

# Co-op Academy Princeville

## Special Educational Needs & Disability Information Report 2024/25

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<b>Review Schedule:</b>	<b>Annually</b>
<b>Executive Headteacher:</b>	<b>Rimah Aasim</b>
<b>Head of School:</b>	<b>Gemma Shaw</b>
<b>SENDCo :</b>	<b>Asma Majid</b>
<b>SEND Governor:</b>	<b>Mohammed Azam</b>

2024/25 Key Information	
SEND Coordinator (SENDCo) in School	Asma Majid
SENDCo Contact details	<b>Email:</b> Asma.Majid@coopacademies.co.uk
	<b>Telephone:</b> 01274 573298
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning &amp; monitoring the progress of children with special needs / SEND</i>	
When was this report last updated	22/10/2024

<b>Where to access the Local Authority's SEND Offer</b>	<a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a>
<i>The Local Offer provides information for children &amp; young people with special educational needs (SEND) &amp; their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health &amp; social care.</i>	
<b>Where to access the school SEND policy</b>	<a href="https://www.princeville.coopacademies.co.uk/page/?title=Policies&amp;pid=143">https://www.princeville.coopacademies.co.uk/page/?title=Policies&amp;pid=143</a>
<i>The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements &amp; the actual practice of the school.</i>	
<b>Where to access the School Accessibility Plan</b>	<a href="https://www.princeville.coopacademies.co.uk/page/?title=Policies&amp;pid=143">https://www.princeville.coopacademies.co.uk/page/?title=Policies&amp;pid=143</a>
<p><i>The accessibility plan should cover the below 3 areas.</i></p> <p><i>How the school will:</i></p> <ol style="list-style-type: none"> <li><i>1. Increase the extent to which disabled pupils can participate in the curriculum</i></li> <li><i>2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and</i></li> <li><i>3. Improve the availability of accessible information to disabled pupils.</i></li> </ol>	
<b>Areas of need as identified in the SEND code of practice report</b>	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

### **How we identify if a child needs additional support**

The procedures for identifying children with special educational needs and disability (SEND) and to monitor their progress will be clear, effective and straightforward. Any such procedures will take into account the SEND Code of Practice.

In working towards this principle, at Co-op Academy Princeville we monitor the progress of all children, to anticipate and identify needs as they arise and to provide support as early as possible. If there are concerns about a pupil's progress, attainment or behaviour, the class teacher will fill in a cause for concern form detailing needs, parental views, interventions, strategies and reasonable adjustments used so far.

This information is then reviewed by the Special Educational Needs and Disabilities Coordinator (SENDCo) who consults with parents/Carers and class teachers and decides on appropriate next steps. Parents/carers, children and any external agencies are involved in planning for any decisions that inform the child's learning.

### **How we will consult parents & children & involve them in their education**

At Co-op Academy Princeville we feel the best results are achieved where parents/Carers, schools work in partnership. At Co-op Academy Princeville we involve parents and children in planning for any decisions that inform the child's learning. The SENDCo assists parents/carers in their understanding of SEND procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations.

We ensure that assessment and review processes seek and take account of the views of parents/carers and the child. Provide clear and informative written advice for parents/carers about the identification and assessment of children with special educational needs.

We recognise that families have valuable knowledge of their child which we encourage them to share and we encourage families to be actively involved in relevant training/planning appropriate to their child's needs. We also provide opportunities to visit the school to discuss their child during target days, open events and by making appointments to see the class Teachers, SENDCo or a member of the leadership team.

Pupil progress meetings are also held with the teachers, SENDCo and leaders to discuss children's progress.

### **How we will assess & review pupils with SEND progress towards outcomes**

At Co-op Academy Princeville we recognise that effective outcomes for pupils with SEND will often depend on close co-operation between the schools, families and other professionals and views/reports are sought as part of the process.

Individual teachers have day-to-day responsibilities with regard to planning and managing the care and learning for students with SEND in their class.

We ensure Education Health and Care Plans and Individual Education Plans, are reviewed regularly and the appropriate action taken where required.

In addition to whole school assessments carried out each term, teachers for pupils with SEND complete a termly Pupil Passport. This allows SMART small steps of progress to be tracked and provides an opportunity to highlight the progress made by pupils with SEND.

All children on the SEND register access interventions this shows the small steps of progress that children with SEND make and identifies next steps. A affect size calculator is then used to measure the progress made.

The SENDCo, in collaboration with the phase leaders, pastoral leaders and senior leadership team, will deliver and monitor the provision/interventions to ensure the children make progress.

### **How we will support children in moving between phases of education & / or preparing for adulthood**

In our Early years settling home visits are carried out before children start in our Talking Two's/Nursery and a number of stay and play sessions are usually offered to all the children and their parents/carers to introduce children to the staff and academy during the Summer Term before their Autumn start.

For all of the children in the school, transition days take place each year during the Summer Term which enables all classes to move up to their next teacher and classroom.

To enable children with SEND to have a successful transition a multi agency transition meeting is put in place. Children also have an opportunity to visit their new setting and meet with key staff. A handbook is created with photographs of their new school and key members of staff. Assemblies to support children transition are delivered by staff and external professionals. Parents/carers are involved throughout the process and ensure a consistent approach is adopted at home.

