

SEND Information Report

2026-2027



Chair of Governors: Mr Nodding

SEND Governor: Mr Hughes

Head teacher: Mrs Summerfield

SENCO: Mrs Hughes

Copeland Road Primary School SEND Information Report

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area. The current link to the LA Local Offer website can be found at: <https://www.durham.gov.uk/localoffer> (Please Ctrl+Click to follow link).

General Information

At Copeland Road Primary we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability. At Copeland Road Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

What kinds of SEN are provided for?

At Copeland Road Primary School, we have the capacity and expertise to deal with the four broad areas of SEND, these are:

- **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs. We use small group work or 1:1 to deliver specifically matched programmes in Reception, Key Stage 1 and Key Stage 2.

- **Cognition and Learning**

This includes children with Specific and Moderate Learning Difficulties. We have a variety of programmes available and buy into The Educational Psychology Service for further specialist advice and provision.

- **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn. We have a variety of programmes available and can refer to EHRT, Early Help and CAMHS for further specialist advice and support.

- **Sensory and/or Physical Difficulties**

This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties. We work closely with the Hearing Impairment Team for further specialist advice and provision.

Looked After Children

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN. At Copeland Road Primary, we have appointed a Designated Teacher for

Looked after Children who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN. To ensure a supportive and sympathetic induction for Looked After Children admitted to our school, the following arrangements are in place:

- Children and their carers will be invited into school to meet with the Head Teacher and will be shown around school, introduced to staff and introduced to their prospective class teacher and peers.
- At least one more visit into school to spend time with their class teacher and peers will be encouraged before they are admitted full time. During this visit the child will be supported by a carer or known adult for as long as necessary to ensure the child feels safe and secure.
- The Head Teacher and/or the designated teacher will meet with all carers and professionals involved with the child before entry to the school.
- If the child has already been in an educational establishment, then the Head Teacher will liaise with the Head Teacher of the setting.
- An individual plan for transition into the school will be developed by the Head Teacher, designated teacher, professionals and carers to ensure a smooth transition.

Gypsy, Roma and Traveller Children

Gypsy, Roma and Traveller pupils have exactly the same entitlement as all other pupils on roll, to a curriculum which is appropriate to their age, ability and aptitude and to have their individual needs met. When a child starts at Copeland Road Primary school, parents are asked to fill in a form about their ethnic background. It's important, when parents do this, to choose the category that best describes their culture and values so that:

- teachers can link a child's home experience to their work in school
- staff in our school can learn about their culture
- school, and the Department for Education can check that the child is being treated fairly
- school can take extra care if we think the child may be at a higher risk of being teased or provoked.

For Gypsy, Roma or Traveller children, as with all our children, we believe accurate assessment is vital to enable us to set challenging outcomes and to inform our planning. Again, as with all pupils, we have high expectations for rates of progress. We encourage parents to give notice of their intention to travel so that we can provide differentiated distance learning materials. Parents are encouraged and reminded to keep the school informed of any changes to travelling plans and expected date of return, so that we can monitor the children's curricular experiences and update our planning accordingly. At Copeland Road Primary School, we ensure that all pupils, regardless of their specific needs make the best possible progress.

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately. Full details of

the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.

<https://copelandroadprimary.org.uk/key-information/school-admissions/>

<http://www.durham.gov.uk/schooladmissions>

Applying for a school place if your child has an Education, Health and Care Plan

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on our website but the most important ones for parents of children with SEND are listed below:

- SEND Policy
- Equality Policy, Statement and Objectives
- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Medical Needs policy
- Intimate Care Policy
- Restraint Policy

<https://copelandroadprimary.org.uk/key-information/policies-procedures/>

Contacts

The following are the main contacts for Special Educational Needs and Disability at Copeland Road Primary School:

Mrs Victoria Summerfield is the Head Teacher

Mr Christopher Hughes is our designated SEN Governor:

Mrs Sabrina Hughes is our designated Special Educational Needs Coordinator.

It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies

7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments. To discuss anything mentioned in this policy or to make access arrangements then contact the school on 01388 832576 or send an email to:
admin@copelandroadprimary.org.uk

Pastoral, Medical and Social Support

- We keep close lines of communication between families and school and operates an 'open door policy' should parents need to talk with staff.
- We work closely with parents, Staff and the SENCO in secondary schools to enable smooth transitions.
- We liaise with our feeder Nursery schools well before our children arrive at Copeland Road Primary School again to facilitate smooth transition and allay parental concerns.
- Staff meet regularly with healthcare professionals to ensure that children are receiving the best care available.
- The school has strong links with a wide variety of medical practitioners who can give us advice and support where necessary.
- Mrs Michelle Scollen is our Medical Officer who oversees the dispensation of medicines.
- We share information between schools regarding levels of need, support and intervention.
- We take part in transition days with all secondary schools to ensure smooth transition.
- With the secondary school, we identify where specific and additional support may be needed again, to ensure a smooth transition.

Statement of Intent for Promoting Equality

At Copeland Road Primary School, we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

Copeland Road Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow

the EYFS and the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented. To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND at the School

At Copeland Road Primary School, we have experience of supporting children and young people with a wide range of need from all four areas of Special Educational Needs.

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their targets, discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

The School Council also have a direct say in how the school addresses the needs of our children. Every child in every class also have a chance to vote on a variety of subjects in school as well as meet with the school council, therefore every child as well as the School Council have a direct say in how the school addresses the needs of our children, they feel empowered and able to create and sustain change. They

have asked for and initiated many changes in school and they have been an important part of our success in achieving the Investors in Children Award each year.

