



## Annual SEND Statement

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An academy within:



Learning together, to be the best we can be

# 1. Context

- 1.1. Coppice School is a special school which offers provision for children and young people aged 3-19 with Severe Learning Difficulties

# 2. Mission Statement

- 2.1. Our Trust focus at all times is that all our children, young people and staff are supported to: **"Be the best we can be"**

- 2.2. We do this by:

- Putting the needs of our students first;
- Working in partnership with families and professionals;
- Creating opportunities to achieve and enjoy;
- Having a personalised curriculum;
- Developing our skilled and experienced staff;
- Treating all with care, respect and dignity;
- Being open, clear and honest;
- Developing practical life and social skills for a better future.

# 3. Aims and Values

- 3.1. We aim to provide each child with –

- Encouragement to develop a sense of achievement, self-esteem and confidence.
- Opportunities to develop communication skills through a range of strategies.
- Opportunities to become responsive, imaginative, co-operative and independent.
- Opportunities to develop their own learning and make informed choices.
- Opportunities to have fun whilst developing skills and building on those skills.

- 3.2. All activities are driven by the Nexus Trust vision: **"Learning together, to be the best we can be"**

- 3.3. Linked to our Nexus mission statement:

- Our learners and their families are at the center of what we do.
- Our employees and partners are passionate about being the best that they can be.
- Our trust is relentlessly focused on improvement.

## 4. Admissions

- 4.1. All pupils who attend Coppice School will have had a Statutory Assessment of their special educational needs (SEND) by the Local Authority. Following this assessment, the school will be consulted as part of the Education, Health and Care (EHC) planning process, if it is agreed at panel that it can meet the needs of the child.
- 4.2. Prospective parents/carers are encouraged to visit the school as part of the preparation of their contribution towards their child's special needs assessment.
- 4.3. Subsequent to Coppice School being named in the child's Education Health & Care Plan (EHCP) and the school receiving a copy of this, the school will arrange a school/setting and home visit to collate the school's admissions information.
- 4.4. The child will start their transition into school as soon as practically possible following the admissions information being completed and transport arrangements being made.
- 4.5. For pupils in the Foundation Stage, a flexible place can be offered at either the point of the place being commissioned, or during the placement itself.

## 5. Areas Served

- 5.1. Children are admitted from the whole of the Doncaster area. Currently some children and young people living in Lincolnshire and Barnsley attend Coppice School where the journey would be shorter than that to similar schools in their area or the provision is more appropriate.

## 6. Pupil Numbers

- 6.1. The school has planned places for up to 165 pupils. We are significantly over capacity, and it is difficult to offer places and as of September 2026 we will have 169 pupils on roll.

## 7. School Organisation

7.1. For teaching and organisational purposes, the school has four phases:

- Early Years – Nursery, Foundation Stage (EYFS)
- Lower school – Key Stage 1, 2 (years 1 to 6).
- Upper school – Key Stage 3, 4 and (years 7, 8, 9, 10, 11)
- Post 14 building - (years 10, 11, 12, 13, 14)

7.2. Staff work in class teams. Pupils are in a class group of 7 -10 children of a similar age and on the same curriculum pathway. In 6<sup>th</sup> form they have a register base and then split into appropriate groups dependent on the curriculum focus on the day. On a day-to-day basis parents/carers and other professionals link with the teacher and educational support staff (TAs) in their child's class.

7.3. Senior Leaders are accountable for day-to-day matters within their team. The first point of contact for financial and administrative matters is the School Office Team.

## 8. Staffing Structure

8.1. Senior Leadership

Level	Number	Full Time Equivalent
Executive Headteacher	1	0.5
Headteacher	1 (Maternity)	1
Deputy Headteacher	1	1
Assistant Head	2	2

8.2. Teaching

Level	Number	Full Time Equivalent
Teacher with additional responsibilities (TLRs)	0	0

Teachers	15	11
Newly Qualified teachers	2	2

### 8.3. Teaching Support:

Level	Number	Full Time Equivalent
HLTA/Tutor	3	3
Level Four	1	1
Level Three	58	45
Level Two	0	0
Level One	0	0
Apprentice	1	1
Midday Supervisor	13	13

### 8.4. Administration / Site Management:

Level	Number	Full Time Equivalent
Term time only	1	1
School Resource Manager	1	1
Admin and Transport Lead	1	1
Site Manager	1	1
Business and Finance Apprentice	0	0
Receptionist	1	1
Family support worker	1	1

## Curriculum and assessment

- 8.5. The priority outcomes for individual children and young people will be different dependent upon their needs, learning styles and aspirations.
- 8.6. To meet the needs of our students the new Core curriculum is focused on achievement of EHCP outcomes, alongside PSHE objectives plus aspects of Preparing for Adulthood. In addition, the bespoke curriculum aims to meet the very diverse needs of our students by offering Academic, Therapeutic, and further Preparing for Adulthood learning.

