group, it is likely that contact with home will be made at least once per week.
- The academy formally contacts home termly to update parents/carers on their child's academic progress. An annual written report is also provided with subject reports from each subject being studied.
- For any student with an EHCp, an Annual Review will be scheduled ahead of which parents are asked to give their views. Parents attend and have free speech within Annual Reviews, and are asked about the experience and their satisfaction after these have taken place.
- Parents/carers may contact the academy directly to speak to the SEND team with any concerns/ information – 0161 688 3992.

The arrangements for consulting with young people about their SEN

- As part of the Annual Review process, we will interview a student, so that their attitudes and opinions are voiced in the official documentation.
- We will ensure any young person is included in their EHCp, so that they are fully aware of all aspects of the Review.
- Following interventions, we will seek feedback from participants as to how they feel they have benefitted, and how we can improve for the future. An additional questionnaire will be sent home to parent/carers for their feedback.
- All those with an EHCp as well as a number from SEN Support are allocated a key worker, who meets regularly with them to discuss issues and find out their opinions/attitudes.
- For students who are being put forward for statutory assessment, the process followed is person-centred, ensuring they can make a significant contribution in a process, which is done with them, rather than to them.

Governance and arrangements for dealing with complaints

- SEND has a linked Governor Mrs T Redshaw, who meets regularly with the SENCo to discuss the work and effectiveness of the team.
- An annual report covering all aspects of the work and effectiveness of SEND is presented to Governors.
- Should you have an issue, your first point of contact is always the person responsible – this may be the class teacher, the SENCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher then ask for the academy Governors representative. Most often these concerns are resolved via email or phone and in some circumstances a meeting with the SENCo or appropriate person.
- If you do not feel the issues have been resolved, you should follow the academy Complaints Procedure.
- If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk

- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit http://www.oldham.gov.uk/pps/info/12/about_the_service for more information.

How the Governing Body involves other external bodies in meeting the needs of students with SEN and supporting families of such students

- The Governing Body delegates this task to the SENCo and team at the academy.
- SENCo and team work closely with QEST and the Educational Psychology service in Oldham. We also have forged links with Healthy Young Minds (HYM).
- There are a number of parent support groups – QEST, National Autistic Society, CHADD (ADHD), Dyslexia Action etc.

Contact details of support services for the parents/carers of students with SEN

- The Oldham parents Partnership Service offers free and impartial advice to parents and carers – 0161 667 2055.
- Oldham’s parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families – www.pointoldham.co.uk – 0161 667 2054.

The LA’s Local Offer

[This can be found on the LA website](#)

https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

SEND Information

SENCo - Cheryl Stonehouse- cstonehouse@failsworth.coop

All can be contacted through school on: 0161 688 3900

Oldham's Local Offer



POINT- Oldham Parent Forum



IASS



Family Information Service



Alternative support/ Advise

To receive updates and alerts regarding new services which may further support you and your child, consider adding your details to the 'Children's additional needs and disability register' - Oldham Council

Acronyms

Acronyms	Meaning
SEN	Special Educational Needs
EHCP	Educational Health Care Plan
SENCO	Special Education Needs Co-ordinator
TA's	Teaching Assistants
LA	Local Authority
EAL	English as an Additional Language
CLA	Children Looked After
HYM	Healthy Young Minds
EP	Educational Phycologist
QEST	Quality and Effectiveness Support Team
SALT	Speech and Language Therapy