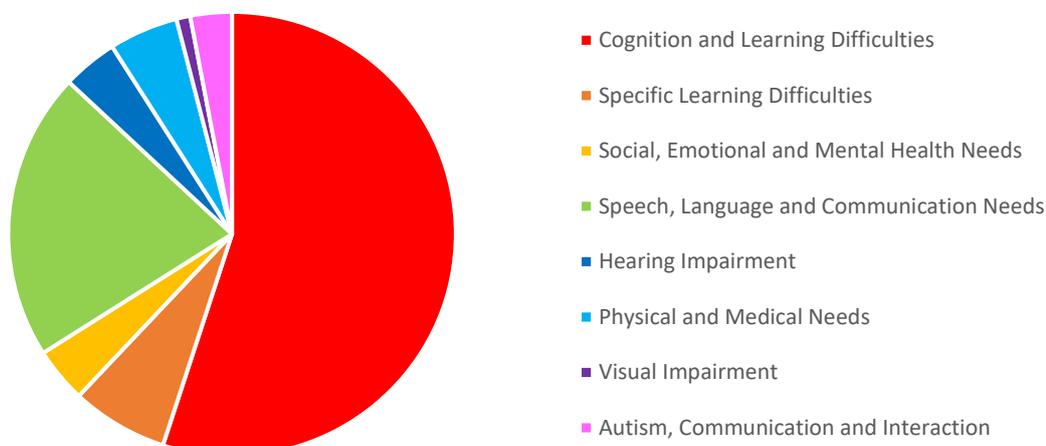


Copthorne SEND Information Report to Governing Body 2020-2021

SEND at Copthorne

Year Group	No. of chn in year	No. of chn on SEN register	Range 1	Range 2	Range 3	Range 4+ awaiting EHCP	Statement/ EHCP
2.y.o	34	0	0	0	0	0	0
Nursery	70	14	11	2	1	0	0
Reception	60	3	2	0	1	0	0
Year 1	59	22	15	3	0	2	2
Year 2	59	16	11	2	1	0	2
Year 3	60	9	8	0	0	1	0
Year 4	61	11	6	2	1	0	2
Year 5	63	14	8	4	1	0	1
Year 6	58	11	6	4	0	0	1
Total	524	100	67	17	5	3	8

Area of Need



Budget and finance

As a school we receive the school budget from the Education Funding Agency, this includes the Notional SEN budget to support SEN children. This budget (£363,163.47) is used to support SEN children with all ranges of need. Up to £10000 (£4000 from normal school budget and £6000 from the Notional SEN budget – equivalent to 16.5 hours 1:1 support per week) must be spent by school to support a child with SEN before applying for extra funding. The way this money is spent is decided upon by the Head of School with discussion with the governors. If the child is Range 4 extra funding (on top of this £10000) can be applied for. SEN Services will determine the amount of the additional funding. This will be based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is allocated through an Education, Health and Care Plan (EHCP). At present our high needs block of funding is £40,675.

Approach to teaching, adaptation of curriculum and environment

Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.

IEPs and provision maps are used to write targets for children Range 2+ and all Range 1 children have a provision map and evaluation.

A breakdown of how Copthorne can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) at each range can be found in our Local Offer on the school website. (<https://copthorneacademy.co.uk/send/>)

The school's accessibility plan can be found on the school website.

