



GREAT ECCLESTON COPP  
CHURCH OF ENGLAND  
SCHOOL



SPECIAL EDUCATIONAL NEEDS  
INFORMATION REPORT

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.*

## SEND (Special Educational Needs and Disability) Provision

At Copp we strive to ensure that every child, no matter what their age or ability is happy and that they can thrive and be the best they can be. With this in mind, we have focused SEND policies and procedures to support those children who struggle with their learning and their life at school.

Areas of special needs can include difficulties with:

- communication and interaction
- cognition and learning
- social interaction
- mental and emotional health
- sensory and/or physical processes.

We support pupils with these difficulties in a range of ways, including:

- differentiation of lessons
- focused learning sessions timetabled into the week
- additional resources or strategies being employed
- work with our Learning Mentor.

Intervention of external agencies is secured when a higher level of expertise is required and the appropriate specialist service is contacted according to need. This would usually be one of the following:

- educational psychologist service
- speech and language therapist
- occupational therapist
- physiotherapist
- specialist teacher advisors
- school nurse.

Teaching staff and support staff are provided with regular training to ensure their high levels of expertise are maintained. In the event of a child coming in to the school with a particular need which is not already covered within the school, full training by appropriate staff will be undertaken and all staff will be aware of the outcome. A child with SEND may be withdrawn from the classroom at times for their additional support.

Advice will be given by the SENCO as to the nature of the support. Parents are kept informed by the class teacher /SENCO. Support is allocated flexibly to meet the child's needs and provision is regularly reviewed and work within the class is differentiated to an appropriate level so that all children are able to access tasks according to their specific needs.

Some children with SEND may require specific resources to help them make progress. Such resources would be provided according to need. The type of support and how much support a child with SEND needs is determined by the class teacher, SENCO and the Headteacher in relation to the evidence provided. The amount of support depends on the complexity of the needs and possible involvement of outside agencies. Parents are involved in discussions as to the nature of the provision. Provision is reviewed on a regular basis according to the needs and in relation to the data.

### **Identification of SEN**

The school will know if a child has additional needs when:

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- a previous setting highlights a specific need on transfer
- concerns are raised by the parents
- concerns are raised by the class teacher
- a child is performing below age expected levels and assessment data causes concern.

The SENCO, class teacher and external agencies as appropriate will build up a holistic profile of the child's needs and be supported by a variety of assessments and tracking procedures. These will be in line with the SEND Code of Practice 2014. Parents will always be involved at every step. If a parent has any concerns regarding their child they need to contact the class teacher, SENCO or the head teacher.

### **Evaluating effectiveness of provision**

The impact of all interventions is measured every term and tracking meetings take place regularly, where each child's progress is monitored closely. Individual programmes are devised, as required. Regular meetings are held to update parents and involve them in the process. When children have individual programmes set by outside agencies, such as speech and language therapy, the review and progress is monitored by the outside agency concerned, along with the school staff, the SENCO and the parents. The class teacher oversees the provision and plans and works with the child to ensure full accessibility to the curriculum. There may be a teaching assistant working on a one to one basis or in a small group.

### **Extra-curricular Activities**

Children with SEND are included in all playtimes and lunchtimes. Support is provided at lunchtimes and break times according to the needs of the school at the time and this is an on-going flexible arrangement. We ensure that children with SEND can access after school clubs and all extra-curricular activities, where possible. We ensure that everything is in place to ensure that the child has access to activities and is safe.

### **Parental support and involvement**

Parental support is very much valued at the school and is seen as a vital form of communication to enable the progress of a child with SEND. We communicate progress and involve parents by:

- ensuring that individual support plans are discussed with parents and children and at least termly meetings are held to review progress.
- using home/school books to communicate between home and school, if necessary.

### **Wellbeing and Medical Needs**

The class teacher has overall responsibility for the pastoral, medicinal and social care of every child in their class, therefore the class teacher would be the parents' first point of contact. A health plan is put in place for those children who have more complex medical needs. If further support is required the class teacher liaises with the SENCO and this may involve working with outside agencies such as health and social services. Inhalers are managed by the children but kept in an easily identifiable bag within the classroom. If medicine is required it is kept in the office and administered by the administration staff. The school has qualified first aiders in the school to oversee minor injuries. Staff are trained in first aid on a regular basis. The school has a policy regarding the administration and managing of medicines.

### **Transition**

We have structured transition programmes in place for pupils with SEND at Foundation Stage, end of key stages and all other times where support with transition might be needed. Foundation Stage

staff meet with playgroups and any transfer meetings are attended by class teacher for those children with complex needs. Year 6 teacher/SENCO meets with secondary staff to plan transition arrangements. Pupils who require additional support for any reason will be offered a transition meeting which involves parents, school staff and staff from the new school.

### **Pupil Voice**

Children are involved in their target setting as far as possible and are always encouraged to contribute. They are involved in pupil conferencing with the class teacher and/or SENCO and their views are taken into account. Discussions take place with parents and pupils and there is close liaison between home and school. Pupil voice is represented in school via the Junior Leadership Team (JLT), Copp School Council (CSC), Worship and Values Group, Online Safety Group, Friendship Group and Gardening Group.

Lancashire Education Authorities Local Offer can be found on their website at

<http://www.lancashire.gov.uk/children-educationfamilies/special-educational-needs-and-disabilities>

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