

Special Educational Needs and Disabilities (SEND) Information Report 2025/2026

Co-op Academy Belle Vue

Our SEND Vision

At Co-op Academy Belle Vue, we are committed to ensuring that all pupils, regardless of need, are supported to achieve their full potential. We believe in inclusive practice, high expectations, and strong relationships, underpinned by robust systems that enable early identification, effective support, and meaningful progress.

SEND Leadership and Responsibility

- Strategic SEND Lead and Oversight:
Daniel Haste, Vice Principal – Social Inclusion
- Operational SEND Leadership:
Two full-time, non-teaching Assistant SENDCos lead day-to-day SEND operations, supported by the wider SEND team.

SEND provision is closely aligned with safeguarding, behaviour, and attendance leadership to ensure a coherent and joined-up approach to pupil support.

The academy works within Trust SEND frameworks and is supported by the Trust SEND Director, Lee Fowler.

Types of SEND We Support

Co-op Academy Belle Vue supports pupils across all four areas of need as outlined in the SEND Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

The academy does not have a specialist resource base. All pupils are expected to attend mainstream lessons, with appropriate support and reasonable adjustments in place.

Identifying SEND

SEND needs may be identified through:

- Teacher concerns raised to the SEND team
- Analysis of attainment, progress, and wider school data
- Parental concerns or referrals
- Information from external professionals or diagnoses

Where concerns are raised, pupils may be supported through screening and assessment tools, including literacy, behaviour, and EBSA-related measures.

Pupil voice is captured at the identification stage through structured Google Forms and discussions with staff.

Our Graduated Response

Belle Vue operates a clear graduated response model:

Universal → Universal+ → Targeted → Specialist

Support is adjusted based on need and response to intervention.

Key documentation within this process includes:

- Student observation forms following concerns being raised
- Provision checks for pupils with SEND
- Pupil Passports (in place for all pupils with SEND)

SEND registers are reviewed termly, aligned to assessment and progress information.

Classroom Support and Interventions

Quality-First Teaching

High-quality teaching is the foundation of SEND support at Belle Vue. Staff are trained to *Teach Like a Belle Vue Champion*, drawing on principles from *Teach Like a Champion* and adaptive teaching approaches.

This includes:

- Clear modelling and explanation
- Scaffolding and chunking of learning
- Use of visuals and structured routines
- Strategic seating and classroom organisation

Targeted Support and Interventions

Where additional support is required, pupils may access targeted interventions including:

- Extensive, data-informed literacy and numeracy programmes
- SEMH interventions such as *Talk About* and *Zones of Regulation*
- EBSA-focused support and attendance interventions

The academy does not operate a full-time SEND base or staffed provision area; inclusion within lessons remains the expectation for all pupils.

SEND monitoring categories are recorded on Arbor to ensure clarity and consistency.

Education, Health and Care Plans (EHCPs)

The academy currently supports 57 pupils with EHCPs (out of approximately 960 pupils), which is above the national average. A further 107 pupils are supported at SEND Support (K).

EHCPs are reviewed through:

- Annual reviews, and
- Additional reviews where concerns are raised about needs being met

Reviews are attended by:

- Members of the SEND team

- Parents/carers
- Local Authority representatives (invited)
- External professionals where appropriate

Pupil voice is captured through structured Google Forms and discussion.

The academy works closely with a range of external professionals, including:

- Educational Psychology (EP)
- CAMHS and mental health services
- Speech and Language Therapy (SALT)
- IYFAP
- Social Care and Early Help

SEND, Attendance, Behaviour and Safeguarding

Attendance Support

SEND support is closely aligned with attendance systems. Pupils may access:

- Attendance Passports
- EBSA screening and interventions
- Time-limited part-time timetables, used only in exceptional circumstances and supported by safeguarding risk assessments and regular review

Behaviour Support

Behaviour support for pupils with SEND is embedded within the graduated response and may include:

- Graduated sanctions with SEND consideration
- Inclusion panels
- Alternatives to suspension, including internal pathways and hybrid reset provision

Safeguarding

Safeguarding oversight for pupils with SEND is fully integrated.

The Designated Safeguarding Lead also holds strategic responsibility for SEND, behaviour, and attendance, ensuring clear accountability and continuity of support.

Transitions

Year 6 to Year 7

Pupils with SEND receive enhanced transition support, including:

- Additional opportunities to visit the academy
- Information sharing with primary schools
- Early planning and support on entry

Mid-Year Admissions

SEND needs are reviewed on entry, with monitoring and support put in place promptly where required.

Working with Parents and Carers

Parents and carers can contact the SEND team via:

- Email: send@coopbellevue.co.uk
- Phone: via the main school reception
- Meetings: arranged by appointment

We value strong partnership working and encourage early communication.

Complaints and Escalation

If parents are unhappy with SEND provision, concerns should be raised in the following order:

1. Assistant SENDCo
2. Daniel Haste (Vice Principal – Social Inclusion)
3. Principal
4. Trust / SEND Director

Accessibility and Medical Needs

The academy has:

- Lift access
- Accessible toilet facilities
- A commitment to reasonable adjustments for pupils with SEND

Medical Needs

Medication is managed in line with the academy's First Aid and Supporting Pupils with Medical Conditions policies and is administered via reception where appropriate. Individual healthcare plans are used to ensure pupils' medical needs are met safely.

Review of This Report

This SEN Information Report is reviewed annually to ensure it remains accurate and reflects current practice.