



Inclusion at The Cooper
School:
Information for Parents
September 2020

What does *inclusion* mean at The Cooper School?

Inclusion means guaranteeing that every student has access to a **valuable and meaningful academic experience**. Our inclusion practice ensures that a student's disadvantage (whether due to a low financial background or having an additional educational need) does not have a detrimental and long-lasting impact on their ability to progress and achieve. We value diversity and celebrate difference. We aspire to a curriculum which fits our students rather than insisting that our students should fit a restrictive curriculum.

It is important to remember that at The Cooper School we see our students as individuals and therefore we realise that one route will not work for all. We do not make assumptions that make links between low ability and being in receipt of the Pupil Premium. Nor do we take a view that those students with an Additional Educational Need are unable to make progress. **We have high expectations of all our students.**

We attempt to gain a deep understanding of all our students in order to consider their barriers to learning and how we can support them in achieving their goals. We understand that some of our students in receipt of the Pupil Premium may have complex problems stemming from their home-life and financial disadvantages and therefore we do not take a 'quick fix' approach and instead take a longer term view to our support. We do not measure our success solely in terms of academic progress.

We have moved away from the use of *Special* Educational Need to *Additional* Educational Need. This is due to the derogatory connotations now associated with the term *Special* and is in recognition that many students have an additional need at some point in their academic career. However we must refer to 'SEN' when referencing the school's statutory responsibility therefore an SEN Register continues to exist.

Also, we will not use phrases such as 'PP students' but instead will refer to the students as being eligible for the Pupil Premium funding or being in receipt of the PPF as we recognise that a student is much more than a label.

How are students identified as needing additional support?

We use whole school assessment data (tracking after each reporting cycle, Year 7 information from primary schools, staff comments) to alert us to an additional need. Furthermore, specialised assessment tools such as ART (Access Reading Test), DRA (Diagnostic Reading Assessment), Lucid LASS, Vernons Graded Word Spelling Test and Visual Stress Assessment are used, where relevant, once a need has been highlighted. These assessment tools allow us to determine which intervention package is the most relevant support for the student's need. The Inclusion Team works with all students in need of support at any particular time: support is not limited to those students who are on the SEN register.

What is the SEN Register?

The SEN Register is a list of students who are deemed to have a 'Special Educational Need'. Holding this register fulfils a statutory requirement. Students are categorised as SEN Support or as having an Education, Health and Care Plan (EHC Plan). Our aim is to remove students from the register as quickly as possible.

Each student identified on the SEN Register as needing additional support has a Student Profile and this is linked to their Bromcom listing. The Student Profile is updated whenever new information is highlighted and is distributed to parents at the end of the academic year.

How is our inclusive practice measured?

In May 2014 the school was awarded the prestigious **Inclusion Quality Mark at the level of Centre of Excellence** in recognition of the work we do in inclusion. Our practice was reviewed in May 2015 and also May 2016 when our Centre of Excellence status was renewed. In June 2017 we became the first school in Oxfordshire to be awarded the status of a Flagship school for inclusion. This status has been renewed every year since, and we still remain the only secondary school in Oxfordshire to hold this status. Inclusion is also measured internally using TCS data (attendance, Attitude to Learning, progress, key skills tracking) three times throughout the academic year.

This data is monitored and reviewed so we can identify and target those students who are underachieving or who appear to have a difficulty at any time.

Who is in the Inclusion Team?

Ian Tweed Assistant Headteacher & Director of Inclusion (SENCO)	Anita Penny Deputy SENCO
Diane Chatterley HLTA Inclusion Centre Manager	Neander Hill HLTA Physical Disabilities
Karen Webb HLTA Sensory	Nikkie Harris HLTA
Kate Clarke HLTA	Colin Cluness TA
Sue Brunwin TA	Katherine Morse Inclusion Centre Administration
Sara Davies HLTA in Maths	Gerhard Eilersten HLTA in Maths
Maria Higginbottom HLTA in English	Lesley Keen HLTA in English
Julie Green HLTA in Science	Sarah Walker HLTA Science
Gina Hughes Inclusive Practice Manager	Wendy Spencer HLTA. Manager of the JCC
Julie Wise HLTA. Assistant Manager of the JCC	Jeanette Devereaux Student Support Manager for Year 7
Karen Burge Student Support Manager for Year 8	Gemma Gow Student Support Manager for Year 9
Sharon Williams Student Support Manager Year 10	Erica Payne Student Support Manager Year 11
Louise Gritzman & Rob Young School Counsellors	Lesley Happell School Nurse

What is the Academic Coordinator scheme?

