

Coppice Valley Primary School SEN Information Report – September 2023

Our SEND Information Report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive if you choose Coppice Valley Primary School for your child.

Headteacher – Hannah McNamara
DHT/SEND CO – Dan Cawte
SEND Governor – Richard Selfridge

Coppice Valley Primary School
Knapping Hill
Harrogate
HG1 2DN

Tel - 01423 563760
Email – office@cvps.rklt.co.uk

Special Educational Needs or Disabilities (SEND)

The Special Educational Needs and Disability Code of Practice: 0 to 25 years defines SEND as

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other of the same age , or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

North Yorkshire Special Educational Needs Local Offer

North Yorkshire County Council has detailed how SEN and disability-related information, advice, resources and assistance may be obtained in the County in their Local Offer. Please follow this link to find out more information about [North Yorkshire County Council's local SEND offer](#)

Types of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years lists four main broad areas of need. These are

- Communication and Interaction (C&I) (sometimes called Speech, Language and Communication (SLCN)). Children with SLCN needs have difficulty in communicating with others. They may have problems in understanding what is being said, saying what they want/need or understanding social rules of communication. Children with ASD (Autistic Spectrum Disorder) including Asperger's Syndrome are likely to have difficulties in social interaction.
- Cognition and Learning (CL). Support for CL may be needed when children progress at a slower pace than their peers. Learning difficulties include moderate learning difficulties (MLD), specific learning difficulties (usually on a specific area of learning) (SpLD) and severe learning difficulties (SLD)
- Social, Emotional and Mental Health Difficulties (SEMH). SEMH needs may present itself in many ways. Children may become withdrawn or disruptive and there may be a variety of reasons why this happens. Children may have mental health needs but may also have a disorder such as attention deficit hyperactive disorder (ADHD)
- Sensory and/or Physical (SP). Some children may need provision in place to support them with a physical disability (PD). These difficulties may be age related and may fluctuate over time, but some children may need ongoing support to access the educational facilities provided.

Our Approach

The staff at Coppice Valley Primary School are committed to providing quality teaching for all children so that they can make good progress and achieve their full potential. Staff use our Teaching and Learning procedure to ensure that all children are supported. Sometimes some children will require an educational scaffold to help them achieve. Educational scaffolds can include maths resources, word mats, targeted questioning, modelling etc.

For some of our children, provision needs to be even more personalised as their learning is different to their peers. At this point, class teachers will consider the provision that is needed to support a child. This may be an adaptation to the classroom environment (seating, visual aids), targeted teaching (interventions, personalised curriculum) or time with our own specialist staff.

If a member of Coppice staff suspects that a child may need support with a need then they will discuss the issue with the school SENDCO and with the child's parent and a support or monitoring plan will be put in place.

Teaching and Learning – Universal Provision

All staff at Coppice are committed to providing quality first teaching so that all children can make good progress with their learning, achieving their full potential. A well planned curriculum, alongside classroom resources and the school environment ensure that lessons meet the need of most learners. Teachers use a variety of scaffolding and pedagogy techniques within their ‘normal’ classroom delivery to ensure that learners continue to progress in their learning. Reasonable classroom adjustments are regularly made by teaching staff to support the learning development for some of our children so that they can continue to learn alongside their peers in the regular classroom environment.

For some of our children, learning and provision needs to be personalised and is different to that of their peers; in these cases, class teachers and the SENDCo discuss the needs of the child and what is hindering their learning. A plan is then made, in conjunction with the child and their parents. We regularly take advice from specialists to ensure that learning opportunities and adaptations to provision really are matched to need.

Identifying Needs

Identification of children with SEND needs may be brought to the attention of the school in a number of ways

- Coppice Valley staff are concerned with the progress a child is making
- Parents are concerned with the progress a child is making
- Senior Leadership Team identify slow progression in their analysis of school data
- Children will voice concerns about difficulties that they may be having

Should staff have concerns over a child they will pass information to the SENDCo. Teaching staff will then review current classroom practices and consider if adaptations can be made to cater for needs. Children are placed on our monitoring list – at this point children are not added to our SEN register. When children are added to the monitoring list we gather further information on the needs of the child and begin to investigate how we can further support. This could be on any of the four areas of need;

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Physical and/or Sensory Needs

Parents of children added to the monitoring list will be informed by way of face to face meeting with the class teacher. The class teacher will explain to the parent/carer their concern and what has been put in place to support. Parent/carer’s input during this stage is invaluable as their insight often further supports what is happening with school support.

