

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

SEND POLICY and information Report	
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Responsible Officer	SENDCO – Mrs T Pilkington
Policy Number	SACS3

Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

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1. Aims

Our SEND policy and information report aims to:

- › Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a school we aim to:

- Promote equality of opportunity for all, whether disabled or not
- Eliminate discrimination that is unlawful under the Equality Act;
- To create an environment that meets the special educational needs of each young person and celebrates the achievements of all young people.
- To ensure that young people with special educational needs and disabilities are identified as early as possible, that their individual needs are assessed and the necessary provision/resources are put in place.
- To ensure all staff understand their roles and responsibilities in providing for young people with Special Educational Needs and Disabilities (SEND), and that every teacher is a teacher of young people with SEND. We place a strong emphasis on Inclusive Teaching to encompass the different learning styles and needs of all young people, including those with SEND.
- To enable all young people to have full access to all elements of the school curriculum.
- To ensure that parents'/ carers' knowledge of their children informs the identification and assessment process, and value their contribution in supporting their child's learning.
- To liaise closely with outside agencies to ensure accurate assessment and appropriate provision. Agencies include: Educational Psychology & Therapeutic Service; CAMHS (Children & Adolescent Mental Health Service); School Nurse Service; Social Services; Speech and Language Therapy Service (SALT), Special Needs Nursing Team, Sensory Impairment Team (for Vision and Hearing Impairment), Occupational Therapy Service, Attendance and Welfare Service, Suffolk Access and Assessment Team, SENDIASS (Parents Advice Centre), Early Help Team, Specialist Education Services (SES).
- Ensure confidentiality of young people's information (Please refer to schools Data Protection Policy and Procedures).

2. Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

3. Definitions

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- › A significantly greater difficulty in learning than the majority of the others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Tracy Pilkington tpilkington@copleston.suffolk.sch.uk

They will:

- › work with the Principal and SEND governor to determine the strategic development of SEND and provision in the school
- › have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- › provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › advise on the graduated approach to providing SEN support
- › advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- › be the point of contact for external agencies, especially the local authority (LA) and its support services
- › liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › ensure the school keeps the records of all students with SEND up to date

4.2 The SEND link governor

The SEND link governor is Kathy Ramsden – kramsdn@copleston.suffolk.sch.uk

The SEND link governor will:

- › help to raise awareness of SEND issues at governing body meetings
- › monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- › work with the Principal and SENDCO to determine the strategic development of SEND and provision in the school

4.3 The Principal

The Principal is Andrew Green – agreen@copleston.suffolk.sch.uk

The Principal will:

- › work with the SENDCO and SEND governor to determine the strategic development of SEND and provision within the school
- › have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each subject teacher is responsible for:

- › the progress and development of every student in their class
- › working closely with any classroom teaching assistants (CTAs) – currently 4.5 CTAs or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching

- › working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- › ensuring they follow this SEND policy consistently
- › advisory guidance for parents

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, Autistic Spectrum Disorder, speech and language difficulties
- › Cognition and learning, for example, Dyslexia, Dyspraxia, Dyscalculia
- › Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments (deaf or hard of hearing), processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

As a school we use a 5-stage graduated approach to identify the students who need to receive additional support and to ensure that the SEND register is current and to create year group provision maps. This is reviewed termly.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all students and identify those whose progress:

- › is significantly slower than that of their peers starting from the same baseline
- › fails to match or better the young person's previous rate of progress
- › fails to close the attainment gap between the young person and their peers
- › widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

When a student is identified as having special educational needs, we provide interventions that are additional to or different from those provided as part of the school's inclusive teaching. This intervention will be described as SEN (school based) Support. The triggers for intervention through SEN Support could be concern raised via the SENDCO, underpinned by evidence, about a student who, despite receiving inclusive learning opportunities:

- continues to make little or no progress in specific areas
- continues working at National Curriculum levels substantially below that expected of students of a similar age
- continues to have difficulty in developing literacy and mathematics skills

- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The SENDCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme. In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, with the parent/ carer's permission, the school, will contact them.
- **Nature of Intervention**
Staff from the Learning Support Department and Leaders of Learning, in collaboration with the student's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment.
This might be:-
to provide different learning materials or special equipment, to introduce some group or individual support,
to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
to undertake staff development and training aimed at introducing more effective strategies.

