



The Coppice Primary School School Offer - SEND

1. What kinds of Special Educational Needs and Disabilities (SEND) are provided for?

Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks informal assessments. We take guidance from [Worcester County Council's Ordinarily Available document](#) to ensure that we are following the requirements as outlined in '[Special Educational Needs & Disabilities Code of Practice 0-25 years \(2014\)](#)' (Code of Practice).

SEND provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

2. How do we identify children with SEND and how do we assess their needs?

Pupils might enter school with previously identified SEND. The progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team in conjunction with the class teacher. If a child fails to make adequate progress or is observed to be unable to access the regular curriculum after making reasonable adaptations (we take guidance from Worcester County Council's [Ordinarily Available Document](#)), extra support or provision is put in place. We follow a graduated response to SEND needs and there are three different levels of support:

Wave 1 - quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 - specific, additional and time-limited interventions (normally on a 6 weekly assess and review cycle) provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 - targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential; this is often 1:1 support and teaching.

3. Who pays for the provision?

The school budget, received from central government, includes money for supporting children with SEND.

The Head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the School Governors, on the basis of the needs in school.

The Head teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- The children getting extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

4. Who are key members of staff for SEND at The Coppice and what will they do?

<p>Class teacher</p>	<p>She/he is responsible for:</p> <p>Adapting and refining what children learn and how they access the learning by responding to the strengths and needs of all pupils.</p> <p>Checking on the progress of your child and identifying, planning and delivering Wave 1 (see above) additional support within the classroom.</p> <p>Working with intervention teachers and the SENDCo to provide group provision maps to plan, deliver and monitor Wave 2 support.</p> <p>Working with the SENDCo to devise Individual Provision Maps (personalised learning plans) for those children with an EHC Plan (Statement).</p> <p>Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</p> <p>Applying the schools SEND policy in their classroom and around the school.</p> <p>If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo team.</p>
<p>Deputy SENDCo Mrs Woodyatt (With support of Hollywood Primary School SENDCo)</p>	<p>They are responsible for:</p> <p>Management and co-ordination of whole school provision mapping and making sure there are excellent records of your child's progress and needs.</p> <p>Developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <p>Referrals to and liaison with outside agencies e.g. Speech and Language Therapy, Educational Psychology, etc.</p> <p>Meeting with and supporting parents to ensure that you are:</p> <p>Involved in supporting your child's learning</p> <p>Kept informed about how your child is getting on</p> <p>Involved in reviewing how they are doing</p> <p>Organising SEND reviews and updating the SEND register (a system for ensuring all the SEND needs of pupils in this school are known).</p> <p>Providing specialist support for teachers and support staff in school.</p>
<p>Head teacher Mr Heptinstall</p>	<p>He is responsible for:</p> <p>The day to day management of all aspects of the school, including the support of children with SEND.</p> <p>Keeping the Governing body up to date about any issues in school relating to SEND.</p>
<p>SEND Governor Mr D Taylor</p>	<p>Making sure that the necessary support is made for any child who attends the school who has SEND.</p>

5. How do I communicate any concerns about my child?

Throughout all three steps below the SENDCo is available, by appointment through the office throughout the week. School offers an open door policy with regard to contacting members of staff. You can also contact the SENDCo by emailing sendco@coppice.worcs.sch.uk or office@coppice.worcs.sch.uk.

Step 1. If you have any concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that concerns are being managed and that your child is still not making progress you should speak to the SENDCo (Ms Ineson) or a member of the Senior Leadership Team. If you are still not happy you can ask to speak to the school SEND Governor.

Step 2. If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

Listen to your concerns

Plan any additional support your child may need

Discuss with you any referrals to outside professionals to support your child's learning.

Step 3. If your child is identified as needing a referral to outside professionals for SEND support, you will be asked to sign a consent form. We firmly believe that your role and your involvement in the provision are vital.

