



Co-op Academy
Leeds

**SEND Information report
2017-2018**

As an inclusive school, The Co-operative Academy of Leeds strives to ensure all students are able to succeed. The Academy helps students master basic literacy and numeracy skills as well as developing life skills in preparation for post-16 studies.

All staff use their best endeavors 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. 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. They can be delivered by teachers, Paraprofessionals or Intervention Tutors. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills. The specialist interventions some students might require include an alternative curriculum pathway.

The Academy places a high emphasis on student progress and as such, regularly monitors and reports on their academic progress and soft skills including communication, working with others, problem solving and independence. Our provision for SEND students is quality assured to maintain high standards of teaching and learning through what we call learning enquiries and observation through DOTTs (Developing Outstanding Teaching Teams).

The SEND team ensures all members of staff are regularly updated with the individual needs of SEND students and are aware of strategies to support them. This is shared via the additional needs registers, pupil profiles and regular continual professional development.

Leadership

Our Director of Inclusion (SEND), Kamran Ayub, is a qualified teacher and has gained the National SENDCo Award, which is a Master level qualification. He is also the designated teacher for Children Looked After (CLA) by the local authority. He leads the SEND team and updates the Academy leadership team on a regular basis.

Budget

The SEND budget is used in a number of ways; a large proportion of this is spent on staffing to support students with SEND. Additional resources are acquired which may include specialist material and programmes.

We ensure students with high needs funding, provided by the local authority, receive additional support in the nurture/foundation learning groups, additional intervention support, access to our Learning Support Unit (LSU) or additional input from specialist services, where appropriate.

Curriculum, Teaching and Learning

We offer a wide curriculum to allow our students the best opportunity to fulfil their potential. We work on embedding essential foundation skills with an emphasis on literacy in all subjects.

All teachers have high expectations for all students and differentiate learning activities accordingly. Registers of students with additional needs provide teachers with relevant information about our students.

Students in KS3 take part in additional literacy based programmes, a couple of which are called Lexia and Read Write Inc. Students in KS4 have the option of choosing subjects of interest which may also include vocational studies at college. Some of the students in our foundation learning cohort are encouraged to take part in a range of suitable programmes to focus on the application of skills in the 'real world' - these may include Functional Skills, BTEC courses, Step-up qualifications, ASDAN and Prince's Trust, which are all appropriate courses with external qualifications, suited to their particular needs.

To ensure students have a smooth transition to our Academy and to post-16 studies, we offer bespoke packages including taster days, summer school and additional visits for some students who need more support in the transition process.

Assessment

Regular assessments are conducted by teachers throughout the year with the results shared through reports and at parents' evenings. For students who require something different or additional, access arrangements are put in place. A couple of examples of these are having someone scribe for them or being allowed additional time. This becomes their normal way of working during all assessments.

For some students who have significant cognitive needs, progress is monitored through B Squared (an assessment toolkit based on the National Curriculum which helps to measure small steps of progress).

Staff training

The Academy is proud to offer an extensive package of training for all staff. All classroom based staff take part in training during INSET days and are encouraged to attend twilight 'Join the DOTTs' (Developing Outstanding Teaching Teams) training sessions. Staff are also encouraged to participate in various other training opportunities to develop their expertise. Newly Qualified Teachers also have their own weekly training sessions.

In addition, all Intervention Tutors (classroom based support staff) take part in weekly twilight sessions on Thursdays focusing on developing their practice and expertise.

The SEND team works closely with professionals from external agencies to develop expertise in different areas.

Partnership with Other Agencies

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'.

Contact

If your child has Special Educational Needs or you require additional information please contact our Director of Inclusion (SEND), Kamran Ayub on 0113 380 7940 to arrange a meeting to discuss your views.

SEND information report 2017-18

This report outlines how the Co-operative Academy of Leeds (CAL) supports students with Special Educational Needs and Disabilities (SEND) and how our policy has been put into practice. For ease of use this has been set out in a question and answer format.

[Click here for a glossary of SEND terms.](#)

What type of SEND does the Academy provide for?

