

CoPASS is a special academy in the City of Peterborough for pupils with autism. The age range is from 3-16 years with a range of ability.

All of our pupils have autism. Many have associated sensory, social communication and interaction needs. Some have medical needs.

All pupils have an Education Health and Care Plan which is reviewed annually and more frequently if required. These documents identify pupils' needs. We continually assess pupils' progress using high quality formative assessment and teachers formally report assessment to and progress to parents/carers every term through parent/carer meetings and pupil profiles.

Facilities

CoPASS opened in September 2012 as a purpose built academy. It provides a fully accessible environment for pupils with physical disabilities. The building is single storey with wide doorways. We have a separate sports hall which is used for PE and rebound therapy. There is a changing area with accessible shower.

The school has a range of outdoor spaces including a trim trail, woodland area field and playground. Pupils have opportunities to enjoy regular outdoor learning activities.

Provision

Class sizes are small to ensure enhanced learning opportunities. Pupils are usually taught in classes of up to 10 with a (qualified) teacher and at least one teaching assistant. Pupils follow a curriculum that meets their individual needs. For some this may mean following a highly modified secondary curriculum, others will follow a supported class-based curriculum, while some will follow a more personalised programme.

We respond to the individual needs of our pupils. We work closely with our specialist colleagues in school such as Speech and Language Therapists and Occupational Therapists to ensure needs are met well, and also with external agencies; physiotherapists and the sensory team who provide extra guidance as needed.

What types of SEN do we provide for?

CoPASS provides a varied, broad and exciting curriculum with detailed planning and assessment in all key subject areas. Activities are adapted and differentiated to ensure all pupils are included and make excellent progress. There is a focus on the development of key skills in literacy, numeracy, IT and life skills including health education and personal safety.

There is a constant drive to connect young people with their community and society and provide a relevant and exciting curriculum. We provide opportunities through regular events such as Macmillan coffee mornings, red nose day, art workshops, horse riding, bikeability, world book day, visits to the local city farm, theatre productions, cinema visits, sporting competitions and residential trips. Assemblies are used to introduce global issues.

How do we identify and assess pupils with SEN?

All staff working with pupils are fully aware of each young person's individual learning needs and how to support them. They know the requirements of their EHCP and use pupil profiles to highlight each young person's specific targets, needs and how they learn best. We assess pupils constantly through all structured learning and informal learning opportunities.

All pupils have individualised learning programmes based on targets set by their class/subject teacher. Work is planned in response to individual assessments and in line with the national curriculum. It is adapted to suit the needs of our pupils and their learning styles. Programmes are reviewed regularly and progress is formally reported termly. Progress reports are produced and there are progress meetings between the teachers and the deputy Head of School who leads assessment across the school.

What is our approach to teaching pupils with SEN?

We have very high expectations of our staff and ensure lessons are planned in detail and are appropriate for the individuals in their group. The approach used will depend on the young person's individual needs.

We have highly trained, experienced staff who use a range of resources and teaching styles to provide high quality teaching and learning experiences. Visual aids such as signs and symbols and bright colourful resources such as word mats and numicon. Teachers break instructions down to ensure they are understood and opportunities to reinforce learning are provided for all young people. IT equipment is used to support learning for all young people. (e.g. bug club reading resources, dragon voice recognition software) In addition to this differentiation, some pupils are provided with adapted equipment such as specialist scissors, writing slopes or enlarged text and pictures.

We have teachers trained in specialist approaches such as Switch on reading and writing, Colourful Semantics, fun fit and numicon. We also have staff trained in 'TEACCH' Teaching Expanding Appreciating Collaborating and Cooperating Holistic (ASD specialist teachers) and ELSA Emotional Literacy Support Assistants.

How do we adapt the curriculum and learning environment?

We organise our classrooms to suit the pupils we have. We adapt resources, environments and learning programmes to suit individual pupils. We group pupils with similar needs together for lessons but we also group pupils in mixed ability groups for tutor time. Some classes have sensory activities and resources readily available whilst other environments are set up with more sophisticated literary displays. All classes have high quality IT resources.

In primary phase, we follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. There is a daily 20 minute discrete phonics session. All pupils have access to a broad and balanced curriculum. In the primary phase, the curriculum is a language and communication based curriculum, delivered through a series of imaginative learning projects designed to engage, enrich, develop and express.

Planning takes place half-termly, with reference to the National Curriculum 2014, Early Years Foundation Stage and the Long Term Curriculum Plan. The curriculum plan for the year is accessed through the academy website.

Pupils in the secondary phase begin working in year 9 towards preparation for a core accreditation offer (with examination throughout Y10 & 11) appropriate to their individual pathways according to their needs and abilities. Additional vocational and extended accreditation opportunities are offered, maintaining academic progression, careers advice and continued personal, social and emotional development.

