



Co-op Academy
Manchester

Special Educational Needs and/or Disabilities (SEND) Information Report

Date: July 2020

“The governing body of maintained schools and maintained nursery schools and the proprietors of academy schools **MUST** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN’. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.”

Glossary of Terms

- **SENCO** is the special educational needs co-ordinator in the academy.
- **The SEND register** is simply a list the pupils who have special educational needs and disabilities so that the academy can monitor the provision being put in place for the pupils. Pupils can come on and off the register at any time.
- **Education Health Care Plans or EHCPs** (used to be known as Statements of special educational need) are for children and young people aged up to 25 who need more support than is available through special educational needs support normally provided in school. They identify educational, health and social needs and set out the additional support to meet those needs. There is a process involved in requesting an EHCP assessment that may include getting assessment reports from school, parents, the pupil, educational psychologist and medical people. There is an annual review of an EHCP.
- **SEN Support** a student that is identified as having SEN and they receive above and beyond their peers through the graduated approach.
- **Graduated Approach** The four stages of assess, plan, do, review.
- **Quality First Teaching** is the notion that high quality teaching in lessons will meet almost all pupils' needs well because teachers will tailor the teaching to different pupils' needs.
- **Differentiation** is part of quality first teaching and means that pupils may be given different tasks or goals to others, have them presented in different ways or have more adult support in the lesson.
- **Interventions** are focused teaching programmes designed to enhance a pupil's knowledge, understanding or skills. They can take place within a lesson or outside of the lesson. They can be for one pupil or for a group of pupils. They run for a set period when it is anticipated the pupil will have accelerated their learning. They can be run by teachers or teaching assistants. They can cover any aspect of learning but are often to do with enhancing literacy and numeracy skills.
- **Student Passport** is a plan for a SEND pupil's learning that supplements what the teacher has planned in lessons. They most often are compiled by the SENCO and given to teachers to inform them about the pupil's needs, the objectives being set and how best to meet these. They are reviewed regularly.

1. What kinds of special educational needs do we provide for in our school?

Co-op Academy Manchester is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

The SEND Department provides support for students across the 4 areas of need as laid out in the SEN Code of Practice 2014 :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We are currently catering for students with a range of needs such as literacy and numeracy difficulties, Autism, emotional needs, ADHD, dyslexic tendencies, mental health and hearing impairment.

Academic Year 2019/20 230 students of which 36 have EHCPs were on the SEND register which was 16.7% of the academy's population (the average for Manchester was 15.6%).

During the academic Year 2019/20 the academy has made applications and have successfully gained EHCP for 5 students, with a number of EHCP applications still with the local authority.

Students are only put on the register if their needs require something different or additional to the quality teaching taking place in the classroom. The register is reviewed during the year and students may be added or taken off if their needs can be met with the universal provision that exists for all students.

2. How do we know if your child needs extra help?

Students are identified as having SEND, and their needs assessed, through :

Our class teachers and Directors of Learning Zones closely monitor the progress and attainment of all students, including those who have or may have SEND. Through continuous monitoring of students during their time at Co-op Academy Manchester we further identify students with a special educational need. This identification may come from tutors, subject teachers, teaching assistants, LPSOs, outside agencies, parents/carers or the pupils themselves. To help identify particular areas of need, the Academy uses a variety of additional assessment tools such as non-verbal screening tests (these test the ability to solve problems with visual clues) , a literacy screening programme to highlight specific reading difficulties, a strengths and difficulties questionnaire and maths tests. Where there

are particular concerns with a student's progress, a parent may be asked for consent for an Educational Psychologist to carry out an assessment in order to look more deeply into the reasons for the student's difficulties. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for us to intervene 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.

All students with SEND are on the SEND register which is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities.

Parents are kept informed of the results of specialist assessments and of any particular intervention that may be offered.

3. Who you speak to at the academy if you think your child might have special educational needs

If you would like to talk about any special educational needs you think your child may have then please contact the SENCo or Deputy SENCo:

SENCO: Miss J McManus j.mcmanus@cam.coop

Deputy SENCO: Mrs L Marchant l.marchant@cam.coop

An appointment will then be made and any other relevant members of staff such as your child's LPSO will also be invited to attend if you wish.

The SENCo or Deputy SENCo will be present at all the Parents' Evenings and Open Days.

