

Special Educational Needs & Disabilities Information Report

Coppetts Wood Primary School

This is written in accordance with section 65(3) of the Children and Families Act 2014.

1. What kind of special educational needs provision is accessible for children at Coppetts Wood Primary School?

Coppetts Wood is a mainstream inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs (see 'Ordinary available Barnet document'.)

2. How do we identify children who may have an SEN need?

SEN as defined in the 2014 Code of Practice: "A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has 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 mainstream post-16 institutions.

Some children arrive at Coppetts Wood with identified SEND, in which case the Inclusion Leader will liaise with the previous school, nursery or special unit to ensure there is a smooth transition and continuity of provision.

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments. There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from their learning. The school understands that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special education provision will be identified as having SEN.

Coppetts Wood has a graduated approach to SEND:

Wave 1: Initially, children receive inclusive quality first teaching for all, which may include the provision of differentiated classwork. Some children at this level may be on our concern list as we are carefully tracking and reviewing their progress.

Wave 2: If concerns continue or increase, then children may receive additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

Wave 3: If there are still concerns, children will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of outside agency support.

At this point there would be considerations of SEN

3. What provision is made for children with SEND; with and without an EHC Plan in respect of:

a) What are the school's arrangements for assessing and reviewing progress of children with SEN?

- Teachers carry out termly teacher assessment of all children using a range of sources including observations, class work and class based assessment
- Pupil progress meetings/discussion are held termly from which we track and identify children who are not making expected national progress.
- If teachers have concerns about pupil progress or attainment, parents will be contacted to discuss these concerns so you they can share views and any additional support can be agreed.
- Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. These are planned in support planning meetings.

If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiation approaches and learning arrangements normally provided as part of the high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the 'Ordinarily available document.'

When providing support we engage in a 4 stage process: Assess, Plan, Do, Review.

- **Assess** - this involves taking into consideration all the information from discussions with parents or carers, the child, class teacher and assessments.
- **Plan** - this stage identifies the barriers to the learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on a support plan and will form the basis for termly review meetings held as part of parent/teacher consultations.
- **Do** - providing the support - extra assistance for the learning or learning aids as set out in the plan.
- **Review** - measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved - child, parents or

carer, teacher and Inclusion Leader and other professionals contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and TAs are held regularly termly and termly Pupil Progress meetings with Head and Inclusion Leader.

This additional support, 'intervention' will be tailored to meet the child's needs and will target the area of difficulty. This support may be provided in classroom or withdrawal in a small group with learners with similar needs or on a 1:1 basis. These are usually run by a TA. For some learning this may be access to a resource such as a writing slope, ICT equipment or a sit 'n' move cushion. The support provided and its impact in class will be monitored closely and shared regularly with the child and with their parents or carers. While the majority of learners with SEN will have their needs met in this way, some may require an EHC (Education, Health and Care Plan) needs assessment to determine whether it is necessary for the local authority to make provision in accordance with an EHC plan.

b) How is the intervention/support monitored as to its effectiveness?

The interventions used will be those that are proven to make a difference for most learners. A base line assessment will take place at the beginning of the intervention - this will provide the point of reference for measuring progress made by a child - and a target outcome set. Monitoring will take place to ensure that the intervention is having the intended effect. The termly reviews will involve children and their parents or carers, as well as class teacher and a record kept of agreed actions. Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parents' consent. This might involve: Speech & language therapy services, Occupational therapist, physiotherapist, CAMHS, advisory support teacher, Educational Physiologist or health services such as a Paediatrician.

Where a child has an EHC, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or carers and other professionals involved with the child.

c) What is the schools approach to teaching children with SEND?

- Children with SEN are inclusively educated within an age appropriate classroom with their peers most of the time.
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve objectives.
- If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided at a time to suit need
- Support is personalised and targeted.
- Adults working with a child with SEND communicate regularly to ensure a consistent approach to teaching and learning.

d) How does the school adapt the curriculum and learning environment for children with SEN?

At Coppetts Wood we endeavour to ensure all children's needs are met through Quality First provision in the classroom so they can access the curriculum. All children are the responsibility of their class teacher, who plans for and teaches all the children in their

class. At times this involves differentiation and extra support, either through additional adults or additional materials and resources, to reduce or remove barriers to learning. Where necessary children are given extra support or additional, time-limited and targeted interventions to accelerate their progress to help them work at age-related expectations.

TAs work alongside the class teacher/Inclusion Leader to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEN. Links are forged between classroom and intervention to ensure continuity, through verbal communication and written evaluations of interventions.

The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEND?

