



CENTRAL LEARNING
PARTNERSHIP TRUST

SEND Policy

School:	Coppice Performing Arts School
Approved Issue Date:	September 2021
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Coppice Performing Arts School SEND Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- ✓ Equality Act 2010: advice for schools DfE Feb 2013
- ✓ SEND Code of Practice 0 – 25 (2015)
- ✓ Schools SEN Information Report Regulations (2014)
- ✓ Statutory Guidance on supporting students at school with medical conditions April 2014
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards 2012

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SECTION 1: INTRODUCTION

Coppice Performing Arts School strives to be an inclusive school where the achievements, views and attitudes of all members of the community are valued. Coppice Performing Arts School seeks to include all students in all aspects of academy life. All staff commit themselves to uphold the principles embedded in the Equalities Act (2010) and in the SEND Code of Practice 0-25 (2015), to identify needs promptly, and put in place appropriate provision for all students who have SEND, in order to minimise potential barriers to achievement. We firmly believe that every teacher is a teacher of every student including those with SEND. We provide ongoing and up to date training for all staff at Coppice Performing Arts School in effective support, both academic and pastoral, of SEND students.

SECTION 2: AIMS AND OBJECTIVES

We endeavour to achieve maximum inclusion of all students (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the students within Coppice Performing Arts School and provide materials appropriate to the student's interests and abilities. This ensures that students have a full access to the school curriculum. A Special Educational Need or Disability might be an explanation for delayed or slower progress but is not an excuse, and we are committed to narrowing the gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a Special Education Need in the Code of Practice, but the department undertakes to support the teaching of students who

do not have English as their first language as a matter of urgency to allow secure progress across the curriculum. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and SEND. Some students at Coppice Performing Arts School may be underachieving but will not necessarily need SEN support. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up. Other students will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to underachievement). It is our responsibility to ensure that students with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students.

The aims of our SEN policy and practice in Coppice Performing Arts School are:

- ✓ To provide curriculum access for all
- ✓ To secure high levels of achievement for all – a minimum of three levels of progress
- ✓ To meet individual needs through a wide range of provision
- ✓ To attain high levels of satisfaction and participation from students, parents and carers
- ✓ To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- ✓ To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- ✓ To work in cooperative and productive partnership with the Multi Academy Trust, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There is a wide spectrum of SEND which are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children with SEND have needs and requirements which may fall into at least one of the following areas:

- ✓ Communication and interaction
- ✓ Cognition and learning
- ✓ Social, emotional and mental health difficulties
- ✓ Sensory and/or physical

The purpose of identification is to work out what action the school needs to take, not to fit a student into a category, therefore at Coppice Performing Arts School we identify the needs of students by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

We are also mindful that there a number of other aspects that are not SEND but may impact on a student's progress and attainment;

- ✓ Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- ✓ Attendance and Punctuality
- ✓ Health and Welfare
- ✓ EAL
- ✓ Being in receipt of Pupil Premium Grant
- ✓ Being a Child in Care
- ✓ Being a child of Serviceman/woman

SECTION 4: A GRADUATED APPROACH

We ensure that all our teachers are able to deliver Quality First Teaching through an extensive programme of continuing professional development. At Coppice Performing Arts School teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Learning Support Assistants or specialist staff. It is high quality teaching, differentiated for individual students, that is the first step in responding to students who have or may have SEN.

At Coppice Performing Arts School we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. This is done through a variety of ways including:

- ✓ Student progress tracking, meetings and assessment data;
- ✓ Classroom observations;
- ✓ On-going assessment of progress made by intervention groups;
- ✓ Work sampling;
- ✓ Scrutiny of planning;
- ✓ Student interviews;

Identification and Assessment

When making the decision as to whether a student requires SEN Support the teacher and SENCo consider all of the information gathered from within Coppice Performing Arts School about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, and uses effective tools and early assessment materials.

