



## CURRICULUM POLICY 2022

**This is a whole School policy and applies to all members of Copthorne Preparatory School including EYFS.**  
(To be read in conjunction with our Teaching and Learning Policy).

<b>Version:</b>	One
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<b>Approved by:</b>	Mrs S Coutinho, Chair of Governors

### 1 Forward

- 1.1 At Copthorne we strive to develop **confidence**, provide **opportunity** and realise **potential** in every child.
- 1.2 This mission statement, together with our core values, underpins our curriculum at Copthorne.
- 1.3 We strive to offer children the opportunity to realise their potential across the entire spectrum of academic, artistic and physical disciplines which makes up our curriculum, and we recognise that confidence and high self-esteem are essential for a successful and happy learning experience.

### 2 The Educational Experience at Copthorne

- 2.1 A detailed Teaching and Learning Policy sets out our philosophy and aims and objectives for teaching and learning. At the centre of pupils' educational experiences at Copthorne is our written policy on the Curriculum, which ensures that the policy is supported by appropriate plans and schemes of work, which conform with the Independent School Standards Regulations (ISSR) and
- 2.2 (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2.3 (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum offered will

- 2.4 give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- 2.5 ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- 2.6 teach personal, social, health and economic education which– (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- 2.7 for pupils receiving secondary education, access to accurate, up-to-date careers guidance that– (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential;
- 2.8 where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- 2.9 where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- 2.10 that all pupils have the opportunity to learn and make progress;
- 2.11 effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.



### **3 Our Curriculum Statement**

We achieve the aims and objectives listed in our Teaching and Learning Policy by delivering a curriculum that

- 3.1 reflects the school's mission statement and core values;
- 3.2 brings knowledge, skills and concepts into the reach of all our children, in exciting and engaging ways;
- 3.3 promotes an integrated programme of learning across the age ranges, creating an eleven year academic journey for our children, from Nursery to Year 8;
- 3.4 offers a broad range of subjects, disciplines and skills from the fields of humanities, sciences, languages, creative arts and sports;
- 3.5 allows for *active* learning across the spectrum of subjects, by allowing for children to question, scrutinise and evaluate the knowledge presented to them;
- 3.6 incorporates differentiation and personalised learning, so that all pupils' needs are met, from language and learning difficulties to accelerated learning for gifted and talented children;
- 3.7 allows for cross-curricular learning and teaching wherever appropriate, to encourage children to make connections and develop a repertoire of skills;
- 3.8 promotes strategies and skills for independent thinking and lifelong learning;
- 3.9 prepares our students for entry into senior schools, via Common Entrance examinations, scholarship papers and other forms of entry test.

### **4 Curriculum setting and context**

Our curriculum draws its influences, themes and principles from a range of statutory and non-statutory documents and strategies including:

- 4.1 the Early Years Foundation Stage
- 4.2 the National Curriculum
- 4.3 the ISEB syllabus for Common Entrance at 11+ and 13+
- 4.4 the ISEB syllabus for Common Academic Scholarship
- 4.5 the assessment criteria for senior school scholarship papers
- 4.6 At all times we seek to combine the very best traditions and values of a prep school education with the themes and principles of a twenty-first century curriculum, so that our children may take an active part in the modern world.

### **5 The Role of our Heads of Department**

- 5.1 Heads of Department are required to maintain the quality of teaching and learning in their subject. Communication with the subject leaders in the Pre-Prep is important to ensure progression through the Key Stages.
- 5.2 The Heads of Department in each respective section of the school will write the curriculum documents for the Prep School and the Pre-Prep.
- 5.3 They will be provided to Head of Teaching and Learning to maintain a consistent curriculum throughout the school.
- 5.4 In all subjects, we strive to find the most effective and efficient ways of bringing the curriculum to every child, through a range of teaching and learning strategies as set out in our Teaching and Learning Policy.
- 5.5 Work is matched to ability all children are given work which will challenge, inspire and engage them.



## 6 Departmental Policy Documentation

- 6.1 The Head of Department, in conjunction with their Pre-Prep Subject Leader, is required to pass to the Headmaster a policy handbook and schemes of work, setting out clearly what is being taught and how and when.
- 6.2 The policy handbooks are stored on our computer network, for all teachers to access, and must contain, but is not limited to, the following sections:

<b>1. OVERVIEW</b> - Philosophy / Rationale - Aims - Curriculum overview / syllabus	<b>4. MONITORING AND EVALUATING</b> - Assessments: formative / summative - Recording, tracking progress within the department - Identifying special needs / gifted and talented in the subject - Reporting progress to pupils / parents / staff
<b>2. TEACHING AND LEARNING</b> - Syllabus in more detail - Methodology: teaching practices / learning styles - Core skills and concepts across age range - Cross-curricular strategies - Whole school events and initiatives	<b>5. THE SYLLABUS</b> - Nursery to Year 8
<b>3. RESOURCES</b> - Staffing - Materials - Facilities - Health and Safety issues	<b>6. SCHEMES OF WORK</b> - Nursery to Year 8

## 7 Curriculum Provision

### 7.1 Time allocation

Pupils at Cophthorne receive a full-time supervised education from the ages of 2 to 13. During this time, the number of teaching hours provided are as follows:

7.2 Nursery: Information for EYFS classes is provided separately.

7.3 Reception: Information for EYFS classes is provided separately.

7.4 Year 1-2: 50 teaching lessons of 30 mins each.

7.5 Years 3-8: 49 teaching lessons comprising:

- 49 x 35 mins lessons

7.6 In addition to this the children in Years 3-8 receive a further 1 hour 10 minutes of assembly time per week and 1 hour 20 minutes of reading and registration time per week.



## 8 Subject allocation

8.1 Our Curriculum for the Pre-Prep currently comprises the following subjects, with weekly lesson allocation indicated:

Subject	Y1	Y2
Eng	12	12
Math	10	10
Sci	3	3
DT	1	1
ICT	1	1
Humanities	1.5	2
Art	2	2
Music	2	2.5
PE/ Games /Swimming	3	4
RE	2	2
French	1	1
PSHE	4	2
Form Tutor	2.5	3.5
Golden Time	1	1
Total	46	47

8.2 The teachers in the Pre-Prep endeavour to teach in a creative, cross curricula way whenever possible, so lesson times are approximate.

8.3 Our Curriculum for the Prep School currently comprises the following subjects, with weekly lesson allocation indicated:

	Allocation of lessons per week (total 49)					
Subject	Y8	Y7	Y6	Y5	Y4	Y3
Eng/Dr	6	6	7	7	10	10
Mat	5	5	7	7	10	10
Sci	5	5	5	5	2	2
Fre	3	3	2	2	1	1
Span	3	3	2	1	1	1
Humanities					5	5
History	3	3	2	2		
Geog	3	3	2	2		
R.E.	3	3	2	2		
Stu Sk/iSpace	0	0	0	1	0	0
Art	2	2	2	2	2	2
Mus	1	1	2	2	2	2
DT	2	2	2	2	2	0
ICT	2	2	2	2	2	2
PSHE	1	1	1	1	1	1
PE	1	1	2	2	2	2
Swim						
Games	9	9	9	9	8	8
R&R	4	4	4	4	3	3
Golden Time	0	0	0	0	1	1

## 9 Differentiation

- 9.1 Definitions - The term “gifted” usually refers to the top 5-10% of children as measured by actual (or potential) achievement in the main academic subjects. The term “talented” refers to the top 5-10% of children as measured by achievement in art, music, drama or PE.
- 9.2 Philosophy - The definitions given above imply that the vast majority of Copthorne pupils are neither gifted nor talented. Clearly, this is the wrong message to convey to pupils. In addition, we believe that a single register of gifted and talented children at Copthorne would be both impracticable and misleading on account of the myriad different subjects, topics and skills in which it is possible to excel. It would also be divisive. Consequently, we believe the most appropriate way to make provision for “gifted and talented” children is to put differentiation at the heart of our teaching and learning.
- 9.3 We are committed to providing an environment which challenges and encourages all pupils to maximise their attainment in all areas.



## **10 Differentiation - Aims**

Our aims with regard to differentiation were discussed among all teaching staff and agreed upon during an INSET session in September 2016:-

- 10.1 We strive to ensure that every child is challenged and encouraged in all lessons;
- 10.2 We aim to raise both self-esteem and attainment at the same time;
- 10.3 We maintain appropriately high expectations for all children.
- 10.4 It follows from these aims that children will and should experience failure from time to time and learn how to deal with this.

## **11 Differentiation - Classroom Strategies**

- 11.1 Teachers at Cophorne adopt the following strategies in order to ensure they are providing for all levels of ability.

## **12 Differentiation - Assessment**

- 12.1 Differentiation begins and ends with assessment. We need to know the children well and be aware of what they are capable so that they can be given an appropriate starting point and kept challenged with repetition of work avoided. Assessment comes in various forms at Cophorne; for a detailed summary, please see the Assessment Policy.

