



Copthorne SEND Information Report to Governing Body 2024-2025

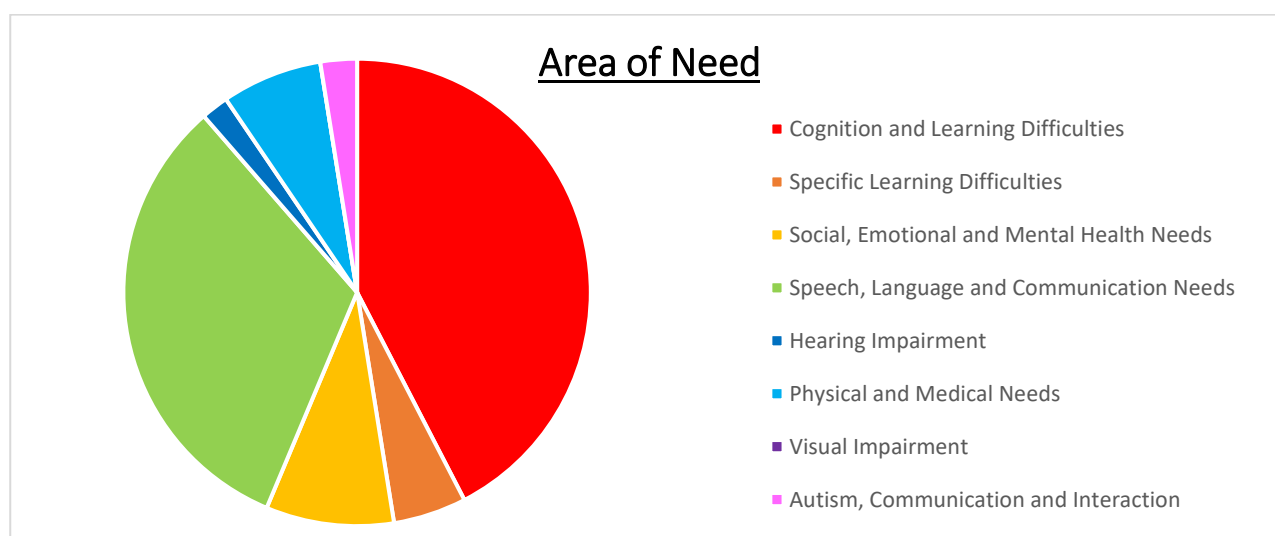
July 25



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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	EHCP
2.y.o	31	4	2	0	1	0	1
Nursery	71	13	5	1	3	1	3
Reception	59	7	4	3	0	0	0
Year 1	60	10	0	5	1	1	3
Year 2	59	16	12	1	2	0	1
Year 3	60	19	15	2	0	0	2
Year 4	60	14	12	1	0	0	1
Year 5	61	19	11	5	0	0	3
Year 6	57	18	13	4	0	0	1
Total	518	120	74	22	7	2	15



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 (£353,534.30) 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 of up 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 Headteacher 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 £106,723.

Approach to Teaching, Adaptation of Curriculum and Environment

Class teachers plan lessons and adapt 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 support. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.

My Support Plans (template provided by the local authority found on BSO – Bradford Schools Online), IEPs and provision maps are used to write targets for children Range 2+ and all Range 1 children have a provision map and evaluation.

We use Bradford Council's Matrix of Need document (May 2021) to support planning adaptations for different areas of need. This document suggests the level and type of provision to be made for children in each category of SEND. [Bradford Matrix of Need :: Bradford Schools Online](https://bradfordcouncil.gov.uk/bradford-schools-online/)

The school environment is accessible and has disabled toilet facilities and wheelchair access including a lift. Further modifications can be made to the environment under the guidance of relevant professionals where needed. The school's accessibility plan can be found on the school website.

