

SEND Policy

Our vision is ‘to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential’.

Contents

- 1.0 Introduction**
- 2.0 Definition of special educational needs**
- 3.0 The SEND aims of the school**
- 4.0 Role and responsibilities**
- 5.0 School admissions and inclusion**
- 6.0 Partnership with parents**
- 7.0 Pupil participation**
- 8.0 Assessment and Provision**
- 9.0 Annual Review**
- 10.0 Links with external agencies**

SEND Policy

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1.0 INTRODUCTION

Our vision is ‘to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential’.

Copper Fields School vision ensures we develop and enhance the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning. All pupils at Copper Fields School have Autism and complex needs and therefore all our pupils have an Education Health & Care plan and are subject to the provisions of this policy.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have learning difficulties if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means: educational provision, which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LA (Local Authority), other than special schools, in the area. All our pupils attend Copper Fields School because it has been identified that their needs cannot be met within their Local Authority provision

3.0 THE SEN AIMS OF THE SCHOOL

- To provide a differentiated curriculum appropriate to the individual’s needs and ability
- To ensure that all pupils have access and participate as much as possible in all school activities

SEND Policy

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- To ensure that parents and carers of pupils are kept fully informed of their child’s progress and attainment to ensure that pupils are involved, where practicable, in decisions affecting their future SEN provision

Whilst many factors contribute to the range of difficulties experienced by our pupils, we believe that much can be done to overcome them or lessen their impact, by parents, teachers and pupils working together to achieve each young person’s set outcomes.

4.0 ROLES & RESPONSIBILITIES

- Provision for the pupils is a matter for the school as a whole. The Headteacher and all other members of staff have important day-to-day responsibilities.
- The Headteacher, supported by the Deputy Headteacher and Assistant Headteacher, have responsibility for the day-to-day management of all aspects of the school’s work. The Headteacher is Chris Clements and can be contacted by email at chris.clements@copperfieldsschool.co.uk
- All education staff are involved in the development of the school’s policy and are aware of the school’s procedures for making SEN provision and monitoring and reviewing that provision in line with the set guidance in the Code of Practice.
- Emma Berryman is the school SENCO and can be contacted by email at emma.berryman@copperfieldsschool.co.uk

5.0 SCHOOL ADMISSIONS & INCLUSION

Copper Fields School is set up to meet the specific needs of learners with Autism and co-occurring complex needs. Copper Fields School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the revised Code of Practice 2014, in that all schools should admit pupils with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information.

6.0 PARTNERSHIP WITH PARENTS

Copper Fields School firmly believes that partnership with parents plays a key role in promoting a culture of collaborative working between parents, schools, Local Authorities, and any other external agencies. This is important in enabling our pupils to achieve their potential.

Parents should be supported to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child’s education and supporting them to achieve their outcomes
- Have knowledge of their child’s entitlement within the SEN framework
- make their views known about how their child is educated

SEND Policy

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- have access to information, advice and support during assessment and any related decision-making
- understand the processes about special education provision
- Parents and carers will be encouraged to play an important role when their child starts at Copper Fields School. They will be encouraged to visit the school and spend time settling their child into their environment and meeting the key staff who will work with their child.
- They will be asked to contribute to their child’s One Page Profile. A document that reflects the child’s or young person’s voice, allowing them to share what is most important to them and how best they can be supported to achieve their potential.
- It will be agreed how best to contact them in order to provide updates on their child’s progress and wellbeing.

SEND Policy

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When pupils are “looked after” by the local authorities, every effort is made to ensure that parents are encouraged to continue to play an active role in their children’s education.

7.0 PUPIL PARTICIPATION

Where possible, pupils at Copper Fields School participate in all the decision-making processes that occur in education, including the setting of learning targets and PLIMs (Personal Learning Intention Maps) and contributing to the EHCP annual review and transition processes. Some pupils at Copper Fields School might have severe communication difficulties, therefore, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the child is important. Each pupil will have a One-Page Profile which they will be supported in completing, reviewing and updating regularly. This profile will outline what is important to them, how they can be best supported and their aspirations for the future.

