

# SEND Information Report 2024



Co-op Academy  
Nightingale



# What kind of special educational needs and disabilities (SEND) are catered for at Co-op Academy Nightingale?

## Cognition and Learning

- Specific Learning Difficulties (SpLD)  
E.g Dyslexia/dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound & Multiple Learning Difficulties (PMLD)

## Sensory and/or Physical

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Disability (PD)
- Multi-sensory impairment (MSI)
- Sensory need

## Social, Emotional and/or Mental Health

- Attention Deficit with Hyperactivity (ADHD)
- Emotional and mental health needs

## Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

# How do we identify if your child needs additional support?

When a child comes to school, we aim to identify SEND through careful monitoring of their progress across all areas of the curriculum to identify any gaps or need for extra help.

Developmental  
Curriculum

Formal  
Curriculum

Additional  
Curriculum

## Our Curriculum is made up of three parts:

- Developmental Curriculum - Supports pupils who are working below age appropriate expectations.
- Formal Curriculum - Teaching to the National Curriculum in all classrooms
- Additional Curriculum - Therapeutic support for pupils

## Does your child need extra help?

Class teacher supports all children with high-quality teaching

Classroom observations and ongoing assessments by class teacher

Conversations with parents and previous setting

Referral to the SENDCo

# How does Co-op Academy Nightingale assess and identify the needs of children?

## Cognition and Learning

- WRAT 5 Assessment
- GL Assessment
- SpLD Checklist
- NTS Assessments
- B-squared

## Sensory and/or Physical

- Sensory Checklist
- Deaf and Hearing Impairment Team (DaHIT)
- Visual Impairment Team (VIT)

## Social, Emotional and/or Mental Health

- Mindmate
- Evolve Psychology
- Emotional and mental health needs

## Communication and Interaction

- Speech and Language Therapist (SaLT) - Chatterbugs
- Mindmate
- Evolve Psychology

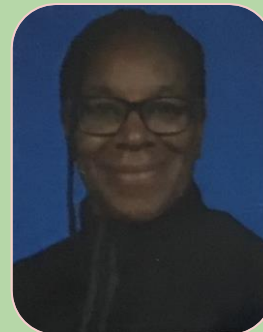
# Who is part of the SEND team at Co-op Academy Nightingale?



SENDCo - Miss Springer

Tel: 01132359164

Email:



SEND Teacher - Mrs Williams

# How do we involve and support parents of children with SEND?

We understand and value the importance of parental involvement in our pupil's education. All parents are encouraged to contribute to decisions regarding their child's education.

| Parent/Carer Views  |  |
|---|--|
| What do you feel is working well for the pupil in school?<br>Are there any improvements we could make for the pupil? If so, what?<br>What are your hopes for the pupil's future?<br>Signed: |  |

## How can parents get involved?

Regular communication with Class teacher, SENDCo and SLT

SEND Parent Meetings

Meeting with the SENDCo at Parents Evening

SENDCo Meetings/Annual Review Meetings

Termly parent voice on Pupil Passports

Attending meetings with outside agencies

All key reports shared with parents

# How do we involve children with SEND in shaping their education and future?

Staff will encourage pupils think about what they need help with to develop appropriate targets and and encourage them think about things that school can put in place to support them with these targets.

| All about me (Informed by pupil voice) |  |
|--|--|
| Areas of Strength                      |  |
| Areas of need                          |  |
| How to help me                         |  |

## How can children get involved?

Termly Pupil voice on Pupil Passports

Pupil voice during targeted interventions


Regular conversations with Class teacher, SENDCo and SLT

Pupils working with Class Teachers to agree on appropriate targets and work on them together

# How do you know that your child is making progress and meeting their targets?

We assess and track the progress of all pupils. Pupils on the SEN register have a pupil passport which has information on their termly targets, school assessments and reading data. This is updated termly and shared with parents.

| Plan            |        |                 |                          |           | Review<br>(Met,<br>Partially<br>Met, Not<br>Met) |
|-----------------|--------|-----------------|--------------------------|-----------|--|
| Area of concern | Target | Desired Outcome | Strategies and provision | Key staff |  |
|                 |        |                 |                          |           |  |
|                 |        |                 |                          |           |  |
|                 |        |                 |                          |           |  |

|  | Assessment |                    |         |       |                    |
|--|------------|--------------------|---------|-------|--------------------|
|  | Reading    |                    | Writing | Maths |                    |
|  | Level      | Standardised score | Level   | Level | Standardised score |
|  | Autumn     |                    |         |       |                    |
| Spring   |            |                    |         |       |                    |
| Summer   |            |                    |         |       |                    |

