

Cockburn John Charles Academy Special Educational Needs and Disability (SEND) academy information report

Type of setting	Mainstream Secondary
Assistant Headteacher & SENDCO Assistant SENDCO	Ms Sarah Danskin-Lewis – danskin-lewiss@cockburnjohncharles.org Mrs Amar Chana – chanaa@cockburnjohncharles.org
Address	Old Run Road, Leeds, LS102JU
SENDCO telephone number	0113 4872800 ext. 2130
Website	https://cockburnjohncharles.org/about-us/special-educational-needs/
Mission Statement	<p>At Cockburn John Charles Academy we fully support and value the abilities and potential of all students. It is our duty to provide equal opportunities for every individual in our care and a safe and fully equipped learning environment which caters for the needs of every student. We are committed to inclusion within the academy curriculum and participation in all aspects of academy life.</p> <p>Cockburn John Charles Academy adopts a whole academy approach to Special Educational Needs and all staff work to ensure the inclusion of all students. The academy is committed to ensuring that all students with Special Educational Needs can fulfil their potential and achieve optimal educational outcomes regardless of ability.</p>
Aims and Objectives	<p>Cockburn John Charles Academy aims to provide all students with access to a broad and balanced education. This includes the National Curriculum in line with the <i>Special Educational Needs Code of Practice</i>.</p> <p>Our aims are:</p> <ul style="list-style-type: none"> to ensure that all students with Special Educational Needs have their needs identified as early as possible in order to support academic progression and continued good physical and mental health and wellbeing

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- to ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently and make progress from their starting levels of attainment
- to ensure all students can access a balanced curriculum differentiated where appropriate to meet individual needs and strengths
- to ensure that all students with Special Educational Needs are able to fully access the curriculum by providing additional support or additional resources where appropriate and by removing barriers to learning.

Our objectives are to:

- identify the needs of students with Special Educational Needs as early as possible. This is most effectively done by the Special Educational Needs Co-ordinator (SENDCO) gathering information from parents/carers, educational professionals, health and care services and primary schools applicable to the student prior to entry into Cockburn John Charles Academy
- monitor the progress of students in order to aid the identification of all with Special Educational Needs and ensure they are able to reach their potential
- make appropriate provision to overcome all barriers to learning and ensure all students have full access to the National Curriculum. This will be coordinated by the SENDCO and Assistant SENDCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all student needs are catered for
- work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding Special Educational Needs procedures and practices, providing regular reports on their child's progress and providing information annually as a minimum on the provision at Cockburn John Charles Academy

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	<ul style="list-style-type: none"> • work with and in support of outside agencies when the students’ needs cannot be met by the Cockburn John Charles resources alone • create an environment where students feel safe to voice their opinions and discuss their own needs. This means organising regular meetings between students, parents/carers Teaching Assistants and the SENDCO and will be continued through carefully monitoring the progress of students.
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What types of SEND do we provide for?	<p>Special Education needs categories A Cockburn John Charles student who has been identified of having a special educational need will be placed in one of the four broad categories:</p> <ul style="list-style-type: none"> • Communication and interaction (including autism spectrum condition and speech and language) • Cognition and learning (including specific difficulties such as dyslexia and dyscalculia) • Social, emotional and mental health difficulties • Sensory and/or physical needs. <p>If a student has been identified as having special needs they will appear on sims with a K for ‘SEND support’ or an E for Educational Health and Care Plan.</p>
How do we identify and assess students with SEND?	<p>When your child first joins Cockburn John Charles Academy, we use information from a range of sources to help identify SEND and other needs. These include information from Parents/Carers; primary academy teachers; end of key stage 2 scores; base line testing; Cognitive Ability Tests (CAT tests); literacy and numeracy tests; reading assessment; subject teachers; SLCN assessments; specialist colleagues and external agencies. This allows us to pick up on any SEN needs at the earliest point. Our subject teachers, Subject Leaders, Heads of Year and Directors of Year closely monitor the progress and attainment of all students, including those who have or</p>

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	<p>may have SEND. The continuous monitoring of students during their time at Cockburn John Charles Academy will further identify students with a special educational need. This identification may come from form tutors, subject teachers, support colleagues, Heads of Year, outside agencies, parents/carers or the students themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEND register which is accessible to all staff in SIMS. Staff use this information to inform their lesson planning, teaching and the personalisation of learning. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>
<p>What is our approach to teaching students with SEND?</p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully. Our special education provision is underpinned by high quality teaching. Within academy there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess</p>