4. How we consult with young people with special educational needs and involve them in their education

We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered.

Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'Views of the Child/Young Person' documents prior to reviews.

In any meeting to discuss a student's progress or behaviour the young person is invited to attend so their voice can be heard. TAs gather the views of students on how best they learn through the Student Passport.

5. How we help you to support your children's learning

All parents of young people receiving SEN support are involved in discussing the provision for their child and are kept updated on their progress. Students who have complex special needs or who are particularly vulnerable have a key member of staff who builds up a close relationship with the student, completes and updates their student passports and communicates regularly with parents.

If you wish to discuss a possible application for an Education Health Plan, the SENCo or Deputy SENCo will guide you through the process. You will also have the opportunity to talk to the Educational Psychologist who will provide two reports as part of the assessment.

Parents can make a request for an EHCP at any time to the local authority by emailing sen@manchester.gov.uk outlining their concerns and why their child needs an EHCP.

You can seek independent advice from the SEND Information and Support Service (SENDIASS) 0161 209 8356 weekdays from 10am - 3pm or email: parents@manchester.gov.uk

Alternatively you can contact, Talbot House who support parents and carers of people who have learning disabilities in Manchester. (www.talbot-house.org.uk 0161 203 4095 admin@talbot-house.org.uk)

In some cases, the Local Authority will offer a Caseworker to give additional support.

We will support you by having regular communication and a named key worker for your child who will contact you on a regular basis.

Parents / Carers will also be asked to complete a 'Views of the Parent/Carer' document.

If your child already has an EHC Plan, you will be invited to an annual review every year to discuss their progress. Last year many students' targets were amended to reflect their current needs. You can email or phone the SENCo or Deputy SENCo at any time should you wish to discuss any concerns as they arise.

6. How we know what progress your children are making and how we keep you and them informed

All the students have targets for each subject and they are regularly assessed to see if they are working on, below or above this target. The teachers track each student's assessment results to check how much progress they are making. If despite the teacher's differentiation (matching the work to the student's ability) the student is still not making expected progress then there will be further investigation to assess what the barriers to learning are. The student may then be given an intervention to address a particular need.

If a student receives a particular intervention outside the class, then baseline (starting point) and exit data are used to judge progress and the impact of the intervention such as an improvement in reading ages or a softer measure such as increased confidence is used.

Signs that a student's confidence has improved might be that the student contributes more answers in lessons or is happy to be a lead learner. If a student has difficulty seeing situations from another person's point of view, the intervention might focus on using different scenarios and seeing how the student over time learns how to respond more appropriately in different social situations. This might be measured using student and teacher feedback, or by a reduction in behaviour logs.

All parents receive three interim report a year indicating current grades and target grades. If your child has an Education Health Care Plan then you will be invited to a review of your child's progress. If your child is on the SEND register there will be a minimum of three opportunities a year to discuss your child's progress. Parents can phone or email the SENCo or Deputy SENCo to make an appointment whenever they have concerns.

7. How we have supported young people with SEND and adapted teaching to best support them

Every student with SEND has their unique profile and needs. The provision is aimed to meet those individual needs where possible. The teachers are informed of the students' needs and for many students with SEND the teachers' quality teaching, modification of tasks (differentiation where the work is matched to the students' abilities) and awareness of individual issues such as weak literacy skills or difficulty in following instructions is sufficient to allow the student to thrive in their lessons.

Some students have had support from a teaching assistant (TA) in many of their lessons. The TAs have all had training on questioning effectively to develop students' thinking skills. They have worked with students to develop their resourcefulness, their responsibility and their resilience through modelling good practice and developing each student's self-belief. Each TA has key students with whom they have compiled their student passport that inform staff of their needs, strengths, likes and dislikes and what helps them. The TAs have had regular contact with the parents of their key students and have given updates on their progress and well-being. TAs work closely with teachers in lessons.

Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities. Interventions are either short term of 1 hour per week for 6 weeks, or long term of an hour a week withdrawal from class for the whole academic year. A number of interventions have been provided to meet the range of needs of the SEND students as listed below:

For Cognition and Learning Needs

Literacy and Numeracy Catch-Up, Guided Reading, Think2Read (to develop students' inferential skills). Specific literacy support to develop phonological skills with resources such as 'Toe by Toe, and 'Beat Dyslexia', IDL and spelling programs. Student Support Group for students with ADHD.

