

SEND Information Report September 2025-2026 – Co-op Academy Walkden

1. The kinds of special educational needs for which provision is made at the school

Our Academy is an inclusive academy that welcomes all who wish to attend whilst recognising that some face barriers to attendance, participation and achievement. Please refer to our SEND policy for further details on our philosophy.

Specialist and dedicated staffing in the school include

An Assistant Principal for Inclusion and SENDCO (Accredited with National Award for Special Educational Needs Co ordination – NASENCO).

1 SENDCO and Hive Leader (Enhanced Resource Provision for students with Cognition and Learning Difficulties) (Accredited with National Award for Special Educational Needs Co ordination – NASENCO)

1 Lead Assistant SENDCo currently undertaking SEND NPQ - Teacher in The Hive.

1 Assistant SENDCo - Level 7 accredited Specialist Assessor in Assessing for Access Arrangements and currently completing SEND NPQ

2 ASC and SEMH Specialists

1 SALT Coordinator (ELKLAN) and Thrive Practitioner

1 HLTA Community Lead and Teaching Practitioner

1 ASPIRE Learning Provision Manager

1 HLTA - SEMH ASPIRE Learning Provision Centre

1 SEND Intervention Coordinator - ASPIRE Learning Provision Centre.

1 Inclusion Practitioner - ASPIRE Learning Provision Centre.

A team of 5 Year group TA3s who have additional responsibilities within a year group, including interventions and target setting and reviewing who are also ELKLAN trained.

We have a dedicated team of seven Departmental TA3s who provide targeted support to students with additional needs across specific lessons.

Our Enhanced Resource Base, known as The Hive, was established in September 2013 to support students with Cognition and Learning Difficulties. Places within The Hive are allocated through the Local Authority's SEND Panel and are not open to the wider Academy cohort.

The provision is designed to offer a blend of specialist small-group teaching and tailored interventions, while also enabling students to access mainstream education wherever appropriate — combining the strengths of both special and mainstream settings.

Typically, students within The Hive receive highly supported teaching in core subjects such as Maths, English, and Humanities. They also participate in mainstream lessons for other subjects, with additional support from teaching assistants to ensure their needs are met.

At Key Stage 4, we offer a dual accreditation pathway, including Functional Skills Entry Level qualifications in Maths and English, alongside GCSEs in English and Maths, and a BTEC Pre-Vocational course.

Our overarching aim is to ensure every student feels included and is given the opportunity to thrive within the wider Academy environment, as far as possible.

The school was built in 2010-11, and as such, conforms to the DDA.

We have lifts which are accessible for those students requiring mobility support

We have accessible toilet facilities adjacent to every set of student toilets

We have accessible changing facilities adjacent to the sports changing facilities

Where needed, we work with parents, students and external agencies to put PEEPs (Personal Emergency Evacuation Plans) in place

We have an accessible shower room with hoists fitted

We have height adjustable tables / work benches in at least one classroom in each zone, and we timetable appropriately

We have refuge points with Evac Chairs and call buttons in each stairwell of the school should they be needed in the event of a fire

We have a hearing loop in school

We have disabled parking spaces at the front of school

We use the Hive as a support base to support a range of students at break and lunch times

2. Information about the Academy's policies for the identification and assessment of *students* with SEND

All students are regularly assessed in each subject. This information is used to monitor progress. Where students are making less than expected progress or demonstrating less than expected effort and are already identified as having SEND, we investigate how we can support them in particular subjects, liaising with teaching staff, the student, external agencies and the teaching assistants. Where students are not already identified we have an internal referral form which allows staff to communicate concerns. Some additional testing or investigations are often necessary, and this can mean referrals to external agencies.

Information from primary schools is our initial means of identification of students with SEND

We have an internal SEND referral form for teachers to use when they suspect a pupil may have a difficulty relating to SEND.

In Year 7, all students undergo a reading age assessment. Those identified with a reading age significantly below their chronological age receive intensive literacy intervention delivered by a team of trained Teaching Assistants. Progress is monitored at key intervals to determine whether continued support is needed into Year 8. While intervention is prioritised for Year 7, additional support is extended to Year 8 students where resources permit.

