



# ADDITIONAL EDUCATIONAL NEEDS

Inclusion means guaranteeing that every student has access to a valuable and meaningful academic experience. Our inclusion practice ensures that a student's 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 offer a curriculum that is accessible to all students regardless of their need.

We use assessments and tracking data to determine whether provisions need to be made to help your child make accelerated progress. This provision could mean that your child will receive 1:1 or small group intervention to bring them back into line with their peers. If our school data shows that there is a significant need, we will explore this further with specialist assessment materials and seek advice from specialist advisory professionals. At this point your child may be entered onto our Inclusion Register (formally known as the SEN Register).

Using the advice from the specialist advisory professionals, a Student Profile will be created and linked to your child's name on the Inclusion Register. Teachers will use the strategies recorded on the Student Profile and will adapt their lessons to suit the needs of your child. This creates an inclusive classroom environment which will allow your child to independently access all aspects of learning.

If your child is identified as having a high level of additional needs, they will be allocated a Higher Level Teaching Assistant from within the Inclusion Department as their Academic Co-Ordinator. As your primary point of contact, the Academic Co-Ordinator will hold an initial meeting with you in Term 2 to discuss how your child has settled into their new Year Group and to discuss their Student Profile. This meeting will review aims for the coming year, along with strategies to support your child's learning. This meeting can be either in person or over the phone. The Academic Co-Ordinator will then monitor your child's progress throughout the year, as well as being available to discuss any concerns or queries you may have.

The support that is offered to your child is very dependent on their need. A small number of students require an additional adult to support them in some of their lessons, whilst other students may require a programme of intervention for a short period of time. Research has shown that an over dependency on Teaching Assistants (TAs) can have a detrimental effect on the learning and progress of students with an additional need. Therefore, in line with the SEND code of practice, our allocation of TA support in lessons is targeted to need and is carefully monitored. We firmly believe that the role of the TA in the classroom is to support students to become independent learners and to accelerate students' progress.

The Inclusion Team is led by Mr I Tweed (Assistant Headteacher: Director of Inclusion) and Mrs A Penny (Deputy AENCo), who can be contacted by email: [itweed@thecooperschool.co.uk](mailto:itweed@thecooperschool.co.uk) or [apenny@thecooperschool.co.uk](mailto:apenny@thecooperschool.co.uk) or via the usual school phone number: 01869 242121.

