

## Coop Academy Bebington Student Support

Coop Academy Bebington is a large co-educational mainstream secondary school with over 1100 students on roll. 24.6% of students are on the additional needs register and we accommodate students who have additional needs in all 4 areas of the Special Educational Needs and Disabilities Code of Practice.

The aim of the following provision map is to bring together the myriad of support strategies and interventions that are in place to support our students.

Key:

**Universal**- all these strategies are available to every student at Co-op Academy Bebington in order to support their academic and personal progress.

**Targeted** - these strategies are aimed at students who require support that is additional to or different from the Universal support. This support is usually short term.

**Specialist**- This support is bespoke to the individual student and might include 1:1 support, specific interventions or assessments and be used in conjunction with having an Education and Health Care Plan (EHCP).

Universal	Summary of support	Contact
Progress Leaders	<p>Each year group has one named Progress Leader who supports our students to ensure they are able to make at least expected academic progress during their time at Coop Academy Bebington.</p> <p>The Progress Leaders are responsible for:</p> <ul style="list-style-type: none"> <li>● analysing data related to all students in a year group, determining students that are underachieving and</li> <li>● coordinating intervention to support this.</li> <li>● working with form tutors to ensure that reports are shared and discussed with students.</li> <li>● organising for tutor mentoring for identified students.</li> </ul>	<p><b>Mr Mike Hawkins</b> Year 7 Progress Leader</p> <p><b>Miss Tina O'Brien</b> Year 8 Progress Leader</p> <p><b>Mr Casey Sawley</b> Year 9 Progress Leader</p>

	<ul style="list-style-type: none"> <li>● working with Pastoral Leaders to ensure a holistic view of each student is maintained and communicated to all staff.</li> <li>● liaising with parents for matters related to academic achievement.</li> <li>● liaising with the Senior Leadership Team in target setting, tracking and support for students.</li> <li>● monitoring progress of different groups, including Pupil Premium, CLA, SEND, gender and students whose first language is not English.</li> <li>● designing revision timetables and activities.</li> <li>● leading assemblies in association with Pastoral Leaders.</li> <li>● developing and implementing reward systems for academic achievements.</li> <li>● mentoring identified students.</li> <li>● supporting the organisation and monitoring of homework, interventions and after-school study clubs.</li> <li>● supporting the organisation of examinations/testing within their year groups.</li> <li>● organising progress days and parents' evenings for their year groups.</li> </ul>	<p><b>Mrs Hazel Roberts</b> Year 10 Progress Leader</p> <p><b>Miss Roxanne Yates</b> Year 11 Progress Leader</p>
Pastoral Leaders	<p>Our Pastoral Leaders are a team of non-teaching staff acting as Heads of Year. Each year group has one named Pastoral Leader who support our students through:</p> <ul style="list-style-type: none"> <li>● Looking after and supporting the wellbeing of students within their year group through continuity and consistency.</li> <li>● Working with the attendance team to tackle any concerns around student absence</li> <li>● Monitoring behaviour closely by reviewing Class Charts throughout the day, this will include early intervention by speaking to students who are awarded L2 or L3 incidents.</li> <li>● Ensuring that discipline procedures are adhered to and to support staff through the behaviour management system to provide an effective learning environment for all.</li> </ul> <p>Supporting all students and families by removing key barriers to learning. This includes dealing effectively with serious issues like bullying</p> <p>Working closely with the Progress Leader to monitor academic progress</p> <p>Liaising with parents, carers and agencies</p> <p>Conducting year team meetings every week, including behaviour and attendance as standing agenda items.</p>	<p><b>Mr Mike Hawkins</b> Year 7 Pastoral Leader</p> <p><b>Miss Cath Payne</b> Year 8 Pastoral Leader</p> <p><b>Mrs Helen Richardson</b> Year 9 Pastoral Leader</p> <p><b>Miss Emilie Lawson</b> Year 10 Pastoral Leader</p> <p><b>Mrs Helen Phillips</b> Year 11 Pastoral Leader</p>