When your child is placed on the SEND register you will be invited to termly provision meetings where we will work together to:

- Set clear goals
- Discuss the activities and support that will help achieve them
- Review progress and identify the responsibilities of the parent, pupil and the school

These meetings are led by the SENDCo with the support of the class teacher. Children are included in the meetings when appropriate or they may be included at a different time. Pupil voice is always included when reviewing the targets.

6. School's role, Parent's Role and what it looks like for my child.

Provision Wave	Description of SEND help	What School will do	What is my role as parent?	What does it look like to my child?
Wave 1	<p>In the classroom Quality teaching provided by the teacher Differentiated teaching to meet your child's needs Lots of different ways of teaching (e.g. visual, practical) Specific strategies in place to support your child's learning (suggested by you, the SENDCo or outside staff) A classroom environment which enables all children to learn effectively.</p>	<p>Class Teacher, Senior Leadership and SENDCo will monitor your child's progress every half term Class teacher will be available after school to discuss any concerns, what is working at home and share strategies that work with your child. Adapt/tailor homework to your child's specific needs. If needed instigate a home school communication book. Senior Leaders in the school will monitor planning, teaching and classroom provision to ensure quality teaching is happening.</p>	<p>Informing the class teacher if you have any worries about your child. Informing the class teacher of any strategies that work at home that may help your child in school. Filling in a home school communication book if this is helpful to your child.</p>	<p>Your child will have the resources they need to access learning in the best possible way for them. E.g. task management boards, visual timetables, specialist equipment, etc. Your child will have differentiated work which meets them wherever they are in their learning.</p>
<p>If it is highlighted by you, the teacher or through the formal progress review which happens every half term (with class teacher, Senior leaders and SENDCo) that the Wave 1 Provision is not meeting your child's needs then your child will be provided with Wave 2 provision. This Wave 2 type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.</p>				
Wave 2.	<p>Trained TA or Teacher led work with small groups of children with similar needs In the classroom or in a different room within the school. Short term, (6-10 week) planned, monitored and reviewed intervention with clear learning targets aimed to "plug</p>	<p>Group provision will be planned by teachers and SENDCo to meet the children's needs Clear targets will be set and reviewed at the end of the 6 week provision Parents will be informed by the class teacher of provision extra to that normally provided</p>	<p>Carry out any support that is suggested will help your child at home, e.g. extra reading sessions at home.</p>	<p>Twice a week for 15 or 20 minutes, your child will work in small groups with other children with a similar need outside their normal English and maths lessons. These groups will last 6-10</p>

	the gaps" in learning so they can catch up with their peers.	within the classroom Discuss any reports through outside agencies with you.		weeks and then your child's progress will be reviewed with teachers.
<p>If Progress is not seen after Wave 2 group interventions have been carried out and fully assessed, then further investigation, assessment or individual work needs to be put into place and planned. At this point the school may seek advice and support from outside agencies such as Speech and Language Therapy, Educational Psychologists, Occupational Therapy groups, Autism Spectrum Disorder Outreach team or the Learning Support Teams. At Wave 2 or 3 your child may be considered as having "SEND support" within school and may be placed on the Code of Practice, a list of children who are receiving SEND provision over and above what is available to all children within their normal classroom environment.</p>				
Wave 3	<p>Child will be placed on the SEND register Outside agencies will be involved with your child (see below for more details) Your child may have an individual provision map tailoring the teaching and learning to their specific needs. Children with an EHC plan (equivalent of a Statement) will be provided with Wave 3 provision.</p>	<p>Keep the SEND register updated Liaise with outside agencies Teacher and SENDCo will meet with the child's parent to update their individual provision map termly. Organise annual reviews for children with an EHC plan. Review and decide (after discussions with outside agencies and parents) whether your child needs some degree of individual support in school. (For more detailed information please see below.)</p>	<p>You will be asked to come to a meeting each term to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional. E.g. a Speech and Language Therapist or Educational Psychologist.</p>	<p>The school and parents will understand the child's needs better and be able to support them better in school. The specialist professional may make recommendations like changing the way your child is supported in class or changing some aspects of teaching to support them better. Your child may have individual support within some lessons from an adult.</p>

EHC Plan/Statement of Special Educational Need

Occasionally, after assessments in school and by outside agencies and conversations with you as parents it may be decided that your child is thought to need a high level of specified individual support in school of more than 20 hours a week which cannot be provided from the budget available to the school. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC Plan). For your child this would mean:

The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process, which sets the amount of support that will be provided for your child.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support on the SEND register, with resources that are ordinarily available to the school.

