

SEND Information Report September 2024-2025 – Co-op Academy Walkden

1. The kinds of special educational needs for which provision is made at the school

Our Academy is an inclusive academy that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Please refer to our SEND policy for further details on our philosophy.

Specialist and dedicated staffing in the school include

An Assistant Principal for Inclusion and SENDCO (Accredited with National Award for Special Educational Needs Co ordination – NASENCO).

1 Deputy SENDCO and Hive Leader (Enhanced Resource Provision for students with Cognition and Learning Difficulties) (Accredited with National Award for Special Educational Needs Co ordination – NASENCO)

1 Lead Assistant SENDCO currently undertaking SEND NPQ

1 Assistant SENDCO - Level 7 accredited Specialist Assessor in Assessing for Access Arrangements.

1 SEMH and ASC Lead

1 Inclusion and SEMH Specialist

1 SEMH and ASC keyworker

1 SALT Coordinator (ELKLAN) and Thrive Practitioner

1 Community Lead and Teaching Practitioner

1 SEND Intervention Coordinator.

1 EBSA Keyworker

2 Inclusion Practitioners.

A team of 5 Year group TA3s who have additional responsibilities within a year group, including interventions and target setting and reviewing who are also ELKLAN trained.

A team of 7 Departmental TA3s who support students with additional needs in specific lessons.

We have an Enhanced Resource Base for students with Cognition and Learning Difficulties (The Hive) – this was set up in September 2013.

Places are allocated through the LA's SEND Panel process and are not available to other students in the Academy. The purpose of the provision is to enable students with Cognition and Learning Difficulties to access specialist small group teaching and intervention where needed and to access mainstream education where possible, thus combining the best of a special school education and a mainstream education. In general, students are taught Maths, English and Humanities subjects in small, highly supported groups, but are able to access

other subjects in mainstream with support from teaching assistants. At Key Stage 4, we offer a dual pathway of accreditation including Functional Skills Entry Level Maths and English as well as GCSE English and Maths a Btec Pre-Vocational course. Our aim is for every student to be included and to succeed in the main Academy as much as is possible.

The school was built in 2010-11, and as such, conforms to the DDA.

We have lifts which are accessible for those students requiring mobility support

We have accessible toilet facilities adjacent to every set of student toilets

We have accessible changing facilities adjacent to the sports changing facilities

Where needed, we work with parents, students and external agencies to put PEEPs (Personal Emergency Evacuation Plans) in place

We have an accessible shower room with hoists fitted

We have height adjustable tables / work benches in at least one classroom in each zone, and we timetable appropriately

We have refuge points with Evac Chairs and call buttons in each stairwell of the school should they be needed in the event of a fire

We have a hearing loop in school

We have disabled parking spaces at the front of school

We use the Hive as a support base to support a range of students at break and lunch times

2. Information about the Academy's policies for the identification and assessment of students with SEND

All students are regularly assessed in each subject. This information is used to monitor progress. Where students are making less than expected progress or demonstrating less than expected effort and are already identified as having SEND, we investigate how we can support them in particular subjects, liaising with teaching staff, the student, external agencies and the teaching assistants. Where students are not already identified we have an internal referral form which allows staff to communicate concerns. Some additional testing or investigations are often necessary, and this can mean referrals to external agencies.

Information from primary schools is our initial means of identification of students with SEND

We have an internal SEND referral form for teachers to use when they suspect a pupil may have a difficulty relating to SEND.

In Year 7, we test every student's reading age. Intensive intervention is put in place for those students with a reading age significantly lower than chronological age. This intervention is undertaken by a team of trained literacy TAs. Progress is reviewed at key points to determine whether or not further intervention is required in Year 8. Intervention is prioritised for Year 7 in the first instance and where resourcing allows Year 8 students thereafter.

In order to determine arrangements for external and internal examinations, we use Salford Learning Support Services to complete standardised tests.

We use GL Exact access arrangement screener in Year 9 to indicate whether a pupil may qualify for access arrangements at KS4.