Our approach to supporting students with additional needs is guided by the Graduated Response model, ensuring that assessment and planning are both structured and responsive.

In Year 9, we use the GL Exact Access Arrangements Screener to help identify students who may be eligible for access arrangements at Key Stage 4.

We offer a range of speech and language interventions, including Lego Therapy and Bounce Forward Resilience, with a particular focus on Key Stage 3 students. These interventions are available to all pupils identified as having SEND.

To support neurodevelopmental pathway (NDP) referrals, we use a variety of assessment tools such as structured observations, tick lists, and SNAP profiles. We also administer GL assessments for Dyslexia and Dyscalculia, facilitated by a team of trained staff.

Our school works in close partnership with the Educational Psychology Service, both to support individual students and to drive systemic improvements. This collaboration includes staff training, parental engagement, and student workshops.

Weekly focus groups are held for each year group to discuss emerging concerns, agree on actions, and implement early identification strategies—ensuring that no student is overlooked.

We also implement the THRIVE model, developed by Salford Local Authority, to help identify and deliver tailored interventions that meet the specific emotional and developmental needs of our students.

Student assessment is ongoing and takes place both during lessons and in unstructured settings. Observations may be informal or recorded using structured tools such as the ABC (Antecedent–Behaviour–Consequence) framework. Where concerns arise, a meeting involving the student and their parents is a vital part of our identification and support process.

3. Information about the Academy's policies for making provision for students with SEND whether or not they have EHC plans, including

a. How the school evaluates the effectiveness of its provision for such students

For all the following interventions, plans including reason for the intervention, objectives to be met and students' views are recorded. Where appropriate, pre and post data is included for determining the effectiveness of the intervention. This includes assessment data, reading and/or spelling ages, SDQs and Boxall Profiles

- *1:1 or paired/group support in lessons*
- *1:1 ASC support for identified students*
- *Speech, Language and Communication groups – narrative, inferencing and vocabulary*
- *Writing and spelling interventions*
- *Maths basic skills interventions*
- *1:1 reading intervention programme*
- *1:1 mentoring for identified students*
- *Social and Communication Group*
- *Handwriting support*
- *Therapeutic 1:1 sessions*
- *Use of alternative means of recording, eg laptops, reading pens*
- *Friendship groups*
- *Organisation and mentoring groups*
- *Personalised timetables*
- *Social stories and comic strip conversations*
- *Lego Therapy*

The SENDCO works alongside SLT responsible for teaching and learning, to quality assure SEND provision and the successful implementation of the SEND policy. This is done using a number of mechanisms such as;

- *Learning Walks and lesson observations to look at the standard of SEND provision in the classroom*
- *Analysis of data to track the progress of each student/pupil with SEND*
- *Book looks / examples of quality first teaching from departments*

At several points of the year we conduct pupil and parent views.

b. The Academy's arrangements for assessing and reviewing the progress of students with SEND

At the Academy, we make sure students with Special Educational Needs and Disabilities (SEND) are supported and their progress is regularly reviewed.

Every student on the SEND register has a Pupil Passport with individual targets. These plans are reviewed three times a year by a key adult, such as a Year Group Teaching Assistant or a key worker. The reviews help us check progress and adjust support as needed.

Students with an Education, Health and Care Plan (EHCP) have a formal review at least once a year. We invite the student, their parents or carers, the SENDCo, Head of Year, teachers and support staff involved, and any external professionals. From Year 9 onwards, our careers advisor also joins to help with future planning.

To support transition, Year 7 students have a settling-in meeting during the first half term. This can be in person or over the phone. We also hold a 'Meet the SENDCo' day each year, where parents and carers can book appointments to talk about their child's needs.