Example IEP and Provision map



Education Bradford – Individual Education Plan (IEP)
Copthorne Primary School



Name: XXXX	Class: XXXX	SEN Status	2	3	4+
DoB: XXXX	Date IEP started: XXXX	Date IEP to be reviewed:	Class teacher: XXXX Year group: X IEP number: X		

Annual Targets	Objective/Special Educational Needs To: -	Targets/Goals for this IEP To:	Action: Description of the type of strategies and provision for each objective	A – Achieved B – In parts N – Not achieved Date
To develop writing skills	To spell HFWs correctly (70%) To use capital letters and full stops independently in writing 2 sentences. (50%)	HFWS given weekly as spellings. HFW spelling mat on table to access independently. Discuss a picture – write just one sentence – check it has a capital letter and full stop to make it perfect then say another sentence about the picture. – write this down and repeat.		
To develop fine motor skills	To form letters which have descenders correctly in writing 70% of the time.	Write from the start 3x weekly during register time. CVC word tree – create then copy for formation Use of pencil grip to develop control		

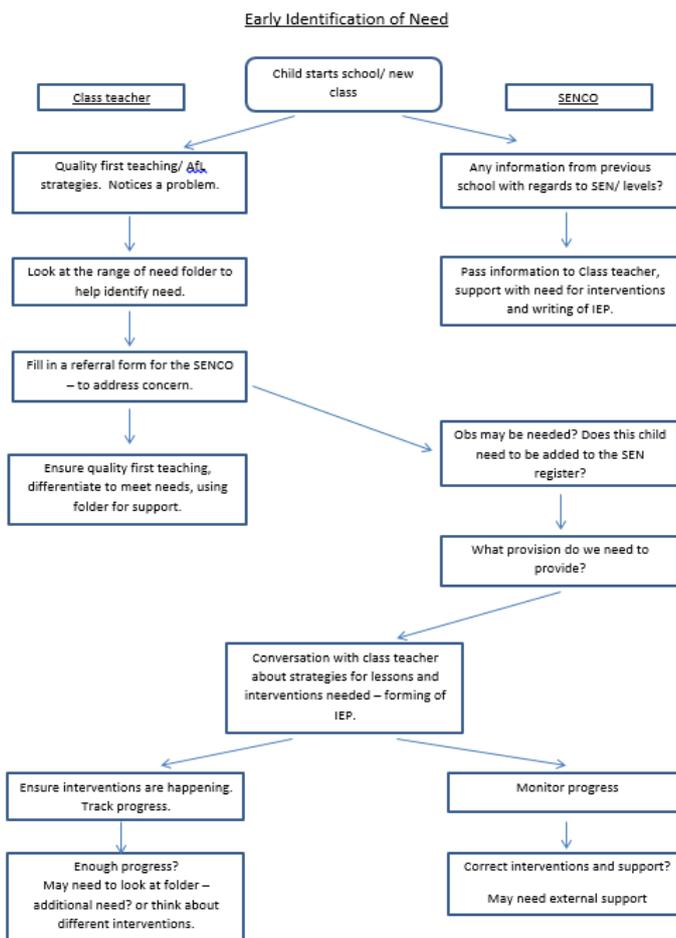
Entry Data: R = W = M =	Exit Data: R W M	Progress:
Parent/ Carer comments:		
Parent/ Carer signed:		

