



## **SEN and Disability**

### **Local Offer: All age Special Schools**

Name of School: The Coppice School

School Number: 07131

## Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to [IDSS.SENDEReforms@lancashire.gov.uk](mailto:IDSS.SENDEReforms@lancashire.gov.uk)

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-01100

<b>School/Academy Name and Address</b>	<b>The Coppice School</b>		<b>Telephone Number</b>	<b>01772 336342</b>
	<b>Ash Grove</b>		<b>Website Address</b>	<b>www.coppice.lancs.sch.uk</b>
	<b>Bamber Bridge</b>			
	<b>Preston</b>			
	<b>PR5 6GY</b>			
	<b>No</b>	<b>Yes</b>	<b>If yes, please give details:</b>	

<b>Does the school specialise in meeting the needs of children with a particular type of SEN?</b>		✓	The school meets the needs of a wide range of Special Educational Needs and Difficulties (SEND) to include; <ul style="list-style-type: none"> <li>• Severe Learning Difficulties (SLD)</li> <li>• Profound and Multiple Learning Difficulties (PMLD)</li> <li>• Autistic Spectrum Condition (ASC)</li> <li>• Moderate Learning Difficulties (MLD)</li> </ul> Additional needs met include; <ul style="list-style-type: none"> <li>• Visual/Hearing/Multi-sensory Impairments (VI/HI/MSI)</li> <li>• Complex Medical Needs.</li> </ul>
<b>What age range of pupils does the school cater for?</b>	2- 19 years		
<b>Name and contact details of your school's SENCO</b>	Sarah Seddon Headteacher 01772 336342 enquiries@coppice.lancs.sch.uk		

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

<b>Name of Person/Job Title</b>	Sarah Seddon		
<b>Contact telephone number</b>	01772 336342	<b>Email</b>	head@coppice.lancs.sch.uk

## Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of

confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

<b>Please give the URL for the direct link to your school's Local Offer</b>	<b><a href="http://thecoppice.sites.schooljotter2.com/things-we-need-to-tell-you/local-offer">http://thecoppice.sites.schooljotter2.com/things-we-need-to-tell-you/local-offer</a></b>		
<b>Name</b>	<b>Sarah Seddon</b>	<b>Date</b>	<b>02/10/2018</b>

**Please return the completed form by email to:**  
[IDSS.SENDReforms@lancashire.gov.uk](mailto:IDSS.SENDReforms@lancashire.gov.uk)

## Accessibility and Inclusion

- How accessible is the school environment?  
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information - including displays, policies and procedures etc.  
Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the school?  
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

### What the school provides

#### Accessing the school environment

- The Coppice School is a single storey building and is fully wheelchair accessible.
- We have accessible parking spaces, parking for visitors and a designated disabled parking space. Designated pathways and barriers are in place to protect pupils, staff and visitors in our car park.
- In addition to the school's teaching areas we have a fully equipped light studio for one to one and small group work.
- The outdoor mobility area provides pupils with physical difficulties the opportunity to develop and extend their independence in mobility within a safe and covered space.
- An outdoor sensory garden
- A fully enclosed outdoor classroom and picnic area with accessible seating.
- An outdoor Trim Trail and Willow Tunnel to include some accessibility for wheelchairs.
- A large, purpose built hydrotherapy pool with overhead tracking for hoisting, changing and shower facilities
- A dedicated therapy room
- A nurse / medical room
- 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.
- Ongoing monitoring and evaluation of the school's accessibility is carried out and linked to school improvement planning, where appropriate.

### **Accessing School Information**

- The school entrance has digital welcome screen presenting information to parents and visitors.
- In supporting parents whose first language is not English, The Coppice School seeks practical help from partner schools in a local consortium or specialist support from an independent translator.
- A range of policies are available on the school website
- Any written information can be made available in large print upon request.
- Any school policy and procedure is available upon request.

School information is made available to parents and families through;

- School website
- School prospectus
- School induction and welcome pack
- Weekly bulletins
- Home school diaries
- Emails
- Texting service to parents
- Class newsletters
- Phone calls
- Home visits (where appropriate)

### **Accessing the School**

- School signage incorporates Moon tactile reading code for the visually impaired.
- Teaching areas have photographs and corresponding objects of references accessible on doors
- Picture symbols are used to structure the school day for classes and individual pupils through the use of visual timetables
- Storage areas are labelled and where appropriate, picture symbols are used
- Choice boards using photos, picture symbols and the use of displayed signs are made available at tuck times
- Height adjustable tables are used in various teaching areas.
- A purpose built food technology area has height adjustable working areas, sinks and hobs to enable pupil access
- Some pupils have their own equipment to support their access to the curriculum.
- In support of our curriculum, certain pupils have access to specific pieces of equipment and aids to remove any barriers to learning.

