

# Special Educational Needs and Disabilities

## SEND Policy

November 2025



*Inspiring Excellence*

## **VISION STATEMENT**

At Coppice Academy we value all members of our school community, encourage and inspire an attitude to fulfil high aspirations for all. We are committed to providing a caring, secure and vibrant learning environment, which develops their sense of responsibility as tolerant citizens of the wider world. We encourage pupils to uphold the school values of respect, creativity, curiosity, compassion, independence, co-operation and perseverance.

## **SCHOOL AIMS**

- To create an enjoyable and healthy environment where individuals can achieve their potential.
- To provide a broad, balanced and challenging curriculum.
- To sustain a caring and supportive atmosphere in which all individual voices are listened to and valued.
- To encourage respect for others' beliefs, culture and moral values.
- To work as a team to develop responsibility for our actions.
- To encourage initiative and independent learning.
- To nurture a positive partnership between home and school.
- To develop creative and enquiring minds.
- To help pupils to develop skills needed for reflection in their lives and in their learning.
- To foster a sense of belonging to a school and wider community.
- To help pupils make a positive contribution in school life and beyond.

### **Coppice Values**

Co-operation	Independence	Compassion
Respect	Perseverance	Creativity

**This is a core policy that forms part of the induction for all staff and governors. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.**

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil their potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

**Our specific aims and aspirations for children with special educational needs are:-**

To 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.

This special educational needs policy should read in conjunction with our school's local offer and our accessibility plan.

## **Special Educational Needs and Disability (SEND) Policy**

**Aims of this SEND policy:**

The aims of our special educational needs and disability policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies including health professionals.

(6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

### **What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:-

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **How does our school know if children have special educational needs and need extra help?**

We know children need help if: -

A) Concerns are raised by parents/carers, teachers or the child’s previous school or setting, or from information from the Local Authority or outside support agency regarding a child’s level of progress or inclusion.

B) A pupil asks for help.

C) Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

D) Whole school tracking of outcomes indicates concern about progress or general well-being.

### **What should a parent/carers do if they think their child may have special educational needs?**

If parents/carers have concerns relating to their child’s learning, then please discuss these initially with your child’s teacher. This then may result in a referral to the school SENCO whose name is Miss Cooper and whose contact details are 0121 705 3504.

Parents may also contact the SENCO or the Head teacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the

assessment and provision that is provided by the school.

### **The kinds of special educational needs for which provision is made at the school**

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents/carers, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- 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 education of others, or the efficient use of resources.-

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### **How will the school support a child with SEND?**

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include: -

- (1) Classroom observations by the senior leadership team, the SENCO, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent/carer feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition, whilst also considering their individual needs.

Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents/carers to discuss this.

### **Action relating to SEN support will follow an ‘assess, plan, do and review’ model:**

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil’s needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people targets around preparing for adulthood) that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process we may decide to involve outside agencies for specialist support. Information shared with outside agencies is done so in a secure and confidential way with the permission of a parent. (practises are in line with the school’s GDPR policy.)

The range of agencies that come into school can be found in the school’s local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school’s own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

### **How will the curriculum be matched to each child’s needs?**

Teachers plan using pupils’ achievement levels, adapting tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCO and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be

recorded and shared with parents.

### **How will parents know what progress their child is making?**

Attainments towards the identified outcomes will be shared with parents termly through SEN support reviews at SEN review meetings and Parents' Evenings.

Regular communication via dojo, face-to-face or phone calls with both the class teacher and/or the SENCo will also be used to keep parents/carers informed on their child's progress.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 0121 705 3504.

### **How will parents be helped to support their child's learning?**

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 Family Support Worker
- Open door policy
- Regular communication with SENCO
- Information on support available posted on SEN dojo
- SENCO support for specialist appointments

Please look at the school website. It can be found at [Coppice Academy | Inspiring Excellence](#) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.