These arrangements help us work closely with families and professionals to make sure every student with SEND gets the right support to succeed

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c. The Academy's approach to teaching students with SEND

The first response to students who are identified as having SEND is providing high quality teaching. Middle Leaders and teachers ensure that all lessons have different levels of scaffolding. This includes, pre-teaching of vocab, use of glossaries, use of visuals, chunking of information etc. We have a strong Universal Offer that is inclusive and of benefit for all students in the academy.

When planning and teaching the National Curriculum, all teachers must set suitable learning challenges, respond to students' diverse learning needs and overcome potential barriers to learning and assessment.

All students have the opportunity to experience success in learning and achieve as high a standard as possible. Teachers plan suitable learning for students with attainments significantly above or below the expected key stage levels.

All teachers:

- *set high expectations and provide opportunities for all to achieve*
- *take account of legislation requiring equal opportunities*

- *take specific action to create effective learning environments, secure students' motivation and concentration, provide equality of opportunity, use appropriate assessment and set targets for learning.*

For students with particular learning and assessment requirements, teachers support individuals and groups to enable them to participate fully in curriculum and assessment activities.

Children with SEND

Teachers

- *take account of the type and extent of a student's special educational needs in planning and in assessment*
- *provide support for communication, language and literacy needs*
- *plan, where necessary, to develop students' understanding through the use of all available resources and experience*
- *plan to enable students to take full part in learning, physical and practical activities*
- *help students to manage their behaviour, to take part in learning effectively and safely and, at key stage four to prepare for work*
- *help individuals to manage their emotions, particularly trauma and stress, and to take part in learning*

Children with disabilities

Not all students with disabilities necessarily have special educational needs. Teachers take action however, to ensure students with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed at the outset, without the need for disapplication. Teachers:

- *plan for enough time for satisfactory completion of tasks*
- *plan opportunities where needed for the development of skills in practical aspects of the curriculum*
- *identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals*

Supported groups are in place for students where a Cognition and Learning need has been identified. These groups allow for small class teaching, a higher level of scaffolding and TA support.

All curriculum areas review sets at least once per academic year, and students are able to move between them

d. How the school adapts the curriculum and learning environment

High quality teaching for all students, not just those with Special Educational Needs, is vital. High quality teaching is embedded in schemes of work across the academy and metacognition is explicitly taught. Teachers have a good understanding of how to make reasonable adjustments to remove barriers.

The academy uses light yellow 3 on all presentations.

There are 'Supported Groups' across all core subjects which allows students to access a smaller teaching group with specialist TA support.

Some students have access to the Hive teaching groups.

Some students will work on laptops if needed.

There is a comprehensive internal CPD offer for all staff including support staff, and a team of senior staff and lead practitioners whose focus is teaching and learning. All new staff and trainees spend some time with the SENDCo looking at good practice and information sharing. There is collaboration within subject areas on differentiating schemes of work and lessons for the lower bands.

e. Additional support for learning that is available for students with SEND

At Co-op Academy Walkden, we're proud to have a committed and skilled team of teachers and teaching assistants who work tirelessly to support our students.

- *We have two dedicated teachers working exclusively within The Hive — our Enhanced Resource Provision for students with cognition and learning difficulties.*
- *Our Departmental Teaching Assistants provide targeted support across subject areas.*
- *Additional Teaching Assistants are attached to specific year groups to offer consistent, tailored support.*
- *Our ASC/SEMH team offers specialist guidance for students with Autism Spectrum Conditions and Social, Emotional, and Mental Health needs.*

We also benefit from a strong pastoral team who support students across all year groups, helping to create a safe and nurturing environment.

Our transition process is robust and begins in Year 5 with our feeder primary schools. We have a dedicated transition lead who coordinates this journey, ensuring continuity and care. For students with Special Educational Needs and Disabilities (SEND), we arrange additional multi-agency meetings — both at their primary schools and at Co-op Academy Walkden — to ensure a smooth and well-informed transition.

Students with EHCPs also receive personalised settling-in meetings, either in person or by phone, alongside our whole-year settling-in evenings.

