

Co-op Academy North Manchester

SEND Information Report

December 2025

What kind of special educational needs and disabilities (SEND) are catered for at Co-op Academy North Manchester?

In line with the SEND Code of Practice (2015), the academy caters for pupils across all four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Needs

Some pupils may have needs in multiple areas. Each pupils' needs are carefully considered and provision arrangements are co-produced with pupils and their families accordingly.

How does Co-op Academy North Manchester know that a pupil needs extra help? What do I do if I think my child has special educational needs?

All pupils complete a range of assessments on entry to the academy. Previous settings may share information regarding pupils' identified needs. If you suspect that your child may have special educational needs, contact the academy.

How does Co-op Academy North Manchester assess and identify the needs of their pupils?

Communication and Interaction	Cognition and Learning
Initial SEND Strengths and Difficulties tool Language Link screening	Initial SEND Strengths and Difficulties tool Talamo screening
Social, Emotional and Mental Health	Physical and/or Sensory
Initial SEND Strengths and Difficulties tool SEMH Tracker tool	Initial SEND Strengths and Difficulties tool Advice from medical professionals

- Who are the SENDCo and SEND Governor at Co-op Academy North Manchester?

The SENDCo is Hazel Garsden (hazel.garsden@coopacademies.co.uk)

- How does the academy involve and support parents and carers of pupils with SEND?

All pupils on the SEND register have three review meetings (one per term) each academic year. These discussions can be conducted remotely or in-person in line with parent/carer preference. Review meetings will look holistically at how the pupil is progressing academically, and also in terms of their personal development and preparation for adulthood.

- How do we involve pupils with SEND in shaping their education and future?

SEND provision is child-focused and pupils' views are always the starting point during reviews and co-production meetings. There is an extensive CEIAG offer for all pupils at the academy, and pupils with additional needs are prioritised for events and careers meetings to ensure they are fully prepared for their next steps.

- How do you and I know that your child person is making progress and meeting their targets?

At Co-op Academy North Manchester, we take a collaborative approach to ensure that the team supporting a child can take every opportunity to ensure that they thrive. Rather than targets aimed at the child, we take a co-production approach where outcomes and actions are assigned to everyone involved as required so that everyone is focusing on the things that matter most for the child at any one time.

- How will Co-op Academy North Manchester prepare and support my child moving to or from our academy and how do we prepare them to join the next stage of education and life?

Every pupil arriving at Co-op Academy North Manchester has a carefully-considered transition which is attuned to their specific needs. We understand that pupils joining the academy bring with them a wealth of very different knowledge and previous educational experiences. We are quick to support pupils on arrival to understand our 'Co-op Academy North Manchester Way' so that they can successfully engage in all aspects of academy life.

Where pupils are moving on to a new setting or a Post-16 provision, we will work with the new setting as appropriate to ensure a successful transition. This may involve supported taster days

and transition visits, planning meetings with the new setting and, with consent, the sharing of key information regarding the pupil.

- How will teaching and the curriculum be adapted to meet the needs of my child/young person?

We recognise that pupils arrive at the academy with very different starting points, not just academically.

Pupils identified as needing additional academic support due to cognition and learning needs may spend a period of time in our Supported groups. These are smaller classes with additional adult in-class support that still closely follow the whole school curriculum.

Pupils who are working considerably behind age-related expectations may be placed in our Waves groups. Again, these are smaller classes with additional adult in-class support, but the curriculum is adapted to more closely match the needs and starting points of the pupils in the cohort.

Teachers at Co-op Academy North Manchester receive an extensive and ongoing package of training, based on current educational research and proven techniques, to ensure that they are able to provide adaptive teaching that caters for the needs of all pupils no matter which teaching group they are placed in.

- How is the school environment made accessible?

The academy site is completely accessible, with lifts, ramps and wide doorways. Structural pillars and the edges of paths and steps are painted brightly to support pupils with visual impairments. There is a flashing light system to accompany bells and alarms to support pupils with hearing impairments. The academy has a hygiene suite with hoist to facilitate medical and personal care needs as required. Accessible toilets are situated in each area of the school site for ease of access.

- What expertise for supporting children with SEND do our staff have and what training have they received in the last three years?

