

Special Educational Needs and Disability Information Report 2025-2026

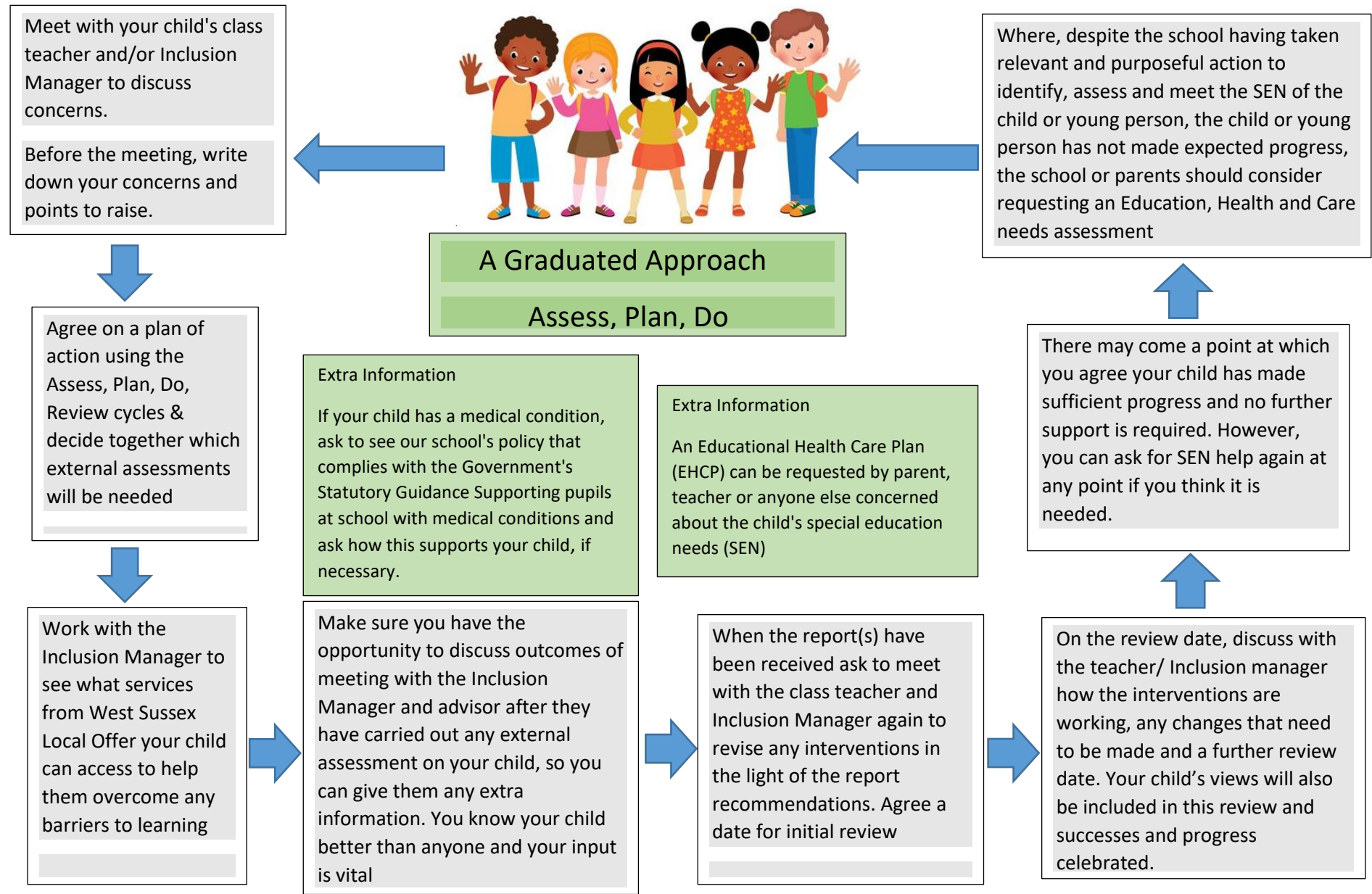


Copthorne CE Junior School

This report outlines how the school identifies and supports pupils with Special Educational Needs and Disabilities (SEND). Further information about our aims and ethos relating to children with SEND can be found in our SEND and Inclusion Policy. This is available via our website or on request from the school office. To discuss your child's needs in detail, please make an appointment to meet with the Inclusion Manager, Miss Melissa Ash, or, if your child is already at Copthorne CE Junior School, please speak to your child's class teacher.

