

Copthorne C.E. Junior School

Special Educational Needs & Disability Policy

Approved December 2024

To be reviewed December 2026

**THE POLICY IS IN LINE WITH THE EQUALITIES ACT 2010,
A COPY OF WHICH CAN BE FOUND IN
THE POLICY FILE AND SAFEGUARDING FILE**

Special Educational Needs and Disability (SEND) policy

Rationale and Aims

Copthorne CE Junior School is committed to providing a high quality education for all our children.

We believe all children, including those children identified as having 'special educational needs and disabilities' have an entitlement to a broad and balanced curriculum which is accessible to them and to be fully included in all aspects of life. This is in conjunction with the EEF 5 a day principles and WSCC Ordinarily Available Inclusive Practice. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals, preparing them for adult life.

As a school we aim to provide an education where we strive to meet the needs of all learners.

How we define Special Educational Needs and Disabilities (SEND)

The Children and Families Act (2014) states that:

'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 others of the same age
- Has a disability which prevents or hinders him or her from making use of educational 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 of the same age by mainstream schools'.

As a school we aim:

- to strive to meet the needs of all learners
- to celebrate children's achievements with them, to develop a sense of pride in all they do and enable children to grow in confidence and self-esteem
- to provide equal opportunities for all children in the school, recognising that 'fair' means children get what they need, rather than that everyone is treated the same
- identify needs as they arise and provide quality first teaching using the West Sussex 'Ordinarily Available Inclusive Practice' as a guide to ensure every child achieves their best possible outcomes

Objectives

- to work within the guidance provided in the SEND Code of Practice 2014 and to use our best endeavours to make sure that a child with SEND gets the support they need
- to provide an Inclusion Manager who will work within the SEND Policy
- to ensure the views, wishes and feelings of the child are discussed and taken into account when making decisions to involve them in the planning and decision making process
- to ensure parent/carers views and opinions are taken into account when setting targets for their children.
- to provide support and advice for all staff working with pupils with SEND
- use our best endeavours to make sure that a child with SEND gets the support they need
- to ensure that children with SEND engage in the activities of the school alongside children who do not have SEND

- to foster every child with a strong sense of self-belief and an 'I can' attitude
- to encourage children to play an active part in becoming a learner
- to ensure parents are provided with the information and support necessary
- to do what is necessary to enable children to develop, learn, participate and achieve the best outcomes irrespective of adjustments for a disabled child or special educational provision for a child with SEND
- to ensure we focus on inclusive practice and endeavour to remove barriers to learning
- to use a range of assessment tools, monitoring and tracking data.
- teachers will set high expectations for every pupil, whatever their prior attainment
- lessons and interventions should be planned to address identified areas of difficulty and to remove barriers for achievement
- to ensure all national guidelines are implemented effectively across the school
- to ensure equality of opportunity for children with SEND and to eliminate prejudice and discrimination against them
- to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible
- to ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by all staff and parents/carers to ensure that we are able to meet the needs of children
- to enable children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and beyond

Identification

***'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'* (Special Educational Needs and Disability code of practice 2014)**

- concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion
- standardised screening and assessment tools
- observations of emotional and social development (and the impact of this on a child's behaviour)
- boxall profiling
- assessments by a specialist service eg speech and language
- an Education and Health Care Plan (EHCP)
- whole school tracking of attainment outcomes indicates lack of expected levels of progress. These pupils are then discussed during termly 'raising achievement meetings' undertaken between the class teacher and members of the Senior Leadership team.
- observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as stated in the SEND code of practice 2014.

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory/physical

Additional action to increase the rate of attainment will be then identified and recorded. A review of the impact of the differentiated teaching and interventions will be made. If required, additional strategies to further support the success of the pupil will be discussed with the teacher.