## 9. Curriculum Content

- 9.1. At Coppice School we provide a needs-led, person-centred curriculum which is flexible and creative and works toward the Preparing for Adulthood outcomes.
- 9.2. We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.
- 9.3. We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life.
- 9.4. We also acknowledge the importance of developing life skills, and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.
- 9.5. In addition, pupils will require a range of opportunities to develop key learning skills which link to their own EHCP. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the curriculum.
- 9.6. These skills include:
- Communication skills – including the use of augmentative and alternative communication (AAC), developing signing skills, developing verbal skills and the ability to reason.

- Physical development, gross and fine motor skills, including positioning, maintenance of posture, muscle tone and ease of movement).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills)
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences – includes moderating and maintaining an appropriate level of 'input' to ensure learners are in a 'calm alert' state and ready to learn).
- A rich and varied curriculum is offered to all pupils. The whole curriculum includes National Curriculum programmes of study modified to meet individual needs, as well as therapies and planned multi-sensory experiences. Communication and personal, social and emotional development are core areas of the school's curriculum.

## 10. Specialist resources

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculums.
- Individual class play areas appropriate for all our learners.
- Therapy rooms.
- A swimming pool.
- Sensory Integration rooms.
- Adapted hygiene areas
- Sensory outdoor spaces.
- Augmentative and alternative communication including communication assessments and pathways.
- Computers in every classroom including touchscreens and iPads.
- School dinners prepared on-site catering for individual dietary requirements where required.
- Access to a number of buses including a wheelchair access bus.
- Family Support Team and Key workers to link with and support families.
- There is a school nurse team funded through health and they run regular 'drop in', medicals and support our learners at meetings, with care and medication plans.
- Bespoke therapy areas in each classroom
- There is an essential team of other professionals that are based in school. This includes physiotherapy, occupational therapy and speech and language therapy (SALT) teams.
- We have regular support from the visual, hearing-impaired service and CAMHS.
- Doncaster transport liaises with school and families to ensure transport to school works well.

## 11. Staff Training and development

- 11.1. Staff have access to a programme of Continuing Professional Development which includes training in Makaton, Moving and Handling, Emergency First Aid, Fire safety, Safeguarding and Team Teach positive behaviour management. We also have had routine safeguarding training, medication administration which includes buccal and epipen.
- 11.2. In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs. Training needs are a key area of the School Improvement Plan, and the school is committed to staff development.
- 11.3. The school has a number of staff who have Specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work.
- 11.4. Examples of Specialist knowledge and training include:
- Autism
  - Multi-sensory
  - Intensive interaction
  - Augmentative and alternative communication (AAC)
  - Hearing Impairment
  - Picture Exchange Communication (PECS)
  - Relationships and Sex Education (RSE)
  - Child Protection
  - Medication administration
  - Behaviour Management
  - Team Teach
  - Physical Active Learning
  - TAC PAC
  - Sensory Integration Therapies
  - NVQs in supporting teaching and learning
  - National Professional Qualification in (Middle / Senior / Headteacher) Leadership
  - ELSA (Emotional Literacy Support)



## 12. Meeting individual needs

- 12.1. At Coppice School, we pride ourselves on appropriately placing every student to ensure we are best meeting their needs. Students are grouped in classes which best cater for their identified needs and by mixed year groups in key stages. This enables different strategies, environments and approaches to be in place to support overcoming their barriers and maximizing opportunities for learning. (This includes low arousal classroom environments, sensory diet provision). Providing specific training for staff working in classes ensures they are skilled to best support the students in their care.
- 12.2. Regardless of class, all students have an individual curriculum pathway that allows them to focus on their EHCP outcomes and also to access wider provision and resources to support learning and development in more holistic aspects. Students have access to the therapeutic curriculum which support development through therapies such as Sensory Integration.
- 12.3. We strive for all students to leave Coppice School as independent and confident as possible and provide them with a range of opportunities through our Preparing for Adulthood curriculum and personalised interventions and opportunities. Staff plan frequent opportunities for students to engage in their local community and to experience aspects of daily life beyond school. Visits to the local shops, cafes, etc are encouraged and provide students with invaluable real-life experiences.
- ~~12.4. Staff support students to develop their tolerance of everyday situations by arranging visits to the hairdressers, dentist and doctors.~~
- 12.5. Members of our Family Support Team provide support to families to help upskill them to better meet the needs of their child and help them during difficult times. Our health practitioner supports students and their families to improve sleep, eating and managing health conditions. We work closely with external agencies to support mental health and well-being and regularly liaise with Educational Psychologist and CAMHS.
- 12.6. Coppice School involves other bodies, including health and social care, early help, family support workers, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.
- 12.7. Often a number of regular meetings support the student and include;
- CIN – Child in Need Meetings Family Model
  - CIN – Child in Need Meetings generated by Social Workers to address any issues