As an inclusive school, The Co-operative Academy of Leeds strives to ensure that ALL students are able to succeed. We endeavour to support students to master basic literacy and numeracy skills as well as developing life skills in preparation for post-16 studies.

We ensure high quality teaching is delivered which is differentiated to meet students' needs. For students who have complex learning needs, additional support is put in place following the model of *assess, plan, do, review*. This includes personalised and/or specialist interventions through withdrawal groups or delivery of alternative curricula.

Information about students' needs is shared with staff via the additional needs register. The numbers fluctuate throughout the year as new students are identified. This year we have had 12 students who have been added to the additional needs register following concerns raised by teachers and/or parents. These students are monitored and receive the additional support they require.

Below is a breakdown of the additional needs register:

| | SEN | % | MLD | SEMH | SLCN | Physical/ Sensory | Medical | PP | EHCPs |
|--------------|------------|-------------|-----------|-----------|-----------|----------------------|----------|-----------|----------|
| Year 7 | 34 | 19.4 | 7 | 11 | 8 | 6 | 2 | 24 | 5 |
| Year 8 | 22 | 12.6 | 10 | 4 | 6 | 2 | 0 | 13 | 1 |
| Year 9 | 23 | 13.3 | 11 | 6 | 3 | 1 | 2 | 13 | 1 |
| Year 10 | 24 | 14.5 | 13 | 5 | 5 | 0 | 1 | 15 | 2 |
| Year 11 | 25 | 14 | 11 | 10 | 4 | 0 | 0 | 22 | 0 |
| Total | 128 | 14.8 | 52 | 36 | 26 | 9 | 5 | 87 | 9 |

- Moderate Learning Difficulties (**MLD**) - 41%
- Social Emotional and Mental Health (**SEMH**) - 28%
- Speech Language and Communication Needs (**SLCN**) - 20%
- Physical and/or sensory - 7%
- Medical - 4%

Moderate Learning Difficulties - difficulties with memory, information processing, comprehension, phonological skills.

What we put in place:

- Broad and balanced curriculum, differentiated appropriately to meet the needs of individuals using their pupil profiles, where applicable.
- Targeted students are taught in the nurture group, foundation group and/or Learning Support Unit (LSU)
- KS3 students have 'skills' lessons which are focused on developing independence skills and soft skills such as communication, working with others and problem solving.
- Alternative KS4 curriculum/qualifications which have included access to vocational studies at college as well ASDAN, Prince's Trust, Functional skills, Step-up and AQA unit award scheme – these are qualifications that provide flexible and engaging programmes which help young people develop skills for work and life.
- Additional targeted interventions delivered by SEND support staff.

Speech, Language and Communication - difficulties with understanding and using language, social interaction including Autistic Spectrum Condition.

What we put in place:

- Advice and support from speech and language therapists and teachers from STARS (Specialists Training in Autism and Raising Standards)
- Specialist withdrawal interventions
- Socially speaking groups
- Access to the Learning Support Unit during social times and lessons
- Visual timetables (see example below) and social stories



Social, Emotional and Mental Health - difficulties with managing emotions; displaying troubling or withdrawn behaviours, anxiety or eating disorders, attention deficit hyper-activity disorder (ADHD)

What we put in place:

- Additional pastoral support from key workers
- Targeted mentoring/intervention sessions
- Counselling support
- Access to the LSU during social times
- Emotional literacy intervention
- Advice and support from CAMHS (Child and Adolescent Mental Health Service) and targeted services (Cluster) to support families.

Physical, Sensory and Medical - hearing or visual impairments and physical disabilities

What we put in place:

- Use of auxiliary aids - modified papers, laptop for word processing, radio aid (roger pen) to support students with hearing impairments
- Additional opportunities for hands-on learning using additional resources e.g. use of Numicon (numeracy based programme), foam letters etc.
- Adaptations made to the learning environment
- Additional use of specialist equipment e.g. writing slopes, magnifying glass, bold-lined exercised books with larger spaces between the lines
- Creation of risk assessments, including personal emergency evacuation plans, where appropriate
- Evacuation chairs for students with physical disabilities
- Exam access arrangements where applicable

How do we know if your child needs extra support?