Consideration of whether special educational needs is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the children and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

A Graduated Approach to support children with additional needs.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	• High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Carefully planned adaptations including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting • Assessment for learning and constructive feedback	• Planning shows adaptations to support learning • Pupil aware of next steps • Reviewed at RAMS with Senior Leadership Team • Assessment used to identify strengths/gaps	Class Teacher
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: • Support within class through small groups and individual support • Adaptations to the curriculum to meet individual learning needs • Tools and resources to support access •	• Differentiated planning and outcomes • Pupil aware of next steps • Reviewed at RAMS with Senior Leadership Team • Assessment used to identify strengths/gaps	Class Teacher SLT
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: • Investigation of strengths and needs • Early intervention and personalised provision • Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment • Targeted support within class through small groups and working individually with an adult	• Inclusion Manager made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes)	Class Teacher SLT Inclusion Manager

		• Additional group or individual programmes • Evidence based interventions delivered individually or in small groups. • Adaptation to the curriculum to individual learning needs e.g. alternative methods of recording • Tools and resources to support access	• Differentiated planning and outcomes • Pupil aware of next steps • Reviewed at RAMS meetings with SLT • Assessment used to identify strengths/gaps • Intervention records completed weekly	
4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 – 3: • Involvement with outside agencies • Personalised support • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications and adaptations to the curriculum	• Individual Education Plan with at least termly review • RAMS meeting and progress meeting with Inclusion Manager • Inclusion Manager monitoring provision • Intervention identified on whole school provision map.	Class Teacher Inclusion Manager
	Request for a Statutory Assessment	• As above		
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are complex	In addition to Stages 1 – 4: • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) • Multi-professional planning • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum	• Annual Review Meeting • Annual Review Report • Pupil Passport • Individual Education Plan reviewed at least termly • Termly progress meeting with	Class Teacher Inclusion Manager Headteacher

and long term. (SEND register – EHCP or application)	• Personalised resources e.g. work station if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Individual Education Plan reviewed at least termly • Identified on school provision map, reviewed at least termly • Access to an adapted environment if appropriate • Individual modifications to the curriculum	Inclusion Manager as well as Review and Achievement Meetings (RAMS) with SLT • Intervention identified on whole school provision map.	
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When a child is identified as having SEND (and therefore will be listed on the SEND register specifying the SEND category), actions to give targeted intensified support and effective SEND provision will be put in place. The support will take place in a four- part cycle through which earlier decisions and actions are revisited, refined and revisited with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach- **Assess, Plan, Do, Review**

ASSESS

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the child's needs and experience of the child, their previous attainment as well as the individual's development in comparison to their peers and national data, the views and experience of parents, the pupils' own views and advice from external support services. The Inclusion Manager may undertake some additional assessments and classroom observations to further inform the assessment. Parents/ carers will be fully informed throughout the process.

Outside professionals from Health or Social Services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with the school staff, the Inclusion Manager will contact them, if advice is needed, once parents' consent has been sought.

PLAN

The teacher and the Inclusion Manager will agree in consultation with the parent and child, the adjustments, interventions and support to be put in place and well as the expected impact and outcomes alongside a date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on an Individual Learning Plan and class and school provision map. The provision will be discussed with parents at termly ILP meetings.

The appropriate support and interventions will be selected to meet the outcomes identified for the child and will be provided by staff who have sufficient skills and knowledge.

DO

The class teacher will remain responsible for working with the child on a daily basis. Where the intervention involves group or one to one teaching away from the main class teacher, they will still retain responsibility for the child. West Sussex 'Ordinarily Available Inclusive Practice' document as well as the Inclusion Manager will support the class teacher in problem solving and advising on the effective implementation of support and further assessment of the child's particular strengths and weaknesses.

REVIEW:

A date for reviewing progress will be agreed and the parents/carers, child and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. The impact and quality of support and interventions will be evaluated along with the views of the pupil and their parents/ carers. This will feed back into the analysis of the child's needs. The class teacher, working with the Inclusion Manager will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Managing Pupils' needs on the SEND register

Children who receive additional support in class or through interventions will have their provision recorded on a class and whole school provision map. If after review, additional or longer term support is needed then the advice on external professionals is sought and this will be recorded on an Individual Learning Plan (ILP). The targets on this plan are written in a co-productive way with the child, their parents/carers and all staff involved in supporting the child to meet these targets, which are the stepping stones to the future outcomes for each individual child.

The targets are reviewed termly with teachers, support staff, Inclusion Manager and parents. Children's views are sought in a variety of ways. Information from assessments will help to inform what progress the child has made against age-related expectations and their targets and new targets will be set in line with any significant areas which need support.

