

THE COPPICE ACADEMY

SEN Policy & SEN Information Report

Developed:

Revised:

September 2024

Review Date:

September 2025



SEN POLICY AND SEN INFORMATION REPORT

LEGISLATION:

This policy and report is written in the context of:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- SEND Policy 5

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at academy with medical conditions' updated August 2017
- DfE (2020) 'Keeping children safe in education' updated April 2021
- DfE (2015) 'Working together to safeguard children' updated February 2019
- DfE (2014) 'Academy admissions code' updated September 2019

Academy Context - The kind of SEN that are provided for:

Coppice Academy is a generic secondary academy that meet needs of students with various needs and levels of ability.

The academy caters for students who have greater difficulty in learning/communication/interacting than the majority of other students of the same chronological age which has made it hard for them to progress in a mainstream setting. These students are supported through the National Curriculum to achieve their full potential. Students are offered the same opportunities that they would have had in a mainstream academy, and in addition there is a greater emphasis upon the development of social and communication skills. Work can be paced and differentiated with the appropriate emotional support to work through social challenges so that students are successful learners and are prepared for the next setting after academy. Our setting provides a streamlined approach for core subjects which has hourly movement to subject specific class and staff that are banded to the learning ability of the students.

The academy works very closely with professionals assigned to The Coppice to meet the needs of students within the academies.

Introduction and aims of this policy

This policy underpins the practice of our academy and supports our aims to:

- Provide a caring, supportive, enjoyable, learning environment where all students can achieve.
- Ensure that all our learners make the best possible progress in whatever way they can
- Ensure that parents/carers are fully informed and involved in their child's education, as partners, and to ensure there is effective communication between parents/carers and the academy by requesting, monitoring and responding to parent/carer/students' views.
- Ensure that all Academy Councillors are up to date and knowledgeable about the academy's SEN provision.
- Ensure full Academy Council involvement in the future development and monitoring of this policy
- Ensure that all our students, where possible, can express their views and are fully involved, as partners, in decisions which affects their education
- Involve and work in partnership with all health professionals and outside agencies to make sure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Ensure learners make a successful transition when they leave the academy
- Reduce barriers to achievement and offer a variety of alternative and /or reasonable adjustments for learning programs as appropriate to meet the needs of our students
- To ensure high levels of staff expertise to meet cohort of student needs, through quality and targeted continued professional development.

What are special educational needs?

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her." SEN Code of Practice Sept 2014

The SEN Code of Practice says that a child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of young people of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for young people of the same age in academies within the area

Special educational provision means:

- Educational or training provision that is additional to, or different from, that made generally available to others of the same age in a mainstream setting in England.
- Health or Social care provision which educates or trains a child is to be treated as a special educational provision.

Application to the academy is through a consultation process that is initially lead through the Local Authority which is then reviewed by the academy on whether we can meet the needs of the student. If the academy feels they are unable to meet need this will be inline with the following:-

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient use of resources.
- Before making a placement at this academy the local authority will send the Academy Council a copy of the EHCP – and consider their comments before making a final placement decision.
- The Local Authority must also seek the agreement of the academy where a draft EHCP sets out any provision to be delivered on their premises that have been secured by a direct payment.
- Parents of a child with a EHCP have the right to seek a place at a special academy if they consider that their child's needs can be better met in a specialist provision.

It is vital that the academy and home, work in partnership to meet the needs of the students. The academy keeps parents fully informed of student progress with progress trackers and reports that are sent home. There is a newsletter that is sent out weekly to parents that shares activities, updates and success of the students.

Parents are also invited to comment on our social media pages and through parental views through Survey Monkey, Parents Evening and through their Annual meetings.

Arrangements for consulting young people with SEN and involving them in their education and in assessing and reviewing progress

Students are involved in their target setting and discuss this with Form Teachers and Teaching Assistants throughout the year. Their opinions are obtained through questionnaires, opportunities provided by the Academy Council (KS3-KS4), at their Annual Reviews/EHCP meetings and Termly Student Passport reviews.

Arrangements for supporting students moving between phases of education and preparing for adulthood

Y9 Students have an Annual Review Transition meeting where their skills and interests are explored and discussed in order to help them plan for their next setting. This is supported through Work Related Opportunities with workshops, Job Carousels to give them experience of the type of roles or next steps that can be taken. There are also opportunities to meet with past students to discuss their learning journey and steps after Y11.

In Y10 and Y11 the development of skills in an area that interests them is further developed through the Options program in KS4 where students can select subjects to specialise. The Options program provides opportunities are across the MAT making use of the resources and skills across the four sites.

