

Co-op Academy Princeville

Special Educational Needs & Disability Information Report 2025/26

Review Schedule:	Annually
Executive Headteacher	Rimah Aasim
Head of School	Gemma Shaw
SENDCo :	Andrew Moylan
SEND Governor:	Mohammed Azam

2025/26 Key Information

SEND Coordinator (SENDCo) in School		Andrew Moylan
SENDCo Contact details	Email:	andrew.moylan@coopacademies.co.uk
	Telephone:	01274 573298
<i>A SENDCo, or special educational needs co-ordinator, is the school teacher who is responsible for assessing, planning & monitoring the progress of children with special needs / SEND</i>		
When was this report last updated		10/09/2025

Where to access the Local Authority's SEND Offer	https://localoffer.bradford.gov.uk/
<i>The Local Offer provides information for children & young people with special educational needs (SEND) & their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health & social care.</i>	
Where to access the school SEND policy	https://www.princeville.coopacademies.co.uk/about-us/policies
<i>The SEND Policy is the most important document that a school develops when determining how they will meet the special educational needs of Pupils. It must reflect the statutory requirements & the actual practice of the school.</i>	
Where to access the School Accessibility Plan	https://www.princeville.coopacademies.co.uk/page?title=Policies&pid=143
<i>The accessibility plan should cover the below 3 areas.</i>	
<i>How the school will:</i>	
<ol style="list-style-type: none"> 1. Increase the extent to which disabled pupils can participate in the curriculum 2. Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and 3. Improve the availability of accessible information to disabled pupils. 	
Areas of need as identified in the SEND code of practice report	
Area of need	Do we provide provision for this area of need?
Communication & Interaction	Yes
Cognition & Learning	Yes
Social, Emotional & Mental Health	Yes
Sensory &/or Physical Needs	Yes

How we identify if a child needs additional support

The procedures for identifying children with special educational needs and disability (SEND) and to monitor their progress will be clear, effective and straightforward. Any such procedures will take into account the SEND Code of Practice.

In working towards this principle, at Co-op Academy Princeville we monitor the progress of all children, to anticipate and identify needs as they arise and to provide support as early as possible. If there are concerns about a pupil's progress, attainment or behaviour, the class teacher will fill in a cause for concern form detailing needs, parental views, interventions, strategies and reasonable adjustments used so far.

This information is then reviewed by the Special Educational Needs and Disabilities Coordinator (SENDCo) who consults with parents/Carers and class teachers and decides on appropriate next steps. Parents/carers, children and any external agencies are involved in planning for any decisions that inform the child's learning.

How we will consult parents & children & involve them in their education

At Co-op Academy Princeville we feel the best results are achieved where parents/Carers, schools work in partnership. At Co-op Academy Princeville we involve parents and children in planning for any decisions that inform the child's learning. The SENDCo assists parents/carers in their understanding of SEND procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations.

We ensure that assessment and review processes seek and take account of the views of parents/carers and the child. Provide clear and informative written advice for parents/carers about the identification and assessment of children with special educational needs.

We recognise that families have valuable knowledge of their child which we encourage them to share and we encourage families to be actively involved in relevant training/planning appropriate to their child's needs. We also provide opportunities to visit the school to discuss their child during target days, open events and by making appointments to see the class Teachers, SENDCo or a member of the leadership team.

Pupil progress meetings are also held with the teachers, SENDCo and leaders to discuss children's progress.

How we will assess & review pupils with SEND progress towards outcomes

At Co-op Academy Princeville we recognise that effective outcomes for pupils with SEND will often depend on close co-operation between the schools, families and other professionals and views/reports are sought as part of the process.

Individual teachers have day-to-day responsibilities with regard to planning and managing the care and learning for students with SEND in their class.

We ensure Education Health and Care Plans and Individual Education Plans, are reviewed regularly and the appropriate action taken where required.

In addition to whole school assessments carried out each term, teachers for pupils with SEND complete a termly Pupil Passport. This allows SMART small steps of progress to be tracked and provides an opportunity to highlight the progress made by pupils with SEND.

All children on the SEND register access interventions this shows the small steps of progress that children with SEND make and identifies next steps. A affect size calculator is then used to measure the progress made.

The SENDCo, in collaboration with the phase leaders, pastoral leaders and senior leadership team, will deliver and monitor the provision/interventions to ensure the children make progress.

How we will support children in moving between phases of education & / or preparing for adulthood

In our Early years settling home visits are carried out before children start in our Talking Two's/Nursery and a number of stay and play sessions are usually offered to all the children and their parents/carers to introduce children to the staff and academy during the Summer Term before their Autumn start.

For all of the children in the school, transition days take place each year during the Summer Term which enables all classes to move up to their next teacher and classroom.