1.	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	
	Teachers assess children's academic attainment every term from their baseline assessment at the start of September. The school closely monitors those who are not making the expected progress. Meetings are held between teachers and Senior Management in order to discuss why this might be and decisions are made about what can be done to support any needs identified. Teachers discuss appropriate interventions with parents during termly consultations or during additionally arranged meetings.	
	How do you identify children with special educational needs?	A lack of progress can lead to: • Observations being made in the classroom by the Inclusion Manager • Standardised assessments carried out • Scrutiny of children's work • Advice being sought from outside agencies such as the Child Development Team, Educational Psychology Team, Speech and Language Therapy Service Any concerns raised by parents, or by children themselves, are also investigated using the above actions.
	How will I be able to raise any concerns I may have?	Any concerns about a child, whether academic or social/emotional should first be raised with the class teacher. These concerns will then be noted and discussed with the Inclusion Manager. We will discuss with you how these concerns can be addressed and actions put in place. We will then arrange a further meeting to review progress and make any adjustments that may be necessary. Please see flow chart below as a guide as to what to do if you think your child has special educational needs.

What to do if you or the school think that your child has special educational needs



2.	How will the school staff support my child? We aim to provide quality first teaching and support for all the children in our care irrespective of whether they have needs or not. In order to do this, we ensure that we invest in staff training and resources on a regular basis. School staff have had training on: ● Supporting children with speech, language and communication needs in the classroom ● Sensory processing ● Dyslexia ● Autism awareness ● Reading intervention ● Managing challenging behaviour ● Zones of regulation ● Anxiety The SEND Code of Practice, 2015 (para 6:15) says “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.” The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments from the funding and resources that are already or ‘ordinarily’ available. This is known as ‘Ordinarily Available Provision’.		
	<table border="1"> <tr> <td data-bbox="465 970 1171 1493"> Who will oversee and plan the education programme? Who will be working with my child and how often? What will be their roles? </td><td data-bbox="1171 970 2029 1493"> The class teacher and Inclusion Manager will plan an appropriate programme of intervention after discussion with parents and children and sometimes, outside agencies. West Sussex Ordinarily Available Inclusive Practice is used to give guidance on additional strategies. Interventions may include targeted work in the classroom with the teacher, adaptations to the classroom or school environment and individual or group interventions outside the classroom. The Inclusion Manager works with the class teacher to plan the support, liaising with any professionals and other staff working with the child. The child’s class teacher remains at all times responsible for the education of your child, with advice and support from the Inclusion Manager and SEN specialists. Learning Support Assistant work give additional support to individual children or groups of children. All staff that work with children are trained in running the interventions </td></tr> </table>	Who will oversee and plan the education programme? Who will be working with my child and how often? What will be their roles?	The class teacher and Inclusion Manager will plan an appropriate programme of intervention after discussion with parents and children and sometimes, outside agencies. West Sussex Ordinarily Available Inclusive Practice is used to give guidance on additional strategies. Interventions may include targeted work in the classroom with the teacher, adaptations to the classroom or school environment and individual or group interventions outside the classroom. The Inclusion Manager works with the class teacher to plan the support, liaising with any professionals and other staff working with the child. The child’s class teacher remains at all times responsible for the education of your child, with advice and support from the Inclusion Manager and SEN specialists. Learning Support Assistant work give additional support to individual children or groups of children. All staff that work with children are trained in running the interventions
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		offered. Professionals from outside agencies will also work occasionally with individual children.
3.	Who will explain this to me?	Class teachers are the first point of contact for parents. Class teachers with the support of the Inclusion Manager will meet with parents of children with Special Educational Needs every term. Regular meetings can also be arranged by the Inclusion Manager in order to work with parents when completing referrals and planning programmes of support.
	How are school governors involved and what are their responsibilities?	The school has a dedicated SEND governor. Governors oversee the SEND and Inclusion Policy and provision. The Inclusion Manager presents a report to the full Governing Body on a termly basis which includes details of the number of children with SEND, as well as the progress that they are making with their interventions.
	How does the school know how effective its arrangements and provision for children and young people with special educational needs are?	There is close scrutiny of the progress of children with SEND every term. Progress is measured against the children's individual targets. Children are also assessed using published standardised tests before an intervention is started and then at the end of a six-week programme. Observations of pupils in class as well as in other contexts within the school also provide important evidence of the effectiveness of our provision (for example, playground behaviour logs, observation of classroom interaction or pupil voice).
	How will the curriculum be matched to my child's needs? Through observations, assessments and discussions with children and parents, the children's individual needs are identified and appropriate support is put in place within the classroom. Teachers and teaching assistants look carefully at what the child needs in order to access the learning and make adaptations to tasks where necessary	
	What are the school's approaches to adaptation ? How will that help my child?	Lessons are routinely adapted to match the pupils' needs in the class. Children are given support through specialised resources, adult and peer support and through adaptations. Provision is monitored on a termly basis through lesson observations, ILP reviews, planning evaluations and work scrutiny carried out by the Senior Leadership Team.

