

SEN Local Offer 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
Curiosity	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.

Special Educational Needs and Disabilities

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

<http://www.solihull.gov.uk/Resident/Schools-learning/SENDlocaloffer>

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

- Solihull SENDIAS

'Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. We are legally trained to offer information advice and support to children, Young People & their parents, to help them make informed decisions and play an active role in their own or their child's education. We explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play'

Contact us via:

Telephone: 0121 516 5173

Email: solihullsendias@family-action.org.uk Website: www.family-action.org.uk/solihullsendias

- Kids Independent Support too.

'Independent Supporters are trained to help families and young people through the new Education, Health and Care Plan (EHCP) assessment process'.

Contact:

Phone: 01384 423868

Email: ismidlands@kids.org.uk

- Family Information Service www.solihull.gov.uk/familyinfo;
- Contact a Family (www.cafamily.org.uk);
- SEN Direct (www.sendirect.org.uk);
- SEND Gateway (www.sendgateway.org.uk).

Coppice Academy 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?

Miss Jade Cooper is our SENCO who 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
- Selective mutism
- 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, weighted lap pads 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
- The Cloud sensory room and other break out rooms for regulation and calming

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
- School nurse
- SENTAA (Special Educational Needs Teaching Assessment and Advice)
- SOLAR (Emotional Wellbeing and Mental Health Service)
- Engage (formerly known as Early Help)
- Counselling services
- Young Carers
- EPAS (Education Participation Advisory Service)

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

How are children with 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. The following training has been undertaken by all staff:

- Managing behaviour (from SEMH team)
- Autism Level 1 (from SISS)
- Autism level 2 (from 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
- Protective Behaviours
- Dyslexia and Dyspraxia awareness training
- Speech and Language awareness training
- ADHD strategies
- Universal Design for Learning

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 adaptation 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?

26% of our school are currently registered as having a special educational need or disability with 6.8% 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 class teacher
- 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 each term. 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 when necessary. Each child with SEND will also receive a reviewed profile including relevant targets, updated every term alongside parents/carers and the young person.

Views of the Child

Throughout the year the SENCO/ SEN governor meets with 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 Associate Headteacher, 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 SEND to join their next stage of education or life?

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, Phase Lead and SENCOs 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.

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 family support worker 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

Web: www.family-action.org.uk/solihullsendias

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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