

# The Coppice School



## Special Educational Needs policy

**Approved by the Governing Body of The Coppice School**

Signed: *H. Knell*

**Date: September 2017**

**Proposed Date of Future Review: September 2018**

**or sooner, as appropriate**

## Special Educational Needs Policy

**Purpose of this policy:** We believe that the learning community at The Coppice School is one in which all pupils enjoy learning, feel valued and safe and achieve within an environment of respect, inclusion, equality, aspiration and celebration. This policy aims to enable all pupils to achieve their potential, develop healthy lifestyles, engender a life long desire to learn and to prepare them for adult life.

Our mission statement is:

***Learn, Enjoy and Achieve***

**Aims:** This policy reflects the school's aims to;

Meet the statutory requirements of the Children & Families Act 2014 and SEN Code of Practice 2014.

Provide a caring and supportive environment, based on a common purpose, and which gives opportunities which help to prepare pupils for life.

Provide a stimulating and challenging atmosphere in which pupils can experience success and enjoyment in their learning;

Create for each pupil a sense of belonging by using consistent approaches which foster security and self discipline, and recognise effort and not just achievement throughout the learning process;

Offer curriculum provision which is sensitive and appropriate for all pupils irrespective of individual needs and which recognises and preserves the dignity of pupils at all times.

Enrich the curriculum for each pupil, through links with the community, in order for them to develop strategies to help them to be as independent as possible within their environment.

These aims will be promoted and reflected through the school's policies and practices. The governing body is seeking to contribute to these aims through the targets as identified within the current School Improvement Plan.

### **Provision**

The Coppice provides education for pupils, aged from 2 – 19 years, who have a range of learning and physical difficulties and increasingly complex medical needs. Those difficulties may include – profound and multiple learning difficulties, a visual or hearing impairment, epilepsy, cerebral palsy, autistic spectrum disorders or a specific syndrome. Some pupils also present challenging behaviours.

## **Admission**

Admission to The Coppice School is made on the recommendation of the local Education Authority following the assessment procedures and consultation process which form the basis of a statement of special educational needs.

The Headteacher attends regional admissions panel meetings. Admissions are arranged by the Area Special Education Needs Team.

The Coppice School meets the needs of pupils with a diverse range of SEND. A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraphs xiii to xvi:

*“A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions*

*A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.”*

The Code of Practice defines special educational provision in paragraph xv as:

*“Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers”*

## **Facilities**

The school is a single storey building with seven teaching bases, Hydrotherapy Pool, Sensory Studio and a hall which is used for dining and assemblies as well as for the teaching of Physical Education. An addition to the premises is a dedicated Food Technology Room, a Meeting Room and, a PPA Room for staff. In addition to class based teachers and teaching assistants, we have a specialist PE teacher, swimming teacher and a teacher who has oversight of those pupils on the autistic spectrum. The Deputy Headteacher and two Teaching Assistants Level 3 are accredited *People Moving People* trainers. In addition, the Deputy Headteacher, class teacher and a Teaching Assistant level 3 are qualified as Intermediate Team Teach Tutors. The headteacher and Head of Primary are trained as Signalong tutors. A Music Therapist visits school two days per week.

The school also has a medical room which is the base for the school nurse and a therapy room with ceiling tracked hoisting facilities and used by all therapists to treat individual pupils. The sensory room and FE class base are also fitted with ceiling track hoists for the moving and handling of pupils. The teaching bases for senior pupils have a fully equipped kitchen area.

The school has an outside, hard surface recreational area with a small grassed area for adventure play, as well as a sensory garden area. Developments to the main outer play area has provided the school with natural stone wall picnic and story telling areas, an outdoor classroom, a 'Trim Trail', raised planting troughs, wheelchair accessible path and a sheltered 'Mobility Area'.

The EYFS outdoor area has a roof canopy, a soft play surface and the introduction of bespoke sand trays and garden tubs. This impacts greatly on the use of this space whilst promoting continuous access to the outdoors for our pupils.

Recent changes to the outdoor area include an upgraded soft floor area with accessible slide and other play equipment.

### **Resources**

The main resource of the school is its staff. Staff are allocated to class, group and individual activities taking into consideration individual needs and activity. Funding for the resourcing of curriculum subjects is allocated to subject leaders. Priorities for curriculum funding are identified within the School's Improvement Plan. All pupils have access to central resources including the school minibuses, hydrotherapy pool, sensory studio area and outside play areas. Computers, iPads and interactive whiteboards are based in all classrooms. Recommendations for specialised seating, equipment and aids, made by therapists are passed on to the Area Special Needs department for their consideration. Resources are enhanced through contributions from voluntary organisations and through fund raising activities.

### **Identification and Review of Pupils Needs**

On entering the school, each pupil is assessed within the school's agreed policy for assessment. Learning targets are identified from this process, and, from the pupil's statement of Special Educational Needs.

The annual review of each pupil's special educational needs is part of an established process and follows the recommendations of the Code of Practice 2014. As far as is practicable, the annual review is celebrated on the anniversary of the date of the pupil's statement/ Education Health and Care Plan.

We invite pupils to contribute to the review, each within their own reference point, which could range from attending to share ideas for home school learning within the meeting to discussing and agreeing targets and making presentations on their own behalf. Transitional Reviews take place for those pupils in Year 9 and, as a result of this review, a Transition Plan, considered at subsequent annual reviews, is written for the pupil.

### **Arrangements for providing access for pupils with SEN to a balanced and broadly based curriculum, including the National Curriculum**

The school is organised to reflect age – from EYFS, Key Stages 1 to 4 and Post 16. The Coppice is a small school and therefore classes may have pupils across year groups and Key Stages.

Pupils, regardless of their primary needs and ability are placed in classes with their peers. The class timetable and learning environment is designed to provide the range of activities and structure that forms part of an effective provision. All pupils have access to the school's curriculum, each at their own reference point. The curriculum comprises of the Early Years Foundation Curriculum, National Curriculum core and foundation subjects, the 14 – 19 curriculum, Religious education, Personal and Social education, Pre-Requisite curriculum and therapy.

Policies for each curriculum subject/aspect, which outline the aim, delivery, assessment, resourcing, monitoring and evaluation arrangements are in place and are reviewed and/or rewritten as necessary, for example to incorporate new initiatives such as the literacy strategy or numeracy strategy.

Schemes of Work for each subject area, based on modified programmes of study, are in place, based on a common format. Continuity and progression are a major consideration in this area of development.

Pupil's individual education programmes, highlighting agreed targets and which are based on identified need, age and level of development as well as entitlement, are delivered through timetabled subjects. Information on IEP targets are sent to parents three times a year. Staff meet parents to discuss these targets at the annual review or at other dedicated times, e.g. structured conversations with parents.

### **Evaluating the Success of the school's SEN Policy**

The success of the school's policy will be monitored and evaluated in the following ways:

- Ongoing teacher assessment of each pupil's individual education plan;
- Class based records for each pupil;
- Formal assessment – SAT's & Statutory targets set according to statutory guidance;
- The Annual Review process;
- Via the school's agreed process for monitoring and evaluating the school's policies;
- Parental views;
- Pupil's self evaluation.
- Peer evaluation

### **Arrangements for the treatment of Parental complaints**

Complaints about the provision offered at the school should be made to the Headteacher. Parents are encouraged to come into school to discuss their concerns. A copy of the formal complaints procedure, held at school, can be seen on request.

### **Staff Development**

A copy of the School's Policy for Staff Development can be seen on request. A staff handbook is available in the staff room and an electronic copy can be found on the school's network area. This contains copies of agreed policies and guidelines. Curriculum policies are available on the Teacher Data network folder and can be accessed within the policies folder.

Inset needs are identified through the School's Improvement Plan, for teachers, through the Performance management process and for support staff through a process of self-evaluation.

All staff are encouraged to gain additional qualifications within budget limitations.

### **Links with Support Service**

We foster links with the Young People's Service and have regular multi agency meetings with Social Care Services and Health authority personnel. The Advisory teachers for Hearing impaired pupils and for Visually impaired pupils are involved with the school, provide specialist advice and work in school on a weekly basis.

The school has access to a "Link" Educational Psychologist, allocated from the School's Psychology Service.

The school currently subscribes to an independent IT consultant for technician services and advice . The Authority's Curriculum Advisory teachers are used when required by the school either on a consultation basis or for specific Inset.

Links have been established with the local community including the Library Service.

### **Partnership with Parents**

The school has established a number of links with parents, both formal and informal. A Home/School Agreement is in place, supported by an Open Door Policy and Home/School Education Policy.

As well as regular contact via letter, the school communicates with parents via:

- Home/school diaries;
- Home visits as appropriate and when needed;
- The use of structured conversations, e.g. Keeping in Touch Time
- Informal visits into school by parents;
- Coffee mornings for sharing information;
- Shared assemblies at specific times of the year;  
Headteacher's Award Assemblies
- A school brochure which is updated annually;
- Case conferences as and when needed;
- Annual reviews when individual targets are discussed and agreed;
- Annual reports which outline pupils' experience of and achievement within the curriculum;

In line with our Open Door Policy, parents are welcome into school through prior arrangement and time can be made available for them to meet with school based staff, visiting specialists or therapists.

### **Links with other schools**

Links have been established with local schools, both primary and secondary, and colleges in the community. The school has a positive programme for inclusive learning, based on individual pupil needs and the extension of opportunities.

The school is able to provide specialist advice and services on request to other settings through School to School Support. A small charge is made to settings for this service.

The school collaborates effectively with other specialist provisions, for e.g The Coppice School is an active member of the North West Specialist Assessment Group (NWSAG)

The school is an active partner in the WRIST network of schools and members of the Schools Councils from three of the schools work with the Coppice School Council on a range of mutually agreed projects.

In addition to pupils from The Coppice School going into other schools, The Coppice School also hosts a number of activities to which mainstream pupils are invited, for example literacy, sports and social inclusion activities.

Senior pupils attend established courses at local colleges of further education and independent sources offering work-related learning.

Links with other special schools are maintained for sporting and cultural activities.

The Coppice also takes pupils from local high schools and colleges on work experience placements.

The transitional period from school to the pupil's next placement is considered to be very important. This is arranged by the Headteacher, following consultation with parents and future carers. The process is arranged on an individual basis depending upon need, but, where possible, will usually start some months before the pupil leaves school

### **Links with Health and Social Services, Education Welfare and Voluntary organisations.**

The school has a part time nurse on site.

Paediatric Consultants hold termly clinics at school for some pupils. The Orthotists visit periodically.

At The Coppice School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions, whilst also minimising duplication and disruption for pupils, families and practitioners.

The school collaborates effectively with all therapists in arranging assessments of pupils, asking for advice on delivering therapeutic programmes.

Links exist with Social Care Services to facilitate the needs of the child and family.

### **Communication Passports and Profiles**

The class team prepares communication profiles for pupils. These explain the way in which the pupil communicates with others and strategies that adults should use to support them. Teachers provide communication passports for those pupils who have profound and complex difficulties which give a quick explanation of the young person's communication needs.

### **Behaviour Management Plans and Positive Handling Plans**

Some pupils may encounter emotional difficulties which can inhibit their learning and the quality of their relationships. Teachers receive support from senior leaders in preparing and implementing behaviour management plans and Positive Handling Plans. These are produced in line with our School Behaviour Policy.

### **Home education**

Some young people, may, because of their medical condition, be unable to attend school for prolonged periods. The school will liaise closely with parents, carers and relevant professional agencies to ensure that an agreed level of appropriate teaching, support is provided. This will be tailored to the specific needs of each child and delivered in the home.

The Governing Body has a Special Needs Governor.

### **Links with other policies**

This policy should be read in conjunction with the School's Disability Equality Scheme, Accessibility Plan, Curriculum policies, Inclusion policy, and other related documents.