

Name of School: Copley Junior School

## SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

*The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).*

*Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.*

What is the Local Offer
<p>In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.</p> <p>The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents/carers in understanding the range of services and provision in the local area. The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.</p> <p>Copley Junior School's SEN Information Report utilises the Local Authority's 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.</p> <p>To view Doncaster's 'Local Offer' please view:</p> <p><a href="http://www.doncaster.gov.uk/services/schools/local-offer-send">http://www.doncaster.gov.uk/services/schools/local-offer-send</a></p>
Brief description of the school
<p>Copley Junior School is a mainstream LA maintained school setting with approximately 215 children between the ages of 7 and 11. We are an inclusive school which, by working alongside parents/carers and other agencies, supports and challenges all our pupils to achieve their best through a rich and varied creative curriculum.</p>

Our school motto is 'Believe, Achieve, Succeed'.

At Copley Junior School our priority is to deliver high quality teaching and learning whilst at the same time providing rich and enjoyable learning experiences for all our children. Everything we do as a school is to ensure that the children achieve their very best and reach their full potential.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Under the SEN Code of Practice 2014, a child has a special educational need if they have provision that is, *“additional to or different from’ that made generally for others of the same age. This means provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.”*

The SEN Code of Practice 2014 also explains that *‘Special educational needs and provision can be considered as falling under four broad areas:*

- 1. Communication and interaction*
- 2. Cognition and learning*
- 3. Social, emotional and mental health difficulties*
- 4. Sensory and/or physical needs*

*Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.’*

Children’s progress and achievement are closely monitored by the class teacher and, if it is found that they are making less than expected progress, then the teacher will support the child with in-class support. We will also arrange a meeting to discuss this with parents/carers and to see if there are any parental concerns as well. If this does not have the required impact then the teacher will have a discussion with the SENCO who will provide specialist support and advice and an SEN support plan may be put in place after discussion with parents/carers. If necessary, the SENCO will also involve more specialised services from outside agencies.

Copley Junior School provides for children with speech, language and communication needs, moderate and specific learning needs, social, emotional and mental health difficulties as well as children with physical or sensory needs.

Children are classed as SEND if:

- their progress (academic or social) is significantly slower than that of their peers starting from the same baseline
- their progress fails to match or better the child’s previous rate of progress
- the attainment gap between the child and their peers fails to close
- the attainment gap widens
- they have a disability

How we involve parents and carers in meeting the needs of their child and in whole school developments

Parents/carers are actively involved in their child's education throughout their time at Copley Junior. Teachers communicate with parents regularly and inform them of their child's strengths and any additional needs.

If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you and your child in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child.

Pupil and parent/carer voice is also a vital part of target setting and the reviewing of progress of pupils who are supported with a SEN Support Plan or Education Health and Care Plan (EHCP).

#### How we will involve your child in the planning and review of their support

SEN support plan meetings and reviews are held termly involving school, parents/carers and the child. Children are supported to contribute to their SEN Support Plan by discussing what support they feel they will need, progress towards smart targets and how they would like to be supported in future. Children are also involved in setting their own targets within the classroom.

#### How we match the curriculum, teaching and learning approaches if your child has SEND

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means;

- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables etc.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Support from Outside Agencies (direct working and advice for staff).
- Support at break times will be considered as required.
- Support for parents through the Early Help Hub as needed.
- Home-school liaison and differentiated homework tasks.
- Additional sessions during the school day to support identified needs.
- A range of extra-curricular activities and clubs to enhance a variety of skills (opportunities include Football, Scotty's Heroes, Cooking, Choir, Art, Craft, Create Club, Street Dance, Archery, Lego, Cross Country, Gymnastic etc.).

All children at Copley Junior receive high quality, differentiated teaching to meet the majority of our children's needs. Our teachers are trained to teach using a variety of approaches to meet the needs of all children, including those on the Autistic Spectrum, those with dyslexic tendencies and those with social and emotional needs.

#### How we provide additional support if your child has learning needs

Additional support will be planned for through an SEN support plan. SEN plans will clearly outline smart and measurable targets that have clear actions linked to them in order for all children to progress. Support is provided by staff in our school through additional interventions either 1:1 or in a small group and it is monitored and evaluated at least termly. If further support or provision is required then we will involve the Educational Psychologist for advice and input. This may lead to a child being supported by an Education and Health Care Plan.

How we provide additional support if your child has social and communication needs

All classes operate visual time tables suitable to the age of the class and some pupils have their own individual timetables to suit their needs. We have interventions within school which support social understanding and these can be implemented as 1:1 and group sessions. We can also request the professional input of ASCETS (Autism, Social Communication, Education and Training Service) or the Speech and Language Team for any pupils as appropriate. The school also signposts to the regular Autism clinics for pupils with this diagnosis.

How we provide additional support if your child has physical, sensory and/or medical needs

We work closely with parents/carers of children with medical needs to ensure that their needs are met and they are safe in school. All staff in school are made aware of their medical condition and individual health plans are created to ensure staff are aware of support that the child may need. These are created with the input of parents and medical professionals and follow our 'Supporting Pupils with Medical Conditions' Policy.

We can access support from the school nurse and Physiotherapy and Occupational Therapy teams to meet needs of children within school with a physical or sensory need. Any support needed will be outlined in the child's SEN Support Plan or Health Care Plan.