A whole school provision map is drawn up by the inclusion Manager which outlines:

- The nature of need for each child
- Record of interventions
- The frequency of the provision each week.

The inclusion Manager liaises with the class teachers and Learning Support Assistants to create a time-table for interventions in the week. The Inclusion Manager collects information on progress from the interventions and collates this termly.

Copthorne CE Junior School provides a range of intervention programmes to support all four broad areas of need, as defined in the Code of Practice. A SEND Information Report is available on our school website to give further information on how children with SEND are supported as well as the process of how a child can obtain an educational, health care plan.

Involving Specialists

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific

needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. special schools.
2. Learning Behaviour Advisory Team
3. Social Communication Team
4. Speech Therapy
5. Educational Psychologist
6. Occupational Therapy
7. Early Help
8. Social Services
9. School Nurse
10. Child & Adolescent Mental Health Service
11. Pet Therapy Service
12. Your Space Play Therapy Service/Time 4 children
13. SPOA for support for mental health
14. Child Development Centre
15. Community Mental Health Liaison Service

In addition, the school will involve external agencies as appropriate including Health and Social Services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs of the child, the child has not made expected progress and is working at the threshold levels as stated in the EHCP guidance criteria booklet, the school or parents/carers should consider submitting a request for an Education, Health and Care assessment. Evidence from at least two terms of ILPs, along with other records documenting the 'Assess, plan, do review' cycle will form part of the request. If the Local Authority agree that it is necessary to prepare an EHC Plan for the child, they will carry out a full assessment of the child and an EHC Plan may be created if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to the school.

Education, Health and Care Plan

A child who has an Education, Health and Care plan will continue to follow the four- part cycle (assess, plan, do, review) and may receive additional support provided using funds available through the EHCP. This additional support may be stated in 'hours' or state the required time and frequency for intervention programmes to take place on the EHCP and will comprise of a range of additional support from school staff, as appropriate to the child's needs.

There will be an Annual Review meeting where all relevant stakeholders (parents, carers, children, teacher, external agencies and Special Needs Officer) are invited. This meeting will be chaired by the Inclusion Manager, to review the appropriateness of the support and provision and to recommend to the Local Education Authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child. All families with an approved Education, Health and Care Plan have the legal right to request a personal budget, if they choose. Parents/carers can directly buy in the support identified in the plan.

Training and Resources

The school has a delated SEND budget which is used for funding resources and staffing to ensure high quality provision is provided. Regular training is delivered to staff to ensure that interventions and support in class are being delivered effectively and staff are confident in tailoring their teaching to the needs of the individual leaners.

Roles and Responsibilities

The Headteacher, Inclusion Manager and SEND Governor keeps the Governing body fully informed of the provision of SEND. The Inclusion Manager works closely with colleagues and has responsibility for the day to day operation of the SEND Policy and for co-ordinating provision for pupils with special educational needs and disabilities.

This involves:

- collation of SEND materials
- overseeing the records of all children with SEND
- giving support to the staff in the use of SEND materials and inclusive practises
- reporting to the Governing Body on a termly basis
- working closely with the Headteacher, class teachers and Learning Support Staff in prioritising children's needs
- keeping staff informed of new developments
- work alongside the class teachers to provide appropriate individual programmes for children
- ensuring that all individual programmes are followed
- communicating and working with parents
- providing strategies to help support their children
- liaising with external agencies
- reviewing children's targets on a termly basis and monitoring and tracking pupils' progress throughout the year.
- provide training opportunities for staff

All teaching staff have responsibility for:

- teaching the range of pupils within their class effectively, ensuring their individual needs are met across the whole curriculum.
- identifying children who may need additional support based on assessment data, previous strategies and quality first teaching and liaising with the Inclusion Manager to express initial concerns
- keeping accurate notes on children's progress
- putting into place special arrangements to meet children's needs
- keeping parents/carers informed of children's progress
- informing colleagues and those concerned with the child of any information imparted by parents/carers
- implementing individual programmes as devised by self, Inclusion Manager or outside agency
- informing all support staff of any programme implemented

The Governing body has appointed a Special Needs Governor who evaluated the success of the education for pupils with SEND.