



Coppice Junior School

# Special Educational Needs and Disability (SEND) Local Offer

<b>Committee with oversight for this policy:</b>	Full Governing body
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_____ SEND Lead	Michelle Turpin	_____ Date
_____ Headteacher	Mark Knowles	_____ Date
_____ SEN Governor	Lousie Luckett	_____ Date
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# Special Educational Needs and Disabilities

## Collaborative SEND Offer

Our collaborative of local schools recognise that not all children are able to access learning in the same way.

As a result of this we are committed to providing high quality for all pupils with Special Educational Needs (SEN) and those with disabilities. We have strong systems for the early identification of pupils' Special Educational Needs and Disabilities (SEND) and always welcome and work in partnership with parents and carers.

In our schools we have a wide range of expertise to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every identified child in line with the code of practice 2014.

We want you to feel able to come to us so we can hear what you have to say, so we can work together to support your child's learning journey regardless of need from birth to 25 years old.

## Coppice Junior School SEND Offer

At Coppice we endeavour to meet the changing needs of all pupils, whether they be: academic, social, emotional or mental health. All pupils have the opportunity to reach their full potential and to make progress we provide a positive, stimulating and nurturing environment. We believe pupils thrive when all key people in their lives work as a team.

For a child to be classed as having special educational needs they need to have a significantly greater difficulty in learning than the majority of children the same age, or a disability, which prevents or hinders them from accessing the educational facilities provided.

Here you will find information about our provision and approaches for any pupil identified with a special need or disability.

## Who is the school's SENCO?

Mrs Michelle Turpin is our SENCO at Coppice and has undertaken the National Award for SEN. Mrs Turpin is non-class based and has an open-door policy in line with the school.

## What are the school's area of strength?

Our school supports an ever-widening range of pupils with additional needs, which include:

- ADHD
- Autism
- Dyslexia
- Dyspraxia
- Elective mutes
- Health problems (e.g. allergies, asthma, diabetes, epilepsy)
- Hearing impairments
- Learning difficulties
- Social, emotional and mental health needs
- Speech and language difficulties
- Visual stress
- Physical impairments

We are responsive to the concerns of parents/carers at home, even though pupils may not show any areas of need at school. Parents/carers have told us that our empathy and understanding of home situations, including any relevant signposting to outside agencies, is invaluable to them.

We work flexibly with pupils by recognising that 'one size does not fit all'; keeping parents/carers well informed of any changes and progress.

## What specialist facilities/equipment are available to support children with SEND?

Our specialist facilities/equipment include:

- A range of classroom resources to suit whole class and individual needs, including: visual timetables, task boards, coloured overlays, coloured exercise books, fiddle objects, sensory cushions, writing slopes and many more!
- P.E equipment to cater for individual needs such as balls with bells in for hearing or visually impaired pupils.
- Indoor space is available for a Lunchtime group for pupils who struggle to eat in the hall

## What input do you receive from Therapists/Advisory Teachers/ Other specialist support services?

We are supported by a range of outside agencies on a regular basis, including:

- Solihull Specialist Inclusion Service (SISS) who assess and monitor pupils, advising school about relevant interventions and strategies within the following areas:
  - CLD (Cognition and Learning),
  - SEMH (Social, Emotional and Mental Health),
  - ASD (Autism Spectrum Disorder),
  - Hearing and Visual Impairments,
  - Speech and Language

We know the importance of communication and keep parents/ guardians informed throughout the whole process.

- School nurse
- SOLAR (Emotional Wellbeing and Mental Health Service)
- Engage (formerly known as Early Help)
- Counselling services
- Young Carers

## How are children in SEND supported in 'The Den?' (Our before and after school childcare provision)

The Den is part of our school; therefore it shares the same policies and procedures. The Senco is in regular contact with The Den staff, so they have a very good understanding of the pupils with additional needs and any strategies that should be implemented to ensure that there is consistency between the two settings. There is strong communication links between school and The Den about any concerns.

