

SEND Information Report 2026–27



Co-op Academy
Nightingale



Reviewed September 2026
Next review: September 2027

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



Assistant Headteacher
SENDCo - Ms Banyard
nigh-send@coopacademies.
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Tel: 0113 2359164



Assistant SENDCo - Miss
Charlotte
nigh-send@coopacademies.
co.uk
Tel: 0113 2359164

If you have an initial concern about your child's progress or needs, please speak to their class teacher.
You can also contact our SEND Team using the details above.

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)

At Nightingale, we are an inclusive mainstream academy. We recognise that every child is unique and that pupils may have needs across more than one area of SEND.

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.

Curriculum designed for all, including learners with SEND:

- We support pupils who are working below age appropriate expectations.
- We teach to the National Curriculum in all classrooms.
- We offer therapeutic support for pupils.
- We adapt and adjust planning to meet the needs of all learners.
- We endeavour to keep with the theme but adapt the objective.
- We have a Intervention Space which focuses on interactions, provision and communication.

***SEND and EAL:** EAL in itself is not Special Educational Need. Language development, previous education, progress over time and family information are considered. We have access to interpreters and regularly translate information so parents can participate fully.*

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
- Welcomm
- 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 checklist

Communication and Interaction

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

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.

Parents views help us understand a pupil's individual strengths and needs to inform appropriate support; it is not a tool used in isolation to identify SEND.

Co-op Academy Nightingale

SEND Coffee Morning Dates for 2026-27

Friday 11th September

Friday 25th September

Friday 9th October

Friday 6th November

Friday 20th November

Friday 4th December

Friday 18th December

@ 9:00am



Parent/Carer Views

What do you feel is working well for the pupil in school?

Are there any improvements we could make for the pupil? If so, what?

What are your hopes for the pupil's future?

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

Attend our fortnightly SEND Coffee Mornings

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

We believe children should be active participants in decisions about their education.

Staff support pupils to identify their strengths, the things they find difficult and what helps them to learn. Their views help inform their Pupil Passport, targets and the support and adaptations we put in place.

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 (Met, Partially Met, Not Met)
Area of concern	Target	Desired Outcome	Strategies and provision	Key staff	

For pupils with SEND, progress is considered from their individual starting point and may also include communication, independence, engagement, attendance, emotional regulation and other individual outcomes.