Our Director of Inclusion (SEND) liaises closely with primary schools to discuss the needs of students coming to the Academy. Most students are already identified by the primary school. We ensure all students who require extra support have this in place when they arrive at the Academy.

Teachers communicate regularly with the SEND team and identify students who they feel may have underlying needs. Our Director of Inclusion (SEND) gathers further evidence from staff supporting your child and conducts observations to ensure appropriate support is in place.

Where there are concerns regarding your child's progress, we conduct diagnostic assessments to gain a full understanding of particular strengths and weaknesses. This can involve referrals to external agencies including: Educational Psychologists, specialist teachers, speech and language therapists, CAMHS and targeted support services known as the Guidance and Support team. Prior parental consent is always sought before referrals are made.

What should I do if I think my child or young person may have special educational needs?

Discuss your concerns with your child's teacher/coach or contact our Director of Inclusion (SEND) directly on 0113 380 7940. We pride ourselves in building positive relationships with parents/carers and we are transparent with the support we offer.

Slow progress and low attainment do not necessarily mean that your child has SEND. However, it may be an indicator of a range of learning difficulties or disabilities. In the same way, persistent disruptive or withdrawn behaviours do not necessarily mean that your child has SEND.

How does the school enable students with SEND to engage in all activities?

As an inclusive school the Academy ensures all students are given the best opportunities to engage in learning and to succeed. Adaptations are made to support students so they can engage in all activities and we ensure students with SEND are not treated unfairly.

Currently we have a number of students who use visual timetables to support them with routines, understanding lesson structure and timetables. Some of our students use laptops in lessons for extended pieces of written work and all assessments. This ensures students are able to take part in all elements of the lesson and is part of their normal way of working.

| WEEK 1 | | | | |
|---------------|------------------|----------------|----------------|---------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| EAL CP1 | ENGLISH DF3 | MATHS BF15 | MATHS BF15 | NOCN CG5 |
| BREAK | | | | |
| EAL CP1 | SCIENCE BG17 | PE SP | EAL CP1 | ASDAN CP2 |
| LUNCH | | | | |
| ASDAN CP2 | EAL CP1 | EAL CF11 | DT BL10 | EAL CF11 |
| HOME | HOME | HOME | HOME | HOME |

| WEEK 2 | | | | |
|--------------|--------------|----------------|----------------|--------------|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| EAL CP1 | EAL CP10 | MATHS BF15 | EAL CP1 | NOCN CG5 |
| BREAK | | | | |
| EAL CF10 | EAL CF11 | EAL CP1 | EAL CF10 | EAL CF11 |
| LUNCH | | | | |
| EAL | DT BL20 | EAL CF10 | MATHS BF15 | NOCN CP1 |
| HOME | HOME | HOME | HOME | HOME |

The Academy has a high emphasis on teachers' differentiating work appropriately in all lessons for students of all abilities. Typically, this is delivered in the form of bronze, silver and gold activities which are matched to students' needs and abilities. This ensures students receive the appropriate support in lessons which can include sentences starters, additional key words and prompt questions as well as many others. Sharing of best practice is led by the teaching and learning team who deliver regular training to all classroom based staff.

Some students who may have challenges in mainstream lessons access the Learning Support Unit (LSU). They follow a bespoke timetable aimed at embedding soft skills including communication, working with others, problem solving and independence whilst also focusing on preparing for adulthood. This year students

have achieved a number of additional qualifications including ASDAN and the AQA unit award scheme. Students have been successful in achieving units in health and safety, healthy eating, internet safety and friendships.