8.0 ASSESSMENT, CURRICULUM & PROVISION

At Copper Fields School, teachers deliver National Curriculum subjects in ways that meet the individual learning requirements of the pupils. This will be in small groups, following a fluid and flexible approach to achieving learning outcomes. Our learning environments and teaching strategies are influenced by staff’s training in Autism and Trauma Informed Practice. The setting has been designed in line with the Total Communication approach. These approaches underpin our ethos of inclusivity and support the Copper Field’s vision. Please refer to our curriculum policy for further information.

Evidence for learning is an assessment tool that allows us to build a unique picture of each learner by capturing evidence from all stakeholders. This journey of evidence allows us to be effective in how we support each individual learner. The evidence will also inform outcomes for the pupil’s EHCP review.

All pupils at Copper Fields School have short-term targets which are monitored using our Assess, Plan, Do, Review cycle. Strategies for ensuring a pupil’s progress will be recorded in their PLIMS. Progress made towards targets is reviewed at termly ‘Rainbow Review’ meetings alongside the SENDCO, clinical team, pupil and parents or carers. These short-term targets are steps towards the child achieving the long-term outcomes as stated in their Education Health and Care Plan.

9.0 ANNUAL REVIEW

EHCP reviews take place at least annually and also in line with key transitions. For children/young people transferring between phases of education, reviews must be in the summer term. This is a full academic year before transfer.

Key Transfer Phase	When the SEN review must be held
Early Years child moving to school	Summer term one year prior to starting school

SEND Policy

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Year 1 child in an Infant school	Summer term of Y1, one year prior to transfer from Y2 to Y3
Year 5 child	Summer term of Y5, one year prior to transfer from primary to secondary
Year 6	Between February and May half terms
Year 10 young person	Summer term of Y10, one year prior to transfer from secondary to post-16
Year 11	Early in the summer term
Post 16	Summer term

The Annual Review should:

- Assess the child’s progress towards meeting the objectives/outcomes as specified in their EHCP
- Review special educational provision made for the child
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the EHCP
- Set new targets for the coming year

The SENDCo initiates the review process, sets a date, and invites attendees.

In preparing for the review meeting, the SENDCo must request advice, at least 6 weeks prior to the review from:

- Pupil’s parents
- Therapy involvement (as specified within provision)
- Anyone specified by the authorities
- Anyone else the SENDCo considers appropriate

The review report is prepared by the class teacher. The clinical team will also write a contribution for each annual review and, where necessary, written advice will be prepared by the Clinical Psychologist.

A copy of all advice received must be made available to all those invited to the review meeting at least three weeks before the date of the meeting.

The Annual Review meeting is chaired by the SENDCo.

The SENDCo provides the Local Authority with a report following each Annual Review meeting within 15 days of the meeting being held. The report summarises the outcome of the review meeting, setting out

SEND Policy

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the SENDCo’s assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

Ways that information for EHCP reviews is shared with stakeholders will differ depending on the local authority that is supporting the EHCP for the child or young person. Procedures may differ between Cornwall, Devon and Plymouth local authorities.

10.0 LINKS WITH EXTERNAL AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our pupils. We welcome multi-agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following specialist services. Children and Adolescent Mental Health service, Social Services, Devon’s 0-25 team and Cornwall’s 0-25 team.

USEFUL CONTACTS FOR PARENTS AND CARERS

[Home - SEND IASS - Cornwall](#)

[Home - Devon Information Advice and Support](#)

[Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support](#)

[National Autistic Society](#)

[SEND Local Offer - Cornwall Council](#)

[Devon's SEND Local Offer - help and support for children with SEND](#)

[SEND Local Offer - Plymouth Online Directory](#)

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Document Type	Policy	Version Number	1
Policy Owner	Headteacher	Last Review Date	November 2024
Date First Issued	November 2024	Next Review Date	At least annually

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