How we provide help to support your child's emotional health and well being

We value all our pupils' emotional health and well-being and this is taught and developed through our curriculum which includes modules focused on PSHCE to support this development, as well as through our dedicated scheme of work for PSHCE. However, we recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. We recognise there are times where children need additional support, either 1:1 or in small groups.

We offer:

- Lunchtime and playtime support including Playground Leader led activities
- Social groups that can focus on a variety of different social and emotional needs depending on the need
- 1:1 sessions to support a child's understanding of their emotions
- Lunchtime workshop sessions with the Mini Life Coaches

Children are able to discuss concerns with the class teacher or the Head teacher (please also see our anti-bullying policy and positive behaviour policy for further details).

#### How we promote developing independence

All children are encouraged to be independent and self-reliant learners throughout the curriculum. Where necessary, children will be given smart targets to complete tasks and learning independently that are appropriate to their individual starting points.

At Copley Junior we promote independence through our Learner Values. These support our children to understand the different aspects of learning and the strategies they can use to promote their own independence. All classrooms have interactive working walls and a bank of resources to support all children and to encourage those who may need to use different strategies or approaches to choose them independently.

#### How we measure and review your child's progress against their targets and longer term outcomes

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed at least three times a year with the Head teacher and SENCO in reading, writing and maths.

At the end of Year 6, all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally. Where necessary, children will be supported during this process through the use of access arrangements, in line with the Key Stage 2 'Assessment and Reporting Arrangements' statutory guidance.

Where necessary, children will have an SEN Support Plan with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed at least termly, evidence for judgements assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/carer voice included.

The progress of children with a statement of an EHC Plan will be formally reviewed at an Annual Review meeting, including any adults involved with the child's education. This process will take place with the pupil and parent/carer voice included.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book scrutiny, pupil conferencing sessions and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

At Copley Junior School we aim to provide high quality teaching for all pupils and learning is differentiated to meet the specific needs of pupils in the class. Care is taken to ensure that barriers to learning are quickly identified and reduced. Visual timetables are used within the classroom to help promote the structure of the school day, as well as to assist children to prepare themselves and adjust to changes in the day. Learning walls are utilised as a visual stimulus to help promote accessibility towards learning different concepts. Visual and kinaesthetic stimuli are used regularly during lessons alongside practical experiences to provide new and exciting opportunities for children to gain a love for learning embedded through our vibrant curriculum.

Entrances around school have disabled access and we are able to support children with further needs through Health Care Plans, Access Plans and SEN Support Plans.

How we include children with SEND in the life of our school

Copley Junior is an inclusive school which adapts to meet the needs of all children and staff. Everyone is encouraged to take part in school life and we discuss individual cases to reduce as many barriers to participation as possible.

We ensure that all children can access the curriculum through carefully planned differentiation, support, resources and high quality teaching. All pupils are invited to join in with the extra- curricular activities the school offers, making sure that children with SEND are fully included in the life of the school.

We celebrate all children and their achievements through our reward system and celebration assemblies.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

The SENCO's role is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

We can access training from outside agencies as needs arise within the school.

Weekly support staff meetings are also used by the school to disseminate information and train our support staff.

The SENCO has completed the statutory National Award in SEN Co-ordination and attends the termly SENCO network days and other training opportunities.

External support and expertise we can call upon to help us to meet children's needs

The SENCO will contact the relevant agencies as needed.

This could be as a referral or for advice. These include;

- Educational Psychologists
- ASCETS (Autism, Social Communication, Education and Training Service)
- Visual Impairment team
- Hearing Impairment team
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Behaviour Outreach Support Service (BOSS)
- CAHMS (Child and Adult Mental Health Support)

If further support is needed, we can refer for outreach support from the special schools in our area. Referrals can also be sent to the school nurse for support with health and development issues. Meetings and discussions will be set up with children and parents before any referrals are made.

#### How we prepare children to join our school

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO will attend Annual Reviews when appropriate and invited.
- A transition book can be created to support your child.
- Your child will be able to visit our school and to stay for an afternoon session to support their transition. Additional transition support/visits will be offered as appropriate to the child's individual needs.
- Your child and parents/carers will have the opportunity to view the school and meet some of the staff.
- If your child has SEND and is joining the school from Orchard Infant School at the end of Year 2, then the SENCO will aim to attend the final SEN Support Plan meeting, in the summer term, to enable a smooth transition of targets and outcomes for your child.
- Information about your child will be requested.

#### How we prepare children to move on from our school

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- A transition book can be created to support your child.

In Year 6:

- All children have opportunity to take part in transition visits to their new secondary school

- The SENCO and/or Year 6 teachers will discuss the specific needs of your child with the liaison teachers from your child's secondary school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child has an EHC Plan, the SENCO from your child's next school will be invited to the Year 5 and Year 6 Annual Review meetings.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- A transition book can be created to support your child.

#### How we deploy our resources to meet the needs of children with SEND

The school budget, received from Doncaster LA, includes money for supporting children with SEND. The Head teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENCO and the Senior Leadership Team on the basis of needs in the school.

The SENCO and the Senior Leadership Team discuss all the information they have about SEND in the school, including;

- the children currently receiving extra support,
- children who have been identified as needing extra support,
- children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. This is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

#### Contacts for more information

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SEND Policies and SEN Information Report link(s):

<http://www.copley.doncaster.sch.uk/our-school/school-policies>

<http://www.copley.doncaster.sch.uk/our-school/send-local-offer>