



## Inclusion at The Cooper School: SEND Information for Parents

**School Name:** The Cooper School

**Address:** Churchill Drive, Bicester

**Telephone:** 01869 242121

**Email:** [headteacher@thecooperschool.co.uk](mailto:headteacher@thecooperschool.co.uk)

**Website:** <http://www.thecooperschool.co.uk>

**Head teacher:** Mr B Baxter

**Director of Inclusion and Disadvantaged Students:** Mr I Tweed

**Governor responsible for SEND:** Mrs Tineke Van Der Ploeg

**Date completed:** September 2017

### What kinds of SEND do we make provision for?

We provide a rich and challenging curriculum for children with a range of additional needs:

**Communication and Interaction Needs**, this includes children who are on the autistic spectrum;

**Cognition and Learning Needs**, this encompasses a range of conditions including dyslexia, dyscalculia and dyspraxia;

**Social, Emotional and Mental Health Needs**, these needs may manifest themselves with anxiety or depression, self-harming, substance abuse, eating disorders or other physical symptoms. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder;

**Sensory and/or Physical Needs**, this includes students with vision impairments (VI), hearing impairments (HI) or a multi-sensory impairment (MSI).

### **What is the school's policy for the identification and assessment of students with SEN?**

Our starting point is always with our analysis of whole-school data. We track our students and act when information shows that students may be falling behind their peers. This happens at least three times a year. We use guidance from Oxfordshire County Council to identify an additional need once a concern has been raised. Please go to

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf> to see this document.

### **How do we know that our provision is effective and how do we review the progress of students with an additional educational need?**

The progress of all students in the school is tracked throughout the school year and progress is reported home at four points (two short reports, one detailed report and a Parents' Consultation Evening). Students being monitored at SEN Support and those with an EHC Plan have a review with parents at three points during the school year –two of these points could be over the phone or at the annual Parents' Consultation Evening. Students with an EHC Plan have an annual review which is a significant meeting to review progress over the year.

All our interventions and provision for SEND are tracked and evaluated at whole-school (with overall provision mapping and analysis of information from progress reports) and individual level (with individual provision trackers).

### **How will the curriculum be matched to your child's needs and how might we adapt the curriculum and learning environment for students with SEND?**

We aim to offer all students a wide ranging curriculum which will stretch and challenge them. We prefer to keep students in the classroom as much as possible as we believe that nothing is as important as having access to the best quality teaching. It is important to note that we must follow Government guidelines about the curriculum we offer however there are times when we need to take a flexible approach to the curriculum to ensure each student has an academic experience which is relevant to them.

### **What additional support might we offer to students with SEND?**

When an additional need is identified, we take an approach which focuses on the individual requirements of the student. All our strategies focus on ensuring a student retains or gains independence. Our preferred option is a Wave 2 (short term) intervention with a student having access to a specialist intervention programme for a set period of time. Sometimes our students may need to have Wave 3 (longer term) support and this may require being dis-applied from a subject for a longer period of time.

All decisions about Wave 2 and Wave 3 provision will be discussed beforehand with the student and their parents.

### **How will your child be included in activities outside the classroom?**

All students are encouraged to take part in extra-curricular activities. We are guided by the Equalities Act (2010) in making reasonable adjustments to allow students with a SEND to take advantage of any opportunities of extra-curricular activities including trips away from school. We will complete a risk assessment when necessary and will use this to guide our provision of support.

Our equalities policy can be viewed on our school's website.

### **What support will we offer for your child's overall wellbeing?**

Students with a SEND have priority access to a wealth of services and professionals provided by the school. These include an educational coach, a full-time school nurse and a school counsellor. We also have strong links with services external to the school such as professionals in our Early Intervention HUB.

### **What specialist services and expertise are available for your child?**

Our Inclusion Co-ordinator has over 10 years' experience of teaching English. She has recently completed the National Award for SEND Coordination as well as a year-long Literacy Difficulties course as part of her master's qualification. The INCo leads a team of highly qualified Higher Level Teaching Assistants and generic Teaching Assistants. The team also works with specialist services including an education psychologist, speech and language therapist, autism outreach, Bardwell Special School, the Oxfordshire School Inclusion Team, the Virtual School and social care.

### **How will equipment and facilities to support students with SEND be secured?**

The INCo works with the Headteacher to determine how the budget for SEND provision will be used before completing a provision map for the academic year.

### **How do we work with parents and students?**

We work closely with parents and students when determining provision of SEN. Student participation is crucial in ensuring success as the young people themselves need to be totally on board with decisions.

Parents should visit the following website for further details about SEND provision in Oxfordshire:

<https://www.oxfordshire.gov.uk/cms/content/introduction-send-and-local-offer>

### **How do we support students at key transition points?**

We run additional transition activities for all vulnerable students who are joining us in Year 7. This includes visits to the school to meet academic coordinators and to become used to the new school environment.

We work closely with new settings to ensure a smooth transition for our Year 11s who may need additional support when leaving us. This can mean visiting the college or school with a student or having a practice travel day.

Transitions between year groups (especially from Key Stage 3 to Key Stage 4) are also recognized as key moments for vulnerable students. We work closely with students who find change challenging to ensure they understand what is happening and what to expect from their new year-group.

### **How accessible is the school's learning environment?**

The school's learning environment is highly accessible for all learners. Our physical environment is fully accessible for a wheelchair user. There are some steps throughout the school however there are alternative routes or ramps to ensure that no subject area is inaccessible. The newly built Post-16 Centre has been equipped with a lift so that classrooms located upstairs are accessible to all. Our most recently built science laboratories include lowered equipment to ensure all students can take part in practical lessons.

We continuously review our learning environments and make reasonable adjustments when necessary.

### **How does the governing body involve other bodies in meeting the needs of students with SEND and in supporting the families of such students?**

The school and its governing body work closely with different agencies to support the needs of all children. These include social care via the Oxfordshire MASH (Multi Agency Safeguarding Hub), the Early Intervention Hub, the Virtual School and CAMHS (Child and Adolescent Mental Health Service).

### **Where should you go to find more information about the SEND provision in Oxfordshire?**

Please visit the following website for more information about Oxfordshire's SEND provision:  
<https://www.oxfordshire.gov.uk/cms/content/introduction-send-and-local-offer>

### **Who should you contact to discuss provision?**

In the first instance, please contact Mr Tweed (Director of Inclusion and Disadvantaged Students) via email [itweed@thecooperschool.co.uk](mailto:itweed@thecooperschool.co.uk) or by phoning the main school number 01869 242121.

Please follow the school's complaints procedure if you are unhappy with any aspect of SEND provision. This can be found on the school's website.