



# Coupals Primary Academy SEND Information Report

## Autumn 2016

Coupals Primary Academy is a mainstream school. At Coupals we value all children equally and provide access to a broad, balanced and relevant curriculum for all pupils.

***The Special Educational Need and Disability Code of Practice (DFE, 2014) uses the following definition:***

***“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”***

***Special educational provision means: Educational provision or training which is additional to, or different from that made generally for children or young people of the same age by mainstream schools, maintained nursery schools or by Early Years providers.***

We ensure that all needs of pupils with Special Educational Needs are met to the best of the Academy’s ability within the funds available. We deliver programmes designed to meet the pupil’s needs with trained learning support assistants. Different pupils will require different levels of support in order to bridge the gap to achieve age expected levels. Each pupils needs may vary every year and a pupil may be moved off the SEND register when they have made sufficient progress to be in line with the achievement of their peers/or their disability/health requirements are within those of universal needs.

Our Core values of **Honesty, determination and Readiness**, underpin all our policies and practices and the children’s overall well-being is of paramount importance. As staff we aim to fully support pupils with social and emotional barriers to learning and ensure support and provision for vulnerable pupils. This includes supporting families in providing a safe and stimulating environment within which their children can thrive.

***How does the school know if children need extra help and what should I do if I think my child may have special educational needs?***

***The Code of Practice suggests that pupils are identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg 88 Section 6.37)***

Whole School Approach:

High quality first teaching and additional interventions are part of the regular review and monitoring process what we offer EVERY child or young person in our care and what we offer additionally. This monitoring also serves to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

- 1. Communication and interaction***
- 2. Cognition and learning***
- 3. Social, emotional and mental health***

#### 4. Sensory and/or physical needs

As of November 2016, we have 28 children (11.3%) receiving some form of SEND Support at Coupals Primary Academy, including 2 with Statements of SEND.

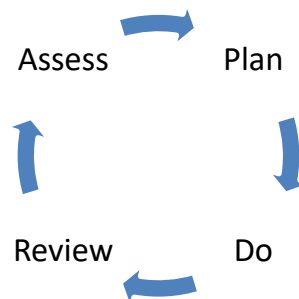
At Coupals we are fully aware of the importance of early identification of SEN. Prior to their child joining the Foundation Stage Class, parents have an informal chat with the staff, teachers and will have a home visit. This is an opportunity to discover any worries the parents may have, and to find out if the Health Visitor has identified any areas of concern (eg speech, social, physical). It is also an opportunity to find out if any other professionals are involved with the child (i.e. speech and language therapist).

Throughout the Foundation Stage, children are assessed using Development Matters stages of the EYFS curriculum. This enables staff to identify children not making reasonable progress at an early stage. If a child develops difficulties, as they progress through the school, the class teacher will raise the concern with the SENCo, who will then assess the child using appropriate screening materials.

Coupals Primary Academy has a system whereby any member of staff can raise a concern with the class teacher, SENCO, SLT or Headteacher about a child with potential SEN or other barriers to learning.

#### How will the school support my child?

All teachers are responsible for every child in their care, including those with special educational needs. Underpinning ALL our provision in school is the **graduated approach** cycle of:



**Assess:** Class Teachers and SENCo will analyse a pupil's needs before identifying a child as needing SEN support. This will be reported to Senior Leadership Team at termly Pupil Progress Meetings. If a pupil is identified as needing additional support the process of Assess, Plan, Do, Review, they will, with parents' permission be entered on to the SEN Register for School Support and a meeting will be arranged

**Plan:** Parents will be notified whenever it is decided that a pupil is to be provided with SEN support. Individual targets will be set in consultation with pupil and parents.

**Do:** The class teacher is responsible for the child's learning and will ensure that appropriate support is in place. Pupils will be aware of their targets and parents will be advised on support that can be offered at home.

