



Special Educational Needs and Disability (SEND) Information Report

Copnor Primary School

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| Approved by: | M Johnson & L Sparrow | Date: March 2024 |
| Last reviewed on: | 26.03.2024 | |
| Next review due by: | March 2025 | |



Dear parents and carers,

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can ask a member of staff to give you a copy of the policy.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

Our school:

Copnor Primary School is a large, mainstream, three form entry school in Portsmouth.

We have three key fundamental values which we believe are key:

- ★ **“Knowing Every Child”** highlights our mission to get to know each and every child in our school.
- ★ **“Inspiring Every Mind”** underpins our aspiration to provide great lessons and memorable experiences for our children during a crucial period of learning which lays the foundations for their later lives. This requires fantastic teaching at every level and includes the robust leadership of adults in the school to achieve this aim.
- ★ **“Achieving Every Day”** our ambition that each and every child (and adult) can look back at their day, month, year and time at Copnor and feel confident that their time here has led to a sense that they have achieved something they can be proud of. This could be academic achievement or pastoral achievement, but either way, it would be something we can recognise and celebrate when appropriate.

At Copnor, we value the abilities and achievements of all children. We know that, at some stage in their time at school, may experience difficulties which affect their learning and we recognise that these may be long or short term.

We believe that every child has the same right to the curriculum and we are committed to ensuring that this is accessible to everyone. Our goal is to remove barriers to learning and participation.



What should I do if I think my child has SEN?

We know that parents and carers know their child best and it is important that you raise your concerns with the school if you are worried about your child's learning or progress.

If you do have these concerns, we encourage you to follow the steps below to work with us to ensure that your child gets the support they need to achieve their full potential.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

- The first person you should tell is your child's teacher.
 - You can make an appointment with them by going into the school office, ringing the school, or emailing admin@copnorprimary.co.uk
 - Your child's teacher will aim to address your concerns and support your child. They may also ask support from their year group Teaching and Learning Leader or Phase Leader.
 - Your child's teacher (and possibly Teaching and Learning Leader or Phase Leader) will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and needs are.
 - They will decide what outcomes to seek for your child and agree on next steps.
 - We will make a note of what's been discussed and monitor this for a few weeks.
 - Your child's teacher will then be in contact in a few weeks to discuss how your child is getting on.
 - If there are still concerns, your child's teacher will seek advice from the SENCo who will meet with you and your child's teacher to consider the next steps. A plan will be created (called a pupil passport) and this will be reviewed at least termly. This may involve seeking advice from external agencies.
- If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register. Whether your child is on the SEND register or not, we will regularly review their progress and adapt their support where needed to ensure they are being as successful as possible.

What types of Special Educational Needs (SEN) does Copnor Primary School provide for?

At Copnor Primary School, we understand that Special Educational Needs and Disabilities (SEND) covers a range of needs: cognition and learning; communication and interaction; social, emotional and mental health difficulties and sensory and physical disabilities and that these needs will be individual to the person with them. We also know that children may have needs in more than one area. Whether a child has a diagnosed need or not, we will work with parents/carers to ensure that a child's experience at school allows them to thrive and achieve their full potential.

When a child has been identified as needing additional support, we will decide on the most appropriate intervention to meet their need. Most interventions run for 6 weeks and, if progress has not been made, decisions are taken as to whether the intervention should be continued, adapted or a different intervention tried. Interventions can be delivered in a small group or on a 1:1 basis. Your child's teacher will be happy to discuss the types of strategies that may be used to support your child.

