

Special Educational Needs and Disability Information Report

Coop Academy Bebington

Due regard has been given to the following legislation and guidance:

Equalities Act (2010)

Children and Families Act (2014)

Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)

Under the SEND Code of Practice, all schools have a duty to publish a special educational needs and disabilities (SEND) information report. This report should be considered in conjunction with the Academy's Special Educational Needs and Disabilities Policy.

Should you wish to clarify any information contained in this report, or require further details, please do not hesitate to contact the SEND Team via the School Office on 0151 645 4154 or

bebi.send@coopacademies.co.uk

1. What kinds of special educational provision are available at Coop Academy Bebington?

Co-op Academy Bebington is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community.

The SEND Department provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We cater for students with a range of needs such as literacy and numeracy difficulties, Autism, social, emotional and mental health needs, ADHD, dyslexic tendencies, mental health and hearing impairment. We also have a Resourced Provision Base for students with Moderate Learning Difficulties.

Students are only put on the SEN register if their needs require something different from or additional to the high 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.

More information about our **Resourced Provision**:

The Resourced Provision at Coop Academy Bebington is designed to meet the needs of students who have an Education, Health and Care Plan (EHCP) for Moderate Learning Difficulties. Specifically, it includes those students who currently are not able to adapt to the demands of the whole school curriculum and require smaller group specialist teaching for at least part of the curriculum.

Allocation of places in the Resourced Provision is controlled by the Local Authority and is dependent on needs identified with a statement of SEN or an EHCP. The provision caters for children from Key Stage 3 and 4.

The aim of the provision is to meet the individual needs of students in a small teaching group whilst providing and supporting access to the wider school community. This access includes supported inclusion, whenever possible, in appropriate lessons, and within extra-curricular activities and unstructured time within the school day. The aim will also be to gradually increase integration into the whole school curriculum depending upon the individual student's development.

The students in the Resourced Provision are taught by a specialist teacher in supporting their special educational needs with extra input from subject specialists where possible. The group will also be timetabled to different rooms for different lessons to enable them to gain the skills required to move around the school building. A suite of rooms is assigned to the Resourced Provision.

As students' progress through the school, they can access either GCSE, or alternative curriculum options. This allows them to leave school with qualifications when they may access further education or a secure place of employment.

Who is the school contact for SEND?

If you would like to talk about any special educational needs your child may have, please contact the SENDCo or Assistant SENDCo:

Assistant Headteacher/SENDCo: Miss Sally Spencer sally.spencer@coopacademies.co.uk

Assistant SENDCo/MLD Resourced Provision Base Teacher: Mrs Christine Edge-Sayer

christine.edge-sayer@coopacademies.co.uk

An appointment will then be made and any other relevant members of staff such as your child's Pastoral Leader will also be invited to attend, if you wish.

The SENDCo or Assistant SENDCo will be present at Parents' Evenings and Open Days.

You can also speak to your child's Form Tutor, Class Teacher or any member of the Pastoral Team. They will pass on any concerns to the SENDCo or Assistant SENDCo.

2. How do we identify, assess and provide for students with SEND?

Co-op Academy Bebington is an inclusive school and we support children with a wide range of needs. High Quality teaching for all students, including those with SEND, is a priority for the Academy and all teaching staff adapt their lessons to meet individual needs.

Support is personalised according to individual student need and follows a person-centred approach where the wishes of the child and their parents/carers are central to the planning and provision of support.

A graduated approach is used in the implementation of SEND provision at Coop Academy Bebington.

Stage 1: Non-register support (Universal)

This approach meets the requirements of most of our students. The required action in support of students is possible from within the resources and expertise that are already available in the mainstream school. Subject

teachers respond to all students and their needs within the classroom. This is primarily done through universal approaches to ensure High Quality teaching, whether pupils have or do not have a Special Educational Need.

Stage 2: SEN Support (K on SEND register - Targeted support)

Some students will have additional needs that require extra support which is identified as 'SEN Support'. Examples of interventions available at SEN Support are: Handwriting, English nurture lessons, , Emotional Literacy Support via The Hub, Motivate and CAMHS. Some SEND Support students will have a Pupil Passport which is written in collaboration with school and home.

