



# Mid-Essex Co-operative Academy

'Re-engaging young people with education'

## SEND Information Report May 2024

Review Date May 2025

The Special Educational Needs and Disabilities Code of Practice 2014 requires the school to publish certain information regarding our provision for pupils with SEND. We hope parents and carers of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information. Mid-Essex Co-operative Academy is an Alternative Provision (Pupil Referral Unit- PRU) that provides education for children who have found mainstream education a challenge.

Schools can make a referral to Mid-Essex Co-operative Academy for a place for either 'Request for support', or for Anxiety/Medical reasons. We also provide education for pupils who have also been permanently excluded from school. All pupils who attend our school are identified as having an SEND need as they are not able to manage mainstream education. Pupils with SEND follow the same procedure as other pupils with regards to admissions.

We provide support for the four SEND categories of need:

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and Physical

Staff at our school have a wide range of knowledge and training. We have members of staff who have specialised in:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit hyperactivity disorder (ADHD)
- Speech and Language Needs and Therapy
- Social and Emotional Needs
- Diabetes, Allergies and Epilepsy

### Key members of Staff

Mrs Anna Nottage	Special Educational Needs and disabilities Coordinator (SENDco)	anottage@kcat.co.uk
Ms Didi Gadenne	Senior Leader of EBSA pupils	dgadenne@kcat.co.uk
Mrs Mary Ellis	Safeguarding and well-being lead	mellis@kcat.co.uk
Mr Emeka Nwabueze	Exams and access arrangements officer	enwabueze@kcat.co.uk
Mr Josh Goodacre	SEND governor	jgoodacre@kcat.co.uk

### Identifying a specific educational need

On arrival at Mid-Essex Co-operative Academy, all pupils complete the Induction programme to produce baseline information which is recorded on an Individual One Plan. The key information gained at Induction allows teachers and other professionals to provide targeted support to enable the young person to engage with their education and reduce gaps in learning.

Teachers are made aware of any pupil's needs so that access arrangements are practised as their normal way of working in lessons.

Having a person centred approach supports a young person, not just within school. It is important to have the views of the young person, families and carers. We support this partnership in the following ways:

- Initial Visit meeting to enable the pupil to become familiar with the school
- Personal Tutor

- Tutor weekly calls home
- Email conversation
- Half term progress reports
- One Plan meeting
- Personal Education Plans (PEP) for Looked after Children
- Six weekly reviews for Medicals and Request for support pupils
- Annual Review Meetings for pupils with an EHCP
- Designated Home School Liaison link
- Advice on supporting the family
- Parent Consultation day
- Student Voice
- Key Stage Lead to review individuals needs and provision
- School Information newsletter

### Additional Support

Many pupils at Mid-Essex Co-operative Academy have needs that are significantly complex and require a wider range of support. We are fully committed to ensuring the needs are met of all pupils, including those with SEND. All Teachers at the school are considered teachers of SEND. As such, we provide:

- Personalised lesson plans
- Small group teaching
- Specific Literacy and numeracy interventions
- Adaption/ adjustment of resources
- Personalised provision
- SEEDS programme
- Social, Emotional and Mental Health support
- Speech and Language support
- Memory support
- Music with therapeutic conversation

### External professional support

- Educational Psychology Service
- Speech Therapy Maldon
- Special Education Needs and Disabilities Operation (SENDOPS)
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Psychodynamic Counsellor
- Information and Guidance Service (Careers & Post 16 support for pupils with an EHCP)
- Yo Yo Project -Farleigh Hospice
- Social Care
- School Nurse
- Family Solutions

- Kids Inspire

### Monitoring Progress of pupils with SEND

Pupils are taught in small groups where teaching is differentiated to meet the needs of the individual. Learning Support Assistants are assigned to support specific pupils with identified needs. Half termly data is recorded to measure progress and report back to parents/ carers and referring schools. Pupil Progress is monitored and reviewed by Heads of Key Stage, Heads of Department, the SENCo, Safeguarding Lead and the Attendance officer.

The progress and development of SEND is discussed at Senior Leadership Team meetings and a full SEND Report is presented to the Local Governing Body.

### Support and training for School Staff

As an Alternative Provision, all staff training is based upon meeting the needs of the young people. The staff training focus is on the identified needs of the cohort for example: dyslexia, working memory, developing speech and language skills and supporting social, emotional and mental health difficulties.

### Accessibility Plan

Our school is accessible to all, including those with disabilities. We have an additional document detailing our accessibility plan which is also available on the school website.

### Complaints procedure

Whilst we always endeavour to support pupils with SEND effectively and with regards to their individual needs, there may be times when a parent would wish to make a complaint. Initial concerns should be discussed with the pupil's form tutor during weekly phone calls. Additional complaints can also be made directly to the SENCo or a member of the Senior Leadership Team, using the email addresses listed within this policy.

### Local Authority Information

The Essex Local Offer can be accessed through the ECC website [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services

available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