## **Teaching and Learning**

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?

- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?
- How do you share educational progress and outcomes with parents?
- What external teaching and learning do you offer?
- What arrangements are in place to ensure that support is maintained in "off site provision"?
- What work experience opportunities do you offer?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### **What the school provides**

- All pupils attending The Coppice School have a Statement of SEN or Education Health Care Plan. All Statements will be replaced by Education and Healthcare Plans by March 2018.
- Pupil progress is carefully monitored by our specialist teachers. Careful assessment of each pupil can help to identify any needs for additional support, for example the involvement of a therapist.

Specialist and experienced staff are skilled in providing quality classroom support and work collaboratively with;

- Staff with specialisms, for e.g sensory profiling
- Physiotherapists
- Occupational therapists
- Speech and language therapists
- Medical professionals
- Orthotist
- Music therapist
- Specialist teachers in visual/hearing/multi-sensory impairments
- Habilitation specialist
- Volunteers, e.g. Pets as Therapy

In facilitating access to the curriculum and to develop independent learning, The Coppice School provides;

- A broad and balanced curriculum that is modified and differentiated to meet the individual needs of pupils.
- Personalised curriculums for individuals
- Personalised Learning Intention Maps (PLIM) that target specific areas in learning
- Access to Movement Opportunities Via Education (M.O.V.E) Programmes to promote independence in mobility

- Effective use of community and external agencies, for example The SPACE Centre (Preston), local colleges and leisure centres.
- A range of assistive technology to support communication and choice making e.g switches,

Staff training for the whole school includes;

- Child Protection and Safeguarding
- First Aid training
- Moving and Handling training
- Team Teach training
- Signalong training

Staff specialisms/expertise in SEN include;

- Movement Opportunities Via Education (M.O.V.E) training
- Dyslexia
- Sensory Profiling
- Challenging Behaviour
- PE specialist (formerly School Sports Coordinator/SSCO)
- ASC
- Team Teach Intermediate Tutors
- Moving and Handling Trainers
- Signalong Tutor

Ongoing support and development for staff supporting children and young people with SEN includes;

- Training in SEN curriculum developments
- The teacher appraisal process
- Performance Management for teaching assistants process
- Continuous Professional Development (CPD) opportunities identified and accessed externally
- Leadership and Management development opportunities through the National College for Teaching and Learning, e.g. National Professional Qualification for Senior Leadership (NPQSL)
- In house and inter school moderation processes

#### **The Coppice School curriculum;**

- Provides access for all pupils to a curriculum that has been tailored and modified to meet the learning needs of the pupils.
- Provides access for all students to an externally accredited framework in the secondary and sixth form departments.

Occasionally, identified pupils at The Coppice School will have access to qualifications through carefully orchestrated links with our partner high schools. In taking the needs of the individual into consideration, the school will;

- Provide personalised support systems e.g. effective liaison between staff on inclusive links and school based staff



- Additional time made available in school in order to complete aspects of coursework
- Have access to virtual learning platforms and the relevant learning materials needed to progress in the subject.
- Seek support from specialist subject teachers from our partner schools

### **Sharing educational progress and outcomes with parents**

- The annual review process ensures that parents are partners in their child's learning and achievements at school
- Personal Learning Intention Maps are linked to Education Health Care Plan outcomes and shared with parents
- Photographic and video evidence is captured using the Evidence for Learning app is shared with parents
- Annual reports are sent to parents to reflect progress
- Parents are invited to school to discuss the annual report
- Keeping In Touch Time (KIT Time) provides the opportunity for in depth discussion between parents and the class teacher to share how the child is getting on both at home and at school
- Records of Achievement are produced to illustrate achievement in curriculum areas
- Parents are welcome to approach the school at any time to discuss any aspect of their child's education and well being with staff

### **External learning and teaching offered**

The use of external providers to support teaching and learning is successful in enriching the curriculum and personalised timetables for pupils. This includes;

