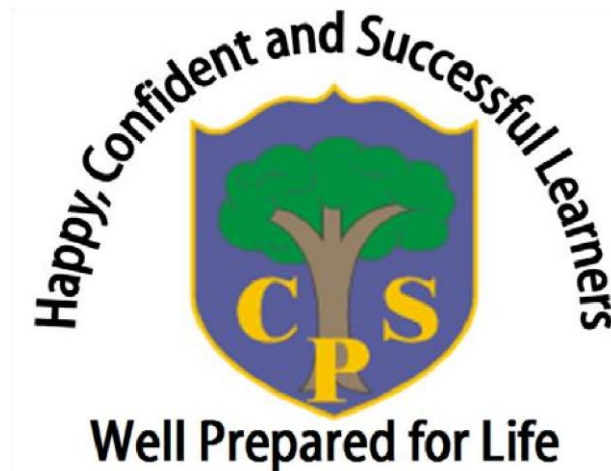




The Coppice Primary School SEND Policy

Written by	Callum McGarry and Becky Heptinstall
Approved by Trustees	November 2025
Date for Review	November 2026

1.School vision

“Happy, confident and successful learners, well prepared for life”

2. Purpose of the policy:

2.1 This policy reflects the school values and philosophy in relation to SEND provision at The Coppice Primary School. It sets out a framework within which teaching and nonteaching staff can operate and sets out the school expectations of planning, teaching and assessment. The policy should be read in conjunction with each year group’s curriculum planning.

2.2 This document is intended for:

1. All teaching and school management staff
2. All Teaching Assistants and pupil support staff
3. School Trustees
4. Parents
5. Inspection teams

3. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Our SEND Policy also aims to reflect the values and ethos that The Coppice Primary School holds. We aim that ALL of our children should become “Happy, confident and successful learners, well prepared for life.”
- We have a commitment to all our pupils and their parents/guardians that we will place the child’s individual needs at the heart of our provision. That regardless of age, race, gender, religious or cultural belief, additional needs or economic situation ALL of our pupils will receive a high quality and appropriate education.
- We will ensure that all pupils have an equal right to enjoy and participate in all aspects of school life and to benefit from the many and varied opportunities open to them. Please see our Equality Policy.

4. Legislation and guidance

This policy and information report is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [The Equality Act \(2010\)](#), particularly Part 2, Chapter 1, Section 6 where the term ‘disability’ is defined.
- [Part 3 of the Children and Families Act \(2014\)](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations \(2014\)](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

As an academy, this policy also complies with our funding agreement and articles of association.

5. Definitions

A pupil has SEND if they have a learning difficulty or disability (as described in the Equality Act, 2010) which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools (SEND Code of Practice, 2015, p.15-16).

6. Roles and responsibilities

6.1 The SEND Team is:

Designated Safeguarding Lead -William Hutt

Deputy DSL and Family Support, EWO, Medical Lead and LAC Lead - Karen Woodyatt

SENDSCO- Callum McGarry

SEND Inclusion Teacher with Autism Specialism- Rebecca Heptinstall

SEND Trustee – ~~Emma Hood~~ William Hutt

Thrive practitioners

- Elaine Small
- Sarah Jane Carter
- Penny Fletcher
- Karen Woodyatt
- Callum McGarry

Special Support Assistants (SSAs)

- Jodie Fulford – ~~Nursery~~ Maple/Reception
- Lydia Griffin – ~~Nursery~~ Maple/Reception
- Jayne Griffin – Year 1 Maple/Reception
- Michelle Murray - ~~Year 6~~ Maple/Reception
- Heather Farrell - ~~Reception~~ Maple/Year 2/Year 3
- Chloe Torrence - Year 1/Year 2
- Fiona Green - Year 1/Year 2
- Becky Millard – Year 1 2
- Judith Summerhayes - Year 2 3
- Charlotte Tonks - Year 3 5
- Nikki Horne - Year 5
- ~~Bev Tonks – Year 4~~ Leaving
- Donna Wakeman - Year 5 6

The SENDCO's responsibilities:

They will:

- Work with the Headteacher and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- To ensure that the SEND Code of Practice principles are applied correctly and in accordance with the local SEND offer. To ensure that the SEND Code of Practice is updated half termly and that pupils are added or removed at the appropriate times as the level of their need and support required in school dictates.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and board of trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

6.2 The SEND Trustee

The SEND Trustee will:

- Help to raise awareness of SEND issues at board of trustees' meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the board of trustees on this
- Meet with SEND staff to discuss issues and to complete a SEND walkabout
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

6.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring that where concerns about a child are present that they are raised in an official manner and brought to the attention of the SENDCO
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Where external agencies provide advice and recommendations to be fully aware of these, to read thoroughly the reports and seek guidance where necessary. To ensure that all recommendations are carried out and evidence provided as to their effectiveness.
- Where children require an Independent Provision Map to be completed that this is done every ~~half~~ term and that targets are shared and agreed with parents
- Ensuring they follow this SEND policy
- Ensuring that they follow all of the standards as set out in the [Teachers' Standards \(2021\) document](#).

7. SEND information report

7.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, Attachment Disorder (through Thrive etc), for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties
- SEND issues relating to serious childhood illness and prolonged hospital stay

All further information regarding SEND is detailed in our separate, regularly updated and reviewed SEND Information Report.

7.2 Contact details of support services for parents of pupils with SEND

Any parents seeking advice and/or support are encouraged to speak to the SEND team who can direct them to the appropriate agencies. For general enquiries, parents can also contact:

SEND Information and Advice Support Service SENDIASS@worcestershire.gov.uk

Another agency that provides support and advice is The National Autistic Society Advocacy Service.

7.3 Contact details for raising concerns

Headteacher/Designated Safeguarding Lead – William Hutt - head@coppice.worcs.sch.uk

SENDCO- Callum McGarry cm362@coppice.worcs.sch.uk

SEND Inclusion Teacher – Rebecca Heptinstall – rjh136@coppice.worcs.sch.uk

Deputy Safeguarding Lead, Education Welfare officer, Medical Lead- Karen Woodyatt- kwd8@coppice.worcs.sch.uk

7.4 The Local Authority local offer

We have adopted the Local Offer published by our Local Authority:
www.worcestershire.gov.uk/sendlocaloffer

8. Monitoring arrangements

This policy and information report will be reviewed by Callum McGarry and Rebecca Heptinstall every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the school trustees.

9. Links with other policies and documents This

policy links to our policies on:

- Accessibility Plan
- Behaviour
- Equality Policy

Supporting Pupils with Medical Conditions

Access and Review of Policy

This SEND Policy will be accessible to all staff and the community through the school's website. Hard copies can be obtained through the school office. This policy will be reviewed on a yearly cycle.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
SEND	Procedures, administration and responsibilities linked to SEND	To ensure a consistent and effective approach to supporting children with SEND in school.	Adults linked to a child with SEND as well as affected children themselves	P-Drive (Full Trustees policies section)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	