

Special Educational Needs and Disabilities (SEND) local offer and over view of provision and services. (2020-2021)

Please note that this document continues to be developed and is subject to change

At The Coopers' Company and Coborn School we recognise that students need different types of help and support. The support that we provide is organised in a graduated way, which is detailed below, showing the types of support and the identification criteria to access the support (wave 1, 2 and 3). This is not an exhaustive list and is subject to change. Below is an outline of the support provided by the school currently.

Universal services to all students (Wave one)	Services available to those students just below national expectations (Wave two)	SEN support – when a student is consistently and significantly falling behind normal expectation (Wave 3) (Students may receive one or more of the following services)
High quality teaching (sometimes to include specific strategies for some students)	Support from Curriculum Leaders	Involvement of the SENCo/ Assistant SENCo
High quality pastoral care (Form Tutor)	Support from the Pastoral Leader	Targeted 1:1/small group interventions
Extra-curricular clubs	Subject interventions	Support from LSA in lessons
Whole school reading in form time	Short term need to attend HL2 at break and lunch times	On-going need to attend HL2 at break and lunchtimes
6 th Form Peer Mentors and mentoring from Mrs Kite (Learning Mentor)	General LSA assistance in the class (subject to availability)	<p>Early intervention/short term intervention of behaviour support, Education welfare service etc</p> <p>Targeted intervention from specialists including :</p> <p>Behaviour support</p> <p>Educational Psychologists</p> <p>CAMHS (Child and Adolescent, Mental Health Services)</p> <p>SALT (Speech and Language Therapists- where available)</p>

		5-19 CAD support team (Children and Adults with Disabilities) (Please note that depending on the reason for a referral e.g. to behaviour support, it will not always meet the criteria for SEN support)
Ks3 and KS4 Learning Zone	Early intervention/short term intervention of behaviour support etc	

School aware

Some students may require particular teaching approaches for some areas of need including medical needs. Staff have access to teaching strategies for areas such as literacy difficulties. In these instances these students will be identified on a school aware register which staff will be made aware of.

Identification of SEND

In line with the SEND Code of Practice 2015 students will be identified as having SEN when their learning difficulty or disability requires special educational provision. This is provision that is different from or additional to that, which is normally available to pupils of the same age.

The school will use its tracking procedures to identify students who are making significantly slower progress than their peers (when comparing students starting at the same level). The school, in consultation with the students and parents will 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” their peers they will be identified as SEN support.

SEN Support (these students will have Individual Education Plan (IEP) under one of 4 categories)

1. Communication and interaction (e.g. Speech and Language- ASD)
2. Cognition and learning (e.g. MLD and SLD)
3. Social, mental and emotional health
4. Sensory and physical

The type of support required will be decided and implemented based on an “Assess, Plan, Do, Review, Cycle”. The students will have an Individual Education Plan as part of this.

These students may receive one or more of the following types of support which were listed as wave 3 at the beginning of the document:

Education Health Care Plan

If despite this action being taken the young person is still not making expected levels of progress and is significantly behind it may be considered to apply for an Education, Health, Care Plan. Details of this can be found in the schools SEND policy.

Below is a more comprehensive overview of The Coopers’ Company and Coborn SEND local offer. Other sources of useful information:

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

The Coopers’ Company and Coborn School local offer

Provision or resource	Staffing and organisation	How it is funded	Accessed by
LSA’s support made before higher needs threshold (11 hours)	LSA’s will be deployed to lessons as and when needed in collaboration between the staff, student, and SENCO. The support may also be part of an intervention group. In class LSA support is predominantly provided to those students with an EHCP/SEN support	School SEN budget	Students at SEN support may receive some additional support either in lessons or as part of an intervention. The amount and type will depend on the students individual needs
Resources available for children with disabilities	Support will be provided based on the individual need	May be from LA, health or schools budget depending on individual needs	Accessed through health or an EHCP

After school activities or school trips available for children with SEND	All students can attend after school clubs, extra staffing can be organised on a needs basis. If a SEN student applies to go on a trip reasonable adjustments will be made and may require additional staff	SEN/school budget	All students have the same access but parents will need to discuss with the organising member of staff/ SENCO to make the necessary arrangements.
Additional interventions for behaviour support	Behaviour support specialist- ABC behaviour	School budget	Referral from a Pastoral Support plan or recommendation from CAMHs/ Educational Psychologists
Support for social communication needs	HL2 clubs and support. HL2 club is run every lunch and break time.	School Budget/ EHCP	Students on SEN support or with an EHCP who have social communication needs
Additional technology	Laptops, literacy software.	SEN budget and pupil premium	Those students with literacy difficulties and those with an approved exam concessions
Intervention groups	LSA led during registration and lunchtimes	School budget	For those students on the SEN register
Exam concessions	LSA's provide exam support where it is a normal way of working and or an approved access arrangements	School budget	Evidence of need through class work but verified by and Educational Psychologist
Provision described on Statements/ EHCP	The school currently has 13 students with an EHCP. The support is based on their individual needs, the recommendations and the hours of support	SEN budget. The school receives additional funding for the support above 12 hours for the 13 EHCP students.	Students either come to the school with an existing EHCP or an application is made in collaboration between the SENCO, student and parents
Support for student with social care	Pastoral support for those who are CLA	School budget Pupil premium	We fulfil our statutory

needs including CLA	or have a CP plan but additional support is provided by the designated teacher for CLA or the Designated Safeguarding Lead. At present the SENCO is also the Designated Safeguarding Lead and Designated Teacher for Looked after Children. Termly PEP's are completed for the students that are CLA as well as on-going monitoring	funding (where appropriate).	responsibilities and work with the LA and social care.
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