

**COPPICE**

SCHOOL



# **Special Educational Needs** **Policy**

Signed:

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Chair of Governing Body – Tony Goddard

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Head Teacher – Richard Green

Date approved by Governing Body: 19th June 2019

Date for review by Governing Body: June 2022



## **Special Educational Needs Policy**

### **Coppice Ethos and Values**

We believe that it is our responsibility to enable children to become independent and confident.

Our aim is that all pupils at Coppice Primary school develop the skills necessary to become lifelong learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Coppice have the right to an education which is inclusive and allows all to realise their potential.

### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **1. Aims and objectives**

#### **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

#### **Objectives**

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. These services include :
  - Pupil and School Support
  - Educational Psychology Service
  - Communication and Autism Team
  - Sensory Support Service
  - Learning Mentors
  - Child and Adolescent mental Health Service
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, class assemblies, FAB [friends against bullying] and a variety of sports and other extra curricula activities.

## 2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Richard Green, (Head teacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Beth Bridge [SENCO]
- The appointed governor [Yvette Brook] for SEN plays a vital role in ensuring SEN stays on the governing body agenda.

## 3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

### All staff can access:

- The SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles and targets set.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Birmingham's SEND Local Offer

#### **4. Admission arrangements**

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

#### **5. Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

#### **6. Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

#### **7. Identification of pupils needs**

##### **A graduated approach:**

##### **Quality First Teaching**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to inform parents of the progress being made by children.

##### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken after consultation with parents, teachers and other professionals involved.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:  
[www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

### **Education, Health and Care Plans [EHC Plan]**

a. Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **9. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the Learning Trust for Excellence [LTE]. Staff members are kept up to date with teaching methods and strategies which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed to ensure the curriculum is differentiated where necessary.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEN**

The Head teacher and SENCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, Parents Evening discussions and SEN support review meetings with parents

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded and updated regularly and are monitored by the SENCO.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint.

## **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, LTE SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

## **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

### **15. Working in partnerships with parents**

Coppice Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

### **16. Links with other schools**

The school works in partnership with the other schools in the Learning trust for Excellence. This enables the schools to share advice, training and development activities and expertise.