

SEND

Information Report 2023-24

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| Author | J.Taylor |
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Introduction

At Copley Academy, we support children with special educational needs in line with the Trust's Policy. The Trust's policy and this information report apply to children and young people who have SEND and those who are looked after by the local authority and also have SEND. We are an inclusive school, and as such, support the Local Authority's Local Offer for children and young people with SEND.

1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying pupils with SEND and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the appropriate level of support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. Consulting and involving pupils and parent/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive SEND support.

Copley Academy consults and involves parents/carers and the pupils themselves during the Y6/7 transition process. This includes:

- An Open Evening that takes place early in the autumn term and allows the first opportunity for Y6/7 pupils and parents/carers to discuss our SEND provision in the Learning Support Unit which is staffed by the SENDCO and TAs.
- All Year 6/7 parents/carers and pupils are able to meet and talk to the SENDCO at the New Families Evening. Parents/Schools may also feel free to contact Mr Taylor prior to this, to discuss specific areas of need/provision required and to ensure the appropriate level of transition is in place.
- The Head of Key Stage 3 Miss Farrelly along with the SENDCO and Year 7 Pastoral Leader (Miss Wilde) will visit our feeder primaries to discuss pupils SEND needs and the support required.

- The Head of Key Stage 3, SENDCO and Year 7 Pastoral leader will also meet pupils in their primary setting to talk to them about transition and address any concerns they may have
- Year 6/7 transition days take place in early July and enhanced provision can be offered if all parties involved agree that this is necessary.
- Following the transition days in July parents/carers and pupils attend New Intake Evening where all pupils meet their form tutor and peers in their form group.

If a pupil known to have SEND joins Copley after the start of Y7, the parents/carers will be invited to a meeting with a member of the Senior Leadership Team. At the meeting, school staff will:

- Go through the admission pack
- Complete all the necessary forms and provide copies at the end of the meeting
- Discuss any particular needs
- Discuss any talents and hobbies
- Explore Key Stage 4 subject options (Y10/Y11)
- Confirm an initial testing date if required and a start date.
- Decide whether there is any particular information which should be shared with individual members of staff before start date

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of pupils needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress and adjust and amend these accordingly.

5. Supporting pupils moving between phases and preparing for adulthood

Copley Academy ensure that information is shared with the school, college, or other setting our pupils are arriving from or moving on to. For pupils moving to another setting we will agree with parents/carers and pupils which information should be shared.

Pupils receive Careers Education Information, Advice and Guidance (CEIAG) as soon as they enter Copley Academy as we strongly believe that this area is one of the key drivers to ensure our pupils succeed. The aim is to prepare and support every pupil to make informed choices about their next steps.

For pupils with SEND, Post-16 destination decisions are carried out in collaboration with the SEND team and parents/carers, ensuring a 'good fit' for each individual is in place.

The level of CEIAG input increases as pupils move from Key Stage 3 into Key Stage 4. There are a range of activities and events such as:

- 1-to-1 meetings with a Careers Advisor from Positive Steps
- College 'Taster' days
- College/Post-16 Providers drop-in sessions
- College/Post-16 Providers Assemblies

- Aspiration days
- University trips
- Next steps meeting with a member of the SEND team.
- Transition interviews/checks during PEN portrait reviews. Follow up phone calls if required once a student starts at College.

To ensure that the transition to Post-16 destination is successful, the SEND team liaise closely with providers, sharing the support received, in addition to any relevant information that is necessary.