Copthorne Primary Individual Provision Map								Name:	DOB:	Year:	Range: 1/ 2/ 3/ 4+
Cognition and Learning											
Range	Speaking & Listening	Reading	Writing & Spelling	Teaching Methods	Numeracy	Communication & interaction	Social Emotional & Behaviour	Sensory, Physical, Medical	Other	Key - highlight Term 1 Term 2 Term 3	
Range 1	Oral stories Circle time Targeted questioning Talking partner 101 games for social skills	Monitoring of raving readers Reading guidance to parents Guided reading (1:6) Targeted HFW's Reading Buddies	Writing frames Pencil grips Write from the start Alphabet arc	GFT – differentiated planning Increase use of visual aids Access to practical resources Mnemonics	Practical apparatus Class interventions Ability grouping Visual and interactive resources	KS1 Time to talk KS2 socially speaking 101 games for social skills	PSHCE – SEAL Whole school reward policy Classroom rules Circle time 101 games for social skills	Care plan – epi pen, diabetes Parent liaison Write from the start			
Range 2	Small group oral stories (1:4) 1pw Small group circle time (1:8) 1pw Narrative Therapy 3pw Language group 1pw 101 games for social skills 4 step sequence cards Memory cards	Small group phonics and phonic games Additional guided reading 1:1 reading Alphabet arc Beat Dyslexia programme See and learn IDL cloud	Occupational therapy activities for fine motor skills Motor skills group 2pw Write from the start Jungle journey F/S & KS1 Speed up KS2 Alphabet arc See and learn IDL cloud	Class interventions Differentiated resources ICT support Multisensory learning Visual timetables	Focused small group support Numicon RM maths Mathletics	Playtime befrienders KS2 Time to talk KS2 socially speaking Social skills small groups 101 games for social skills	Lunchtime support – befrienders LVI activities/clubs at lunchtime 101 games for social skills Circle time	Motor skills group Monitoring by school nurse Advice from outside agencies Specialist resources Write from the start Jungle journey FS & KS1 Speed up KS2 Writing slopes Pencil grips Brain gym			
Range 3	Small group oral stories (1:4) 2pw Time to talk: (1:4) 2-3pw Socially speaking KS2 (1:4) 2-3pw S&L recommended activities (1:1) 3pw 101 games for social skills 4 step sequence cards Memory cards	Daily blending and segmenting activities – word books 1:1 reading daily Toe by Toe Beat Dyslexia programme Ind targets & precision teaching See and learn IDL cloud	Visual aids Dyslexia programme Beat Dyslexia Ind targets-precision teaching Toe by Toe Booster phonics Perfect sentences Jungle journey F/S & KS1 Speed up KS2 Alphabet arc See and learn IDL cloud	Modified tasks Ind targets VAK Multi sensory learning Precision teaching Visual timetables	Ind targets – precision teaching Modified tasks Numicon Dynamo maths	KS2 home school diary Visual timetable 1:1 with Learning Mentors Speech & Lang ind programme Playtime monitoring 101 games for social skills Malaton	Regular access to lunchtime activities Small group circle 101 games for social skills Time 1:4 3pw Anger management – LM Ind reward charts Circle of friends Time to talk Indep counselling	Assessment and support from health agencies Motor skills group Access to space in school Specialist resources Write from the start Jungle journey FS & KS1 Speed up KS2 Writing slopes Pencil grips Moving and handling training			
Range 4+	Individual programme	Daily individual programme and recommended targets – precision teaching See and learn	Daily individual programme and recommended targets – precision teaching See and learn	Small steps 1:1 teaching Repetition & consolidation Teach to learning style Ind targets - Precision teaching Visual timetables	Ind programme – numicon Daily repetition and consolidation Precision teaching Practical maths	Intensive interaction Playtime support Malaton	1:1 behaviour programme Anger management – LM EBD services intervention Retreat	Time and support allocated for individual health or exercise programme 1:1 lunchtime support 1:1 medical/rolling Ind motor skills programme			

Identification

To identify pupils with SEND, Copthorne Primary will:

- Look at current assessment of the pupil or attainment on entry
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress
- Look at the progress in comparison the peers
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate
- Use graduated response (BSO)



All teachers follow the Early Identification of Need flow chart.

We will monitor interventions carefully to ensure that:

- the child's progress is similar to that of their peers starting from the same baseline
- progress matches or better than the child's previous rate of progress
- the attainment gap between the child and their peers is closing
- we prevent the attainment gap growing wider

The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Evaluating provision

Every term IEPs and provision maps are evaluated and re-written. At this point the SENCO looks at the provision evaluations and the effect this provision has had on progress.

Curriculum Impact Meetings happen every half term. These also look at interventions put in place for individual children and how this has impacted upon progress.

Annual reviews are held for children with an EHCP and provision and targets are reviewed and rewritten.

Provision is also monitored by the SENCO and other subject leaders through lesson observations, planning scrutinies, learning walks, pupil voice, book checks and reviewing assessment data.

