

The Coopers' Company and Coborn School SEN information report 2020-21

Introductory information

The Coopers' Company and Coborn School is fully committed to inclusion which is reflected in the SEND policy. We recognise the importance of the Equality Act 2010 and as part of our core values believe that all students including those with SEN and or disabilities get the support that they need, are able to take part in all activities as far as is reasonably practicable and make a positive transition when leaving Coopers. This document provides details about the implementation of our policies relating to SEND. The SENCO is Mrs R Carron (rca@cooperscoborn.co.uk) and the Assistant SENCO is Mrs V Bradley (vbr@cooperscoborn.co.uk).

Types of SEN

The Children and Families act 2015 identifies four broad areas of need

1. Communication and interaction
2. Cognition and learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and or physical needs.

The type and number of students needs varies on an ongoing basis and the school prepares for and responds to any new type of needs that are presented. At Coopers' we understand that slow progress and low attainment does not necessarily mean that a child has SEN and that other events, that can lead to learning difficulties or wider mental health difficulties do not always lead to children having SEN. In such cases short term intervention is implemented to stop problems escalating. However, the school will consider the cause to identify if there are any underlying learning difficulties, disabilities or difficulties with communication or mental health.

A student has SEN when their learning difficulty or disability calls for special educational provision. This provision is different from or additional to that normally available to students of the same age. The support that we provide is organised in a graduated way, some details of this are found below but more information is provided in our local offer. As of September 2019, The Coopers' Company and Coborn School has 83 students identified as school aware, 19 as SEN support and 17 with an EHCP.

1. Universal services.

The Coopers' Company and Coborn School understands that within the student population there will be a range of needs and abilities. The school provides a range of support which is available to all students with the main service being good first quality teaching and pastoral care.

2. School Aware

Some students may be making progress but may be identified as School aware. They may have information about them that staff need to be aware of, for example:

- Specific differentiated teaching strategies that will assist with learning (staff are given specific strategies for things such as ADD)
- Medical needs.

They may also have a higher level of intervention i.e. from the Pastoral Leader or short term access to some services.

3. SEN Support or Education Health Care Plans

These students will receive intervention that is additional from or different to that normally available to pupils of the same age.

They will have an Individual Education Plan which outlines the support and desired outcomes and will be reviewed periodically with the parents and students.

A more thorough detail of the schools Local offer can be found on the school website. To see Havering local offer please follow this link

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

Identification

The SENCO will be made aware of any SEND needs from KS2 and will attend Person Centred Reviews as and when invited. These students will be monitored closely during the first term of Year 7 to identify needs and decide upon the most appropriate methods of support.

The school uses its tracking procedures to identify students who are making significantly slower progress than their peers (when comparing students starting at the same level). Wave one and two interventions (see the local offer) will have first been implemented and reviewed where a short term need has been identified. Following this there will be consultation between the class teacher, SENCO, parents and students to decide if a student requires any specialist provision, in addition to high quality teaching. If a student does require additional support that is classified as “additional to and different from” they will be identified as SEN support.

If Parents have a concern about the progress their child is making they can contact the class teacher and or SENCO and their concerns will be looked into.

Consultation with students and parents

Where a pupil is identified as having SEN the SENCO will meet with the parents and student to ensure special educational provision is in place.

Students and parents are actively encouraged to take part in discussions about students' needs and support. The SEN department will collate information as they see fit to identify the student's individual needs and provide appropriate support strategies. Parents are invited to meet with the SENCO to complete the Individual Education Plan (IEP). Where parents are unable to meet with the SENCO the IEP is sent home to the parent

For those students with an EHCP, annual reviews are completed. The students, parents, school and other agencies (where applicable) views are all listened to and are used to create an action plan.

Assessing and reviewing progress towards outcomes

The IEP will follow a cycle of 'assess, plan, do and review', which will be reviewed periodically. Tracking data and intervention data will be cross checked to see if the student is making progress towards the identified outcomes.

Despite intervention, if a student continues to make less than expected levels of progress the school may consider involving outside agencies for additional investigations/interventions.

