

Coupals Primary Academy SEND Information Report September 2021

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.

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 pupil's 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.

1. 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.

Whole School Approach: High quality teaching and additional interventions are part of the regular review and monitoring process that we offer every child or young person in our care as well as what we offer additionally. Monitoring and evaluating also serves to embed our high expectations among staff on high quality teaching, 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.

At Coupals we are fully aware of the importance of early identification of SEN. Prior to their child joining the Early Years 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 observe the child and use appropriate screening materials. Coupals Primary Academy has a system whereby any parent or member of staff can raise a concern with the class teacher, SENCO, SLT or Headteacher about a child with potential SEND or other barriers to learning.

2. 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 after or during the process of Assess, Plan, Do, Review, they will be entered onto the SEN Register for School Support which will be discussed with parents at termly Parent Consultation meetings. 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. The class teacher and parents will meet at the termly Parent Consultations 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 Parent Consultations.



3. 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 reasonable

adjustments are made to the learning environment and activities are differentiated 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 to support pupils with attention difficulties. Literacy and Numeracy interventions are implemented to target specific gaps in subject knowledge.

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, Autistic Spectrum Disorder and Social Stories. Training needs are regularly monitored in relation to the needs of the pupils within the Academy.

4. How will 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 Parent Consultations 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 also discussed and reviewed during these meetings.
- Pupil SEN Support Passports (IEP's – Individual Education Plan) may be used to monitor progress towards targets and these are shared with parents termly.
- 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.
- School Newsletters are issued regularly and/or the school website updated regularly with details of forthcoming learning topics which can be introduced at home. There is also 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 wheelchair accessible with disabled toilets. 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.

5. What specialist services and expertise are available at or accessed by the school?

As an Academy we work closely with our partners within Unity Schools Partnership 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, Priory Outreach Services SENDAT (Dyslexia, MLD, GLD), Hardwick (Speech & Language), County Inclusion Support Services (CISS), Occupational Therapy, ICT referrals, Speech and Language Therapy, School Nurse, Educational Psychologists, Mental Health Team (CAHMS), Suffolk County Council Advisory Team and the NHS team.

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 Preschool settings. Our staff 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 in the Summer term, and can include extra visits to their new class and supporting staff and a photo booklet which includes taking photos of their new environment. They will also visit 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 and Castle Manor. Pupil Passports are completed by Year 6 pupils in preparation for the move to secondary school and have an extended transition to their new school so pupils will be confident to transfer and to continue their learning journey.

6. 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. 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 extras for the school. For further information please ask at the school office.

Parent Voice: As part of the Academies commitment to Person Centred approaches to children's learning, parents views are regularly sort as part of the monitoring and review processes as well as in policy making. Should you wish to become a Parent Governor please contact our Chair of Governors, Mrs Michelle Andrews, via the school office.

7. 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>

If you have any concerns or questions regarding your child and would like to get in contact with the school SENDCo, please email: senco@coupalsacademy.co.uk or phone the school office to book an appointment.

Useful websites:

Suffolk County Council www.suffolk.gov.uk

British Dyslexia Association www.dyslexia.org.uk

National Autistic Society www.autism.org.uk UK charity helping children and young adults with communication impairments www.afasic.org.uk

British Deaf Association www.bda.org.uk

Disability Living Fund www.dlf.org.uk/

Down Syndrome Association www.downs-syndrome.org.uk

Citizens Advice Bureau www.adviceguide.org.uk

Eczema Society www.eczema.org Epilepsy www.epilepsysociety.org.uk

Parent Partnership offers information advice and support to parents and carers of children and young people with special educational needs.

www.suffolk.gov.uk/parentpartnership

www.facebook.com/parentpartnershipinsuffolk Access

Unlimited in Suffolk www.access-unlimited.co.uk

For Suffolk children and young people with additional needs and disabilities.

<https://www.accessunlimited.co.uk>

I CAN: Children's Communication Charity Providing support to help children communicate Disability Alliance www.help4me.info .