Students' needs are identified and met as early as possible through:

- ✓ the analysis of data including entry profiles, Key Stage 2 scores, reading and spelling ages, other whole-school student progress data classroom-based
- ✓ assessment and monitoring arrangements following up
- ✓ parental/carer concerns
- ✓ tracking individual student's progress over time
- ✓ liaison with feeder primaries on transfer
- ✓ information from previous schools
- ✓ information from other services

Using this assessment data and information where a student is not making expected progress we then draw up a plan alongside the student and parent/carer which is implemented and reviewed at least every half term.

Where a student is identified as having higher levels of need we draw on more specialised assessments from external agencies and professionals. The appropriate agencies are identified through discussions with our Educational Psychologist and other relevant professionals.

Students will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 0-25 (2015)

When a student has an Education, Health and Care (EHC) Plan they will automatically be placed on Coppice Performing Arts School's SEND register. Students who have been identified as having higher levels of need will also be placed on this register to indicate that they are receiving SEN Support. Students who have been identified as having lower levels of need will have their need indicated on the SEN Support register to ensure that staff are aware of the student's additional educational need in order to meet their needs through Quality First Teaching.

Parents/carers and students are informed of the decisions with regard to placing students on the SEND/SEN Support register. Where assessments take place both parents/carers and students are involved in order to ensure a complete picture of the student's needs is available. Any subsequent plan is drawn up alongside the student and parent/carer which is implemented and reviewed at least every half term.

Our approach to Individual Education Plans (IEPs), which we recognise are no longer prescribed in the SEND Code of Practice 0-25 (2014), is that they are better presented as one-page Case Studies, and then become:

- a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working document which can be refined and amended at least half termly
- a record that is additional to or different from the differentiated curriculum plan which is in place as part of provision for all students. Targets will address the underlying reasons why a student is having difficulty with learning – they will not simply be “more literacy” or “more maths”
- accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”
- based on informed assessment and will include the input of outside agencies
- manageable and easily monitored and therefore will be monitored and evaluated regularly
- time-limited – at (at least) half termly review, there will be an agreed “where to next?” (see Assess-Plan-Do-Review document) · attainable with a maximum of four short / medium term SMART targets set with or by the student
- a clear statement of what the learner is going to learn – not what the teacher is going to teach and will be clear about what the students should be able to do at the end of the given period

Targets for a Case Study will be arrived at through:

- Discussion between with parents/carers and students
- Discussion between relevant members of staff
- Discussion with other professionals

Our Case Studies will be reviewed at least half termly.

It may be decided that a very small number, but not all of the students on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where Coppice Performing Arts School can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer. On very rare occasions, where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

The criteria for exiting the SEN register is when the child has achieved the age appropriate level of working and has embedded strategies for sustaining lifelong learning as appropriate to their aspirations.

SECTION 6: SUPPORTING STUDENTS AND FAMILIES

As per Regulation 53, Part 4 of the Children and Families Act (2014) additional support for students and families can be found in the LA 'Local Offer'. This can be found in the SEND section of Wolverhampton Local Authority website (<http://www.wolverhampton.gov.uk/article/2391/Special-Educational-Needs-SEND-and-Inclusion>). We also provide a SEND Information Report on our website as per Regulation 51, Part 3, section 69(3)(a) of the Act.

Coppice Performing Arts School makes excellent use of outside agencies. Funding is used flexibly to purchase additional support and advice, and effective use is made of external agencies that provide statutory services at the point of contact, including:

- Educational Psychology Service
- Children and Adult Mental Health Services (CAMHS)
- School Nurse
- Educational Welfare Officer
- Physiotherapy and Occupational therapy services

Permission will always be sought before any work takes place.

Specialist Teachers are made available to us in cases where this type of support has been indicated on an EHC plan or on a few occasions where this type of intervention has been requested and the request has been accepted. There is a policy of close consultation with agencies in order to support students who may have problems outside the normal remit of Coppice Performing Arts School.

Our admissions policy can be found on the school website www.coppiceschool.net further information with regard to admissions procedures can be obtained from the school office.

