

Co-op Academy North Manchester
SEND Information Report
January 2024

This SEND Information Report provides information for parents and carers about the ways in which pupils with Special Educational Needs and Disabilities (SEND) are supported at Co-op Academy North Manchester.

The SEND Code of Practice (2015) states that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Key Abbreviations

ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
IHCP	Individual Health Care Plan
PD	Physical Disability
SEMH	Social, Emotional and Mental Health
SENDSCO	Special Educational Needs and Disabilities Coordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty (for example dyslexia, dyspraxia or dyscalculia)
TA	Teaching Assistant
VI	Visual Impairment

What kinds of special educational needs do we provide for in our school?

Co-op Academy North Manchester is an inclusive school with a commitment to meeting the needs of pupils with a wide range of additional needs in a way that suits them as an individual. All staff in the academy work collaboratively to create an environment where all children can thrive and go on to lead happy and successful lives. The SEND Code of Practice (2015) identifies four broad areas of need for the classification of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

There are currently 307 pupils on the academy's SEND register, of whom 233 are at the level of SEND Support and 74 have an EHCP. In the academic year 2022 to 2023, the academy successfully applied for 40 EHCPs.

The SEND team is made up of the SENDCo, Assistant SENDCo, Deputy Assistant SENDCo, Higher Level Teaching Assistants and TAs with considerable experience and expertise in meeting the needs of pupils with a wide range of additional needs. The HLTA team specialise in either English or maths, and work extensively to support the reading curriculum in Key Stage 3, as well as delivering ASDAN and Entry Level qualifications in Key Stage 4. TAs are trained in a wide range of interventions which address difficulties across all four areas of need, including Teenage Talkabout, Lego Therapy and bespoke physiotherapy programs. Many TAs have achieved their Elkan certification, giving them insight into meeting the needs of children with a variety of speech, language and communication difficulties.

How do we know if your child needs extra help?

Many pupils are identified as having additional needs at the point of transition from primary school, and support can be put in place as appropriate. Once at the academy, pupils undertake a range of regularly administered assessments to track attainment and progress. Where there are concerns about a child's progress, staff will raise these directly with the SEND Team and a course of action will be determined, which may involve further assessment, screening or, in some cases, consulting with other professionals, such as the Educational Psychologist or Speech and Language Therapist. Where there are concerns regarding physical or emotional needs, a referral may be made to School Nurse or Counsellors for further specialist support.

Who you speak to at the academy if you think your child may have special educational needs

Please address your query to the SEND inbox on noma-send@coopacademies.co.uk or phone main reception and leave a message on 0161 681 1592.

How we consult with young people with special educational needs and involve them in their education

All pupils with SEND are allocated a member of the SEND Team to act as their Key Worker in school. This person will write the pupil's Pupil Passport document and conduct a SEND review meeting with the pupil and their parent/carer once per term. At the review meeting, key information such as the pupil's current working levels, attendance and conduct logs will be discussed and the pupil will be directly involved in reviewing their current provision and planning their support going forward.

How we help you to support your child's learning

If you have any questions regarding your child's SEND support, you can contact the academy directly and arrange an appointment to speak to the SEND team. In addition, our Educational Psychologist runs regular parent and carer events, offering advice and support on a range of SEND issues. If you require independent advice regarding your child's SEND needs, you can contact the SEND Information and Support Service on 0161 209 8356, or email parents@manchester.gov.uk.

How we know what progress your child is making and how we keep them and you informed

Assessments take place regularly for all pupils throughout the academic year. This information is shared with the pupil and sent home at key points in the year so that issues with a pupil's progress can be identified and tackled quickly. Where a pupil is not making progress in line with their ability, discussions will take place at the child's termly SEND review meeting to identify what additional or different support that can be put in place, as well as what parents and carers and the pupil themselves can do to ensure the best possible outcomes for the child.

How we have supported young people with SEND and adapted teaching to best support them

Every pupil on the SEND register has a Pupil Passport which outlines their strengths, their barriers to learning and a range of strategies that staff can use to support them in their learning. These are stored centrally for staff to access, and are updated termly as part of the SEND review process. Teachers then implement the advice accordingly, adapting their teaching approaches, resources and the learning activities they provide to ensure that the pupil's needs are met. In this way, the vast majority of pupils' needs can be met through adaptive quality first teaching.

For some pupils with SEND, small-group intervention sessions are necessary to address a specific area of difficulty; for example, Personalised Additional Learning Support (PALS) sessions for additional literacy and numeracy, or Lego Therapy to boost social communication skills. These sessions are run by trained staff within the SEND department and pupils' progress is carefully monitored. A small number of pupils access additional in-class support from a TA to help them build the skills to access their learning independently.

How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Where specialist advice is in place, curriculum adaptations can be made to support pupils, such as studying ASDAN qualifications in place of one GCSE option at Key Stage 4. We also provide specialist equipment such as laptops, screen-sharing software, coloured overlays and reading pens. The academy building has two lifts to support non-ambulatory pupils in getting around the school. The SEND department is situated centrally in the school building for ease of access.

