



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed September 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

RATIONALE

Great Eccleston Copp Church of England Primary School is committed to meeting the educational needs of all pupils to ensure they make progress.

We will ensure that:

- the learning needs of pupils with special educational needs are identified and assessed as early as possible and their progress monitored
- we offer a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement
- pupils will be involved in the full life of the school whether they have special educational needs or not
- all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils
- we liaise effectively with outside agencies, when appropriate, to meet the needs of staff and pupils
- where required, a CAF referral will be initiated
- all pupils are valued equally, regardless of gender, disability, race, faith and culture
- pupils participate in their learning and increase their responsibility for their learning as they move through the school
- good working relationships with parents, carers and the community are maintained.

ADMISSIONS

Pupils will be admitted to Great Eccleston Copp Church of England Primary School in line with the school's admissions policy. Parents of new entrants will be requested to inform school of any known SEN. Details may be sought from other schools or pre-school establishments or from outside agencies, to ensure appropriate provision.

Our school is on two floors and, as the junior department is split between these two floors, it has wheelchair access for the lower floor only. An accessible toilet (adult size) is available together with sluice/shower facilities. The school will, however, make every effort to accommodate the inclusion of children with physical disabilities in co-operation with relevant support agencies.

ROLES AND RESPONSIBILITIES

The Headteacher is responsible for the management of educational provision for children with special educational needs. She will keep the Governing Body informed and work closely with the SENDCO and other teaching staff.

The Special Educational Needs & Disability Co-ordinator will take day-to-day responsibility for the operation of the SEND policy and co-ordination of provision for children with SEN. This will include:

- liaison with and support for teaching staff
- oversight of the records of all children with SEN
- ensuring liaison with parents of children with SEN
- organisation and support for the teaching assistants
- liaison with outside agencies as appropriate

- maintaining the Provision Map.

Subject leaders will review and monitor progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

Teachers will be responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. Teaching and non-teaching staff will work closely together in identifying, assessing and making appropriate provision for children with SEN.

IDENTIFICATION, ASSESSMENT AND PROVISION

When a child is identified as having special educational needs, the school will intervene with a Support Plan or Care Plan. A child may be placed on the SEN register if:

- little or no progress is made even when teaching approaches are particularly targeted at identified areas of weakness.
- the child continues working at levels significantly below those expected of children of a similar age
- a child has persistent emotional/behavioural difficulties in spite of targeted behavioural management strategies
- a child has sensory or physical problems and continues to make little or no progress despite the provision of appropriate aids and equipment
- a child has communication/interaction difficulties and requires more specific individual intervention in order to make progress

Support Plans and Care Plans

Each child on the SEN Register will follow an individual programme of support (Support Plan) unless they are on the Register for medical reasons, in which case an individual Care Plan will be put in place.

A support plan will include information on short-term targets set for the child, the teaching strategies and provision of extra resources or support. The support plan will also record when the plan is to be reviewed, the outcomes of strategies and interventions used and what action needs to be taken.

Support plans will be reviewed at the end of each term but more frequently if necessary. Parents will be consulted as part of the review process. This may be through a formal review meeting in school, at parent consultation evenings or on a more informal basis. Copp School recognises that children with SEN need to feel involved in the learning process and their views will be sought on an informal basis when support plans are reviewed.

A Care Plan will describe the pupil's needs and how the school plans to meet those needs during the school day, on excursions and in various in school routines, such as sport. It will also detail procedures to be followed if an emergency arises. Procedures need to be agreed between the parent and school following consultation with the relevant medical practitioners. The Care Plan will be reviewed annually but more frequently if required. Parents, medical practitioners and school will be consulted as part of this review.

A formal annual review will be held for those children who have been referred for statutory assessment and have an Education and Health Care Plan (EHCP) of SEN, following procedures set out in the current code of practice.

Parents may see a full copy of our special educational needs policy on request. A small charge will be made should parents require a printed copy. Parents also have access to Copp School's Local Offer of SEN which can be viewed on our website - www.coppschool.lancsngfl.ac.uk

OUTSIDE AGENCIES

If the school, in consultation with the parents, concludes that further information or advice regarding a child's SEN is needed, a referral to an outside agency will be made.

Specialist teaching or assessment will be bought in from a suitably qualified paid service if needed.

Following referral to outside agencies, the school, with the help of external specialists, will take appropriate intervention measures to meet the child's SEN. If these difficulties remain a significant cause for concern, a child may be referred to the LEA for statutory assessment, following procedure set out in the current Code of Practice.

MONITORING AND ASSESSMENT

During the summer term of each year, class teachers will be made aware of any child with SEN who will join their class in the following academic year.

Continuity is ensured by handing on current support plans and by informal discussion with the SENDCO and previous class teacher.

Any child who gives cause for concern during the academic year will be brought to the attention of the Headteacher and the SENDCO and appropriate action taken to ensure the child's progress. Parents will be informed and involved in future decisions regarding provision for that child.

As part of the school's assessment policy, assessments will be used to track the progress of individual children with SEN and to assess the intervention procedures in the classroom and in the school as a whole.

Information concerning SEN children in Y6 will be passed on to the SENDCO in the relevant Secondary School. The Y6 class teacher/SENDCO also meets with the Primary Liaison teacher of each secondary school to ensure a smooth transition to high school.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues then the matter will be brought to the attention of the SENDCO and Headteacher.

If the Headteacher is unable to resolve the difficulty, the parents concerns should then be put into writing to the SEN Governor.