	<ul style="list-style-type: none"> <li>● Modelling outstanding attitudes to all students, acting professionally at all times, dressing appropriately</li> <li>● whilst modelling the behaviour and language expected to support the restorative justice program.</li> </ul> <p>Attending and contributing to 'Team Around the Student' (TAS) meetings.</p> <p>When a student (or their parents and carers) has a question or issue, their first point of contact will usually be their Pastoral Leader.</p>	
Reflection Centre	<p>Time in the Reflection Centre is a serious sanction and it provides an alternative to suspension. Students will work on tasks provided by their normal class teacher or The Reflection Centre Manager. This is to ensure curriculum time is not missed and that students do not fall behind because of time in the Reflection Centre for behaviour issues.</p> <p>Aims:</p> <ul style="list-style-type: none"> <li>● To improve student behaviour by emphasising the principle that Actions Bring Consequences (ABC)</li> <li>● To ensure that student learning can continue during the sanction</li> <li>● Opportunity for students to reflect on their behaviour and understand consequences for their actions</li> <li>● Allow Restorative Justice meetings to take place to repair relationships</li> </ul> <p>Students will only enter the Reflection Centre through the proper referral process. Students will only be placed in the centre at the discretion of the Head Teacher, Deputy Head or Pastoral Leaders. The length of time a student spends in the Centre will depend on the severity of their negative actions and the Climate for Learning Policy.</p>	Inclusion Manager
Form Tutors	<p>As well as supporting attendance, form tutors will help students to grow a sense of independence, as they move through secondary school. This will take several forms, from helping them to find their way around a large school site in Y7; getting them into the habit of having the right equipment and organising their homework diary; tracking their performance through reviewing reports, to picking their options in Y9.</p> <p>When it comes to GCSEs, the tutor will help students to plan their attendance at revision sessions, keep up to date with homework and coursework and manage the tricky terrain of exam season! This all requires careful, personalised guidance and support.</p>	Form Tutors can be contacted via the School Office

	<p>The form tutor monitors attendance against whole-school targets and helps students to approach school with a growing sense of independence. Our form tutors also support SMSC, PSCE, Numeracy and Literacy through a range of engaging activities.</p>	
Primary Transition	<p>Our transition arrangements are that all students who will be attending Coop Academy Bebington will, in the summer term of Year 6, meet in their primary school environment, a key member of Pastoral staff. Students then attend CAB on Induction Day. Some students will, on account of their additional needs, require an enhanced transition. This may require additional visits in order that students can experience various aspects of the school day in advance of Induction Day or following Induction Day and in response to any issues that are identified.</p> <p>Transition information is arranged when Pastoral staff make their visits to primary schools. In the case of students with additional needs, direct communication between parents/carers/primary colleagues and Coop Academy Bebington's SEND Team may be required. All SEND documentation is transferred from Primary Schools late in the summer term.</p> <p>Transition Camp is also a fantastic opportunity offered to all transition students and gives them the opportunity to develop their social and physical wellbeing, engage in a broad curriculum and develop their reading, writing and numeracy skills.</p>	School Office
Careers and CEIAG Coordinator	<p>The careers education programme for academies in the Co-op Academies Trust is linked to the Gatsby Benchmarks for good practice. Its aims are:</p> <ul style="list-style-type: none"> <li>● To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment. (Gatsby Benchmark 1)</li> <li>● To develop the skills which will help them to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)</li> <li>● To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations (Gatsby Benchmark 3 and 7 )</li> </ul>	<p><b>Mrs Carol Fardoe</b> Careers and CEIAG Coordinator</p>

- To develop the skills, including communication and confidence that will be needed in new roles and situations.
  - To encourage understanding and experience of the world of work through WRL, work place visits and enterprise activities (Gatsby Benchmark 5 and 6)
- To promote equality of opportunity in respect of the protected characteristics of The Equality Act 2010 including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. To challenge stereotypical thinking and raise aspirations (Gatsby Benchmark 3)
- To develop students' capabilities and to understand their own needs and abilities
  - To encourage students to investigate career opportunities both locally and nationally using information about career paths and the labour market and through direct experience of the world of work, work related learning and enterprise activities (Gatsby Benchmark 2)
  - To encourage students to implement their career plans by providing personal guidance with a Careers Adviser. To review and evaluate in order to make improved decisions and manage the transition processes effectively. (Gatsby Benchmark 8)

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

By doing this we will meet the Gatsby Benchmarks, the CDI Framework for Careers, Enterprise and Employability Education and develop student's knowledge of the 'ways of being coop'.