Stage 3: Education Health Care Plans (E on SEND register - Specialist support)

The highest category of need is represented by students who have an Education, Health and Care Plan (EHCP). These students require additional resources, provided either out of the school's own funding (EHCP Level 2) or via a combination of school's funding plus 'top-up' funding provided by the Local Authority (EHCP Level 3). All EHCP Students have a 'Pupil Passport' which is produced in collaboration with the student, parents/carers and relevant outside agencies.

Process of Referral and Intervention:

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff. Where a student is not making adequate progress, the SENDCo, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

At the initial stage of identification, teachers may suspect that a student has SEN. While gathering further evidence (including the views of the student and their parents/carers) teachers will put general teaching support in place, where required. The student's response to such support can help to identify their particular needs.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENDCo, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEN support that is required to support the child.

If you think that your child may have a special educational need or disability, please contact the SEND Team, via the School office on 0151 645 4154, or bebi.send@coopacademies.co.uk, in order to discuss your child's needs in further detail.

How will the curriculum be matched to each child's needs?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual student's needs and requirements. Adaptation to the curriculum is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

All students have equal access to the National Curriculum, which is modified where necessary to meet students' needs. Access to educational activities would only be modified if it was likely to be prejudicial to the student's health, safety or wellbeing; this is avoided if at all possible.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and off site provision.

How is Coop Academy Bebington accessible to students with SEND?

The school building has been adapted for those with mobility issues to access the three floors. We have two lifts installed and these can only be accessed with keys. Keys are allocated to students and staff with mobility issues. External doors have ramps (where required) and ramps are externally placed in the Quad area and at the entrance to the school farm. There are four accessible toilets on the two floors all fitted with lowered door handles, light switches and have panic buttons installed. One has a changing bed whilst the one placed next to L10 is fitted with lockers, enabling us to provide personal storage for clothes and medical equipment. Stairs and external steps have been assessed and upgraded for those students with visual impairments. They have been colour coded to provide contrast. The toilet opposite the First Aid room has ceiling tracking installed. For students with medical needs, they are allocated passes and keys for the accessible toilets. They are opened to the students when the school is hosting an event, or it is open to the community. Disabled parking bays are allocated at the front of school and at the entrance to the Sports Centre. All facilities are regularly reviewed with Dalkia, the facilities management company.

What external agencies do we work with to provide services to children with SEND?

We support a multi-disciplinary approach to maximise the educational provision for students that have additional needs. Many agencies and support services can help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The SEND Department work with the following services:

- Educational Psychology Service
- Social Care
- SENAAT
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Educational Welfare Service
- CAMHS (Child & Adolescent Mental Health Services)
- Hearing Impairment Team
- Visual Impairment Team
- Autism Team
- Home Tuition
- English as a Foreign Language - MEAS
- School Nurse
- Connexions
- Careers Officer
- Medical Needs Team
- Health Services in School
- Specialist Nurses or Paediatric Consultants
- George Brooks Counselling Service

Transition: How will the school help my child move to a new group/year group or to a different school?

We recognise and understand that for children with SEND and their parents, transition to secondary school may present unique challenges and anxieties. With this in mind, the Year 7 Pastoral Leader and the SEND Team work closely with primary colleagues to share key information and strategies for children with SEND.

All primary schools are visited during the Summer Term before transition and a number of information-sharing meetings are attended, including Wirral's SENDCo SEND Transition Meeting.

Where appropriate the Academy works with primary SENDCo's and teaching staff, parents/carers and children to identify specific pre-transition support. This can include individualised tours/visits to the Academy, 'taster' lessons and introductions to key staff in order to facilitate a smooth transition to Year 7.

If a student with SEND is moving to another school, we will contact the SENDCo to ensure that they have information about the student's needs and how best to support their learning.

Where a student is moving to a further education provider for post-16 provision, the SENDCo will liaise with relevant staff at the provider to support a successful transition.

Who can I contact for further information or if I have any issues or concerns?

If you have any worries or concerns, or you wish to make a complaint, then please contact the SEND Team in the first instance. Please refer to the Academy's complaints policy which can be found on the website, for further details.

The SEND Link Governor is Mrs Kate Butler. To contact either the SEND Team or Mrs Butler, please contact the school office.

Further information can be found at Wirral's Local Offer: www.localofferwirral.org.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care as well as information about other local support services. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.