

COPPICE SCHOOL

Special Educational Needs and Disability (SEND) POLICY

Section 1: Main Contact details and Policy key dates

Name and contact details of the **Head teacher**:

Mr K O'Reilly
Coppice school
Ash Hill Road
Hatfield
Doncaster DN7 6JH

Tel: 01302 844883

Name and contact details of the SEND Co-ordinator:

Ms Linda Allison (Deputy Head teacher)
01302 844883

Date of previous Policy	Written in September 2008 updated annually in November
This policy has been co-produced by staff in the school in consultation with members of the governing body	Policy updated in accordance with SEND Code of practice 0-25 July 2014 after consultation with LA, SLT and Governing Body.
Reviewed Policy agreed by Governing Body on:	Feb 2016
Reviewed Policy shared with staff on:	Feb 2016
Shared with parents/ carers on:	On website
Policy to be reviewed again on:	February 2017

Legislative Compliance

This policy complies with the statutory requirement laid out in Paragraph 3.66 of the SEND Code of Practice 0 – 25 July 2014. It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice July 2014
- Equality Act 2010, subsequent updates and DfE advice for schools, February 2013
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Teachers Standards 2012
- National Inclusion Statement
- The National Curriculum
<https://www.gov.uk/government/collections/national-curriculum>

Our school has separate policies in place for:

Safeguarding, Accessibility, Behaviour, which includes Anti-bullying, Vulnerable pupils

Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010.

<https://www.gov.uk/equality-act-2010-guidance>

The Department for Education has published a Guide for Parents on the SEND Code of Practice which can be accessed at:

<http://coppiceschool.com>

Profile and Values

Our School Profile

Our school provides a broad and balanced curriculum for all children. The New National Curriculum 2014 is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. The children have barriers to learning and they have individual requirements specific to their special need.

Teachers take account of these requirements and make provision to support individuals or groups of children and thus enable them to access the full curriculum of the school.

Children may have special educational needs throughout their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision which is what this school provides. We will assess each child as required, and make appropriate provision, based on their individual needs.

Aims and Objectives

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
 - To ensure that the special educational needs of children are identified, assessed and provided for;
 - To make clear the expectations of all partners in the process;
 - To enable all children to have full access to all elements of the school curriculum
 - To ensure that parents/carers are able to play their part in supporting their child's education;
 - To ensure that our children have a voice in the process.
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Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of educational facilities that are provided for other children of the same age.

All the children that join us have been in early education and have a Statement of Special educational Needs or an education Health and care Plan (EHCP). All children are assessed when they enter our school, so that we can build upon prior learning. We use this information to provide starting points for the development of an appropriate and personalized curriculum for all our children.

We use a range of strategies that make full use of all available classrooms and resources. The child's class teacher will offer interventions that are different from or additional to those previously provided in other settings. The class teacher will keep parents/carers informed and draw upon them for additional information.

We will record, in an Individual education Plan (IEP), the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date to be reviewed. In most cases, this review will take place once a term, in consultation with the parents/carers.

In some cases, children will be given extra support in school by external support services. This may lead to additional strategies and interventions being used.

In our school, the head teacher, in collaboration with the teachers;

- Manages the day-to-day operation of the policy;
 - Co-ordinates the provision for and manages the responses to children's special needs;
 - Supports and advises colleagues
 - Oversees the records of all children with special educational needs;
 - Acts as the link with parents/carers;
 - Acts as the link with external agencies and other support agencies;
 - Monitors and evaluates the special educational needs provision, and reports to the governing body;
 - Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
 - Contributes to the professional development of all staff.
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Statement of Special educational Needs or EHCP

All pupils at Coppice school have either a Statement or an EHCP.

Every child will have a Statutory Annual Review where progress will be discussed by all participants and targets for the future set. There is a focus on the child's strengths as well as their areas of need.

- Reviews are held annually for all pupils and are arranged to ensure that their parents/carers can attend.
- Reviews for EYFS – Key stage 1 are led by the Deputy Head teacher.
- Reviews for Key Stage 2 are led by the Headteacher
- Key Stage 3 and 4 reviews are led by the assistant head teachers
- Key stage 5 reviews are led by the Key Stage 5 manager.
- Class teacher and any other professionals relevant to the child's needs are invited to attend.

Management of SEND within our school

Assessment

Early identification and interventions are vital and all pupils have specific targets set as soon as any child has entered the school and been assessed.

The class teacher and the SLT assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Head teacher and SLT work closely with teachers and parents/carers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher will break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered and are paramount to this.

