

Coppermill Primary School



SEND Information Report Meeting the Needs of Pupils with Special Educational Needs and Disabilities (SEND)

As part of the Waltham Forest Local Offer

Ratified by the Curriculum & Achievement Committee: 23rd March 2017

To be reviewed: Annually

Next review: Spring 2018

Welcome to our SEND information report which is part of the Waltham Forest Local Offer www.walthamforest.gov/localoffer for learners with Special Educational Needs and/or Disabilities (SEN). The information published in this document will be updated annually and, as changes occur during the year, the information will be updated accordingly. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Coppermill Primary School provides fully inclusive main stream primary provision. We strive to ensure that all pupils achieve their potential academically, personally, socially and emotionally in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

Listed below are the ways in which our school ensures it identifies and supports our pupils with SEND in order that they can realise their full potential. We are continually developing new skills, resources and techniques to ensure our provision meets the changing requirements of our pupils.

Coppermill Primary School offers provision to support children with communication and interaction difficulties, cognition and learning difficulties, social, mental and emotional health problems and sensory and physical needs.

How do we identify and assess pupils with SEND?

At different times in their school life a child or young person may have a special educational need. The Code of Practice uses this definition:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age:*
or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The progress of all our children is closely monitored. Staff are continually assessing and evaluating the impact of their teaching through ongoing assessment. Termly pupil progress meetings are held between the class teacher and a member of the Senior Leadership team (SLT) during which the attainment and progress of all pupils within the class are discussed. If a child appears to be having difficulties with learning, the class teacher will identify the possible barriers and put in place strategies and interventions aimed at removing these. The class teacher will raise any concerns they have about the child with the Inclusion Leader/SENCO and the Inclusion Leader/SENCO will also support with the identification of barriers to learning and suggest strategies and interventions.

Parents/carers will be kept informed about their child's progress and any concerns the class teacher has will be shared with parents/carers at the earliest opportunity. Parents/carers are also encouraged to share any concerns they might have with the class teacher. In addition, there are two parent consultations (autumn and spring terms) and an opportunity for parents/carers to see the class teacher to discuss the end of year report in the summer term.

The child's progress will continue to be monitored. If insufficient progress is made and concerns remain, then the child may need specific support from the school (SEND support). This support takes on a variety of forms depending on the specific needs of the child. In the SEN Code of Practice 2014, Pupils' Special Educational Needs are categorised as follows:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory
- Social, Mental and Emotional Health

How do we assess and review the progress of SEND pupils?

Children receiving SEND School Support will have a Provision Map outlining the additional interventions they are accessing. Sometimes they will also have some intervention related targets. Parents of children with SEND will be given a copy of their child's Provision Map when they attend parent consultations. The Inclusion Leader will be available during consultation evenings if parents need to discuss provision and/or progress.

At this stage it may also be beneficial to involve outside agencies to carry out further assessment. Parental consent will be sought before external agencies are consulted and a meeting with parents/carers, school and outside agency professionals will take place (interpreters will be made available for parents/carers who need them).

Children who need a higher level of support and a more personalised programme have a SEND Support Plan. This plan is similar to an EHCP but it is not statutory. SEND Support Plans are reviewed termly at a meeting with parents.

Children who have significant difficulties and complex needs may require an Education, Health, Care Plan (EHCP). This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist this. (See LBWF website for more information on EHCPs: www.walthamforest.gov.uk)

The same process would take place with a Looked After Child (LAC). However, social workers and other professionals would be involved at the initial meeting.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or use of a scribe or word processor. The Inclusion Leader will inform parents about eligibility and applications for these arrangements.

How do we support pupils with SEND?

Teachers at Coppermill are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils' needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

In order to maximise learning opportunities for all, grouping arrangements are flexible and give pupils opportunities to work in both ability and mixed sets.

Additional adults are used flexibly to help groups and individual pupils. When necessary, additional adults are also used to support children at unstructured parts of the day, e.g. play times and lunchtimes. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support.

In addition, the learning environment is adapted as necessary to meet the needs of individual pupils.

Pupils with statements or EHCPs sometimes follow a highly modified curriculum designed to meet the objectives outlined in the child's statement/EHCP.

At Coppermill teachers and Teaching Assistants are involved in running intervention groups, booster groups and 1:1 curriculum support.

The advice and recommendations provided by outside agencies will also be incorporated into the adaptation and organisation of the curriculum for pupils with SEND.

These are some of the intervention programmes children at Coppermill can access:

Programmes to support speech and language:

- Speech and Language groups
- Colourful Semantics

Programmes to support literacy:

- Read, Write Inc.
- Rapid Read
- Rapid Write
- 5 minute box
- Lexia
- Toe by Toe
- Precision Teaching
- Handwriting

Programmes to support numeracy:

- Power of 2
- Number box
- Numicon

Programmes to support social, mental and emotional health:

- Lego Club
- Social Skills Group
- Circle of Friends
- Mentoring
- Counselling
- Sensory Room

[Anti-Bullying Policy.pdf](#)

How do we monitor the effectiveness of provision for children with SEND?

The impact of provision for children with SEND is monitored termly as part of our assessment cycle. We follow the "assess, plan, do, review" model.

If a learner has a Statement/EHCP or a SEND Support Plan, termly reviews will take place but provision will be formally reviewed annually during the person centred review meeting.

The Inclusion Leader collates the impact data of interventions, to ensure that they are effective.

Progress data of all learners is collated by the senior leadership team and monitored by teachers, senior leaders and governors. Our school data is also monitored by the local authority and Ofsted.

What external support does the school use to support children with SEND?

