Academies Trust

Co-op Academy Friarswood - Special Educational Needs and Disabilities (SEND) Information Report

What kind of SEND are catered for?

- Cognition and learning - e.g:
  - Specific learning difficulties (e.g. dyslexia, dyscalculia etc.)
  - Moderate learning difficulties
- Communication and interaction - e.g:
  - Speech, language and communication needs
  - Autism
- Social, emotional and mental health - e.g:
  - Attention (hyperactivity) deficit disorder
  - Attachment disorder
- Sensory and Physical - e.g:
  - Visual or hearing impairment
  - Physical disability

How does Co-op Academy Friarswood know if a child needs extra help?

At Co-op Academy Friarswood teachers and support staff are trained in high Quality teaching methods that allows them to assess whether a child may need additional support to meet the expected progress and attainment.

Termly assessments are used to further monitor assessment and to identify whether a child may need extra help.

If the class teacher has concerns they will contact parents and complete a referral form to the SENDCo to identify the current support and the support that is needed.

How does Co-op Academy Friarswood know if a child needs extra help?

Social and Emotional needs will be monitored and children may be encouraged to attend Wellbeing drop in sessions with Mrs Hughes to aid them.

If the class teacher or SENDCo feel that further targeted support is needed, parents would be contacted and the use of an outside agency may be necessary to support the child and their family.

What do I do if I think my child may have SEND?

If you feel that your child may be a learner with SEND you should:

- Contact your child's class teacher to discuss your concerns and any support you feel they need.

- If you feel further support is needed a refer to the SENDCo may be necessary and can be organised by contacting her via email or dojo.

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

All children including learners with SEND are assessed as part of ongoing whole school assessments at least termly. This information is used to identify children who may have low attainment levels or may not be making progress against their age- related expectations.

The SENDCo will also complete WRAT 5 and BPVS assessments for all children on the SEND register to support identification of a child's needs.

Where necessary, following contact and agreement from parents the school may contact external agencies to provide further assessments.

Who are the SENDCo and SEND Governor at Co-op Academy Friarswood?



Mrs Dickens is the SENDCo at Co-op Academy Friarswood.
She works alongside our SEND link Governor Mrs Fiona Williams to promote our inclusive practise and to identify and enhance provision for all children.

Mrs Dickens can be contacted at jennifer.dickens@coopacademies.co.uk

How are parents/carers involved and supported?

At Co-op Academy Friarswood we promote and encourage parental involvement during the identification of whether a child may need special educational provision and during the cycles of the Graduated approach.

This ensures that everyone develops a good understanding of the pupil's areas of strengths and needs and that parental views and concerns can be taken into account.

If it is decided that a pupil may need to access the Graduated Approach, a meeting will be organised by either the class teacher or SENDCo to discuss the process.

How are parents/carers involved and supported?

We believe that co-production of Pupil passports by the teacher and the child's parents ensures a consistency of support for the child at home and at school and allows Specific and effective targets to be produced.

Parents will be formally notified of the child's targets and the SEND provision being implemented by being provided with a copy of their Pupil Passport.

Parents are given the opportunity to meet/ discuss their child's progress with the SENDCo termly.

How are children with SEND involved in shaping their education and future?

Pupil's will have a voice in the SEN support that they receive, when Pupil passports are produced their teachers involve them in the process, identifying what the children have enjoyed and what they feel they would like further support to complete.

The SENDCo will also meet with children to provide them with the opportunities to discuss which provision they feel is working well or that they would like to be developed.

How do both school and parents know that children are making progress and meeting their targets?

Co-op Academy Friarswood follow a graduated approach and the four part cycle of assess, plan, do, review and this is recorded clearly (in the form of a pupil passport) and shared with parents at the start and end of they cycle each term and more if changes occur.



How do both school and parents know that children are making progress and meeting their targets?

Class teachers work alongside the SENDCO to analyse pupil need.
They draw on:

- Teacher assessment / experience of the pupil
- Pupils' previous progress and attainment
- Views and experience of parents
- The pupil's own views
- Possibly advice from external support agencies, if relevant.