After the reports have all been sent in the LA will decide if your child's needs are "severe, complex and lifelong" and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC plan.

The EHC Plan (or Statement of Special Educational Needs if your child was assessed prior to September 2014) will outline the number of hours or equivalent funding to support your child's needs and a plan will be received from the LA outlining how the support should be used and what strategies must be put in place. It will also include short and long term goals for your child.

The additional funding may buy resources to support the EHC plan or employ an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.

Once a child has an EHC Plan (or Statement) you as a parent will be fully involved along with the school in deciding how the additional funding will be used to best support your child.

7. Agencies and individuals that provide support for pupils at The Coppice

Directly Funded by the school:

- One SENDCo
- One Teaching Assistant for SEND
- Two Teaching Assistants for SALT (Speech and Language Therapy)
- Educational Psychologist (From outside school)
- Learning Support Team (From outside school)
- Five Thrive Practitioners
- Outreach Services including the CCD (Complex Communication Disorders) Team and ASD (Autistic Spectrum Disorders) Team

Paid for centrally by the government or LA but delivered in school:

- Speech and Language Therapy (Provided by Health but paid for by the LA)
- Sensory Service for children with Visual or Hearing needs
- Disability Outreach Service
- Behavior Support Team (BST)
- Child and Adolescent Mental Health (CAMHS)

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

We also work with and alongside Social Services, Family Support, The Early Help Hub, Parent Partnership and Community Police.

8. How are children supported when moving between phases of education?

We recognise the value of a smooth transition for all pupils.

We take guidance from [Worcestershire's Transition Tool Kit](#).

Within school smooth year to year transitions are ensured through:

- open strong relationships with all staff and all children and regular collaborative sessions throughout the year.
- a formal "handover meeting" between the current and next teacher where the needs of every child are discussed.
- extra visits to new classrooms and to meet new teachers are planned into the curriculum.

Children are aware of key members of staff who they can talk through any concerns or worries.

If it is deemed necessary key members of staff are temporarily used to support transition.

If necessary, transition action plans are tailored to a child's individual needs following consultation with key stakeholders.

We have good links with the local secondary school and we plan in opportunities for collaborative working. A clear and well thought out transition process is in place for children going to Secondary School.

When children transfer to other schools, all information is sent on to the receiving school and if deemed necessary and is possible staff will visit the new school with the child to help them with the transition.

9. How are our staff trained to support children with SEND?

- Termly evaluation of the needs of all children including those who require SEND support.
- All staff audit their skills each year and staff are carefully deployed according to their strengths and the children's needs.
- Provision is carefully planned. Targets for SEND provision are embedded into the Schools development plan and training is carefully planned in.
- Individual staff are sent on relevant training and then cascade this to all staff. Recently staff have been trained in the use of Numicon to support Maths and over this year are undergoing Thrive training to meet the social and emotional needs of children and Speech Communication and Language training.
- We have a dedicated and trained Speech and Language team who work with small groups and individuals throughout the school giving targeted help and support where the children need it.

- We regularly and carefully review the quality of teaching and how children with SEND are catered for.
- The SENDCo writes a full report updating the Governing Body each term.

10. What support is available for improving emotional and social development?

- The well-being of all of our pupils is extremely important to us all. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.
- We are a Thrive School, having five trained practitioners who work with children to plug any emotional and social gaps so they can access learning and two new practitioners currently training.
- Personal, Social and Health Citizenship Education (PSHCE) is integral to our curriculum and is also taught explicitly on a weekly basis.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a personalised plan may be put in place for pupils with the highest need.
- Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and actioned by all staff.
- We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through School Council suggestion boxes, questionnaires, pupil interviews and other forums.