

# COOPERS LANE PRIMARY SCHOOL



## SEND Policy

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January 2017

## Coopers Lane Primary School Special Educational Needs/Disability Policy

### **Aims and Objectives:**

At Coopers Lane, we are deeply committed to inclusion and the improvement of outcomes for all our pupils. We believe it is essential that we work towards minimising the barriers to learning of all children within the school, enabling every individual to achieve their potential in order to lead full and happy lives. Some children will have special educational needs/disabilities (SEND) and this will include those pupils who have 'a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' (The Code of Practice 2014)

We are committed to equal opportunities and believe that all children are individuals who have their own specific needs; some children will require additional support at some stage of their school life. We believe that it is important to identify those pupils who have SEND as early as we can, enabling us to provide the appropriate interventions as soon as possible.

Parents will be informed when SEND provision is being made for their child. They will be consulted at every stage and will be provided with the appropriate advice and support in order that home and school work in partnership to ensure the best outcomes for their child.

We will have regard for the Special Educational Needs and Disability Code of Practice (2014) and the Equality Act (2010) when implementing this policy.

### **Curriculum:**

All pupils have the right to equal access to the National Curriculum and a broad and balanced education. We believe that inclusive practice makes the education of the pupil the responsibility of all teachers. Knowledge, skills and understanding should be taught in a way that suits all pupils' abilities; this might mean teaching from an earlier or later key stage curriculum depending on the child's need.

Teachers at Coopers Lane will have high expectations when planning for all pupils, and they will:

- Provide Quality First Teaching for all pupils in the class
- Create effective learning environments which engage all pupils
- Secure pupils' motivation, concentration and interest
- Provide equal opportunities through differentiating their planning and teaching for individual pupils
- Use suitable assessment tools to measure progress from individual starting points
- Set appropriate learning targets based on each pupil's prior attainment, and discuss these regularly with parents

### **Identification of Need/Provision:**

Initially, a child's difficulty may be observed at home and/or school. Identification will be followed by observation and assessment in order for us to better understand the nature of the pupil's difficulties and plan the most appropriate provision. The school will make initial assessments, and good communication between home and school will be crucial. Outside agencies may be called upon for further advice if this is considered necessary, and parental agreement will be sought at every stage.

Once a child has been identified as having SEN/D, the parents/carers are informed and consulted. The child is then placed on the school's SEND Register and the Inclusion Leader will begin to plan appropriate provision for the requirements of the child; this will be in discussion with the class teacher, parent/carer and other outside professionals as appropriate.

At Coopers Lane, we will make use of the graduated approach as detailed in the SEND Code of Practice 2015. We will follow the assess/plan/do/review stages for individual children in order that we match appropriate provision to the needs of the child in order to secure the best possible outcomes. Depending on their level of need, some children will receive additional teaching from a member of the SEND Team. Those children with a Statement of SEND or an Educational Health and Care Plan (EHCP) will have an individual provision record or Termly Work Plan, which outlines the support that he or she will receive; additional individual targets will be set. These pupils will continue to have individual class targets appropriate to their skill level.

Progress will be carefully monitored and provision will be frequently reviewed. Both the child and parent/carer will have the opportunity to comment and reflect on the progress made. The planned intervention programmes are in addition to the normal curriculum.

### **Request for Statutory assessment:**

If a child continues to demonstrate a significant cause for concern despite the implementation of additional interventions over time, a Request for a Statutory Education, Health and Care Assessment for Special Educational Needs and Disability will may be made by the school and/or parents.

The school will provide information about the child's needs and the actions that have been taken to support the pupil. The LEA will examine this information and decide whether to carry out a statutory assessment to support the child. Some children will arrive at school with an EHCP already in place, which the school will implement. Appropriate targets will be set, monitored and reviewed. There will be an Annual Review for each child with a Statement of Special Educational Needs/EHC Plan where parents and all relevant professionals will meet to discuss progress and next steps.

### **Admissions:**

Admission procedures for children with SEND do not differ from normal admission procedures.

### **Staffing and Resources:**

The Inclusion Leader is responsible for:

- overseeing the day-to day operation of the school's SEND policy
- Coordinating and reviewing provision for children with SEND with class teachers, support staff and the Inclusion Team
- Liaising with and advising fellow teachers and support staff
- Overseeing the records of all children with SEND
- Liaising with the parents/carers of children with SEND
- Contributing to the in-service training of teachers and support staff
- Liaising with external agencies
- Monitoring the progress of children with SEND
- Working as part of the school Senior Leadership Team to raise achievement across the school
- Reporting back to the school Senior Leadership Team and the school governors

### **Parental Involvement:**

At Coopers Lane, we believe that partnership with parents is imperative. Parents need to be involved and informed at all stages including review meetings to discuss their child's progress. Parents will be actively encouraged to reinforce their child's learning at home. Parents are invited to contact the class teacher and/or the Inclusion Leader with any concerns they have regarding their child.

Parental permission must be given in order for the school to refer the child for support from outside agencies. Information will be gathered and the Common Assessment Framework (CAF) will be completed.

### **Pupil Involvement:**

Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account. The views of the child should be given due weight according to the age, maturity and capability of the child. The child will have the opportunity to reflect on their own progress and his/her comments will be recorded on their Provision Form and shared with their parents/carers and teachers at Annual Review meetings.

### **Success Criteria and Evaluation:**

The school has high expectations of pupils identified as having SEND who need to make good or better progress, which is sustained over time. Measures of pupil progress include:

- The movement of pupils off the SEN register
- Success in achieving their individual targets
- Progress indicated by P Level/National Curriculum assessments
- Progress indicated by specialist reading and spelling assessments
- Progress reflected in samples of pupil's work
- Teacher assessment

SEND systems need to be monitored on a termly basis by the Inclusion Leader to ensure that they are operating effectively. Evaluation will include feedback and discussion from pupils, parents, carers, teachers and other members of staff.

### **Lewisham's Local Offer**

The LA's Local Offer aims to provide information on local services and support for children from birth to 25 years with special educational needs (SEN) and/or disabilities. For more information please visit <http://www.lewishamlocaloffer.org.uk>

### **Review:**

The staff and the Governing Body of the school will review this policy annually. The school will uphold its duty to report to parents on the implementation of the school's SEND policy through the school's Annual Report to Parents in the Summer Term.

Tonia Pancucci, Inclusion Leader

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