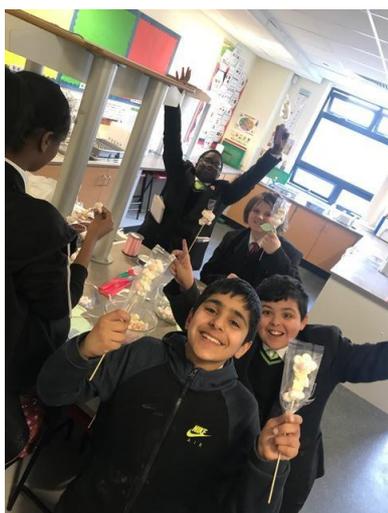
Getting students to tell us what they think is a fundamental part of our practice. We place students at the center of decision making by encouraging them to add their views on their pupil profiles and making sure they know their personal targets. We constantly seek feedback from students to develop the support packages in place and gather student voice. We have a number of student ambassadors who play an important role in being a 'buddy' for other students. They also help to run break and lunch clubs in the LSU.

"I used to not know how to do things in class but now I use checklists and notes. I can find my way around school easier."

Year 7 student with autism

To support the inclusion of students with physical or medical needs, risk assessments are created and shared with relevant members of staff before commencement of activities. One of our current students requires access to a wheelchair at all times and has a keyworker to support his transition around school. The student is able to take part in all lessons and extra-curricular activities during social times. In the event of evacuation, we have evacuation chairs to ensure the students and staff are able to safely evacuate the building.

In addition to numerous extra-curricular clubs, the Academy also offers targeted clubs for students with additional needs. These include a daily breakfast club, homework club, cheerleading, baking club, craftwork club and a girls group. The numbers of students attending the clubs varies on a weekly basis. On average we have had 8 students regularly attend the breakfast club; 20 attending break-time club; 18 attending lunchtime club; 6 attending baking club; 5 attending homework clubs; 3 attending the girls group; 4 attending cheerleading.



"Baking club is really helpful for cooking at home. It's anti-stress after some stressful lessons."

Year 7 student with moderate learning difficulties

"I like girls group because I like to do fun things and miss always supports me very well. It helps me if I get nervous or stress out. This club helps me to feel better, calm and relaxed."

Year 7 student with autism

We also run additional trips and activities for our SEND students. These have included visits to a theatre, the Yorkshire Sculpture Park, Herd Farm Activity Centre, Eureka and the Thackeray Museum. These visits support students to develop their communication skills, confidence and their experiences of the outside world.



"Going to the museum helped me to learn new things that I can't learn in school."

Year 8 student with moderate learning difficulties

Who will be working with my child?

If additional support is required, our highly skilled paraprofessionals and classroom based support staff work with targeted students, individually or as part of a small group. The SEND support team is deployed to lessons according to students' needs and have a range of expertise including autism, phonological skills, social emotional and mental health and speech and language skills. We also have a teacher of SEND who teaches in our Learning Support Unit.

"Reading intervention in the afternoons with Miss has helped me read better"

Year 11 student with moderate learning difficulties

In addition, staff with specialist pastoral and safeguarding knowledge ensure students' well-being needs are met appropriately. The current staff has a wealth of experience of working with a range of students with SEND; some having worked with SEND students for over 10 years.

What arrangements are in place for meeting parents and providing support?

Regular parents' evenings take place throughout the year. This gives parents/carers an opportunity to discuss their child's progress and any updates. Parents/carers of students who have high needs or Education Health and Care Plans (EHCPs) are invited to review the progress of their child more regularly. Students are also invited to take part in the review meeting. Key staff regularly communicate and share updates with parents. We are proud to have an open door policy and encourage an open dialogue to ensure better outcomes for our SEND students.

All parents of students with EHCPs attend reviews which are conducted at least annually. The Academy continues to develop the dialogue between staff and parents/carers to maintain the home-school link and to promote the engagement of parents/carers in the decision-making process.

“The staff who work with my daughter genuinely care and always try to support her the best way they can, not just with school but home concerns as well.”

Parent of a student with autism

If you require additional impartial advice, we actively seek support from the Special Educational Needs and Disability Information Advice Support Service (SENDIASS). We have a professional and effective working relationship and have made a number of referrals this year to support parents.

How does the school measure how effective its arrangements are for the provision of children with SEND?

