



COPTHORNE PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Date of issue	Review date	Date ratified by Governing Body	
October 2020	October 2021	October 2020	
	Print name	Signature	Date
Headteacher	Miss S Ngenda		
On behalf of Governing Body	Mr P Gerrard		

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Statement of Intent

At Copthorne we wholeheartedly believe there should be no limits on learning. We aim to provide a caring and inclusive environment to ensure both personal and academic needs of our pupils are developed. We will achieve this by ensuring every child has access to the highest quality teaching which addresses and meets their needs and leads to outstanding progress. We will work collaboratively with parents and carers to foster a partnership that ensures the best outcomes for our children.

This policy outlines the framework for Copthorne Primary School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

Copthorne Primary School therefore intends to work with Bradford Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people’s needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Signed by:

School Leader _____

Chair of Governors _____

Date _____

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Areas of special educational need

Copthorne Primary will make provision for pupils with the following four kinds of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and / or physical

Admissions

Copthorne Primary School will ensure it meets its duties under the Schools Admissions Code of Practice. (see admissions policy)

Roles and responsibilities

The governing body has a responsibility to:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them
- Identify, assess and make SEND provision for all children and young people with SEND, whether or not they have an EHC plan
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND
- Designate an appropriate member of staff, SENCO, as having responsibility for co-ordinating provision for pupils with SEND
- Appoint a designated teacher for 'looked after' children where appropriate
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan
- Publish accessibility plans outlining how they plan to increase access for pupils with disabilities to the curriculum and the physical environment. This will be reviewable every 3 years
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access

The School Leader has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year
- Cooperate with local authorities during annual EHC plan reviews
- Ensure that the SENDCo has sufficient time and resources to carry out the role
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements

- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered

The SEND Coordinator (SENDCo) must:

- Be a qualified teacher
- Attain the National Award in Special Educational Needs Coordination within three years of appointment
- Collaborate with the governing body and School Leader, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school
- Work with the school Governors and the School Leader to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Undertake day-to-day responsibility for the operation of SEND policy
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans
- Liaise with the relevant designated teacher where a looked after child (LAC) has SEND
- Advise on a graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with the parents of pupils with SEND
- Liaise with Early Year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the LA and LA support services
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND
- Ensure that the school keeps the records of all pupils with SEND up-to-date
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan

Class Teachers must:

- Identify children who may have SEND in their class if this has not been identified before using the 'Early Identification Flowchart'
- Identify the area and range of need of children in their class using provided guidance and support from SENDCO where necessary
- Assess, plan, do and review support for their pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious but SMART (Specific, measurable, achievable, realistic/ relevant and time limited)
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not an SEND label
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Bring together relevant professionals to discuss and agree together the overall approach

Joint commissioning, planning, and delivery

Copthorne Primary will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention
- Early identification / recognition
- How pupils and their families will be able to access services
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE)
- How provision and support services will enable pupils to prepare for their future adult life

Draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level
- Numbers of local children with EHC plans and their main needs
- The numbers and types of settings locally that work with or educate children with SEND and disability
- An analysis of local challenges / sources of health inequalities

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND

Funding

- Copthorne Primary School will allocate the appropriate amount of core funding and notional SEND budget per-pupil as outlined in the local offer for the SEND provision of its pupils
- Personal budgets are allocated from the local authority's high needs funding block and Copthorne will continue to make SEND provision from its own budgets, even if a pupil has an Education Healthcare plan

Local offer

- Copthorne will cooperate generally with the local authority and local partners in the development and review of the local offer

Identification

To identify pupils with SEND, Copthorne Primary will:

- Assess each pupil's current skills and levels of attainment on entry
- Make regular assessments of all pupils to ensure that the intervention:
 - Ensures that the child's progress is similar to that of their peers starting from the same baseline
 - Matches or betters the child's previous rate of progress
 - Closes the attainment gap between the child and their peers
 - Prevents 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
- Assess whether a pupil has a significant learning difficulty where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness

Graduated approach

Copthorne Primary will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- **Implementing** the interventions, with support of the SENCO
- **Reviewing** the effectiveness of the interventions and making any necessary revisions

Range 1

The interventions can be implemented through Quality First Teaching at Range 1 where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum

Range 2, 3 & 4

For children at Range 2 and above, they may need small group or 1-1 interventions to support specific areas of their learning. They may also need support from external services. The relevant teacher or SENCO, in consultation with parents, will discuss the appropriate advice to be sought from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Assessment

- Copthorne Primary will, in consultation with the pupil's parents, request an EHCP assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school
- The school will meet its duty to respond to any request for information relating to an EHCP assessment, to the local authority, within 6 weeks of receipt
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision

Education, Health and Care (EHC) plans

- ❖ Copthorne Primary will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan
- ❖ The school will admit any child that names the school in an EHC plan if it is able to meet the child's needs effectively
- ❖ The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them
- ❖ The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change

Reviewing an Education Health and Care plan (EHCP)

Copthorne Primary will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting
- Cooperate with the local authority during annual reviews
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting

- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education

SEN and Disability Tribunal

Copthorne Primary will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Medical Information

A medical condition does not necessarily imply a pupil has SEND. However, a medical condition may have a significant impact on a child's experiences and the way they function in school and if not properly managed this could hinder their access to education. Therefore consultation between parents/carers and healthcare professionals is essential to ensure the child makes maximum progress. See Medical Conditions and Administration of Medications policies for procedures.

Building adaptations/special facilities

Copthorne Primary School has a ground floor and a second floor in the new part of the building. The first floor has lift access for wheelchair users. Both floors have a wide access disabled toilet for pupils and adult use. The school also has a hygiene suite which includes a hoist for lifting children with mobility problems. See Accessibility Plan for further information.

Preparing for adulthood

Copthorne Primary will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-13, including:

- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- Securing access to independent face-to-face support for pupils with SEND or disabilities to make successful transitions

Data and record keeping

Copthorne Primary will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND
- Record details of additional or different SEND provision on a provision map

Confidentiality

Copthorne Primary will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and local authorities