



SEND and Inclusion Policy

Head teacher: Mrs J Littlewood

Special Educational Needs and Disabilities Co-ordinator (SENDCo): Mrs K Cooke

Contact details T: 01254 853 518

Email: kcooke@coupegreen.lancs.sch.co.uk

Special Educational Needs Governor: Mrs Hayley Smith

It is the role of the SENDCo and the above stakeholders to ensure Coupe Green Primary School's SEND policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), Local Authority and other policies in school.

At Coupe Green Primary School, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. This is reflected in our mission statement which notes 'Working Together, Supporting Each Other'. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum in order to respond to the four areas of need identified in the new Code of Practice (September 2014). These areas are:

- Communication and interaction;
- Cognition and learning;
- Social, mental and emotional health;
- Sensory/physical.

What Are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice, 2014)

This SEND policy details how, at Coupe Green Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all members of staff. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to fully participate in all aspects of school life.

The Aims of This Policy Are:

- To create an environment that meets the special educational needs of each child to enable them to achieve their learning potential and engage in activities.
- To request, monitor and respond to parents/carers and pupils views in order to maintain high levels of confidence and partnership.
- To clarify the expectations, roles and responsibilities of all stakeholders and staff.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development using internal and external services providers.

- To consult with health/ social care professionals to ensure full inclusion and support for pupils with medical conditions.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum.
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners.

Admissions

Pupils with Special Educational Needs or Disabilities (SEND) will be admitted to Coupe Green Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs and at what level.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavors to collect all relevant information and plan a relevant differentiated curriculum.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, progress, digest and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Responding to strengths and implementing strategies to reduce barriers.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Identification, Assessment and Provision

Provision for children with SEND is a matter for the whole school. The governing body, the head teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Adequate progress can be identified as that which:

- Meets the academic targets set by SLT (usually 3 terms progress a year from starting point) or progress towards PIVATs targets.
- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with SEND, Coupe Green Primary School will adopt a graduated response as advised in the Code of Practice (2014)– 'Assess, Plan, Do, Review'.

<https://www.lancashire.gov.uk/media/914484/lancashire-send-graduated-response-continuum-of-need-process-map.pdf>

Assess

The teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile.

This may involve taking advice from the SENDCo, external specialists and may include the use of diagnostic tests and other assessments to determine the areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first.

Information may also be gathered using the children's voice tools to discover what is important to the pupil and how best we can support them.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school including Nurture Group activities and support.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties and continues to make little or no progress.

Plan

Class teachers write Individual SEND Support plans for any child receiving SEND support three times a year. Parents and pupils will receive a copy of the plans which will include the expected outcomes, actions and strategies and provision to be used. Where specialist teachers or external agencies are involved, teachers will detail the recommended provision in the plan.

Do

The strategies and interventions agreed in the plan will be implemented. Progress will be monitored using the school's usual assessment systems, plus through the use of specific SEND Support plan/Intervention weekly monitoring sheets. Where interventions are delivered by

Teaching Assistants, there must be regular ongoing communication between teachers and Teaching Assistants to ensure all staff working with the child reflect on progress.

Progress may be measured through assessment scores and/or through qualitative observations.

Review

The progress of the pupil will be reviewed continually by the class teacher and targets will be adapted and added as appropriate. This is monitored by the SENDCO. At the end of the specified period of intervention the SEND Support plan will be evaluated and a new one will be provided.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Where necessary we involve the support of professionals from Lancashire team to help identify needs of children with English as an Additional Language.

Statutory Assessment of SEND

Not every child with SEND requires an EHCP but they may continue to receive SEND support from the school. Only children with significant difficulties across the four areas of need- requiring specialist provision different from/ to others require this. If a school is unable to meet with all of the agreed provision for a child on SEN support from its existing resources, finance and staffing expertise and the outcomes for the child are not improving despite their best efforts, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. An EHCP agreed by the Local Authority would mean that a child and their setting may need additional funding from the Local Authority to meet a child's special educational needs.

When a school applies for an Education, Health, Care Needs Assessment, the SENDCo will provide the evidence about the child's progress over time and gather documentation in relation to the child's SEND Support and any action taken to support with their needs, including any resources or special arrangements in place. This documentation must demonstrate a child's difficulties with the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical
- Independence and self-help

This documentation provided to the Local Authority may include:

- The child's Individual Education/Behaviour support plans or external agency SEND Action Plans/Support Plans
- Attendance information
- Records of reviews and their outcomes
- SEND Support/Intervention monitoring forms
- Early Help/ Common Assessment Framework and relevant TAF meetings (if applicable)
- Medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- Parents/ carers and/ or child
- The school
- An educational psychologist
- Health
- Social care
- Anyone else who parents/ carers request
- A specialist teacher for the visually impaired or hearing impaired, if appropriate.

