

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 two Resourced Provisions – one for MLD and one for SEMH.

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.

Resourced Provisions at Co-op Academy Bebington

Co-op Academy Bebington is commissioned by Wirral Local Authority to host two distinct Resourced Provisions (RPs). These RPs offer highly specialist, integrated educational placements for students who have an Education, Health and Care Plan (EHCP) and whose needs cannot be met through standard mainstream provision, even with high levels of school-based support.

Each provision operates with a dedicated team of specialist staff and offers a tailored curriculum designed to address the specific needs of the student cohort, with the overarching aim of promoting independence, academic success, and successful inclusion within the wider academy environment.

1. Moderate Learning Difficulty (MLD) Resourced Provision

Purpose and Focus: The MLD Resourced Provision is designed to support students whose primary barrier to learning is **Moderate Learning Difficulty (MLD)**. The provision focuses on accelerating progress in core academic skills while developing crucial functional life skills and fostering self-esteem.

Key Features:

- **Core Subject Specialism:** Provides specialist teaching for subjects like English, Mathematics, and Science, often following a highly adapted curriculum that focuses on functional literacy and numeracy skills.
- **Smaller Class Sizes:** Ensures a high adult-to-student ratio, enabling intensive, personalised attention and frequent, targeted intervention to close attainment gaps.
- **Skill Development:** Strong emphasis on developing independent learning skills, organisational strategies, and memory support techniques relevant to their needs.
- **Integrated Timetable:** Students benefit from a blended timetable. While specialist support is provided within the RP base for core subjects, students are generally included in mainstream classes for practical, creative, and physical subjects (e.g., Art, PE, Technology) to ensure a rich social and curriculum experience.
- **Accreditation Pathway:** The provision guides students toward appropriate and meaningful accreditation pathways, including Entry Level Qualifications, Functional Skills, or adapted GCSE routes, securing positive Post-16 destinations.

2. Social, Emotional, and Mental Health (SEMH) Resourced Provision

Purpose and Focus: The SEMH Resourced Provision is dedicated to supporting students with significant **Social, Emotional, and Mental Health (SEMH)** needs. The provision offers a safe, structured, and low-arousal environment to help students manage anxiety, develop emotional regulation, and acquire the social skills needed to successfully access education.

Key Features:

- **Therapeutic Environment:** The physical space is designed to be highly nurturing, predictable, and calm, promoting de-escalation and providing a secure base where students can regulate their emotions.
- **Emotion Coaching and Regulation:** Staff are trained in specific techniques (such as Emotion Coaching, trauma-informed practice, and de-escalation) to help students understand their feelings and develop positive coping mechanisms.
- **Reintegration Focus:** The core goal is to support the gradual and successful reintegration of students into the mainstream classroom environment. Inclusion is carefully planned, monitored, and increased incrementally, based on the student's emotional readiness and well-being.
- **Pastoral and Well-being Support:** Students have access to regular individual and group pastoral support, mentoring, and close liaison with external health services such as the Child and Adolescent Mental Health Service (CAMHS) where required.
- **Social and Communication Skills:** Targeted interventions focus on developing effective communication, repairing relationships (using Restorative Justice approaches), and navigating social dynamics successfully.

Admissions to Both Resourced Provisions

Admission to the MLD and SEMH Resourced Provisions follows the statutory procedure set out by the Local Authority (Wirral).

- **EHCP Mandate:** All students admitted to either RP must have a formally issued **Education, Health and Care Plan (EHCP)**.
- **Local Authority Gatekeeping:** Places are allocated by the Wirral Local Authority's SEND team. The academy does not manage direct admissions.

- **Consultation Process:** The Local Authority consults with Co-op Academy Bebington, and the decision to name the academy's RP on a child's EHCP is based on the suitability of the provision to meet the specific needs detailed in the plan.
- **Capacity:** Each Resourced Provision has a defined capacity, ensuring the academy can maintain the high staffing ratios and specialist resources required for effective support.

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:

Associate Assistant Headteacher/SENDCo: Mrs Ellie Myers Ellie.myers@coopacademies.co.uk

Assistant SENDCo: Mrs Amanda Maddocks amanda.maddocks@coopacademies.co.uk

Assistant SENDCo: Miss Lauren Evans lauren.evans@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' and EHCP summary which are produced in collaboration with the student, parents/carers, key worker 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.