The school works with a number of external agencies:

- **School Nurse**
- **Educational Psychologist:** Offers consultation to help understand individual difficulties and plan support strategies.
- **Speech and Language Therapist:** Assesses new referrals, writes reports and advice for EHCPs initial assessments. Supports whole school speech and language initiatives e.g. helping to set up speech and language groups, training teachers and teaching assistants, conducting parent workshops etc. Reviews children on the school's Speech and Language caseload.
- **Whitefields Outreach Service:** Provide the school with strategies and support ideas regarding individual children with SEND. A specialist teacher comes to Coppermill to observe individual children and discuss strategies with parents/carers, teachers and support staff. Whitefields also provide staff training on SEND in school.
- **Specialist Services at Wood Street Health Centre:** Children can be referred to any of these services by the school. Children are seen at the clinic.
 - Community Nursing Team
 - Child Development Team
 - Occupational Therapy
 - Community Paediatrician
 - Physiotherapy
 - Social Communication clinic
 - SALT
- **CAMHS (Child and Adolescent mental Health Service):** The school can make the referral but children attend appointments at the clinic.
- **Zigzag Bereavement Counselling:** The school can make a referral but children are seen outside school.
- **The Limes Play Services:** The school uses the facilities at The Limes by organising visits for children with SEND.
- **Waltham Forest SEND Information Advice and Support Service:** This service offers impartial information and support to parents/carers of children with SEND.
- **Counselling Service:** The school employs a counsellor to support children with Social, Emotional and Mental Health Difficulties.

How skilled are school staff in meeting the needs of children with SEND?

Staff training is ongoing. The Inclusion Leader ensures that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND.

Training is provided and sometimes led by the Inclusion Leader in school. Staff also attend training outside school if it is relevant to the needs of children in their class.

The school uses outside agencies and specialists to provide training on specific SEND issues or to support identified groups of learners in the school e.g. speech and language therapist (SALT), Whitefields Outreach (ASD).

Outside agencies also support individual members of staff working with children with SEND. They may, for example, model an intervention, provide specialist resources and show staff how to use them.

Staff have the opportunity to visit special schools (Whitefields) and specialist units (South Grove School) to observe good practice.

Staff are trained on specific interventions before they are expected to teach them (Read, Write, Inc., Lexia, Rapid Write, Numicon etc.).

Peer observation also takes place and in the summer term support staff have a handover timetable so they can familiarise themselves with new children and interventions.

How accessible is the school?

At Coppermill Primary School we offer:

- Access to strategies/programmes to support occupational therapy needs
- Access to modified equipment and ICT

[Accessibility Plan.pdf](#)

How will the school help my child move to a new year group or to a different school?

Transition is a part of life for all learners. This can be transition to our Nursery/Reception class, having a new teacher, moving to Coppermill from another school or moving on to another school e.g. Secondary School. We are committed to working in partnership with children, families and other providers to ensure a positive transition. Planning for successful transition is part of our provision for all learners with SEND in order to reduce anxiety and concerns around 'moving on'.

When children are new, the school will liaise with the previous school/pre-school/Nursery to ensure that information about the child is shared. The class teacher will be fully informed of any special needs and of the provision required. In Early Years pre-visits and home visits are carried out and where necessary, personalised transition plans are put in place.

When children with SEND move to another school all records are passed on promptly and when necessary the SENCO of the new school will be contacted to share information and a transition plan put in place.

When children with SEND move on to Secondary School, the Inclusion Leader and/or class teacher will discuss the specific needs of the child and the nature and level of support with the Secondary School. In some cases, additional multi-agency meetings may be arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school.

The school has resources available to support Secondary transition.

When moving classes an information sharing meeting will take place with the new teacher. Opportunities to visit the new class and teacher will be organised. Teaching Assistants who work with children with statements/EHCPs, have a transition timetable that enable them to gradually get to know new children. If necessary a transition book is made for the child to take home and look at during the summer holidays.

How do we enable children with SEND to have access to extra-curricular activities?

All learners have the same opportunity to access extra-curricular activities. At Coppermill Primary we offer a wide range of additional clubs and activities. These take place daily before and after school and during lunchtimes.

Reasonable adjustments are made as necessary in order to accommodate children with a specific requirement.

All learners have the opportunity to access extra-curricular activities.

Who should parents contact if they are worried about their child?

In the first instance, any concerns should be discussed with the child’s class teacher. Meetings can be arranged either with the teacher or via the school office. If parents feel the issue has not been resolved, then an appointment can be made to see the Inclusion Leader. If after that parents still feel their concerns have not been addressed, they should make an appointment to see the Headteacher.

<p>Class Teacher</p>	<p>He/she is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child’s individual needs (also known as differentiation) • Checking on the progress of your child and identifying and planning any additional support your child may need • Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources • Ensuring the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>The Inclusion Leader/SENCO</p> <p>Monica Obiols</p>	<p>The Inclusion Leader/SENCO is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with SEND and developing the school’s SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child’s learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for them • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. The Speech and Language Therapist Service, The Educational Psychologist • Updating the school’s SEND profile • To provide specialist support for teachers and support staff in the school so they can help children with SEND and to organise training • Manage ECHPs/Statements and SEND Support Plans and review Provision Maps
<p>The Headteacher</p> <p>Figen Bektasoglu</p>	<p>The Headteacher is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the provision made for pupils with SEND
<p>The Inclusion Governor</p> <p>Henry Bao-Nion</p>	<p>The Inclusion Governor is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school as we evaluate the quality and impact of provision for pupils with SEND.

Please see Inclusion Policy for further information.

Parents of children with SEND who wish to file a complaint, should follow the school’s complaints policy.

Waltham Forest SEND Information Advice and Support Service offer impartial information and support to parents of children with SEND.

Call 020 8496 5230 or free phone 0800 587 2521

You can view details of the Waltham Forest Local Offer by visiting their website:

www.walthamforest.gov.uk/localoffer