Any student who is on the SEN register is assigned a named person who is that student's Academic Coordinator. The Academic Coordinator coordinates the provision for their Key Students. The Academic Coordinators are usually a specialist HLTA. However, sometimes a Student Support Manager is the Academic Coordinator for a student identified as having Social Emotional and Mental Health needs. (SEMH) or where no specific intervention is required.

The Academic Coordinator should be contacted in the first instance if there are any concerns or questions about a student.

Individual reviews of progress

Students who are on the AEN Register must have their progress reviewed with their parents throughout the year. We hold a face to face meeting during Term 2 each year to discuss planned provision with parents and students. Feedback throughout the year is then given to parents via phone-calls, usual school reports and Parents' Consultation Evenings. Further meetings can be arranged if necessary.

Our students with an EHC Plan must have an annual review of their need. This is a substantial meeting and comments from teachers are essential.

Where is the Inclusion Team based?

The Inclusion Team has two bases around the school: the Inclusion Centre supports students with academic needs (Cognition and Learning, Communication and Interaction, and Physical and Sensory Needs) and the JCC provides support for students with Social, Emotional & Mental Health needs.

What does the Inclusion Team do to support students?

Members of the Inclusion Team sometimes support students within lessons. They work with teaching staff to encourage students to develop independent learning skills and to manage their own learning. We use research from the EEF to guide our use of TAs in the classroom.

Our HLTAs also run intervention programmes with students external to lessons. Our intervention packages are not exclusively focused on academic progression: we also work with students on their social and life skills if these are their barriers to learning.

Which intervention programmes are used in the school?

We use a range of intervention packages and programmes to support our students. Interventions will be determined by specialist assessments.

Here is a list of assessments and interventions we use:

General Assessments for all students or specific groups of students		
Assessment	Who	What we do with results
Year 6 SATS	All upcoming year 6's	Students achieving below 85 will be closely monitored during Year 7 - a 6 week intervention programme will be considered to boost progress if appropriate
Subject based tracking	All KS3 & KS4	Students are formally tracked 3x a year – analysis of this information helps us to determine where our support needs to be focused
Accelerated Reader: Star Reading Test	All year 7s, 8s & some 9s	Results of this test generate a reading comprehension age for all students. The Star Reading Test is administered 4x per year to measure progress. Strategies to encourage progress (including monitoring by English teachers, support from the Reading Coordinator or from English Department HLTAs) is determined by these tests.
ART (Access Reading Test)	Year 9	All students are assessed for their eligibility for exam access concessions. If a student's results indicate they may require GCSE exam concessions, further testing will take place.

Specialist Assessments when a need has been identified		
Assessment	Who	What we do with results
The Boxall Profile for Young People	All students identified as having SEMH	A recognised assessment which could be used before and after a non-academic intervention to show impact (SEMH students)
ART	All students who are participating in a literacy intervention	Assessment to use before and after a literacy intervention takes place
Vernons Spelling Test	All students who are participating in a spelling intervention	Assessment to use before and after a spelling intervention takes place
LacPack	Students identified as having very low learning levels.	Assessment to identify specific areas of weakness
Sandwell	All students participating in a numeracy intervention	Assessment to use before and after a numeracy intervention takes place
Lucid LASS (Lucid Assessment System for Schools)	All students who need screening for a range of literacy difficulties	Assessment to identify dyslexia tendencies. Also used as a tool to identify students who need further assessment for GCSE exam concessions.
Diagnostic Reading Assessment (DRA)	All students who score 85 below in the ART test	Used as a tool to identify students who need further assessment for GCSE exam concessions.

Literacy Intervention Programmes	
Accelerad/Accelwrite (Reading / Spelling)	Dyslexic students and/or those students with low reading ages
New Reading and Thinking (Reading / Cognition & Learning)	Students with low reading ages and poor comprehension skills

Word Wasp (Reading & Spelling)	Dyslexic students and/or those students with low reading ages
PAT	Students with poor spelling and phonological awareness.
Alpha to Omega	Dyslexic students with below average reading and spelling
High 5	Reading and writing programme

Numeracy Intervention Programmes	
Numicon	A multi-sensory mathematics teaching programme using visual Numicon images in a series of practical teaching activities
Previous SATs Papers	Using resources such as Cuisenaire Rods, play money, clocks and other learning mediums, students will be guided through a series of old SATs papers to help build their confidence with exam-style questions.