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	and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.
How do we adapt the curriculum and learning environment?	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include specific guided destination subjects; additional literacy; nurture groups; intervention groups and the number of qualifications studied. At Cockburn John Charles subject teachers personalise learning and teaching so that it is matched to a student's needs. The Key Stage 4 curriculum is tailored to students' needs and reviewed annually and in many but not all subjects, students are set by ability. The students in these groups have their progress reviewed regularly to ensure that they are placed in the appropriate progress groups. Teaching Assistant support is deployed on a personalised basis to ensure that a student has the necessary support to achieve, but enough freedom to become an independent and resilient learner Our academy is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff.</p> <p>We have a range of different facilities to help SEND students throughout our academy including a lift to access all areas; disabled toilets; wide corridors, evacuation chairs on all stairwells. Specialist equipment to help with reading and writing and hearing loops. We have a medical room and qualified First aider to support the administration of medicines. An Accessibility Plan is in place and available from our academy website.</p>
How do we enable students with SEND to engage in activities with other students who do not have SEND?	A large range of academic and creative extra-curricular clubs are available at Cockburn John Charles Academy. They are open to all students, including students with SEND. Details of these clubs are available on the academy website. All children in the academy are encouraged to take part in extra activities at lunchtime and after academy. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
How do we consult Parents/Carers of students with SEND and involve them in their child's education?	Cockburn John Charles is very keen for Parents/Carers to be involved in their child's education. Parents/Carers can be involved by: regularly checking their child's Student Planner and by using

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	<p>it as a means of communication with the academy; attending Progress review evenings and other associated curriculum events; such as Guided Destination evenings. Attending SEND review meetings or other personalised meetings; apply to be a Governor; visiting the academy website; attending productions and sporting events. Parents/Carers of a child with SEND are welcome to contact the SENDCO if they have any queries</p>
<p>How do we consult students with SEND and involve them in their education?</p>	<p>When a student requires additional provision, this will be explained to that young person as appropriate. Daily, students have an opportunity to speak one-to-one with their form tutor and voice any concerns or troubles they may be experiencing during form time. The form tutor will then deal with this appropriately, which may mean a discussion with the SENDCO. When reviewing provision, students will meet as appropriate with the SENDCO, Director of Year, Head of Year, or form tutor to resolve any worries they may have and promote understanding. At Cockburn John Charles Academy we are committed to including and supporting students with Special Educational Needs and Disability (SEND). We seek to meet the individual needs of all students and an extensive range of intervention strategies is available both inside and outside of the mainstream classroom setting. Well-established links and close co-operation with feeder primaries ensures that appropriate provision is in place when students start at Cockburn Academy. Parents/Carers are encouraged to provide relevant information about their child's special educational needs and prior to transition to meet with the Special Educational Needs and disabilities Co-ordinator, Ms Danskin-Lewis or Mrs Chana.</p>
<p>How do we assess and review students' progress towards their outcomes?</p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Cockburn John Charles's Assessment Policy. Teachers formally assess and review progress and attainment at least twice a year (3 times in year 11) which is communicated to Parents/Carers in a student progress report that is sent home. Additionally, subject surgeries are held twice a year for Key Stage 4 and once per year for Key Stage 3 where there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan regular target reviews.</p>

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<p>How do we support students moving between different phases of education?</p>	<p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. All students have at least one visit from the Director of Year 7 and Head of Year 7 to find out all about them. If your child has additional needs, the SENDCO will also meet with your child in the primary school to plan their transition. We offer a Transition programme to SEND students in Year 6 who are transferring from our feeder primary schools for SEND students. Students spend up to three days at Cockburn John Charles Academy where they the chance to meet key members of staff, take part in team building exercises and get to know their way around the academy. This is in addition to the one-day transition event that all students take part in during July.</p>
<p>How do we support students preparing for adulthood?</p>	<p>All children receive independent advice and guidance on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with partners to ensure relevant paper work is completed for students with an EHCP. When students move on to a new setting, relevant documentation is provided (GCSE levels or predictions, attendance information, copies of EHCPs, copies of a Pupil Profiles.</p>
<p>How do we support students with SEND to improve their emotional and social development?</p>	<p>The consistent use of the Academy's Positive Discipline system provides a very clear, structured process that includes sanctions and rewards at all levels in class and around academy. The points that the students work towards are used to access rewards and activities. A large Care Support and Guidance team for those that need support above and beyond their Form Tutor. Information and support strategies are available on SIMS regarding the SEND Register with access to student summaries for all staff to access and use to inform Wave 1 Inclusive Quality First Teaching.</p> <p>Experienced and qualified staff giving one to one and small group support; Targeted Emotional Literacy assessments and intervention programmes; our therapeutic worker and programmes to help with a range of issues for example self-esteem and anger management Access to a broad range of external support agencies including counselling, CAMHS, family support and</p>