If progress has been made and the SEN support has been successful, the student may no longer need this intervention. However, if despite intervention a student continues to make less than expected levels of progress the school may consider involving outside agencies for additional investigations/interventions. If there continues to be a lack of progress, then the school and parents may consider requesting an Assessment for an Education Health Care Plan. If an EHCP is created the school will fulfil its statutory obligations to complete annual review in line with the LA and will also ensure transitional reviews are completed.

Transition and preparation for adulthood

At points of transition, discussions will be had to ensure that appropriate support is provided.

The SENCO is invited to attend Year 6 annual reviews to assist with transitional arrangements. The annual review in Year 9 will consider the same areas as other reviews but will focus on options and preparing for adulthood.

In Year 11 there will be discussions about post 16 courses/applications, ensuring that the students and parents are supported with this transition. The SENCO will

forward relevant information to the next placement and will provide additional information on request to them.

The approach to teaching children and young people with SEN including adaptations the curriculum and modification of the learning environment

First good quality teaching, a broad and balanced curriculum and high quality differentiation is a vital part in meeting all student's individual needs. Staff are made aware of good quality teaching strategies for a range of needs and receive staff training on differentiation. Students with SEN have an Individual Education Plan (IEP) which makes staff aware of particular teaching strategies that are beneficial for individual students. Staff also have access to generic teaching strategies for areas such as ASD, ADHD and dyslexia.

As a school our approach is not to withdraw students from lessons for support unless it is an activity with a cross-curricular benefit. Lessons are inclusive and adaptations are made to the lesson/curriculum, as and when needed to meet needs. For example, the students may need extra time on particular tasks to reinforce learning and reduced content. This is one way of modifying the curriculum to meet their needs. Other strategies are also needed to modify the learning environment i.e. the size and colour of PowerPoints and the organisation of a classroom.

The expertise and training of staff to support children and young people including how specialist expertise is secured

The SENCO and Assistant SENCO have completed the NASENCO qualification and in borough training. In borough training continues on an on-going basis and there are frequent opportunities for continued professional development when working with other agencies and sharing good practice.

INSET is provided to staff and LSA's and staff are actively encouraged to speak to the SENCO should they need any further assistance in supporting students' needs. The SENCO also runs additional sessions for staff throughout the year of how best to support particular students and also liaises with staff 1:1 about how best to support students identified as SEN.

Evaluating the effectiveness of the provision made for children and young people with SEN

Learning interventions will vary in nature but the impact will be reviewed where possible by a baseline assessment followed by a reassessment. Impact will also be assessed by correlating and comparing against targets grades.

School tracking data and progress information continues to be a valuable tool in monitoring the effectiveness of the provision.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

The Coopers' Company and Coborn school is an inclusive school and all students are encouraged to take part in all activities and trips as far as is reasonably practicable. If a student has a particular need, reasonable adjustments will be made as and when needed in consultation with the student, parent and staff.

Support for improving emotional and social development, including extra pastoral support, arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

All students have access to the school's pastoral system via their Form Tutor and Head of Year. This is reinforced through assemblies as is our approach to bullying. We also have a school nurse that students can talk to, further to this we have trained peer mentors. Some students also require exit cards allowing them to speak to a member of staff when needed.

All students are aware that they can speak to any member of staff such as their Form Tutor or Head of Year if they felt they needed to.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary organisations in meeting young people's SEN and supporting their families. - including LAC

The school has a multi-agency approach and the SENCO liaises with many different agencies (CAMHS, Educational Psychology service etc.). At annual reviews other agencies working with a particular student are invited to attend. The SENCO and pastoral staff regularly talk to other agencies about ways to support the students and are always open to new ideas and forming relationships with other approved services.

The SENCO is also the Designated teacher for Looked after Children. Termly PEPs are completed by the SENCO as well as general on going monitoring of those students who are looked after. Students with Medical needs are not necessarily SEN. Their provision will be through an Individual Health Care Plan.

Complaints from parents of children with SEN about the provision made at the school

Any complaints should follow the school's complaints policy which can be found on the school website.