We ensure that SEND children are able to access exams and other assessments through assessing the students for access arrangements as per the JCQ guidelines. The SENCo, Miss Victoria Hampson, has overall responsibility for this. Our Deputy SENCo, Mr Simon Finnegan-Lam holds the PAPAA (Postgraduate Award of Proficiency in Assessment for Access Arrangements) to public examinations.

In order to ensure that students with SEND have a successful transition into Year 7, the Learning Support Department works in partnership with feeder schools and will attend the Year 5 Annual Review Meetings for any prospective student with an EHC Plan. Additional visits to the school for more vulnerable Year 6 students will be arranged to enable them to familiarise themselves with the school and to reduce potential anxiety. Prior to the start of the term, or during the first few weeks, parents and carers will be consulted and provision and learning/behaviour objectives will be agreed, mentors met and plans put in place for successful transition.

In the event of Coppice Performing Arts School receiving a student with SEND mid-year, Coppice Performing Arts School will assess their needs and make reasonable adjustments out of its whole school budget to ensure the student's needs are met.

Careers advice will be provided, as for all students as they progress through the school and as they prepare to leave Coppice Performing Arts School.

In addition to links with primary schools and post 16 establishments Coppice Performing Arts School greatly values the help and advice given by authority special schools.

SECTION 7: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Section 100 of the Children and Families Act 2015 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of Support Units to make arrangements for supporting pupils at their school with medical conditions.

Coppice Performing Arts School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Our policy for managing the medical conditions of students can be found on our website.

The SENCo, Miss Victoria Hampson, is responsible for ensuring the medical needs of students are met.

SECTION 8: MONITORING AND EVALUATION OF SEND

The Governing Body, in partnership with the SENCo and staff, will monitor the success of the education provided for students with SEND in a variety of ways, including:

- monitor and evaluate the success of short/medium term targets set for students monitor and evaluate the progress made by students with statements of SEND in relation to objectives set within their statements
- monitor progress made on 'P' scales, National Curriculum teacher assessments, and exam results on a student profile graph and determine 'value added' for each student and cohort
- seek the degree of satisfaction of parents/carers and students with the quality of education provided, during parents'/carers' meetings and, for students with statements of SEND, at annual review meetings
- analyse faculty attendance and progress data for targeted groups of students, including students with SEND
- participate annually in scrutiny of students' planners and workbooks to assess the impact of the marking scheme and the quality of work completed
- evaluate evidence from monitoring of the quality of teaching and learning for students with SEND, through the regular cycle of monitoring as part of the appraisal structure and themed visits

- evaluate the impact of tailored provision and programmes of study for students with SEND
- analyse attendance and exclusion data for students with SEND

SECTION 9: ROLES AND RESPONSIBILITIES Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 0-25 (2014), the SENCo will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-academy provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of SEN support from the school’s devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for students with SEND
- liaising with and advising teachers
- managing other staff involved in supporting vulnerable learners
- overseeing the records on all students with SEND
- liaising with parents/carers of students with SEND, in conjunction with class teachers
- contributing to the in-service training of staff to support Quality First Teaching of students with SEND
- implementing a programme of Annual Review for all students with a statement of SEND, complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6, 9, 11 and 13 students on the vulnerable learners’ register, monitoring Coppice Performing Arts School’s system for ensuring that Case Studies have a high profile in the classroom and with students
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND)
- meeting termly with each Leader of learning to review progress for all vulnerable learners in their faculty who are being tracked on the school’s provision map
- liaising sensitively with parents/carers and families of students on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending area SENCo network meetings and training as appropriate
- liaising with the Coppice’s SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within Coppice Performing Arts School)
- liaising closely with a range of outside agencies to support vulnerable learners

SEND Governance

The Governing Body at Coppice Performing Arts School will:

- delegate a named governor to be responsible for SEND ensure that teachers at Coppice Performing Arts School are aware of the importance of early identification and provision for students with SEND
- ensure that, where the SENCo has been informed by the local authority that a student has SEND, those needs are made known to all who are likely to teach them and that statutory processes are implemented
- do its best to ensure that inclusion and SEND resources are matched to need, and the necessary provision is made for any student with SEND
- work in partnership with other professionals in Coppice Performing Arts School and the wider community and to coordinate provision, where necessary
- ensure that students with SEND are included fully in the life of the school and wider educational community and receive the necessary educational provision and resources
- arrange regular meetings with the SENCo and arrange attendance at relevant Governors' meetings in order to monitor the implementation and success of the SEND Policy ensure that parents and carers are notified that SEND provision is being made for their child and that progress on the implementation of the school's policy for SEND is reported to parents and carers.

The Lead Designated Teacher with specific Safeguarding responsibility is Liz Smith. The member of staff responsible for managing CIC funding is Liz Smith and PP is Mike Dodd.

SECTION 10: STORING AND MANAGING INFORMATION

All student records are kept securely at all times. Paper records are kept in lockable storage areas with restricted access. Equally, electronic records have appropriate security. Access arrangements for student records ensure that confidentiality is maintained whilst equally enabling information to be shared lawfully and appropriately, and to be accessible for those authorised to see it.

In line with the Limitation Act 1980 which allows that a claim can be made against an organisation by a minor for up to 7 years from their 18th birthday, Coppice Performing Arts School is responsible for retaining student records until the student reaches the age of 25 years, unless they leave the school prior to statutory school leaving age. Any records are subsequently disposed of in accordance with the safe disposal of records guidelines.

For further information please see Coppice Performing Arts School policy on Information Management.

SECTION 11: ACCESSIBILITY

Coppice Performing Arts School is committed to the principles within the National Curriculum Inclusion Statement in that we always strive to:

- set suitable learning challenges for students with SEND
- respond to students' diverse and individual needs
- make our best efforts to overcome potential barriers to learning and assessment for students with SEND.

Coppice Performing Arts School will:

- modify, as necessary, the programmes of study to provide all students with relevant, appropriately challenging work at each key stage
- develop an increasingly personalised curriculum which supports the individual learning styles of students with SEND and caters for students with disabilities
- where appropriate, provide flexible programmes of study with an emphasis on personal pathways and opportunities for appropriate academic or work-related learning programmes
- ensure that support is deployed effectively so that students with SEND can make progress and participate fully in the life of Coppice Performing Arts School, as independently as possible
- maintain high expectations that all students will have access to a broad, balanced but flexible curriculum, where any disapplication is fully in accordance with statutory regulations and are discussed with parents/carers and students
- map curriculum provision at student, cohort and school level, to maximise achievement and ensure that curriculum provision is matched to need
- use assessment for learning and effective target setting as an integral part of the planning process
- all students with SEND are provided with full access to Coppice's extra-curricular activities

There is an on-going programme of CPD to enable staff to gain an understanding of how to improve the delivery of written information to SEND students.

The whole school site is accessible to those with mobility difficulties.

SECTION 12: DEALING WITH COMPLAINTS

Coppice Performing Arts School has well-established procedures for dealing with complaints from parents and carers. In the event of a complaint relating to the provision for a student with a special educational need or disability they should be referred, in the first instance, to the SENCo. In the unlikely event of the need to take the matter further, the Executive Headteacher will deal with the complaint and refer it to the Governing Body if the issue remains unresolved.

We would recommend the Parent Partnership Service, which offers independent advice and support for any parent/carer with a child with SEND.

- Contact details for Wolverhampton area – website wolvesiass.org or Tel 01902 556945
- Contact details for Walsall area – website mywalsall.org/fis or Tel 01922 650330
- Contact details for Staffordshire area – website staffs-iass.org/home.aspx or Tel 01785 356921

Further details regarding our complaints procedures and policy can be found on our website.

SECTION 13: REVIEWING THE POLICY

This policy will be reviewed annually.