Our Director of Inclusion (SEND), in conjunction with senior leaders, conducts learning enquiries to quality assure and evaluate the impact of specific areas of SEND teaching and learning. This year we have quality assured the areas of feedback, personalisation and intervention support. Feedback from the learning enquiries is shared regularly with teachers to help develop provisions further.

Regular reviews of teaching and learning practice also takes place in the form of Developing Outstanding Teacher Teams (DOTT). This is a model of developing outstanding teachers through the theory of ‘community of practice’ and supportive observations of teachers. This enables teachers to share best practice and make adaptations to their practice accordingly. As a result, this informs the teaching and learning team about the training requirements for staff.

To ensure personalisation is embedded in all subjects and students given the best opportunity to make progress, pupil profiles are created for our more complex students. These profiles outline students’ needs, targets and personalised strategies to support them in lessons. The profiles are reviewed three times during the year by all their teachers and targets are monitored and we use these to check on students’ progress.

[Click here for an example of an anonymised pupil profile.](#)

In addition, subject leaders meet regularly as part of Raising Attainment and Progress (RAP) meetings. During these meetings, a review of the support and progress of students is discussed and actions are put in place to accelerate progress. This is then shared with subject teachers to ensure appropriate interventions are in place to further support students who need them.

How are the Governors involved and what are their responsibilities?

The role of the governing body is to provide appropriate challenges to the school leadership to ensure the team is fulfilling its statutory duties as well as ensuring all students have appropriate provision to meet their educational needs. The leadership team ensures the SEND policy is in line with the Disability and Discrimination Act and that resources are used efficiently and effectively. Cath Lennon is our SEND Governor and communicates with the Academy Leadership Team (ALT).

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress. A member of ALT reports to the governors to update them on the progress of students with SEND. This report does not refer to individual children and confidentiality is maintained at all times.

What adaptations are made to the curriculum and environment to ensure it is accessible for my child?

[Click here to see our Accessibility plan.](#) See attached our Academy accessibility plan. This outlines our plans to further improve access to the curriculum, environment and communication.

Curriculum:

All teachers are teachers of SEND and are responsible for setting work at an appropriate level to ensure students are able to access the curriculum and make progress accordingly. Typically, this might indicate there are different levels of work set for the class, and on occasions this may be individually differentiated. The benefit of differentiation is that all children can access the curriculum content at an appropriate level. In a classroom this is usually in the form of bronze, silver and gold activities.

To support inclusion and access to the curriculum, additional provisions are made for some students. These are outlined below and they provide all students with the opportunity to meet and/or exceed their targets:

- **Nurture group** - a small group of students in year 7 receiving a high level of support; taught in the nurture class for the majority of the time and following a bespoke curriculum. This class is supported by a consistent member of support staff.
- **Foundation learning groups** - a small group of lower ability students taught together in most lessons. They work towards achieving relevant qualifications which may include entry level qualifications, vocational studies, ASDAN, Prince's Trust and functional skills as well as others. This curriculum pathway focuses on developing independent life skills and enables them to gain access to appropriate post-16 studies and prepare them for life after school.
- **Wave 2/3 specialist interventions** - regular targeted withdrawal sessions delivered by our highly skilled SEND support team - with the principal aim of accelerating learning or reducing deficits in literacy, numeracy and soft skills.
- **Learning Support Unit** - an internal provision for students with significant complex learning needs and/or social and emotional needs where bespoke intervention packages are delivered as part of timetabled lessons and withdrawal sessions. Lessons focus on embedding soft skills including communication, working with others, problem solving and independence whilst also focusing on preparing for adulthood.
- **Henry Barran Centre** - an off-site provision for students with complex social emotional and mental health needs. It provides a positive and engaging learning environment for students unable to access education at the main site.
- **Extra-curricular clubs** - identified students participate in various clubs to develop leadership and personal skills.

“Being in a big class was hard - it was too noisy! I like working in a small class in the LSU because I can do my work better and focus more.”

Year 7 student with complex SEMH and learning difficulties

Environment:

All doors in the Academy are wheelchair accessible and disabled toilets are located throughout the Academy. There are various lifts, ramps and evacuation chairs located around the building for access to all areas of the building.