CTAs will be deployed to carry out specific interventions with selected students.

Access to external support services for one-off occasional advice on strategies or equipment or for staff training may make it possible

5.3 Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › everyone develops a good understanding of the student's areas of strength and difficulty
- › we take into account the parents' concerns
- › everyone understands the agreed outcomes sought for the young person
- › everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will formally notify parents when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the 5 stage graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › the teacher's assessment and experience of the student
- › their previous progress and attainment or behaviour
- › other teachers' assessments, where relevant

- › the individual's development in comparison to their peers and national data
- › the views and experience of parents
- › the student's own views
- › advice from external support services, if relevant

The assessment will be reviewed and revised regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

The short-term targets on the APDRs will be reviewed termly and new targets set, where appropriate. These targets can be accessed by teachers via Go 4 Schools (G4S). They can also be accessed by parents.

5.5 Supporting pupils moving between phases and preparing for adulthood

Copleston High School has a rigorous transition framework for SEND and EAL pupils. We visit our primary feeder schools and collate comprehensive information on our successive cohorts to enable us to plan effectively for their transition. Information is also gathered through meetings with parents and through discussions with Outside Agencies. Additional visits are arranged for vulnerable student to ease the transition process. The SENDCO meets with primary SENDCOs to discuss individuals in depth.

All Year 6 students have two transition days where they experience lessons and move around the school. Students for whom it is felt need additional time, are referred by their primary school for Enhanced Transition – they spend additional time with staff from the Learning Support department.

Transition takes place between years, as well as, KS3 to KS4 and KS4 to KS5

We also share information with the school, college, or other setting a student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND – Every Teacher a Teacher of SEND; Every Leader a Leader of SEND

All staff are involved in teaching and supporting students with SEND and must be aware of procedures for identifying, assessing and making provision for the students.

To this end, information on students with SEND is provided via Pupil Profiles which are shared on the school's Learning Support Hub. These are updated regularly following interviews with the students

Teachers are responsible and accountable for the progress and development of all the students in their class. Every teacher, a teacher of SEND

This is a key focus for us as a school. CTAs are trained to foster engagement and inclusion within lessons. The Inclusive Teaching approach fosters direct interaction and engagement of SEND students in their learning and with their peers.

Where barriers exist, teachers use a wide range of strategies, equipment, teaching styles and resources, imaginative, creative and careful grouping alongside direct teaching assistant support for individuals and groups.

The school recognises its duties under the Equality Act to ensure that every student feels valued, safe and secure and to be able to engage in the full range of school activities.

High-quality inclusive teaching is our first step in responding to pupils who have SEND. This will be adapted for individual students.

We also provide the following interventions:

- One to one reading and spelling tuition
- Access to specialist computer programmes to boost literacy
- Student profiles
- Breakfast Club
- Break and lunchtime supervision
- Friendship groups and buddying
- Social skills groups

- Access arrangements for exams
- Support with transition to further or higher education
- In-class support
- Physical support
- Vocational Support
- Visual stress screening & coloured overlays & exercise books
- After school homework support
- Wellbeing support from experienced professionals
- After school clubs such as Lego & board games
- Resilience course in KS4
- Assistive technology to support learning
- Speech & language sessions

5.7 Adaptations to the curriculum and learning environment

We provide our students with a curriculum which is broad, balanced and relevant to every one of our learners. Our curriculum is flexible enough to allow individual students to have their own bespoke programmes of study so that they can make as much progress as possible. A range of extra-curricular activities enriches and supplements the main programme.