<https://cophorneacademy.co.uk/send/>

Example IEP and Provision Map



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



Name: XXXX	Class: XXXX	SEN Status	2	3	4+
DoB: XXX	Date IEP started: XXX	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	

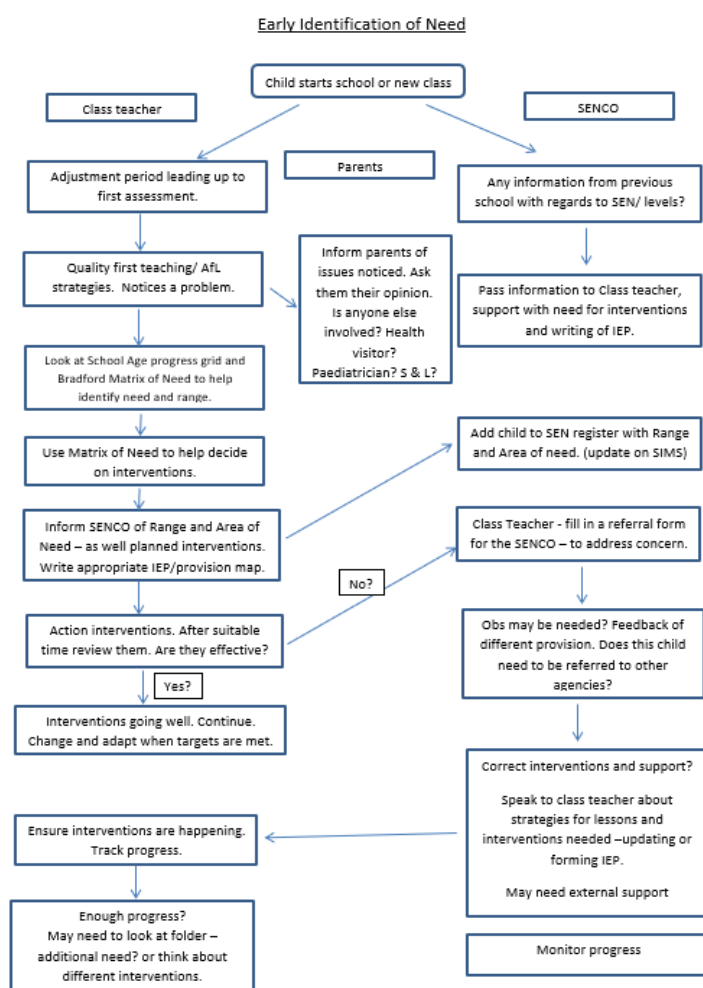
Entry Data: R = W = M =	Exit Data: R W M	Progress:
Parent/ Carer comments:		
Parent/ Carer signed:		

Cophorne Primary Individual Provision Map										Name:	DOB:	Year:	Range: 1/ 2/ 3/ 4+
Cognition and Learning										Key - highlight Term 1 Term 2 Term 3			
Range	Speaking & Listening	Reading	Writing & Spelling	Teaching Methods	Numeracy	Communication & Interaction	Social Emotional & Behaviour	Sensory, Physical, Medical	Other				
Range 1	Oral stories Circle time Targeted questioning Telling 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	CPF – 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	PSFCE – SEAL Whole school reward policy Charts Classroom rules Circle time 101 games for social skills	Care plan – epi pen, diabetes Monitoring by school nurse Parent liaison Write from the start					
Range 2	Small group oral stories (1.6) 1pw Small group circle time (1.6) 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 buddies KS2 socially speaking Social skills small groups 101 games for social skills	Lunchtime support – buddies LMI 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 F/S & 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 SBL 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 Beat Dyslexia Jungle journey F/S & KS1 Perfect sentences Speed up KS2 Alphabet arc See and learn IDL cloud	Modified tasks Ind targets Visual timetable 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 2pw Anger management – LMI 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 F/S & 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 style Practical maths	Intensive interaction Playtime support Malaton	1:1 behaviour programme Anger management – LMI EBD services intervention Retreat	Time and support allocated for individual health or exercise programme 1:1 lunchtime support 1:1 medical/holding 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 My Support Plans, 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 support 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 formative assessment on a daily basis at Copthorne. Formal assessments of learning take place termly and My Support Plans, 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 adapt this appropriately.

