

Coppermill Primary School



SEND Policy and Information Report

Ratified by the Full Governing Board: January 2021

Review cycle: Annually

Next review: Spring 2022

Our Mission Statement

We ensure
that all our pupils thrive as successful learners, through high quality teaching
within a rich, supportive and safe learning environment

We provide
a friendly, harmonious, happy community and set high standards of
respect, behaviour and achievement

We enable
every child to use their abilities to the full through a broad,
balanced, differentiated and stimulating curriculum.

1. Aims

At Coppermill we believe that every pupil has the right to a high quality and full rounded education that provides them with opportunities to achieve their personal potential and best possible outcomes. All staff are committed to inclusive teaching, valuing each pupil as an individual and encouraging them to take part in all areas of the curriculum.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) so that they can succeed
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is: Monica Obiols

She will:

- Work with the headteacher and governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date.

4.2 The governors

The governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Parents of children who receive School Support will be informed of the additional interventions their child is accessing.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases, other schools and preparing for secondary school

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. For a pupil joining our school we will contact the previous school to ascertain the needs of the pupil and provision required. We will also put in place a transition plan to support the move if necessary. When a pupil with SEN moves onto Secondary school the SENCO, relevant staff and parents will discuss the specific needs of the pupil and level of support and agree a transition plan with the Secondary school which, for some pupils, may include extra visits.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils so that all pupils can experience success and challenge in their learning. In order to maximize learning opportunities for all, grouping arrangements are flexible and provide pupils with opportunities to work in mixed ability, ability, small groups, in pairs and 1:1 both in and out of the classroom where necessary. Pupils with EHC plans will sometimes follow a highly modified curriculum designed to meet the objectives outlined in the pupil's EHC plan.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, small group work, using a range of teaching styles, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Additional support for learning is organised in a variety of ways and this will depend on the individual needs of pupils. It will be provided in the classroom by teachers and/or teaching assistants/other specialist staff through differentiated work, scaffolding, modeling and questioning.

All specific interventions are provided in addition to every day high quality teaching to ensure that pupils access the main class teaching on a daily basis. Intervention programmes are planned, set up and delivered by trained teaching assistants and specialist staff and are delivered in small groups, pairs or 1:1. The advice and recommendations provided by outside agencies will also be incorporated into the adaptation and organisation of the curriculum for pupils with SEN.

We provide the following intervention programmes:

Programmes to support speech and language:

- Speech and Language groups
- Colourful Semantics

Programmes to support literacy:

- Read, Write Inc.
- Rapid Read
- Rapid Write
- Toe by Toe
- Word shark
- Precision Teaching
- Handwriting/fine motor
- Literacy and Reading Booster groups

Programmes to support numeracy:

- Power of 2
- Numicon
- Maths Booster groups
- Number shark

Programmes to support social, mental and emotional health:

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

Nurture Group

Pupils with a high level of need can access the Nurture Group in the afternoons to do the following:

- Phonics and spelling
- Maths and Literacy
- Art and humanities
- Speech and Language
- Fine and gross motor
- Yoga / Sensory diet
- Social Skills
- Attention Bucket
- Emotional wellbeing

5.9 Expertise and training of staff

Our SENCO has 10 years of experience in this role and allocates 3 days a week in managing SEN provision at our school.

The SENCO ensures that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and supporting children with SEN. Training is provided regularly through the year and is sometimes led by the SENCO and sometimes by outside experts in school. Staff also attend training outside school if it is relevant to the needs of children in their class. They also have the opportunity to visit special schools such as Whitefield and specialist units such as South Grove School to observe good practice.

The school uses outside agencies and specialists to provide training on specific SEN needs or to support identified groups of learners in the school e.g. speech and language therapist (SALT), SEND Success (ASD). Outside agencies also support individual members of staff working with children with SEN. They may, for example, model an intervention, provide specialist resources and show staff how to use them.