- TAC – Team around the Child – Multi-Agency meetings to ensure sharing of information and joined up thinking regarding strategies and approaches
- LAC – Looked after Child meetings once a term and this feeds into updating the EPEP (Electronic Personal Educational Plan). The focus is how well the LAC are making progress and what support is in place.
- PCR – Person Centered Reviews. Exploring the needs, hopes and aspirations of our young people with the young person's views at the center of the discussion.
- Medicals – for our learners from Rotherham routine medicals take place in school for identified children and young people.

## 13. Partnerships with other schools and Inclusion

- 13.1. As a constituent academy of Nexus Multi Academy Trust, the school has positive partnerships with the other schools within the Trust which enables sharing of practice, knowledge and resources.
- 13.2. Other pupils have benefited from inclusion opportunities in Mainstream Primary or Secondary schools and in schools for Children with Moderate Learning Difficulties (MLD).
- 13.3. We have strong links with other local and regional schools through our sporting partnerships.
- 13.4. Inclusion activities are encouraged with other local schools.
- 13.5. Post 16 students attend leisure and Practical Work Experience activities off site. Some students in our Post 16 attend courses at other provisions or have links with Post 19 providers. Some students, according to their individual need and aspirations participate in vocational links with the local business community.
- 13.6. We run a programme of work experiences throughout the year.

## 14. Partnerships with parents

- 14.1. Parents and carers are key partners in the education of their child. The views of parents are actively sought and respected in order that a trusting partnership can be developed in the best interest of the child. Parents/carers, with their child, make a significant contribution to the Individual Education Plan based upon their priorities and aspirations. These are linked to their EHCP. The teacher supports and facilitates this through the Review held annually and reviewed each term at the parent/carer meetings. The school believes that these meetings form the foundation of the personalised programme for each child.
- 14.2. Termly Parent Carer Consultation Meetings are offered.
- 14.3. If parents/carers have difficulties attending meetings arrangements are made for alternative times, venues or Teams meetings to accommodate.
- 14.4. Yearly Annual Review for every child and young person.
- 14.5. Annual Parent/Carer Surveys sent requesting the views of families regarding their child's experiences at Coppice School.
- 14.6. Year 14 students have a minimum of 3 Interim meetings to effectively plan for Post 19 Transition
- 14.7. In addition, contact is maintained with families through Class Dojo (daily for pre-verbal learners) and telephone calls (as often as the parent requests, usually through the key worker).
- 14.8. Wider school information is sent to parents through the Headteacher newsletter. The school website contains parent friendly information. The school uses Class DoJo to communicate with parents.
- 14.9. Our Family Support Worker offers direct support for parents and families.
- 14.10. The Family Support team offers a range of useful support including support at home with establishing good routines, behaviour, communication (mainly PECS and Makaton), sleep and help establishing positive boundaries for their child.

14.11. It is the policy of this school to actively engage with parents/carers and involve them as much as is practical in the life and work of the school and the teaching and learning of their child.

## 15. Pupil voice

- 15.1. Listening to and responding to our “student’s voice” plays a major part in their education at Coppice School. Students are asked their views on a range of issues; they are invited to join Annual Reviews if this is appropriate dependent on complexity of need.
- 15.2. We have a Pupil Parliament who have been involved in interviewing and contributing to many key areas of school, members are also part of the Trust cabinet.
- 15.3. As part of the EPEP process all LAC learners are consulted on their views of how they see their education at Coppice School, exploring likes and dislikes and evaluating their progress.
- 15.4. Post 16 students have a weekly PCR lesson which focusses on their individual hopes and aspirations and informs their Post 19 transition.

## 16. Assessment, recording and reporting

16.1. This will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children’s learning.
- Provide schools with information to evaluate work and set appropriate targets.

16.2. On a termly basis all teachers work alongside SLT/ELT on Pupil Progress meetings. This is an opportunity to spend focused time analysing each individual student needs and progress in order to assess the major barriers to

their learning and devise strategies and action plans to overcome them. We can then mobilize school resources to address the issues to ensure progress.