For Communication and Interaction Needs.

Social stories, emotional literacy, tutor time preparation for day.

For Social, Emotional and Mental Health Needs

Key adult, 1:1 support in tutor time, therapeutic creative play, social emotional aspects of learning, mentoring, Circle of Friends, counselling, music therapy, draw to talk, raising self-esteem, CAMHS advice, behaviour management.

Sensory Needs

Training and support from Lancasterian Outreach and Inclusion Service for hearing impairment. Advice disseminated to all staff.

Physical Needs

Risk assessment to ensure a student with a physical need can access all parts of the Academy and use its facilities with ease, support in PE if required.

Dyspraxia: intervention to develop co-ordination skills, gross and fine motor skills.

External Support**Educational Psychologist**

The academy has had regular support from an Educational Psychologist who has carried out many assessments that have helped pinpoint the difficulties students have. The assessment process involves observations of the student in class, discussions with parents and the SEND Team staff. The recommendations in the reports on strategies to support the students have been disseminated to all the staff and parents.

Specific Learning Difficulties (SpLD) Consultant

Assessments that have shown some students are eligible to have a reader, a scribe or extra time in exams.

Music and Art Therapist

Music and Art therapy provides students with a confidential, creative medium in which to express their feelings.

Speech and Language Therapist

The Speech and Language Therapist provides assessments / support and training.

CAMHs

This services assess and treat children and young people with emotional or mental health difficulties.

8. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Whenever the Academy receives specialist advice from external agencies, or has an Education Health Care Plan, we do our best to make the recommended

changes e.g. a student with handwriting difficulties has used a laptop in most lessons and received support to develop his handwriting skills. A student with a physical disability always has access to a lift should they require it. Hearing impaired students have access to a radio mic during lessons. Some students with dyslexia use coloured overlays or a reading pen.

This year we have offered an Alternative Curriculum for Key Stage 4 students. The Alternative Curriculum is a combination of academic vocational qualifications that include: AQA's Step up to English, Entry Level Maths, AQA Unit Awards, Life skills, BTEC Technical Level 1 Health and Social Care and OCR National Level 1 Sports Science. Students are taught in very small teaching groups, so that each individual need is catered for.

Student Support Centre

This centre is for our most vulnerable students who need some time away from mainstream lessons. They have an opportunity to access interventions, additional support and timeout in our calm space. This is a new centre that opened in March 2018.

Support in exams

This year 46 students with SEND have been eligible for support in their exams so that they were not disadvantaged due to their particular need.

Support received in exams this year included:

Readers; extra time; scribes; supervised rest breaks; prompters.

9. How are staff in the academy supported to work with young people with special educational needs and what training do they receive?

At the beginning of every academic year, all staff are made aware of the needs of the students with EHC plans and other students with significant SEND needs. All new staff receive training on supporting students with a range of SEND needs. This is very personalised training, responding to teachers' individual concerns over how they can adapt their teaching to meet their students' needs. Teachers seek advice from specialists in the SEND Team on a regular basis. The current staff in the SEND Team have expertise in cognition and learning needs, communication and interaction needs, SpLD difficulties including dyslexia & dyspraxia and social & emotional needs.

The SENCo has the National Award for SEN Co-ordination

The TAs have received a variety of training such as:

- Support from The Co-op Academies Trust
- Level 1 training on Autistic Spectrum Disorder
- Practical Solutions for Dyslexia (British Dyslexia Association)
- Lego build to express emotions
- Understanding and Managing ADHD
- Supporting Students with Hearing Impairments
- Supporting communication and interaction needs within the curriculum.
- Meeting the needs of children with medical conditions and physical disabilities.

- Safeguarding children with physical disabilities
- Self-esteem and mental health training
- Communication needs and the classroom
- Understanding ASD
- First aid training
- Supporting students with visual impairment

Specialist expertise engaged from external services –
Educational Psychologist support, Speech and Language Therapist, CAMHs.