Staff are trained in specific interventions before they are expected to teach them such as Read, Write, Inc., Rapid Write, Numicon and others. We have a number of teaching assistants who are specialist trained to deliver programmes in: emotional, social and mental health difficulties, autism and Early Years SEN. We also have a trained Emotional Literacy Support Assistant (ELSA), a Mental First Aider, and a qualified play therapist/counsellor.

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.

5.10 Securing equipment and facilities

We are continually assessing and modifying all our equipment and facilities in order to ensure that pupils with SEN are well supported and not disadvantaged and have access to all appropriate equipment to enable them to access the curriculum and all aspects of school life. Reasonable adjustments are made as and when necessary.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding termly progress meetings and annual reviews for pupils with EHC plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are provided with the same opportunities to access extra-curricular activities and school visits, including our before-and after-school clubs. We offer a range of additional clubs, activities, events and trips and ensure there are no barriers to pupils with SEN and/or a disability enjoying the same activities as other pupils. All pupils are encouraged to take part in sports day/swimming lessons/school plays/special workshops/trips, etc. as well as being encouraged to go on our residential trip to Gilwell Park in year 5.

No pupil is ever excluded from taking part in any of these activities because of their SEN or disability and we make reasonable adjustments to ensure they do not miss out.

More information is detailed in our [Accessibility Plan.pdf](#) which can be found on our school website.

5.13 Support for improving emotional and social development

We aim to provide a holistic approach to improve the emotional and social development of all our pupils. We provide extra pastoral support by specialist staff when it is necessary, so that the views of pupils with SEN are listened to as well as taking measures to prevent bullying. We encourage SEN pupils to be part of the wider school life, such as clubs promoting team work and the school council.

We have a zero tolerance approach to bullying. Refer to our [Anti-Bullying Policy.pdf on our website](#).

5.14 Working with other agencies

We work with a range of external agencies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families. They each work in a variety of ways once a referral is made.

We work with the following agencies to provide support for pupils with SEN:

- **Child and Adolescent Mental Health Services (CAMHS)** – The school can make the referral and children attend appointments at the clinic with parents/carers.
- **Counselling service** – The school employs a play therapist/counsellor to support pupils with social, emotional and mental health difficulties.
- **Educational Psychology** – Offers consultation to help understand individual difficulties and plan support strategies.
- **Grief Encounter bereavement counselling** – The school can make referrals. The counsellor works with the whole family and will see children in school for an agreed number of sessions.
- **School Nurse** – Can assess a pupil's medical/health needs and offer advice to the parents/carers.
- **Speech and Language therapy (SALT)** – Assesses new referrals, writes reports and advice for EHC plans/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. Reviews children on the school's Speech and Language caseload.
- **Waltham Forest SEND information advice and support service** – This service offers impartial information and support to parents/carers of children with SEND.
- **SEND Success**– Provides the school with strategies, support and training on ASD and Dyslexia.
- **Whitefield special school outreach service (hearing impaired)** – Provides the school with strategies and support ideas regarding individual children with hearing impairment. Offers technical support with hearing devices. Regular visits from a specialist teacher of the deaf. This service also provides staff training. As a result, we now have two [Listening Champions](#) who are able to solve problems if the teacher of the deaf is unable to come.

- **Wood Street Health Centre – specialist services** – 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 Pediatrician
 - Physiotherapy
 - Social Communication clinic
 - SALT
- **Zigzag bereavement counselling** – The school can make a referral and children are seen outside school.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO in the first instance. If parents/carers feel that the matter is still unresolved they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of pupils with SEN

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

Tel: 020 8496 5230 or free phone 0800 587 2521

5.17 The local authority local offer

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

www.walthamforest.gov.uk/localoffer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Coppermill Primary School's Governing Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility
- Anti-bullying
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

8. Covid-19

During national lockdowns and bubble closures children with EHCPs will be encouraged to attend school.

Children with EHCPs and SEND who are not able to attend school during these restrictions will be supported so that they can access remote learning. If necessary, these children will be provided with packs of personalised activities.