

Special Educational Needs & Disabilities Information Report

<p>Coppetts Wood Inclusion</p>	<p>At Coppetts Wood, we believe that every child has a right to an inclusive and fair education that enables them to progress and become lifelong learners. Our support for children with SEND is outlined in the following SEND Information report. If your child has a special educational needs and/or disability and you would like to know more about what we offer at Hollickwood please contact us on: 0208 883 6880 or email us at office@coppettswood.barnet.sch.uk</p> <p>Inclusion Lead/SENDCo: Skeve Constantinou (NASENCo) Coppetts Wood Primary School, Coppetts Wood, London, N10 1JS. 0208 883 0248</p>
<p>1. What kind of special educational needs provision is accessible for children at Coppetts Wood Primary School?</p>	<p>A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, that is additional to or different from that made generally for other children of the same age in one of the following areas:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or physical needs <p>Coppetts Wood is a mainstream inclusive school with an Additional Resource Provision (ARP) for 12 children all of whom have autism as a primary need. We ensure 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 provision to support children with communication and interaction, cognition and learning difficulties, social, emotional and mental health or sensory or physical needs. (see Barnet Local Offer - www.barnetlocaloffer.org.uk/documents/664-ordinarily-available-support-from-schools.pdf)</p>
<p>2. How do we identify children who may have an SEN need?</p>	<p>Children are identified as having SEND and are regularly assessed through a variety of ways, demonstrated on the chart below. We only move from one step to another if a child still needs more support and is not making sufficient progress. If a child makes excellent progress, we may decide to move back a step.</p>

		Identification and Assessment	Who? What? When?
High Quality Teaching For All		<p>Step 1 <u>All children</u> Regular assessments for ALL pupils Tracking Data</p> <p>The Leuven Scale</p>	<p>AFL: Year teams: daily Child Observations: Including: CWCC, Pre-Nursery, EYFS Pupil Progress meetings: Year teams/SLT: Half termly Book scrutiny: SLT, Subject leads Lesson Observations: SLT, Subject leads, Swivl Reception Baseline: September Data tracking: CT: Termly Data analysis: DHT: Half termly SEN data analysis: AHT: Half termly The Leuven Scale for Well-being and Involvement/Learning See step 1 Inclusion Provision</p>
		<p>Step 2 <u>Children of concern</u> If pupils are <i>falling behind/making inadequate progress</i> If parents/carers raise concerns</p> <p>The Leuven Scale: Level 3 Identification Toolkit BELS</p>	<p>Class Teacher informs parents/carers of concerns</p> <p>Class teacher, supported by support staff provides extra support targeted at their gaps in learning: Daily</p> <p>Consult SENDCo/ARP Lead/Pastoral Lead Observations incl: time sampling See step 2 Inclusion Provision</p>
		<p>Step 3 <u>Children of concern</u> If pupils fail to make <i>adequate progress</i> despite high-quality teaching, targeted at gaps in learning</p> <p>The Leuven Scale: Level 3+ Identification Toolkit BELS</p>	<p>SENDCo/ARP Lead/CT/ updates parents/carers of concerns and needs are assessed in detail. Add to SEND register.</p> <p>Class teacher consults with AHT's and ARP Lead/SENDCo/Pastoral Lead to support with classroom strategies and model good practice.</p> <p>Support Plan is developed with relevant professionals and parents/carers. Provision mapping begins See step 3 Inclusion Provision</p>
		<p>Step 4 <u>Children of serious concern</u> Assessment of learning difficulty The Leuven Scale: Level 1, 2 Identification Toolkit BELS</p>	<p>TAC/Pupil Centred Meeting to discuss plan</p> <p>Team assesses whether the child has a <i>significant learning difficulty</i> See step 4 Inclusion Provision</p>
		<p>No SEN Underachieving Investigate further</p>	<p>SEN Plan and provide SEN Support</p> <p>Inclusion Team/Inclusion Lead: Assign provision/lead practitioner Referrals to external agencies Specialist equipment Consider referral for EHCNA plan See step 4 Inclusion Provision</p>
		<p>Review <u>Referred children to Inclusion Team</u> Continued SEND Support</p>	<p>TAC: Review impact of provisions/Support Plan: Daily/End of provision/Half termly/Termly Consider referral for Early Help/EHCNA plan TAC Review plan: Annually</p>