- Access to two school wheelchair accessible minibuses
- Inclusive links for pupils in mainstream settings, e.g. primary school/ high school
- Access to specialist facilities to deliver units of work that are tailored to the specific needs of the pupils, e.g. small animal care at The Brothers of Charity (Lisieux Hall)
- Access to specialist sports facilities in the community, e.g. Bamber Bridge Leisure Centre
- Access to specialist providers, e.g. The SPACE centre
- Access to providers able to offer residential experiences for pupils with learning difficulties and complex needs
- The use of local business and amenities in sourcing work experience placements for students

### **Arrangements in place to ensure that support is maintained in "off site provision" include;**

- Discussions and agreement with parents prior to any "off site provision"
- Identified staff with previous training and certification in the Health and Safety at Work (IHSW1)
- Identified staff driving minibuses are accredited with Minibus Driver Awareness Scheme (MiDAS)
- A level of staff support that matches the students' needs
- Completed risk assessments to ensure the safety of both students and staff

- The provision of a dedicated telephone number for staff to contact base in the case of an emergency.
- The use of dedicated school mobile telephones
- The use of individual health care plans and accompanying medication

### **Work experience opportunities offered**

The Coppice School has a clear understanding of the new guidance for work experience (Department for Education October 2013) which outlines expectations for work related learning and work experience. Pupils are provided with range of opportunities, where appropriate, from Key Stage 3 onwards. Examples include;

- Class jobs, e.g collection of school registers/ milk
- Office jobs and admin tasks, e.g. taking and relaying messages
- Assisting in the school tuck shop
- Placements at a local primary school
- Placements within local businesses and the community , e.g. McDonalds, Pets at Home, NIS Ltd (Chorley) and Bamber Bridge Library

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### What the school provides

Arrangements for review meetings:

- All pupils have a 'target setting review' after joining the school.
- Formal review meetings are held at least annually and, for all pupils under the age of 5 years they are held every six months.
- For pupils/students going through the transition process e.g. about to leave school (usually at the age of 19 years) additional review meetings are often held to ensure all is in place for their post-Coppice School placement.
- Review meetings are arranged to be as flexible as possible in order to support parents being able to attend.
- Pupils are expected to attend all or at least part of their review meeting.
- Families may bring another family member or other adult to the meeting.
- The purpose of the review meeting is to look at progress made by the pupil against targets set at the previous review, to celebrate achievement and to identify any additional needs or concerns. In addition, any amendment to the Statement of Special Educational Needs or the Education, Health Care Plan can be discussed at this meeting. Termly targets identified via the child's PLIMs (Personal Learning Intention Map) which are shared with parents and discussed.
- Parents are invited to forward any comments, queries they have regarding their child prior to the meeting. Pupils and students are at the centre of the meeting and all have the opportunity to share with those present evidence and/or comments on how they feel about what they are doing in school or at home.
- Pupils and students occasionally choose to bring a friend to part of the review meeting.

Pupils with other SEN support needs:

- Representatives from other agencies are invited to attend as relevant e.g. health representatives, SEND Information Advice and Support Service (SEND IASS) CAMHS (Child and Adolescent Mental Health Services), SENDO (Special Educational Needs and Disabilities Officer) and Local Authority Transition Workers and representatives for children's and adult's social care.
- Reports from other specialists e.g. Speech and Language Therapist, the teacher for the visually impaired are provided to parents/carers and school prior to the meeting.
- Pupils are assessed using the school adopted assessment, recording and reporting systems e.g. B Squared and Routes for Learning. In addition school uses a range of school based assessment systems e.g.

M.O.V.E. (Movement Opportunities via Education).

How the school assesses and evaluates the effectiveness of the provision made for children and young people with SEN and Disability:

- On-going monitoring of the achievement of individual targets.
- Early and appropriate identification of pupils individual needs.
- Secure working with specialist outside agencies.
- Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.

### **Keeping Children Safe**

- How and when will a risk assessment be done? Who will carry out the risk assessment?
- What handover arrangements are made at the start and end of the school day? Do you have parking areas for pick up and drop offs?
- What support is offered during breaks and lunchtimes?
- How do you ensure children stay safe outside the classroom? (e.g. during PE lessons and school trips)
- What are the school arrangements for undertaking risk assessments?
- Where can parents find details of policies on anti-bullying?