Sometimes a new scaffold to learning, classroom adjustment, pre/post lesson support or pupil support/ mental health workshops may be what is needed to support a child – this would not necessarily mean that the child would then be added to the SEN register. Likewise, slower progress in some aspects of learning or development and/or low attainment will not automatically mean that a child is placed on the SEN register.

All Coppice Valley staff have a responsibility to contribute to the identification and progression of all children with SEN

After a child has been identified as needing extra support and the plan that has been put in place has not supported the child’s progression then they may then be added to the SEN register. At this point a Support Plan will be completed by class teacher, parent and child in conjunction. The three parties will then agree on the support plan for the child and strategies/interventions used to support. This will then be reviewed at least termly.

At Coppice Valley we use The Boxall Online Profile Tool to support children with social, emotional and mental health needs. Adults, in school, who know the child best will answer a series of questions about the child and how they present in different situations. The Boxall Profile then suggests targets for the child alongside a variety of interventions/strategies. The child's class teacher will then work methodically through the profile supporting the child on identified needs. This profile is shared with parents/children during face-to-face meetings, intervention/strategies discussed and previous targets reviewed.

For cognition and learning needs, Coppice Valley are using SNAP Assessment online tool to build a profile of learners with SEN needs in this area. Similar to The Boxall Profile this tool builds a profile of a child as a learner, identifies needs and suggests interventions and strategies. This profile is again shared with parents/children at termly meetings (at least) and targets shared/reviewed.

Parents and Pupils

SEND support at Coppice Valley cannot be successful without the support and knowledge of the parents of children with additional needs or without the children themselves. All new targets, interventions and strategies are discussed with parents and children at least termly. Sometimes children are set targets that are smaller to enable success to be more easily obtained/measured, if this is the case then parent meetings will take place more regularly. Some children need more rigorous support in school, particularly with social, emotional and mental health needs. Parents of children with these needs may have home/school journals, regular email/phone calls or face to face contact with staff much more regularly.

As mentioned above, parents and children are involved in reviewing and setting of targets to ensure that learners continue to progress.

Support for children with SEND

Class Teachers are directly responsible for the education of all children in their class, regardless of needs and who is providing the intervention/support for the child.

Support for additional needs begins in the classroom. Once the class teacher has identified a need they will put extra scaffolding in place to further support a child or make some classroom adjustments (standing desk, coloured overlays, etc). Should a child need more targeted, specialised support that cannot be delivered in the main class then the class teacher will work with another adult in school to provide the support that a child may need. This may consist of a revisit of objectives with a teaching assistant outside the classroom, a regular catch-up intervention in our extended classroom or some more targeted mental health support with our Family and Pupil Support Worker.

Some children may need a more tailored curriculum to suit where their learning or needs sit. This will be planned by the class teacher in conjunction with parents, the child and other knowledgeable adults in school. The needs of the child will always be central to any targets/interventions set.

Graduated Approach

The graduated approach is a four-part cycle that supports staff in effectively supporting children with SEN.

Assess – Plan – Do – Review

Assess

Identify what the needs of the learner are.

Staff will gather information on the learner from observations, parent meetings, child's voice, other staff etc.

Baseline data will be noted to ensure that intervention/support is successful.

Plan

What support will the child need to help them progress?

Targets and interventions are agreed between class teacher, parents and child and recorded on the Coppice Valley Support Plan.

Do

Intervention/support is provided according to the Support Plan created alongside parents/child. Class teacher ensures that the support in place is conducive to the agreed target on the Support Plan.

Review

The targets are reviewed at a date agreed during the Plan phase.

How successful was the intervention/support?

The support is evaluated, and the cycle begins again by assessing the success from the intervention/support.

Inclusion within the classroom

We have designed our curriculum to progress incrementally year on year in small steps. Learning is regularly revisited in line with our Teaching and Learning procedure. The same adjustments that are made for children with SEND to enable them to progress in English and maths lessons should also be in place in music, geography, RE lessons etc. Some children, regardless of SEN, may be working on their own personalised objectives in some subjects, whereas others may have some scaffold or support in place to help them succeed in lessons alongside their peers. Learning is tailored across the curriculum to meet the needs of all learners.

Our Physical Education curriculum is skills based and is taken from the Real PE scheme. Again, learning is incremental in small steps so children can move through the progression of skills at different paces. Children with physical needs still actively participate in PE lessons with some adjustments to the objective or the environment in place.

Inclusion outside of the classroom

Activities outside of school lessons are usually organised and delivered by either a Coppice Valley member of staff or Harrogate Town FC. Children with additional needs are encouraged to join these clubs alongside their classmates. Reasonable adjustments are made to support these children in the activities provided.