10. When we have needed expert advice and support how have we secured that and what services have they provided?

We have sought advice from the following external services:

- Social Services when there have been child protection concerns for SEND students.
- Early Help Hub when families have required multi-agency support
- Eclipse to support students involved in substance misuse
- Junction 17 to support students with Mental Health difficulties
- Barnardo's to support students displaying risky behaviours.
- Educational Psychologist.
- Lancasterian Outreach and Inclusion Service for advice on supporting students with hearing difficulties and physical disabilities.
- Speech and Language Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse (Gina Wilkinson) who has provided emotional support and a drop-in service for students. Lisa has also completed health assessments for Looked after Children and attended multi-agency meetings to ensure the health needs of the students are met.

Referrals can be made by the SENCo, CP team, LPSOs, vulnerable students co-ordinator, ALT and school nurse. All referrals are made in consultation with parents and carers.

All staff have received training from specialists in supporting students with autism and we continue to improve our provision for students with autism and ADHD as we learn from the students, their parents and from specialist services.

11. How we check how well we are doing in meeting the needs of students with SEND

There are a number of measures in place to monitor the progress of students with SEND:

- All students are assessed in each subject every half term and subject leads track this data closely so any underachievement is picked up quickly.
- There are also regular looks of students' books and lesson observations which look at the engagement and progress of students.

- There is a quality assurance process for all departments carried out by the senior leadership team.
- There are regular drop-ins into classrooms to observe good practice which is shared with departments and following this the teachers are given advice on how to improve the provision for all students.
- Interventions are regularly reviewed to see what impact they are having- if there is little or no progress, the student will stop the intervention and other types of support will be discussed. There is report for governors every year.

12. How we ensure that your children are included in activities outside the classroom, including physical activities and academy trips

All students are included in all academy activities and no student has missed out because of their SEND, everyone is full included.

For children with physical disabilities a risk assessment is carried out to see if any adjustments need to be made. If needed, a child will be given a lift fob to use the lifts and will have extra support in practical subjects.

Last year there were a number of trips open to all the students e.g. a trip to Blackpool, Alton Towers, The Slavery Museum, Geography field trips to the Lake District, Gill Head, Tree Top, Dovedale where Key adults were assigned to the more vulnerable students and individual risk assessments were made for students with physical disabilities.

The SEND department run a daily breakfast club and ILT club. Once a week there is a SEND football and Guitar club.

13. How we provide for your children's overall wellbeing

Students are well supported by :

- Staffs Safeguarding and Protect Duty training
- An anti-bullying policy
- Academy Counsellor
- A social emotional and mental health lead that provides programmes such as self-esteem building and therapeutic interventions through the use of play, creativity, art & Lego.
- Targeted support for individual pupils.
- A Student Support Centre

At Co-op Academy Manchester we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.

At certain times, a child may need a particular adult in the academy to talk to. This may be one of their teachers, their LPSO, or a TA. In some cases a child may wish to see the Academy Counsellor. The SEND Team have designed a 'confidence scale' to rate a student's confidence with strategies on how raise confidence levels.

Some students may be given a 'student support centre pass' which enables them to leave a classroom and go to the student support centre, where there is a key adult, if they feel they are having difficulty coping in the classroom.

The academy uses an online service for pupils to speak confidentially. Speak out allows students to report any incidents or concerns that occur within the academy, community or home to the Designated safeguarding leads. Speak out is available on all desktops, iPads, intranet and VLE for students, allowing them to report concerns at any time of the day in a confidential manner. Once the message is received the DDSL triages the concern and involves the relevant support mechanisms in the academy to promptly respond to the concern. The message is acknowledged and students receive a prompt and confidential response to the concern involving the young person throughout any decision and support making processes.

All students can use 'Speak Out' where they can email a concern and receive advice. Bullying is not tolerated in the academy and is dealt with promptly. This year some students have received music therapy to give them a forum where they can express their feelings through creative activities.

Children with medical conditions have a Care Plan drawn up by the parent, child, school nurse and the designated member of staff for Care Plans (Miss L Mossop). All medication is stored securely and administered appropriately. All staff are made aware of children's medical conditions and if any trip are planned, there is always a risk assessment undertaken to ensure any child with a medical need can participate safely.

There are eight members of staff trained as First Aiders.

The academy has a school nurse (Gina Wilkinson) who attends the academy weekly. The school nurse will work with students where there are health / wellbeing concerns or if referrals to CAMHs needs to be made.

14. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

We strive to be a very inclusive academy. There are no restrictions to access around the academy. For further detail please refer to the accessibility plan, which is our strategies for improving access to our buildings, grounds, curriculum and communications.