We use a range of Speech and Language interventions including Lego Therapy and Bounce Forward Resilience. All interventions are available for every student who has been identified with having SEND, but particularly focusing on KS3 students.

We use the GL assessment Dyslexia and Dyscalculia tests, and we have a team of staff who have been trained to administer these tests

We use the Thrive baseline assessment to assess social and emotional health.

We work closely with the Educational Psychology Service as required for individual students and also to bring about systemic change and offer training to identified staff, parents and students

We hold weekly focus groups for year groups to discuss concerns, agree actions and put in early intervention and identification to ensure that no student is missed

We also use the THRIVE model introduced by Salford Local Authority, which enables us to identify further tailored and specific interventions

We assess students using observation in lessons and at unstructured times, liaising with specialists where appropriate. This can be informal or more formal using the ABC(Antecedent/Behaviour/Consequence) sheet to record our observations

Should we have concerns about a student, a meeting with parents and the student themselves is a key part of our process of identification

3. Information about the Academy's policies for making provision for students with SEND whether or not they have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such students

For all the following interventions, plans including reason for the intervention, objectives to be met and students' views are recorded. Where appropriate, pre and post data is included for determining the effectiveness of the intervention. This includes assessment data, reading and/or spelling ages, SDQs and Boxall Profiles

- *1:1 or paired/group support in lessons*
- *1:1 ASC support for identified students*
- *Speech, Language and Communication groups – narrative, inferencing and vocabulary*
- *Writing and spelling interventions*
- *Maths basic skills interventions*
- *1:1 reading intervention programme*
- *1:1 mentoring for identified students*
- *Social and Communication Group*
- *Handwriting support*

- *Therapeutic 1:1 sessions*
- *Use of alternative means of recording, eg laptops, reading pens*
- *Friendship groups*
- *Organisation and mentoring groups*
- *Personalised timetables*
- *Social stories and comic strip conversations*
- *Lego Therapy*

The SENDCO works alongside SLT responsible for teaching and learning, to quality assure SEND provision and the successful implementation of the SEND policy. This is done using a number of mechanisms such as;

- *Learning Walks and lesson observations to look at the standard of SEND provision in the classroom*
- *Analysis of data to track the progress of each student/pupil with SEND*
- *Book looks / examples of quality first teaching from departments*
- *SEND Departmental reviews*

At several points of the year we conduct pupil and parent views.

b. The Academy's arrangements for assessing and reviewing the progress of students with SEND

All students with Education, Health and Care Plans have an annual review at least annually. We invite the student, parents, SENDCo, Head of Year, other adults in school involved in the education and support of the student, any external professionals involved, and from Year 9 onwards, our careers advisor.

Students in Year 7 have a settling in / transition meeting in person or on the phone in the first half term.

'Meet the SENDCo' day is calendared which allows parents / carers to make appointments.

Every student on the SEND register has an Individual Learning Plan which is reviewed three times a year by the Year Group TA or key workers.

c. The Academy's approach to teaching students with SEND

The first response to students who are identified as having SEND is providing high quality teaching. Middle Leaders and teachers ensure that all lessons have different levels of scaffolding. This includes, pre-teaching of vocab, use of glossaries, use of visuals, chunking of information etc. We have a strong Universal Offer that is inclusive and of benefit for all students in the academy.

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to students' diverse learning needs and overcome potential barriers to learning and assessment.

All students have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for students with attainments significantly above or below the expected key stage levels.