Assessment

All children are assessed through the use of summative assessment on a daily basis at Copthorne. Formal assessments of learning take place termly and IEPs and provision maps are assessed and reviewed termly. Assessment is a continuous process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review.

Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately.

To assess the type of need of the pupil and the range teachers and the SENCO use Bradford's Matrix of Need published on Bradford Schools Online.

On a termly basis the SENCO looks at the data of all SEND children. This information is then used to monitor progress and provision and helps the SENCO put new provision in place.

Consulting Parents

Parents' evenings are held termly. IEP's are also reviewed termly. At these points parents of children with SEND have the opportunity to speak to the class teacher about IEP targets and provision. SEND drop in sessions are scheduled termly for parents to attend if they would like to. If parents need to contact the school at any other time they are free to make an appointment with the SENCO or class teacher to speak about their child (contact details at the end of document). The SENCO may also contact the parent at other times during the year to speak about their child's need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.

Involving Pupils in their education

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input when writing the IEP and also on the pupil passport which goes alongside this. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future.

Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

Engaging pupils in activities with peers

All extra-curricular activities are open to children with SEN and reasonable adjustments will always be made to help them to participate.

Supporting emotional and social development

The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best.

Occasionally, a child needs an Individual Behaviour Plan. We work closely and co-operatively with parents to address any issues.

We have learning mentors who support children by mentoring them on any issues they may have regarding behaviour, social or emotional factors. This is usually done on a one-to-one basis, but at times small group work occurs.

SEN pupil interviews and questionnaires happen each year at Copthorne to ensure that these children have the chance to express their views about their education and the school.

We have a school council at Copthorne and children have the opportunity to make suggestions to their class members to take to school council meetings.

In every class we also have a suggestion and feelings box where children can express any feelings or ideas that they don't feel they can talk about face to face. This ensures that children have a range of ways to communicate with others and be listened to.

Supporting children through transition

Parents of children with SEN are able to seek advice on secondary school transition at a transition meeting which is held every year before application forms are submitted.

Where a child has more complex needs, we can accompany the child and parents on visits to possible schools to consider provision and preferences.

At EHCP annual reviews in year 5 and 6 transition to secondary school is discussed and parental preferences are written into the review.

We hold transition meetings with secondary school staff to transfer information and promote continuity of provision.

Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs where this is appropriate.

Staff training (refer to how expertise help is sought)

Training in SEN forms part of the continuing professional development planned for all staff. This includes staff meetings and training days.

Other training for individual members of staff or groups of staff is provided according to identified individual need.

The SENCO needs to keep up-to-date with local and national developments and attends meetings termly with the Exceed MAT to discuss this. Meetings put on by Bradford LA are also attended regarding SENCO updates.

Class teachers need an in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended the class teacher will attend this to support their teaching and understanding of the needs of their children.

Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class. If a new intervention is to be started, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it.

Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

The SENCO also acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEN Support Services, Educational Psychology, School Health, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

Accessing other agencies and provision

Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input.

We ensure that provision is given to all children who require it. Equipment and provision is ordered according to identified need to ensure best access to the curriculum. Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.

Admissions

All admissions are in accordance with the school's Admission Policy which follows Bradford LEA's Admission processes.

If a child has an Education, Health and Care Plan the local authority consults with schools and parents before agreeing a placement.

If a child has significant needs but no EHCP, the standard admissions process applies.

Successful integration into a new school often depends on thorough planning, we welcome early contact from parents so that we can discuss needs and anticipate and plan to overcome any potential barriers before the child arrives in school.

How do parents voice concerns?

Most concerns are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENCO and then a School Leader. Beyond this, a complaint may be taken to the Governing Body.

Schools local offer

This is a detailed document which lists the support provided for each area of need at each range.

It can be found on the school's website using this link: <https://copthorneacademy.co.uk/send/>

Alternatively, it can be found on Bradford's Local Offer website: <https://localoffer.bradford.gov.uk/>

Contact details

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