Co-op Academy Manchester is a fully accessible building which can currently accommodate up to 1020 students at full capacity, and with its full complement of staff.

There is access for emergency service vehicles at the front of the building and a member of staff will always meet any requested emergency service at this point. There are accessible parking spaces for visitors and staff.

All doors throughout the Academy are wheelchair accessible and disabled toilets are available throughout the Academy.

There are 'sound boards' throughout the Academy to reduce noise levels. A thorough risk assessment of the suitability of all the chairs and desks for a student with physical disabilities has been carried out, as well as a risk assessment for moving around outside the Academy.

We strive to make all our communication with parents/carers in clear, straightforward language. Whenever parents/carers request face-to-face meetings to discuss written communication this is always provided.

The information on our website is available in a range of languages through a google translation tool. We endeavour where possible to translate important letters into the necessary languages for parents whose first language is not English. We also ensure we have interpreters for some meetings where this is deemed necessary.

15. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

The academy works to the same policy as Manchester Admissions Policy. Please refer to website <http://www.manchester.gov.uk/admissions>

If a parent of a child with SEN /disabilities chooses Co-op Academy Manchester then special arrangements will be put in place. The parent and child will meet with the SENCo or Deputy SENCo, key teaching assistant and the LPSO to discuss the child's needs, any previous support the child has received and how the academy can support the child to realise their potential. The transition programme for Year 6 children runs over two days and extra visits can be arranged for students with EHCPs.

Preparing for adulthood

In Year 10 all the students have a two week work experience. For students with SEND, the work placements are carefully chosen to ensure the student will cope and find it a rewarding experience. Work experience this year has been cancelled due to Covid 19, this will now take place in Year 11. Our SEND Year 11 students will participate in placements at: local primary school, Nurseries, Charities, Garages and retail shops. Extra visits are made so that the student can familiarise themselves with the work environment and know how to get there.

In Year 11 students with SEND have the opportunity to have extra meetings with our Careers advisor to discuss the options open to them for the following years

ahead. Students with EHC plans have termly review meetings to discuss their aspirations and hopes for the future. The students are supported with their college applications and a range of colleges and apprenticeship providers attend an annual careers evening at the school. Particular care is taken to ensure our students with EHC plans receive as much support as possible from our Information and Guidance Officer who contacts Rathbones (a youth charity which provides access to training and qualifications and other providers that offer young people supported apprenticeships and guidance with finding jobs).

Where needed, students are supported in learning life skills such as handling money and using public transport. Our sixth form students are given a lot of guidance in choosing courses for university. On GCSE and GCE results day, staff are on hand to support students in contacting colleges and universities to discuss their grades and next steps.

The academy passes on all relevant information, such as assessments, to the student's next place of study or work.

16. Where can you find the academy's SEND policy and who can you contact for further information?

The academy's SEND Policy and Accessibility Policy can be found on the academy's website. For any further information on SEND issues please contact the SENCo, Miss McManus j.mcmanus@cam.coop

For information about national and local services and organisations which can offer support to Manchester families go to <http://manchester.fsd.org.uk>. There are also details of clubs, groups and activities especially for children and young people with disabilities and special educational needs.

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

If you have any worries or concerns, or you wish to make a complaint, then please contact the SENCo in the first instance.

Please refer to the academy's complaints policy which can be found on the website, for further details.

Additional SEND information report in light of COVID-19, school closures and SEND provision

What are the entitlements of children and young people with SEND when schools are closed due to Coronavirus?

All schools have been ordered to effectively close, retaining a skeleton staff to provide education for the children of key workers, and 'vulnerable children.'

Vulnerable children include those who have a social worker and those with an Education Health Care Plan (EHC plan). The majority of children with SEN, who receive SEN Support at school but do not have an EHC plan, would be expected to stay home unless they have a social worker or a parent/carer who is a key worker.

Do I have to send my child to school?

Despite schools staying open for some children, the guidance is quite clear:

'If it is at all possible for children to be at home, then they should be.'

If you feel it would be too high risk to send your child to school because they, or someone else in your family, is at particularly high risk, there is of course no requirement to send your child in.

Under the Coronavirus Act, the criminal penalty for parents failing to send their children to school is to be temporarily disapplied.