Students experience ambitious & consistently inclusive teaching

We make the following adaptations to ensure all students' needs are met:

- › Adapting our curriculum to ensure all students are able to access it, for example, by grouping, small group work, teaching style, content of the lesson, scaffolding, etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Using inclusive strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Services
- School Nursing Team
- Suffolk Young Carers
- Sensory Support Services
- Integrated Delivery Team (formerly CAMHS)
- IAG (Information Advice & Guidance)
- Integrated Team (Children & Young People Service at Suffolk County Council)
- Wellbeing Consultant -in school two days a week
- Primary Mental Health Worker
- Specialist Speech & Language Therapist –in school fortnightly
- SpLD Team Specialist Education Services (SES)
- Autism & ADHD
- NDD Pathway (Barnado's)

5.9 Expertise and training of staff

Our SENDCO is accredited and has 9 years' experience in this role and has previously worked as a Head of Year for 10 years and a language teacher for 33 years

We have a team of 6 CTAs, who are trained to meet student needs and enable them to access and evidence learning.

We use specialist staff for Speech & Language, Occupational Therapy, Physiotherapy, Mental Health, Medical & Sensory (visual & hearing) support

All teaching staff receive termly specialist SEND CPD, as well as regular updates in a Learning Support Newsletter. Teachers of students with specific needs also receive bespoke training when necessary. Staff are also signposted to specialist SEND training, which makes up a bespoke CPD package.

5.10 Securing equipment and facilities

As a school we purchase equipment required to meet the needs of specific students, such as laptops, I-Pads, reading pens, computer software, overlays etc. We follow advice given by specialist professionals.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- › Reviewing students' individual progress towards their goals each term
- › Reviewing the impact of interventions after 6/7 weeks (half-termly)
- › Using pupil questionnaires
- › Monitoring and evaluation by the SENDCO, HODs (Heads of Department) & LOLs (Leaders of Learning)
- › Using APDRs (Assess Plan Do Reviews) to measure progress
- › Holding annual reviews for pupils with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in Sports Day, extracurricular clubs such as sports, drama, music, arts.

No student is ever excluded from taking part in these activities because of their SEN or disability.

The school's accessibility plan can be found on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- › Students with SEND are encouraged to be part of the school council
- › Students with SEND are encouraged to see the School Nurse/ Wellbeing Consultant, if they need the additional support
- › We provide chat time with members of the Learning Support or Pastoral teams for students who need this
- › A Social Skills programme is provided for a selected group of students in Year 7 & 8 and as part of the Resilience course in Year 9.
- › A selected group of students study a Resilience Curriculum as one of their options in Years 9-11; this aims to augment their life skills
- › A supervised area is available at breaktimes & lunchtimes in the Learning Support Area for those students who need a quieter place to be
- › A free breakfast club is available before school in Learning Support
- › Homework Club is available after school with CTA support for students who need the additional support
- › Social clubs are available after school in Learning Support such as Lego, Craft & Board Games

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school liaises closely with outside agencies to ensure accurate assessment and appropriate provision for students with SEND.

Agencies include: Educational Psychology & Therapeutic Service; CAMHS (Children & Adolescent Mental Health Service); School Nurse service; Social Services; Speech and Language Therapy Service (SALT), Dyslexia Outreach Service, Special Needs Nursing Team, Sensory Impairment Team (for Vision and Hearing Impairment), Occupational Therapy Service, Attendance and Welfare Service, Suffolk Access and Assessment Team, SENDIASS (Parents Advice Centre), Early Help Team, Specialist Education Services (SES).

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Suspensions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents are able to contact:

SEND Family Services South Suffolk SENDSS@suffolk.gov.uk at the local authority

or

SENDIASS for independent advice <https://suffolksendiass.co.uk/>

5.17 Contact details for raising concerns

Contact Mrs T Pilkington (SENDCO) in the first instance: tpilkington@copeleston.suffolk.sch.uk

5.18 The local authority local offer

Our contribution to the local offer is:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/service.page?id=riXipiECnJw>

Our local authority's local offer is published here:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan

- Behaviour policy
- Safeguarding Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- EAL Policy
- Anti-Bullying Policy
- Intimate Care Policy
- School Trips Policy
- Admissions Policy
- Recruitment Policy
- This document should also be read alongside the Copleston High School SEND Local Offer.