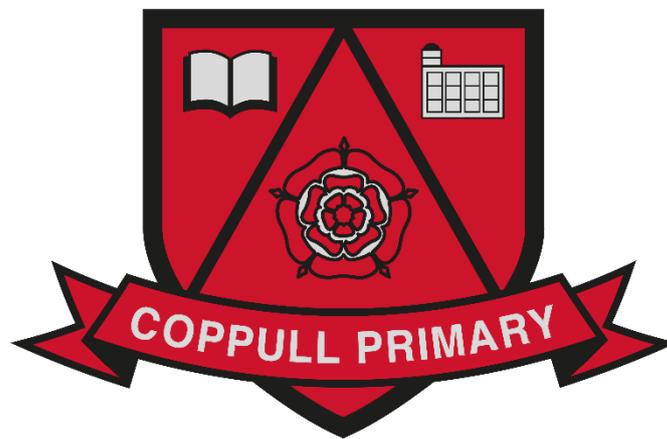


Coppull Primary School & Nursery



Aim High - Respect all - Enjoy Learning - Achieve

SEND Policy

Coppull Primary School and Nursery is a truly inclusive school. We aim to create positive environment where all staff have a responsibility for each child with a special educational need and disability (SEND) and work together in the best interests of the child. High quality first teaching is evident throughout the whole school as teaching and learning is differentiated, modified and personalised to ensure our children are making progress. This report will demonstrate the approach to SEND that we as a whole school have adopted in our everyday practice.

This SEND policy is written to comply with the Children and Families Act 2014 and its SEN Code of Practice 0 – 25, together with the Equality Act 2010. This policy was created by the school's SENCo Miss N Ogden, with the SEND Governor Mr R Toon and in liaison with the SLT and all staff.

This policy outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community. It complies with current statutory requirements and guidance set out in relevant legislation and documents. It links with the Lancashire Local Offer on the link below:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Definition of Special Education Needs (SEN)

The Code of Practice 2015 states that, 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

The Equality Act 2010 states that, 'A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer'.

Aims and Objectives

We aim to recognise and provide for any pupils who are identified as having a special educational need. We aim to provide a positive school atmosphere in which all children, irrespective of their difficulties, gender, culture or abilities, are valued by all.

The focus is always on the outcomes for our children. Coppull Primary School recognises that all members of staff are responsible for pupils with special needs.

The aims and objectives for SEN provision at Coppull Primary School are as follows:

- Strive to address the needs of all pupils in the school both with and without an Educational Health Care Plan
- Identify pupils with SEN as early as possible and to make appropriate intervention arrangements
- Provide inclusive learning opportunities and actively seek to remove the barriers to learning that can hinder or exclude pupils with special educational needs
- Identify pupils of all ability who are underachieving and to act upon this
- Support children to make the best progress of which they are capable and to monitor pupil progress
- Provide support and advice for all staff working with SEN children
- Provide access to a broad and balanced curriculum for all pupils
- Provide opportunities for parental and pupil involvement
- Carefully assess pupils and, as far as practicable, match provision to their individual requirements.
- Work closely, and in co-operation, with all agencies concerned with the provision of services for special educational needs.
- Recognise and have due regard to, the Special Educational Needs Code of Practice on the identification and assessment of special educational needs.

Admission Arrangements

The school's admission arrangements are set out on the school website and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA SEN department must comply with this request and name the school in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child, or
- The attendance of the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Identifying Special Educational Needs

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. Progress for children will be achieved by focussing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and an Individual Support Plan (ISP) and the child would be registered as receiving SEN Support.

At Coppull Primary School we aim to recognise and identify children with a special need as early as possible in their learning journey. We recognise that a child or young person has a special

educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them or has a significantly greater difficulty in learning than the majority of others the same age. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality, personalised teaching.