### **What the school provides**

In compliance with the Management of Health and Safety at Work Regulations 1999 and associated legislation the headteacher at The Coppice School ensures that;

- Risk assessments are based upon the Lancashire County Council (LCC) model risk assessments and guidance.
- Risk assessments are carried out for any tasks/activities undertaken by staff, or third parties e.g. contractors, for whom they are responsible (this can be done either by themselves or delegated to another competent person)
- Risk assessments can be undertaken by any designated member of staff, e.g. when leading an educational visit.
- Risk assessments are reviewed periodically (using appropriate timescales) or if anything in the workplace changes or there is new legislation.
- Risk assessments and any resulting safe systems of work are brought to the attention of their employees.

Risk assessments produced and implemented include those based on;

- School premises
- Activity specific, e.g. a school event
- Educational Visits
- Individual pupils/ members of staff
- Transport
- Healthcare plans
- Moving and handling of pupils
- Positive handling plans

School staff are trained and refreshed in their knowledge and awareness of;

- Moving and Handling of pupils
- Child protection and Safeguarding
- Positive handling and behaviour management
- First Aid

Identified staff are trained additionally in;

- The safer recruitment of staff
- Defibrillator training
- Specific additional training in meeting complex medical needs, e.g. gastrostomy feeding
- Minibus Driver Awareness Scheme (MiDAS)
- MiDAS assessor
- Moving and Handling trainer(s)
- Team Teach Intermediate Tutor(s)

Handover arrangements made at the start and end of the school day are;

- Discussed with newly appointed staff at induction
- Based on a pupil's individual need. The majority of students are escorted from the vehicle to their class base by a passenger assistant or a member of school staff. Identified students are able to walk independently to and from their class as part of their developing independence
- Made safer using clearly marked bays for minibus parking
- Outlined in the school's Missing Child Policy document
- Outlined clearly in guidance for staff and can be found in the staff handbook

Support offered during breaks and lunchtimes includes;

- Assisted feeding programmes and eating plans delivered and monitored by school staff and in liaison with parents
- A programme of daily lunchtime clubs offered by teaching staff, e.g. art club, disco club, sports club
- Additional lunchtime supervisors support pupils over the lunchtime period

In staying safe outside the classroom, the school ensures that;

- All educational visits are risk assessed and approved by the school's Educational Visits Co-ordinator (EVC)
- All sporting events e.g. Sports Day, are risk assessed by a designated member of staff, e.g. PE specialist

Parents can find the school's relevant policies and procedures relating to anti-bullying, safeguarding and behaviour management on the school's website or are available by request from the school's office.

## **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication

- How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

### **What the school provides**

Management, safe keeping and administration of medication:

- We are allocated a school nurse who works closely with parents and families in meeting the health needs of pupils both in school and at home. All medication is kept in a locked cupboard/cabinet in the nurse's room. There is a signing in and out system in place and a signing system for administration.
- Identified school staff administer medication once they have received appropriate training, competencies are checked and this training is updated on an annual basis, as and when required.
- Respite medication is kept secure in students respite bags which travel with the passenger assistants to and from home/school/respice.

Health Care Plans:

- Prior to starting school, a health care needs assessment is carried out by the school nurse in conjunction with parents / carers.
- The school nurse in conjunction with health professionals and parents and carers draw up a care plan. These are agreed and signed off by the nurse on site, parents and Headteacher. Details are shared with class staff and teams working with a particular pupil or student.
- These are reviewed annually or more frequently if there are any changes to condition, medication etc. under the direction of the medical professionals.

Medical Emergencies:

- In any emergency medical situation school would refer to the school nurse on site and also inform a member of the senior leadership team. The school nurse will assess the situation and follow care plans as written down. Similarly if no nurse was available school staff would refer to the care plan. If necessary, ambulances would be called and a member of staff accompany the student. Parents would be informed and staff would stay with a student until parents arrived.
- A copy of Health Care Plans are always taken by staff when pupils access activities in the community. The staff always carry mobile phones and school has a dedicated additional telephone line in case of emergency. Any medication administered on a visit is recorded and countersigned. In case of a medical emergency, the care plan is followed, base contact informed and ambulance called if required.
- When pupils/students use the school hydrotherapy pool there is a dedicated additional outside telephone line direct to the emergency services.