Termly assessments will be reported on to parents to allow them to identify whether their child is meeting their age-related expectations.

How do both school and parents know that children are making progress and meeting their targets?

If a child has an EHCP, they will also receive an annual review of the provision in place and of their progress towards their end of Key stage targets.

Parent and pupil views will be gathered to identify whether children are making progress towards their targets.

How are transitions to and from the academy supported for children with SEND?

- EYFS- Mrs Williams will lead on home visits for every family. In addition to this Mrs Williams and the SENDCo may visit feeder settings.

- Children New to the school: For Learners with SEND and their parents/carers will be invited in to get to know the Academy prior to starting. Where possible, the SENDCo will make contact and additional visits to feeder settings with high need SEND learners and attend Pre-Transfer Annual Review Meetings of any learners with EHCPs.

- Secondary School- The SENDCo will advise and support with any additional visits necessary to the new school. Liaising with them to pass on any required information.
  For children with an EHCP the Secondary School will be stated in their transfer review meeting and prior visits can be arranged to support with transition.

- The SENDCo sends information regarding learners with SEND to any future settings and will be available to attend transition meetings as necessary.

How will teaching and the curriculum be adapted to meet the needs of children with SEND?

We believe in an inclusive and creative approach to teaching pupils with SEND. We always start from the child to identify their personal next steps and carefully consider how to best support them.

All Teachers and TAs/HLTAs have received training which allows them to provide SEND provision inclusively within the classroom and our curriculum is carefully scaffolded and designed to allow all pupils to access it at an appropriate level (by grouping, teaching style, support or outcome).

Teachers are responsible and accountable for the progress of all pupils in their class. They use high quality teaching as a first step in responding to pupils with SEND. Where necessary, teachers will adapt and scaffold learning to allow pupils to access the work that they are undertaking.

The work planned for children with SEND specifically links to Pupil Passport targets to ensure progress is based on their most recent and important next steps. Pre-teaching may be used to introduce key vocabulary and concepts prior to lessons, giving longer times to process instructions, reading instructions aloud and to promote and increase independence within the lesson.

How will teaching and the curriculum be adapted to meet the needs of children with SEND?

Universal provision is in place within the classroom to allow children to access learning more easily which includes: Emotion coaching, dual coding, movement breaks (where required), sensory equipment, computers, visual timetables and dyslexia friendly approaches such as pastel backgrounds on whiteboards. This supports our culture of inclusion as where possible support and scaffolding can be provided within the classroom.

Where necessary children will take part in Interventions such as:

- EPATT Literacy approach
- Precision teaching
- Lego therapy
- Sensory circuits and movement breaks
- RWI coaching
- Socially speaking
- Zones of Regulation

How is the environment made accessible?

Co-op Academy Friarswood is a multi-level building;

There is access for emergency service vehicles at the front of the building and a member of staff will always meet any requested emergency service at this point.

In case of emergency, we have a practised evacuation procedure that enables all occupants to leave the building and make their way to a designated assembly area away from the building, so that checks can be made to account for everyone on site. Staff are responsible for directing all occupants out of the building following the fire evacuation plan and checking that the area that they hold responsibility for is clear in the case of an emergency.

We have fire drills on a termly basis and test the fire alarm weekly.

We have lockdown practices twice a year. Several times a year during assembly, children are told about evacuation procedures to our local school should this be necessary.

The academy publishes an Accessibility Plan every 3 years which can be found here:

Accessibility Plan

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

Our SENDCo (Mrs Dickens) works closely with Mrs Jones the Trust Director for SENDs. Mrs Jones has a wealth of SENDs knowledge and supports the staff on a 1:1 basis as well as whole staff support. Mrs Dickens has a wealth of knowledge and experience working with primary school aged children including early years and working alongside SENDCos and other agencies. Mrs Dickens works with our SEND Governor Mrs Fiona Williams to promote our inclusive practise and to identify and enhance provision for all children.