**Review:** The effectiveness of the support is reviewed in line with the agreed date. Pupils and parents will be invited to meet with the class teacher and SENCo to discuss progress and next steps.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

If you think your child has a special educational need or a barrier to learning you need to speak with the class teacher. An appointment can be made via the school office or you can raise this at Parents Consultations.

### **How will the curriculum be matched to my child's needs?**

As an academy we do our utmost to provide an excellent learning environment for our pupils. Our priority is to provide support for the pupils within a classroom setting, therefore every reasonable adjustments are made to the learning environment and differentiated learning to ensure that pupils' needs are met and that all pupils have access to the curriculum.

- Strategies may include adult assisted small group work and 1:1 support, visual timetables, background colour of IWB adjusted and use of coloured paper rather than white to alleviate visual stress. Take a break space and timers used to support pupils with attention difficulties.
- Literacy and Numeracy interventions are implemented to target specific gaps in subject knowledge. These run for approximately 6 weeks.

The whole academy team takes responsibility for our pupils with SEND as we are all teachers of SEN, monitoring and maintaining accurate records and setting achievable targets.

In addition to the statutory training, some Teachers and Teaching Assistants have received training on Speech and Language, Makaton and Autistic Spectrum Disorder and Social Stories. Training needs are regularly monitored in relation to the needs of the pupils within the Academy.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- In order to monitor pupil progress the class teacher will continuously assess them against age related expectations. Pupils are involved in self-evaluation and target setting at a level appropriate to their age and ability. The class teacher is available to discuss any concerns about your child's learning. We are open and honest with parents and pride ourselves on building positive relationships. If you are unable to speak with the teacher at the end of the school day, please make an appointment via the school office.
- The SENCO liaises with the SEND Governor and SLT to oversee all the support and progress of any child requiring additional support across the school and regarding provision and attainment.
- Termly Parents Meetings are held where the class teacher will meet with parents to discuss their child's needs, support and progress.
- Class Teachers monitor and record pupil progress half termly. This information is then discussed with the Senior Leadership Team. Termly Pupil Progress Meetings are held to identify pupils making good, expected and less than expected progress. Successful strategies and further interventions are decided.
- In addition to the normal reporting arrangements Home/School books can be used to provide regular contact. These are used to reinforce positive learning behaviours, report successes and to keep parents informed of next steps. Parents can also record any events that have occurred that may affect the child's learning.

- Pupil Support Passports may be used to monitor progress of SEND pupils towards targets and these are shared with parents termly. Parents and pupils views and targets of support are feed into creating Pupils Support Passports and also via One Page Profiles.
- If your child has a Statement or EHCp you will be invited to contribute and attend the annual review (twice yearly review if in Foundation).
- The SENCo will liaise with external agencies and Advisory Teachers for advice on how best to support your child and this information will be discussed with parents.
- Each Class holds 'Share' / 'Exit Point' events during school time, where parents are invited to come in to class and share in the learning alongside their child, and celebrate the learning and achievements.
- School Newsletters are issued regularly and/or the school website updated regularly with details forthcoming learning topics which can be introduced at home. There is also a school Facebook account and a 'Head Teacher's blog'.

### **How will my child be included in activities outside the school classroom including school trips?**

School clubs and educational visits are available to all pupils. Our academy site is on one level and is wheelchair accessible with a disabled toilet. We can accommodate changing in our facilities. Club Leaders are made fully aware of pupils' needs and adjustments that may need to be made. Risk assessments are completed prior to off-site activities and appropriate support is provided.

### **What specialist services and expertise are available at or accessed by the school?**

As an Academy we work closely with our partners within the Samuel Ward Academy Trust as well as other external agencies that we feel are relevant to individual pupil's needs. These include: Churchill Special School - providing support for ASD, Behaviour Support Service, CIR Outreach based at Wells Hall School (ASD), Priory Outreach Services (Dyslexia, MLD, GLD), Hardwick (Speech & Language), Thomas Wolsey Occupation Therapy – ICT referrals), Speech and Language Therapy, School Nurse, Educational Psychologists, Mental Health Team (CAHMS), Suffolk County Council Advisory Team and the NHS team.