The department is based in a suite of rooms on the Inclusion corridor. This area includes: the Learning Support Hub, which provides a quieter environment for independent work, 1:1 intervention and small-group work; the Personalised Additional Learning Support Area, which comprises further teaching space for group intervention and support at Key Stage 3; Multi-Agency Rooms which are used by visiting educational psychologists, specialist teachers, speech and language therapists, counsellors and professionals from a range of agencies; a Key Stage 4 area fully equipped with IT to support the delivery of option subjects, and a Drama Therapy area.

How are staff in the academy supported to work with young people with special educational needs and what training do they receive?

Where pupils arrive with more complex needs, key staff liaise with the services involved, such as Lancasterian Outreach and Inclusion Service, to ensure that all necessary support, equipment and adaptations are in place for the pupil on arrival, and that important information regarding strategies in

place for that pupil are shared with other staff as necessary. Further advice might be sought from some of our local specialist schools, such as North Ridge or Grange School.

Our Educational Psychologist and Speech and Language Therapist hold information sessions on the pupils they have assessed, where appropriate, so that strategies to support pupils in overcoming more significant barriers to learning can be shared, discussed and implemented.

All staff receive SEND training annually, and new staff receive additional training as part of their induction process. Within the SEND team, staff are trained in meeting the needs of pupils with a wide variety of SEND, and specialist support is sought where necessary from a variety of external sources. Where any staff in school feel that they need additional support or guidance in order to meet the needs of a child with SEND, they contact the SEND team directly for advice.

When we have needed expert advice and support how have we secured that and what services have they provided?

The academy works with a number of external agencies and professionals to ensure that pupils' needs are met. This includes the Educational Psychologist, Speech and Language Therapist, Drama Therapists, various counselling services, the school nurse service, Eclipse, Alonzi House, CAMHS, community physiotherapy and occupational therapy and the Lancasterian Outreach and Inclusion Service.

How we check how well we are doing in meeting the needs of pupils with SEND

Individual pupils' SEND provision is continuously reviewed; pupils can raise issues informally through their regular meetings with their Key Worker, and provision is formally reviewed each term through the review process. Where a pupil is not making adequate progress, provision can be changed or increased as part of the cycle of assessment, planning, actioning and reviewing outlined in the SEND Code of Practice (2015). Where a pupil is consistently not making progress, further assessment of their needs will take place, possibly leading to a request for an EHCP assessment from the local authority to secure additional provision where necessary.

How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips

Pupils with SEND are actively encouraged to get involved in the many activities and opportunities provided by the academy, alongside their peers. Where a pupil needs additional support to access an activity or trip, this is provided by the SEND team. As part of our commitment to inclusion, no child with SEND misses out because of their additional needs. Pupil involvement in extracurricular activities and trips is promoted and celebrated as part of the termly SEND review process.

How we provide for you children's overall wellbeing

The academy provides an extensive range of pastoral support to ensure that pupils are safe, happy and successful. All staff receive regular safeguarding training, which covers a diverse range of topics and the most up-to-date information on best practice. Every child at the school is supported by their year group's Head of Year, their Pastoral Manager, and their Form Tutor. We also have a team of three Deputy Designated Safeguarding Leads (DDSLs), who are led by the Designated Safeguarding Lead (DSL). There is a strong emphasis on collaboration across the school to ensure that pupils are fully

supported. Where necessary, pupils are referred to additional services to receive further specialist support this may include Counselling or accessing our Manchester Mind offer or M-Thrive.

Pupils with medical needs are supported by an IHCP, and medication can be stored in school. Where necessary, pupils can be supported in managing conditions, such as diabetes care provided by trained members of staff. Several staff are trained in first aid across the school.

How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities?

The academy building is very accessible. There are wide doors, smooth floors and disabled toilets throughout the academy. In order to accommodate our visually impaired pupils, work has been carried out to visibly mark walls and columns so that obstacles to movement around the building have been removed. There are also two lifts, situated on opposite sides of the building. Work has recently been completed to level some additional outside space as the number of pupils being admitted to the academy each year continues to grow.

What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

Pupils with SEND follow the standard admissions procedures. Where a pupil has an EHCP, the parent/carers will be asked in their Year 6 review to name the secondary school of choice. For this reason, we strongly encourage parents and carers of pupils with EHCPs to attend our Open Evenings or otherwise contact the SEND team towards the end of Year 5 or early on in the autumn term of Year 6 so that we can discuss your child's needs and how the academy can meet them.

Where appropriate, pupils with SEND receive additional transition visits to support them to manage the change from primary to secondary. We also work closely with a number of local primary schools to identify pupils who may need additional support in preparation for transition.

All pupils in Year 11 have 1:1 appointments with the Careers Advisor, and pupils with SEND are prioritised on this list so that they can receive additional support, advice and guidance from the SEND team. Where necessary, pupils can be escorted by their Key Worker to look around colleges, and the SENDCo liaises with a range of local post-16 providers to ensure that transition goes smoothly, and support and examination access arrangements are carried over to the pupil's new provision.

Where can you find the academy's SEND policy and who can you contact for further information?

The SEND policy can be found on the policies page of the academy website. For any further enquiries, please contact the SEND inbox.

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

In the first instance, please contact the SEND inbox regarding any concerns around your child's provision. If you would like to make a complaint, please refer to the Complaints Policy on the website.