The Shaw Trust helps to support appropriate Work Experience placements with support and work related visits for students for whom this is more suitable which will continue in a Covid safe environment hopefully in the future.

Links are made to local colleges so that students can visit local educational settings to help support them with their decision.

Y11 Reviews are held early in the last academic year to allow for transition work to take place over the year with visits, taster days, and sharing of all appropriate information so that the next setting is fully aware of how to meet the students' needs and to help to prepare students for the move.

Annual Reviews and Transition Reviews provide opportunities to discuss interests and possible future pathways. These interests and skills are developed through a range of work experience placements. To further support and prepare our learners for adulthood, the curriculum consists of selected qualifications to ensure students' efforts are external recognised by employers too.

The approach to teaching students with SEN

The planning and differentiation process provides the accessibility for students to learn.

Full assessments of students' academic ability, positioning, physical dexterity, and communication so that the appropriate resources and strategies can be put in place and shared with all staff and parents for a consistency of approach. Students are then grouped appropriately so that the teacher can differentiate the level and pace of work appropriately and the support from Teaching Assistants is appropriately matched.

Students will follow a curriculum tailored to their needs and in some cases a more focused curriculum within reasonable adjustment.

All students no matter what their level of ability are encouraged to reach their full potential. All students are entered for external accreditations.

Personalised targets are set for individuals and shared with students, so that where appropriate, have ownership of them. Progress is regularly tracked and discussed with students and parents. If students are not making progress then appropriate interventions are put in place.

Staff are skilled at bringing subjects to life through creative, inspiring lessons and through the use of props, film footage, role play and visiting artists/poets to name a few; students become fully immersed in their learning.

How adaptations are made to the curriculum and the learning environment of students with SEN

Our Accessibility Plan describes the actions the academy has taken to increase access to the environment and curriculum. Adaptations and interventions include:

- *Positioning* of students within the classroom to best suit their needs is always considered. Some students thrive in a very stimulating, interactive, colourful environment and others do not and careful consideration is made of this.
- A Literacy and Numeracy is run for the KS3 and KS4 students every morning at the start of each day to boost students' basic Maths and English skills.

- Work is *differentiated*, the use of *feedback* and ways to improve their work is important.
- *Personalised timetables* are used to support individual learners to ensure they are fully engaged and suitably challenged within reasonable adjustments.

The expertise and training of staff to support students with SEN, including how specialist expertise will be secured

The Academy is committed to the Continuing Professional Development of staff ranging from whole academy training in for example: individuals attending courses, several staff completing MA courses in Special Educational Needs.

Provision that the students have access to

- Clinical psychologist
- Peer mentor
- Literacy and Numeracy Interventions
- Options
- Academy Nurse
- Work experience
- Cross-MAT opportunities

Evaluating the effectiveness of the provision made for students with SEN – How will I know how my child is doing?

1. Ongoing communication with parents:

- During Annual Reviews of the EHCP
- All students have home academy diaries which can support weekly communication
- Discussions with the class teacher or Senior Leadership Team
- During parents evenings.
- During meetings with external agencies
- Development of the Student Passport target setting
- Consultation on the feedback from student progress reviews.
- Parental Views

2. The class teacher plans for all the students in his/her class and is responsible for the overall assessment of their progress. Students are taught as a whole group, in small groups or 1:1 by a class teacher, Higher Level Teaching Assistants (HLTA) and teaching assistants.

3. The quality of the teaching and learning at Coppice is monitored in a number of ways including:

- Senior Leadership classroom monitoring
- External verifiers classroom monitoring
- Ongoing assessment of student progress
- Work sampling and scrutiny of planning
- Students and parent feedback
- Attendance and behaviour records.

- Reviewing of the interventions and whether progress has been made against their targets
 - Data
4. Regular assessments of your child will be made throughout their time in academy.
 5. An Annual Review of the EHCP takes place for every child in the academy – this is an opportunity for the parents to meet representatives from all agencies to discuss the progress of their child.

Reviewing an EHC Plan.

The Coppice Academy will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting via a Teams Meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their family.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Clarify to the parents and student that they have the right to appeal the decisions made in regards to the EHC plan.
- Annual Reviews will no longer be done on the academy grounds.
- Invites and documentation relevant to the review will be sent via Parent Mail.
- Staffordshire Local Authority students' parents will have access to documentation through the Hub.
- Parental Views will be completed either on the hub by parents or via phone calls conducted by Teaching Assistants.
- Annual Reviews will now be completed through Microsoft Teams, parents will be advised how to use their devices through a guidance sheet. If parents are unable to do this a conference call will be arranged.