Compulsory Study

All pupils are expected to study towards examination and accreditation in a set of core 'Compulsory Study' subjects that includes English, Mathematics, Science and Home Cooking Skills. Pupils will also continue to access a core Physical Education and PSHE curriculum as part of their compulsory study.

Core Accreditation offer:

- Maths (Entry Level, Functional Skills Level 1 or Functional Skills Level 2, GCSE)
- English (Entry Level, Functional Skills Level 1 or Functional Skills Level 2, GCSE)
- Science (Entry Level, Functional Skills Level 1 or Functional Skills Level 2)
- Home Cooking Skills BTEC Level 1/Level 2

Optional Study Courses

All pupils are expected to study a minimum of two 'Optional Study' subjects. Pupils will select from a range of courses that includes Humanities, ICT, Art & Design, Drama and Construction Skills. Pupils will also have the opportunity to work towards an additional accreditation in P.E. and will choose to undertake accreditation in one PSHE study option. Course levels are dependent on availability within the individual subject areas, however they can potentially be studied at Entry Level, Level 1 and Level 2.

- Construction (Entry Level, Level 1)
- Physical Education Entry Level Certificate
- ICT Functional Skills (Level 1, Level 2)
- Art & Design Entry Level Certificate
- History Entry Level Certificate
- Bronze Arts Award: Level 1 Award in the Arts – Drama
- Project Qualification Foundation Level 1 & Higher Level 2
- CoPE Award (Level 1 & Level Short Courses)
- Personal and Social Education Entry Level, Level 1 and Level 2

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Pupils have a range of supported opportunities to engage with a variety of pupils. These include Social and Emotional Aspects of Learning (SEAL) assemblies, break times and tutor times

Evaluation of provision

CoPASS ensures ongoing assessment of pupil progress and attainment in all areas of learning. This includes tracking progress information across the whole school, individual pupils and groups of pupils. Following assessments, we plan, implement and review

teaching programmes to ensure that the provision we have put in place is having the expected impact on pupil outcomes.

The quality of teaching is closely monitored by the SLT through;

- regular observations of teaching,
- monitoring of planning,
- work scrutiny,
- learning walks
- staff appraisal.

The School was inspected by OFSTED in September 2017 and judged to be a good school. The OFSTED Report can be viewed on our website.

How do we assess and review pupils' progress towards their outcomes?

Progress of all pupils, including those at risk of underachievement, is regularly monitored through high quality formative assessments. The progress of all pupils is formally assessed and monitored using the B squared assessment tool each term by class/subject teachers.

Progress is reported to parents termly through parents evenings and annual EHCP (Education Health Care Plans) reviews. Progress is reported termly to the senior leadership team, so that additional support needs can be identified and put into place.

Insufficient progress is identified in terms of pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Provision for young people with SEN at CoPASS follows the four-part cycle recommended in the Code of Practice known as the **ASSESS – PLAN - DO – REVIEW** cycle. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

We use termly B squared assessments to identify less than expected progress. Each teacher must provide a plan to the SLT detailing the action which will be taken to ensure sufficient progress for individual pupils. These programmes are reviewed termly. Intervention programmes such as "Switch on reading" and "colourful semantics" are implemented as recommended by our Speech and Language Therapists, SLT and the SENCO. If more specialist advice is needed we seek further advice from the Autism Outreach Service, educational psychologists, occupational therapists, speech and language therapists. We also have close links with the school nurse, our community paediatricians, social workers, CAMHs and a range of counsellors and link workers.

Progress is discussed with parents termly at parents meetings and at the annual review of the statement or EHCP. If parents/carers have concerns about the progress or attainment of their child they should in the first instance speak to the class teacher/form tutor to discuss their concerns. Teaching staff will then liaise with the SENCO or the SLT as appropriate.

What expertise and training do our staff have to support pupils with SEN?

Staff have developed expertise in working with different groups of pupils. All staff are experienced at working with young people who have ASD, learning difficulties and a range of complex needs. Some have developed skills in the areas of SLD (severe learning difficulties) and developing communication skills whilst others have developed skills working with young people who have emotional and social interaction needs. We have English, maths, science, design technology, history, drama, art and PE specialist teachers. Teachers have been trained in the TEACCH approach (Autism friendly teaching).

- AET Level 2
- National SENCO Award
- SpLD: dyslexia
- TEACCH approach
- PRICE-Positive behaviour management
- Safeguarding and Prevent Duty
- Self Harm
- Speech and language difficulties
- Sensory modulation
- Reading Recovery
- Social stories
- Paston pack OT programme
- Re-bound therapy
- Duke of Edinburgh Award Scheme
- Colourful Semantics
- Attention Autism
- Sensory Diets
- Picture Exchange Communication System (PECS)
- Use of Intensive Interaction techniques
- Strategies to support Communication and Interaction
- Yoga
- Circle time
- Attachment disorder
- PDA
- Ongoing weekly in-house training
- Precision Teaching
- SRE
- Forest School
- SENCO training/networks
- Safeguarding networks and training

How will we secure specialist expertise?