We will ensure that all students:

- Have the opportunity for at least one meaningful encounter with an employer every year from the age of
  - 11
- Have a meaningful encounter with a provider of different learning opportunities (academic and vocational route and learning in schools, colleges, university and the workplace)

	<ul style="list-style-type: none"> <li>● Have at least one experience of a workplace either through work experience or a work place visit by the</li> <li>● age of 16</li> </ul> <p>Have knowledge of the various pathways available to them at the age of 16 years and 18 years including the benefits and opportunities apprenticeship programmes with the Co-op can provide.</p>	
Health Services in Schools	<p>We have a designated youth worker provided by HSIS and 'drop in' time; the drop in provides young people with an opportunity to access confidential support on any issues which may be affecting them.</p> <p>Their overall aim is education, prevention, building resilience and looking at reducing risks to young people in all the key areas below:</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Sexual Health</li> <li>● Substance misuse including alcohol and stopping smoking</li> <li>● Emotional health and well-being</li> <li>● Healthy lifestyles including weight management</li> </ul>	Please contact year group Pastoral Leader

Brook	<p>In Partnership with our school nurse team, Brook lead and deliver a friendly, effective evidence-based school and community education programme on positive sexual health relationships and risk-taking behaviour in order to reduce teenage conception and chlamydia rates.</p> <p>The programme particularly addresses the needs of boys and young men, in terms of:</p> <ul style="list-style-type: none"><li>● consent to sex</li><li>● contraception and infections</li></ul> <p>The programme includes:</p> <ul style="list-style-type: none"><li>● condom use – discussion, demonstration and provision</li><li>● pregnancy testing options – counselling if positive, support into the termination of pregnancy pathway if appropriate, post procedure counselling</li><li>● chlamydia testing and treatment</li><li>● emergency hormonal contraception provision</li><li>● first line contraception and follow up provision</li><li>● age-appropriate introduction to community sexual health services</li></ul>	Please contact year group Pastoral Leader
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Targeted	Summary of support	Contact
Support for students whose first language is not English	<p>At Coop Academy Bebington, we also have a centre accessible for identified students, whose first language is not English. The Centre has a dedicated Coordinator, whose role entails:</p> <ul style="list-style-type: none"> <li>● Working with the SENDCO and SEND Team to monitor and develop provision for learners.</li> <li>● Monitoring progress and attainment of learners.</li> <li>● Advice on specific provision for underachieving learners.</li> <li>● Keeping up to date with current developments in pedagogy and practice.</li> <li>● Meeting the needs of students newly arrived from overseas, including: liaising with parents, MEAS and outside agencies to develop profiles to meet student’s social, emotional, language and learning needs; organising appropriate support; planning and organising an induction programme and advising colleagues on ways to include learners, whose first language is not English in the classroom.</li> </ul> <p>The provision is for students who are:</p> <ul style="list-style-type: none"> <li>● new to English or are in the early acquisition stages and require significant support to access the curriculum;</li> <li>● developing competence in English and require ongoing support to access the curriculum;</li> <li>● competent or fluent in English and require some support with aspects of the curriculum.</li> </ul>	<p><b>Ms Gaynor Morris</b> Teaching Assistant and Coordinator for students whose first language is not English.</p> <p>Ms Morris is a qualified teacher and fluent speaker of Spanish.</p>
Exam Access Arrangements (EAA)	<p>Exam access arrangements and/or reasonable adjustments are for students with the required knowledge, understanding and skills, who are unable to demonstrate these due to a difficulty or a disability. They ensure barriers to assessment are removed for a disabled student, removing any substantial disadvantage. The integrity of the assessment is maintained while meeting the student’s needs in providing access arrangements. Arrangements awarded have to reflect the student’s normal way of working in the classroom even if they have a diagnosed disability or difficulty.</p> <p>Examples of EAA that may be awarded with appropriate evidence and assessment:</p> <ul style="list-style-type: none"> <li>● Supervised rest breaks</li> <li>● 25% extra time</li> <li>● Word processor</li> </ul>	<p><b>Mrs Christine Edge-Sayer</b> Deputy SENDCO</p>



