

Coppice School

Brief description of the 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 must have a Statement of Special Educational Need or an Education Health Care Plan.

At Coppice School we will;

Communicate to help us to shape our future

Open doors to exciting opportunities

Practise the skills important for life

Promote friendships and care for each other

Include everybody

Celebrate our individuality and independence

Enjoy and excel

How we identify if your child's special educational needs (SEN) have changed

Coppice School 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.
- Coppice promotes a close working relationship with parents and carers who also help to identify any changes. Individual Education Plans are continually updated with parents/staff to ensure we are working on relevant targets to the individual child.
- Similarly regular medical reports, from consultants, assist in school monitoring pupils' ongoing needs.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The school has an open door policy to all parents and carers will always strive to meet the needs of the pupils and their families where appropriate. Parents and carers are invited in to school to shape their own child's future and the developments of the school in general.

Opportunities to discuss your own child include;

- The Head teacher or designated Senior Leader will meet 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

- Parent and Carer Open Week – Twice a year (Autumn & Early Summer), parents and carers can visit class teachers at a time that suits them to discuss aspects of their child's education and development and set aspirational targets based on the information shared
- Mid-yearly progress report detailing attainment and achievement so far
- Transition meetings – Parents and Carers have the opportunity to meet with their child's new teacher before September
- Home-School Communication – All pupils have a school diary. Parents are encouraged to pass on any information they feel useful to the class team or information about achievements their child may have done at home. School teams will also pass on information about daily events, school inners or any other information parents and carers think would be useful.
- Special Awards Assemblies – Parents are informed by special award postcards when their child has done something special. Parents are also welcome to special end of term assemblies when their child has achieved a number of awards across the term.
- School Newspaper and Head Teacher Newsletters – Parents and carers are updated on whole school information and achievements in our school newspaper, written by our pupils and a half termly newsletter from the head teacher.
- Individual Education Plans & Annual Reviews
- Telephone calls
- The Parent Support Adviser, based in school, is a key link with parents and can support them with many aspects of school and family life.

How we will involve your child in the planning and review of their support

Using both verbal and visual methods of communication (appropriate to the child's preferred method), staff can regularly review whether children are enjoying learning in school and our teaching methods and curriculum are having an impact on their academic progress.

How we provide additional support if your child has social and communication needs

School have a designated Speech/Language Therapist at school who tailors individual programmes of support to children who need extra intervention or who will benefit from additional input. The programmes of support are delivered by school staff continually throughout the school day. We also ensure that we have a strong focus on friendships in school as this is what our children say is the most important to them. We reward progress in these areas in our weekly assembly.

How we match the curriculum, teaching and learning approaches for your child

Our curriculum is individualised to each child and lessons/teaching methods and interventions differentiated to ensure they meet the child's needs. This links to input and programmes from external agencies such as Speech and Language/Occupational Therapy.

How we provide help to support your child's emotional health and well being

School can refer to CAMHS (Child and Adult Mental Health Service) if we and parents feel this is necessary or would benefit the child to explore and/or develop their emotional health and well-being. We also have a new role in school that will work closely with CAMHS which will strengthen the work we do in this area.

Within school, we can deliver nurture groups and PHSE groups e.g. Healthy Eating through school based curriculum or external agencies i.e. School Nursing service.

How we promote developing independence

Rewards in assembly, all activities in class, whole school vision reflects the importance of independence.

Within school, we develop and recognise personal independence with positive praise, rewards and celebration in our weekly assembly.

Our school vision reflects the importance of independence and we work closely with parents/carers to identify where we can improve a child's outcomes through IEP targets.

How we measure and review your child's progress against their targets and longer term outcomes

Attainment trackers which sets challenging targets and staff review these regularly.

Individual Education Plans – these are reviewed termly with parents at IEP meetings in school, where possible. Teachers work with parents to set achievable and smart targets which include: cognition/learning, communication/interaction, physical and independence areas.