Staff Training:

- The nurse and other relevant medical professionals e.g. the epilepsy nurse or the diabetic specialist nurse will deliver training direct to staff to support students with specific medical needs.

- All training is competency based training with individual staff being signed off by the nurse or specialist as competent to support a particular aspect of medical/health need.

#### Health and Therapy Services:

- School has access to speech and language therapy, physiotherapy and occupational therapy. These services are provided by health.
- The orthotist visits school from time to time in supporting pupils with specialist footwear needs.
- The priorities of young people are determined by referral, and on an individual case by case basis. Provision in school is based upon need and caseload. Therapists will provide individual therapy, group therapy or therapy programmes dependent upon assessed need. These can be delivered by a therapist, therapy assistant or school staff.
- A member of the school staff is the main point of contact with all therapists. In addition members of school staff support and liaise with the Speech and Language service to offer further support to those students requiring speech and language therapy and additional/alternative communication needs.
- A member of staff responsible for Pupil Moving and Handling Risk Assessment works closely with the physiotherapists and school staff to support postural management and the safe moving and handling of pupils.
- Identified pupils benefit from a personalised curriculum provided to support additional identified needs in order to support their emotional health and wellbeing.

The school listens to pupils in a range of ways such as through the review process and school council and 1:1 tutor sessions. The school works closely with parents and carers and in conjunction with other agencies where relevant such as CAMHS, parent partnership and educational psychologists.

- Learning outcomes and behaviour improve through the provision of a safe and caring learning environment. All staff are trained in a whole school behaviour management approach (Team Teach) that emphasises positive relationships as being the key element in promoting safety and well being.
- The school actively promotes class team meetings where class staff have the opportunity to discuss pupil individual needs in order to support curriculum needs, and any social and emotional concerns.
- Additional therapy provision is provided to support identified pupils in the form of music therapy.
- The school acts as a central site for Hospital Consultant clinics. The paediatric consultants hold clinics in school on a monthly basis.

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

### What the school provides

The school considers working in partnership with parents and families to be of highest priority.

#### How parents know ‘Who’s who’

- All staff are named and appear on the school website.
- Parents of children new to school are provided with an opportunity to meet key staff as part of pupil induction processes.
- All new families to school are given a comprehensive pack which contains detailed information about class staff, who’s who and how to contact them.

#### How parents communicate with key staff

- Every pupil has a home/school diary. These diaries are used informally by parents and class staff for a wide variety of purposes eg messages about the day, reminders, news of a pupil’s success and progress. They travel between home and school daily.
- All parents are welcome to speak to staff of their choice eg. class teacher, teaching support staff, headteacher or nurse. Parents are welcome to make appointments if they prefer but we will always do our very best to see parents at any time they like. We have an ‘open door’ policy.
- Parents are welcome to phone school at any time. If the named person is not just available they will phone parents back as soon as possible.
- Parents can state their preferred method of being contacted eg email or texting.
- The school has an open door policy, written in consultation with parents, that clearly sets out agreed forms of communication between home and school.
- The school’s Child and Family Worker supports parents in their enquiries and in signposting to other services.

#### How do we keep parents updated with their child’s progress?

- We have an innovative approach to working closely with parents. ‘Keeping in Touch Time’ enables parents and the class teacher to meet for in depth discussion. Meetings are arranged at times which are convenient with parents, for example, during or after the school day. Meetings usually take place at school but home visits can be arranged if preferred.
- Personal Learning Intention Maps are evaluated and shared with parents as part of the annual review process. They are very often planned in discussion with them.
- Annual reviews provide further opportunities for keeping parents updated with their child’s progress. At this meeting there is always an additional discussion about how home and school can work together to promote each child’s well-being and learning.



- Any additional meetings eg 'MOVE' (Movement opportunities via Education) are also always arranged at mutually convenient times.

### **Open Days**

Parents are regularly invited to experience the work of the school eg:

- Literacy day
- Sports day
- Modern foreign language day
- School plays
- Summer Fair
- Harvest Festival
- Christmas festivities
- coffee mornings
- family cooking
- family crafts
- There are also opportunities for parents to develop their own skills through courses and workshops eg Signalong (Sign language) and 'iPad – I can!' (a course for parents designed to support their child in accessing iPad technology).