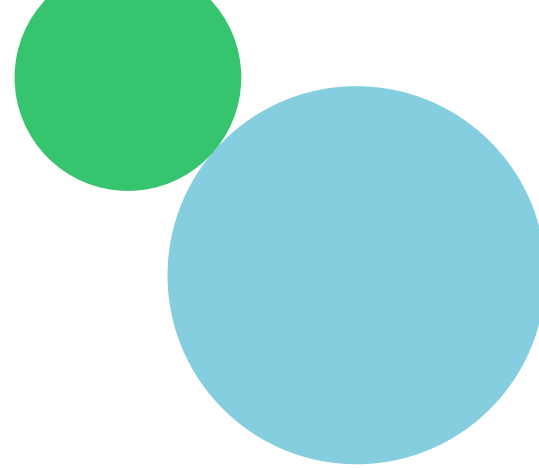
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3.What provisions are made for children with SEND;

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

Teachers carry out regular teacher assessment of all children using a range of sources including observations, class work and class-based assessment. Pupil progress meetings/discussion are held at least termly (but often half-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 they can share their views and any additional support can be agreed. Interventions/support programmes are then implemented and monitored to ensure that the child makes progress.

If a learner is identified as having SEND, 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 Barnet Local Offer. 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 learning, intended outcomes and details what additional or different approaches will be used to overcome the identified barriers. Decisions will be recorded via Pupil Progress Meetings and Support Plan meetings. During termly consultations teachers will share with parents' interventions and targets.

Do – Providing the support by implementing and monitoring targets and interventions.

Review – Measuring the impact of the support provided and considering whether changes to that support need to be made. All of those involved e.g. child, parents or carer, teacher and/or SENDCo may contribute to this review. This stage then informs the next cycle, if necessary. Meetings with teachers and Teaching Assistants (TAs) are held regularly and termly Pupil Progress meetings with Head Teacher and SENDCo. This additional support, will be tailored to meet the child's needs and will target the area of difficulty. This support will usually be provided in classroom in a small group with learners with similar needs or on a 1:1 basis. These are often run by a TA.

For some areas of need, this may be access to a resource, such as a writing slope, ICT equipment or a sit 'n' move cushion. The support 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 SEND will have their needs met in this way, some may require an EHCP (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.

<p>b) How is the intervention/support monitored as to its effectiveness?</p>	<p>The interventions used will be evidence based. 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. Regular reviews 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 EHCP, there will be an annual review held in addition to the termly review meetings, considering the views of the child, parents/carers and other professionals involved.</p>
<p>c) What is the schools approach to teaching children with SEND?</p>	<p>Children with SEN are inclusively educated within an age appropriate classroom with their peers. 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 with teachers and SENDCo to ensure a consistent approach to teaching and learning.</p> <p>We also have our Additional Resource Provision where children who have an official placement from Barnet can access. Placements and consultations are decided through Barnet Special School panel (see ARP Handbook.)</p>
<p>d) How does the school adapt the curriculum and learning environment for children with SEN?</p>	<p>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 to support children with SEND individually/in small groups and to facilitate the class teacher working with children. Links are forged between classroom and intervention to ensure continuity, through verbal communication. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.</p>
<p>e) What additional support is available for children with SEND?</p>	<p>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 to support children with SEND individually/in small groups and to facilitate the class teacher working with children with SEND. Differentiated resources are available to support children with SEND’s independence and access to evidence-based SEND interventions in small groups or 1-1. Support from outside agencies is used when necessary in addition to specialist staff in school including the SENDCo, Pastoral Lead, pastoral TAs, class-based TAs and our Blossom Tree Speech and Language therapists.</p>
<p>f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?</p>	<p>We strive to ensure that all children are included in school trips and activities and full risk assessments are carried out before any visits. For children attending our ARP, discussions are had between the ARP teacher and mainstream teacher to assess if the trip would benefit the child. After school clubs and Breakfast Club are available to all children.</p>
<p>g) What support is available for ensuring the emotional and social development of pupils with SEND?</p>	<p>Coppetts Wood puts great emphasis on the emotional happiness and well-being of our pupils. Personal Social Health Citizenship Education (PSHCE) is a regular and important part of the curriculum and provides a safe environment for children to consider and discuss issues. Daily assemblies and RE also provide regular 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 concerns.</p>