- The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff.
- TAs work alongside the class teacher/Inclusion Leader to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEND.
- Differentiated resources to support children with SEND's independence.
- Support from outside agencies when necessary.
- Access to evidence based SEND interventions in small groups or 1-1.
- Specialist staff in school: Inclusion Leader, Learning mentor, Speech and Language Therapists, TA's

f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. After school clubs and Breakfast Club are available to all children.

g) What support is available for ensuring the emotional and social development of pupils with SEND?

- Coppetts Wood puts great emphasis on the emotional happiness and well-being of our pupils.
- Personal Social Health Education (PSHE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Assemblies and RE also provide daily opportunities for pupils' reflection and discussion.
- For children who may be having difficulties, we are able to offer various support and interventions, including 1:1 mentoring support, and/ or group support as appropriate.
- Children are assured that all adults are available to speak to them about any worries, difficulties or problems.

5. Who is the named SEND contact?

Mrs Julie O'Dwyer: Coppetts Wood Primary School . Tel: 0208-8830248

6. What specialist services and expertise are there for children with SEND?

We have an additionally resourced provision for pupils with speech and language difficulties. All children placed in the resource provision have statements of special educational needs or Education Health and Care Plans and are placed here by the local authority. Please see our separate Language Resource Provision policy for further details.

We have a collaborative approach to the support of children and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service; and Barnet Primary Project - all of whom work with children at St. Catherine's who meet their criteria. We use the Visual Impairment and Hearing Impairment Services. Our school nurse visits on a regular basis and is available to see staff, children and parents to offer support and advice. Where appropriate we have Team Around Child (TAC) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.

7. What training have the staff supporting SEND had?

The Inclusion Leader has had specific training in a wide range of SEN and also receives termly training from Barnet. She has completed her National Special Educational Needs Training.

All teaching and support staff have received training in behaviour, reading, role of the Teaching Assistant in supporting learning and Safeguarding. In addition to this support staff have received training specific to the intervention they are running including Project X, Numicon, precision teaching, Talk Boost, Toe by Toe and others.

We arrange regular training from outside agencies and from Barnet, including Speech and Language, Educational Psychologist and Local Resource Provisions. There is a regular training programme for support staff.

All new staff at Coppetts Wood are inducted by the Deputy Head Teacher.

Teaching and support staff are given specific training on 'SEN' as required.

8. How accessible is the school both indoors and outdoors?

Our school environment is accessible with a lift to enable access upstairs. We have a disabled toilet.

We endeavour to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum.

Every class has a visual timetable. We are able to provide workstations for individual pupils where necessary, as well as writing slopes, move-n-sit cushions and other resources. Children with SEND are often encouraged to extend their use of computing to facilitate their learning. We try to ensure that equipment used is accessible to all children regardless of their needs. After-school provision and extra-curricular activities are accessible to all children, including those with SEND. Exam access arrangements are sought where needed. (Please see our accessibility plan)

9. What arrangements are there for consulting and involving parents of children with SEND?

We offer:

- Termly Parents Evening meetings with the class teacher
- 'Open-door' policy with class teacher/Inclusion Leader
- Relevant information about how parents can support their child at home
- Annual reports to parents
- We hold multi-agency meetings as required
- Progress is reviewed termly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings, Pupil Progress Meetings and Support Planning Meetings.
- Children with complex needs may have a statement of SEN or an Education Healthcare Plan (EHP). These are formally reviewed annually.

10. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children on the SEND register are aware of their additional termly targets and are encouraged to self-review against their targets. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive. Children with Statements of SEND or EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.

11. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the class teacher to see if their concerns can be addressed. If it is not, they should make an appointment to meet with the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

12. How does the School/Governing Body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleagues to support the child's academic and social progress.

13. What are the contact details of support services for the parents of children with SEND, including those for arrangements made in clause 32*?

The first point of contact to discuss something about your child would be their class teacher.

The Inclusion Leader is also available. Please ask at the school office
Barnet Parent Partnership Service 020 8359 7637

14. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

If your child is joining our school we are happy to meet parents of children with 'SEND' to discuss the transition. Where a child is transferring from another school, a nursery or a specialist unit, we will liaise closely with them and arrange to visit them where possible prior to your child joining us.

If your child is moving to another school or is in Year 6, the school will arrange to meet with the SENCo, or where that is not possible, speak to the school on the telephone.

Relevant records will be passed on.

When moving classes in school, all children take part in a class swap and any vulnerable children will be provided with extra support to help prepare them for their next class.

15. Where is the Local Authorities' Local Offer published?

Barnet LA Website

Ordinarily available document from Barnet on the school website

SEND Policy 2014