## **13 Differentiation - Lesson Planning**

Teachers plan carefully to meet the needs of all our children. This can include:

- 13.1 An “open-ended” common activity that allows the children to respond at their own level;
- 13.2 An enrichment activity that broadens the learning in a particular skill or knowledge area;
- 13.3 An individual activity within a common theme that reflects or requires a greater depth of understanding and higher level of attainment;
- 13.4 Opportunities for children to progress through their work at their own rate of learning.

## **14 Differentiation - Use of Teacher Talk**

- 14.1 It is often very difficult to differentiate effectively through “teacher-talk” as this tends to favour the most able.
- 14.2 Nonetheless, careful, targeted Q&A can help to establish the level of understanding of individual children, thereby enabling the teacher to ensure that appropriate tasks are set and the pupils remain challenged.

## **15 Classroom Planning - Seating Plans and Work Partners**

- 15.1 The appropriate approach to any particular lesson varies according to the age group, subject being taught, topic being covered, nature of the individuals involved and the activity of the day.
- 15.2 At Cophorne we adopt a flexible and varied approach to classroom management.
- 15.3 Mixed ability groups work well for some topics in certain subjects, whereas others are more suited to ability-based groups or pairs.
- 15.4 Mixed ability groups must be carefully managed as this can easily lead to the more able doing all the work.
- 15.5 A “challenge” table can be effective in providing extension for the more able.
- 15.6 Different tables in the classroom can be set up with work for certain ability groups, but we must ensure that we do not adopt a fixed mind-set regarding the children’s abilities.



## **16 Differentiation - Visual aids and Practical Activities**

- 16.1 It is often said that visual aids and practical activities benefit weaker children, but these can also stimulate the more able in the same way.
- 16.2 Children of all abilities will be stimulated by the physical, “concrete” representation and investigation of certain topics. We include practical activities in the classroom where appropriate and trips to sites of specific interest in all subjects.
- 16.3 The use of technology in the form of interactive whiteboards, the IT suites and iPads can have the same effect.

## **17 Differentiation - Self-selection**

- 17.1 Allowing the children to decide which of a range of written tasks to attempt based on their assessment of their own abilities and confidence with a particular topic can work well in some subjects.
- 17.2 However, some children may want to attempt work which is beyond them so this needs to be carefully managed.

## **18 Homework**

- 18.1 Homework also provides an opportunity for differentiation, when it is appropriate to tailor certain tasks to those struggling with or excelling in the work undertaken in the classroom.

## **19 Parental Communication**

- 19.1 Parental expectations and perceptions of ability can make appropriate differentiation difficult, so early, candid communication with parents is essential.

## **20 Trips, Competitions and other Extension Activities**

- 20.1 We provide a wide range of activities to enrich the children’s learning both inside and outside the classroom. We believe that wherever possible these activities should be made available to all, but some are by invitation only for logistical reasons. For details please see “Outing and Educational Visits by Year Group”.

## **21 Handwriting**

- 21.1 The Schools aim it to develop fine motor skills in preparation for handwriting and to begin handwriting when a child is ready.
- 21.2 Early/Initial Skills:
  - 1. Establish good fine motor skills by using a variety of activities like threading beads, playing with pegs, manipulating playdough, finger painting and using scissors correctly.
  - 2. Establish hand preference
  - 3. Establish good pencil grip and sitting position.
  - 4. Use a pen grip corrector if necessary. Make sure a left-handed child positions the paper at an angle away from the body.
  - 5. Write in a left to right direction
  - 6. Have experience of writing with a variety of mediums
    - a. Sandpaper letters
    - b. Tracing paper
    - c. Practising direction in the air
    - d. Writing over letters
    - e. Writing on black boards and white boards
    - f. Learn the Jolly Phonic tracing rhyme
- 21.3 Children are taught to print letters.





- 21.4 If a child has particularly good fine motor skills they will be encouraged to start cursive script in the summer term of their Reception year.
- 21.5 All written work is done in a large wide-lined book. Children progress to narrower lines when their fine motor skills allow good pencil control.

## **22 Handwriting – Year 1**

- 22.1 Revise all letters at the beginning of the academic year to ensure that they are been formed correctly.
- 22.2 Make sure that every child holds the pencil correctly, with a tripod grip. Use pencil grip correctors if necessary and inform parents in order to enlist their support at home. We recommend that these children use a pen grip corrector at home when they do written work.
- 22.3 Work at this level is focussed on joining letters;
  - 1. Introducing individual joining lines. We begin with the letter group a, c, d, g, o, q and e.
  - 2. We follow with letters with a down stroke, b, f, h, i, k, l, m, n, t, u, v, w and z
  - 3. p needs special care to position on the line.
  - 4. s needs special care to perfect the in-stroke.
  - 5. r needs special attention to form the joining out-stroke.
  - 6. x is a difficult letter to join successfully.
  - 7. We introduce loops for the following letters f, g, j, and y.
- 22.4 Introduce upper case letters. Point out that upper case letters never join.
- 22.5 The children practice their letters in special tram lined handwriting books. This encourages them to write on the lines and attention is focussed on the size and position of each letter.
- 22.6 Children who have difficulty establishing a cursive script may be given an extra home handwriting book for more practice at home.
- 22.7 Materials Used At this Stage
  - 1. handwriting book
  - 2. white boards for practice
  - 3. Individual worksheets prepared by the teacher.

## **23 Handwriting – Year 2**

- 23.1 In Year 2 the children consolidate the work done in Year 1. Particular attention is paid to:
  - 1. Revision of individual letters making sure that formation is sound.
  - 2. Revision of letter sizes and position on the line.
  - 3. Revision of joining strokes
- 23.2 Work is continued on upper case letters. This is linked with the work done in formal English concerning the use of capital letters.
- 23.3 Handwriting practice is done on lined white boards and in specially lined handwriting books. We encourage smaller handwriting and hope that the children develop a fluency in writing.
- 23.4 Work is done in class and if necessary on an individual basis.
- 23.5 The children are reminded that the letter q is always followed by u. This is included in handwriting exercises.





## 24 Handwriting - Prep

- 24.1 Why is handwriting important? Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum.
- 24.2 It should be taught directly by demonstration, explanation and practice.
- 24.3 Handwriting is a movement and co-ordination skill. The movements of the hand when writing are firmly established in your movement memory because they have been made so often. This is why children need to practise handwriting movements correctly and often.
- 24.4 It is very important that children learn to form the letters of the alphabet with the correct sequence of strokes from the beginning.
- 24.5 Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist, and will find it extremely difficult to write with a fluent, joined hand.
- 24.6 The correct formation of all letters needs to become quite automatic and may require a lot of practice. Handwriting can often be a means by which children can express pride in the work that they are doing.
- 24.7 We aim for children to:
- Achieve a neat legible style with correctly formed letters and a lead in stroke
  - Develop flow and speed
  - Eventually produce the letters automatically in their independent writing
  - Take pride in the presentation of their work and enjoy the feeling of satisfaction resulting from producing work to an aesthetically high standard
- 24.8 In order to achieve these aims, the following principles are followed:
- 24.9 As handwriting develops, children will use a fully joined, cursive script, with the exception of capital
- 24.10 letters. This means that the pen or pencil is not lifted from the beginning of the word to the end.
- 24.11 Handwriting is taught regularly and systematically in classes, groups or individually, as appropriate.
- 24.12 Patterns are used initially, by writing with a variety of tools and using multi sensory methods, to help free flowing hand motions.
- 24.13 Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- 24.14 When marking or writing comments, members of staff use legible cursive or printed handwriting as appropriate to the stage of the child.
- 24.15 Display writing throughout the school includes cursive writing and computer generated writing.
- 24.16 At least 10% of the population are left-handed, the majority of whom are boys. Left handed children always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5cm from the point of their pencil.
- 24.17 Resources and Writing Materials
- Children are given experience of a variety of writing tools.
  - Handwriting pens are used when handwriting is regular with some flow and movement.
  - Letters and words should be regularly spaced and appropriate in size and position.
  - Fountain pens can be used when handwriting meets the above standard and is consistent and fluent with letters appropriately placed.
  - Handwriting should maintain a personal style which should engage the reader.
  - Biro's are not used.



24.18 ALL members of staff must monitor handwriting in their subjects, insisting work meets expectations (samples of pupils handwriting can be obtain from their English teacher)

## **25 Handwriting - Special Educational Needs**

- 25.1 Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word.
- 25.2 Some children may need specific equipment such as a writing slope, in order to develop their handwriting effectively.

## **26 Handwriting - Key Stage 2**

- 26.1 During this stage the children continue to have direct teaching and regular practice of handwriting.
- 26.2 We aim for them to develop a clear and fluent style and by the end of Key Stage 2, be able to adapt their handwriting to demonstrate: a neat legible hand for finished, presented work and a faster script for notes.