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

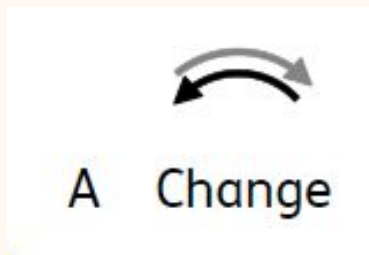
Termly Pupil Passports

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 (For all pupils)	Wave 2-Targeted (Pupils with SEND Support Needs)		Wave 3- Specialist (Pupils with EHCPs)
	Provision	Provision		Provision
Cognition & Learning	- Scaffolded curriculum - Scaffolded Delivery - Differentiated outcomes - Visual aids - Visual Timetable/ Objects of Reference - Pre-teaching - Dual coding - Reduced text - Colourful semantics - Specific resources - desk screen, pencil grip, finger spacer etc. - Now and Next Boards (portable boards for transition) - Choosing Boards - Start and finish boxes - Illustrated Dictionaries - Fine and gross motor activities - Differentiated sitting space - Writing frames - Word banks - Finy time - Blue backgrounds on slides	- EYFS Wellcomm groups - EYFS Social interaction groups - Year 2 Booster - Year 6 Booster - Fresh start - RWI Intervention - Talk for Writing - Pre-Teaching group - Maths catch up group	- RWI Phonics 1-1 catch up programmes - Group support in Literacy - Group support in Maths - Reading volunteers - Lego therapy - Simultaneous spelling (SOS) - Precision teaching (whole-word reading) - Memory Games pack - Memory work - Letter strings	- Individual tutoring in maths, reading or writing - Curriculum Access Plan - Additional Needs Teaching Assistants (ANTAs) - Access to the Intervention space - SENIT Referral - EP Referral
Communication & Interaction	- Makaton - Communication Boards - Visual resources - Visual timetables - Social story - Visuals on lanyards - Now and next on slides	- EYFS Wellcomm groups - EYFS Social interaction groups	- Speech and language therapy programmes - Chatterbugs Intervention first - Wellcomm	- Chatterbugs 1:1 therapy sessions - NHS Speech and Language sessions - STARS Team Referral - DAHIT Hearing Impairment 1-1 support - Visual Impairment 1-1 support
Social, Emotional and Mental Health	- Whole school and class reward systems - Whole school and class rules - Coop Values - Whole school policy for behaviour/Restorative Practice/ SEAL - Circle Time - PSHE Lessons and the Jigsaw curriculum - Forced choices - Differentiated approach to behaviour management - Target cards - Specific Resources, e.g. fidget toys, pencil grip, desk screen, playdough - Movement breaks - Class monitor/jobs - Growth mind-set	- Zones of regulation - Lego therapy - Sensory Circuits - Circle of Friends - Friendship groups		- Co-op Counsellor 1-1 with Pastoral support worker - Individual timetable - Curriculum Access Plan - Access to the Intervention Space - SEMH Inclusion Team Referral - Mindmate/CAMHS Referral - EAIP Referral - EP Referral
Sensory & Physical	- Sensory Profile - Resources to support with sensory differences - Differentiated seating in the classroom - Calm music (when appropriate) - Dim lighting (when appropriate)	- Movement play with a PE coach - Warwickshire Fine motor skills intervention		- Visual Impairment Team - Deaf and Hearing Impairment team - Physiotherapists - Additional Needs Teaching Assistants (ANTAs)

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?

In-School Training

- Teach like a Champion (TLAC) strategies
- Zones of Regulation
- Makaton
- Team Teach
- Autism Education Training (AET)
- Sensory Circuits
- Communication Boards
- Dyslexia Training
- SENIT - Adaptive Teaching
- 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)
- EAIP (East Area Inclusion Programme)

At Nightingale, we believe all staff are responsible for SEND.

The staff are supported by a SENDCo and Assistant SENCo who are completing the National SENDCo Award, Postgraduate 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 SENDCo.



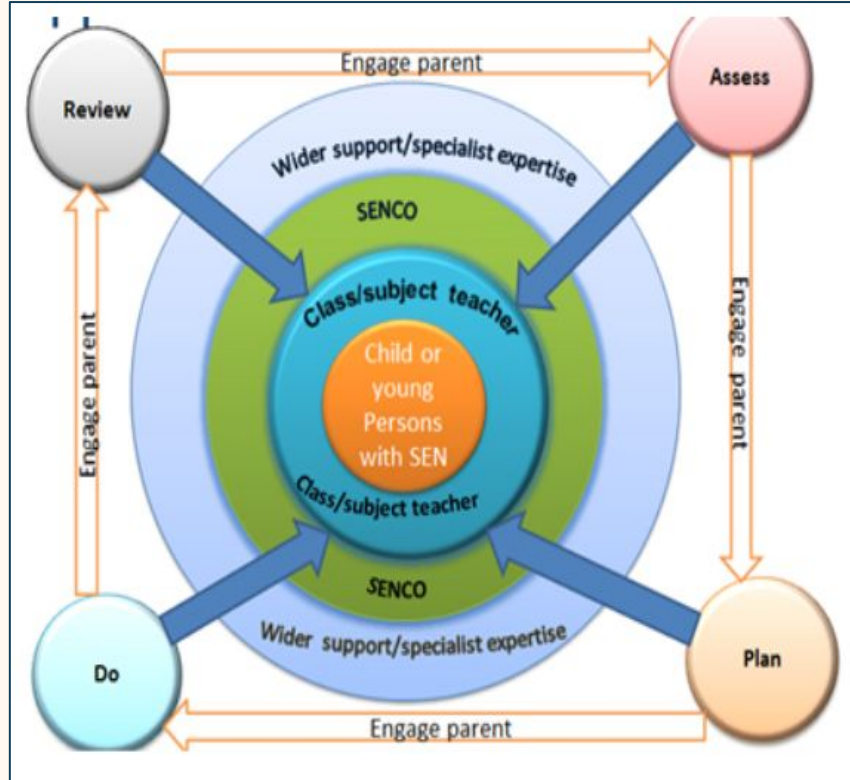
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- Social, Emotional and Mental Health (SEMH) Inclusion Team
- Educational Psychologists (EP)
- Health Nurse
- Speech and Language (NHS/ Chatterbugs)
- Physiotherapist
- In-school Therapist
- East Area Inclusion Partnership (EAIP)