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Where the LA agree to this, a yes to assess letter is sent to parents within 6 weeks. The LA then instruct an Educational Psychologist to observe and they then have 16 weeks to produce a draft EHCP. Parents then receive this draft and have the chance to make any amendments within 15 calendar days. After this, parents receive a consultation document in which they can name a setting they feel can meet their child's needs and the school is then consulted. This process should take 20 weeks before the draft is then finalised.

Further information can be found on the LA website: www.lancashire.gov.uk

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually and every 6 months (if under the age of 5). The SENDCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- Progress on actions towards agreed outcomes
- What we appreciate and admire about the child
- What is important to the child now and in the future
- How best to support the child
- Questions to answer/ issues we are struggling with
- Action plan

Any suggested amendments to the EHCP will be recorded. The SENDCo will record the outcomes of this meeting and ensure that it is sent to the LA in a timely manner. In the SEND Code of Practice 2015 it states that 'not all plans are expected to be amended on a very frequent basis' and the local authority will make a decision whether to maintain the EHCP, amend the EHCP or cease the EHCP after each annual review.

In a very small number of cases, scenarios can arise whereby a child is not making sufficient progress despite the best provision, funding and support of the school. In this rare situation, it may then be necessary for parents/ carers to discuss the specialist provision needed to further meet their child's needs.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school will comply with its duties under the Equality Act 2010 for those children with medical conditions that may also have a disability.

Those children who also have special educational needs or disabilities (SEND) or Education Health and Care Plan (EHCP) which brings together health and social care needs as well as special educational provision are supported within the SEND Code of Practice 2014. On entry to the school parents are asked to complete an enrolment form. If a child is in receipt of an NHS Care Plan, this will be kept in school and all staff made aware of the information. Where a child has a medical condition that the school needs to be aware of whether regular medication is needed or not, parents are asked to complete a School Healthcare Plan. This must be kept updated by the parent but with termly reminders from the school.

All medicine is recorded on a proforma along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. NHS and School Healthcare Plans are passed on to the relevant Class Teacher and the master copy is kept in the school office. All support and teaching staff are kept regularly up to date with First Aid Training to ensure staff are familiar with what action to take in the event of an emergency. In addition, Diabetes and EpiPen training has been provided by the School Nurse or other NHS professional to ensure the relevant staff are conversant with the appropriate action or medical procedure required. The School's Medical Conditions Policy can be found on the school website.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

SEND Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. Most children with SEND are assessed using the same procedures as other children. However, for those working significantly below the age-related expectation, PIVATs are used. This document details the existing levels of attainment into finely graded steps and targets using PIVATs (Performance Indicators for Valued Assessment & Targeted Learning.), we ensure that children experience success. All children on the special needs register have SEND Support Plan with individual SMART targets.

In a small minority of cases, some children are unable to engage in subject specific study as they may not be working at/ able to access the National Curriculum due to their complex needs and may benefit from a more suitable curriculum. At Coupe Green, we use the Engagement Model. Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- Significant sensory impairment
- Significant communication impairment
- Significant motor impairment
- Complex medical needs
- Dependencies on technology (including augmentative and alternative communication such as Makaton)

At Coupe Green, we plan and assess using PIVATs whilst observing the 5 areas of the Engagement Model to create a separate curriculum.

The engagement model has 5 areas of engagement, these are:

- exploration
- realisation
- anticipation
- persistence
- initiation

For these children, their learning and progress is documented in a learning journey style- showcasing photographs, written observations by teachers and support staff as well as Tapestry observations.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning/ progress, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Progress of Pupils with SEND

All the children who are currently receiving support are expected to make progress and meet their individual targets set out in their SEND Support Plans. Each term the progress of children with SEND is reviewed. This is when targets previously set are evaluated by taking into account progress, the results of teacher assessment, care plans from Speech and language and also any other advice from specialist teachers.

The progress of all pupils- including SEND is updated three times a year (after week 10, 20 and 30 week assessments). This information is then used to inform the evaluation of the previous SEND support plan and re-writing of the new one.

After each assessment point in the academic year (week 10, 20 and 30), SLT closely monitor progress of each individual child. It is the role of the head teacher to oversee progress for the whole school and the responsibility of the SENDCo to continually monitor progress. At pupil progress meetings, class teachers have the opportunity to meet with the headteacher/ SENDCo to discuss individual pupils, their needs, provision and intervention. It is the responsibility of the class teachers to write the whole class provision map and to ensure intervention and provision is then provided for each individual child. The SENDCo then monitors progress and intervention to support the class teachers in the continual review and adaptation of provision for each child to ensure they meet their full potential.

Allocation of Resources

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Deployment of Staff

Teaching Assistants support alongside the class teachers delivering specialised programmes and offering general classroom support. The majority of support is given in the core subjects namely numeracy and literacy.