4.	How will both you and I know how my child is doing and how will you help me to support my child's learning? In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?	Parent / teacher consultations are held once a term where discussion takes place on the progress of the children against national expectations or their own personal targets identified on the Pupil Passport. The Inclusion Manager also holds consultations that run alongside the parent / teacher consultations. Extra communication or meetings are always available on request and, if necessary, outside professionals are invited to contribute to the child's provision.
	How does the school know how well my child is doing?	Assessment within the classroom is a continuous process and involves observations of the child at work, self or peer assessment and full application of the marking scheme. The Inclusion Team uses checklists and standardised assessments to monitor how individual pupils are progressing. Staff running interventions keep notes on what is going well and areas for further development which are fed back to teaching staff and the Inclusion Manager.
	How will I know what progress my child should be making?	The class teacher and Inclusion Manager will explain the progress the children are making against the targets set for them and indicate whether this reaches the expectations appropriate to individual needs. Annual reports also outline whether a child is working above, below or in line with national expectations.
	What opportunities will there be for regular contact about things that have happened at school.	When appropriate, home/ school contact books are used to give additional information to parents and school about how the day has been. In addition, success books are used to celebrate children's learning and achievements both at home and school.
	How will you explain to me how his/her learning is planned and how I can help support this outside of the school?	Termly ILP meetings are held with class teachers, learning support assistants, Inclusion Manager and parents/carers to review children's individual targets and set new targets for the term ahead. Parents are asked for their opinions and support when planning special events such as school trips and residential visits to ensure full inclusion of all children. If there is a need to request further support through an Education, Health and Care Plan (EHCP), you will be invited to work closely with the Inclusion Manager to ensure that your views, hopes and aspirations for your child are reflected in the plan.
	Do you offer any parent training or learning events?	We hold coffee mornings on topics to support children with Special Educational Needs, responding to the needs of our community. We