	<ul style="list-style-type: none"> <li>● Reader/Computer Reader</li> <li>● Scribe/Speech Recognition Technology</li> </ul>	
English Nurture	<p>English Nurture groups are selected based on students who underperform in class assessments and completion of summative assessments. In addition to this, spelling age and reading ages are cross referenced for selection. In the initial selection we will be focusing on SEN K students who are middle ability across Key Stage 3. Students complete an initial baseline assessment and then work with a specialist on descriptive and transactional writing that links to the module being taught in line with the English curriculum, during what would be their normal English lessons.</p> <p>Students will take part in this intervention for three weeks and then complete an assessment as a form of exit strategy. This will allow far more students across the curriculum to take part in intervention allowing us to address any gaps in knowledge due the Covid 19 pandemic.</p>	<p><b>Miss Jennifer Smith</b> English KS3 Coordinator</p>
Handwriting Club	<p>KS3 students identified by English teachers as struggling with handwriting issues such as: letter formation, poor line awareness and spatial awareness will work with Teaching Assistants during form-times.</p> <p>This support also addresses the relationship between non-fluent handwriting and its negative impact on spelling.</p>	<p><b>Mrs Sue Davies</b> Teaching Assistant</p>
Teaching Assistant Support	<p>Teaching Assistants make a major contribution to the work of our school. They do this through their support for students as individuals, as groups and as classes and through support for teachers in the preparation and delivery of their lessons.</p> <p>Teaching Assistants monitor the progress of the students with EHCPs in mainstream and some identified K coded students (SEN Support) This monitoring feeds back to teachers and supports the RAP (Raising Achievement Plans) process. Teaching Assistants also deliver whole school, after-school clubs and interventions.</p> <p>We have classroom-based Teaching Assistants who offer support in-class to identified students as well as Level 3 and Higher-Level Teaching Assistants who may provide specialist intervention, including English and Maths Specialist Intervention, Support for students whose first language is not English, Social, Emotional and Mental Health Support via the Hub, Precision Teaching and Resourced Provision. Our Teaching Assistants are closely aligned to departments to provide expertise and specialist support in their subject area.</p>	<p><b>Miss Sally Spencer</b> Assistant Head and SENDCO</p> <p><b>Mrs Christine Edge-Sayer</b> Deputy SENDCO and Resourced Provision Lead</p>

<p>Student Passports</p>	<p>Students are placed on the SEN register according to their level of need. Students at SEND Support or those students who have an Education, Health and Care Plan (EHCP), have a Student Passport which is produced in collaboration with all curriculum areas. Passports are documents which record students' needs and identify appropriate support strategies. These documents are reviewed, and progress monitored during the academic year.</p> <p>A quality assurance process is mapped into the school calendar so that SEND colleagues ensure that adaptive teaching strategies are being utilised and SEND students are making appropriate progress.</p> <p>Each subject has a subject tracker which contains information about whether a student is SEN K or E and which is their primary area of need. The subject teacher populates the tracker with strategies to use in that lesson in order to fully support the students.</p>	<p>Please contact your child's key worker in the first instance.</p> <p><b>Miss Sally Spencer</b> Assistant Head and SENDCO</p> <p><b>Mrs Christine Edge-Sayer</b> Deputy SENDCO and Resourced Provision Lead</p>
<p>Counselling</p>	<p>At Coop Academy Bebington, we work closely with George Brooks Counselling to provide counselling for our students for a range of concerns, including feeling worried/anxious, feeling sad/depressed, difficulties controlling anger, loss of someone close to them, bullying, relationship issues with friends and/or family self-harm, confidence issues, sexuality, problems with food, drugs, or alcohol.</p> <p>Students can find out more about counselling by speaking to their Pastoral Leader, who can refer them. Parents and carers can also make referrals by speaking to their child's Pastoral Leader.</p> <p>Counselling is also sometimes recommended by teachers or support staff in the school who may be aware of a young person experiencing emotional difficulties.</p>	<p><b>Mr Mike Hawkins</b> Year 7 Pastoral Leader</p> <p><b>Miss Cath Payne</b> Year 8 Pastoral Leader</p> <p><b>Mrs Helen Richardson</b> Year 9 Pastoral Leader</p> <p><b>Miss Emilie Lawson</b> Year 10 Pastoral Leader</p> <p><b>Miss Helen Phillips</b> Year 11 Pastoral Leader</p>

