

Copthill School

Special Educational Needs Policy

School staff member responsible: *Mrs R York-Forward*

Reviewed: September 2024

Next review date: September 2025

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1. Compliance

This document is the Special Educational Needs and Disability (SEND) policy for Copthill Independent Day School. It has been written with regards to the individual needs of our pupils and takes guidance from;

- The Children and Families Act 2014
- SEND Code of Practice 2014/ updates from 2020
- The Copthill School Safeguarding policy
- The Copthill School Accessibility Plan
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More information can be found at www.education.gov.uk/schools/pupilsupport/sen

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy has been written with consideration of the SEND policy in the Early Years Department and is updated annually.

2. Mission Statement

At Copthill Independent Day School we provide an inclusive, caring and happy learning environment where the child is at the heart of their education. All pupils are held in a positive regard with a belief that potential is limitless.

We take a whole school approach to educating special educational needs; staff, children and parents work together for the benefit of the child. The school culture at Copthill is to develop the “whole child”.

3. Aims and Objectives

Aims

We aim to provide all our pupils with access to a broad and balanced education.

Our aims are:

- To provide a learning environment that is comfortable and safe for all.
- To work in partnership with parent and child for the happiness and progress of the individual.
- To involve pupils in decisions made about their education and to inform the parents of their child's progress.
- To ensure that arrangements made for pupils with special educational needs are in line with the requirements of the Special Educational Needs and Disability Act.
- To make sure that children with special educational needs are able to take part in all the activities of the school, including extra curricular activities.

Objectives

- Identify any barriers to learning that pupils may be experiencing and make provision to enable them to overcome these barriers.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
- Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices.
- Provide regular feedback and reports on their child's progress.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

4. Identifying Special Educational Needs

The SEND Code of Practice identifies four broad categories of need:

- **Communication and interaction**

Children with speech, language and communication needs. These children have difficulty in communicating and this may affect their ability to relate to others.

- **Cognition and learning**

This covers a wide range of needs where support may be required for children who are learning at a slower pace than their peers, even with appropriate differentiation.

- **Social, emotional and mental health**

Children may experience a wide range of social and emotional difficulties which can manifest in a variety of ways.

- **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Special Educational provision means: ***“educational provision which is in addition to or otherwise different from the educational provision made generally for the children of that age in school”***.

5. Admissions

Copthill School endeavours to accept all pupils, regardless of any disability (SEND) of which it is aware. At the point of application, and thereafter, prospective parents must fully disclose any learning support assessment or identified need, medical condition or disability, which could require specialist treatment, support or equipment, and any behavioural or disciplinary issues. This also includes consideration of English as an additional language (EAL). In assessing any pupil or prospective pupil the school may take such advice and require such assessments as considered appropriate.

This is to ensure that the School can provide the right environment for the child's academic and pastoral needs. The life of the School is enhanced by inclusive policies but equal importance must be given to ensuring that no pupil's education is impaired.

We consider all children for admission to the school who have the ability and aptitude to access an academic curriculum. Pupils whose SEND are suited to the curriculum and standards of behaviour in the classroom environment are welcome provided that we have the appropriate resources and facilities to offer them the support they require. Please note that specialist, behavioural and/or disciplinary support may incur additional fees.

Subject to this, the School will be sensitive to any requests for confidentiality.

The School will arrange special early admissions meetings with parents of disabled prospective pupils to discuss special arrangements.

6. Graduated approach

At Copthill School we follow the SEND Code of Practice graduated approach of provision.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under monitoring due to concern by parent or teacher but this does not place the child on the school's SEN list. It is recorded by the school as an aid to further progression and for future reference.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a

pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning for the child's targets will involve consultation between the teacher, SENDCo, parents and, where appropriate, the child to agree the adjustments, interventions and support that is required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved with the planning of the next steps.

7. Identification of pupil's needs

If the child requires additional educational provision from school or others:

- Teacher (with parental consent) informs SENDCo.
- Using assessment results and in school monitoring a pupil may be set individual targets. The type and frequency of support is recorded on the Provision Map. (See Appendix A)
- Individual learning plans are reviewed at least once a term.
- At review if the pupil is still not making expected progress then the child may be referred to an outside agency for advice and support. Parents are included in this process.

8. Links to support services

External agencies

If parents or the school feel that the child would benefit from outside services then the SENDCo can arrange for the link to be made. The learning support team, parents and child will work together with the outside agencies to enable the child to reach their full potential.

Educational Health Care Plan

There may be an occasion when school or a parent request an assessment for an Educational Health Care Plan. EHC plans are for children and young people whose special educational needs require more help than would normally be provided in a [mainstream education setting](#). Although the plan can include health or social care needs, the child will not get a plan if they *only* have health or social care needs that do not affect their education.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

Parents

Teachers

SENDCo

Social Care

Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://www.lincolnshire.gov.uk/send-local-offer>

9. Evaluating the success of provision

The success of provision is evaluated through:

- Provision Mapping
- Assessment
- Monitoring
- Analysis of pupil tracking data and assessment results for individual groups of children.

10. Professional development and training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCo and learning support staff meet regularly, to share experiences and practice.

Where specific training is needed for staff this is arranged.

We recognise the need to train all our staff on SEN issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

11. Roles and responsibilities

All teachers in school teach pupils with special educational needs. The following have particular responsibilities:

Class Teacher

- ❖ Take responsibility for the needs of all their children and identify those requiring special provision to meet their particular needs.
- ❖ Plan and organise curricula materials, resources and teaching methods appropriate to the children's abilities.
- ❖ Liaise with Head of school, Special Needs Co-ordinator and parents when planning.
- ❖ Keep records, track progress, monitor and evaluate needs of the children.
- ❖ To co-ordinate HLTAs and TAs working with pupils in their class.

SENDCO

- ❖ Ensure a consistent whole school approach to Special Needs.
- ❖ Upkeep of the Special Needs register and Special Needs File.
- ❖ Support of class teacher in planning and evaluation.
- ❖ Maintain Special Needs resources.
- ❖ Consult with Head Teacher and external agencies.
- ❖ Monitor the achievement of SEND pupils across school.
- ❖ Monitor the provision being provided and the success of that provision.
- ❖ Assist pupils with transition to new schools.

Higher Level Teaching Assistants

- ❖ Assist SENDCo in upkeep of records.
- ❖ Liaise with class teacher on planning and evaluating children with SEN.
- ❖ Organise special needs resources.
- ❖ To meet regularly with SENDCo..
- ❖ Work with small groups of children.
- ❖ Teach class lessons to release class teacher to work with targeted group.

Head Teacher

- ❖ Ensure a consistent whole school approach to Special Needs.
- ❖ Liaise with SENDCo on allocation of resources.
- ❖ Liaise with the SENDCo to evaluate the provision of SEN.

Teaching Assistants

- ❖ Work with classroom teacher in delivery of teaching.
- ❖ Work with targeted groups of children or individuals when required.