Annual Reviews – school hold an annual review meeting in line with Local Authority and National Guidance to review the child's statement of need/EHCP document. Parents are invited to attend along with professionals involved with the child's development.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

The health and safety of children in school is of paramount importance. We therefore maintain high levels of awareness and screening of the environment are children access. This is achieved by carrying out risk assessments but in school and prior to visits outside school.

Sensory environment

Some of our children need a different learning environment and wherever possible, we aim to meet this need. We have sensory provision which provides low level stimulation and opportunity to break away, if necessary, from the class room.

How we include children with SEND in the life of our school

Our school vision is based around including our children in school life.

Communicate to help us to shape our future – our children's views are taken into account through the school council/pupil voice alongside one page profiles to share likes/dislikes about school.

Open doors to exciting opportunities – we provide a wide range of opportunities for our children enabling them to access and experience activities whilst impacting on their learning.

Practise the skills important for life – independence is a major part of school life whether this be personal or practical. We teach life skills and are able to give children the time they need to develop.

Promote friendships and care for each other – we encourage being kind to others and good sharing along with many other social skills. Children who show this are rewarded with a 'Helping Hands' reward in assembly.

Include everybody - no matter how a child's disability affects them, we aim to differentiate experiences so all children can access them.

Celebrate our individuality and independence – weekly assemblies/rewards and continual positive praise ensure that our children are aware they are doing well.

Enjoy and excel – we pride ourselves in our children enjoying school and identifying and rectifying, at an early stage, when there is an issue preventing this.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Our staff include the Head, Senior Leadership Team, Leaders of Learning, Teaching staff, HLTA (Higher Level Teaching Assistants) & SNA (Special Needs Assistant).

Staff are all aware of our school policies and procedures through the Staff Induction Training delivered in school.

Where necessary, staff are trained by our school nurse to administer medication and complete First Aid training/specialist training should a pupil require this on site.

We are constantly up skilling staff on site to ensure they are aware of & practice good teaching in the class room.

Regular class room observations support and recognise excellent teaching and lesson planning.

External support and expertise we can call upon to help us to meet children's needs

School can refer to many agencies, internally and externally to the Local Authority. The following list is inclusive yet not exhaustive.

CAMHS(Child and Adult Mental Health Service), Autism Family Practitioners, School Nursing Service, Continence Service, IFSS (Intensive Family Support Service), Children with Disability Social Work Team, Occupational Therapy, Speech and Language, Educational Psychology Services, Young Carers Service, Short Breaks, Sleep Clinic, Wheelchair Services, Charities

How we prepare children to join our school

Children come to Coppice school from a variety of different pathways.

They may join us from an early age, following diagnosis, to join our Nursery provision.

A child may present with difficulties later on and join us after spending some time at mainstream school.

A child may move into the area and require assessment to ascertain the best provision to meet their needs.

In conjunction with the Local Authority, we work closely to gather information and ensure our school is the correct placement.

Our IOT (Inclusion and Outreach Team) are able to visit a child in situ at their existing placement to observe and inform Coppice – this ensures a smoother transition and a better outcome for the child.

How we prepare children to move on from our school

A child may need, at some point in their education, to move on from Coppice and into a different placement/learning environment.

They may make significant progress and be integrated into a moderate learning provision or mainstream school.

They may require further specialist input and move to a more suitable placement with a more appropriate environment.

In addition, when a young person reaches age 19, they will move onto a different setting.

All the above transitions are major events and we, as a school, support the child and family to make the process as smooth as possible. This involves a great deal of planning and ensuring the next stage of the young person's life is a continued learning experience where they can progress and flourish.

How we deploy our resources to meet the needs of children in our school

Coppice is constantly striving to improve our staffing structure to support our children and ensure we meet their needs, both academically and socially. We are constantly reviewing the levels of staffing required and have appointed Leaders of Learning to each Key Stage. This ensures that children are fully supported in small class groups and curriculum based activities are differentiated and meaningful.

Contacts for more information

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SEND Policies and SEN Information Report link(s):