<p>The Hub</p>	<p>The Hub is a Student and Study Support Centre that we have at Co-op Academy Bebington. Students will be referred for the Hub for social communication groups, anxiety, friendship issues, self-esteem and/or risk taking behaviours. Upon entry to the Hub, wellbeing assessments will take place including Core YP and Next Step Communication Tool. These assessments will be repeated following a 6 week intervention and will be reviewed upon the student's exit from the Hub.</p> <p>Although the Hub can be accessed and used by a range of students within the school, all with a varying range of needs, our main objective is to offer a nurturing environment whilst supporting curriculum areas.</p> <p>The support comes at a variety of levels which is individual and specific to each of the student's needs.</p> <p>Any support within the Hub is delivered either on a one-to-one basis with a member of staff or in a small group setting.</p> <p>Students with an EHCP who may not take a full cohort of GCSE/BTEC options at Key Stage 4, also access the Hub for supported study sessions in English, Maths and Science. These sessions are facilitated by a Hub Teaching Assistant.</p> <p>In addition, the Hub is open at lunch and break and offers a quiet sanctuary away from the rest of the school for those students who may need that social provision.</p>	<p><b>Mrs Olivia Charlton</b> Hub Coordinator</p>
<p>CAMHS</p>	<p>Wirral CAMHS is a specialist mental health service that works with children and young people with moderate to severe mental health problems. CAMHS offers support to children and young people who are experiencing difficulties with the way they are thinking or feeling which are impacting on their mental health.</p>	<p>Please contact year group Pastoral Leader</p>
<p>Motivate: KS3 Alternative provision</p>	<p>The purpose of the Motivate Programme is to make a considerable difference to the behaviour and social skills of the students who attend. Each group shall run over a twelve week period, and we hope that through intensive, well-structured teaching and support, students will learn to manage their own behaviour, to build positive relationships with adults and with peers and to develop strategies to help them cope with their emotions.</p>	<p><b>Miss Leanne Robinson</b> KS3 Motivate Coordinator</p>

	<p>Students will receive a variety of short-focused support activities to help address issues connected to social, emotional and behavioural difficulties; we will utilise various agencies to help support the delivery of the programme and ensure each student gets the tailored support they need.</p> <p>Each student will have a bespoke timetable and be expected to keep up to date with their studies to prevent them from falling behind, in addition to the additional support they receive.</p>	
Kilgarth Outreach	<p>The Kilgarth Outreach Team works with Co-op Academy Bebington to support students with emotional and behavioural difficulties. They are committed to focusing on preventative work to ensure that needs are identified as quickly as possible, and that early action is taken to meet those needs. Developing approaches that embed co-operative multi-disciplinary working between all agencies.</p>	Please contact year group Pastoral Leader
Multicultural Ethnic Advisory Service (MEAS)	<p>The service aims to raise achievement, remove language barriers, provide access to the curriculum, raise self-esteem and encourage social integration.</p> <p>MEAS staff:</p> <ul style="list-style-type: none"> <li>● assess pupils learning English as an Additional Language (EAL)</li> <li>● act as consultants within schools to enable staff to meet the needs of pupils effectively ;</li> <li>● provide direct teaching support for prioritised pupils;</li> <li>● work with parents and the wider community;</li> <li>● provide training centrally and school based on: Race Equality, Community Cohesion and EAL. i, support the admission of new arrivals including refugee, Gypsy Roma and Irish traveller pupils ;</li> <li>● give advice on embedding race equality through the curriculum and advise on materials that;</li> </ul> <p>promote a greater understanding of ethnic diversity and racial equality</p>	<p><b>Ms Gaynor Morris</b> Teaching Assistant and Coordinator for students whose first language is not English</p>
Alternative Provision (KS4)	<p>This has been established to support students at risk of permanent exclusion. It is an adapted curriculum which meets the needs of these students and includes access to Motor Vehicle Engineering; Construction; ASDAN, English, Maths. Merseyside Police contribute financially and with resources, as they have recognised the work we are doing to address county lines.</p>	<p><b>Miss Rebecca Hammond</b> KS4 Alternative Provision Coordinator</p>
ENVISION	<p>The programme targets students in Year 8 from disadvantaged backgrounds, the Envision Programme is in partnership with the Coop Foundation and Coop Academy Trust. The U.K. based charity exists to empower young</p>	<p><b>Mrs Lisa Hesketh</b> Deputy Headteacher</p>

	people from less advantaged backgrounds to develop essential skills and confidence through tackling social issues that affect their community.	
REACH	The REACH programme is designed to support identified groups of Year 9 students in developing their understanding of the world of work and develop their employability skills. Through targeted mentoring from industry professionals, and workplace visits, students aim to complete an entry level qualification (AQA endorsed) in Employability.	<b>Mrs Lisa Hesketh</b> Deputy Headteacher
Effective Transition Fund (ETF)	The programme targets identified Year 10 students. It aims to support them to raise their aspirations and increase their confidence, through being linked with a progression mentor and participating in several 'Resilience & Employability' sessions in school, with input from real employers. The project lasts for the duration of Year 10 and 11 and will support the students for 6 months into their chosen post 16 pathway. This could be college, sixth form or an apprenticeship.	<b>Mrs Lisa Hesketh</b> Deputy Headteacher
Universify Education	Identified students in Year 10 are invited to apply for a place on the Universify programme. Universify Education exists to further educational equality. They believe that universities are open to anyone with academic potential regardless of their background. Their year-long programme enables Year 10 students from non-selective state schools to make informed decisions about their future in education, empowering young people to achieve their full potential in education. Online mentoring from Russell group undergraduates and two residential trips at an Oxford or Cambridge College is part of the Programme. This runs from Easter in Year 10 to June in Year 11.	<b>Mrs Lisa Hesketh</b> Deputy Headteacher