## **27 Handwriting - Assessment**

- 27.1 Handwriting is assessed and moderated as part of the process of assessing progress in writing. This is carried out on a regular basis.

## **28 Homework**

- 28.1 It is the practice in the school to set daily homework to the pupils in Yrs 7 and 8, and occasional homework in other year groups. There are many reasons for setting homework:
- For consolidating or extending work previously covered in school
  - As a way of checking that children have understood their class work
  - To provide opportunities for independent work
  - For extending existing lesson time
  - To help pupils recognise the link between good private study habits and higher standards of achievement
  - Children with additional needs may have more regular, small amounts of homework
- 28.2 In the Pre-Prep Department and Years 3 & 4 any setting, marking and monitoring of homework is done by the Class Teacher.
- 28.3 In Years 5, 6, 7 & 8 any the setting, marking and monitoring of homework is done by the Class Teacher / Subject Teachers

## **29 Homework Allocation**

- 29.1 Reception - Phonics daily / reading 2x per week
- 29.2 Year 1 - Phonics / reading 2x per week, number bonds 1x per week, spellings 1x per week
- 29.3 Year 2 -Reading 2x per week, number bonds 1x per week, spellings 1x per week, 1 piece writing/numeracy per week
- 29.4 Year 3 & 4 - Daily reading, Tables 1x per week, Spellings 1x per week
- 29.5 Year 5 - Daily reading, spellings, tables / Maths homework once a week
- 29.6 Year 6 - Daily reading, spellings, tables / Maths homework once a week . In the summer term - 1 x 30 minute subject specific tasks per night.
- 29.7 (Optional ATOM learning also available for Year 3 – 6)



- 29.8 Years 7 & 8 - 2 x 30 minute subject specific tasks per night
- 29.9 Prep will be put onto the Google Classrooms/TEAMS/or handed out
- 29.10 Prep planning should be inseparable from curriculum planning.
- 29.11 Prep tasks must have a clear relationship to classroom activity.
- 29.12 Prep should be set to match the time available and the abilities of the pupils (including those with special educational needs).
- 29.13 Time should be set aside in lessons to set and explain Prep fully.
- 29.14 Teachers should ensure that each child copies Prep into their Prep Diaries.
- 29.15 Prep Diaries should be checked by Tutors daily/weekly (depending on the year group) so that they can monitor the Prep set for the group.
- 29.16 Parents should be encouraged to sign Prep Diaries weekly. It is an effective way of involving them: to confirm that the work has been done; to check the amount of time spent; to indicate satisfaction with the range and quantity of work or to indicate any problems the child might have faced.
- 29.17 Additional revision work is often set prior to exams.
- 29.18 Holiday work may also be set for pupils in year 8 with upcoming exams. Subject teachers will provide a framework that the children can adopt to ensure structured preparation over a holiday period.

## **30 Learning Support**

- 30.1 Copthorne Preparatory School is an independent school for boys and girls from Nursery to Year 8. It is mainly a day school although it has the facility for flexi-boarding.
- 30.2 At Copthorne Preparatory School our aim is to identify, assess and support children with Special Educational Needs and Disabilities with regard to the Special Educational Needs and Disability Code of Practice: 0 – 25 years July 2015, also for pupils with Education, Health and Care Plan (previously called Statements) and for pupils in receipt of government funding (e.g. free school meals, pupil premium and nursery vouchers) under the Equality Act 2010.
- 30.3 Children with Special Educational Needs and/or Disability should be offered full access to a broad, balanced and relevant curriculum.
- 30.4 This policy is a whole school policy and applies to all members of Copthorne Preparatory School, including the Pre-Prep and the EYFS (Early Years Foundation Stage).
- 30.5 The purpose of this document is to provide information about our approach and procedure that will enable all partners to work together for the benefit of children with Special Educational Needs and/or Disability (SEND).
- 30.6 This policy details how Copthorne will do its best to ensure that the necessary education and welfare provision is made for a pupil who has Special Educational Needs and/or Disability (SEND) and that those needs are made known to all who are likely to teach them.
- 30.7 The School will use its best endeavours to ensure that all teachers are able to identify and provide for those pupils who have SEND as we recognise that special educational needs are the responsibility of all staff and provision should be such that pupils with SEND are able to join in the activities of the school, together with pupils who do not have SEND so far as reasonably practical, whilst maintaining the efficient education of the pupils with whom they are educated.
- 30.8 Partnership with parents plays an important role in enabling children with SEND to achieve their potential. All parents of children with SEND will be treated as partners in the education of their children and communication between staff, parents, carers and other professionals and agencies is promoted.
- 30.9 Children and young people with special educational needs often have a unique knowledge of their own needs and their views about the nature of support they feel would help them to make the most of their education will be heard and acted on where appropriate.



30.10 Often, they will be encouraged to participate in the decision-making process and contribute to the assessment of their needs, their targets and their reviews.

30.11 Children are entitled to a comprehensive and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it. Pupils who have SEND should be supported wherever necessary to achieve full access to a broad and balanced curriculum. This will need to be facilitated through a wide range of support including skilled staff, specialist teachers, support assistants, ICT, specialist equipment and resources.

### **31 Special Educational Needs**

31.1 Children are entitled to a comprehensive and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

31.2 Pupils who have SEND should be supported wherever necessary to achieve full access to a broad and balanced curriculum.

31.3 This will need to be facilitated through a wide range of support including skilled staff, specialist teachers, support assistants, ICT, specialist equipment and resources. At Cophthorne we ensure that our admissions, discipline and other procedures (e.g. arrangements for school trips or examinations) take account of pupils' needs.

31.4 All pupils at Cophthorne Prep are entitled to learning support if they have greater difficulty in learning than the majority of children of the same age.

31.5 Children in school have SEND (and therefore visible on the learning support register) if they have a learning difficulty and/or a disability which calls for special educational provision to be made for them.

31.6 Special educational provision means education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

31.7 At Cophthorne we ensure that our admissions, discipline and other procedures (e.g. arrangements for school trips or examinations) take account of pupils' needs.

### **32 The Fundamental Principles of the SEN and Disability Code of Practice**

32.1 A child with SEND should have their needs met.

32.2 The views, **wishes and feelings** of the child and the **child's parents** should be sought and taken into account.

32.3 Parents/guardians have a vital role in supporting their child's education.

32.4 The child and parents/guardians should participate as fully as possible in decisions and be provided with information and support necessary to enable participation in these decisions.

32.5 Children with SEND should be offered full access to a broad, balanced and relevant curriculum.

### **33 Range of Needs**

33.1 Communication and interaction (eg. Speech, Language and Autism)

33.2 Cognition and Learning (eg dyslexia, dyspraxia, dyscalculia)

33.3 Social, emotional and mental health difficulties (eg anxiety disorder, bipolar)

33.4 Sensory and/or physical needs (eg visual impairment, hearing impairment, sensory processing, physical disability)

33.5 Within these 4 broad areas, fall many categories of need. As an independent school part of the ISC, the SENDCo must monitor and provide data on children with:

- Specific learning difficulties (SPLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)



- Social, Emotional and Mental Health (SEMH)
- Speech, Language and Communication Needs (SLCN)
- Hearing Impairment (HI)
- Visual Impairment (including colour blindness) (VI)
- Multi-Sensory Impairment (SMI)
- Physical Disability (PD)
- Autistic Spectrum Disorder (ASD)
- Other Difficulties
- SEND support but no specialist assessment of type of need.
- English as an Additional Language (See EAL policy).

## 34 Strands of Action to meet SEND – Four Part Cycle

Assess	analyse the pupil's needs which should be assessed regularly
Plan	adjustment, interventions and support agreed by teacher, pupil and parents. Review date set. All teachers informed.
Do	Implementation using agreed plans.
Review	effectiveness of support and interventions

## 35 The Equality Act 2010

35.1 Refer to Cophorne School's Equality Opportunities Policy

## 36 The Equality Act - Aims and Objectives

- 36.1 Our objectives are to encourage a whole school approach within the School, where class, subject teachers and learning support staff all work together to provide support, encouragement and understanding in every aspect of a pupil's school life from Nursery, through Reception, and Years 1 to 8.
- 36.2 To identify children with SEND.
- 36.3 To ensure that all children with SEND have access to a broad, balanced
- 36.4 and relevant curriculum.
- 36.5 To gather and analyse information on such children in order to set up a
- 36.6 programme of support suited to their needs.
- 36.7 To have high quality teaching that is differentiated and personalised to meet the individual needs.
- 36.8 To assess individual pupils when appropriate.
- 36.9 To involve parents/guardians and pupils in discussion and decisions in
- 36.10 relation to the special educational need and the provision for those needs.
- 36.11 To enlist the support and resources of outside agencies when necessary.
- 36.12 To implement the appropriate support.
- 36.13 To monitor the progress of individual children.
- 36.14 To discuss long and short term aims.





