



# Coit Primary School



## SEND Policy and Information Report 2020-21

### Introduction

At Coit Primary School we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make Coit Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

We are committed to closing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning.

We have very good attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people irrespective of race, gender, disability, sexual orientation, religion or belief and are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

## Aims

The aims of this policy and practice at Coit are:

1. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
2. To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement  
<https://www.gov.uk/government/collections/national-curriculum>
4. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum
5. To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
6. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
7. To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
8. To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

## Responsibility

**Special Educational Needs Co-ordinator: Mrs G Rodrigo (Head of School)** e-mail: [grodrigo@coit.sheffield.sch.uk](mailto:grodrigo@coit.sheffield.sch.uk)

Mrs Rodrigo is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver Continuing Professional Development / INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENCO will also be responsible for overseeing the maintenance of the Special Needs Register.

**SEND Governor: Mrs R Spivey**

## Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEN, those with Education, Health and Care Plans and those without.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Coit Primary School please contact us on 0114 2468710 or e-mail us at [enquiries@coit.sheffield.sch.uk](mailto:enquiries@coit.sheffield.sch.uk). Alternatively, Sheffield's SEND Local Offer can be obtained from Sheffield Council's website ([www.sheffield.gov.uk](http://www.sheffield.gov.uk)) or directly from the school website [www.coitprimary.co.uk](http://www.coitprimary.co.uk)

## Provision

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **The difficulty or disability may relate to:**

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory or physical conditions.

**Special Educational Provision** is that which is additional to or different from that which is made generally for most children in school.

**Assessment** is an ongoing core process throughout the school. It is a check that each child is making **adequate progress** against the national expectations set for each year group from Foundation 2 through to Year 6.

If a child is not making the expected progress, then we identify a need, determine the barriers and put interventions into place to overcome those barriers.

**Adequate progress** is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

## **Assessment and Identification**

### **A graduated approach: Quality First Teaching**

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
  - classroom observation by the senior leadership team, the SENCO, external verifiers,
  - ongoing assessment of progress made by pupils with SEND,
  - work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
  - teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
  - pupil and parent feedback on the quality and effectiveness of interventions provided,
  - attendance and behaviour records.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in half termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional needs (AN) to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the

success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register (School Support – SS). The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

- **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO
- **Do:** The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to- one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.
- **Review:** Progress towards these outcomes will be tracked and reviewed half termly with the parents and the pupil.

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families. Please see our school local offer of services.

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resource, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided (see below)

## Provision

### Sheffield Support Grid

The Sheffield Support Grid is a tool that is used to map the need and subsequent provision that a SEND pupil receives in school. The grid is divided up into the four main areas of need and then sub-categorised into more specific areas. Within each sub-category there are five levels of support, with 'one' being universal provision and 'five' being highly personalised provision, possibly including an alternative placement. After a discussion between the pupil's teacher, support staff and SENCo, a pupil may be placed in more than one area of need or sub category depending on their type(s) of need and the provision that they receive. This information is shared with the locality lead SENCos and Local Authority for monitoring purposes.

Class Teachers have responsibility for enabling all pupils to learn. Teachers are both responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities

### **Support Staff**

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- carry out interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.

### **INTERVENTION:**

Intervention is carried out by the school and is '**additional to or different from**' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group or 1:1
- focused work to be completed at home

### **ORGANISATION OF SUPPORT**

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing differentiated planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured to provide a range of visual, auditory and kinesthetic activities. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral and learning support is enhanced by during the social breaks throughout the day in order to develop self-confidence, self-belief, anger management, emotional resilience and social skills.

Highly bespoke support requiring funding beyond that of the a school's notional SEND budget can be applied for from the Locality SEND panel upon demonstration of spend above £6 000.

## EXTERNAL SERVICES

When a child is demonstrating further cause for concern or their learning need is more **complex** and **persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services. This is triggered when:**

- a child continues not to make adequate progress
- attainment is substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing English and maths skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from **external services** is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and signed parental permission must be given.

### **The external specialist may:**

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff are assigned across the whole school to support SEND pupils according to need. In Foundation provision is also met by the 0-5 SEND Service.

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools.

### **Statutory Assessment: EHC Plan (Education, Health Care Plan)**

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex and persistent** than can be met by the interventions already put in place then a statutory assessment may be considered. Before the school can request an assessment, it is expected that a My Plan will have been through three review cycles (usually termly), been to the first locality SEN panel for a 'Quality Assurance' check and then to a further locality panel for approval of consideration of assessment. The formal request is made to the Local Authority (LA), which in our case is Sheffield. To apply for an Education, Health and Care Plan a combination of information is needed from a variety of sources including parents/carers, teachers, SENCo, Educational Psychologist, Social Care and health professionals. If a plan is agreed following formal assessment, the EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan.

**Sheffield's SEND Local Offer can be obtained from Sheffield Council's website ([www.sheffield.gov.uk](http://www.sheffield.gov.uk)).**

#### **The Local Authority will need to have:**

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place

#### **This information, contained within a MyPlan, includes where relevant:-**

- Learning Support Programmes (LSP) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact SENDIAS (formally Parent Partnership) at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access SENDIAS at any point in the process. The process is defined by a specific timescale and statutory procedures where all of the evidence is gathered. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

## Recording

SEND records (advice, information, reviews and plans) are kept securely on each child and given to the next school upon transition. There is also a Medical List to enable staff to be kept informed of any medical information and Care Plans in place where necessary. Again, these are kept securely on each child and given to the next school upon transition. General Learning Support and Intervention records are maintained by both the SENCo and Class Teachers to chart children's progress. Class Pupil Action plans are updated half termly with the Class Teacher, Headteacher and SENCo. They are kept securely on each child and given to the next school upon transition. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register (School Support) following consultation with relevant personnel and agencies.

## Resources

A wide range of materials are provided by the school and Learning Support Service in order to assist in drawing up a programme for a child with learning difficulties. These resources are distributed around the school. We encourage their efficient and effective use by raising awareness of availability of materials and matching resource to need.

## Partnerships

As an Achievement for All Quality Lead school (March 2018), the partnership between parents and school plays a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations (Structured Conversations), parent workshops, parent questionnaires, home/school communication books, curriculum newsletters, annual reports and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. However, COVID-19 and the subsequent social distancing measures prevent an open door policy from operating under current guidance. Therefore, if you would like to speak to the SENCo, please call the school office who will arrange for the SENCO to contact you.

Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings for formal reviews or less formal meetings. Again, as social distancing measures remain in place for schools, virtual meetings will take the place of school based ones, alongside other professionals where necessary. Telephone or online surveys will be used to gather your views on your child's progress. These will be collated with the teacher's views and inform next steps in learning.

### **School Agency Partners include:**

Education Psychologist

Learning Support Service

Ryegate Children's Centre

Centenary House

Child and Adult Mental Health Service (CAMHS)

Speech and Language Therapy

Occupational Therapy

Physiotherapy

MAST (Multi Agency Support Team)

Autism Team

## **Pupils**

### **Pupils**

- are encouraged to participate fully in the wider community life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- comment on how they feel they are progressing

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision.

## **Complaints**

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

## **Transition**

Excellent Links with our feeder and transfer schools is very good due to our close liaison with these schools. Staff from the schools which our pupils are transferring to are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in our school with our school Staff familiarising themselves with individual needs. Coit also participates in the transition arrangements of our Secondary schools.

## **The Local Offer**

Sheffield's SEND Local Offer can be obtained from Sheffield Council's website ([www.sheffield.gov.uk](http://www.sheffield.gov.uk)) or directly from the school website [www.coitprimary.co.uk](http://www.coitprimary.co.uk)