## How do you know if your child is making progress?

Regular communication with Class teacher, SENDCo and SLT

SEND Parent Meetings

Meeting with the SENDCo at Parents Evening

SENDCo Meetings/Annual Review Meetings

Termly Pupil Passports

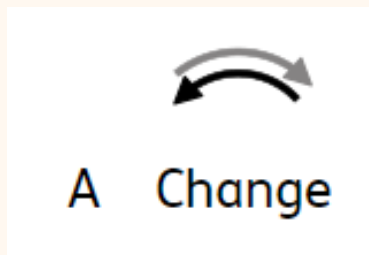
Attending meetings with outside agencies

All key reports shared with parents



# How will we support your child moving to or from our academy and how do we prepare them to join the next stage of education and life?

When it is time for a child with SEND to transition to a new year group or a new school, many strategies are put in place to ensure the transition is as smooth as possible.



## How do we support transitions?

Discussion with the previous or next setting before the pupil joins/ leaves us.

Discussions with parents/ other professionals

Transition time in their new classroom

Teacher information will be handed to pupils and parents

Class Teacher will receive all information about their new pupils

Pupils will spend time with their new teacher

Additional visits can be arranged for pupils who need extra time in their new setting

# How will teaching and the curriculum be adapted to meet the needs of your child?

| Area of Need                | Wave 1- Universal -In Class Quality First Teaching   | Wave 2-Targeted -Intervention   | Wave 3- Specialist - Individualised   |
|-----------------------------|--|---|---|
|                             | Provision  | Provision   | Provision   |
| Cognition & Learning        | <ul style="list-style-type: none"> <li>Differentiated curriculum</li> <li>Adaptive teaching strategies - scaffolds, writing frames, wordbanks, questioning, chunked learning</li> <li>Differentiated outcomes</li> <li>Dual coding</li> <li>Visual Timetables</li> <li>Blue background for slides</li> <li>Now and Next Boards on slides</li> <li>Choosing Boards</li> <li>Start and finish boxes</li> </ul>   | <ul style="list-style-type: none"> <li>Fresh start groups</li> <li>RWI Intervention/ 1-1 catch up programmes</li> <li>Group support in Literacy</li> <li>Group support in Maths</li> <li>Year 6 groups</li> <li>Speech and language therapy programmes and Interventions</li> <li>Pupil passport targeted interventions</li> <li>Core Curriculum Interventions (Year 6 boosters/ Multiplication)</li> </ul> | <ul style="list-style-type: none"> <li>1-1 in class support</li> <li>Speech and Language interventions with Chatterbugs</li> <li>Communication and Interaction Base</li> <li>DAHIT Team</li> <li>Visual Impairment team</li> <li>SENIT</li> <li>EP</li> </ul>   |
| Communication & Interaction | <ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Adaptive teaching strategies - scaffolds, writing frames, wordbanks, questioning, chunked learning</li> <li>Structured school and class resources</li> <li>Differentiated Outcomes</li> <li>Talk for Writing</li> <li>Visual timetables</li> <li>Use of symbols and pictures</li> <li>Choosing Boards</li> <li>Communication Boards</li> <li>Visual Cue Cards</li> <li>Makaton</li> </ul> | <ul style="list-style-type: none"> <li>Fresh Start groups</li> <li>RWI Intervention/ 1-1 catch up programmes</li> <li>Speech and language therapy programmes and Interventions</li> <li>Core Curriculum Interventions</li> <li>Group support in Literacy</li> </ul>   | <ul style="list-style-type: none"> <li>1-1 in class support</li> <li>Chatterbugs Speech and Language 1-1 interventions / small groups</li> <li>DAHIT Hearing Impairment 1-1 support</li> <li>Visual Impairment 1-1 support</li> <li>NHS Speech and language sessions 1:1</li> <li>Mindmate/CAMHS</li> <li>STARS Team</li> <li>Communication and Interaction Base</li> </ul> |
| SE MH                       | <ul style="list-style-type: none"> <li>Whole school behaviour policy - Golden rules, reward system, restorative practice</li> <li>Coop Values</li> <li>Circle Time</li> <li>PSHE Lessons - Jigsaw curriculum</li> <li>Behaviour Target Cards</li> </ul>  | <ul style="list-style-type: none"> <li>Parent Stay and Play sessions</li> <li>Circle Time</li> <li>Circle of Friends</li> <li>Friendship groups</li> <li>Emotions interventions</li> <li>Mindfulness interventions</li> <li>Zones of Regulation Intervention</li> <li>1-1 with Pastoral support worker</li> <li>Gardening Club</li> </ul>   | <ul style="list-style-type: none"> <li>Co-op Counsellor</li> <li>1-1 in class support</li> <li>Individual timetable/ Access Curriculum Plan</li> <li>Communication and Interaction Base</li> <li>Mindmate/CAMHS</li> <li>STARS Team</li> <li>SEMH Inclusion Team</li> <li>EALP Therapy</li> <li>EP</li> </ul>   |
| Sensory & Physical          | <ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Teacher awareness of Sensory and Physical impairment</li> <li>Ranges of resources - pencil grip, wobble board, fidget toys</li> </ul>   | <ul style="list-style-type: none"> <li>Parent Stay and Play sessions</li> <li>Movement play with a PE coach</li> <li>Sensory Profile</li> <li>Sensory Circuits</li> </ul>   | <ul style="list-style-type: none"> <li>Visual Impairment Team</li> <li>Deaf and Hearing Impairment Team</li> <li>Physiotherapists</li> <li>Communication and Interaction Base</li> </ul>  |

