

Coppice School
S.E.N. Information Report Version:4



Date of Report: February 2017

*The Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the Governing Body's or the proprietor's policy for pupils with Special Educational Needs (S.E.N.)**. The information published **must be updated annually** and any changes to the information occurring during the year **must** be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.*

The S.E.N. Information Report must include the following information and be cross referenced to the School's S.E.N. Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school:

Coppice School is LA maintained special school which caters for children and young people aged 3 to 19 with severe learning difficulties. A large proportion of children and young people have autism and communication difficulties. All children and young people attending the school have a Statement of Special Educational Need or an Education Health Care Plan.

The name and contact details of the SENCO and further contacts where parents/carers may have concerns:

This section is applicable to mainstream schools as there is no requirement for a special school to have a SENCo nevertheless Coppice has made the decision to have a designated SENDCo.

- SENCo: **Mrs Linda Allison**
- Parent Support Advisor: **Ms Alison Coates**

Policies for identifying pupils with S.E.N. and assessing their needs:

This section is applicable to mainstream schools as Coppice pupils have a Statement of Special Educational Need or an Education, Health and Care Plan. However:

- Pupils are constantly observed and progress noted.
- Pupils are assessed against their own prior learning within P levels using BSquared. We use Accreditation in KS5. We also use a skills based assessment package to monitor wider learning and show progress in non-academic areas
- A formal pupil progress meeting is held three times a year 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.

Arrangements for consulting parents of pupils with S.E.N. and involving them in their child's education:

Coppice values the contributions of parents/carers and seeks every opportunity to involve them in their child's education:

- The Headteacher or designated Senior Leader meets with new parents/carers before their child starts school and, where possible, the Class Teacher and School Nurse will also conduct a home visit to meet the child and their family.
- The Inclusion manager will visit a child, in situ, who is transferring to Coppice from another school. A meeting is held with parents/carers each autumn term where a structured conversation is held to discuss the targets set for their child. Progress is discussed at: subsequent Parents/Carers' Meetings and at the Annual Person Centred Review; whereby we also share our expectations for each pupil.
- Parents/carers receive an Annual Report each July.
- Each pupil has a personalised Learning Journey and/or work samples which are shared with parents/carers during meetings in school.
- The pupils are involved in setting and discussing their own targets where appropriate.

- We communicate with parents regularly through the home school diary and by telephone.
- Where possible, medical clinics are held at school for parents/carers to attend with their child.
- We hold a Christmas Fayre, Summer Fayre, Annual Sports day and put on a Christmas nativity and Christmas Productions to which parents/carers are invited.
- There are a range of other events to which parents/carers are also warmly invited, for example: World Book Day celebrations, Parent Champion Coffee afternoons, whole school and celebration assemblies.
- The pupils are involved in the running of the school through the school council committee.
- To obtain further information, our website is regularly updated with upcoming events.

Arrangements for consulting pupils with S.E.N. and involving them in their education:

Coppice pupils, where they are able to contribute, are consulted at every opportunity with regards to their education. For example:

- Their views are sought at each Annual Person Centred Review.
- Where appropriate, Looked After Children's views are sought at their review and target setting meetings.
- Pupils are offered choice making decisions as part of the core curriculum offer.
- Pupils are also offered other forums to voice their views such as the school council or via class discussions and decisions.

Arrangements for assessing and reviewing pupils' progress towards outcomes, including the opportunities available to work with parents and pupils as part of this assessment and review:

Coppice believes that pupil progress is paramount and regularly assesses progress towards their outcomes; involving parents at every available opportunity:

- Initially a meeting is held with parents/carers each autumn term where a structured conversation is held to discuss the outcomes for their child. This meeting forms part of the Autumn Term Parents' Meeting. A telephone meeting is arranged if parents are unable to attend.
- Progress is assessed formally at the Annual Person Centred Review meeting but class targets form the smaller steps necessary towards the successful completion of longer term personal outcomes.
- Pupil progress meetings are held at the end of each term to discuss progress towards personal targets and to plan the next steps forward.
- Progress towards outcomes is also discussed at subsequent Parents'/Carers' Meetings.

Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood. As pupils prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

Coppice supports pupils and their parents through all stages of transition:

- Initial home visits form the first response from school and allow us to lay the foundations for a pupil's successful entry into Coppice School.
- Coppice has adopted a through school approach with a view to minimalising any anxieties or apprehensions as pupils progress through the various key stages.
- Throughout each year, bespoke targets contribute towards preparing the pupil for a journey of lifelong learning with communication sitting at the very heart of all we do.
- Formal transition reviews commence at Year 9 in preparation for life after Coppice; where possible the Local Authority's Participation and Transition Service attend annual Person Centred Reviews from Year 9 onwards.
- Post 16 Provision is planned for very carefully through a series of meetings specifically designed to formulate the best possible transition to adult life.
- Coppice staff accompany pupils on visits to the setting they will transfer to after Coppice, and reciprocal visits from the setting's staff are encouraged; hopefully ensuring a smooth and effective transition.