| Area of Need | Possible needs in this area: | Possible strategies to support: |
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| Communication and interaction | Children with speech, language and communication needs have difficulty in communicating with others. They may have difficulty saying what they want to, understanding what is being said to them or they do not understand or use the social rules for communication. Child may have a diagnosis of: Autism Spectrum Disorder (ASD), Developmental Language Disorder (DLD), speech disorders, selective mutism, speech and language difficulties. | <ul style="list-style-type: none"> • Every class has a visual timetable and now and next board • Some children may have an individual timetable which is broken down into more manageable parts. • In school SILSAs assess and work with small groups and children 1:1. • Lego therapy to develop language and social interaction skills. • Referrals and advice from Speech and Language Therapists • Pre-teaching of vocabulary or concept • Use of talking tins for recording ideas • Social stories • Individual communication books • Alternative methods of communication: PECS, Makaton, aided language boards |

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| <p>Cognition and learning</p> | <p>Cognition refers to the thinking skills and thought processes that a child has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a slower pace than their peers despite appropriate differentiation. Learning difficulties can be general or specific and related to one or more areas of the curriculum.</p> <p>Child may have a diagnosis of: Dyslexia, dyspraxia, dyscalculia, moderate learning difficulties.</p> | <ul style="list-style-type: none"> • Diagnostics assessments to identify the area of need and tailor support. • Differentiated tasks. • Guided groups led by teachers and TAs. • Writing frames and scaffolds to support across the curriculum. • Clicker 8 technology across the curriculum. • Coloured overlays/books/line spacing. • Precision teaching. • Referral and advice from Cliffdale Outreach. • Referral and advice from Educational Psychologist. • Additional support across the curriculum where required. • Colourful semantics • Visuals and concrete resources |
| <p>Social, emotional and mental health</p> | <p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or distressing behaviour.</p> <p>Child may have a diagnosis of: Attention deficit hyperactive disorder (ADHD), attention deficit</p> | <ul style="list-style-type: none"> • Emotional Literacy Support Sessions (ELSA) either small group or 1:1. • Timers/visual prompts • Multi-agency Behaviour support (MABS) for individual children or sessions for parents and professionals • Mental Health Support Team (MHST) consultations and advice • Neurodiversity team (ND team) consultations and advice • Referral and individual support from School Nurse. • 1:1 support if recommended. • Individual behaviour plans and/or individual behaviour charts/target cards • Children reminded regularly of expectations and school behaviour policy. |

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| | disorder (ADD). | |
| Sensory and/or physical | <p>Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties and physical difficulties, can occur for a variety of reasons, e.g. congenital conditions (some progressive), injury or disease.</p> <p>Children may have a diagnosis of: Hearing impairment, visual impairment, physical impairment.</p> | <ul style="list-style-type: none"> • Referral and advice from Occupational Therapy (OT), Physiotherapy (PT), Hearing Impairment team (HI), Visual Impairment team (VI). • Assistive technology where needed. • Clever bodies programme for Children's Therapies Service to develop gross motor and fine motor skills either 1:1 or small groups. • Writing slopes, pencil grips, wobble cushions, weighted blankets, specialist chairs/equipment where appropriate. |

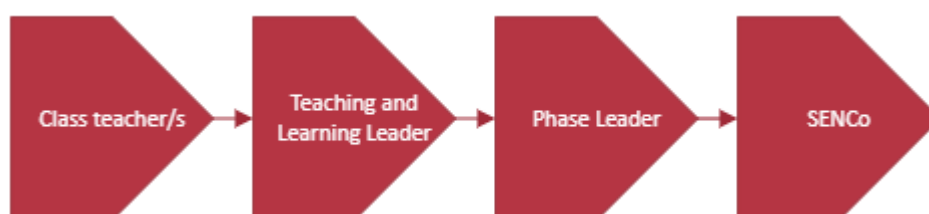
How will the school know if my child needs SEN support?

All our class teachers always monitor the progress of all pupils. If a pupil is not making the expected progress, teachers will provide support to try and address the gaps in their learning so that that make progress. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. Teachers may also seek advice from their year group Teaching and Learning Leader and Phase Leader.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO. The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCO will meet with you to discuss your child's strengths and needs. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide, with your input, whether your child needs support strategies and what these may be. This may be recorded on a pupil passport.