## **37 Provision**

37.1 Provision for pupils with SEND is a matter for the school as a whole.

### **37.2 All teachers are teachers of children with SEND.**

37.3 Flexibility in our provision is of significant importance to us in order to deliver the most appropriate and beneficial support to a child.

37.4 Special educational provision means education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age. This includes:

- In class support (including 1:1) from the class/subject teacher.
- In class support (including 1:1) from a learning support assistant, gap student or specialist teacher.
- Small group work in the classroom with the class/subject teacher, LSA or specialist teacher.
- Group interventions outside the classroom during non-lesson periods from an LSA or specialist teacher.
- Booster sessions (or extra work) with the class teacher when they have struggled with a particular concept.

## **38 1:1 Sessions**

38.1 For some children the above may amount to several hours a week of support, which is included in the regular school fees.

38.2 Where a child's needs are more significant than can be reasonably addressed within this provision and assessment results highlight a pronounced learning difficulty, then 1:1 with a specialist teacher/practitioner will be offered.

38.3 This means that a child will receive bespoke 1 on 1 lessons with an individual action plan (AP) for these sessions.

38.4 These will be shared and agreed with parents. Sessions are chargeable at £20.50 per session and can take place during Modern Foreign Language lesson if agreed with everyone involved.

38.5 Included in the cost of this session is a weekly email update and short piece of consolidation homework. The specialist teacher/practitioner will be involved in the assess, plan, do cycle process which involves reporting back to parents termly in Learning Support Meetings.

38.6 Charges were introduced in January 2013. All chargeable sessions are shown here on the website <https://www.cophorneprep.co.uk/wp-content/uploads/Extra-Charges-September-2020.pdf>

38.7 When appropriate, with outside agencies eg Speech and Language Therapists and Occupational Therapists will be arranged by the SENDCo a privately arranged fee direct to the agency.

## **39 Identification and Assessment of Pupils with Special Educational Needs**

39.1 The majority of children will learn and progress within the classroom environment.

39.2 Those children whose overall attainments, or attainments within specific subjects, fall significantly outside the expected range may have special educational needs.

39.3 The decision for intervention and support will be made on evidence that indicates whether an individual pupil's levels of attainment and rate of progress are adequate within the following definition of that term.

39.4 Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour

- 39.5 The school will seek further information from parents, previous schools, pupils and, when appropriate, external agencies.
- 39.6 In order to help children who have special educational needs the school adopts a graduated response that recognises there is a continuum of special educational needs.
- 39.7 The school records the steps taken to meet the needs of individual children.
- 39.8 The Head of Learning Support/SENDCo has the responsibility for ensuring that the records are kept and available as needed. And up to date "Learning Support Register" must be circulated with all staff whenever there has been an amendment.
- 39.9 Recommendations from external agencies must also be shared and understood.
- 39.10 These records will be kept on both Microsoft Sharepoint and iSAMS so that they be accessed by all staff when needed.
- 39.11 If the School recommends a child for outside specialist expertise (the cost being met by the Parents), it will provide a record of the child's work, a short report and information about the arrangements that have already been made.
- 39.12 Cophthorne uses graduated responses
- Differentiation
  - School Support
  - School Support +
  - Request to County for a Statutory Assessment for an Education, Health and Care Plan.

## **40 Differentiation**

- 40.1 When the form/subject teacher recognises a child with a weakness, they will use the four part cycle.
- 40.2 This can be done with the support of the Head of Department.
- 40.3 The Head of Learning Support/SENDCo will be informed, an initial concern form will be completed (See Appendix 1), and the parents/guardians notified.
- 40.4 The Head of Learning Support/SENDCo will discuss, advise and give appropriate strategies if necessary.
- 40.5 All subject teachers will be informed of the concern. The form tutor or class teacher will retain the overall responsibility for the pupil and will link with subject teachers and specialist staff.
- 40.6 The form/subject teacher will use the four part cycle

Assess	analyse the pupil's needs which should be assessed regularly
Plan	adjustment, interventions and support agreed by teacher, pupil and parents. Review date set. All teachers informed.
Do	Implementation using agreed plans.
Review	effectiveness of support and interventions

- 40.7 If the form/subject teacher considers that the pupil has not responded to this cycle, then the Head of Learning Support/SENDCo will assess the child after discussion with the parents.
- 40.8 As a result of the assessment and information obtained, the child may be identified as having some degree of SEND.
- 40.9 Specialist lessons may be appropriate and a further assessment by an external agency such as an Educational Psychologist, a Speech and Language Therapist or an Occupational Therapist will be requested.





- 40.10 The cost of the external assessment will be borne by the parents/guardians of the child concerned. External support services provide a more specialist assessment and will write a report on the pupil's abilities, strengths and weaknesses.
- 40.11 It will also give recommendation on targets for the pupil, the use of appropriate teaching strategies and information on relevant teaching and support materials.
- 40.12 The assessment report will be discussed with the parents and the relevant teachers.
- 40.13 A summary of the assessment will be distributed. A copy of the full assessment report will be accessible from the Head of Learning Support/SENDCo and the school office.
- 40.14 It is the responsibility of the EYFS Staff to liaise with their SENDCo, and then the Prep School Staff to liaise with the Head of Learning Support.

#### **41 School Support and School Support +**

- 41.1 When concerns are raised about a child, they will be screened for learning support by either the Head of Learning Support or a qualified Specialist Teacher/Practitioner.
- 41.2 When a child has been screened and confirmed as having a difficulty that requires support beyond classroom differentiation, they will be classified as needing School Support (SS).
- 41.3 Some pupils will start Cophorne with their learning difficulty already identified and will automatically be at School Support (SS) level.
- 41.4 Children who are at SS level may be offered 1:1 sessions or group interventions as part of their support.
- 41.5 If their parents choose to enrol them in 1:1, an individual Action Plan will be written for these sessions, outlining the areas of focus.
- 41.6 The teacher delivering these sessions will write this and share it with parents.
- 41.7 If a child does not progress despite the support given detailed in section 5.5 or their screening indicates underlying difficulties, the Head of Learning Support may refer a child for an external assessment with an outside agency (Educational Psychologist, Occupational Therapist, Speech and Language Therapist etc).
- 41.8 At this stage, a child will be classed as School Support Plus (SS+). Once the report has been received, discussions will take place with the Head of Learning Support/SENDCo, form teacher, subject teacher/s, the parents and the pupil as to the appropriate interventions.
- 41.9 These could include special equipment, individual or small group lessons with a Specialist Teacher or a Learning Support Assistant and support in the classroom from a Learning Support Assistant.
- 41.10 Targets will be set and monitored over a period of time.
- 41.11 The targets will be based on the specialist's report, and in discussion with the parents, pupil and teacher.
- 41.12 Targets will be recorded and reviewed on a Personal Learning Plan (PLP).
- 41.13 All staff will be given a copy of the PLP. The form/subject teacher will continue to use the four part cycle in conjunction with the Personal Learning Plan.
- 41.14 Personal Learning Plan could include:
- Short term targets for pupil
  - The provision to be put in place
  - When the plan is to be reviewed
  - Outcomes (to be recorded when the plan is reviewed)
- 41.15 Targets should be: SMART: Specific, Measurable, Achievable, Realistic, Time bound and will be written collaboratively with all teachers that work with that pupil.



41.16 When a child's learning needs have an adverse effect on their classroom behaviour and social relationships/wellbeing, a Learning Passport will be created which allows staff to more easily recognise their behavioural needs and reduce the likelihood of isolation. This is only needed when a child's behaviour requires differentiation from the teacher.

## **42 Request for a Statutory Assessment leading to an Education, Health and Care Plan (EHCP)**

42.1 The school, parents or an outside agency can refer a child and request a statutory assessment from the LEA (Local Educational Authority).

42.2 Evidence should be obtained from everyone involved with the child.

42.3 A small group of children may require a statutory assessment by the LEA.

42.4 The LEA (Local Education Authority – Surrey/West Sussex) is responsible for determining whether a statutory assessment is required

42.5 Agreement to a statutory assessment does not always lead to an Education, Health and Care Plan.

42.6 Parents have right of appeal to the SEN & Disability Tribunal (SENDIST)

42.7 The statutory assessment must be done within a given timescale

42.8 Education, Health and Care Plans are reviewed annually with the Head of Learning Support (or SENDCo in the Nursery), the Parents and the LEA.