A significant focus of SENDCo work has been in supporting and meeting the needs of TAs involved in delivering individualised and small group teaching, in administrative work and in liaison with agencies. Our SEND Governor is involved with monitoring SEND provision, attainment and progress in liaison with the SENDCo at regular meetings once per term. Our SEND Governor is Hayley Smith.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like.

They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through school.

The SENDCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the TA.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

Parents will be invited to meet regularly with their child's designated teacher and on request, the SENDCo.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The Use of Outside Agencies

External services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the SEND support plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum Age Related Expectations substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Training and Resources

Governors will ensure that there is a suitably qualified SENDCo who has the time necessary to undertake the role.

Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs, support plans and in relation to needs.

The governors will ensure that they are kept fully aware of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo.

The SENDCo will keep abreast of current research and thinking on SEND matters. The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals (Educational Psychologist clusters, SENDCo Seminars or Inclusion Hubs). The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET. SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members. There are SEND training sessions for all support staff regularly.

Funding received for an Education Health Care Plan is allocated to ensure appropriate provision. The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the full governing body.

Monitoring and Evaluation

The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up SEND Support Plans for children. The SENDCo and the head teacher hold regular meetings to review the work of the school in this area.

Number of Children with SEND

Currently in 2024, we have 24 children on our SEND register (March 24). We also have 9 children with Educational Health Care Plans (EHCPs).

External Personnel and Other Agencies

We liaise with Educational Psychologists, SENDo, Specialist Behavioural Specialists, Specialist Teachers, Golden Hill, School Nurse, Visually impaired Specialist Teacher, HI Specialist teacher, Occupational therapists, Safeguarding Board, Children and Family Wellbeing Service, Paediatricians, as well as Speech and Language advisors.

Inclusion

All pupils with SEND and/or disability take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips. As noted in the SEND Code of Practice (2014), 'The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.'

Roles and Responsibilities

The Governing Board The SEND Governor, Mrs Hayley Smith, will support the Governors to fulfil their statutory obligations by ensuring:

- The Curriculum Committee receives a termly report to update progress of children on the SEND register
- The SEND policy is reviewed annually
- The governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEND provision
- The school's Local Offer is updated annually which explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's provision for children with SEND. The Headteacher will keep the Governing Board informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo, the Special Educational Needs Governor and staff to ensure the effective day to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO)

The SENDCo is Mrs Kelly Cooke.

The SENDCo is responsible for:

- Co-ordinating SEND provision for children
- Liaising with and advising teachers as well as providing training and support

- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- Along with class teachers, liaising with parents of children with special educational needs
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Consultation with the class teacher to ensure that SEND Support Plans/ Behaviour Plans are written and that reviews take place
- Overseeing intervention across the school
- Monitoring the impact of intervention across the school

Role of Class Teacher and Teaching Assistants

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the teaching assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCo to formulate and review SEND Support Plans and to maintain all SEND records. This is kept up to date and is accessible to key members of staff.

Both class teachers and teaching assistants are responsible for delivering the provision and intervention outlined in the SEND support plans. All intervention is to be logged and evaluated in the class SEND file. This then informs the future learning and SEND support plans.

Safeguarding

At Coupe Green Primary School we are aware that children who have SEND can be more vulnerable than others. We use the Lancashire Continuum of Need (CON) to provide help and guidance for all our staff who work with our children, young people and their families to allow us to identify levels of need and risk through the use of indicators related to outcomes where necessary. The CON also supports us in determining how we can best support and work alongside children, young people and their families by providing guidance as to what assessment and planning procedures to follow at each level to meet or prevent the escalation of need and support de-escalation from statutory services.

<http://www.lancshiresafeguarding.org.uk/media/15006/pan-lancs-continuum-ofneed-july-2017.pdf>

Storing and managing information

Records belonging to children on the SEND register, and those for whom monitoring arrangements are in place, are kept updated by the SENDCo. These records are stored securely and confidentially in line with Data Protection Policy, and with the General Data Protection Regulation (GDPR) 2018. In line with GDPR 2018: The confidential nature of SEND information is fully recognised at Coupe Green Primary School. Hard copy files are stored in the office. We are currently in the process of transferring our records to an online password protected software called CPOMS. When necessary, documents are shared using either CPOMS or Secure Mail, both of which are password protected and these passwords are kept securely.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Coupe Green Primary School publishes its accessibility plans within its Local Offer. This can be found on the website at <https://coupegreen.co.uk/>.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will meet with the parents to discuss the concerns. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parent's concerns should be put in writing to the SEND Governor (Mrs Hayley Smith).The Chair of Governors, (Mr Anthony Mycock) will be involved after other avenues have been exhausted to resolve the situation.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.

The policy is due for review March 2025.

Updated: March 2024

Mrs K Cooke (SENCo)