The academy has a large SEND team with a wealth of expertise. Several staff are experienced in working in specialist and/or primary school settings and have a strong awareness of how to identify and meet a wide range of pupils' needs. Bespoke advice and guidance is provided to the wider pastoral and teaching staff for every child on the SEND register via their Pupil Passport document, which outlines their strengths, difficulties and measures that are in place to support.

All staff at the academy have received training on Emotion Coaching, Medical Needs and the Four Broad Areas of Need in the last three years.

Teaching staff follow a highly structured Teaching and Learning CPD programme on how to implement specific teaching and learning strategies to support adaptive teaching.

A number of staff have completed the ELKLAN qualification on supporting pupils with communication and interaction needs.

- What other experts do we work with to support children with SEND?

The academy sources its own Educational Psychologist and Speech and Language Therapist to support in identifying pupil needs and advising on appropriate provision to meet those needs.

We also work closely with a wide range of service providers in Health, Social Care and Education as appropriate to support pupils with SEND and their families.

- How do we know that the support provided to children is effective?

Support provided to pupils is continually reviewed on an individual basis in line with graduated response outlined in the SEND Code of Practice; if the support is deemed ineffective, this is identified and a different approach will be trialled which in turn will be reviewed after a period of time. This is a cyclical process which continues throughout the child's education - no pupils leave Year 11 with the same support needs they have on arrival in Year 7, which is why the review process is so important to ensuring that provision is effective.

- How will my child be included in activities outside the classroom including trips?

All pupils have equal access to trips and visits. Considerations around inclusion are intrinsic to the early planning stages of any trip and academy staff work closely with venues to ensure accessibility for all. Additional staff, including those with training in specific medical and/or personal care procedures, will accompany pupils on trips as required to support pupil inclusion.

Where a pupil is unable to participate in an off-site activity due to a physical disability, endeavours will be made to source an alternative opportunity so that pupils still have access to activities with a similar learning outcome.

- How will Co-op Academy North Manchester support my child's social and emotional wellbeing?

Staff at the academy are trained in the Emotion Coaching response to emotional dysregulation. This approach allows staff to acknowledge pupils' feelings and emotional responses whilst simultaneously ensuring boundaries are in place and coaching pupils to understand why. It also provides the opportunity for pupils to reflect on their actions and responses and plan to amend inappropriate reactions in future.

Where pupils are struggling with their emotions and need more bespoke help, they can access external professionals on-site such as counsellors, Manchester Mind professionals or drama therapy.

Where pupils need a higher level of support, they might be referred to a service they can access outside school who may provide clinical-level mental health services and assessments such as M-Thrive, School Health or Child and Adolescent Mental Health Services (CAMHS).

- How do we ensure that all members of our academy community are valued and differences are respected?

The academy has a strong culture of inclusion, based on our core values of 'Trust, Commitment, Respect.' We expect all members of our community to live these vital values both during their time at the academy and beyond. Through our Personal Development curriculum, Pupil Leadership opportunities and extensive extracurricular and trips and visits offers, pupils learn about their own and others' viewpoints and beliefs outside of the classroom context. Pupils are empowered to 'Be themselves, always' and advocate for their own and others' inclusion so that all members of the academy community feel an innate sense of belonging.

- What other support is available to parents and how can I contact them?

Support services are usually available based on which Local Authority your child's home address is in, rather than the school's address.

	Special Educational Needs and Disabilities Information and Advice Support Service (SENDIASS)	SEND Local Offer
Manchester LA	www.iasmanchester.org/ 0161 209 8356	Welcome to Manchester Local Offer
Oldham LA	Oldham SENDIASS – POINT 0161 503 1547	Oldham SEND Local Offer
Rochdale LA	Rochdale SENDIASS 01706 769 634	Welcome to the Rochdale Local Offer
Tameside LA	SENDIASS - Together Trust 0161 359 8005	Tameside Local Offer
Bury LA	Bury SENDIASS 01706 796 634	Bury SEND Local Offer - Bury Council
Bolton LA	IAS Bolton 07591 853 756	Home – SEND Local Offer

- What do I do if I need to make a complaint?

In the first instance, contact the SENDCo. In the event that the complaint is about the SENDCo, contact the Vice Principal for Inclusion, Sandy Fiddler (sandy.fiddler@coopacademies.co.uk).