



Coopers Lane SEND Information Report 2016-17



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. 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.

Children with Special Educational Needs and Disabilities (SEND) are highly valued in our school and are effectively supported by a team of experienced teachers, teaching assistants and an Inclusion Leader. We work with parents and outside agencies to ensure that each child's needs are identified, addressed and monitored so that they can make progress both academically and emotionally.

Section 1: Who are the people I need to talk to about SEND at Coopers Lane?

The Class Teacher who will:

- Check on the progress of your child and identify, plan and deliver any additional help your child may need; this could be targeted work or additional support through specific interventions.
- Liaise closely with the Inclusion Leader in order to support your child and monitor progress.
- Plan personalised learning opportunities for your child as identified on the class provision map
- Ensure that the school's SEND Policy is followed

The Inclusion Leader, Tonia Pancucci, who will:

- Co-ordinate all the support for children with special educational needs or disabilities.
- Develop and review the school's SEND policy to ensure all children receive high quality, personalised provision in order to meet their needs in school.
- Ensure that parents are fully involved and informed about their child's progress.
- Support all teachers and support staff so that they are able to make effective provision for children with SEND to achieve the best possible outcomes.

- Analyse data for all children on the SEND Register in order to monitor progress and plan next steps.
- Ensure class teachers have up to date records on each child with SEND
- Organise and co-ordinate annual reviews for children with EHCPs or Statements
- Refer children for assessments so that additional support can be accessed
- Liaise with outside agencies working in the school to support your child's learning
- Update the school's SEND register and make sure that records of your child's progress and needs are kept up to date
- Monitor the impact of policies and the effectiveness of provision in the school.
- To plan and undertake weekly training meetings for the SEND team.
- Provide termly SEND reports to the Governing Body.

The Head Teacher, Paul Hooper, who will:

- Lead in the day-to-day management of all aspects of the school including the provision for children with SEND.
- Have responsibility, with the Inclusion Leader and class teachers, to ensure that your child's needs are met.
- Ensure that the Governing Body is kept up to date about any issues relating to SEND.

The SEND Governor: Johann Brown who will:

- Meet regularly with the Inclusion Leader.
- Monitor the effectiveness of SEND provision in the school.
- Keep the Governing Body informed about any SEND related issues or changes.

Section 2: What different types of SEND are provided for at Coopers Lane?

Coopers Lane is a large three-form entry mainstream primary school; we are a highly inclusive school, catering for children with a range of diverse and complex needs. We have a resource base, our Centre for the Deaf, attached to school for pupils across the borough who are profoundly deaf. In addition, we have our own SEND space - Bond Street- which is set up and resourced to meet the needs of individual and small groups of children who receive additional help. We recognise that all children are entitled to equal access to a broad and balanced curriculum.

- Special Educational Needs provision can be considered as falling into four areas:
 - Communication and Interaction (Autistic Spectrum Disorder, Asperger's Syndrome, Selective Mutism and Speech and Language Difficulties)
 - Cognition and Learning (Moderate Learning Difficulties, Specific Learning Difficulties, Dyslexia, Dyspraxia)
 - Social, Mental and Emotional Health
 - Sensory, Medical and Physical (Hearing Impairment, Sensory Processing Difficulties, Epilepsy)
- We work closely with the local authority to bring in additional agencies to support children with SEND. These may include the following: The Educational Psychologist/Children and Adolescent Mental Health (CAMHS)/Community Paediatricians/Occupational Therapist/the School Nurse/ the Specific Learning Difficulties Team/New Woodlands Outreach Team/Children's Social Care.
- We have our own Speech and Language Therapist in school one day a week to support children with speech, language and communication needs.
- We have a specialist Nursery Nurse who works across school to support children with Speech and Language difficulties, using the Talkboost Programme.
- The Nursery and Reception Teachers deliver the BLAST speech and language intervention programme for those pupils in the Early Years who need additional support for speech and language acquisition.
- We have a learning mentor team who work to support children with emotional and behavioural needs.
- 'Place2Be', a counselling service for pupils and staff, is based at Coopers Lane three days a week. We also have a Place2Be parental counsellor who works to support parents one afternoon a week.