All teachers will use high-quality teaching strategies to support the needs of all pupils. If more support is required, class teachers will make specific adaptations to support the needs of individual pupils. This will be supported by discussions with the SENDCo, SLT and Parents.

# How is the school environment made accessible?

## Sensory and/or Physical

- Full accessibility inside and out.
- Lifts
- Adult support
- Individual adaptations, e.g. ear defenders, movement breaks etc

## Communication and Interaction

- Dual coding to support pupils with SEND and EAL
- Communication Boards/ Now and next
- Makaton Signs and Symbols
- Translators
- Translated documents for parents

## Cognition and Learning

- Dyslexia friendly classrooms, e.g. blue backgrounds, larger text etc
- Individual adaptations, e.g. differentiated learning, concrete resources
- Individual curriculum targets
- Adult support

## Social, Emotional and/or Mental Health

- Adapted timetables, e.g. soft start and finish to the day
- Access to quiet spaces
- Access to Pastoral Support

# What expertise do our staff have for supporting children with SEND and what training have they received in the last three years?

## In-School Training

- WRAT 5 Assessment
- GL Assessment
- B-squared
- Makaton
- Team Teach
- Autism Education Training (AET)
- Sensory Circuits
- Communication Boards
- Dyslexia Training
- Attachment & Trauma Training
- Intensive Interactions
- Restorative Practice

## Outside Agency Support

- STARs (Autism support)
- Deaf and Hearing Impairment Team (DaHIT)
- Visual Impairment Team (VIT)
- Special Educational Needs Inclusion Team (SENIT)
- Social, Emotional and Mental Health (SEMH) Inclusion Team
- Educational Psychologists (EP)
- Health Nurse
- Speech and Language (NHS/ Chatterbugs)

The staff are supported by a SENDCo who is currently completing the National SENCo Award, Master's Degree in Education.

# What other experts do we work with to support children with SEND?

We will always seek to support parents and school through a range of additional support services.

The decision for a referral to an outside agency will be made jointly between the class teacher, the parent and the SENCO.