## What CPD (Continued Professional Development) have staff had in order to meet the needs of children with SEND?

We offer a wealth of CPD to all of our staff through the forms of staff meetings, INSET and external courses. Over the last two years the following training has been undertaken by all staff:

- Managing behaviour (from SEMH team)
- Autism Level 1 (from SiSS)
- Autism level 2 (form SISS)
- 6 members of staff- Team teach
- Interventions, including the range and resources, the impact on children and evaluations
- Special Educational Needs updates, including further legislative changes from September 2014 and information on Education Health and Care Plans

- First Aid including - Diabetes and Allergies

## How do you promote inclusion within school? (Including day and residential trips?)

Every pupil has the opportunity to participate in all aspects of school life, by careful planning and differentiation throughout the day. This includes lunch times and after-school provision, such as clubs and school discos. All school trips and residential trips are assessed for suitability by paying attention to any areas of relevant need for individuals within the year group. Care is taken to inform the providers of any specific needs of pupils and staff will let parents/carers know what has been put in place.

## What proportion of children currently at the school have SEND?

20% of our school are currently registered as having a special educational need or disability with 2% having an EHCP.

## How do children with SEND perform compared to their peers?

Our SEN pupils are given the support they require to enable them to make progress in-line with rest of their cohort.

## How do you involve/support the parents of children with an SEND regarding identifying and meeting their needs?

When the school or parents/carers raise a concern we discuss the appropriate pathways and hold regular meetings with all parties. With our open door policy any issues can be addressed promptly. We also support by:

- Signposting parents/carers to the relevant outside agencies
- Meetings with professionals from SISS
- Regular meetings with SENCO and Learning Mentor
- Parent volunteers welcome in school
- SENCO support for specialist appointments
- Parent carer forum representatives in school

## How do you communicate their progress and areas of difficulty?

Class teachers meet with parents/carers in the Autumn and Spring term. A written report is sent home in the Summer term. Termly review meetings are also available with the SENCO. Parents/carers will also be invited in for discussions and meetings with class teachers and/or the SENCO, as and when the need arises. There is also the opportunity for parents/carers to meet with the professionals from the outside agencies we use.

## Views of the Child

Throughout the year the SENCO/ Learning mentor meets with four children from each year group who have special educational needs, to listen to their views about the provision that is in place for them. A written record of these conversations is then passed onto the Head Teacher, who with the SENCO actions any of their reasonable requests. Questioning our pupils tells us that they are very happy with the ways that their needs are met and that they feel valued by having a voice which is listened to.

## How will school prepare children with an SEND to join their next stage of education or life?

We have very strong links with our feeder schools within the Collaborative at both ends of transition, years 2 and 6. To enable a smooth transition for all pupils we offer extra visit/s in addition to the main taster day. Meetings take place between class teachers, Head of Year and SENCO's from the other schools. To further prepare our pupils for transition, both within school and moving on, we produce Pupil Profiles so that their new teachers know all the key information about them. We also ensure that pupils are familiar with their new classroom, teachers and different parts of the school that they will be using, by having walks around the school where children can take photographs and make books on their new year groups.

## What is Solihull's Local Offer for children with SEND?

<http://www.solihull.gov.uk/Resident/socialservicesandhealth/childrenfamilies/fis/additionalsupport/localoffer>

## What is the Collaborative provision/approach for children with SEND?

Our Collaborative works very closely together, meeting at least termly, to ensure that we all offer the same provision for SEND pupils. We also share expertise within the group and have produced our own Collaborative Local Offer which can be found at the start of this document.

## What services, external agencies or support groups are available for parents?

We offer an open door policy and parents/guardians can meet with the SENDCo and the learning mentor to speak openly and honestly about their experiences of having children with a SEND. We also invite speakers from outside agencies to talk to parents. In addition to the teams we use from SISS, we regularly signpost parents/guardians to:

- Autism West Midlands
- Solar
- Face to Face
- Family Equip
- SASSI
- Scope
- Signpost Inclusion
- SOLO
- Understanding Your Child's Behaviour
- Young Carers
- NSPCC
- Engage
- Solihull SENDIAS Service. This provides comprehensive and impartial support for parents of children with SEND. Follow the links below for additional information.  
Email: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)  
Web: [www.family-action.org.uk/solihullsendias](http://www.family-action.org.uk/solihullsendias)

This information is regularly updated on our school website.

## What are the arrangements for making a complaint?

Find our Complaints Policy at the link below:

<http://www.coppicejuniorschool.co.uk/#!/policies-and-reports>

Solihull's Local Offer can be located via

<http://socialsolihull.org.uk/localoffer/solihulls-local-offer-for-special-educational-needs-and-disability/>

## Completed by:

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Children's Views from pupil interviews

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