Section 3: What are the arrangements for consulting parents of children with SEND at Coopers Lane?

At Coopers Lane we acknowledge the importance of both parent and pupil voice, and welcome open and collaborative dialogue with all our parents.

We ensure that:

- Regular meetings with parents take place with the class teacher and, when appropriate, the Inclusion Leader in order to review progress and ensure the pupils' continued wellbeing.
- Regular meetings with outside agencies take place in order to review progress towards targets set and agree next steps.
- Parents will be invited to consultation meetings three times a year
- Parents will be invited to workshops/Breakfast in Bond Street meetings across the year in order to share experiences, network and discover new ways to best support their children.
- The Inclusion Leader is available to meet with parents to discuss their child both face-to-face or via email and over the phone.

Section 4: What are the arrangements at Coopers Lane for consulting children with SEND?

- We encourage all pupils to be motivated, passionate and active learners from EYFS up to year 6. Children are encouraged to reflect on their learning, both independently and with their peers; they are encouraged to discuss their learning in pairs and groups and are given targets to help move their learning on based on their individual progress.
- Children with a statement or EHC Plan have additional individual targets to work towards which are.
- Our priority is to help children become engaged and independent learners.
- Outside agencies will work with school staff, parents and children. They will share reports and recommendations, and pupils' views will be obtained in order to inform review meetings and next steps.
- If appropriate, pupils are invited to attend the first part of the annual review meeting in order to talk about how they are feeling about school and the progress they feel they have made.
- All children including those with SEND complete a questionnaire about their experiences of school.

Section 5: What is the approach to teaching children with SEND at Coopers Lane?

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.
- Plan intervention groups for target pupils; these groups will be run by a teacher or a teaching assistant and will have a specific focus to meet the needs of target children.
- Children who are supported by a member of the SEND team will have access to a range of evidence based learning programmes and specialised resources in order to meet their individual needs.

Section 6: What support is available for improving the emotional and social wellbeing of children with SEND?

We recognise that some children have extra social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in many ways i.e. behavioural issues, anxiousness, becoming withdrawn and isolated etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing.

All staff at Coopers Lane School are caring and have the wellbeing of all the children as their top priority. Every member of staff has responsibility for the pastoral care of every child.

The views of the children with SEND are recorded at review meetings and they also have opportunities throughout the day to share any concerns with their teacher/teaching assistant/LSA/CSW.

- Our values are central to all that we do and should be reflected across the school. Our school values are: Perseverance • Honesty • Kindness • Happiness • Love • Responsibility • Respect; our values are also a focus for all our assemblies.
- We have a broad and balanced curriculum that includes Personal and Social Education (PSE).
- We work with a range of outside agencies to support the emotional wellbeing of the children.
- Coopers Lane is a Rights Respecting School and has the Rights Respecting Award (RRSA).
- Our Learning Mentors run nurture groups for targeted children.
- We have playground buddies to ensure children have peers to go and talk with should they need to at break times.
- School staff are in the playground during playtimes and lunchtimes to support the children.
- We have a range of lunchtime and after school clubs which offer our pupils opportunities to foster positive relationships and enhance social interaction.
- Place2Be is based at Coopers Lane three days a week; the Place2Talk part of the service gives all pupils the chance to self-refer if they would like to talk over any issues with the counsellors.

Section 7: How is the learning environment and curriculum adapted for children with SEND?