The needs of all students and staff are taken into account with further adaptations being made where appropriate, including but not limited to:

- Risk assessments including Personal Emergency Evacuation Plans
- Evacuation chairs for students with physical disabilities
- Coloured overlays - to support students who suffer from visual stress with reading
- Access to word processors to support students with fine motor difficulties
- Auxiliary aids (e.g. radio aid) for students with hearing impairments
- Written materials in alternative formats
- Alternative arrangements for exams including, but not limited to rest breaks, readers and prompts

“Teachers are more aware of my condition and are more informed so I am doing better. Getting around school was hard but I am better now.”

Year 8 student with a visual impairment

How will I know how well my child is doing?

The communication link between school 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 your child's coach, Student Support Manager or subject teacher, depending on the query. Parents/carers are expected to check their child's planner on a regular basis to monitor their progress using positive and negative comments. Parents/carers are also encouraged to write comments if there are any concerns or to pass on essential information.

Throughout the academic year, there are various opportunities for parents/carers to discuss their child's progress. These may be through pastoral staff or parents' evenings. Reports are also shared with parents/carers following assessments.

In addition, we have various open days throughout the year which are organised to showcase our Academy and give parents/carers the opportunity to discuss matters further with staff.

“The meetings have been supportive and my son wants to learn more now... He is enjoying school now and his reading and writing has improved a lot.”

Parent of a student with complex learning needs

What support is there for my child’s overall wellbeing including social and emotional development?

The Academy is proud of the exceptional pastoral care we provide for our students through our guild system. Members of the guild teams support our students’ pastoral, social, emotional and behaviour needs, as well as monitoring their day-to-day needs.

To support our SEND students, we have designated highly skilled pastoral staff for students who access our LSU and alternative provisions. These members of staff provide above and beyond support including social emotional support, mentoring, independent travel training and social skills interventions to ensure all our students feel safe and have the best opportunity to succeed.

If there are concerns regarding emotional wellbeing, referrals are made to our school-based counsellor who provides direct support. A number of students with SEND have accessed direct support from our Counsellor. Further guidance is also sought via targeted services following consultation with parents/carers. As a result, there has been a noticeable positive impact on most students’ emotional wellbeing. Furthermore, numerous SEND students have benefitted from additional support from external targeted support services who liaise closely with academy staff.

In addition, some students have timetabled Personal Social and Health Education lessons as well emotional literacy lessons, for those accessing the LSU. This helps to develop their understanding and helps them stay safe, healthy and enables them to manage their lives in the future.

All our students have weekly contact with their coaches, allowing them the opportunity to discuss any other concerns regarding academic progress or pastoral needs. The Academy has a zero tolerance on all forms of bullying and deals promptly with incidents if/when they occur.

The following members of staff are designated child protection officers:

Jonny Mitchell, Zena Zenonous-Walker (Lead), Charlie Greenwood, Nancy Elwell, Kim Ratcliffe, Kamran Ayub, Colin Prime, Karen Horler, Lauren Turnbull, Tanya Wheatley, Louise Maciag, Elaine Bleasby, Emma Wingfield

We also have a number of fully first aid trained staff who provide treatment for minor injuries and administer medication for students, under the guidance of medical professionals.

What external services are accessed by the school?

The Academy has a multitude of highly skilled staff including the Director of Inclusion (SEND), Intervention Tutors (classroom based support staff), specialist SEND paraprofessionals, a SEND teacher, Student Support Managers and Inclusion Support Workers.

The Academy also works closely with external agencies who are crucial to providing advice and guidance on students' needs. These include: SEN Officers, Educational Psychologists, Speech and Language Therapists, Teachers from the Deaf and Hearing Impairment Team (DAHIT), Child and Adolescent Mental Health Services (CAMHS), Specialist Training in Autism and Raising Standards (STARS), Targeted services (The Cluster) and social workers. Referrals to these agencies are made via the Director of Inclusion (SEND). This year 47 students have had external agency input which includes assessments and direct therapy work.