### **Parental feedback is actively encouraged in the following ways:**

- There is an easily accessible 'Ask-it basket' available for parents and visitors to post questions, comments or suggestions.
- Parental questionnaires
- Parental face to face consultations, for example to explore issues such as 'home school learning' or to enable parents to actively participate in driving school improvement. ('Think, feel, say, do')
- Through the home-school diaries
- Consultation in policy development, e.g. Open Door Policy
- Following specific events eg induction into school, school play, sports day, feedback questionnaires will be offered to parents so that school can continue to monitor its effectiveness

## **Working Together**

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?

## **What the school provides**

Opportunities are offered for children to make a contribution that include;

- An active school council with representation from each class. The school council meets on a regular basis. It is facilitated by a class teacher skilled in using total communication strategies to support pupil advocacy i.e. ensuring the children's voices and opinions are heard.
- Pupils complete a paper based questionnaire using a simple format and picture symbols to aid understanding. Some pupils are able to complete this independently whilst in some circumstances, parents are invited to complete this alongside their child as advocate.
- Our pupils are active participants in the annual review process and make an effective contribution through discussion and photo slideshows.
- School staff know our pupils extremely well and can act as excellent advocates for our pupils with significant communication difficulties. They liaise carefully with parents in order to best meet the needs of the individual child.

Opportunities offered for parents to have their say about their child's education include;

- Consultation with parents during the annual review / target setting meetings
- Informal meetings between parents and the class teacher through Keeping in Touch Time (KIT Time)
- An invitation to contact the class teacher following the implementation of a PLIM
- Parental questionnaires which are issued to consult parents on a wide range of school based topics
- Consultations with parents, e.g. focus groups to support school improvement planning, consultation on home school learning
- Regular and informal contact with parents through home school diaries, telephone calls and face to face meetings
- The introduction of an 'Ask-it-Basket' for any queries, comments and suggestions

Opportunities for parents to get involved in the life of the school or become school governors include;

- Invitations to coffee mornings hosted by the school's Child and Family Worker
- Invitations to school performances and annual events, e.g. Harvest, Leavers Assembly
- Participation in school events, e.g. the annual Summer Fair
- Parental representation on the school's governing body
- Parents supporting school activities

The Governing Body involves other agencies in meeting the needs of pupils with SEN and supporting their families(e.g. health, social care, voluntary groups)

Therefore, The Coppice School works closely with a range of other partners and professionals to include;

- The School Nursing Service. The school has a nurse on site to meet the complex medical needs of our pupils.

- Therapists (Physiotherapists, Occupational Health Therapists, Speech and Language Therapists, Music Therapist)
- Other health services, e.g. Orthotists, Child and Adolescent Mental Health Service (CAMHS)
- Transition workers, e.g. supporting the needs of the individual student and their family in making the transition to a post Coppice placement.
- Social care, e.g. social workers and family workers
- Voluntary Organisations, e.g. Pets as Therapy
- Police

Home/school agreements support children with SEN and their families through;

- Clear statements that explain the responsibilities of both the home and the school
- Outlining expectations of pupils, for e.g. behaviour

The home school agreement requires a parental declaration through a signature to indicate that parent(s) understand and accept the contents of the agreement. A copy of this can be found on the school's website.

### **What Help and Support is available for the Family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?
- How does the school help parents with travel plans to get their son/daughter to and from school?

### **What the school provides**

In supporting parents to complete forms and paperwork, individuals will normally contact the school with a request for help. This request is usually passed on to the most appropriate member of staff, e.g. the Child and Family Worker/ someone who knows the child best.

Where requested, the school will always do its utmost to seek an interpreter for any parents and families for whom English is an additional language.

Information, advice and guidance are offered at various points through a child's time in school. This can include;

- Annual review meetings
- Transition planning meetings
- Keeping in Touch Time (KIT Time)
- Support requested through day to day communication
- Meetings to support the family

Parents, carers and pupils can request information, advice and guidance (IAG) at any time and the school staff are well equipped to support this through effective signposting and/or advice.

A member of staff, greatly experienced in transition arrangements has responsibility for supporting students and families at key points. Close liaison and collaborative working with Lancashire County Council's Transitions Team results in the implementation of tailored transition plans that meet the needs of the individual students and their families.