At Coopers Lane School we work tirelessly to create classrooms that are SEND friendly:

- Every classroom is inclusive and engaging, set up to support a wide range of needs.
- A wide range of visuals and working walls are displayed to support children's learning.
- Alternative recording methods are used as appropriate, including adult scribe, laptops, voice recording, recording using the iPad, photographs etc.
- An extremely well-resourced SEND space (Bond Street) where individual children and small groups of pupils receive additional teaching according to need.
- Our own sensory room which is themed termly and used to develop language acquisition and extend children's vocabulary as well as providing a space in which to focus on social interaction and communication.
- Visual timetables in every class. Individual visual timetables for specific children as appropriate.
- In-class workstations to promote independence and provide a low stimuli focus area.
- Differentiation of planning, tasks and activities to accommodate the individual needs of all children
- A variety of opportunities for children to work collaboratively including whole class, small group and paired tasks.
- Individual learning targets set for every child; additional targets set for children with a statement of SEND/Educational Health Care Plan.
- Multisensory opportunities based on a range of learning styles including auditory, visual and kinaesthetic approaches.
- Displays to celebrate children's work, working walls and multisensory interactive displays.
- Tactile resources and artefacts are available for hands-on learning.
- An interactive whiteboard and a class set of iPads are available in each classroom; each class is also timetabled to work in the computing suite once a week. Some children with SEND have access to their own iPad as appropriate.
- Group rooms are available and timetabled for additional intervention work across all key stages.

Section 8: How will my child be included in activities outside the school classroom including school trips?

- At Coopers Lane, provision is made for pupils with SEND so that they can be included in all the activities, as far as possible, offered to all pupils including class assemblies, school productions, class visits and school trips. Risk assessments are made when adaptations are required and strategies are put in place so that all children can participate as much as possible. Children with SEND are encouraged to attend a range of lunch time and after school clubs, and provision can be put in place to support the child's access to these clubs should they need it.
- Parents and carers are invited to accompany their child on a school trip if this ensures access. Children with a statement or EHC Plan, and other vulnerable children are accompanied by a member of the SEND team on class visits and school journeys.
- In the event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

Section 9: What are Coopers Lane's policies with regard to the identification and assessment of children with SEN?

- Our school Assessment Policy outlines the range of assessments used throughout the school. Our main assessment tool is Target Tracker.
- The Inclusion Leader, Year Group Leader and class teacher as well as the Senior Leadership team formally analyse data three times a year for all children including those with SEND; however, informal assessment is ongoing throughout the year in order to measure progress towards targets and ensure the best possible outcomes for all children.
- Pupil progress meetings are held three times a year when children who are underachieving and not meeting their full potential are identified. After discussion at these meetings, ways forward are planned and extra provision is put into place as appropriate.
- Teachers, support staff and parents who have a concern about a child will initially discuss this with the Inclusion Leader. The Inclusion Leader will carry out an observation of the pupil, talk with the child in order to gain his/her views, and begin to plan provision to match the needs of the child.
- 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 continue to review planned provision; 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.
- With parental permission, school may also request outside agency support; with this advice and support, the school will plan further interventions and strategies appropriate to the child's needs.
- 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 EHC Plan 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.
- 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 LA 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.

Section 10: What are the arrangements for assessing and reviewing children with SEND's progress at Coopers Lane?

- Teachers are continuously assessing the progress children have made in their class. This assessment informs future planning and ensures children are reaching their full potential. Teachers continuously review and update children's progress using our Target Tracker assessment tool.
- Formal assessments cycles are undertaken three times a year.
- Progress is reviewed through regular meetings and reviews with outside agencies, the parent and the child.
- Additional assessment arrangements are made for children with SEND, where appropriate; these may include allocation of extra time, use of scribes and enlarged print.
- Where necessary we use a range of further assessments to assess reading/spelling age, dyslexia, speech and language, social and emotional difficulties and mathematical difficulties
- Targeted Reception children are assessed by our speech and language therapist identifying areas of language that they may find challenging – interventions are the put into place depending on the results of the assessments.

Section 11: How will my child be supported during tests?