We identify children as having SEND in different ways:

- Concerns raised by parent/carers.
- Close monitoring of your child's progress by teachers.
- Concerns raised by your child's teacher not only about your child's academic progress but their emotional wellbeing.
- Liaison with external agencies.
- Concerns raised by a child about themselves.

Which staff will support my child and what training have they had?

Our special educational needs co-ordinator, or SENCo

Our SENCO is Mrs Donna Blake.

Mrs Blake has been a qualified teacher since 2016. She is new to the SENCo role at Copnor Primary School this academic year (September 2023) but has worked as a teacher at Copnor Primary School since 2016 and has worked in Year groups R, 2, 4 and 6.

Mrs Blake has a masters degree in Education and is studying for her National Award in Special Educational Needs Co-ordination.

To contact her directly, please contact the school office to book an appointment or email send@copnorprimary.co.uk

Class teachers

All our teachers receive regular training in how to support all children with their learning, including children with SEND. They also receive training and support from external agencies, and are supported by the SENCO, to meet the needs of all pupils including those who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including 7 higher-level teaching assistants (HLTAs) who are trained to support all children including those with SEND.

Our TAs are trained in specific areas including Speech and Language (SILSA) and Emotional Literacy Support (ELSA). Miss Laura Fray is our lead ELSA and supports across the school.

External agencies and experts

We may work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapist
- Educational psychologist
- School nurse
- Mental Health Support Team (MHST)



- Multi Agency Behaviour Service (MABS)



- Neurodiversity Team (ND team)
- Specialist vision and hearing impairment teachers
- Children's therapy team



How will the school measure my child's progress?

At Copnor Primary School, we will follow the graduated approach to meeting your child's needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be recorded on your child's pupil passport.

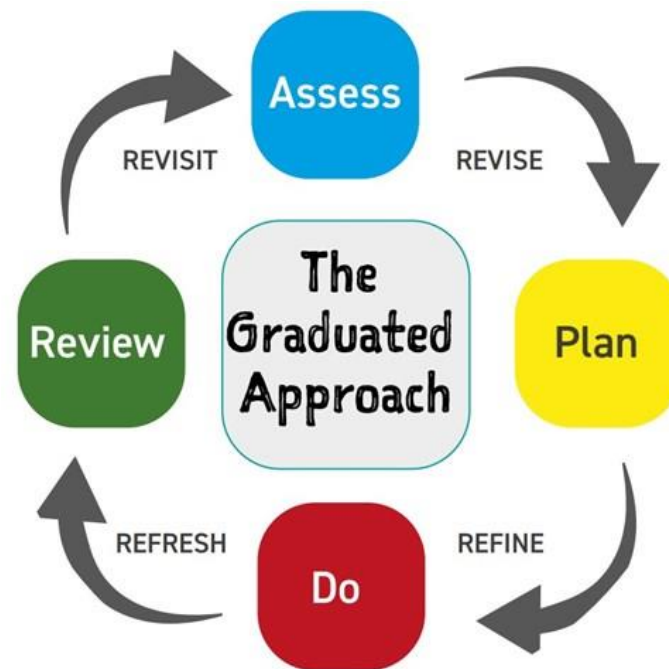
This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child daily, and making sure the support we put in place is having the impact we intended.



Assess

If your child is not making the expected level of progress, we will find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will plan the support we will offer your child to help them meet those outcomes. We will make a record on their pupil passport and share it with you and all relevant school staff.

How will the school evaluate whether the support in place is helping my child?

All members of the school will work to monitor the progress of all children.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions
- Talking to the child about their views of school
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will I be involved in decisions made about my child's education?

We will provide times throughout the year for you to meet with your child's teacher to discuss their progress.

Your child's class/form teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings.

We know that you are the expert when it comes to your child's needs and aspirations so we want to ensure that we working together to meet the needs of your child.

We want to hear from you so that we can build a better picture of how the support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed and the child's pupil passport will be updated. This will be shared with all relevant staff and you will be given a copy. If you have concerns that arise between these meetings, please contact your child's class teacher.

