

Copperfield Academy- SEND Report March 2019

All schools are committed to adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspect of school life. Your children are our priority.

At Copperfield Academy we strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. In terms of what we offer children with Special Educational Needs and/or Disabilities (SEND), this is different for every child and it is important to emphasise that, as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. Specialist Teachers, a Speech and Language Therapist or an Educational Psychologist). We are extremely proud of the inclusive nature of our school and the support we give to children who have SEND. Our Areas of Strength lie within our Speech and Language Department, EYFS and Visually Impaired Children receive high levels of support.

Interventions

We have various intervention/s going on throughout the school as well as disabled friendly toilets. We have staff who, are trained in delivering personal care for children who require this. Our school is completely wheelchair accessible. Our teaching and support staff are trained in and deliver and support Phonics, Read, Write INC, BEAM, Sensory Circuits, Lego Therapy and Clever Fingers interventions. We screen all of our Reception children on entry for Speech and Language needs. We have a team of support staff who are highly trained and experienced in speech and language provision who supports identified children and other members of staff in delivering support programs. Speech, Language and Communication Provision is a strong part of our school with peripatetic and in-house staff delivering high quality in-class and segregated sessions. We have a core staff who, are trained in supporting children with ASD in their general day to day teaching as well as support throughout the school day.

Specific Learning Difficulties

We possess assessment tools on site to assess the risk of dyslexia for children. This academic year we are broadening this to screening dyscalculia. Disabled toilet Wheelchair access to the whole site, buildings all at ground level with ramps where needed Range of sensory resources including a sensory room with soft flooring as well as sound and light stimuli. Input from External Agencies: Physiotherapists, Occupational Therapists, Communication Assistance Team, Speech and Language Therapists, Educational Psychologists, CAMHS (Child and adolescent mental

Health), NHS Speech and Language support, Hearing Impaired Service Kent Association for the Blind Specialist Teachers from the local authority through the LIFT (Local Inclusion Forum Team) process. Children and families have access to professionals through the Early Help team.

Inclusion

We are an inclusive school. Children have access to provision depending on their need. We differentiate work as appropriate to enable all children to progress at their level and support the SEND and more able children as necessary. Due regard is taken to make reasonable adjustments not only for children with identified SEND but for all groups of learners who may be deemed as being vulnerable due to their characteristics. Risk assessments for individuals are carried out as required.

Attendance

When this report was written, our attendance figures were averaging at between 93-95%. Although below national standards, we are working tirelessly with the Local Authority and our families to increase levels of attendance, punctuality and long term improvements in attending school across all year groups.

Behaviour

At Copperfield Academy, we pride ourselves in having exemplary behaviour patterns across all year groups. With an average of fewer than 5 fixed term exclusions each term, no permanent exclusions in this whole academic year, (this is lower than similar schools in Gravesham and considerably lower than the national average for a school of our size) we are very fortunate to have warm, caring and kind children here at Copperfield Academy.

Identification, Assessment and Provision

It is crucial to identify a special educational need as early as possible and quickly implement strategies that support learning to promote achievement and attainment in all. Recognising too that children learn in different ways and may develop at different rates, Copperfield Academy adopts a graduated response to SEND, illustrated schematically in the diagram below:

Children accessing quality first teaching with no additional support above and beyond their peers.



***Classed in Copperfield Academy's 'other' group – these are the children who are either on the SEND register or classed as vulnerable but are now accessing quality first teaching with no additional support, OR these children are a concern in the classroom and have been flagged to watch.
SENCo is aware of these children.***



***Classed in Copperfield Academy's 'vulnerable' group – these are children who are being monitored at school level. A degree of support is being given to help them to access their learning and progress – this is monitored. Children sometimes float between school monitoring here and SEN support. Children who have a diagnosis but the interventions put in place to support them (e.g. ADHD child on successful medication) can also be placed here. Parents are notified by the class teacher of support that has been put in place.
SENCo is aware of these children.***



