

## SEND Information Report

- What kind of special educational needs and disabilities (SEND) are catered for at Co-op Academy Leeds?

We have a range of students with needs across the four areas of SEND, Cognition and Learning, Communication and Interaction, Social Emotional & Mental Health and physical and Sensory.

- How does Co-op Academy Leeds know that a child/young person needs extra help and what do I do if I think my child/young person has special educational needs?

We follow the graduated approach to support students identified with SEND and provide adaptations and scaffolding in line with pupil passports. For students not identified with SEND, concerns could be raised due to;

- A lack of progress
- Having a condition making areas of the school inaccessible
- Difficulties with regulation and Social Emotional & Mental Health
- Having sensory or physical needs
- Having speech language and communication need, including autism

- How does Co-op Academy Leeds assess and identify the needs of their children/young people?

Learners will be identified upon transition through information gathered from parents/carers and primary schools. We gather information from student voice, parent voice, teachers and staff. We use a range of screening tools and work with external support services and professionals to assess and screen SEND needs across all four areas of need.

- Who are the SENDCo and SEND Governor at Co-op Academy Leeds?

David Hallam is the SENDCo and Assistant Head Teacher for SEND. The SEND governor is **Sarah Keane**

- How do we involve and support parents of children/young people with SEND?

Parent views are gathered when student passports are updated. If a parent has a

concern about their students progress a meeting can be arranged with the SENCo, the Student Passport will be looked at and parent / student views updated as part of this process. Parents can contact the SENCo by email or phone. Parents can also attend CAL in the Community which runs every Friday morning from 9am. There is a food bank here and pay what you can shop for second hand clothes. It is also an opportunity to meet other parents. Parents of SEND students are set up as an email group so relevant information can be sent to parents regarding opportunities and support groups. If your child has an EHCP you will be invited to a review meeting once a year where progress and provision is discussed.

- How do we involve children/young people with SEND in shaping their education and future?

Student voice is gathered as part of student passports being updated. SEND students can discuss issues they are facing with SEND staff and SENCo. SEND students will have an additional SEND transition day when joining the school in Year 7. If required, extra visits to school can also be arranged. In Year 10 and 11 additional careers meetings can be arranged if needed and additional college transition days. SEND students are represented on the student council.

- How both you and I know that your child/young person is making progress and meeting their targets?

SEND progress will be analysed after every data collection, and at the end of an intervention. Concerns over progress can be raised by SEND staff, teaching staff, parents or students. Where a concern is raised staff views will be gathered and discussed with parent and student.

- How will Co-op Academy Leeds prepare and support my child/young person moving to or from our academy and how do we prepare them to join the next stage of education and life?

See; How do we involve children/young people with SEND in shaping their education and future? Additionally SEND staff attend transition meetings with primary schools to plan to support new year 7 students joining school and request SEND paperwork from primary schools in the Summer term. For students in Key Stage 4 careers meetings will take place from Year 10 onwards to help students choose an appropriate post 16 option taking into account college location and transport. Where appropriate travel training will be offered to students. SEND documentation is also shared with colleges and post 16 organisations to support a

smooth transition.

- How will teaching and the curriculum be adapted to meet the needs of my child/young person?

Teaching should be adaptive to meet the needs of SEND students. Additional scaffolding should be available in lessons in line with student passports.

- How is the school environment made accessible?

There is lift access to all floors , where appropriate lift access can be provided to students to enable them to access all areas of the school

- What expertise for supporting children/young people with SEND do our staff have and what training have they received in the last three years?

Within the SEND department there are staff with expertise in Autism Spectrum Condition (ASC) and Neurodiversity, Dyslexia, Social Emotional and Mental Health needs (SEMH) and Communication and interaction needs. The SEND department also access support from a Speech and Language specialist, Educational Psychologist and other outreach professionals. In the last 3 years staff have been trained in Emotion Coaching & Aces and Resilience, Executive Functioning, Attuned Interactions

- What other experts do we work with to support children/young people with SEND?

We have access to all outreach support services listed on the Leeds Local Offer website <https://www.leedslocaloffer.org.uk/>

- How do we know that the support provided to children/young people is effective?

If support is effective then this should translate to progress being made in class. Student voice, parent voice and staff views will feed into the support offer.

- How will my child be included in activities outside the classroom including trips?

SEND students should receive the same offer as non SEND students, this includes access to school trips with reasonable adjustments made to make trips accessible. SEND students should also be represented on the student council and through student voice.

- How will Coop Academy Leeds support my child/young person's social and emotional wellbeing?

Students can access the School Counsellor to discuss any concerns. All Year groups have a Year Leader and Assistant Year Leader who are available to students during the school day and monitor their students wellbeing providing additional check in's where needed. Students can also access Student Services if needed. Concerns about a students wellbeing can be flagged up in school by any member of staff through the safeguarding procedures. Additional support for emotional wellbeing includes access to the Timeout Room (where students can have a short amount of time to reset and then return to class), Emotional Literacy Support Assistant (ELSA) intervention, Zones of Regulation intervention, Seasons for Growth intervention. Breakfast club is also available in school before school and families can be supported through CAL in the Community running every Friday morning. CAL adopt an emotion coaching approach to help students arriving to lesson in crisis to re-regulate.

- How do we ensure that all members of our academy community are valued and differences are respected?

Through everyone, staff and students being encouraged to following the Coop values Mission and Vision:

At Co-op Academy Leeds we are ambitious for ourselves and our diverse communities - we will endeavour to make the world a better place through our actions. We will be determined to succeed and show respect, kindness and integrity to everyone, everyday.

- Do what matters most
- Show you care
- Be yourself always
- Succeed together

- What other support is available to parents and how can I contact them?

Parental support services are detailed on the local offer website and contact details are also available here <https://www.leedslocaloffer.org.uk/>

CAL in the community runs every Friday during term time 9am - 10.30am, you don't need to make an appointment, just turn up on the day.

- What do I do if I need to make a complaint?

A complaint should be made through the SENCo in the first instance and if not adequately dealt with through the SEND governor.