Specialist	Summary of support which we access for our students (this list is not exhaustive)	Contact
MLD Resourced Provision	<p>The Resourced Provision at Coop Academy Bebington is designed to meet the needs of students who have a EHCP for Moderate Learning Difficulties. Specifically, it includes those students whose needs are complex and at times, they are not able to adapt to the demands of the whole-school curriculum and require smaller group specialist teaching.</p> <p>The curriculum is aligned with the whole-school curriculum, where appropriate and is supplemented with learning opportunities that students encounter a variety of meaningful experiences in real life contexts. We also ensure that our Key Stage 3 and 4 curriculums are quality assured by Curriculum Coordinators to monitor the standards and content. Subject specialist teachers also offer workshops and masterclasses to Resourced Provision students on a regular basis.</p> <p>Allocation of places in the Resourced Provision is controlled by the Local Authority and is dependent on needs identified with an EHCP. The provision caters for children from a number of year groups.</p> <p>The aim of the provision is to meet the individual needs of students in small teaching groups, whilst providing and supporting access to the wider school community. This access includes inclusion in lessons, and support in unstructured time within the school day.</p>	<p><b>Mrs C Edge-Sayer</b> Deputy SENDCO and Resourced Provision Lead</p>
Speech and Language Therapy (SaLT) Service	<p>The Children’s Speech and Language Therapy Service is a specialist service supporting children and young people aged 0-19 with speech, language and communication needs. Support is also given to children and young people with eating and drinking disorders.</p>	<p><b>Miss Sally Spencer</b> Assistant Head and SENDCO</p>

	<p>The team provides assessments, diagnosis and treatments for children and young people with:</p> <ul style="list-style-type: none"> <li>● language and communication needs (including developmental language disorder)</li> <li>● specific difficulties in producing speech sounds</li> <li>● hearing impairment</li> <li>● stammering</li> <li>● autism/social interaction difficulties</li> <li>● voice disorders</li> <li>● selective mutism</li> </ul> <p>At Co-op Academy Bebington, we also have a Teaching Assistant Level 3 ELKLAN trained to deliver targeted SaLT to identified students with an EHCP. Our Teaching Assistants also deliver social and communication skills sessions to identified students.</p>	
Sensory Support Service	Wirral Council's Sensory Service aims to ensure that deaf and visually impaired children and young people (0-19 years) receive an appropriate inclusive education that enables them to fulfil their potential and develop into independent adults. The teachers of the Visually Impaired, Teachers of the Deaf and specialist teaching assistants will work with students throughout their education: from early years until they leave school or school 6th form.	<b>Miss Sally Spencer</b> Assistant Head and SENDCO
Specialist Support Team for Children with Physical/Medical Needs	The Medical Needs Team works with Coop Academy Bebington to support the inclusion of students with medical and/or physical needs. Team members offer advice and support around curricula access, special educational provision, and equality of opportunity including reasonable adjustments.	<b>Miss Sally Spencer</b> Assistant Head and SENDCO
Physiotherapy	Physiotherapists are part of the therapy team that are available to see identified young people in schools. Physiotherapy is aimed at helping the children to develop and maintain their mobility skills, joint range of movement, muscle strength, and motor skills. They give advice on activities to help to improve their access to the curriculum.	<b>Miss Sally Spencer</b> Assistant Head and SENDCO

Occupational Therapy	The role of the Occupational Therapist (OT) is to work with students who have difficulties with the practical and social skills necessary for their everyday life. An Occupational Therapist will aim to enable the child to be as physically, psychologically, and socially independent as possible.	<b>Miss Sally Spencer</b> Assistant Head and SENDCO
Educational Psychology Team	The Educational Psychology (EP) Team support children, young people, school staff and those most concerned with their development and learning. They work with and through the educational setting to enable the young person to reach their aspirations and flourish.	<b>Miss Sally Spencer</b> Assistant Head and SENDCO