“ChatterBug Speech and Language Therapy Service have provided direct support to 21 students at the Co-operative Academy. We have conducted assessments, supported with resources and contributed to EHCP reviews. Our therapists have worked with, coached and provided training to a number of paraprofessionals to help develop their knowledge and skills in identifying and supporting pupils with SLCN.”

Consultant speech and language therapist, ChatterBug

What training and development is accessed by staff supporting those with SEND?

It is a prerequisite that all classroom based staff undertake SEND awareness training which consists of understanding what SEND is; knowing how to access relevant information and understanding how to adapt their practice to support the inclusion of all students. Throughout the year numerous training sessions have been delivered by key staff to raise awareness of various aspects of SEND and to maintain high standards. Further updates about the SEND students' needs and training is shared with members of staff on a regular basis.

The SEND team works closely with the authority's Complex Needs Team including the Educational Psychologist, SEN Officer, DAHIT, STARS as well as nurses and speech and language therapists. Key members of staff attend briefings and training regarding our students to keep up to date with changes.

In addition, various external partners have delivered bespoke training to key staff including: phonics aimed at low ability students, deaf awareness, visual impairment, diabetes, epilepsy training.

A number of support staff are also 'Team Teach' trained to support and re-engage students with behaviour difficulties. Pastoral staff have received bespoke training from our Educational Psychologist on how to support students with communication difficulties.

All paraprofessionals are trained on how to effectively deliver specialist programmes as recommended by the SEN Officer and speech and language therapist. They also have regular opportunities for continued professional development by sharing best practice with other classroom based staff at the Academy. This takes place weekly during twilight sessions. As a result of various training, members of staff are more able to effectively respond to the changing needs of individual students.

How will the school support students with the transition to the next phase of education?

We understand the stress of moving schools can be very difficult for young people. Therefore, the Academy runs transition days for incoming Year 6 students. We also run an additional SEND transition day for students who need more support to settle. Typically, this includes numerous visits with parents and key staff from primary schools.

This plan provides a clear pathway for supporting the engagement of students in mainstream lessons and to help bridge the gap between nurture and mainstream. This involves additional visits to the Academy for students with high level needs or those who have SEMH needs. Students are encouraged to take part in a variety of social activities and team building activities to support them to feel more prepared for their arrival in September. Our SEND team liaises closely with primary schools to share essential information in preparation for our new starters.

All students in year 11 have input around careers to explore post-16 options and career aspirations; some have direct support from our careers advisor. All SEND students leaving the Academy will be in some form of education, employment or training. The current year 11 SEND cohort has successfully completed applications - their intended destinations being sixth form and a variety of vocational level 1 and 2 courses including motor vehicles, hair and beauty, digital arts, business, media and electrical installations.

For students with Education Health and Care Plans, our Director of Inclusion (SEND) liaises with the local authority's Transition Advisor to ensure students have a transition plan in place for the next phase of their education. He also liaises with the high needs coordinators in post-16 institutes.

How are the school's resources/funding allocated and matched to children's needs?

The Academy ensures students with additional levels of funding - students who are working considerably below their peers or have complex needs - receive additional support in class through nurture/foundation learning groups, specialist withdrawals, access to our Learning Support Unit, support from external partners and additional resources, where applicable.

Who can I contact if I want my child to attend the Academy or if I want any further information?

If your child has SEND, please contact our Director of Inclusion to discuss their needs before completing the application. This will ensure appropriate measures are in place before your child begins education at the Academy.

If your child has an EHCP please get in touch with the local authority who can support with naming an appropriate school. This may include a visit to our Academy and a meeting with our Director of Inclusion.

Application forms can be obtained from the Academy's main reception or website.

[Click here to see our Admissions page.](#)

Who can I contact if I have a complaint?

In the first instance please make contact with our Director of Inclusion (SEND) outlining your concerns. A meeting can then be arranged to discuss the matter where we hope to come to a resolution. We find that most concerns can be resolved in this way. We take all complaints seriously and they are dealt with swiftly.

[The Academy's complaints policy is available on the Academy website.](#)

If you require impartial advice contact Leeds SENDIASS on 0113 378 5020.