Risk Assessments are carried out for every trip, walk and residential activity that the children take part in. It is during the planning stage of the trip when the needs and support of the participants are considered. All children are encouraged to participate in all activities. Extra risk assessments will be carried out as and when the need arises.

Special Educational Needs Team

Mr Dan Cawte – SEND Co

Ms Sam Wright – Family and Pupil Support Worker

Mrs Anne-Marie Haddington – Extended Classroom Practitioner (HLTA)

Supporting Social, Emotional and Mental Health

Coppice Valley have a robust PSHE curriculum that is delivered in each class by our PSHE specialist teaching assistant under the direction of the subject leader and is further supported by class teachers and the Family and Pupil Support Worker. Class specific Circle Times are held at least once a week and draw on the current needs of the children in the class. These are led by either the class teacher, the PSHE specialist teaching assistant or the Family and Pupil Support Worker.

Coppice Valley have a staggered start to the school day so that school staff can welcome our families first thing in the morning and are then immediately free to discuss worries/concerns. The children self-register upon entering school on a simple emotions board. This board is monitored by staff and used as an instant way to ‘touch base’ with the children in the class.

As SEMH needs began to rise pre-Covid, Coppice Valley appointed a Family and Pupil Support Worker to support the growing SEMH needs that we had across school. Sam Wright is a Senior Mental Health Lead with a qualification in Level 2 Counselling Skills. She is trained in ELSA Emotional Literacy, Drawing and Talking and has extensive knowledge of supporting families and children with sleep, eating disorders, etc.

The service that is offered at Coppice Valley is for all pupils and accessing our SEMH service does not mean that a child is automatically added onto our SEN register.

Support Services

At times it is useful for the school to request additional support from outside agencies. Coppice Valley regularly work with the following agencies:

- Healthy Child Team and Health Visitors
- Local Authority personnel supporting work at Early Help Level
- Social Work
- Sensory and Physical Team
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Paediatricians at the CDC in Harrogate District Hospital
- Locality SEND hubs
- ASCOS (Autistic Spectrum Condition Outreach Service)
- Young Carers
- Just B
- Compass BUZZ
- Compass Reach
- Compass Phoenix

Some services need to be accessed by parents through their GP; in such cases school will support both the referral and assessment processes.

Should we need help in deciding what the best course of action to take for a child our first stop is usually the SEND locality hub. They provide a service to schools to seek some support for a child anonymously, with no information on the child or family being shared.

Evaluating our Provision

Our SEND provision in school is regularly evaluated in a number of ways.

- Impact conversations with teaching staff
- Evaluating progress data
- Lesson walks and observations
- Graduated Approach meeting with parents/child

SEND training is often delivered during our staff meetings by the SEND Co. This is usually in response to observations, questions or new research.

School Governance

The Governing Body fulfils its statutory duty in accordance with the guidance set out in the SEN Code of Practice as part of the Children and Families Act. The Governing Body also ensures it meets its statutory duty under the Equality Act of 2010. They evaluate the work of the school by:

- Monitoring data – both in school summative data and results of National assessments/census.
- Challenging the leadership through informed questioning.
- Meeting with the SENDCo on a termly basis.
- Ensuring there is appropriate continuing professional development.

Transition

At the end of each academic year, class teachers meet for a handover with the child's new teacher. In this handover a large focus is placed on how to support the children in the class, including those with SEN. Teachers will discuss their current targets on their Support Plan and what resources/interventions they are currently using. All Support Plans, SNAP and Boxall Assessments and any information from external support services are saved on our internal recording system Arbor. In this way class teachers can see a history of support that has and hasn't worked for an individual and implement support as soon as the new year begins.

Children starting at Coppice in EYFS will have a number of transition days into school and be visited by our school staff at home and in their nursery. School staff will discuss needs with parents and key workers at nurseries so that transition is smooth and as successful as possible.

Children leaving Coppice Valley at the end of Year 6 will then transition into their secondary education. Coppice Valley share all information with our secondary partners so that the children can confidently transition into their new school. Secondary school staff visit Coppice and often extra visit days into the secondary school are arranged for children on the SEN register. Sometimes it will be appropriate to arrange a meeting with the secondary school and a child's parent if transition may prove to be a problem. Working together, and with the child, all parties create a plan to support the transition process.

Complaints or queries

Should parents have any concerns or complaints regarding provision for their child with SEN then in first instance they should speak to the child's class teacher regarding the provision that has been put in place.

If the query is unresolved then parents should arrange a meeting with the school SEND Co who will then investigate.

Should the parent still feel dissatisfied after meeting the SEND Co then they should follow the Red Kite Learning Trust complaints process – which is available on the Coppice Valley School Website in the Our Policies section.