There are four broad categories of SEND as identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Graduated Approach

Coppull Primary School's child-centred, graduated approach is underpinned by an Assess, Plan, Do, Review cycle in the identification of SEN. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. This is supported by the high levels of Quality First Teaching that takes place in every lesson.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome; and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if it is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs; the support that is being provided; any particular teaching strategies/approaches that are being employed; and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further

assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

A diagnosis of a need does not necessarily mean that a child has SEN and will require SEN provision.

Referral for an Education and Health Care Plan (EHCP)

If a child has significant difficulties or they are not making sufficient progress, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Managing Pupils on the SEN Register

Every class teacher, working alongside other professional both in and out of school is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there. Children's individual support plans are reviewed termly. If a pupil is included in an intervention group then this will also be recorded and monitored by the class teacher and SENCo. Parents are provided with a copy of all support plans for children on the register.

Where a child has an Education and Health Care Plan there will be, at the minimum, an annual review carried out by the school which parents and external agencies are encouraged to attend.

Working in Partnership with Parents and Families

Coppull Primary School strives to build a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child.

Inclusion of Children with SEND

The Headteacher and SENCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Evaluating the Success of Provision

The school is actively reviewing the provision for all pupils, including pupils with SEND. In order to make consistent continuous progress the school will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Pupil progress will be monitored on a termly basis and SEN provision and interventions are recorded on a provision map. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Roles and Responsibilities

The Special Educational Needs Co-ordinator is Miss N Ogden and is responsible for:

- The implementation of the Special Educational Needs Policy and the co-ordination of provision to support individual children with SEND
- Liaising with staff to monitor pupil progress and to plan further interventions where progress is slower than expected
- Making regular contact with a wide range of external agencies that are able to give more specialised advice
- Ensuring there is a whole school awareness of SEND children.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- Monitoring the progress of each child. Identifying, planning and delivering any additional support required to aid progress;
- Devising individual support plans (ISPs) in order to prioritise and focus the next steps required for each child to improve in their learning and make progress, and

Our SEND Governor is Mr R Toon and is responsible for:

- Maintaining an awareness of special needs provision in the school on behalf of the governing body. Mr Toon meets the SENCo to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy.

Other key members of staff who are actively involved in supporting and coordinating SEN provision and part of our wider inclusion team include:

- Ms C Duxbury, Extended Services Manager
- Mrs K McNulty Family Support Co-ordinator

Transition Arrangements

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining Coppull Primary School or moving to another primary school, a specialist setting or onto secondary school and has significant additional needs, transition meetings will be arranged to find the most successful way to meet the child's needs upon transition. Staff will have a meeting usually involving parents/carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at St Andrews. Staff at St Andrews will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, parents/carers and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

Links to Services and Outside Agencies

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEN and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

At Coppull Primary School we work with the following outside agencies:

- Educational Psychologist;

- Golden Hill (for behavioural difficulties)
- Children and Family Wellbeing Service
- CAMHS
- Broadoaks Child Development Centre
- The Service for Hearing Impaired
- The Service for Visually Impaired
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Specialist Teachers
- EAL team
- School Nurse
- Children's Social Care

Supporting Pupils with Medical Conditions

The school recognises that pupils with Medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs as well as their special educational provision.

The School's policy on managing Medical conditions can be found on the school website.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take over time to increase the accessibility for pupils with disabilities. All pupils whether they have a special educational need or not will be involved in the full life of the school. This includes areas such as:

- Clubs
- Assembly
- Productions
- Trips
- Swimming
- Sport
- Extended provision

Our accessibility plan forms part of the Single Equalities Policy which can be found on the school website.

Staff Development

The SENCo meets termly with other colleagues to share good practice, advice and resources. Training for Teaching Assistants is identified formally within their annual performance management and training sourced in accordance with this. All staff are encouraged to undertake CPD in line with their role within school. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Complaints Procedure

Parents and carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents / carers should speak to the class teacher with further discussions with the SENCo as required.

Details regarding the schools complaints procedure can be found on the school’s website or on request from the school office.