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	therapeutic through the JESS cluster and with referrals SENIT or the Educational Psychology service.
What expertise and training do our staff have to support students with SEND?	A large Care, Support and Guidance team: Made up of the SENDCO, Assistant SENDCO, Directors of Year and Key Stage, Heads of Years 7-11, Senior Safeguarding Officer, a therapeutic worker, LSU staff and a large number of learning mentors and teaching assistants. Within this team we have staff who have a range of experience and training covering various SEND needs including the National SENDCO Qualification; CCET (Certificate of Competence in Educational Testing); NVQ Level 2 & 3 Supporting Learners in schools; Behaviour Support; Supporting students with ASD; Supporting students with ADHD; Attachment Issues and Early Help training. All support staff are involved in a weekly training programme, to develop their good practice further.
How will we secure equipment and facilities to support students with SEND?	Facilities for students with Special Educational Needs Cockburn John Charles fully complies with all aspects of legal accessibility guidelines for students with Special Educational Needs. Physical environment support includes the use of the lift to all floors, nonflickering lighting, wheelchair access to all areas and acoustic tiling to support students with a hearing impairment. In addition, we have adjustable tables and work surfaces including sinks for students with physical disabilities. Assistive technology includes modified keyboards and controllers, speech recognition tools, IPAD's and the use of laptops in lessons and in examinations. Curriculum access includes support in lessons for students with a Statement of Special Educational needs or an Education Health and Care Plan a differentiated curriculum and a focus on specific learning styles. Support is also provided through access arrangements including readers, scribes and the use of extra time in all formal examinations if students with Special Educational Needs meet the criteria.
How do we involve other organisations in meeting the needs of students with SEND and supporting their families? How we secure specialist services?	<ul style="list-style-type: none"> Academy may involve specialists from outside agencies to advise them on early identification of SEND and effective support and intervention. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the students' needs then the academy may consider involving specialists including those from outside agencies or from within academy

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	<p>itself. The SENDCO can liaise with specialists and outside agencies to ensure the students' needs are met. Outside agencies and specialist services include:</p> <ul style="list-style-type: none"> • Visually Impaired Team • Hearing Impaired Support Team • (STARS) Specialist Teachers Autism Response Service • Physiotherapy Support Services • Travellers Educational Support Programme • Social Care Services • Educational psychologist team • SENIT- special education needs inclusion team • Speech and language therapist • Occupational therapy • Family Support from the Cluster • BARCA via the cluster • Shine & Rise
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The Academy's robust evaluation process assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of academy life. These are regularly reviewed through regular evaluation. Additionally, progress and attainment data for students is analysed for effectiveness and value for money after every formal assessment point</p>
<p>Who can young people and Parents/Carers contact if they have concerns?</p>	<p>For all students in the first instance contact the subject teacher or your child's form tutor who may refer your concerns to the relevant Director of Year or respective Head of Year 7-11. Alternatively, please contact our SENDCO or Assistant SENDCO (details above). If you are</p>

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	<p>considering whether your child should join the academy contact the Assistant Headteacher responsible for admissions, Mr G Mulcahy. The Academy's complaints procedure is available on the academy's website.</p>
<p>What support services are available to Parents/Carers?</p>	<p>The two main providers of additional support to parents/young people going through the EHC assessment in Leeds are:</p> <ul style="list-style-type: none"> • SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Services). This team can support parents/young people at any stage of Special Educational Needs Support, EHC assessment, or reviews, including support around making an appeal. • Scope Independent Supporters are commissioned directly by the government to provide additional independent support and advice to parents/young people going through an EHC assessment. Independent Supporters are not currently able to provide support beyond the end of an EHC assessment. In addition to the above, Barnardos can support and advocate specifically on behalf of young people and are able to provide information about the child/young person's rights.
<p>Where can the LA's local offer be found?</p>	<p>Leeds City Council's local offer can be found at: https://leedslocaloffer.org.uk/#!/directory</p>