		also signpost parents to events happening locally and any available support groups operating in the area.
5.	What is the pastoral, medical and social support available in the school for children with SEND?	We have a number of learning assistants that work closely with children who have an EHCP. We also have a learning mentor whose role is to support children who may be experiencing emotional or behavioural difficulties that cause a barrier to learning. We also have a learning support assistant trained in delivering speech and language interventions. We currently have a play therapist from, 'Yourspace' and ELSA trained learning Mentor in school who works with children on a 1:1 and small group basis. The Inclusion Manager can refer children to outside agencies to offer wider support and we work closely with the Integrated Front Door. Every child with a medical issue has a Health Care Plan or an Intimate Care Plan that is created in partnership with parents.
	How does the school manage the administration of medicines and providing personal care?	We have trained staff who are our designated as First Aiders and all staff have received training for Anaphylaxis and Asthma. If a child's needs require special or specialist care, we ensure that a member of staff is trained and an appropriate plan is put in place with the support of the parents. We have clear protocols on Managing Medicines which gives details on how to ensure appropriate care is given. Where a child requires specialist medicine to be administered in school, we arrange appropriate training from experts.
	What support is there for behaviour, avoiding exclusions and increasing attendance?	We support children with behavioural, social and emotional needs using a range of strategies. We believe that children behave well when they can, and seek to involve the children themselves in collaborative problem-solving to help them when they are finding this difficult. We encourage the children to use the Zones of Regulation as a model for expressing their emotions and developing self-regulation strategies. We work closely with the Pupil Entitlement Officer to ensure poor attendance is quickly improved and support is offered through referrals to outside agencies if appropriate. Parents can report absence either by telephone or through e-mail to the office. Using electronic register means we are able to monitor attendance closely.

		We take prompt action to improve it where necessary. The school has an Anti-bullying and Behaviour Policy. Reward certificates are celebrate children's efforts and achievements in their learning and demonstrating the school values.
	How will my child be able to contribute his or her views? How will the school support my child to do this?	All children on the Inclusion register have an ILP. This details a lot of personal information about each individual child to ensure that they receive the most appropriate support. In addition, we have a school council where council members can bring views from their classes to be discussed. Classes hold a class meeting once a fortnight. We also use questionnaires to find out how the children feel about all aspects of school.
6.	What specialist services and expertise are available at or accessed by the school? Are there specialist staff working at the school and what are their qualifications?	All teachers and learning staff were trained on supporting children with autism. The school achieved a silver award from Autism Education Trust. We have a lead learning support assistant who is trained in delivering Speech and Language Programmes and we have a member of the team who has undertaken a lot of training on mental health and Emotional Based School Avoidance. We also have access to a trained play therapist. The Inclusion Manager has completed the National Award for Special Educational Needs Co-ordination (NASENCO)
	What other services does the school access including health, therapy and social care services?	The school has had access to and worked with a number of organisations and services including: ● Education Services ● Educational Psychology ● Speech and Language Therapists ● Learning Behaviour Advisory Team and Social Communication Team ● Pupil Entitlement Service ● Looked After Children Education Service ● Social Services ● Child Development Team ● School Nurse ● Child and Adolescent Mental Health Service (CAMHS) ● Occupational Therapy ● Integrated Front Door (MASH/Early Help)

		● Play Therapy ● Mental Health Liaison Service ● Young Carers ● Positive Handling Team
7.	What training are the staff supporting children with SEND had or having?	● Learning Support Assistants have been trained in a range of interventions including Jump Ahead, Read, Write, Inc, autism awareness ● Learning Mentor has completed the ELSA training ● Support Assistants have been trained in a range of interventions including Jump Ahead, Read, Write, Inc, autism affirmation ● One Learning Mentor has received training in understanding and supporting children with trauma ● A number of staff are trained in the Positive Handling Approach to managing behaviour ● Staff receive safeguarding training annually and refresher training each term. ● The Inclusion Manager and another class teacher has achieved the National Award for SENCOs ● The school has achieved a Silver Award for Autism Awareness
8.	How will my child be included in activities outside the classroom including school trips?	We make every effort to ensure that all children can take part in all activities organised by the school. Parents are always consulted about the suitability of an activity if there is any doubt and we work together to create a plan and personalised risk assessment to ensure success. Where necessary we will write a social story to help prepare individual children for off-site activities.
9.	How accessible is the school environment? Is the building fully wheelchair accessible?	The whole of the school environment is accessible by wheelchair which includes a lift and 3 disabled toilets. This is explained further in our Accessibility Policy.
	Have there been improvements in the auditory and visual environment?	All classrooms are fitted with interactive whiteboards and speakers along with Wi-fi. All classes have access to Ipads (computer tablets). The hall is equipped with a PA system, projector and internet access.