Teachers and TA's receive SEND support and training as required each year to meet the needs of their class. This training includes Teach Like a Champion, training on High Quality teaching strategies, Autism Awareness training, trauma and attachment, training around the blanks levels of questioning, emotion coaching and training on relational and restorative practice.

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

The Academy is proactive in identifying sources of support as learners develop through their school life. We seek to respond quickly to emerging needs and work closely with other agencies including:

- Educational psychologists
- Speech and language services
- Social services
- SEND Information and Advice Support Service (SENDIASS)
- Child and Adolescent Mental Health Services (CAMHS)
- Hearing Impairment Team
- Visual Impairment Team
- Inclusive Learning Service
- StayWell

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

- Pupils' progress is assessed at least once termly and sooner if needed to ensure that they are meeting or working towards their pupil passport targets.
- The impact of interventions is reviewed after 6 weeks.
- Golden Thread monitoring ensures necessary provision is in place within the classroom.
- Monitoring by the SENDCo which includes looking at books and observing in class.
- Annual Review meetings for children with EHCPs.
- Parent voice and Pupil voice is sought.

How will children with SEND be included in activities outside the classroom including trips?

At Co-op Academy Friarswood we strongly believe in inclusion and work hard as a staff team to ensure we identify pupils' needs and adapt our teaching, equipment or support needed to enable all pupils to take part in all aspects of school life.

- All of our extra-curricular activities / after school clubs are available to all pupils.
- Small and Tall Breakfast / after school club) is available to all pupils.
- All pupils are encouraged to go on school visits and TAs go to support as they would in school.
- All pupils are encouraged to go on our residential trip in Year 6.
- Risk assessments are completed and take into account any adaptations required to enable all pupils to take part in visits.
- All pupils' are encouraged to participate in sports day.
- All pupils' are given parts in the school plays, within their own comfort zone.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. We understand that every child is unique and we discuss each element of school life for learners with SEN or a disability with parents / pupils themselves as required. We are very flexible and creative in our approach and we have a range of equipment and expertise to support learning / activities.
Where necessary reasonable adjustments are made across the school to our best endeavours to remove barriers to learning,

How will Co-op Academy Friarswood support children's social and emotional well-being?

- Pupils with SEND are encouraged to take part in after school clubs e.g. sports clubs / lego club to promote teamwork, friendships and turn taking.
- Pupils with SEND are encouraged to be part of the school council
- Emotion coaching is undertaken by all members of staff to ensure pupils with SEND can identify and successfully release particular emotions.
- Children are taught about the zones of regulation.
- Social stories are used to promote social cues and behaviours.
- Opportunities are provided for the children to meet with the Mental Health Lead Mrs Hughes to discuss any worries or concerns.

We have a zero tolerance approach to bullying.

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

Co-op Academy Friarswood promotes a culture of inclusion for all, valuing all members of the community and identifying that every member is unique.

- RSE lessons are linked to the community and their views.
- Assemblies promote the ideas of value and respect.
- Children are celebrated for their values and hard work through celebration assemblies.
- Opportunities for children to learn about different cultures and members of the community are threaded through CRL lessons.

What other support is available to parents and how can these services be contacted?

Further Support Services include:

SENDIASS – Staffordshire Family Partnership
https://www.staffs-iass.org/home

Staffordshire Local Offer
https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page

Council for Disabled Children http://www.councilfordisabledchildren.org.uk/

Independent Parental Special Education Advice (IPSEA) http://www.ipsea.org.uk/

British Dyslexia Association (BDA) http://www.bdadyslexia.org.uk

National Autistic Society (NAS)
http://www.autism.org.uk/

This is not an exhaustive list; other sources are available.

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

If there are any complaints relating to provision for learners with SEND these will be dealt with in the first instance by the SENDCo then, if unresolved, by the Headteacher.

The Community Council Member with specific responsibility for SEND may be involved if necessary.

In the case of an unresolved complaint, the issue should be taken through the Trust complaints procedure which can be found here: Co-op Academies Trust - Complaints Policy (2026)