

Coppetts Wood Primary School and Children's Centre

SEN Information Report 2014

Date of publication: This report is scheduled for approval by the Governing Body

Introduction

This SEN Information Report is part of the Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools have a legal duty to publish information on their website, about the implementation of the governing body's policy for pupils with SEN and update it annually or sooner if required.

Our Approach to Teaching Learners with SEN

At Coppetts Primary School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school to ensure we are providing this.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings where staff identify pupils with any gaps in learning.

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"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."

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school or they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Coppetts Wood Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making sufficient progress, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2014-15 shows that we have:

96 pupils (35%) identified as having SEN or causes for concern,

53 pupils (19%) identified as SENS or have Statements/EHCP

16 pupils (6%) have an Education Health and Care Plan or Statements

Of these:

10 pupils (4%) with Statements in the Language Resource Provision

6 pupils (2%) with Statements in Mainstream

SEN pupils are identified as having SEN

18 pupils (33%) linked to Cognition and Learning

26 pupils (49%) linked to Communication and Interaction

11 pupils (20%) linked to Physical and Sensory

7 pupils (13%) linked to Social, Emotional and Mental Health

Please note: The above percentages will not total 100% as pupils with complex needs may be identified in more than one area.

Assessing SEN at Coppetts Wood Primary School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Coppetts Wood Primary School we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their teacher. The Inclusion Leader will also support with the identification of barriers to learning.

We use a range of assessment tools that currently include:

Single Word Spelling Test (SWST)

Special Need Assessment Profile (SNAP)

PHAB

Sandwell Early Numeracy Test

CTOPP

Cognitive Profiling System (CoPS)

British Picture Vocabulary Scale (BPVS)

Non-Verbal Reasoning (NVR)

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Barnet Council, which are described on the Local Offer website.

Coppetts Wood Primary School have also commissioned for 2014-15 support from:

Educational Psychologist – 12 sessions a year

Speech Therapist – 6 sessions per term

Barnet Primary Project (CAMHS) -1/2 day a week

High Incident Support Service (HIST) – 15 hours a year

Pastoral Support Manager-full time

Learning Mentor- 26 hours a week

We also employ Teaching Assistants who deliver the interventions co-ordinated by our Inclusion Leader.

What we do to Support Learners with SEN at Coppetts Wood Primary School

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Coppetts Wood Primary are proud of our teachers and their development. Our teachers will use various strategies to adapt access to the curriculum.

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on our Intervention Menu, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Coppetts Wood Primary school to support learners with SEN across the year groups. We modify the Intervention Menu regularly, and it changes every year, as our learners and their needs change.

Our Intervention Provision is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

Coppetts Wood Primary school receives funding directly to the school from the Local Authority to support the needs of learners with SEN.

The amount of funding we currently receive for SEN in 2014-15 is £97,772 (This is the Notional SEN Funding based on an agreed DfE formula and is a percentage of AWPU (basic pupil place funding), free school meals, school Income Deprivation Affecting Children Index (IDACI) and mobility factors to help pupils with additional needs. It also includes £29,934 for EAL (English as an Additional Language) support. Language Resource Provision receives £10,000 per place and £9099 top up per child.

The latest allocations and further information on school funding and finance in Barnet maintained schools can be found at:

http://www.barnet.gov.uk/WorkingWithChildrenInBarnet/info/20004/school_funding_and_finance

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Coppetts Wood Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN.

We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this

intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The Inclusion Leader collates the impact data of interventions, to ensure that we are only using interventions that work.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also moderate our data with local schools to ensure that our judgements stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Coppetts Wood Primary school in 2014-15 we are offering a range of additional clubs and activities. These can be found on our web page.

All staff at Coppetts Wood Primary school have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Coppetts Wood Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

Coppetts Wood Primary School is your community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners

with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer.

The best people to contact are:

Bruce McGill- Chair of Governors

Kate Salinger- SEN Governor

Sarah Deale- Headteacher

Julie O'Dwyer- Inclusion Leader

Alexis Beaver- Local Authority Educational Psychologist for Coppetts Wood

The above people can be contacted via Coppetts Wood Office:

Email: office@coppettswood.barnetmail.net

Tel: 0208-883-0248

Alternatively, if you think your child may have SEN please speak to your child's class teacher or contact Julie O'Dwyer Inclusion Leader on 0208-883-0248.

Complaints

If you are not satisfied with the SEN provision at Coppetts Wood please follow the complaints procedures as set out in our complaints policy.

Useful links

Barnet local Authority

http://www.barnet.gov.uk/info/101002/children_young_people_and_families

Department of education

www.dfe.gov.uk