All children with SEND will have their assessment needs met by determining which access arrangements best suit the needs of the child. This may include:

- Use of alternative assessments/tests from another year group.
- Assessing in a different space/small group.
- Additional time.
- Having a scribe.
- The use of a computer.
- Rest breaks.
- 1:1 adult support.

Section 12: How do we evaluate the effectiveness of provision for children with SEND?

- Your child's progress is continually monitored by their class teacher.
- The Inclusion Leader oversees the provision and additional interventions for pupils with SEND, and monitors their success through observation and data analysis.
- Children's progress will be formally monitored by the Senior Leadership Team/Inclusion Leader after the termly assessment cycle in reading, writing and maths. In the Early Years, the children will be monitored against the 17 Early Learning Goals.
- The Senior Leadership Team hold Pupil Progress meetings with class teachers and Year Group Leaders every half term.
- Where necessary, children will have targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and diminish the difference so that children are working towards meeting their age related expectation where possible. Progress against these targets will be reviewed regularly, evidence for judgements will be looked at and future targets will be set.
- The progress of children with a statement or EHCP is also formally reviewed at their Annual Review when all the adults involved in the child's education will be invited.

Section 13: What should you do if you have a complaint about the provision for your child?

We are committed to working positively with all our parents and always welcome their feedback. If you have any questions or are unhappy about an aspect of your child's provision, please arrange to speak with the class teacher first.

If the issue is not resolved then please speak to Tonia Pancucci, Inclusion Leader. It is hoped that a solution will be reached between the parents and the school but if you are still concerned you may also contact Johann Brown, the SEN governor through the school's complaints procedure <http://www.cooperslane.lewisham.sch.uk/wp-content/uploads/2016/09/complaints-policy-2016.pdf>

Section 13: What skills do staff have to meet the needs of my child with SEND?

- Our Inclusion Leader, Tonia Pancucci, has almost 15 years experience in the role of SENCO/Inclusion Leader, and has worked in the SEND field for nearly 25 years; she has a Diploma in Specific Learning Difficulties and achieved the National Award for SENCOs 6 years ago.
- An important part of the Inclusion Leader's job is to support class teachers in planning for children with SEND. We have a highly trained and creative teaching and support staff with a great deal of expertise.
- We have large highly trained SEND team with a wealth of shared experience. The SEND team meets weekly with the Inclusion Leader for training.
- The school provides training and support to enable all staff to improve the teaching and learning for all children, including those with SEND.
- Outside agencies provide specific training to staff on ASD, Speech and Language, Specific Learning Difficulties and Social and Emotional Issues.
- Individual teachers, support staff and LSAs attend training courses run by outside agencies that are relevant to the needs of specific children in their classes.

Section 14: What are the arrangements for SEND children when transferring between phases and/or to the next stage of education?

Transitions can be difficult for children in general but can be even more difficult with children with SEND. At Coopers Lane we take steps to ensure that all transitions are as smooth as possible.

EYFS:

- Home visits will be arranged for all children starting in our Nursery and Reception classes
- Transition for children with SEND will be handled to ensure this is as smooth a process as possible.
- If your child has previously attended another setting, we will contact your child's current Nursery share information and to discuss your child's support needs so that transition can be as smooth as possible.
- If appropriate, your child can come to visit our school with a familiar adult from their previous setting to familiarise themselves and begin to get to know us
- Our Inclusion Leader will request reports from the previous setting and outside agencies involved and will ask for targets and support plans to be shared so that staff at Coopers Lane can continue to work on these targets.

Moving classes in school:

- At the beginning of the academic year we hold our SEND Multidisciplinary Meetings when the Inclusion Leader and each new class teacher meet to discuss all children with SEND in that class, their individual needs and how best to continue to support them.
- All children will meet their new teacher and visit their new classroom at the end of the summer term.
- Transition books are made for pupils with SEND which they take home over the summer holidays. These books contain photos of their new class teacher, TA or Nursery Nurse as well as their LSA or CSW.