All teachers:

- *set high expectations and provide opportunities for all to achieve*
- *take account of legislation requiring equal opportunities*
- *take specific action to create effective learning environments, secure students' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.*

For students with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEND

Teachers

- *take account of the type and extent of a student's special educational needs in planning and in assessment*
- *provide support for communication, language and literacy needs*
- *plan, where necessary, to develop students' understanding through the use of all available resources and experience*
- *plan to enable students to take full part in learning, physical and practical activities*
- *help students to manage their behaviour, to take part in learning effectively and safely and, at key stage four to prepare for work*
- *help individuals to manage their emotions, particularly trauma and stress, and to take part in learning*

Children with disabilities

Not all students with disabilities necessarily have special educational needs. Teachers take action however, to ensure students with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- *plan for enough time for satisfactory completion of tasks*
- *plan opportunities where needed for the development of skills in practical aspects of the curriculum*
- *identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals*

Where students are in ability sets, lower sets very often have regular teaching assistant support. All curriculum areas review sets at least once per academic year, and students are able to move between them

d. How the school adapts the curriculum and learning environment

High quality teaching for all students, not just those with Special Educational Needs, is vital. High quality teaching is embedded in schemes of work across the academy and metacognition is explicitly taught. Teachers have a good understanding of how to make reasonable adjustments to remove barriers.

The academy uses light yellow 3 on all presentations.

There are 'Supported Groups' across all core subjects which allows students to access a smaller teaching group with specialist TA support.

Some students have access to the Hive teaching groups.

Some students will work on laptops if needed.

There is a comprehensive internal CPD offer for all staff including support staff, and a team of senior staff and lead practitioners whose focus is teaching and learning. All new staff and trainees spend some time with the SENDCo looking at good practice and information sharing. There is collaboration within subject areas on differentiating schemes of work and lessons for the lower bands.

e. Additional support for learning that is available for students with SEND

*We are lucky enough to have a dedicated team of teachers and teaching assistants at Co-op Academy Walkden .
We have 2 teachers who teach solely in The Hive (Enhanced Resource Provision for students with cognition and learning difficulties)
We have Departmental teaching assistants
We have teaching assistants attached to year groups.
We have an ASC / SEMH team.*

*We have a strong pastoral team supporting year groups
We have a strong transition process which starts in Year 5 with our feeder primaries, and we have a dedicated transition lead in school
For students with Special Educational Needs and Disabilities, we schedule additional multi agency meetings as appropriate, both at the primaries and at Co-op Academy Walkden to ensure that a smooth transition takes place. Settling in meetings take place for students with EHCPs either in person or on the phone, in addition to the settling in evenings which take place for the whole year group.*

Students with SEND have Individual Learning Plans which explains additional support that is needed.

Reasonable adjustments are made for students where necessary including leave earlier passes, self regulation passes, fidget toys etc.

f. Activities that are available for students with SEND in addition to those available in accordance with the curriculum

Extra-curricular activities currently listed on the school website are open to all students, and reasonable adjustments where necessary are made to ensure that activities are fully inclusive.

Physiotherapy sessions take place for appropriate students in school

We run circle time, social and communication, mentoring, spelling, handwriting, friendship and typing groups during morning registration time.

All students are able to take part in residential and other school trips (depending on a risk assessment if required for health and safety purposes)

Additional trips and activities are arranged for the students in the Hive and other students with complex needs

g. Support that is available for improving the emotional and social development of students with SEND

Staffed quiet space for before school, break and lunchtimes

A SEMH and ASC Lead who is also a CAMHS link.

An SEMH and ASC key worker.

A Thrive Practitioner

A SEMH / EBSA TA

School counsellor

Circle time groups

Friendship groups

Peer mentoring for KS3 students

Social and communication groups

A school counsellor (2 days/week)

A school nurse

Strong links with outside agencies

Strong pastoral team

Dedicated and highly knowledgeable safeguarding team

We are actively engaging in Emotionally Friendly Schools and a Mental Health award for the Academy

Mental health strategy in the Academy

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCO

Mrs Sara King - Assistant Principal for Inclusion / SENDCo

0161 8501625

Mrs Gemma Maguire - Deputy SENDCo / Hive Leader.

0161 8501625

5. Information about the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured

Professional Development is in place for all members of staff at Co-op Academy Walkden . This means that each year staff have to consider their own training needs. This is carried out by the senior Leadership Team (including the SENDCo) We look at the needs of the children and identify any training which needs to take place.