Approach to teaching pupils with S.E.N:

At Coppice we believe the pupils are the curriculum and therefore we aim to deliver a highly personalised learning journey for each pupil:

- Coppice keeps up to date with the most recent developments in learning theory and uses this to deliver a highly bespoke offer to all pupils throughout school.
- A multi-disciplinary approach is adopted, utilising the skills of education, health and care, to ensure pupils receive the best possible experiences.
- Many of our school staff have recently been trained in Intensive Interaction and the benefits can be seen throughout school

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN:

At Coppice both the curriculum and learning environment is adapted to meet the needs of individual pupils:

- The curriculum offer is highly personalised to each individual pupil.
- Pupils in 6th Form work towards a series of accredited units as appropriate to their stage of development.
- Our curriculum revolves around the whole child; developing their communication skills is a priority.
- Coppice's curriculum aims to strengthen and celebrate the pupil's capabilities whilst, at the same time, developing strategies to combat those elements with which the pupil is more challenged.
- Every adaptation necessary is planned for, monitored and reviewed to ensure provision is appropriate for each ability and stage of development.
- The environment is fully accessible to wheelchair users.
- Coppice's environment is tailored to meet the needs of the pupils it serves, for example: sensory Rooms, quiet rooms and a fully accessible pool, food technology room and Forest schools area.

The expertise and training of staff to support children and young people with S.E.N., including how specialist expertise will be secured:

Coppice works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

- On induction, pupils are assessed into school and personalised programmes designed to meet their needs created; this can take the form of: specialised seating and access equipment, communication equipment, moving and handling information, feeding techniques and positive handling techniques.
- Coppice utilises the skills of a highly experienced Makaton trainer who work closely with all staff to provide maximum support for the pupils.
- Coppice incorporates additional therapy targets into pupils' individual curriculum offer, for example: physiotherapy, occupational therapy and speech and language therapy.
- Similarly any hearing or visual impairment targets are also integrated into pupils' individual curriculums.
- Coppice works closely with the following to support pupils' needs, as appropriate: the Local Authority's Children with Disabilities Team, Social Care, Educational Psychologists and Child and Adolescent Mental Health Services.
- Coppice plans a comprehensive Continuous Professional Development programme for all staff.
- The Headteacher is responsible for the Performance Appraisal for all Senior Leaders and Teaching Staff.

Evaluating the effectiveness of the provision made for children and young people with S.E.N:

At Coppice we have a robust system of reviewing our provision:

- We utilise the OfSTED framework for whole school, EYFS and Post 16 self-evaluation. The requirements of the new OfSTED Common Inspection Framework include:
 - Effectiveness of leadership and management;
 - Quality of teaching, learning and assessment;
 - Personal development, behaviour and welfare;
 - Outcomes for pupils
- As such, separate judgements are made to quality assure our Early Years and Post 16 provision.
- Governors are involved in this process and receive regular reports through the Standards and Pupils Committee and via the Headteacher's Report at each Full Governors' Meeting.
- Any interventions such as communication support and additional funding such as the Pupil Premium Grant and Sports Premium are identified and tracked to ensure they provide effective impact.
- Parents/carers and staff views on the quality of provision are regularly sought. The last parental survey was completed in
- Similarly parental feedback is regularly sought on other areas of school life, for example: After School Clubs, Holiday Provision, Sports' Morning, Open Week etc.
- The school was inspected in January 13 and received Good judgements in every area.

How pupils with S.E.N. are enabled to engage in activities available with pupils in the school who do not have S.E.N:

This section is applicable to mainstream schools as all Coppice pupils have S.E.N.D. However the school seeks and embraces opportunities to work with other special and mainstream schools, where possible: Our students work closely with Hill House School, AshHill Academy and Stonehill school.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with S.E.N. and measures to prevent bullying:

The emotional and social development of our pupils is a fundamental principle of Coppice School:

- Advocacy and a rigorous pursuit of pupil choice allow us to create an inclusive and supportive environment in which our pupils work together.
- Coppice pupils can face significant barriers to both learning and health; as such we see it as our duty to create every possible opportunity to celebrate their many achievements and develop their self-esteem.
- We believe fervently in unconditional positive regard irrespective of the level of need or challenge.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' S.E.N. and supporting their families:

A range of professionals are involved, in partnership with Coppice, to ensure individual pupils' needs are fully met. This would include; the Local Authority's Children with Disabilities Team, Social Care, Child and Adolescent Mental Health Services and School Nurses.

The following therapists are also involved when required; Physiotherapists (support by the Child Support Workers), Occupational Therapists, Speech and Language Therapists and the Educational Psychologist. Coppice also invites the Local Authority's Participation and Transition Service to attend annual Person Centred Reviews.

Arrangements for handling complaints from parents/carers of pupils with S.E.N. about the provision made at the school:

Coppice prides itself in building positive relationships at all levels with parents/carers and professionals. However, should it be deemed necessary, Coppice has a formal complaints procedure which is available directly from the school office or website <http://coppiceschool.com>

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published:

The Local Authority's Local Offer is published by following this link <http://www.doncasterchildrenandfamilies.info/thelocaloffer.html>

Coppice has contributed to the local offer via its outreach provision. Coppice offers advice on strategies to remove learning barriers, assistance in behaviour management strategies, support through a school or class transition, one off visits to home or other services and curriculum support to other schools across the borough.