Regular meetings with parents, pupils, teachers and SENCO are used to set and review termly targets.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

### **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for children. These include:-

An evaluated Personal, Social, Health and Education (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place, through School Council and Parent questionnaires, and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the school's termly provision maps and aim to support improved social interaction skills, emotional well-being, mental health and resilience.

Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

Weekly support from SISS SEMH advisory teacher within school is available by referral through the SENCO.

The school participates in the Local Authority Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children. For information about pupils with medical needs please refer to the Medicines in Schools Policy.

### **What training do staff supporting children and young people with SEND undertake?**

School staff have received a range of training at the three different levels of: awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- ASD
- ADHD
- Dyslexia, Dyspraxia and Dyscalculia
- Education Health and Care Plans
- Special Educational Needs – reasonable adjustments in the classroom
- Universal Design for Learning
- Interventions, including the range and resources, the impact on children and evaluations
- Protective Behaviours

Enhanced training has been provided to the SENCO on:-

- Speech and language
- NPQ for SENCOs
- Nurture UK
- Equality, Diversity and Inclusion

Specialist training has been provided to the SENCO on:-

- Regular visits from SEN specialist teachers from the: Autism Team, CLD (Cognition and Learning) Team, SEMH (Social, Emotional and Mental Health) Team and SENTAA (Special Educational Needs Training Assessment and Advice), as well as other strands of SISS (Solihull Inclusion Support Service) who provide advice and support to staff, as well as working directly with pupils and parents/ carers.
- SENCO Network days - attended termly
- Our SEN Governor has completed the SEN Governor training

**How will my child be included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

### **How accessible is the school environment?**

The following adaptations have been made to the school environment: -

- Disabled parking spots marked and located next to the school reception and school hall
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have been installed to ensure the site is accessible to all
- One toilet has been adapted to ensure accessibility for visitors and pupils with a disability
- A Lunchtime Nurture Room has been developed to improve inclusion for vulnerable pupils at lunchtimes.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

### **How will the school prepare/support my child when moving classes or joining or transferring to a new school?**

We have very strong links with our feeder schools 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 SENCOs from the other schools. To further prepare our pupils for transition, both within school and moving on, we produce Pupil Profiles with the pupils 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.

A number of strategies are in place to enable effective pupils' transition from year 2. These include: -

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September, including three extra visits for more vulnerable pupils.
- The SENCO meets with all new parents of pupils who are known to have SEND.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

### **Primary to secondary:**

- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

- Extra transition days will be available to SEN pupils, organised between the SENCOs.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

- (1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- (2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- (3) The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
- (4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:-
  - Behavioural, emotional and social
  - Cognitive and learning
  - Communication and interaction
  - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCO or a member of the Senior Leadership Team.

### **How is the decision made about how much support each child will receive?**

- For pupils with SEN but without a statement of educational need or EHCP, the decision regarding the support provided will be taken at joint meetings between parents/carers, pupils, teachers and SENCO.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **How will I be involved in discussions about and planning for my child's education?**

This will be through:-

- Discussions with the class teacher, SENCO or Senior Leadership Team member;
- During parents' evenings
- Regular Dojo communication
- Meetings with support and external agencies.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The SENCO;
- The Head teacher

For any complaints, please contact the School Governor with responsibility for SEN. Their name is Mrs Lockett and she can be contacted via the school office on 0121 705 3504.

### **Support Services for parents of pupils with SEN include:**

Further detailed information is available within the school's local offer, which is published on the schools website.

- *Solihull SEND Parent Partnership Service offer independent advice and support to parents and carers of all children and young people with SEND. Solihull SEND Parent Partnership Service can be located via <http://www.solihullparentpartnership.co.uk/>*
- *Solihull SEND Parent Partnership Service will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ fact sheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>.*
- *For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>.*
- *Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the*

*Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovq4so3>. Solihull's Local Offer can be located via <http://socialsolihull.org.uk/localoffer/solihulls-localoffer-for-special-educational-needs-and-disability/>*

### **Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)**

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCO:	Special Educational Needs Coordinator
Statement:	Statement of Educational Need