Social Skills Intervention Programmes	
Talkabout for Teenagers	A social skills course which breaks down social communication skills into 4 key areas to support students to learn appropriate behaviour and safely express their feelings.
Social Thinking	A programme to support students with autism spectrum conditions with their conversation and life skills.
101 Ways to Teach Children Social Skills	A programme to support students with social and communication skills.

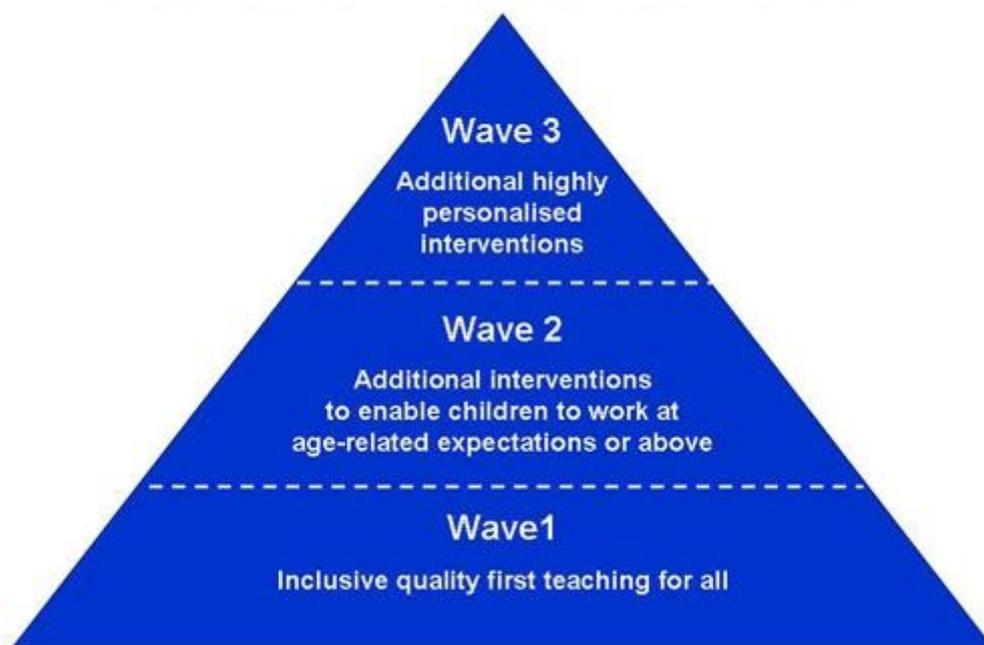
Other Ways to Show Impact
Attainment levels generated from thrice yearly whole school reports
Attitude to Learning Grades from whole school reports
Attendance Records – percentages before and after an intervention
Anecdotal Evidence from teachers and support staff

When does intervention take place?

Sometimes students are supported during form time to do a short-term piece of intervention: this could be run by the Inclusion Team but also by departments like Maths or English. Students will be taken out of subjects for a specified amount of time (Wave 2 interventions) to really focus on an area where they are weak – like a 6-week literacy programme. Other students, those with longer-term needs (Wave 3 interventions), are supported on longer programmes in the Inclusion Centre/JCC

It is essential that the work being done during intervention sessions is linked to work in the classroom. It is the responsibility of the student’s subject teachers to use the strategies highlighted on the student’s profile to support them in the classroom.

3 Waves of Intervention Model:



Wave 1

Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom.

This includes providing differentiated work and creating an inclusive learning environment.

Wave 2

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level.

Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs, or is for children who have been identified for an intervention designed to accelerate progress.

Our practice focuses on

- Supporting teachers with how to differentiate for particular students
- Supporting teachers by giving training about high incident need
- Using all available data and information about a student to inform the support offered
- Ensuring teaching assistants are used effectively in the classroom and advising teachers on best practice
- Using high quality, proven intervention packages to boost progress
- Working closely with families to support their work with students
- Ensuring our website page is up to date, relevant and helpful