To enable children with SEND to have a successful transition a multi agency transition meeting is put in place. Children also have an opportunity to visit their new setting and meet with key staff. A handbook is created with photographs of their new school and key members of staff. Assemblies to support children transition are delivered by staff and external professionals. Parents/carers are involved throughout the process and ensure a consistent approach is adopted at home.

Children in Year 6 have a transition day at their chosen high school, with extra transition activities planned for pupils with SEND. Discussions are held between key staff in our academy and the high schools to share all the relevant information about pupils to ensure their individual needs are met. Teachers also meet to discuss their new classes with the previous teacher and the SENDCo meets with teachers early in the new academic year to discuss support for their pupils with SEND.

Children for whom this move may be more of a concern, additional sessions are planned to build relationships with key members of staff and resources such as videos that the children can watch over the summer holidays showing classrooms, key staff etc are produced.

Our approach to teaching children with SEND & how we adapt the curriculum & learning environment for pupils with SEND

Children identified as having SEND are supported to access all aspects of school life. The SEND Code of Practice makes it clear that all teachers are teachers of pupils with additional needs - Teachers have the highest expectations for all pupils

Teaching is based on building on what the child already knows, can do and can understand - Different teaching strategies and resources are used so that all children are able to access learning and be successful

The curriculum is clearly differentiated for the SEND children to access. The key knowledge that we want them to learn is identified and focused on.

Teachers carefully check children's progress and identify children with gaps in their learning that need additional support to help them make the best possible progress. These children are discussed with the senior leadership team, including the SENDco. We carry out specific small group support for children identified as needing additional support with learning. Progress will be closely monitored, the impact measured and reviewed. Children on the SEND register are supported through interventions. These are available for specific barriers to learning which cannot be overcome through quality first teaching. Additional specialist support from external agencies or professionals may be provided guidance will be followed to ensure appropriate support is given in school.

Teachers are trained to select and use resources to support pupils and foster independence. Teachers may use class groupings, different resources, adult support, peer support and other teaching strategies to support all pupils during lessons. If you feel you need further information about how pupils are supported in class then please approach your class teacher who will be able to give you specific details of intervention programmes and how adaptations are made.

How we train our staff who provide support to pupils with SEND & the existing expertise they have

Staff receive training within school by the SENDCo, leaders, Educational Psychologist and specialist teachers to be able to meet the needs of children with SEND.

For other specific training staff attend offsite training sessions in order to fulfill their role and provide support to individual children with SEND. The SENDCo liaises with and advises school staff about individual students' profile of needs and supporting their planning for an individual education plan.

How we evaluate the effectiveness of the provision made for pupils with SEND

The Senior Leadership Team of Co-op Academy Princeville will ensure high quality education and support for all, when deciding how to allocate resources and to prioritise access to services within the Academy. The Local Governing Bodies (LGBs) will identify a Named Governor for SEND who will fulfill their responsibility to scrutinise the work of the SENDCo and SEND team.

How we encourage & enable children with SEND to engage with activities available to children with no SEND requirement

All teaching and learning support staff have a responsibility to ensure that each child is given every opportunity to fulfill their potential within the normal classroom situation. All staff should be aware of the learning support needs of all children they teach, and should ensure that the needs of each child is addressed in accordance with the Teaching and Learning policy.

How will Co-op Academy support children's social and emotional wellbeing?

At Co-op Academy we focus on the 5 ways of wellbeing. The 5 ways of wellbeing are simple things we can do everyday to help us feel happier and more positive.

They are to connect, be active, keep learning and to take notice.

All children have access to high-quality lessons designed to build and strengthen their social and emotional skills. Where children are struggling with their social, emotional development Staff would raise concerns to the SENDCo by filling in an emerging needs form. The SENDCo will then observe and talk to the child, parents and key adults and the next steps agreed.

We have a number of interventions on offer to support children including looking after your wellbeing, worry anxiety, friendship, therapeutic story writing and 1:1 counselling sessions these are led by the school's behaviour and inclusion manager in school and supported by professional practitioners.

How we engage with other bodies such as health, social care & LA support services in meeting a pupils SEND requirements & supporting their family

The best results are achieved where multi agencies work in partnership. At Co-op Academy Princeville we Liaise with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies.

We also consult with SENCOs from other schools to ensure effective transition arrangements are made for students who are moving. Professional meetings are held, outcomes are sort and actions are undertaken in a timely manner.

The SENDCo is also the Deputy Designated Safeguarding lead and has a thorough understanding of policy and practices within safeguarding and has strong links of working with social care.

What are our arrangements for handling complaints from parents of children with SEND about our provision?

In the first instance you should discuss any concerns with your child's class teacher and then the SENDCo. Most complaints can be solved by talking with us as soon as you have a concern. However, if you still feel your complaint has not been dealt with please follow our school complaints procedure. This can be found on the school website:

<https://www.princeville.coopacademies.co.uk/page/?title=Policies&pid=143>