Meetings with the School Council and initiatives led by the children include:

- Consultation on new equipment for the School Yard
- Choice of books for School Library
- Energy/Carbon Group initiatives
- Choice in after school clubs
- Additional activities such as after school discos

Bullying is discussed regularly in School Council Meetings and reviews of Gender, Race and Disability and Equality issues take place, with children's perceptions explored.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Twice a year parent/carer evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a review of a child's SEN Support Plan or the Annual Review of their EHC Plan.

The school engages with parents on a daily basis. The Head and Deputy are present with parents daily, dealing with any enquiries or concerns that there may be.

Parents are engaged through:

- Open door policy
- Open Afternoons/Evenings
- School-Based Community Events
- Children's Performances and Assemblies
- School Website and app
- Facilities to monitor children's reading progress from home via reading records.

Finance

The budget allocation is agreed between our school and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body. At Copeland Road Primary School, our notional SEN budget is used to support children and young people with SEND by:

- Recruitment of Teaching Assistant Support Staff to engage in specific small group teaching.
- Purchase of support programmes and materials.
- Purchase of individual and small group resources and equipment.

- Purchase of teaching aids.
- Appropriate Staff training, matched to the outcomes for our children.
- Purchase of support from other professionals such as Future Steps, The Autism Social Communication Team and Educational Psychology.

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

Teaching, Learning and the Curriculum

At Copeland Road Primary School, we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching**. ***At Copeland Road Primary School, we follow a graduated support approach which is called “Assess, Plan, Do, Review”. This means that we will:***

- ❖ **Assess** a child’s special educational needs
- ❖ **Plan** the provision to meet your child’s aspirations and agreed outcomes
- ❖ **Do** put the provision in place to meet those outcomes
- ❖ **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child’s special educational needs and agreed outcomes. Parents and carers will be fully involved in this process. A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website. You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

How do we Adapt the Curriculum?

Support for children with physical needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Gross Motor Skills interventions.
- Fine Motor Skills interventions.
- Specialist group support from outside agencies e.g. Occupational Health.

Support for children with speech, language and communication needs:

- Quality First Teaching, accessing a broad and balanced curriculum

where barriers to inclusion are removed.

- Speech and Language interventions.
- Specialist group support from outside agencies e.g. Speech and Language Therapy.

Support for children with social, emotional and mental health difficulties:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Individual and small group interventions e.g. Lego Therapy or Talkabout
- Specialist group support from outside agencies e.g. CAMHS;

Support for children with cognition and learning needs:

- Quality First Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Maths and English specific interventions.
- Specialist group support from outside agencies e.g. Educational Psychology Service
- Range of teaching and learning styles;
- An innovative and supportive curriculum;
- A broad range of extra-curricular activities, including After-School Clubs.
- Differentiated materials.

Support for children with medical needs:

We recognise that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education. Some children with a medical condition may be disabled therefore we comply with duties under the Equality Act 2010.

Support for Looked after Children with SEND:

- A Designated CLA Teacher
- A Designated CLA Governor
- A Personal Education Plan
- Pupil Premium Plus

Support for children with English as an Additional Language:

- Local Authority Link Worker

Staffing and any Specialist Qualifications/Expertise

Victoria Summerfield (Headteacher) – National Award For Special Educational Needs Co-ordination (NASENCO qualification)

Sabrina Hughes (SENCO) - National Award For Special Educational Needs Co-ordination (NASENCO qualification)

Emma Douthwaite (LSA) – ELKLAN Speech and Language qualification.

Many staff throughout school have also completed CACHE Level 2 in various subjects such as:

- Understanding Autism
- Specific Learning Difficulties

- Behaviour that Challenges

Staff undergo regular training throughout the year and this is systematically fed back to staff and practitioners through weekly meetings. All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training. Staff training is driven by the particular needs of our children and this helps us to meet them as fully as possible. Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school's SENCO regularly attends the Local Authority's SENCO Network Meetings to keep up to date with local and national updates in SEND.

External Agencies and Partnerships

The school has good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

External Agencies involved in supporting provision and identification include;

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Autism Spectrum Communications Team
- Cognition and Learning Team
- Occupational Therapy
- Attendance Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School nurse
- Other medical professionals

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Transition Arrangements

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

How we will support children with SEND when they are moving on to another class or leaving this school:

We differentiate for SEN children in Mathematics and English by giving them access to a class where the pitch of teaching is accessible to their level of capability. As Copeland Road Primary is a small school, children benefit from getting to know all the staff. This enables a good rapport between children and staff and also help staff obtain a very close understanding of the needs of our children.

We work closely with parents, staff and the SENCO in secondary schools to enable smooth transitions. We share information between schools regarding levels of need, support and intervention. We take part in transition days with all secondary schools to ensure smooth transition. With the secondary school, we identify where specific and additional support maybe needed again, to ensure a smooth transition.

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report.

Name of SENCO	Email address	Phone number
Sabrina Hughes	s.hughes@copelandroadprimary.org.uk	01388 832576

Useful Links

<https://copelandroadprimary.org.uk/send/introduction/>



<https://www.durham.gov.uk/localoffer>

Additional Help

<https://www.durham.gov.uk/article/26274/Bishop-Auckland-Family-Hub>

<http://www.durhamsendiass.info/contact-us/>