

Special Educational Needs and Disability (SEND) Policy



Copthill Independent Day School

School staff member responsible- Mrs S Bloor (SENCO)

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1. Compliance

This document is the Special Educational Needs and Disability (SEND) policy for Copthill Independent Day School. This policy complies with, and makes reference to, the following legislation and statutory guidance:

- Children and Families Act 2014
- SEND Code of Practice (2014, updated 2020)
- Equality Act 2010 (duties relating to SEND and disability discrimination)
- Keeping Children Safe in Education (KCSIE)
- The Copthill School Safeguarding Policy
- The Copthill School Accessibility Plan
- Lincolnshire Local Authority SEND Local Offer

More information can be found at:

www.education.gov.uk/schools/pupilsupport/sen

Definitions of Special Educational Needs (SEN) are 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 parents and children for the happiness and progress of the individual.
- To involve pupils in decisions made about their education and to inform 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 extracurricular 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.
- Continuously monitor pupils with SEN by their teachers to help ensure that they are able to reach their full potential.
- Coordinate provision through collaboration with teachers, the learning support team and overseen by the SENCo, with regular review to ensure that targets are met.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Provide regular feedback and reports on pupil progress.
- Work with and in support of outside agencies when 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 and the voice of the child is heard.

4. Identifying Special Educational Needs

Communication and Interaction – these children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autism Spectrum Disorder (ASD), including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health – these may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder(ADHD) or attachment disorder.

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

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. Admission Arrangements

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

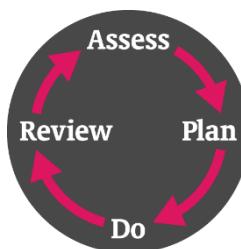
- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- 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 SENCo 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 require support that is 'different and additional to' their peers they are then recorded as having Special Educational Needs (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, SENCo, 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 SENCo 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 Pupils' Needs

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

Teacher informs SENCo. The class teacher and SENCO will then discuss this with parents.

Using assessment results and in school monitoring a pupil may be set individual targets where support is ongoing. The type and frequency of support is recorded on the Provision Map.

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.

Pupil Voice

At Copthill, pupil voice is central to the SEND process. We ensure that pupils are able to express their views and preferences about their learning and support, including:

- Contributing to their individual learning plans and reviews.
- Where appropriate child friendly “one-page profiles” are used to capture strengths, needs and strategies that work well for them.
- Regular opportunities to share their experiences through pupil surveys, discussions with the SENCo, or informal feedback sessions.

We believe pupils are most successful when they feel heard and involved in decisions about their education.

8. Links to Support Services

External agencies

If parents or the school feel that the child would benefit from outside services then the SENCo 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
SENCo
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 and progress monitoring.
- Analysis of pupil tracking data and assessment results.
- Pupil and parent feedback on provision and outcomes.

Evaluation outcomes are used to refine teaching strategies, inform staff training needs, and shape future planning.

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 SENCo 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 SENCo, 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

- Take responsibility for the needs of all their pupils, including those with SEND.
- Plan and deliver lessons that are differentiated to meet a range of abilities.
- Liaise with the Head of School, SENCo, and parents as required
- Keep records, track progress, monitor and evaluate needs.
- Coordinate with HLTAAs and TAs supporting pupils in their class.

SENDCo

- Ensure a consistent whole-school approach to SEND.
- Maintain the SEND register and pupil files.
- Support teachers with planning, provision, and evaluation.
- Monitor the achievement and progress of SEND pupils.
- Coordinate with external agencies and parents.
- Lead on transition arrangements for pupils with SEND.

Higher Level Teaching Assistants (HLTAs)

- Assist the SENCo in record keeping and evaluation.
- Liaise with class teachers on planning and assessing SEND provision.
- Deliver small-group and targeted interventions.
- Support with the organisation of SEND resources.
- Meet regularly with the SENDCO.

Teaching Assistants (TAs)

- Support classroom teachers in delivering inclusive teaching.
- Provide targeted support for individuals and small groups.
- Give feedback to class teachers and SENCo on pupil progress.

Headteacher

- Ensure a consistent whole-school approach to SEND.
- Allocate resources to support SEND provision.
- Oversee and evaluate the effectiveness of provision with the SENCo.