Helping parents with travel plans to get their son/daughter to and from school includes; Lancashire County Council will determine whether or not a pupil is entitled to home school transport and is responsible for making all the necessary arrangements. However, the school makes a valuable contribution to the home school transport system by;

- Signposting parents to the correct member of the SEN transport team in dealing with any queries and difficulties
- Referring any safety issues to the transport team's risk assessment officer for immediate attention
- Supporting independence in offering a school based course in Independent Travel to students for whom this is appropriate.

## Transition to School and School Leavers

- What support does the school offer for pupils coming to the school?
- What support is offered for young people leaving the school? (e.g. careers guidance, visits to colleges, apprenticeships, supported employment etc)
- What advice/support do you offer young people and their parents about preparing for adulthood?
- What advice/support do you offer young people and their parents about higher education, employment, independent living and participation?

### **What the school provides**

#### **Support the school offers for pupils coming to school:**

- Parents will be invited to the school for an unprejudiced visit. At this visit the head teacher/ senior leader will meet and talk with the parents, show them round the school and answer all queries. Parents are welcome to be accompanied by support professionals such as SEND IASS.
- Parents will be offered our school brochure and given our contact details.
- Once a place is offered a bespoke induction will be arranged in collaboration with parents. The induction is tailored to individual need and might include:
  - Meetings with staff including, for example, school nurse, class teacher visits to the classroom
  - Periods of time spent in class with or without parents (Parent's choice)
  - A 'welcome pack' – a shared, comprehensive information pack which details information about the class, the staff and the school.
  - Following each induction parental feedback is sought to ensure the school can continually monitor its effectiveness.

#### **Transition into school for the sixth form department:**

- Any pupil transferring to our school will be offered a number of transition days that are tailored to meet the individual's needs.
- Parents are invited into school to meet the teachers and look around the school building.
- The Coppice staff will closely liaise with staff in other settings to make the process as smooth and as stress free as possible.
- All transitions are flexible and can be negotiated directly with the school.

#### **Support for young people leaving school:**

- Students within the post 16 department will commence their transition visits at least one full term prior to them leaving The Coppice.
- For some students a more personalised approach is required. In this instance, The Coppice staff liaise directly with the local college or provider to develop a suitable period of transition.
- All transitions are carefully planned and supported by familiar and experienced members of staff.
- All students have a dedicated transition worker that attends annual reviews and transition meetings.
- Students within the post 16 department have a dedicated transition display board, identifying the pathway that previous leavers have taken and what is available to them as they come to the end of their placement at The Coppice.

- The post 16 timetable focuses on individual needs, next steps and independence skills needed for life beyond The Coppice School.
- Students are provided with opportunities to experience a range of options, available to them with support. For example, taster sessions at: Runshaw college, Cardinal Newman college and Brothers of Charity.

#### **Support and advice for parents:**

- Parents are invited to attend a yearly Information, advice and guidance evening (IAG), as well as annual reviews and transition meetings.
- The Coppice School works closely with Young People's Transition Workers in order to support young people and their parents in making decisions regarding post-Coppice placements.

### **Extra Curricular Activities**

- Do you offer school holiday and/or before and after school provision? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs, activities and residential trips are inclusive?
- How do you help children and young people to make friends?

#### **What the school provides**

The school has a charging and remissions policy that has been based on the Lancashire County Council model policy and is in line with the *Charging for School Activities* (November 2013) advice for schools produced by the Department for Education.

The school may seek voluntary parental contributions to support the funding of school trips and activities although these are often heavily subsidised by the school.

School holiday and/or before and after school provision includes;

- A week long summer scheme for pupils at The Coppice School has been available from 10am to 3pm and was organised and led by our own staff who are familiar with the individual needs of our pupils. There were 10 places available each day and there was a small charge made. Parents were required to bring and collect their child each day and provide a suitable lunch.
- Currently, there is no before school provision.
- The school offers a weekly after school club for members of our secondary and sixth form department. This is organised and managed by members of the school's own staff. A wide range of activities are on offer and whilst there is no charge for this provision, parents are invited to make voluntary contributions to the cost of activities, e.g. outdoor activities

Lunchtime activities offered, include;

- A range of clubs for pupils who opt to join them, e.g. science club, disco club, art club

Residential trips offered are fully inclusive and take into account the needs of the pupils. Previous residential trips have been to The Calvert Trust and Hothersall Lodge.

We believe that the school's extended provision supports children and young people in forming friendships and developing their social skills. This is in line with our overall inclusive ethos for the school based on our mission statement – *'Learn, Enjoy, Achieve'*