How do we know that the SEND provision 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.

Support is adjusted if it is not having the intended impact.



How do we monitor support in school?

Pupil Progress meetings

SENDCo 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. We make reasonable adjustments wherever required so SEND is not a barrier to participation.

World Book Day



Deaf Friends Visit

Harewood House



How do we support your child to access all activities?

Pupil Risk Assessments

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?

Social, Emotional and Mental Health	Wave 1- Universal (For all pupils)	Wave 2-Targeted (Pupils with SEND Support Needs)	Wave 3- Specialist (Pupils with EHCPs)
	• Whole school and class reward systems • Whole school and class rules • Coop Values • Whole school policy for behaviour/Restorative Practice/ SEAL • Circle Time • PSHE Lessons and the Jigsaw curriculum • Forced choices • Differentiated approach to behaviour management • Target cards • Specific Resources, e.g. fidget toys, pencil grip, desk screen, playdough • Movement breaks • Class monitor/jobs • Growth mind-set	• Zones of regulation • Lego therapy • Sensory Circuits • Circle of Friends • Friendship groups	• Co-op Counsellor • 1-1 with Pastoral support worker • Individual timetable • Curriculum Access Plan • Access to the Intervention Space • SEMH Inclusion Team Referral • Mindmate/CAMHS Referral • EAIP Referral • EP Referral

Our school has a range of provision in place to support pupils at different levels of need. We recognised that behaviour can communicate an unmet need and 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 and Economic) 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.

★ BELONGING Strategy ♥

"Improving attendance, behaviour and well-being through connection, identity and inclusion."

B	B – Build trusting relationships We build strong, respectful relationships with pupils, families and each other. Trust is the foundation for belonging.	
E	E – Emotion coaching and regulation We support children to understand and manage their emotions through coaching, encouragement and safe, calm spaces.	
L	L – Lived experiences recognised and valued We value every child's background, culture and journey. Their experiences are seen, heard and respected.	
O	O – Opportunities through positive role models We provide opportunities to learn from and be inspired by positive role models who reflect ambition and possibility.	
N	N – Nurture and emotional safety We create nurturing environments where children feel safe, supported and cared for to grow and thrive.	
G	G – Growth mindset and high aspirations We believe in every child's potential and encourage a mindset of growth, resilience and striving for personal best.	
I	I – Inclusive environments and representation We create inclusive spaces where everyone belongs and sees themselves reflected and represented positively.	
N	N – Needs understood and supported We listen, understand and respond to individual needs so every child can access and succeed.	
G	G – Goals, engagement and success We set goals together, celebrate progress and keep children engaged on their journey to success.	

♥ **When children feel they belong, they are more likely to attend, engage and achieve.** ★

Belonging at Coop Academy Nightingale

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

sendiass@leeds.gov.uk

www.scope.org.uk

www.autismeducationtrust.org.uk

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)
- Physiotherapist
- In-school Counsellor
- 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.

<https://www.nightingale.coopacademies.co.uk/page/?title=Report+a+Concern&pid=144>

How can we support you with a complaint?

Conversation with class teacher

Conversations with SENDCo

Conversation with SLT

Complaints procedure