### **How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

At Coupals we value all children equally and ensure that children's needs are met as far as possible. Transition support is adapted and designed to meet individual pupil's needs and can be introduced at any time throughout the school year.

There are established routines that are followed to support all pupils to make smooth transitions. These include:

- Close liaison between our Early Years Foundation Stage team, parents and Pre-school settings. Our staffs aim to visit the children in their Pre-school setting prior to joining Coupals.
- Transition meetings are organised so that all relevant parties can discuss how best to meet the needs of the child and to ensure a smooth transition.

- For SEND pupils – enhanced transition from class to class is available, starting at the beginning of the Summer term, and can include extra visits to their new class and supporting staff and the completion of a ‘Moving through School’ booklet which includes taking photos of their new environment, and a visit to their new class in the days before their peers return.
- All pupils spend some time of the last week of the summer term in their new class, with their new teaching team. This ensures that pupils are settled and ready to learn on returning to school in September.
- At Coupals, we take full advantage of our links with Samuel Ward Academy. Key Stage 2 pupils participate in activities at the Samuel Ward Academy site as well as Samuel Ward staff leading activities at Coupals. This takes place throughout the year so that by the end of Year 6 Coupals pupils will be confident to transfer and to continue their learning journey.
- Pupil Passports are completed by Year 6 pupils in preparation for the move to secondary school.

### **How are parents involved in the school? How can I get involved? Who can I contact for further information?**

We believe that parental involvement is a key element in supporting children’s learning.

Classes organise ‘**Share/Topic ‘exit’** events where parents are invited to come into school and participate in and celebrate the learning alongside their child.

**Coffee drop-ins** are once a month are open to all our parents and is an opportunity to meet with other parents/carers and the Head Teacher/a SLT member and to discuss issues and topics.

**Friends** is run entirely by parents of children who attend the school, who organise events for the children and raising much needed money to buy extra’s for the school. For further information please ask at the school office.

**School Nurse** Regular drop-ins are held at the school – dates are outlines in the school bulletin.

**Parent Voice** As part of the Academies commitment to Pupil-Centred approaches to children’s learning, parents views are regularly sort as part of the monitoring and review processes, and in policy making.

Should you wish to become a **Parent Governor** please contact our Chair of Governors, Mrs Elaine McManus, via the school office.

### **What support is available for parents and carers?**

There is a confidential listening, advice and support service for parents and carers with concerns over their child's education. They can offer support concerning SEND, requesting an Education, Health and Care plan, Exclusions, Bullying and choosing or changing schools. You can call the helpline number or email with your question and they will get in touch with advice and information.

**Helpline** - 01473 265210 - <http://www.suffolk.gov.uk/SENDIASS>

**Useful websites:**

Suffolk County Council [www.suffolk.gov.uk](http://www.suffolk.gov.uk).

Suffolk County Council Local Offer: <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>.

British Dyslexia Association [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk).

National Autistic Society [www.autism.org.uk](http://www.autism.org.uk).

UK charity helping children and young adults with communication impairments  
[www.afasic.org.uk](http://www.afasic.org.uk).

British Deaf Association [www.bda.org.uk](http://www.bda.org.uk),

Disability Living Fund [www.dlf.org.uk](http://www.dlf.org.uk)

Down Syndrome Association [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)

Citizens Advice Bureau [www.adviceguide.org.uk](http://www.adviceguide.org.uk)

Eczema Society [www.eczema.org](http://www.eczema.org)

Epilepsy [www.epilepsysociety.org.uk](http://www.epilepsysociety.org.uk)

For Suffolk children and young people with additional needs and disabilities.  
Access Unlimited in Suffolk [www.access-unlimited.co.uk](http://www.access-unlimited.co.uk).

I CAN: Children's Communication Charity <https://www.access-unlimited.co.uk>

Providing support to help children communicate Disability Alliance  
[www.help4me.info](http://www.help4me.info)