***K-SEN Support is deemed as being on the school's SEND register. Parents/carers will be notified by the SENCo via a letter and asked if they would like to attend an additional meeting. The class teacher would have had discussions with parents / carers prior to this. Needs are assessed through discussions with the teacher, parents and if appropriate, the child. The child may have a personalised plan identifying their end of key stage outcomes and SMART targets to work on now (See section below). Where these plans are in place, parents are met at least once a year.
SENCo monitors quality of provision and its impact.***

NB This is not a set pattern for identification – some children can miss stages. An EHC Plan is only awarded in the most severe and complex cases and therefore most children stop at SEN Support

Education Health Care Plan (EHC Plan)

An Education Health and Care Plan (EHC Plan) request is made by either parents or the school and may be granted by the local authority if deemed necessary (only awarded in the most severe and complex cases). Parents / carers are met by the school SENCo at least three times a year to evaluate the personalised plan. The third meeting is known as an annual review and all agencies involved with the child are invited to attend. Children will most likely have High Needs Funding or will be a part of the Special Resource Provision Unit. In the case where a parent is dissatisfied with the school's level of SEN provision and education provision, an Early Annual Review can be called upon at their request.

Personalised Plans -Involving you and your child

Some children with Special Educational Needs and/or Disabilities will have a Personalised Plan which sets outcomes for the end of a Key Stage. These are then broken down in to SMART targets to work towards and additional provision is put in place for that child to support them in achieving these targets. The content of the Personalised Plan is negotiated, as appropriate, with the child and the child's family. This is why it is so important that parents/carers attend our Parental Consultation Evenings. The personalised plans are evaluated regularly during these meetings or at another convenient time.

You and your child are central to deciding what action to take, what you want it to achieve and whether it's working. We will:

- work closely with you and your child to identify your child's needs and support
- take into account you and your child's concerns, views, agreed outcomes and next steps
- include you in any decision to involve specialists
- share details of the support plan with you and agree a review date
- ask you and your child for your views when reviewing the personalised plan.

Targets

These will be connected to the areas of the child's SEND. Therefore they may be to do with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control), and cognitive areas (learning).

Although these may seem daunting, the areas of SEN are broken down to simplify the process of identifying and catering for the child's specific area for development. Most importantly the targets depend on the needs of the child and their starting point—stage not age!!

Additional Provision

The school offers many different forms of this it can include: additional in-class support; additional out-of-class support; one-to-one support (in extreme cases of need); flexible groupings (including small group work); access to specific resources; mentoring; counselling; and access to a wide range of outside agencies. Additional provision is overseen by the school's SENCo and is designed and implemented by an excellent team of teachers and teaching assistants.

Intervention programmes we currently use at Copperfield Academy include: Targeted Provision Groups for Literacy and Numeracy (led by TAs for specific children –The children are given tools to support them to integrate back in to the mainstream classroom), Small Group Phonics / Reading / Writing / Mathematics sessions/Reading Therapeutic Play/ Lego Skills/ Pre-teaching/Sensory Circuits/ BEAM Wacky Hands (fine and gross motor)/ Social Skills Groups (discrete groups as well as support on the playground) /Fine Motor Skills/ Nurture Group/ STLS interventions (VI +HI)/Lunch-time Social Skills Group Play Factor

Test and examinations- Access arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access statutory tests. This can include additional time, rest breaks or use of a scribe. The class teacher and/ SENCo will talk to you if he/she feels that your child would benefit from these additional arrangements

How do I know how well my child is progressing?

You can ask at any time of the school year. - Parents' evening appointments are held once a term to discuss progress and the child's personalised plan. However, the SENCo, teachers and additional adults regularly review the impact of interventions. This is completed during the term and at least once a term at Pupil Progress Meetings. Therefore, interventions maybe adapted to suit a child's needs throughout the term. Where possible, the teacher communicates this with parents and carers. In some cases, this may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent

How will teaching be adapted to meet the needs of my child?

Our teachers are dedicated and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation (scaffolded learning) is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used where possible to help groups and individual pupils, with a long term goal of encouraging and developing independent learning skills. If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Where appropriate, details of the additional support offered to your child will be included in their SEN Support Plan.

How will the school decide if my child needs extra help?