Every student with SEND has an Individual Learning Plan outlining the specific support they require. We also implement reasonable adjustments where needed — including early-leave passes, self-regulation passes, and access to sensory tools such as fidget items — to help students feel comfortable and succeed in their learning.

f. Activities that are available for *students* with SEND in addition to those available in accordance with the curriculum

Extra-curricular activities currently listed on the school website are open to all students, and reasonable adjustments where necessary are made to ensure that activities are fully inclusive.

Physiotherapy sessions take place for appropriate students in school

We run social and communication groups, mentoring, spelling, handwriting, friendship and typing groups during morning registration time.

All students are able to take part in residential and other school trips (depending on a risk assessment if required for health and safety purposes)

Additional trips and activities are arranged for the students in the Hive and other students with complex needs

g. Support that is available for improving the emotional and social development of *students* with SEND

Staffed quiet space for before school, break and lunchtimes

Two SEMH and ASC key workers.

A Thrive Practitioner

School counsellor

Friendship groups

Peer mentoring for KS3 students

Social and communication groups

A school nurse

Strong links with outside agencies

Strong pastoral team

Dedicated and highly knowledgeable safeguarding team

We are actively engaging in Emotionally Friendly Schools and a Mental Health award for the Academy

Mental health strategy in the Academy

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCO <i>Mrs Sara King - Assistant Principal for Inclusion / SENDCo</i> 0161 8501625 <i>Mrs Gemma Maguire - SENDCo / Hive Leader.</i> 0161 8501625
5. Information about the expertise and training of staff in relation to CYP with SEND and about how specialist expertise will be secured <i>Professional Development is in place for all members of staff at Co-op Academy Walkden . This means that each year staff have to consider their own training needs. This is carried out by the senior Leadership Team (including the SENDCo) We look at the needs of the children and identify any training which needs to take place.</i> <i>Some of our teaching assistants are ELKLAN trained (a speech and Language training programme)</i> <i>Staff work very closely with a variety of therapists from the Learning support service, Hearing Impaired, Visually Impaired, ASC, Physiotherapists and our Educational Psychologist. Their support is sought when necessary.</i> <i>All teaching assistants complete phonics training and training to support delivery of specific interventions.</i> <i>We have weekly 'SEND Surgeries' to discuss specific students and how best to support them in lessons.</i>
6. Information about how equipment and facilities to support CYP with SEND will be secured <i>There is a designated budget which is monitored to ensure 'best value'. On-going monitoring and evaluation together with the strategic planning of SEND ensures that all children's needs are met through careful targeting of both human and material resources.</i> <i>Careful consideration is made with regard to students coming to Co-op Academy Walkden, to ensure that the correct equipment to support their needs is in place. Liaison with external agencies and professionals is key to ensuring this is in place.</i>
7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child <i>Parents are always welcome to talk to us about their child's education. They are communicated with in the following ways:</i> <i>Accessibility at parents' evenings and other evening events to the SENDCO</i> <i>Meet the SENDCo days</i> <i>Communication of direct dial and email of SENDCO to all parents</i> <i>An open line of communication</i>

<i>Meetings with parents – these can be regular where there are particular concerns or complex needs, or less frequent where there is less need</i> <i>Meetings and communication with SEND teachers and Teaching Assistants</i> <i>Questionnaire for parents of new students asking their views about how their child learns best, which is then communicated to parents via our whole school SEND information system</i> <i>Parents' group for ASC</i> <i>Support with travel training partnership for students in KS4 who may need support getting to and from college</i> <i>We work closely with SIASS in Salford where parents have requested additional support, and actively engage in this.</i> <i>Parent workshops on specific subjects such as anxiety. These are run by specialists such as Educational Psychologists.</i> <i>Half termly coffee mornings with a specific focus.</i>
8. The arrangements for consulting young people with SEND about, and involving them in, their education <i>SEND student voice and work scrutiny</i> <i>Whole school work scrutiny looks for evidence of scaffolding.</i> <i>Students involved in creating their own profiles to share with teachers</i> <i>Students with EHCPs are actively involved in their reviews – student centred</i> <i>PASS survey</i> <i>Co op Your Voice survey</i>
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of students with SEND concerning the provision made at the school <i>Stage 1: The complaint is dealt with by the subject teacher, head of year or the form tutor. If the matter remains unresolved,</i> <i>Stage 2: The complaint is dealt with by the SENDCo. If there is still no resolution,</i> <i>Stage 3: The Principal should become involved. If the matter is still not resolved, the complainant should put their complaint in writing to the Chair of Governors, Brittney Brown.</i> <i>Stage 4: The Governing Body deals with the matter through the agreed complaint resolution procedures.</i> <i>In the unlikely event that the matter is still not resolved, the parents can then take the complaint to the Local Authority Complaints Officer and ultimately to the Ombudsman/Secretary of State.</i>
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of students with SEND and in supporting the families of such children