Speech and Language therapists work with the academy to advise, carry out assessments and work with small groups and individuals as required. These therapists are part of our pupils' health provision through their EHCP's and it is a Health responsibility to provide this.

We also have close links with our community paediatricians, social workers and CAMHs. An occupational therapist is employed by the academy to advise, develop individual programmes, whole class/academy strategies to address the sensory needs of pupils. She also supports pupils to develop fine and gross motor skills through targeted programmes. Ongoing training is a priority for all staff and is informed by school priorities identified in the school improvement plan and staff appraisals. Training is planned to support these specific areas of need.

How will we secure equipment and facilities to support pupils with SEN?

The SENCO liaises with occupational therapists, physiotherapists, dieticians and other professionals to discuss any specialist equipment or programmes needed to support pupils.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

The SENCO or another member of the Senior Leadership Team will attend any meetings arranged to support families and pupils. She will support families through processes such as dealing with referrals and early help assessments and referrals to the disabled children's team. Representatives from health and social care, local authority support services and voluntary sector organisations are invited to the annual review meetings of the young people they are involved with. The academy works closely with external agencies to support pupils by attending and contributing to LAC reviews, EHAs, CIN and PEP meetings. The SENCO will make referrals to other agencies in consultation with parents.

How do we support pupils with SEN to improve their emotional and social development?

We support the emotional and social development of young people by providing a calm, organised, supportive learning environment, with clear routines and high expectations. Teaching matches a young person's needs and staff have a confident, caring attitude. There are a range of activities such as 'peer mentoring' and lunchtime clubs which are used to support young people's social and emotional development. All staff have attended training on how to support pupils with emotional and behavioural difficulties. We have a team of staff led by an assistant principal who support pupils emotional well being and engagement.

Pupils are encouraged to contribute and develop their confidence through drama activities, leading and contributing to assemblies. Topics such as bullying and 'Good to be me' are covered in depth through the curriculum. PSHE (Personal Social and Health Education) is taught explicitly to support the social and emotional development of all young people.

How do we consult parents of pupils with SEN and involve them in their child's education?

Parents are recognised as the primary educators of our young people and their expertise is valued and sought out at Education Health and Care review meetings and parents' evenings. We regularly arrange coffee mornings and parent's meetings to liaise with parents. A termly newsletter is posted on our website containing information about events at school. We are happy to send communication to parents who might not be able to access our daily communication book for a range of reasons. We regularly send photographs home to reinforce learning and encourage communication skills. If there are any concerns, staff telephone home and parents/carers are encouraged to call school if they have any concerns.

New parents are encouraged to visit school and meet the staff. We invite current parents to attend our new parents meeting in July to talk to new parents about their experiences.

How do we consult pupils with SEN and involve them in their education?

We value the opinion of our young people. All young people are supported to contribute to weekly assemblies. Pupils are supported to contribute to a weekly evaluation of their progress and achievements through the MFL system (Mindset for Learning).

All young people take part in their pupil centered annual review meetings. Their views are gathered before the meeting and they are encouraged to present them at the meeting if possible.

How do we support pupils moving between different phases of education?

We work hard to ensure a smooth transition through each key stage and onto Post 16 provision. We have a whole academy approach which aids transition from one class to another and across key stages. We have a transition day each year in the summer term. We have a transition booklet available for new pupils and any pupils who need support moving on.

Life-skills form an important part of our curriculum. We encourage independence from an early age. Pupils are encouraged to organise their resources and develop independence in their personal care. Activities such as cooking and road safety are valued and repeated to embed these skills. We understand the importance of E safety, healthy eating and all aspects of personal safety. We strive to encourage the development of these skills in our young people so that they will be able to move on to appropriate courses at post 16.

How do we evaluate the effectiveness of our SEN provision?

We monitor the effectiveness of our provision by reporting progress as previously described. We ask parents views in a yearly questionnaire. We ask pupil views each term. We follow the destinations of our pupils by liaising with futures and colleges and supported work placements.

What support services are available to parents?

The Greenwood Academies Trust

Tel. 0115 748 3310

www.greenwoodacademies.org

Peterborough SEND Information Advice Support Service

Tel: 01733 863979

Email: pps@peterborough.gov.uk

Marion Deeley – Parent Partnership Officer

Tel: 01733 863979

Email: marion.deeley@peterborough.gov.uk

Educational Psychology Open Access Consultation Service

Tel: 01733 863689

Tel: 01733 863672

Email: rachel.squelch@peterborough.gov.uk

Additional Learning Needs Team (Connexions) Tel. 01733 864500

Peterborough Neurodevelopmental Service (ADHD, ASD)

Tel: 01733 777939

City Council Website: www.peterborough.gov.uk/education

Peterborough Safeguarding Children Team

Tel: 01733 77793

The Greenwood Academy Trust contact details and complaints procedure can also be accessed through our website

Information on the City of Peterborough's local offer

This can be found at www.peterborough.gov.uk