How will my child be involved in decisions made about their education?

The level of involvement will depend on each individual child; however, we ensure that every child has an opportunity to talk about their learning and progress.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.

How will the school adapt teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, 1-to-1 work, small group work or adapting the teaching style or content of the lesson.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and using visual prompts
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Some teaching assistants will support pupils on a 1-to-1 basis when needed but will also promote independent learning, where appropriate to the individual child.
- We will also use Portsmouth Ordinary Available Provision document to ensure that all of our pupils are supported to access learning at their level

What do interventions look like at Copnor Primary School?

The school provides a graduated response to each child depending on their needs. This is done in 4 phases and at each phase, higher levels of support are provided. Copnor Primary School provides support to children all levels of the approach.

Phase 1: High Quality Teaching for all children.

Phase 2: Intervention

Child on SEN register with Pupil Passport.

Phase 3: Specialist intervention including outside agency support.

Phase 4: EHCP or met criteria for specialist provision.



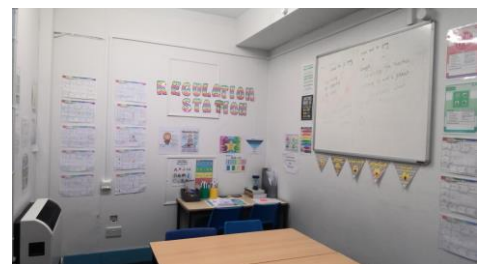
ELSA (Emotional Literacy Support Assistant) room for group and 1:1 session.



'Skills hub' where gross motor, sensory circuits, and physiotherapy interventions take place.



Individual workstation



Regulation stations across the school for children to use to regulate when needed.

How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

No pupil is ever excluded from taking part in these activities because of their needs or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How does the school support pupils with disabilities?

The school has an accessibility plan to ensure that all children, including those with disabilities are supported. This plan can be accessed on the website.

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council.
- We provide pastoral support for children and their families.
- We have a 'zero tolerance' approach to bullying.
- We run ELSA led interventions.

Further information can be found on our school's website in the mental health section.

What support will be available for my child as they transition between classes or settings?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed.
- Share the child's up-to-date pupil passport which outlines what they need to be successful.
- We provide a transition book which outlines information on the staff working in the child's year group, including the child's new teacher. It will also provide photographs of the learning environment.
- The children will all have transition days with their new teacher. Some children may need additional time with their teacher to get to know them. We arrange this on an individual basis.
- Social stories about moving to their new classroom.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCo of our school will contact the SENCo of the new school. They will discuss the strengths and needs of the children.

Pupils will be prepared for the transition by:

- Visiting their new secondary school with additional visits with familiar adults if this is needed. This will be decided on an individual basis.
- Having time to discuss their new school with familiar adults.

What support is in place for looked-after and previously looked after children with SEN?

Mr Johnson will work with Mrs Blake, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. Looked-after pupils will also have a pupil passport to ensure that the targets set in their PEP meetings are known and worked on.

What should I do if I have a complaint about my child's SEN support?

It is important that you communicate regularly with the school and bring your concerns to our attention so that we can address them.

The first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Blake (SENCo), or Mr Johnson, our Headteacher. You can also contact our Special Educational Needs Governor, Mrs Landi or ask for a copy of the school's Complaints Procedure if you wish your concerns to be addressed more formally.

In addition to this, you may also wish to contact the SEND Team at Portsmouth City Council, or the Portsmouth SEND Information and Advice Support Service (SENDIASS) <https://portsmouthsendiass.info>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at Portsmouth's Local Offer. <https://portsmouthlocaloffer.org/>



Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/portsmouth>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams.
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services.
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs.
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's strengths, needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- **SENCO** – the special educational needs co-ordinator.
- **SEN** – special educational needs.

- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN.
- **SEN support** – special educational provision which meets the needs of pupils with SEN.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.