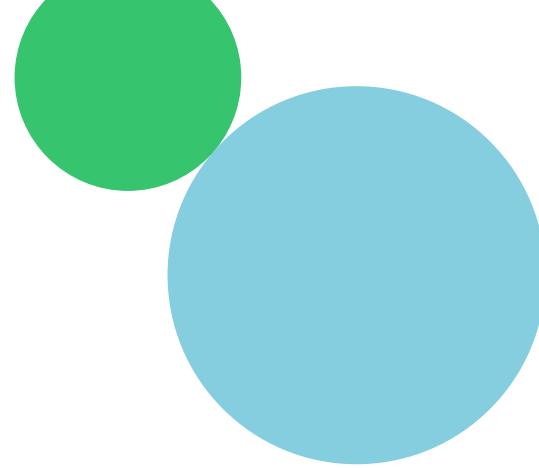
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<p>4. What specialist services and expertise are there for children with SEND?</p>	<p>We have a collaborative approach to the support of children and work with a number of different agencies. We have access to Speech and Language Therapy; Occupational Therapy; Educational Psychology Services; Children and Adolescent Mental Health Service and Barnet Integrated Care Services – all of whom work with children at Coppetts Wood who meet their criteria. We also use the Autism Advisory Service who we work with closely. 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 Family (TAF) meetings so all the agencies as well as the child's parents can meet to discuss concerns and to coordinate support.</p>
<p>5. What training have the staff supporting SEND had?</p>	<p>The SENDCo has had specific training in a wide range of SEND and also receives termly training from Barnet. The SENDCo has completed the NASENCo qualification.</p> <p>All teaching and support staff have received training in Autism Good Practice, teaching phonics, Zones of Regulation, Assertive Discipline Principles, the role of the Teaching Assistant in supporting learning and safeguarding. We arrange regular training from outside agencies and from Barnet, including Speech and Language, Educational Psychologist, and other professionals. There is a regular training programme for support staff. All new staff at Coppetts Wood are inducted by the SENDCo. Teaching and support staff are given specific training on 'SEND' as required.</p>
<p>6. How accessible is the school both indoors and outdoors?</p>	<p>Our school environment is fully accessible with a lift to enable access upstairs. We have disabled toilets on all floors and in all buildings. We endeavour to remove any barriers to learning to enable pupils with 'SEND' to fully access the school and curriculum. Our sensory circuit space, low arousal room and a play room all support children with social communication needs as well as enabling children to be regulated and ready to learn. 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. 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 for further information.</p>
<p>7. What arrangements are there for consulting and involving parents of children with SEND?</p>	<p>We offer an 'open-door' policy to parents/carers to discuss any concerns with the class teacher or SENDCo. We share relevant information about how parents/carers can support their child at home; annual written reports are provided to parents/carers; we hold multi-agency meetings as required and progress is reviewed termly with pupils, parents/carers and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings. Children with complex needs may have an Education Health Care Plan (EHP). These are formally reviewed annually.</p>
<p>8. What are the arrangements for consulting children with SEND about, and involving them in, their education?</p>	<p>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 identified as SEND Support are aware of their additional 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</p>

	like to receive. Children with EHCPs are also asked more formally their views about their learning, their targets and the support and interventions they are given by their teaching assistant for their annual review.
9. 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 SENDCo in the first instance or 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 school's complaints procedure.
10. 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.
11. 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 SENDCo is also available. Barnet SENDIAS Service can also be contacted on 020 8359 7637.
12. 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 meet parents to discuss the transition. Where a child is transferring from another school, a nursery or a specialist provision, 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 SENDCo, 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.

Revision History			
Version	Revision Date	Revised By	Revision
1.0	September 2021	Julie O'Dwyer	New policy
2.0	September 2022	Skeve Constantinou	Updated
Distribution			
Shared with			Date for next review
<ul style="list-style-type: none"> Staff via usual communication channels including at staff briefings and emailed and on our shared network for all to access Governors via Governor Hub and committee/full governor meetings 			September 2024