Some of our teaching assistants are ELKLAN trained (a speech and Language training programme)

Staff work very closely with a variety of therapists from the Learning support service, Hearing Impaired, Visually Impaired, ASC,

Physiotherapists and our Educational Psychologist. Their support is sought when necessary.

All teaching assistants complete phonics training and training to support delivery of specific interventions.

We have weekly 'SEND Surgeries' to discuss specific students and how best to support them in lessons.

6. Information about how equipment and facilities to support CYP with SEND will be secured

There is a designated budget which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources. Careful consideration is made with regard to students coming to Co-op Academy Walkden, to ensure that the correct equipment to support their needs is in place. Liaison with external agencies and professionals is key to ensuring this is in place.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

Parents are always welcome to talk to us about their child's education. They are communicated with in the following ways:

Accessibility at parents' evenings and other evening events to the SENDCO

Meet the SENDCo days

Communication of direct dial and email of SENDCO to all parents

An open line of communication

Meetings with parents – these can be regular where there are particular concerns or complex needs, or less frequent where there is less need

Meetings and communication with SEND teachers and Teaching Assistants

Questionnaire for parents of new students asking their views about how their child learns best, which is then communicated to parents via our whole school SEND information system

Parents' group for ASC

Support with travel training partnership for students in KS4 who may need support getting to and from college

We work closely with SIASS in Salford where parents have requested additional support, and actively engage in this.

Parent workshops on specific subjects such as anxiety. These are run by specialists such as Educational Psychologists.

Half termly coffee mornings with a specific focus.

8. The arrangements for consulting young people with SEND about, and involving them in, their education

SEND student voice and work scrutiny

Whole school work scrutiny looks for evidence of scaffolding.

Students involved in creating their own profiles to share with teachers

Students with EHCPs are actively involved in their reviews – student centred

PASS survey

Co op Your Voice survey

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school

Stage 1: The complaint is dealt with by the subject teacher, head of year or the form tutor. If the matter remains unresolved,

Stage 2: The complaint is dealt with by the SENDCo. If there is still no resolution,

Stage 3: The Principal should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Brittney Brown.

Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.

In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of students with SEND and in supporting the families of such children

The Academy works very closely with our Educational Psychologist, Lauren Aylward. Where there are particular concerns and a decision, in conjunction with parents/carers has been made, a referral is made. A date will be set for the Educational Psychologist to come to school to carry out an observation and/or a 1-1 assessment. If the child is EAL, then a translator will be brought in for the entirety of the assessment. This will usually be followed by a meeting with parents (not necessarily on the same day)

We work closely with other professionals including ASC specialists, hearing impaired teachers, specialist nurses and physiotherapists.

As a department, we enjoy strong links with other local high schools which enables us to share good practice.

It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always to be sought. (in the case of Cared for Children, permission may be given by the carer or the social worker) We also have the facility to seek advice from SEND Support Services. We work closely with the school nurse and physiotherapist. Some of our children have been referred to CAMHS (Child and Adolescent Mental Health Services) and we also have an appointment only and drop in counselling service.

11. The contact details of support services for the parents of students with SEND, including those for arrangements made in accordance with clause 32

SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
Statutory Assessment Team	0161 778 0410

Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team Salford Civic Centre Chorley Road Swinton M27 5DA	0161 793 3535

12. The contact details of support services for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living *Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEND.*

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671

Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850
		Salford City College Learning Support	<ul style="list-style-type: none"> • City Skills Sixth Form Centre - <u>50 Frederick Road, Salford, M6 6QH</u> • Eccles Sixth Form Centre - <u>Chatsworth Road, Eccles, Salford, M30 9FJ</u> • FutureSkills - <u>Dakota Avenue, Salford, M50 2PU</u> • Pendleton Sixth Form Centre - <u>Dronfield Road, Salford, M6 7FR</u> • Walkden Sixth Form Centre - <u>Walkden Road, Worsley, Salford, M28 7QD</u>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535

13. Information on where the local authority's local offer is published

The Local Offer in Salford (LOIS) can be found at this location:
www.salford.gov.uk/localoffer.htm