Where there are concerns that a pupil is not making progress further assessments will take place as required and there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. You will be invited to contribute to these discussions. If appropriate your child will be involve too. Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support. On occasion where we feel that a child's needs require a medical assessment, we will support you by providing written information to support the process.

How will the school plan to meet these needs?

Where it is decided to provide a pupil with SEN support we will always consult parents/carers. Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a personal support plan. This will take into

account your child's strengths as well as areas of difficulty. All people who work with the pupil will be made aware of the pupils needs. The class teacher is still the main point of contact because as many of the child's need's as possible will be supported through quality first teaching or interventions under their direction.

How skilled is the school staff in meeting the needs of my child?

The SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND. The school also seeks advice and guidance from local special schools, the Specialist Teaching Service, guidance from LIFT meetings, educational psychologists, speech and language therapists and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for pupils who have the most complex needs.

Transitions

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When Starting At Copperfield Academy

We will contact the child's current provision and make arrangements to visit the child and gain information from their key worker. Where appropriate, we will make a transition booklet and give the child and parents opportunities to visit the school before they start. An individual timetable for transition is made to support the child before they start and when they start. This is adapted to their needs – e.g. coming at key points of the day prior (lunchtime).

When Moving To Secondary School

When parents or carers are looking at the secondary provision available in the area the SENCo and/or member of the team will support as needed to give additional insight. If required the SENCo will coordinate meetings with the secondary school SENCo of any preferred school so parents / carers can ask any questions they feel are pertinent. The SEND team will also remind parents who have children in Year 5 on EHC Plans to visit schools at the beginning of Year 5 due to their eligibility to make an early choice. Once Secondary Schools are allocated, the SENCo at Copperfield Academy will make contact with the Year 7 leader or SENCo of the receiving school. Multi-agency meetings maybe arranged to create a more detailed transition plan. If a child has an EHC Plan, the SENCo from the receiving school will be invited to attend the annual review to set transition targets. This model is replicated where needed for other children on the SEN register as well. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help the child become familiar with the new setting and to reduce any anxieties.

When moving To another School before the End of Year Six

We will contact the School SENCo and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will sure that all records are passed on as soon as possible.

Who should I contact to discuss the concerns or needs of my child?

Class Teacher or Phase Leader The Class Teacher should always be the first person you speak to if you have any concerns – they teach your child every day and control most of the interventions in place. Phase Leaders are the next person you should contact, these are: Nursery, Reception and Year One: Ms Lane (EYFS Phase Leader); Year One: Mrs Hannah Powell (Year 1 Leader) Years Two: Ms Sally Fish (Year 2 Leader), Three and Four: Ms Waddell (Phase 3&4 Leader); Years Five and Six: Mrs Grasby (Assistant Headteacher). Ensuring that parents are: Involved in supporting their child's learning and access, Kept informed about the range and level of support offered to their child, included in reviewing how their child is doing and consulted about planning successful movement (transition) to a new class or school · Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties · Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.

Inclusion Leader: Mr Kiff · Coordinating provision for children with SEND and developing the school's SEND policy · Ensuring that parents are: Involved in supporting their child's learning and access, Kept informed about the range and level of support offered to their child, included in reviewing how their child is doing and consulted about planning successful movement (transition) to a new class or school · Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties · Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND.

Head Teacher: Mr Wood -The day to day management of all aspects of the school, including the provision made for pupils with SEND.

SEND Governor – Yet to be appointed - Supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

Complaints

If you have a complaint, please follow our complaints procedure as listed on the school website. If this is not accessible please contact the school office who will be able to provide a paper copy. If you are still unhappy, please contact Kent County Council or REAch2.

Further Information

Links to **Kent County Council's Local Offer** can be found on our school website or alternatively can be accessed through this address:

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

If you require any further information or have any questions please do not hesitate to contact the school and ask to speak to your child's teacher or the Inclusion Manager, Mr Kiff.

Copperfield Academy Dover Road East Gravesend Kent DA11 0RB

Tel. 01474 352 488

office@copperfield.kent.sch.uk – *FAO: Inclusion Manager: Mr A Kiff*