- 16.3. Termly data analysis using progression maps, Evidence for Learning and routine assessments enables us to track progress and target those identified as not making expected progress.
- 16.4. All Assessment Data is shared with parents as termly targets. If appropriate students play an active role in assessing their own progress and set new challenges and goals for themselves. In Post 16 this is embedded in sessions.
- 16.5. There are key outcomes at 19 that we aspire to for our pupils, and these are fundamental to our leavers being successful learners, confident individuals and responsible citizens.

## 17. Transport Arrangements

- 17.1. Every pupil who is entitled is offered free transport to and from school until they are 16. The Local Education Authority in which the child lives makes transport arrangements. In practice pupils come to school by variety of means, by taxis and minibuses, in specialist transport (i.e. vehicles with tail lifts for wheelchairs) and independently. Generally, an escort is provided on home-school transport. Some parents/carers choose to bring and collect their child from school.

## 18. Complaints

- 18.1. Coppice School offers a high level of education and support to its pupils. We welcome comments and suggestions about the education and support provided to our children and young people. The school works within the Trust Complaints Policy framework.
- 18.2. All complaints are seen as an opportunity for the school to evaluate its performance. Complaints can be about any aspect of the services provided at the school. In the first instance contact is with the child's teacher, unless a parent feels that it should be with the Head Teacher or Senior Leadership Team.

18.3. Pupils are encouraged to speak to any member of staff regarding any concern or complaint. The pupils can also make their complaint known to the school council whereby it will be dealt with.

18.4. Complaints are acknowledged promptly, usually in writing and the appropriate person in school will undertake an investigation. Generally, parents should expect a response within 5 working days. If school staff are unable to resolve the issue parents are urged to contact the Chief Executive Officer.

## 19. Monitoring and evaluation

19.1. The senior leadership team, governors, Trust Executive and the Board of Directors will measure the success or otherwise of Coppice School by consideration of, for example:

- Achievement and outcomes for pupils and students
- Happy, contented children
- Inspection reports and external reviews
- Review of Curriculum development
- Quality and regularity of Home-School liaison
- Quality of assessment, planning, record keeping and records of achievement
- The school's financial management
- Reviewing Action Plans as part of the School Improvement Planning process.

## 20. Transition

20.1. All students who are new to Coppice School, no matter at what age they arrive, will undergo a transition which includes visits with existing staff so that vital information can be shared.

20.2. Toward the end of each academic year transition meetings are held between class teachers in order for the transfer of vital academic and care information of individual students moving into new classes and Key Stages. Students will spend time in their new class settings before the end of the academic year, if possible, in order to ensure that the new academic year starts smoothly.

20.3. Some students in the Key Stage 5 attend sessions at other providers with the aim of them getting used to new academic environments and laying the foundations for a positive Post 19 transition.

- 20.4. Year 14 Students for whom a Post 19 college placement is deemed appropriate have weekly college days throughout the year ready for their transition.
- 20.5. As part of the PCR process other Post 19 provision is identified along with the Social Work team for our more complex students for whom college would not be appropriate. Visits to providers and Specialist College provision are set up and students and families explore the Post 19 options with the support of Coppice School Staff.
- 20.6. Other Post 16 experiences which prepare the students for life after Coppice School and adulthood are weekly Work-Related learning lessons. These explore a range of work experiences in school such as Catering, Horticulture, Office Skills, Grounds Maintenance and Library Skills.
- 20.7. Post 16 Students are also given the opportunity to explore a range of Work Experience Placements such as Supermarkets, Fast Food Restaurants, Charity Shops, Florists, Hair and Beauty Salons. They may also attend the bridge site for enhanced learning. Staff whose responsibility it is to organise Work Experience Placements strive hard to find opportunities in the students own community with a view to it becoming long term and sustainable after students leave Coppice School.
- 20.8. For the few students that it is relevant for, Independent Travel Training is delivered and supported with the help of the Local Authority. Through years of shadowing and modelling a small number of students work towards being able to use public transport independently and problem solve if there are any changes to routine or an issue occurs.

## 21. Further information

- 21.1. Doncaster have produced a Local Offer which details services, resources, support, provision and activities for children and young people with Special Educational Needs and Disabilities. This can be found at <https://www.doncaster.gov.uk/services/schools/local-offer-send>
- 21.2. Doncaster SENDIASS can also give you:
- information and advice about SEN and disability support and provision



- more information about local services, organisations, and resources which might help
- advice and support to get more involved. This can be found at <https://www.doncaster.gov.uk/services/schools/sendias>

21.3. Doncaster Parent Voice forum are a group run by parents for parents and their website can be accessed at [www.doncasterparentsvoice.co.uk](http://www.doncasterparentsvoice.co.uk)