Confidentiality

The academy will not disclose any EHC plan without the consent of the student's parents with the exception of disclosure:

- To the SEND and Disability Tribunal
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections
- To the person with SEND responsibility in connection with the student's application for disabled students' allowance in advance of taking up a place in higher education
- To the principal (or equivalent position) of the institution at which the student is intending to start Post 16 provision.

Support for improving emotional and social development and the involvement of other bodies in meeting students' SEN and supporting their families:

The academy offers a wide variety of pastoral support for students. These include:

- A Personal, Social, Health and Economic (PSHE) is developed across the curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional, social knowledge and well-being.
- Some students access additional support through small group nurture opportunities.
- The academy has access to an academy nurse – and a range of health and social care teams.
- Parent and student voice mechanisms are in place and fully supported by staff, including a Student Council.
- Rewards and achievements are fully celebrated in academy – through assemblies, class reward systems, House points, and annual events such as sports days and prize giving.
- The curriculum has been developed to include a wide range of enrichment activities.
- Lunchtime clubs are in place to support the development of the self-esteem and confidence of the students.
- The safeguarding of children is of utmost priority in academy, all staff access safeguarding training – safeguarding procedures are well established in academy and monitored to ensure good practice at all times.
- Many of the staff are trained as first aiders and in specific medical interventions to support individual's needs.
- The Coppice employs a Clinical Psychologist every other week, who runs small groups sessions addressing self-esteem or sees students individually as well as working with parents.
- Drama groups address emotional issues, relationships, choices.
- Close working relationship with parents and outside agencies.
- Peer Mentor who sees all students so they are aware of their role and how they can support them if needed.
- Strong relationship with Form Teacher, TA, student and home is encouraged. Each group has an allocated Teaching Assistant to whom they can go to for support
- EN funding has been used to support students to facilitate 1:1 support.
- Daily end of day briefings are held to discuss positives and student concerns, where staff can discuss students and make everyone aware of how to support that student at that time and to form action points to address ongoing concerns.

The following additional support from external agencies is used as appropriate to support students:

- Hearing Impairment team (HI)
- Visual impairment team (VI)
- Multi-Sensory Impairment Team (MSI)
- Educational Psychologist Service
- Onsite clinical psychologist
- Education Welfare Officers
- Physical Disabilities and Support Service (PDSS)
- Social Services
- Onsite Academy Nurse
- Child and Adolescent Mental Health Services
- Family Support Worker (S<)
- Occupational Therapist .
- Entrust Careers and Connexions
- Shaw Trust
- Work Experience opportunities
- Speech Therapist Team

Physiotherapy, speech therapy and occupational therapy are provided by the local health authority at a level deemed appropriate by them. The Coppice employs a Clinical Psychologist. The academy nurse visits weekly and regular clinics are held by the pediatricians and orthopedic surgeons.

Open access is extended to social services.

It is acknowledged by all working at the academy that if the best possible care is to be provided for each child then all professionals and interested parties must work closely as a team to meet the individual needs and requirements of every child.

Performance Management

The academy's SEN policy is linked to the Performance Management policy. Self-evaluation and improvement planning are key components of the Performance management policy which sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal and Vice Principal, and for supporting their development within the context of the academy's plan for improving educational provision and performance **to enhance student achievement**, and the standards expected of teachers.

Appraisal in this academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. This includes teaching and supporting learners with SEN, It will help to ensure that teachers are able to continue to improve their professional practice **through high quality CPD** and to develop **further** as teachers.

The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal performance improvement procedure.

Equal Opportunities

The academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the academy. We promote self and mutual respect, and a caring and non-judgmental attitude throughout the academy.

How is the decision made about how much support my child will receive?

This decision will be reached through the EHCP and the Annual Review. If support is required prior then this will be made through observations and evaluations of the student needs, if this is beyond reasonable adjustment then an Interim Review will be held to discuss the changes needed to support the student's needs with parents and the Local Authority.

Who can I contact if I have any further concerns? If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the academy's response to meeting these needs please contact: Coppice Academy
Your child's class teacher – 01782 973500
The Principal – 01782 973500
For complaints please contact the Chair of Academy Council – Mr A Curtis can be contacted via the numbers above.

What services are available for me as a parent?

Staffordshire SEND Family Partnership Service - 01785 356921

www.sfpsstaffordshire.gov.uk

More information can be found at www.staffordshire.gov.uk/sfps

Single Point Access 03301118007 sendreferrals@staffordshire.gov.uk

Information regarding the Local Offer and Market place can be found at;

www.staffordshirecares.info/pages/.../send.../Local-offer/local-offer.aspx