42.9 The LEA will decide if any amendments need to take place and if the EHCP is to remain in place.

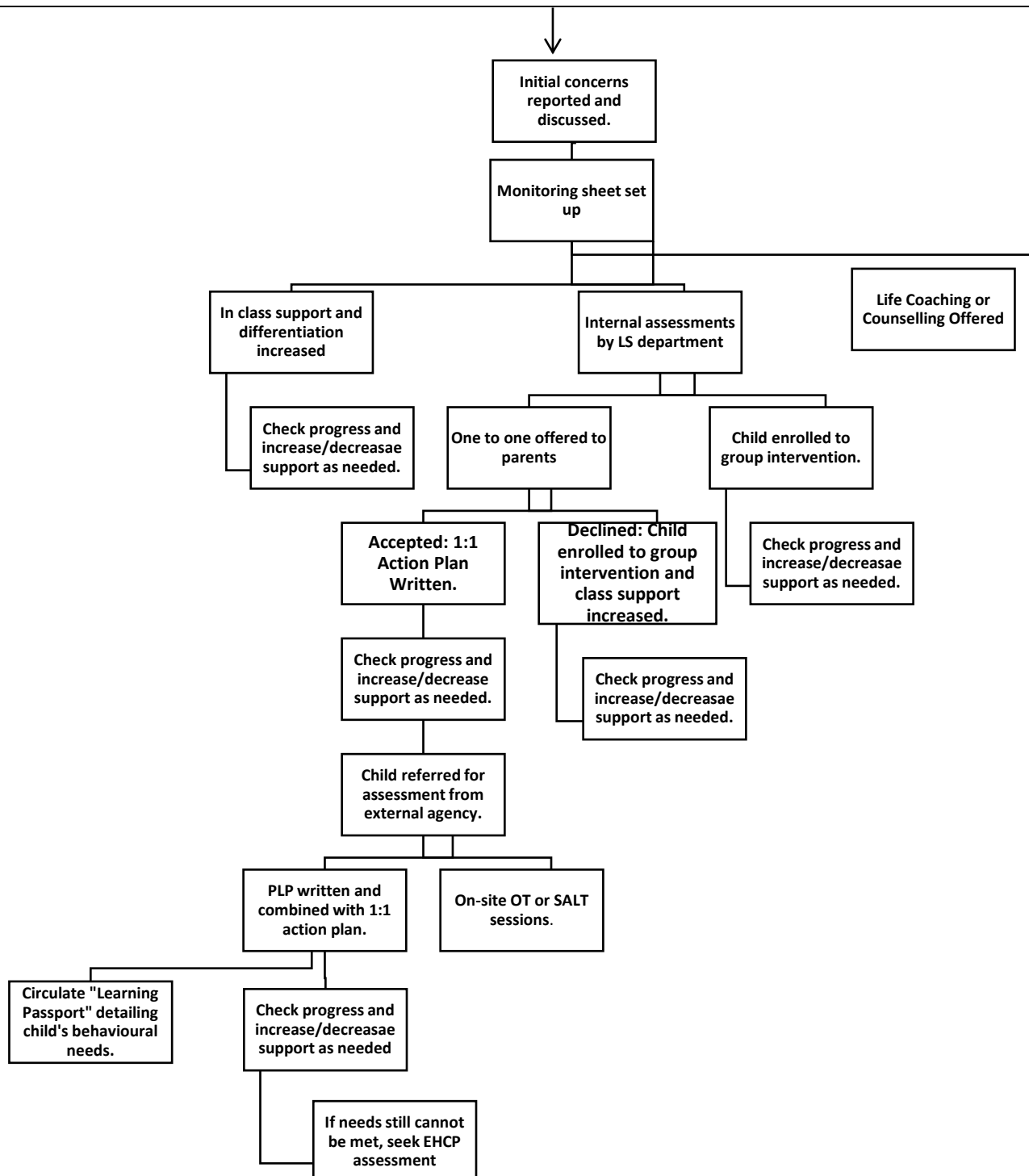
## **43 Monitoring and Evaluating**

43.1 The children are monitored:

- Through Personal Learning Plans and Action Plans.
- Through termly school reports.
- Through individual tests, class tests, exams, class work and reading records.
- Through class observation and 1:1 teaching reviews.
- Through discussions which can take place in staff meetings, arranged meetings and informal discussions in the staff room.
- Through informal and frequent liaison between SENDCO, EALCo Teachers and Learning Support Assistants.
- Through discussion with parents and the pupil.

## 44 Copthorne School's Graduated Approach to Meeting the Needs of Pupils

Teacher recognises a child with weaknesses as a result of the Four Part Cycle – Asses, Plan, Do Review.  
Discusses concern with Head of Department, Head of Learning Support (SENDCo in Nursery)  
Teacher completes initial concern form, notifying and discussing with the parents.





## 45 Roles and Responsibilities

45.1 It is the responsibility of all the teaching staff within Copthorne School to meet children's individual needs.

The Learning Support Department consists of:	
Head of Learning Support/ SENDCo (Pre-Prep & Prep)	Ms Mackey
Nursery SENDCo (PreSEND)	Mrs Powley
Head of EAL/ EALCo	Mrs O'Brien
Specialist Teachers	Mrs Fox
Specialist Practitioners/EAL Practitioners	Mrs Harris Mrs O'Brien
Learning Support Assistants (Prep)	Mrs Harris Mrs Vaughan Mrs O'Brien Mrs Godwin Mrs Tomkins Mrs Bradbury.
Learning Support Assistants Pre-Prep	Mrs Grant Miss Cole Mrs Ford Mrs Jubb Mrs Stevens Mrs Pinney (EAL specialist) Mrs Smith Miss Davis
Nursery Assistants	Miss Davis Mrs Ford Miss Rumble Miss Pavlou Miss Robertson
Gap Year Student	Miss Buggins

45.2 The Head of Learning Support and the Coach House Nursery SENDCo are responsible for their Special Needs Policy and coordinating the implementation of it.

45.3 At Copthorne the Head of Pastoral Care (Mrs Lee) has the initial responsibility for pupils with behaviour difficulties. Matron (Mrs Huckle) has the responsibility for pupils with medical conditions and the Headmaster for the pupils with High Achievement and Potential.



- 45.4 Information is shared regularly between these departments in order to ensure provision is complete and thorough.
- 45.5 There are four key areas of Learning Support co-ordination:
- Strategic direction and development
  - Teaching and Learning
  - Leading and managing staff
  - Efficient and effective deployment of staff and resources
- 45.6 To provide continuity of administration and liaison, the Head of Learning Support and Nursery SENDCo seek to have a reduced teaching commitment in order to allow for a suitable amount of time in which to monitor and evaluate special educational needs provision throughout the school.
- 45.7 The Head of Learning Support can also give guidance to class/subject teachers on the four part cycle, drawing up of programmes of work to suit individual members of their teaching groups.
- 45.8 The Head of Learning Support and Nursery SENDCo will also be involved in progress reviews regarding children at the Initial Concern stage on School Support and those who have Education, Health and Care Plan/Statement of Special Educational Needs.
- 45.9 An important part of the Head of Learning Support and SENDCo role will be to discuss the needs of particular children with class teachers and to keep close and positive contact with all parents/carers concerned.
- 45.10 It is the responsibility of all the teaching staff within Cophthorne Prep School to meet the needs of the EAL children.
- 45.11 It is the class teacher/subject teacher's responsibility to notify the SENDCo the Nursery or the Head of Learning Support and EALCo in the Prep/Pre-Prep if they have any concerns.
- 46 The Head of Learning Support's responsibilities**
- 46.1 Overseeing the day-to-day operation of the school's Learning Support Policy.
- 46.2 Co-ordinating the provision for children with special educational needs.
- 46.3 Liaising with the Nursery SENDCo, Head of Pastoral Care and Matron.
- 46.4 Liaising with and advising fellow teachers.
- 46.5 Managing Learning Support Teachers and Learning Support Assistants.
- 46.6 Managing the Learning Support budget and ensuring resources are available to support the whole school Learning Support Policy.
- 46.7 Developing, supporting and monitoring a programme of early identification, assessment, tracking and monitoring those children with special needs.
- 46.8 Overseeing the records of all children with special educational needs.
- 46.9 Ensuring that appropriate records are kept for children on the Four Stage Cycle, School Support and for those with an Education, Health and Care Plan (Statement of Educational Needs).
- 46.10 Ensuring that appropriate programmes are in place, modified and evaluated on a regular basis.
- 46.11 Liaising with parents/carers of children with special educational needs.
- 46.12 Taking the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs.
- 46.13 Contributing to the in-service training of staff.
- 46.14 Liaising with external agencies including Educational Psychologists, Speech and Language Therapists and Occupational Therapists.



- 46.15 Liaising with the Learning Support Department of Senior Schools.  
Information sharing with staff via mails, meetings, handovers and circulating documents, particularly at times of transition.

