



SEND Information Report

Vice Principal – Culture & Ethos
Coopers Governors

Review History

| Reviewed | Agreed | Cycle | Review | Notes |
|----------|--------|-------|--------|-------|
| Spr-17 | Spr-17 | 1 | Spr-18 | |
| Spr-16 | Spr-16 | 1 | Spr-17 | |
| Spr-15 | Spr-15 | 1 | Spr-16 | |



Meeting the Needs of Pupils with Special Educational Needs and Disabilities

How this Report was formulated

Our SENCO, Director of SEND and Lead Practitioner for SEND actively engage with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND to decide upon the range of provisions that we offer our students.

Coopers uses individual student SEND Annual Review information to quality assure. Parents and students provide written and verbal feedback. This is also gathered through informal meetings with parents and carers and a Quality Audit of SEND policies, procedures and day to day practice. Additionally we carry out an Assess – Plan – Do – Review Cycle for many of our SEND students which includes student and parent voice. Through the School Council we gather views from the students generally.

The SEND team meet together weekly to review the data which monitors the impact of provision for students with SEND and thereby evaluate the impact that each intervention has.

A SEND Governor verifies the report and it is presented to all Governors for comment.

A SEN Inspector and Adviser visits two yearly to verify our work and share best practice.

Information gathered in this way indicates a need for additional provisions or improvements to practice. This year parents requested more intense Speech and Language resources and as a result we have employed a SaLT specialist to work in school for one day a week. We have also made better use of our MFL faculty in supporting students with EAL needs. Additionally we have invested in some additional electronic equipment such as reader pens and mini ipads to improve accessibility for public examinations.

Learning and curriculum intervention

Interventions by subject teachers at lunchtime and after school to support revision and coursework for all at key stages.

Inclusion support staff

- SENCO (Vice Principal), Director of SEN (Trainee Assistant Principal), Lead Practitioner for SEN, SEN Administrator, Higher Level Teaching Assistants, Teaching Assistants, Librarian, Additional Educational Needs /Attendance Team

Strategies/programmes to support speech and language

- Small group support at Key Stage 3 run by specialist key worker
- Advice from external Speech and Language Therapist which is disseminated to staff
- Speech & Language Therapy is provided through Words First and is targeted to students with particular speech & language needs through regular weekly sessions.

Strategies to support/develop literacy including reading

- Small group reading intervention groups
- Use of phonics/reading scheme in targeted mainstream classes
- Literacy across the curriculum daily activities

Strategies to support/develop numeracy

- Numeracy across the curriculum activities
- Small group booster classes

Provision to facilitate/support access to the curriculum

- Key stage 4 Upgrade Centre
- HLTAs across Faculties
- Homework club



Pastoral Support

Strategies to support the development of pupils' social skills and enhance self-esteem

- Social skills groups at Key Stage 3
- Mentoring from staff
- Peer mentoring / 6th form mentoring
- Lunchtime Games Club
- Celebration of success assemblies

Mentoring activities

- Individual mentoring by teachers, AEN team, HLTAs, Community Year Leaders
- Peer mentors
- 6th form mentors
- Letters and phone calls home by subject staff

Provision to reduce anxiety/promote emotional wellbeing

- Transition support, visits and events for KS3.
- Regular contact and liaison with parents
- Two part-time school counsellors
- Mentors and peer mentors

Strategies to support / modify behaviour

- School rewards and behaviour for learning system
- Behaviour Support Plans
- Monitoring and behaviour for learning conversations with Community Year Leaders

Support/supervision at unstructured times of the day

- Lunchtime Games Club (Drop In)
- Library
- Student reception
- Break and Lunchtime supervising staff

Planning, assessment, evaluation and next steps

- Raising Attainment Meetings (RAM) use all available data and information to identify students at risk of underachievement and put interventions in place
- Interventions and impact are assessed and plans for support reviewed at RAMs
- Half-termly data gathering & analysis. Use of data from SATs, and regular assessments from tracking systems analysed by Year Academic Mentors
- Reporting to parents

Personal and medical care

- Student Services available for students through-out the day
- Care plans/ RAs for students with medical needs



Partnerships

The school works with a number of external agencies as well as parents / carers to seek advice and support to ensure that the needs of all children are fully understood and met.

- Attendance at meetings and preparation of reports
- Regular parental meetings as required
- SENCO available at all Parents' Evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Sensory Support Service; Educational Psychologist; School Nurse; Social Communication Team, Speech and Language consultant, EAL teacher - all attend school at regular intervals to see specific pupils

Access to Medical Interventions

- Use of individualised Care Plans
- Referral to Paediatrician
- Referrals to CAMHS

Independent advice and guidance for parents: The Parent Partnership, telephone No 01689 881 024

Increasing accessibility - getting about

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice from outside agencies and in particular Occupational Therapy
- Access to modified equipment
- Advice from outside agencies

Transition

Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition by:

In year 6-7 transition:

Coopers staff visit primary schools to meet students in year 6 and their teachers/SENCOs.

The SENCO and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss specific need of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

The SEN Faculty at Coopers organises a transition event for year 6 students to familiarise themselves with the new school environment.

Transition to next key stage including post 16:

Information is shared between key stages to all teachers to ensure all are aware of needs.

When moving to another school:

We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving classes / forms in school:

Information is made available to all teachers to ensure they are aware of needs.



Coopers School

SPECIAL EDUCATION NEEDS INFORMATION REPORT

Staffing Expertise

An ongoing audit of skills and a programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN

Our SENCO is the Lead Practitioner who ensures all staff are appropriately trained and skilled in SEN to meet the needs of our students.

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

Additional Information

The Local Offer

The Local Offer for Bromley can be found at:

<https://bromley.mylifeportal.co.uk>

Accessibility

The link to our Accessibility Policy is: <https://portal.coopersschool.com/CLG/Webdocs/Policies/Accessibility%20Plan.pdf>

Bromley Parent Voice

Bromley Parent Voice offers support to schools/settings in developing their SEND Information Report and subsequent information. www.bromleyparentvoice.org.uk.

The DfE SEND Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Report Compiled by:

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