To assess the type and level of need of the pupil, teachers and the SENCO use Bradford's Matrix of Need.

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 twice per year and IEP's are 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 plan appropriate strategies.

We have learning mentors who support children by mentoring them on any difficulties 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 all children have the opportunity to make suggestions to their class members to take to school council meetings.

Supporting Children through Transition

Between Years

To help pupils with SEN be prepared for a new school year we arrange for time for the current teacher and the next year's teacher to meet to discuss pupil's needs and support. We also schedule a transition day, where children meet their new teacher towards the end of the summer term.

Between Schools

If a child is moving on from our school, we will speak to parents and the new school to ensure that all appropriate information is shared to ensure a smooth transition.

Transition to Secondary

Parents of all children including those 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-transition visits and familiarisation can be arranged for pupils with special needs in discussion with their secondary school where this is appropriate.

Pupils with Medical Needs

If a child has a medical need then a care plan may be provided by the school nursing service or medical professional. School will then use this, and information provided by parents, to create a care plan and PEEP as required. Copies will be shared with parents and will be held electronically on CPOMS as well as shared with relevant members of staff.

Named staff members have received training to support children with diabetes and epilepsy.

Named staff members have a First Aid Certificate.

Pupils with Disabilities

The school design allows access to the entirety of the building for all adults and children. The school's accessibility plan can be found on the school website. <https://copthorneacademy.co.uk/send/>

Support for Looked-After and Previously Looked-After Children with SEN

Our Designated Teacher and SENCO, make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any Provision Maps, IEPs, My Support Plans or EHCPs are consistent and complement one another.

Staff Training

Training in SEN forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Our staff receive regular training to ensure they are well equipped to support children and young people with a wide range of special educational needs. This includes ongoing professional development led by the SENCO, and external specialists.

When specialist expertise is required, the school works closely with external professionals—such as educational psychologists, speech and language therapists, or occupational therapists—to ensure that pupils receive the appropriate support. This may be for individual members of staff or groups of staff is according to identified individual need.

The SENCO and Deputy 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 plan and support 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 training to support individuals or groups in their class. If a specific 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 and Deputy SENCO act as links to a wide range of other specialist agencies, such as Speech and Language Therapy, SCIL Team, Educational Psychology, School Health, Physiotherapy, Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

Accessing Specialist Expertise including other Agencies and Provision

Services can become involved by school referral, referral by other agencies, or directly by parental request. If school feel that more specialised help from an outside agency is required to support a child, the SENCO will refer to the agency for support as long as the child's needs meet the agencies thresholds. 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 can be resolved quickly and informally through discussion with the class teacher. If further support is needed, the matter can be referred to the SENCO and, if necessary, to a member of the Senior Leadership Team. Should the concern remain unresolved, parents may make a formal complaint in accordance with the school's Complaints Policy, which provides full details of the procedure, including how to contact the Governing Body. <https://copthorneacademy.co.uk/parents/policies-documents/>

School and Bradford Local Offer

Information about Copthorne's Local Offer and SEND Policy can be found on the school website: <https://copthorneacademy.co.uk/send/>

This includes some frequently asked questions for parents at Copthorne.

Information about Bradford's Local Authority's Local Offer can be found on their website:

<https://localoffer.bradford.gov.uk/>

On this page are some useful 'One Minute Guides' for parents to learn about how the SEND processes work in Bradford. There are also contact details for support services in Bradford.

Contact details

Suzanne Hardy – Deputy Headteacher and SENCO (holds National Qualification for SEND Coordination - 2016)

Amy Clayton - Deputy SENCO (currently completing NPQSENCO – due to complete March 2026)

Stephanie Ngenda – Headteacher

Tel: 01274 501460