6. Our approach to teaching pupil with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

Some of our interventions include:

- Social and emotional support
- Nurture groups
- Support at social times and after school
- Precision teaching
- Speech and Language support
- Lexia Literacy Intervention
- Lemonade Club-Social resilience

7. Adaptation to the curriculum and learning environment

Our approach to adapting the curriculum and the learning environment is described in our accessibility plan. We make the following adaptations to ensure all pupils' needs are met:

- Adaptive teaching through Wave 1 intervention to ensure all pupils find it accessible, for example, by grouping, 1:1 work, teaching style and the content of the lesson, ensuring that SEND data is considered when planning both short, medium and long term.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and/or larger font
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and/or reading instructions aloud.
- Visual stress tests
- Small targeted Maths and English intervention groups
- Precision teaching support Maths/English

8. Additional support for learning

We have three teaching assistants/teachers who are trained to deliver interventions such as:

- Speech and language support
- Maths programmes including Numicon
- Social and emotional programmes
- Lego therapy
- Phonics support
- Downs Syndrome support
- Talking Partners
- Basic sign language
- Precision teaching
- Lexia Literacy Intervention
- Lemonade Club-Social resilience

We work with a number of agencies including the following to provide support for pupils with SEND:

- Tameside Speech and Language Support Service - work with children aged 0-16 years and their families and help children who; have unclear speech, are late talkers, have difficulty understanding language, have difficulties with social use of language, are stammering, have feeding difficulties and/or have any other communication problems
- Tameside Sensory Service – support for children 0-16 years with a hearing impairment
- Tameside Virtual School for Looked After Children - provides high quality, personalised and aspirational learning opportunities through a team of teachers and professionals whose aim is to close the educational gap between children who are looked after and their peers who are not, alongside reducing rates of exclusions and persistent absence
- CLASS - support for schools for pupils with Social Communication difficulties including Autistic Spectrum Disorders (ASD), or with Specific Language Impairments (SLI)
- Tameside Educational Psychology Support Service - assesses the educational needs of children and advises parents/carers, school or the Council on how to meet these educational needs
- Barnardos – identifies and supports young people who become missing from home or from care
- Diabetic Support Service - maintains links between patient, family, hospital and school and with the Clinic for young adults leaving the paediatric service
- Tameside Early Intervention Team - a range of professionals from backgrounds including schools, youth, early years, community development, health, health visiting, education welfare, and school behaviour support who can support with parenting, debt issues, school attendance, housing and other issues affecting families
- Tameside Families Together - support for families with personal/life issues, employability and skill development to enable them to resolve multiple and complex problems
- Positive Steps - careers advice targeted at young people aged 13 to 18 to help them move into education, employment and training
- The Paediatric Epilepsy Service - a multi-agency team for children and young people aged 0-19 years who have a diagnosis of epilepsy
- Anthony Seddon Trust – supports the mental health and well-being of Tameside residents
- Tameside College - a further education college that offers a wide range of courses including Full-Time, Part-Time, Apprenticeships and University Level

9. Expertise and staff training

Our SENDCO has dedicated time each week to manage SEND provision. We have a team of three teaching assistants who are trained to deliver SEND provision.

10. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at half termly / 6 weekly intervals
- Using pupil voice
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans.
- Curriculum and Progress reviews

11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

12. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Pupils have access to support through the Bridge, counselling, nurture groups, lunchtime social interaction support through the Bridge, social story work, exam stress and support through the Ed-Psych and dealing with anxiety.
- We also have an on-site Alternative provision base. (Aspire Centre)

We have a zero tolerance approach to bullying. Further details can be found in the Trust's anti-bullying policy.

13. Complaints about SEND provision

Complaints about SEND provision in our school should be made in line with the Trust's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child/children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

14. Contact details of support services for parents/carers of pupil with SEND

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offer impartial, confidential and free support.

They can be contacted on: 0161 342 3383 with information provided at: <http://www.tameside.gov.uk/SENDdiass>.

15. Contact Details for the Academy

The form group teacher is the first point of contact.

Each year group also has a Pastoral Leader:

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| Miss Wilde | Year 7 |
| Ms Davies | Year 8 |
| Miss Lord | Year 9 |
| Ms Dillon | Year 10 |
| Mrs Wooliscroft | Year 11 |

You can also contact the SENDCO, Mr J Taylor. Initial contact can be made using the school telephone number, 0161 338 6684 or via e-mail jtaylor@copleyacademy.org.uk.

16. The Local Authority Officer

Tameside LA's local offer is published here: <http://www.tameside.gov.uk/localoffer>.