	Are there disabled changing and toilet facilities?	The school has 3 disabled toilets and 1 disabled shower unit.
	How does the school communicate with parent carers whose first language is not English?	We use our community to assist where needed and use Google translate where necessary. We can access interpreters if this is required.
10.	What preparation will there be for both the school and my child before he or she joins the school?	The children are invited to spend time in their new class before starting the school. Extra sessions can be arranged, should we feel this is necessary, to enable a child to meet and connect with staff who may be involved in their care. Staff from the school will also visit the main feeder school- Fairway Infants to meet the children and staff who have been working with them. Meetings can also be held with the Inclusion Manager and teacher to discuss how to make a smooth transition. Information meetings are held for parents to express their views and ask any questions they may have. All children receive a transition book and where needed, an additional school booklet/power-point and social story is produced. The aim of this is to ensure that all children are fully prepared to join or return to school in September and to reduce any anxiety they may feel.
	How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college?	For children who are identified as being at risk around transitions at any stage, a transition booklet, or transition power-point is written and sent home over the summer. We also offer additional transition sessions in the last term. The school works with staff from the local secondary schools to prepare children for the transfer from Key Stage 2 to 3. This involves the Transition team visiting the Year 6 class and working with the children, meeting with teachers, attending meetings related to children with special educational needs who will be joining their school and arranging visits to the school they will be moving to. Extra visits can be arranged with staff accompanying a child to their new school to help them get used to the new environment. We also pass on each child's special educational needs file which includes the child's needs and history of support.
11.	How are the school's resources allocated and matched to children's special educational needs?	We employ a range of support staff in order to ensure that we meet the needs of our children. Funding may be used to train staff if a child

		has specialist needs or requires specialist equipment or resources. Funding for individual children, such as those who currently have an Education, Health and Care Plan (EHCP) is allocated specifically to those children. We aim to ensure that the children have access to appropriate assessments, resources, time and staff.
12.	Who can I contact for further information?	Your child's class teacher is always your first point of contact if you wish to discuss any concerns you may have. Appointments can be made by letter, e-mail or via the School Office. We aim to ensure that all adults have appropriate knowledge of all children in order to be able to support them appropriately in all situations. Appointments can also be made to see the Headteacher, Learning Mentor and Inclusion Manager.
13.	Who should I contact if I am considering whether child/young person should join the school?	Contact the school office: 01342 712372
	Who is the Inclusion Manager and how can I contact her?	The Inclusion Manager is Miss Melissa Ash and you can contact her via the School Office or e-mail her directly: sen@copthornejunior.co.uk The Inclusion Manager has an open door policy will always provide opportunities to meet throughout the term. This will include daytime and after school appointments.
	What other support services are there who might help me and provide me with information and advice?	The school has access to many local services as mentioned in section 6. West Sussex SEND Information, Advice and Support Service (SENDIAS) will provide impartial advice and information and will help you communicate with the school and local authority where necessary. Contact details: Email: send.ias@westsussex.gov.uk Helpline: 03302 228 555 - Monday to Friday during office hours Address: St James' Campus St James' Road Chichester West Sussex PO19 7HA

		West Sussex County Council also has information about children with disabilities and special educational needs. Their website is www.westsussex.local-offer.org/
	Where can I find the local authority's Local Offer?	www.westsussex.local-offer.org/
14.	What do I do if I am not happy or if I want to complain?	If you feel dissatisfied about any aspect of their child's SEND provision, then you should first approach the Class Teacher or Inclusion Manager to discuss the concern. The Head teacher will be informed of any outcome and will meet you for an informal discussion if necessary. If you are still dissatisfied, then you can make a formal complaint to the Governing Body. Please see our Complaints Policy and Procedure, available on the school website or from the school office, if you require further information.