The Academy works very closely with our Educational Psychologist. Where there are particular concerns and a decision, in conjunction with parents/carers has been made, a referral is made. A date will be set for the Educational Psychologist to come to school to carry out an observation and/or a 1-1 assessment. If the child is EAL, then a translator will be brought in for the entirety of the assessment. This will usually be followed by a meeting with parents (not necessarily on the same day)

We work closely with other professionals including ASC specialists, hearing impaired teachers, specialist nurses and physiotherapists. As a department, we enjoy strong links with other local high schools which enables us to share good practice. It may also be deemed necessary for a child to be referred to speech and language. Again, parents' permission will always to be sought. (in the case of Cared for Children, permission may be given by the carer or the social worker) We also have the facility to seek advice from SEND Support Services. We work closely with the school nurse and physiotherapist. Some of our children have been referred to CAMHS (Child and Adolescent Mental Health Services) and we also have an appointment only and drop in counselling service.

11. The contact details of support services for the parents of students with SEND, including those for arrangements made in accordance with clause 32

SIASS Unity House Salford Civic Centre Chorley Road Swinton M27 5AW	0161 778 0538
Statutory Assessment Team Burrows House 10 Priestley Road Wardley Industrial Estate M28 2LY	0161 778 0410
Learning Support Service (LSS) c/o Moorside High School 57 Deans Road Swinton M27 0AP	0161 607 1671
Educational Psychology Service Burrows House M28 2LY	0161 778 0476
Children with Disabilities Social Work Team	0161 793 3535

Salford Civic Centre
Chorley Road
Swinton
M27 5DA

12. The contact details of support services for supporting students with SEND in transferring between phases of education or in preparing for adulthood and independent living *Sometimes you will want to plan a longer, more structured transition into the next phase of education for a child with SEND.*

Transition From	To	Support Service	Contact details
Setting	School	Starting Life Well	0161 793 3275
		Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 1	Key Stage 2	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 2	Key Stage 3	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 3	Key Stage 4	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
Key Stage 4	Key Stage 5 and beyond	Educational Psychology	0161 778 0476
		LSS	0161 607 1671
		New Directions (the Joint Learning Difficulty Team within Adult Services)	0161 793 2286
		Transition Coordinator	0161 793 2298
		Connexions	0161 603 6850

		Salford City College Learning Support	• City Skills Sixth Form Centre - <u>50 Frederick Road, Salford, M6 6QH</u> • Eccles Sixth Form Centre - <u>Chatsworth Road, Eccles, Salford, M30 9FJ</u> • FutureSkills - <u>Dakota Avenue, Salford, M50 2PU</u> • Pendleton Sixth Form Centre - <u>Dronfield Road, Salford, M6 7FR</u> • Walkden Sixth Form Centre - <u>Walkden Road, Worsley, Salford, M28 7QD</u>
For any child with a disability not already known to Social Services who you think needs a service from them to help support transition at any stage, you need to refer to the Multi Agency Safeguarding Hub (MASH)			0161 603 4500
For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team			0161 793 3535
13. Information on where the local authority's local offer is published The Local Offer in Salford (LOIS) can be found at this location: www.salford.gov.uk/localoffer.htm			