Parents and Carers of Students with an EHCP have received a Best Endeavour letter and a Risk Assessment has been completed by the SENCO.

If my child has an EHC plan, doesn't the local authority have a legal duty to deliver provision?

From a legal perspective this remains the case. However, given the likely significant disruption to staffing, it may be very difficult for schools or local authorities to deliver precisely the provision in the EHC plan, particularly over the next few weeks.

The Government have passed the Coronavirus Act 2020 which gives temporary emergency powers to the Government to issue a notice (a month at a time) that would modify the legal requirements on Local Authorities in relation to Education,

Health and Care Plans. If this notice is issued it would be in relation to two key areas:

The absolute duty to make the provision in an EHC plan (section 42 of the Children and Families Act 2014) is to be temporarily amended to a 'reasonable endeavours' duty. This means that during the specified period the LA needs to do whatever it reasonably can to put provision in place, but if they cannot do so they would not necessarily be breaching the law.

Disapplying the duty to undertake annual reviews of EHC plans.

Again, if there could be a risk to the child or young person's health, wellbeing or safety if they do not receive a particular provision or intervention, raise this with your school and Local Authority without delay.

What is the advice from the Secretary of State for Children?

On 24th March 2020, the Secretary of State for Children, Vicky Ford, issued an open letter to children and young people with SEN), their parents/carers and families, and all others who support them.

In this letter, the Minister makes clear that:

'[...] nurseries, schools, special schools, colleges and other training providers should undertake a risk assessment to establish the individual needs of each child or young person with an Education, Health and Care (EHC) plan. This assessment should incorporate the views of the child or young person and their parents. This will inform the decision about whether they should continue in school or college, or whether their needs can be met at home safely.

If needs are best met at schools or colleges, we will support their school or college to meet their needs, wherever possible. For those on SEN support, schools, colleges and local authorities have discretion to use the same risk judgement to decide whether home or school is the safest setting for these children. It is, however, important that as many children as possible remain at home during this time in order to help reduce transmission rates.'

My child was due to have an annual review. What will happen now? Under the Coronavirus Act, the requirement to carry out annual reviews may be temporarily disapplied where this is considered to be 'appropriate and proportionate.' However currently schools will continue to hold annual reviews if at all possible. This will of course need to be carried out remotely and your school should speak to you first about how this will be managed to ensure that the contribution of parents and children/young people are at the heart of the process. If the review is not possible during this time a date will be set when school return in September.

If you feel there is an urgent need to amend the provision or placement in the child or young person's EHC plan, speak to the school and the Local

Authority about this to see what review mechanisms could be put in place.

My child is still attending school. How will my child's learning be supported at school?

It is important to note the school will not be providing a full curriculum, they will be providing care for the children and incorporating education provision and a range of activities, but this will NOT be fully in line with their EHC provision.

How can I support my child's learning at home?

If a child has an identified SEN (EHCP or SEN Support), the class teacher will take account of their needs when planning for and providing work to be completed at home. This may include:

- suggesting different ways in which children can present their work;
- giving more detailed instructions;
- providing parents with suggestions to make tasks more practical in nature;
- providing alternative work which is targeted at their level of need where they may not ordinarily access curriculum subjects at age expected levels.

School has a number of resources available to help you support your child at home during this period.

The Coop Academy of Manchester are setting work through Google Classroom. Teachers are also available via email during school normal opening hours to assist your child if they need further assistance. Some students have work sent directly to their school emails or paper copies to their homes also. Other useful websites include:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-educationresources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

<https://www.annafreud.org/on-my-mind/youth-wellbeing/>

<https://chatterpack.net/collections/chatterpack-esources>

How can I help my child cope with the changes?

We understand that this is a significant change for many families. Please give yourself time to adjust to a new routine and above all, do not place too much pressure on yourself or your child to complete schoolwork. Maintaining positive mental health and emotional wellbeing is very important. The mental health charity MIND have provided some initial information which we are happy to share.

[Coronavirus and your wellbeing](#)

[How can I cope with changes to school / college?](#)

Who can I contact?

We realise that these are difficult times for everyone. If you have any concerns or queries please contact the following

SENCO: Miss J McManus : j.mcmanus@cam.coop

Deputy SENCO: Mrs L Marchant: l.marchant@cam.coop

Other links:

[Open letter from Secretary of State for Children 24.03.2020](#)