## Outside Agency Support

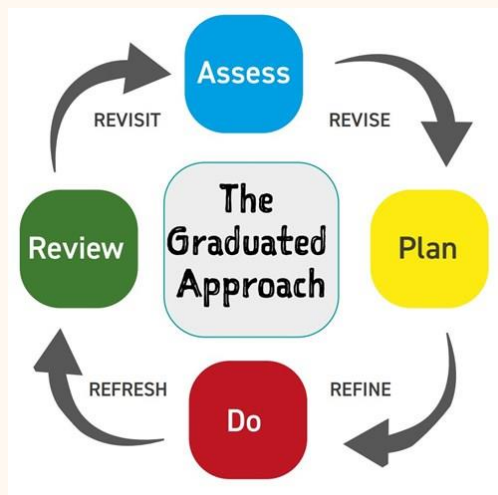
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- Educational Psychologists (EP)
- Health Nurse
- Speech and Language (NHS/ Chatterbugs)
- Physiotherapist
- In-school Therapist
- East Area Inclusion Partnership (EAIP)



# How do we know that the support provided to children is effective?

The school has a range of monitoring systems in place to ensure that provision is effective for supporting pupils. These all quality assure our provision and are used to judge the effectiveness of our systems and policies.

This is enacted through the graduated approach.



## How do we monitor support in school?

Pupil Progress meetings

SENCo meetings with teachers

Lesson observations

Monitoring planning and pupil's work

Monitoring pupil passports

Pupil and parent voice

External visitors support with the monitoring of provision

# How will my child be included in activities outside the classroom including trips?

We are fully inclusive with regards to activities outside the classroom. Every child in our school is enabled to take part in all activities through careful planning.

World Book Day



Deaf Friends Visit

Harewood House



## How do we support your child to access all activities?

Individual Pupil Risk Assessment (IPRA)


Conversations with venues and external providers prior to visit

Visual and concrete resources are used to support

Support with the change, e.g. social stories, visual timetables

# How will Co-op Academy Nightingale support my child person's social and emotional wellbeing?



| Area of Need  | Wave 1- Universal -In Class Quality First Teaching  | Wave 2-Targeted -Intervention   | Wave 3- Specialist - Individualised   |
|---|---|---|---|
|   | Provision   | Provision   | Provision   |
| SE <br>MH | <ul style="list-style-type: none"> <li>• Whole school behaviour policy - Golden rules, reward system, restorative practice</li> <li>• Coop Values</li> <li>• Circle Time</li> <li>• PSHE Lessons - Jigsaw curriculum</li> <li>• Behaviour Target Cards</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Stay and Play sessions</li> <li>• Circle Time</li> <li>• Circle of Friends</li> <li>• Friendship groups</li> <li>• Emotions interventions</li> <li>• Mindfulness interventions</li> <li>• Zones of Regulation Intervention</li> <li>• 1-1 with Pastoral support worker</li> <li>• Gardening Club</li> </ul> | <ul style="list-style-type: none"> <li>• Co-op Counsellor</li> <li>• 1-1 in class support</li> <li>• Individual timetable/ Access Curriculum Plan</li> <li>• Communication and Interaction Base</li> <li>• Mindmate/CAMHS</li> <li>• STARS Team</li> <li>• SEMH Inclusion Team</li> <li>• EAIP Therapy</li> <li>• EP</li> </ul> |

Our school has a range of provision in place to support pupils at different levels of need. We encourage pupils to make good progress socially and emotionally by having a clear behaviour policy and a robust safeguarding policy. The PSHE (Personal, Social, Health, Emotional) curriculum covers all areas of pupil safety and wellbeing and, as with the other subjects, the content and teaching of this is adapted to ensure that it is meaningful for individuals with SEND.





# How do we ensure that all members of our academy community are valued and differences are respected?

Through our ethos and values we foster a respect for diversity and an appreciation for our community's strengths and needs.



## How are members valued within our academy?

Everyone has a voice and is encouraged to take an active role in supporting our academy.

Our community are supported on all levels, e.g. family support, book sheds, food parcels

Community events

# What other support is available to parents and how can I contact them?

School can help you get in contact with other support.

We use services that can provide support to parents on practical information and emotional support, training or short breaks.

Useful links for parents to services:

[www.leedslocaloffer.org.uk](http://www.leedslocaloffer.org.uk)

[sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk)

[www.scope.org.uk](http://www.scope.org.uk)

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

## Outside Agency Support

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- Health Nurse
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- Physiotherapist
- In-school Therapist
- East Area Inclusion Partnership (EAIP)

# What do I do if I need to make a complaint?

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.

## **How can we support you with a complaint?**

Conversation with class teacher

Conversations with SENDCo

Conversation with SLT

Complaints procedure