Children in Year 6 have a transition day at their chosen high school, with extra transition activities planned for pupils with SEND. Discussions are held between key staff in our academy and the high schools to share all the relevant information about pupils to ensure their individual needs are met. Teachers also meet to discuss their new classes with the previous teacher and the SENDCo meets with teachers early in the new academic year to discuss support for their pupils with SEND.

Children for whom this move may be more of a concern, additional sessions are planned to build relationships with key members of staff and resources such as videos that the children can watch over the summer holidays showing classrooms, key staff etc are produced.

## **Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND**

Co-op Academy Princeville is committed to providing an appropriate and high quality education to all the young people that we serve. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with additional needs. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum, which enables all relevant aspects of school life to be accessible to them.

We aim to provide a communication friendly environment which ensures that children's speech, language and communication skills are planned for and supported throughout the school day.

Our curriculum has been adapted to take into account the key knowledge that will allow pupils with SEND to progress through a cumulative approach that builds upon prior learning with opportunities for practice and spaced retrieval. We also provide a 3 wave provision/interventions to ensure the children or young people make progress.

At Co-op Academy Princeville we have a Local Authority led Resourced Provision. It is managed by Bradford Metropolitan District Council to meet the learning needs of 22 pupils aged 5-11 with Social, Communication and Interaction including those with an Autistic Spectrum Condition (ASC) diagnosis.

The provision is staffed by council employees, who are outstanding specialist teachers and support staff with high levels of expertise and knowledge in teaching pupils with ASC. All the pupils are on the school roll and attend both mainstream and Resourced Provision lessons, where individual needs allow.

The Resourced Provision allows pupils with an autism diagnosis to access their education within a mainstream class, enabling them to be fully included in school life. The pupils spend as much time as possible within their mainstream class but have access to a Resourced Provision. The Resourced Provision provides a safe environment for them where they can access specialist interventions, precision teaching, social interaction support, small group teaching, and a bespoke curriculum (to match their individual needs).

The provision will ensure all pupils are working towards their Education and Health Care Plan (EHCP) objectives and that the needs of this plan will be met. Staff within the school have high expectations for the pupils, both within their mainstream class and the provision. Pupils will achieve the best possible outcomes against both their EHCP targets, and their academic education, through the school's broad and balanced curriculum.

## **How we train our staff who provide support to pupils with SEND & the existing expertise they have**

## **2024/25 SEND Information Report for Co-op Academy Princeville**

Staff receive training within school by the SENDCo, leaders, Educational Psychologist and specialist teachers to be able to meet the needs of children with SEND.

For other specific training staff attend offsite training sessions in order to fulfil their role and provide support to individual children with SEND. The SENDCo liaises with and advises school staff about individual students' profile of needs and supporting their planning for an individual education plan.

### **How we evaluate the effectiveness of the provision made for pupils with SEND**

The Senior Leadership Team of Co-op Academy Princeville will ensure high quality education and support for all, when deciding how to allocate resources and to prioritise access to services and accommodation within the Academy.

The Local Governing Bodies (LGBs) will identify a Named Governor for SEND who will fulfil their responsibility to scrutinise the work of the SENDCo and SEND team.

### **How we encourage & enable children with SEND to engage with activities available to children with no SEND requirement**

All teaching and learning support staff have a responsibility to ensure that each child is given every opportunity to fulfil their potential within the normal classroom situation. All staff should be aware of the learning support needs of all children they teach, and should ensure that the needs of each child is addressed in accordance with the Teaching and Learning policy.

### **How will Co-op Academy support children's social and emotional wellbeing?**

At Co-op Academy we focus on the 5 ways of wellbeing. The 5 ways of wellbeing are simple things we can do everyday to help us feel happier and more positive.

They are to connect, be active, keep learning and to take notice.

All children have access to high-quality lessons designed to build and strengthen their social and emotional skills. Where children are struggling with their social, emotional development Staff would raise concerns to the SENDCo by filling in an emerging needs form. The SENDCo will then observe and talk to the child, parents and key adults and the next steps agreed.

We have a number of interventions on offer to support children including looking after your wellbeing, worry anxiety, friendship, therapeutic story writing and 1:1 counselling sessions these are led by the school's behaviour and inclusion manager in school and supported by professional practitioners.

### **Number of pupils who have an EHCP (Education and Health Care Plan) who will leave school this year**

3 children with a EHCP in the Resourced Provision

**How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family**

The best results are achieved where multi agencies work in partnership. At Co-op Academy Princeville we Liaise with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies.

We also consult with SENCOs from other schools to ensure effective transition arrangements are made for students who are moving. Professional meetings are held, outcomes are sort and actions are undertaken in a timely manner.

The SENDCo is also the Deputy Designated Safeguarding lead and has a thorough understanding of policy and practices within safeguarding and has strong links of working with social care.

**What are our arrangements for handling complaints from parents of children with SEND about our provision?**

In the first instance you should discuss any concerns with your child's class teacher and then the SENDCo. Most complaints can be solved by talking with us as soon as you have a concern. However, if you still feel your complaint has not been dealt with please follow our school complaints procedure. This can be found on the school website:

<https://www.princeville.coopacademies.co.uk/page/?title=Policies&pid=143>