Year 6 – Secondary School

- We support parents and carers in making decisions about the secondary school they choose for their children, and work with them to ensure the transition from KS2 to KS3 is as smooth as possible.
- The Inclusion Leader will accompany parents to look around possible secondary schools if required.
- Secondary Transfer is arranged in Year 5 for children with EHCPs or Statements.
- The Year 6 teachers will attend the Secondary Transfer of Information Day where information about your child's needs will be shared.
- Where possible your child will visit their new school on several occasions and in some cases staff from their new school will visit your child in our school.
- Some children are supported by external agencies where appropriate.
- Some children may have specific support and interventions focusing on independence and transition, as needed.
- If your child requires a transition book with photographs and information about our school one will be made for them.
- We will ensure that all records about your child are passed on as soon as possible.

If your child is joining us from another school:

- If your child requires a transition book with photographs and information about our school one will be made for them.

The Inclusion Leader will contact your child's previous SENCO to discuss your child's needs.

- Your child will be able to come for a taster session if this is appropriate.

Section 15: How accessible is your school? At Coopers Lane Primary School we are committed to inclusive practice, working together to provide equality of access to an exciting and engaging learning environment where all children are challenged to reach their full potential. We believe that children should feel happy, safe and valued, and we work to instil an ethos of respect and care throughout our school. We are committed to the need to make reasonable adjustments to accommodate individual needs where practicable, and this will include:

- Teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits and trips
- The provision of specialist or auxiliary aids and equipment
- The need to maintain and facilitate access to the physical environment of the school, adding specialist facilities as necessary
- Ongoing work to review and improve the delivery of information to both adults and pupils who have a disability

At Coopers Lane:

- We are equipped with a lift in the KS2 building.
 - We have a chair lift in the KS1 building and in Bond Street.
 - We are equipped with a wet room in the KS2 building and we have toilets that are wheelchair accessible in KS1 and KS2.
 - Most of our classrooms as well as our two halls are fitted with the Soundfield System in order to enhance the even distribution of sound and maximise access for our deaf pupils.
 - Edges of steps are demarcated to support pupils and adults with a visual impairment.
- Specialist resources are provided as appropriate to support the full range of needs for pupils at Coopers Lane.

Please see our Accessibility Plan for further information.

Section 16: Where can I get further help, information and support?

Family Information Service and Family Information Directory

The Family information Service (FIS) provides information on local services available to children, young people and families in Lewisham. They can assist with:

- Registered childcare providers
- Help towards childcare costs
- Free early education

<http://www.lewisham.gov.uk/myserVICES/education/ special-educational-needs/Pages/default.aspx>

Tel: 0208 314 8567

Email: fis@lewisham.gov.uk

Special Educational Needs

32 Kaleidoscope Child Development Centre, Rushey Green

SE6 4JF

Tel: 0203 049 1475 Email: sen@lewisham.gov.uk

ASD Support

Drumbeat Brockley School Revelon Road,
London
SE4 2PR

Tel: 020 8698 9738

Email: outreach.admin@drumbeat.lewisham.sch.uk

Early Intervention Service

Third Floor

1 Laurence House Catford Road

SE6 4RU

Lewisham Local Authority has published its own Local Offer, which can be accessed by the link below:

<http://www.lewishamlocaloffer.org.uk/>

Contact a Family

Contact a Family Lewisham supports families living in Lewisham who have disabled children between the ages of 0 and 19. They offer a wide range of services to families with disabled children including GRAPEVINE a regular, free, newsletter which is available from their website. <http://www.cafamily.org.uk>

Family Action

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/>

Parent Partnership Service

The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 with Special Educational Needs/disability (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service Mencap and the Department for Education produce easy read guides to explain the changes to SEND support.

<https://www.mencap.org.uk/news/article/new-special-educational-needs-and-disabilities-easy-read-resources>

<http://www.lewishamparentpartnership.org.uk>

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