## **47 LSA and Specialist Teacher/Practitioner Deployment & Responsibilities**

- 47.1 LSA stands for Learning Support Assistant.
- 47.2 Learning support assistants work with students who have special needs, or don't speak fluent English to help them cope with the classroom environment.
- 47.3 This can be on a one to one or small group basis and is meant to help the student and take some extra responsibility off the teacher.
- 47.4 To provide agreed support to the teacher in the delivery of planned whole class learning activities.
- 47.5 To work under the direct supervision of a teacher to carry out planned learning activities with small groups or individual pupils, providing feedback on their engagement in activities and their achievement of the desired learning objectives.
- 47.6 To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
- 47.7 To observe and feed back to the teacher on pupil performance and behaviour, taking action as appropriate in line with relevant school policies.
- 47.8 To support the physical, intellectual, emotional and social development of pupils, including contributing ideas and suggestions to support planning, to meet their development needs.
- 47.9 To interact with and respond positively to children, young people and adults.
- 47.10 To meet and liaise regularly with the Head of Learning Support and LS department to maintain consistent progress towards the departmental action plan.
- 47.11 To support pupils to improve their numeracy and literacy skills through focussed small group or 1:1 learning activities and more generally across the curriculum.
- 47.12 To prepare and utilise ICT resources to support pupils learning.
- 47.13 To prepare and support the use of learning materials and create visual displays, in accordance with the requirements of the teacher, in order to facilitate a relevant physical learning environment.
- 47.14 To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- 47.15 To contribute to the provision of support for bilingual / multilingual pupils if required.
- 47.16 To invigilate internal and external tests and examinations under formal conditions.
- 47.17 To encourage participation in structured and unstructured learning activities including play. Additional duties and responsibilities not affecting the grade of the post
- 47.18 To undertake midday supervision duties.
- 47.19 To provide toileting support to pupils as necessary.\*
- 47.20 To support, as appropriate, in instances where pupils are unwell whilst at the school/college.\*



## **48 Specialist Teachers/ Practitioners:**

- 48.1 LSAs may also be referred to as a “Specialist Practitioner” if they hold a Level 5 or diploma or level 7 certificate in Strategic Teaching Support for Dyslexia and Literacy. If the LSA also has QTS then they may be referred to as a “Specialist Teacher”.
- 48.2 Specialist teachers and practitioners may assess children through various screening methods to ascertain whether they require additional support beyond that provided by the school. They may not diagnose SPLD or make access arrangements unless they hold a level 7 APC (Assessment Practise Certificate) from a recognised body.
- 48.3 Specialist practitioners/teachers have additional responsibility in:
- Carrying out assessments in line with the Learning Support Policy
  - Liaising with the Head of Learning Support to ensure lists and registers are updated with assessment results.
  - Delivering 1:1 sessions using evidence based practise and approved schemes of work.
  - Contributing to and reviewing targets in the child’s Individual Learning Plan.
  - Writing and reviewing AP (Action Plans) which outline the targets for the session block.
  - Keeping a recording of 1:1 session and reviewing them weekly.
  - Liaising with parents and other teachers regularly.
  - Attending parents evening meetings for children whom they teach 1:1
  - Contributing to end of term reports for children whom they teach 1:1
  - Record keeping of hours and session “charge sheets” to be used by the Head of Finance.
- 48.4 Specialist practitioners and teachers are entitled to 20% non-contact time of their 1:1 teaching hours in line with subject teachers.
- 48.5 During this time, they should prepare lessons, mark work, carry out assessments and liaise with staff/parents. LSA’s are entitled to the equivalent of 1 hour of prep per week in which to complete their planning, teacher liaison and assessment of group interventions.

## **49 Professional Development/Training**

- 49.1 All specialist teaching staff and support assistants are encouraged to attend training courses relevant to their areas of speciality to enhance their professional development.
- 49.2 This may be internal or external and includes online courses.

## **50 Sharing and Circulating Information**

- 50.1 It is integral that information about pupils be shared an accessible to all staff concerned.
- 50.2 This includes on online platform and shared servers as well as paper copies.
- 50.3 Meetings should be held regularly to ensure that staff understand the needs of their pupils and are able to meet them.

## **51 Specialist Equipment**

- 51.1 Specialist equipment and materials are kept in the Learning Support Rooms.
- 51.2 The equipment and materials are available for use by the specialist teachers, support assistants and class/subject teachers.





## **52 Complaints Procedure**

- 52.1 Complaints about the SEND provision should be addressed to the Head of Learning Support for the Pre-Prep and Prep school and to the SENDCo in The Coach House Nursery (EYFS) in the first instance.
- 52.2 If a parent does not feel a query or complaint has been satisfactorily resolved, they should follow the school Complaints Policy that can be found on the school website or a copy requested from the school Office.

## **53 Safeguarding children with SEND**

- 53.1 Children with special educational needs or disabilities (SEND) and disabilities can face additional safeguarding challenges.
- 53.2 Our Governing body and staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
  - The potential for children/young people with SEND being disproportionately impacted by behaviours such as peer on peer abuse, cyberbullying and sexual abuse.
  - Communication barriers which prevent children and young people with SEND speaking of their abuse.
  - Children with SEND may struggle to understand their experience and recognise it as abuse.
  - Children with SEND are more reliant on adults and can lack independence, putting them at increased risk of abuse from adults.
- 53.3 At Copthorne Prep School we identify pupils who might need more support to be kept safe or to keep themselves safe by weekly Pastoral/SEND meetings, along with liaisons between teachers and year groups.

## **54 Nursery - Special Educational Needs and Disabilities (SEND) Policy**

- 54.1 The Coach House Nursery follows the aims and principles of the Special Educational Needs and Disability Code of Practice 0 – 25 years (July 2015).
- 54.2 We believe that all children regardless of their individual needs, have the right to a broad, balanced and purposeful early years curriculum and full access to all activities.
- 54.3 Our intention is to welcome all children to an inclusive setting.
- 54.4 In order to achieve this, we aim to identify any difficulties a child might have, and to work closely with the children, their parents or carers and, where necessary, other agencies.
- 54.5 Our Special Educational Needs Co-ordinator (SENDCo) is Heather Powley and she
- Helps to identify children's special educational needs.
  - Helps to plan approaches and strategies.
  - Keeps parents and carers in touch with progress.
  - Makes sure the progress is regularly reviewed.
  - Knows about outside agencies that can help.
  - Makes sure the parents are fully involved with the planning for their child.
  - Meets with other members of staff to discuss individual children.
  - Assists staff with observations and assessments or carries these out
  - Assists staff in planning for children with SEND
  - Supports staff development and sharing knowledge
  - Works closely with Head of Learning Support – Lauren Mackey to coordinate provision, organise training and ensure that the children's needs are being met.



## 54.6 Identifying children with SEND and Taking Action

54.7 In the Coach House Nursery, we believe that all children develop and learn at different rates, as is reflected in the EYFS. However, there are some children who, at some time may find it harder to learn than other children.

54.8 It is important that we identify a child's individual needs as early as possible and put things in place to help them quickly, as early intervention has been shown to improve children's long term outcomes.

54.9 We aim to observe the progress that all children make and note any child who seems to be having difficulties in any area of learning. This includes children who are having difficulties in behaving and concentrating.

54.10 We record progress and share it with parents/carers regularly.

54.11 If we feel that a child needs something additional to, or different from our usual provision, we discuss this with parents/carers and will complete an initial 'Cause for Concern' form.

54.12 This will be reviewed after an agreed length of time and if there are still concerns on any area of development, an Individual Support Plan (ISP) may be drawn up.

54.13 We plan ways in which support can be put in place at home as well, promoting a positive working relationship with parents/carers.

54.14 We can request extra support:-

- If with all the resources normally available to us, we all feel that a child is still
  - experiencing difficulties and their needs are not adequately being met, we can
  - request further support and advice from outside professionals, for example - Speech and Language therapists or Early Years Advisors from Surrey County Council, then:
  - The SENDCo will liaise with external professionals in drawing up an ISP and
  - planning suitable strategies.
  - The SENDCo will organise review meetings with the external professionals,
  - parents or carers to monitor progress.
- 3) If it becomes evident that the child's needs are more complex, with a possible long term impact on their learning, the parents/carers or SENDCo can request an Education, Health and Care Plan (EHCP) from the Local Authority. In order for this, a child must have input from a Paediatrician, a Speech and Language Therapist and an Educational Psychologist.

## 55 Nursery - Planning Support for Children with SEND

55.1 The Coach House Nursery will endeavour to make reasonable adjustments to be fully inclusive; however some constraints (for example the layout of the building) may not make this possible.

55.2 We endeavour to provide an inclusive environment by-

- Making sure that our long, medium and short-term planning for all children
- also contain approaches and activities for ensuring the progress of those
- children with SEND.
- Differentiating our activities so that they are achievable by all children, and that all children experience success and gain confidence.
- Adapting our materials and teaching styles to deliver our learning activities to
- children with different individual needs.
- By meeting the needs of each child, including specialist resources and equipment as appropriate. The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the nursery. We may apply for extra funding through Surrey CC (Inclusion Funding)



55.3 We keep parents and carers in touch with their child's progress through regular meetings when their child has SEND.

55.4 We do not contact another professional about a child without parental consent, unless there are concerns about child protection.

### **56 Nursery - Training**

56.1 Our SENDCo attends three cluster groups a year to share approaches and ideas to update and inform. He or she may also attend extra training, as and when required.

56.2 We have a range of books and leaflets on SEND and Support Services and these are available to use.

### **57 Monitoring our SEN Policy**

57.1 We monitor our SEN policy by:

- Reviewing it annually
- Making it available to everyone, in our policies folder.
- Asking parents and staff regularly about how well we meet SEN in our setting.
- Talking to children about how happy they feel about their setting and their play.
- Our 'local offer' is available on the school's website and gives parents/carers information about the support children with SEND could expect to receive.

### **58 Complaints Procedure**

58.1 Complaints about SEN provision should be made to the SENDCo initially.

58.2 She will report back within one week, and will also provide a next line of contact if the matter has not been resolved to mutual satisfaction.

58.3 Parents can access the schools Complaints Policy from the school website or a copy may be requested from the school office.

### **59 Marking**

59.1 At Cophthorne Prep School we aim to ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

59.2 It is hoped that a combined effort by all staff in the area of marking will help the pupils and parents to understand clearly where a problem lies, and what should be done to remedy it.

59.3 Whilst it is accepted that different departments have differing priorities in marking criteria, we are all teachers of English.

59.4 It is important that pupils do not feel that the need for accuracy in written work begins and ends at the English lesson.

59.5 Marking should be selective: that is to say that not all errors need to be highlighted, particularly for children with marked difficulties in these areas. It is also imperative that children should not be discouraged from 'seeking out' new vocabulary because this automatically leads to reams of corrections, e.g 'enormous' incorrectly spelt is preferable to 'big'.



### **60 Marking - Aims**

- 60.1 To monitor the pupil's developing skills, knowledge and understanding
- 60.2 To encourage pupils to raise their achievement and develop their self-esteem
- 60.3 To highlight the pupil's strengths
- 60.4 To provide targets to aid the pupil's progress

### **61 Marking and Presentation Guidelines - Prep**

- 61.1 It is hoped that the following annotations will encourage consistency among staff and provide clarity for pupils.
- 61.2 sp. Denotes a spelling error. To be written out an appropriate number of times.
- 61.3 pu. Denotes punctuation.
- 61.4 // A new paragraph needed.
- 61.5 ^ Word(s) omitted.
- 61.6 ? Illegible/nonsense writing.
- 61.7 Staff should mark in any legible colour different to the colour used by the pupil and not in pencil.
- 61.8 All work should be marked as seen.
- 61.9 It is expected that the majority of marking in the Prep School is done with the child present and staff should emphasise one or two teaching points only.
- 61.10 It is ideal for the teacher and assistant to move around the room marking and commenting whilst the children are still working.
- 61.11 Younger children are encouraged to write freely and independently so emergent writing is accepted with very little correction.

### **62 Presentation**

- 62.1 Children should be encouraged to present their work as neatly as possible.
- 62.2 When erasing errors the use of tippex is not permitted. All errors should be corrected by drawing a neat horizontal line through the error itself.
- 62.3 All work must be dated and each piece of work should have a title (underlined).
- 62.4 Children should be reminded to use DUMTUMS when presenting their work:
  - D ate
  - U nderline
  - M iss a line
  - T itle
  - U nderline
  - M iss a line
  - S tart
- 62.5 The Learning Focus or Objective should be underlined.
- 62.6 The Mathematics Department has its own presentation policy (see Maths Department Handbook).



## **63 Marking and Presentation – Pre-Prep**

- 63.1 Any colour pen can be used but not crayons or felt tips.
- 63.2 Children in the Pre-Prep classes are encouraged to write freely and independently so emergent writing is accepted with very little correction.
- 63.3 As far as possible, marking should be done during the work (over the child's shoulder) or when the piece of work is completed. It is ideal for the teacher and the assistant to move around the room marking and commenting whilst the children are still working.
- 63.4 Some work, especially art and music will be verbally assessed and teachers should ensure that comments are constructive.
- 63.5 Teachers will use feedback from marking to inform future targets for the child.
- 63.6 Marking will celebrate success whenever possible in order to raise self-esteem and encourage all children to work to their full potential.
- 63.7 Appropriate comments or prompt questions will be written in language that the child understands. This may assume comments being read to them for non-readers.
- 63.8 Comments should be written neatly, using the same script that the children use (the approved Cophorne Prep School scripts)
- 63.9 A particularly successful piece of work may be awarded with a star or sticker. If a child produces a particularly pleasing piece of work it may be either shown to the Head of the Pre-Prep, added to the 'WOW' board or be Star of the Week.
- 63.10 Early writers will have the corrections made directly onto their writing to indicate spellings, capital letters, full stops and finger spaces. More able children will be asked to self-correct some mistakes.
- 63.11 Children may be asked to correct and re-write incorrectly spelt high-frequency words at the end of the work. Children should be encouraged to complete corrections as soon as possible after completing the work.
- 63.12 Unfinished work should be marked but it is important to establish why the work is unfinished and possibly comment on this.
- 63.13 Golden ticks to show good aspects of English writing
- 63.14 Marking is aimed at what is right as much as what is wrong. Children respond better to praise for their achievement rather than criticism of their shortcomings.

## **64 Pre-Prep - Presentation Guidelines**

- 64.1 In Year 1 and Year 2 children should write the day, date and month on pieces of written work. A digital format is acceptable in number work and science.
- 64.2 If children need to colour a drawing etc in their books, they should only use coloured pencils, not felt tips.
- 64.3 When children set out maths work, each number should be in a separate square and they should be taught to space out their work appropriately.
- 64.4 Children should avoid leaving blank pages in a book.
- 64.5 Children should at all times be expected and encouraged to do their best work and not accept sloppy or careless work.
- 64.6 Work for display should be the children's best work, avoiding errors as far as possible.
- 64.7 Children should be discouraged from over using rubbers.
- 64.8 Children should be encouraged to take responsibility for their work and keep their books clean, tidy and safe.
- 64.9 Children should work in pencil in their books and also for homework tasks.



## **65 Monitoring and Evaluation**

- 65.1 The Head of Teaching & Learning and Head of Pre-Prep will ensure this policy is implemented consistently throughout the school by monitoring books on a regular basis.

## **66 Spelling Policy**

- 66.1 To provide a wide range of strategies to enable pupils to take a positive and proactive approach towards their spellings.
- 66.2 To encourage accuracy in spelling and an ability to self-assess using the complex speed sounds.
- 66.3 To encourage accuracy in spelling across all subjects.
- 66.4 To provide the Read Write Inc. Phonics programme across the Pre-Prep.
- 66.5 To provide the Read Write Inc. Spelling programme across the Prep School up to year 6.
- 66.6 To promote competent spelling and an independent approach to spelling in years 7 and 8, with continued focus on root words, graphemes, suffixes, prefixes.
- 66.7 To support all learners with their spelling in a positive and encouraging manner. For dyslexic pupils, the use of speed sounds, whiteboards and repetition within class will encourage and enable a more positive and inclusive approach to spelling.

## **67 Spelling Development**

- 67.1 Children in the Pre-Prep will follow the Read Write Inc.
- 67.2 Phonics programme and will then progress to Read Write Inc. Spellings in year 3.
- 67.3 Read Write Inc. is a programme developed by Ruth Miskin/ Oxford University Press which aims to teach spelling through the application of the 'Complex Speed Sounds'.
- 67.4 In their participation of this programme, the children will learn how to differentiate between vowel and consonant sounds and the various graphemes that comprise the individual sounds.
- 67.5 In addition to this, the children will learn technical terminology (root word, suffix, prefix) in order to become more accurate in their spelling and their understanding of spelling.

## **68 Spelling Objectives**

- 68.1 Under the Read Write Inc. programme, English teachers should be delivering regular spelling lessons throughout the week, ideally using 10-15 minutes at the beginning of double lessons where possible (which equates to one whole 'spelling lesson')
- 68.2 Year 7 and 8 students complete weekly spelling lessons to complement ongoing spelling focus in lessons.
- 68.3 Log all "tricky" words in a personal log book in order to communicate learning to parents, to provide an opportunity to practise at home and to ascertain areas of weakness.
- 68.4 For all children to become more adept at utilising the Complex Speed Sounds as an effective tool for spelling.

## **69 Assessment**

- 69.1 Sympathetic and constructive marking of the children's work should encourage the pupils to take risks in their vocabulary choices, as well as alleviate embarrassment.
- 69.2 All members of staff, irrespective of subject, should indicate incorrectly spelled words where appropriate by underlining the specific error in the word and marking **SP** in the margin. If appropriate, the children can re-write the word, or log in their log books.
- 69.3 Formative assessment throughout all written work in all subjects.
- 69.4 Formative assessment through the completion of RWI practice books.





- 69.5 Summative RWI assessment takes place in accordance to the unit completed in the RWI Programme, with all data derived from the end of unit task to be recorded in 'Policies and Procedures' for English for monitoring purposes.
- 69.6 Termly HAST spelling tests (issued by LJ) will be used to identify Chronological Age, Spelling Age and Standard Scores in the Prep School.
- 69.7 Pre-Prep to complete HAST spelling test twice a year.

## **70 Reading Policy**

- 70.1 At Copthorne Prep School we believe that reading is the key to independent learning and it is given the highest priority.
- 70.2 Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers.
- Encourage the use of phonics and spelling rules to read accurately
- Develop an interest in words and what they mean and demonstrate an increasing vocabulary
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Develop study skills so that children can find appropriate fiction and non-fiction books from the library
- Develop research skills, using library and class texts, in conjunction with the ICT system
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books

## **71 Reading - Objectives**

- 71.1 Reading is closely linked with writing.
- 71.2 At Copthorne Prep School we believe that literate children should:
- Read with confidence, fluency and understanding
  - Be taught the full range of reading strategies including phonic knowledge, grammatical knowledge, word recognition and contextual knowledge.
  - During shared, guided and independent reading, monitor their reading and correct their own mistakes
  - Have an interest in words and their meanings to develop a varied and rich vocabulary
  - Read a range of genres in fiction and poetry
  - Understand, use and be able to read a range of non-fiction texts
  - Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
  - Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
  - See the reading process being modelled by their teacher
  - Understand the sound and spelling system and use this to read and spell accurately

## **72 Teaching Strategies**

- 72.1 All of the class teachers and non-teaching staff are trained how to hear a child read effectively.





## **73 Foundation Stage**

- 73.1 All children will bring a book bag into school each day
- 73.2 The teacher will provide every child with a reading book and a reading home/school diary-when in the teacher's judgment the child is 'ready to read' or to encourage parents to help with sound recognition and blending.
- 73.3 Children will have daily lessons working on letters, sounds and phonic work.
- 73.4 The teacher will hear the child read 1:1 at least once a week and the TA will hear individuals read at other times
- 73.5 A reading record will be kept and the teacher /TA will record every time they hear the child read
- 73.6 The teacher/TA records strategies the children are using and the progress being made
- 73.7 Shared reading-using Big Books and inter-active board programmes
- 73.8 RWI provides guided reading experience where children are involved in adult led group reading
- 73.9 Reading aloud: children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children will hear stories read aloud by the teacher.
- 73.10 Parents are requested always to encourage the children to read and to write positive comments in the reading diary
- 73.11 Library: fiction and non-fiction books are exchanged weekly

## **74 Key Stage 1**

- 74.1 Read, Write Inc. provides graded texts for shared and guided reading
- 74.2 Inter-active boards are used by teachers to support reading development
- 74.3 Reading is not restricted to a 'scheme reading book'. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during 'Quiet Reading'. There will also be links to work in other curriculum areas, e.g. history, science etc.
- 74.4 All children will bring a book bag into school each day
- 74.5 A reading book and a reading diary will be taken home twice a week and more often if the child would benefit from more regular reading
- 74.6 The teacher will provide each child with a reading book and a home/school diary
- 74.7 Letters and sounds are revised three times a week during the Read, Write Inc lessons
- 74.8 Individual reading: the teacher will hear each child read at least once a week and progress will be recorded on the reading record. The TA will also hear the child read each week
- 74.9 The class teacher will hear weaker readers read at least twice a week and the TA will hear the reading on a further occasion.
- 74.10 The teacher records strategies the children are using and what progress is being made
- 74.11 Reading aloud: children will be given the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text in Read, Write Inc.
- 74.12 The children hear stories read aloud by the teacher
- 74.13 Parents are requested always to encourage the children to read and to write positive comments in the reading diary
- 74.14 Library: fiction and non-fiction books are exchanged weekly



## **75 Assessment and Record Keeping**

- 75.1 The children are assessed and records kept in line with the school's Assessment Policy.
- 75.2 GL Assessments are used to assess reading progress.
- 75.3 There will be a formal reading assessment in October and May of each year. The results of these tests are shared with the SENCO and Assessment Co-ordinator in the Prep School in order to monitor progress.
- 75.4 RWI requires frequent phonic checks, (about every 6/7 weeks)
- 75.5 Children's reading development will be evaluated on an on-going basis by the teacher/TA.
- 75.6 The data from these assessments is used to:
  - Action any special needs provision
  - Group the children in groups with differentiated work.
  - Identify the most able and ensure provision for them

## **76 The Role of the Class Teacher**

- 76.1 All teaching staff will model good reading behaviour and encourage the children to care for reading matter in our school
- 76.2 All staff will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
- 76.3 All staff will ensure that their classrooms are print rich and that the books available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language
- 76.4 All teaching staff will ensure that provision of appropriate literature is made for any child with Special Educational Needs
- 76.5 All staff will ensure that the children will have weekly access to the school library
- 76.6 All teaching staff will keep records and assessment up to date
- 76.7 All teaching staff will model how good reading should sound.

## **77 Head of English - Working with the English Coordinator in the Pre-Prep**

- 77.1 Will ensure that there is provision of good quality books and other resources for children at all levels of reading
- 77.2 Will ensure that the books are correctly colour coded to indicate their level of difficulty
- 77.3 Will keep the reading list up to date
- 77.4 Will organize the school library together with parent volunteers and keep books relevant to the children and up to date
- 77.5 A reading leaflet has been produced to help parents with reading at home. This is available in the office.

## **78 Special Educational Needs**

- 78.1 Children with special educational needs are encouraged to take full part in reading sessions.
- 78.2 The curriculum will be differentiated where necessary to meet their individual needs.
- 78.3 Pupils will be given extra time to read to their teacher
- 78.4 IEPs may inform reading strategies



## **79 Pond Policy - Introduction**

- 79.1 Cophthorne Preparatory School offers all our pupils a rich learning environment to enhance the curriculum. In summer 2016 we developed a school pond area within the school grounds.
- 79.2 We wish to ensure that children have access to this environment, in a safe and controlled way.
- 79.3 We aim to allow children to use the pond as a “hands on” resource to enhance the curriculum as a whole.

## **80 Guidelines**

- 80.1 Children and adults must be kept safe at all times.
- 80.2 The site manager will check the pond regularly to ensure that the area is safe;
- 80.3 Children must be accompanied by an adult at **ALL** times;
- 80.4 During the activity try to ensure that those children with cuts on their hands cover them with waterproof plasters or wear suitable gloves, avoid ingestion of water and ensure that all children wash their hands after the activity especially before eating.
- 80.5 Staff and pupils will wear suitable footwear when working around the pond;
- 80.6 In case of emergency, the alarm must be raised with the school office;
- 80.7 All staff members are trained in basic emergency first aid.

## **81 Management**

- 81.1 The school will carry out risk assessments in relation to the pond and activities involving the pond.
- 81.2 All relevant information (i.e. the findings of the assessment and the control measures) must be relayed to staff and to others that may carry out activities involving the pond.
- 81.3 Classes or groups using the pond must be supervised at all times.
- 81.4 The ratio of pupils to staff must allow full control.
- 81.5 Children are informed that the pond area is out of bounds unless permission is given.
- 81.6 The pond must be regularly maintained to ensure that the perimeter does not become obscured and that the area around the pond does not deteriorate. Edges that are open for access for pond dipping should be gently sloping, or flat and well defined. The edges of the pond must be clearly visible.
- 81.7 The school has an emergency action plan in place for incidents associated with the pond. (See appendix A).
- 81.8 This covers:
- how to rescue a person who has fallen in
  - resuscitation and first aid
  - how to call for assistance
  - what to do with other pupils during an emergency situation.
- 81.9 Adequate instruction must be issued to pupils as to the risks associated with the pond and activities in the pond area.

## **82 Security**

- 82.1 The problem of children falling into a pond are perhaps greatest not with pupils during school hours but with youngsters during out-of-school time, weekends, holidays etc.
- 82.2 With infants, however, the risk of a child straying into the pond area may be present during school hours too.
- 82.3 To prevent this, the pond has an enclosed perimeter fence and locked gate.
- 82.4 There is controlled access at all times. The pond is a whole-school resource and security and general supervision are easier to achieve if all staff are aware of their responsibilities.



## **Appendix I**

### **Emergency Action Plan for incidents associated with the pond**

- All staff must be familiar with the pond emergency action. It is there to provide a safe environment.
- Before any activities are started staff must assure themselves that the pond appears safe and operational and that the paths are not obstructed.
- Staff must be alert at all times.

In the event of a child falling into the pond resulting in injury or near drowning follow the steps below:

- If safe to do so adult could walk into the shallow water to aid the victim.
- If adult is unable to do this then use a throw line or pole to reach the casualty.
- Send someone to summon other help and the emergency services.
- The rest of the children should be removed to a place of safety by another member of staff while the casualty is dealt with.

A minor incident is considered to be a child slipping feet first into the water.

A major incident is considered to be life threatening for any and all individuals including suspected drowning.

Emergency Services:

- Ring 999 or 911
- School telephone number is 01342 712311
- The address is Effingham lane, Copthorne, West Sussex. RH10 3HR