Allocation of resources

The head teacher is responsible for the operational management of the resourcing for special needs provision within the school.

The head teacher informs the governing body of how the funding has been employed.

The head teacher draws up the resources bid when the school is planning for the next school development plan.

Educational inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued Part of our school community. Through appropriate curricular provision. We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Having high aspirations for every child setting clear progress targets;
- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning , and in physical and practical activities by considering their individual needs;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use range of strategies to meet children's special educational needs. :Lessons have clear learning objectives; we differentiate work and curriculum resources appropriately, and we use assessment to inform the next stage of learning.

IEP's, which employ a small-step approach, feature significantly in the provision that we make in our school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure all children experience success.

We support in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to

maximize learning, we ask the children to work in small groups, or in a one – to-one situation outside the classroom.

Access to clubs and activities

We provide a variety of lunchtime and after school clubs which are accessible to all pupils. These clubs fit the emotional and physical needs of our pupils.

Monitoring and Evaluation of progress

Ongoing assessment of progress against targets and expected outcomes in line with our Teaching and Learning Policy.

The SLT monitor the progress of all children within the school through pupil progress assessment data. The assistant head reports on pupil progress to the Governing body at the teaching and Learning Committee.

The SLT is involved in supporting teachers involved in drawing up IEPs for children. Regular meetings are held to review the work of the school in this area.

All pupils have an Annual review which includes a report on progress. All pupils receive an annual report at the end of the summer term.

Partnership with parents/carers

The school works closely with parents/carers in the support of their children. We encourage an active partnership through an ongoing dialogue with parents'/carers. The home – school agreement is central to this. Parents/carers have much to contribute to our support for their children.

The school operates an 'open door' policy where parents are welcome to come into school at any time instilling confidence that our school will listen and act appropriately.

The school information pack is issued to parents/carers of new pupils to the school. The school website is updated regularly and contains details of our policies and any other useful information.

We inform parents/carers of any outside intervention, and we share the process of decision making by providing clear information relating to the education of their children.

We publish information on our website about Pupil Premium (expenditure and impact)

<http://coppiceschool.com>

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to students of all ages. The work in all Key Stages recognizes the importance of children developing social as well as educational skills at the appropriate level.

Coppice has a pro-active and effective school council.

Children are involved at an appropriate level in setting PSHCE and other curricular targets in their IEPs.

Children are encouraged to make judgments about their own performance against target, where possible. We recognize success in all aspects of school life.

Supporting pupils at school with medical conditions

Some children in our school have medical conditions that require care and support to enable full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Effective Transition.

- For all children, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.
- When children are due to leave our school, they and their parents/carers will be encouraged to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- We will discuss transition needs of all children at their statutory Annual reviews.
- From Y9 at the earliest we will begin to discuss the children's hopes for the future and other aspects in preparing for adulthood.

Admissions

Admissions to the school are managed by the Local Authority SEN department in consultation with the headteacher.

Storage of records

Documents are kept and stored according to the LA adopted '**PROTOCOL FOR RECORD KEEPING ON CHILDREN AND YOUNG PEOPLE**' and we adhere to the guidelines laid out in records management Toolkit for schools provided by the Records Management Society.

<http://www.irms.org.uk/resources/information-guidelines/199-rm-toolkit-for-school>

We adhere to the schools Confidentiality and data Protection Policies and we are registered with the ICO. <http://ico.org.uk/>

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and Key stage manager then, if unresolved, by the Head teacher. The Governor with specific responsibility for SEN may be involved if necessary. In case of an unresolved complaint the issue should be taken through the general Governors Complaints procedure (see separate Complaints policy)

<http://coppiceschool.com>

Key members of staff in our school

Mr K O'Reilly (Head teacher) has the responsibility for the overall management of the school including managing PPG/LAC funding and has the responsibility for ensuring the medical needs of pupils are met.

Mrs Linda Allison (Deputy Head) is the Designated Officer with specific Safeguarding responsibility.

Ms Tracey Senior (Key Stage 5 Manager) is the Deputy Designated officer.

Mr Burns (Chair of governors) is the governor with responsibility for Safeguarding and LAC

Mrs Jenny Burnett is governor with responsibility for Pupil Premium

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

Coppice School Policy on SEN

The governing body secures the necessary provision for all pupils. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools when appropriate.

The governing body, through the head teacher reviews this policy annually and considers any amendments in the light of any school, LA or National findings.

Links with Other Services

Effective working links are maintained with:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

Parent Partnership Service: Contact number 01302 736920 or email parent.partnership@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
CIEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk
