



SEN Information Report

2018-9





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1. What are the kinds of special educational needs for which provision is made at The Coppice School?

The Coppice School is a community maintained special day school for pupils aged from 2-19 years. We have provision to meet the needs of children with moderate, severe and profound and multiple learning difficulties. Pupils may also have autism, physical difficulties, and multi-sensory impairments.

2. What are the school's policies for the identification and assessment of pupils/ students attending the school?

Every pupil has an Education, Health and Care Plan. (Any remaining Statements of SEN are in the conversion process to Education Health Care Plans.) These are reviewed annually.

In addition, children are constantly observed and progress noted. Pupils are assessed against their own prior learning and attainment.

Pupil progress reviews are held with teachers and senior leaders to monitor progress. The school works closely with therapists and external agencies to identify the holistic needs of every child.

3a. How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

The Coppice School has a School Improvement Plan that states our priorities and identified actions for improvements over the short and longer term. This provides a focus for development and is firmly rooted within our self-evaluation process that is guided by the current Ofsted framework and key aspects include;

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Governors are involved in this process and receive regular reports through governing body meetings. Any interventions and additional funding, such as pupil premium, are identified and tracked to ensure the impact is effective and provides value for money.

3b. How do you know how well my child is doing at school?

We meet with parents a number of times over the course of each academic year to discuss how well pupils are doing at school. These opportunities are also an excellent way of communicating how best we can work in partnership with parents to support each pupil. Opportunities include;

- Keeping in Touch Times (KIT Times): An informal meeting in which you can meet with your child's class teacher to discuss general progress and next steps for development.



- Annual review meetings: An opportunity to review the Education Health Care Plan for each learner.

The school communicates with parents regularly through our home school diaries and by telephone. In addition to the KIT Times and the annual review, parents will also receive;

- an annual report from the school in July of each year
- carefully selected targets for individual pupils in Personal Learning Intention Maps that support a personalised approach to learning

The school's Open Door Policy clearly sets out how we work flexibly and collaboratively with parents.

3c. How will the staff support my child? How will the curriculum be matched to my child's needs?

Every child has a Personal Learning Intention Map (PLIM) which identifies individualised, short term objectives aimed at achieving those longer term outcomes set out in the Education Health Care Plan. Each class has a full time equivalent teacher and at least 3 learning support assistants – sometimes more. Pupils may be taught 1:1, in small groups or whole class (of no more than 10) depending upon the activity.

At The Coppice School, we have developed a curriculum that is broad, balanced and personalised to meet the varied and individual needs of our pupils. We ensure that all the National Curriculum requirements are accessed through a modified and bespoke curriculum that matches the unique needs of our learners.

All teacher lesson planning is highly differentiated within each class. In addition, school staff are supported by speech and language therapists, physiotherapists, occupational therapists, school nurse and specialist teachers, e.g. specialist visual/hearing impaired teacher, where and when appropriate.

3d. How do you adapt the curriculum?

Our overall aim is to provide a curriculum that is entirely relevant for all pupils in supporting them to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences

Consequently, the school's curriculum has been modified for our learners with special educational needs in order that each pupil can access his or her curriculum entitlement through a personalised approach to learning.



3e. How is the decision made about the level of support my child receives?

All pupils will initially have their needs identified through the Education Health Care Plan. Using our expertise and experience, school staff will review your child's needs on an ongoing basis and will identify when and where additional support may be needed. Any long term changes to the level of support received will be made through the school's annual review processes.

3f. How will my child be included in activities outside the school curriculum, including trips?

At The Coppice School every pupil has the opportunity to access trips and activities outside the school. Some visits form part of the weekly timetable, e.g. trip to the local leisure centre, whilst others are arranged to enhance learning in the classroom, e.g. a visit to the Manchester Science and Industry Museum. There will also be a residential opportunity for pupils to access outdoor education centres, e.g. Hothersall Lodge.

Provision is again highly differentiated and school staff always carry out rigorous risk assessments before any activity in order to ensure maximum benefits for our pupils within a controlled and safe environment.

3g. What support is there for my child's overall well-being?

We have a robust safeguarding policy and protocols in place. Pupils' health and well-being is paramount. Personal care is conducted discreetly and with dignity whilst fostering independence whenever possible.

The school works closely with medical practitioners should your child have health needs and the school nurse will discuss a Health Care Plan and the administration of prescribed medication. We also work closely with a range of other multi agencies, e.g. Children's' Social Care and CAMHS.

4. What are the details of the school's SENCO?

All teaching staff share the roles and responsibilities of SENCO, however, the head teacher has the overall responsibility in the school for ensuring that the needs of all pupils are met.

5. What training is provided for staff supporting children and young people with SEN?

This section provides an overview of the training provided for staff and must not be seen as a complete list of professional development. All of our teachers are qualified and have undertaken specialist further professional development. This includes training in;

- autism specific training and further qualifications
- sensory processing and integration



- VI /HI awareness
- speech and language development (to include the Derbyshire Language Scheme)

All staff are trained in;

- Team Teach which promotes a positive approach to behaviour management and equips staff with the tools required to de-escalate situations without the need for physical intervention
- the safe moving and handling of pupils
- emergency first aid at work training. In addition, identified staff access paediatric first aid training in order to have a more in-depth knowledge
- child protection and safeguarding

Our teaching assistants are trained to undertake a number of specific roles and support curriculum development. Teaching assistants are all trained and competency checked by the school nurse in the administration of medication and identified care routines, e.g. tube feeding, in order to meet the very complex needs of some of our pupils.

The school has identified members of staff trained to 'tutor level' in order to deliver training within school for all staff to include;

- Signalong
- Team Teach
- moving and handling
- MOVE (Movement Opportunities Via Education)
- MiDAS

6. How accessible is The Coppice School?

The Coppice School is a single storey building and is fully wheelchair accessible. We have accessible parking spaces and a designated disabled parking space. In 2017, the school's car park was extended in order to better accommodate local authority transport and to reduce congestion.

The school offers a large, purpose-built hydrotherapy pool with overhead tracking for hoisting, changing and shower facilities.

Careful consideration is given to the auditory and visual environment with staff working collaboratively alongside specialist teachers, e.g. visually impaired specialist to ensure an inclusive approach. The school has accessible toilet facilities for both pupils and visitors to the school. In addition, our facilities include large, accessible areas with changing beds and hoisting equipment.

The school makes effective use of picture symbols, objects of reference and Moon writing (for those with a visual impairment) to support teaching and learning for pupils with special educational needs. Equipment and learning spaces can be adapted in order to meet the needs of individual pupils, e.g. height adjustable tables, kitchen hob and sink.



Ongoing monitoring and evaluation of the school's accessibility is carried out and linked to school improvement planning, where appropriate.

The outdoor space includes;

- a purpose built mobility area that provides pupils with physical difficulties the opportunity to develop and extend their independence
- an outdoor sensory garden
- a fully enclosed outdoor classroom and picnic area with accessible seating
- an outdoor Trim Trail and Willow Weaving to include some accessibility for wheelchairs
- outdoor spaces for the Lower School classes that do not have direct access to the playground to enable continuous provision, added in 2018.

7. How are Parents involved in the school? How can you get involved and who should you contact?

The Coppice School values the role that parents play in their child's education and development and seeks to work in partnership with them in order that pupils maximise their progress. The school was successfully reassessed for the **Leading Parent Partnership Award** in November 2016 and continues to strengthen and embed its work with parents and families.

We hope to meet prospective parents when you are deciding which school is your preferred choice for your child. We work in partnership with parents to arrange a bespoke and tailored induction package for your child.

On a day to day basis, we will communicate with you through your child's home school diary. This is very much a shared approach and we encourage all parents to use it to inform class staff about anything of relevance to your child, e.g. news from the weekend.

The school builds in regular opportunities for parents to come into school to work alongside their child and meet other parents/carers. In the previous academic year, the school offered a 'Back to Nature' project (in partnership with Lancashire College,) an Arts and Crafts series of workshops and swim sessions in our hydrotherapy pool. The school may also arrange for a relevant speaker to attend a workshop for parents.

The whole school rehearses and performs a play in the spring term and there are other events to which you are warmly invited, e.g. our annual Summer Fair.

From time to time, we will involve parents in consultations to help support our school improvement.

For further information the school calendar and weekly newsletters are available on our website, which is regularly updated with upcoming events. Alternatively please contact our school office.



8. How do Parents and children get involved in their education?

We keep you informed of your child’s progress through the annual review, written annual reports and by sharing information over the telephone or face to face. Parents are encouraged to attend the annual review of their child’s Education Health Care Plan. This is a valuable opportunity to share and celebrate the progress your child has made over the last year in school. Your child’s class teacher will also arrange an informal meeting over the course of the year in which you can chat and discuss any shared goals, concerns or areas for development – this is called Keeping in Touch Time (or KIT Time - for short!)

The School Council involves students to contribute and decide on aspects of school life relating to their needs. The assessment and annual review process of EHC Plans includes the choices and views of pupils.

The annual review process is pupil centred, with pupils being invited to attend and host a slideshow sharing photographs taken at school. Parents are welcome to a copy of the slideshow to share with the whole family.

9. What do I do if I have a concern about the school provision?

In the first instance, we encourage you to contact your child’s class teacher. If you still have concerns then please contact the head teacher.

In the unlikely event that your concern is not resolved then please refer to the school’s complaints procedure which will provide the relevant information. A copy of the complaints procedure is available from the main office on request. Alternatively, a copy is available on the school’s website.

10. What specialist services and expertise are available at or accessed by the school?

As part of our multi-disciplinary approach, we have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the school whilst others are accountable to different services. These include;

The Coppice School	Other agency
Head teacher/ deputy headteacher	School nurse
Admin staff	Physiotherapists
Site supervisor	Occupational therapists
Class teachers	Speech and language therapists
SSCO (School Sports Co-ordinator)	Podiatrist
Swimming teacher	Consultant Paediatrician
Teaching assistants	VI/HI Specialist teacher
Lunchtime Welfare staff	Habilitation specialist
Personal Care Team Workers	Music therapist
	CAMHS
	SENDO
	Children’s Social Care Workers



	Transport team (SEND) Passenger assistants Drivers (transport)
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If you have a query relating to the work of any agency outside of The Coppice School, it is best to contact the professionals involved directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

11. How do you prepare my child for joining your school or transferring to another school?

We work in partnership with parents to arrange a bespoke and tailored induction package for your child whether they are starting school in the Early Years or joining our school from another setting. Parents are invited to complete an information booklet to provide current and relevant information regarding their child.

When the time comes for pupils to leave The Coppice School and move on to another placement, staff will work collaboratively to facilitate any transition, for e.g. by accompanying the student on a number of induction visits to a new provider/setting or by welcoming staff from the new provider into school to spend time with the pupil and consult staff.

12. Where can I find further information about services for my child?

The Coppice School has completed a document that forms parts of the authority's Local offer. This can be found on our school website.

For any further information please contact Helen Hughes (admin) or Sarah Seddon (headteacher) on 01772 336342