

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

SEND Information Report 2025 - 2026

Policy for the Attention of			
<i>Audience</i>	<i>Key Audience</i>	<i>Optional Audience</i>	<i>Additional/Notes</i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✓		
Parents/Guardians/Carers	✓		
Website	✓		
Local Authority		✓	

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Special Educational Needs and Disabilities (SEND) Learning Support Information Report

At Alder Coppice the staff, governors, pupils and parents work together to make our school a happy, welcoming, stimulating learning environment where all children can achieve their full potential and develop as confident individuals. It is therefore important that all pupils have equal opportunities and that we create a fully inclusive learning environment which caters for the needs of all pupils and enables them to make the greatest amount of progress they can.

Our SEND Policy allows pupils with any learning difficulties, in the long or short-term, to access additional support and develop and improve their skills.

The provision, attainment and progress of pupils requiring learning support is carefully monitored and tracked. The children are provided with individual or group targets in order for them to meet specific goals within their learning, behaviour or social interaction.

If your child has a learning difficulty or disability and you would like to know more about the support we offer at Alder Coppice, please contact us on 01384-81660 or e-mail our Admin team at admin@alder.dudley.sch.uk

Key Personnel

SENCO
SEND Co-ordinator
Miss H Rose

SEND Support
Mrs S Linney

SEND Governor
Relax Kids Coach
Mrs D Johnson

ELSA
Mrs James



Special Educational Needs is the term used where a child has:

- A significantly greater difficulty in learning than the majority of children of their age.
- Has a disability which hinders or prevents them from making use of educational facilities which most other pupils can use.

(SEND Code of Practice 2015)

Staff Training

Mrs A James: Trained ELSA, undertaking Emotional Regulation Training

Mrs D Johnson: Relax Kids Coach, undertaking Emotional Regulation Training, Speech and Language Training

Miss H Rose: National SENCO Award qualification, Trained in Level 1 and 2 Makaton, undertaking EBSNA training and Emotional Regulation training, PDA training

Miss Price: MAPA training, Bereavement training and Anger Management training, EBSNA training

Mrs S Oliver: Speech and Language Training

What needs can we provide for as a school?

Special educational needs and provision can be considered as falling under four broad areas.

As a school we can provide for all four areas of need.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	ADHD, ADD, ODD
	Adverse childhood experiences and/or mental health issues
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Many children and young people have difficulties that fit clearly into one of these areas. However, some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

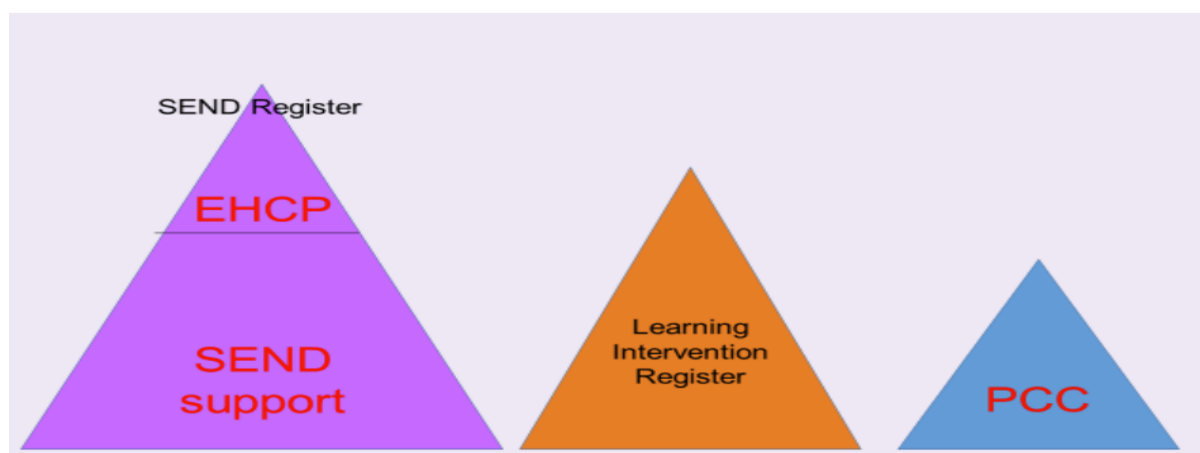
Here at Alder Coppice, we endeavour to provide the best support we can for any child with SEND. The assessment and support we provide our SEND children, comes through extensive research, to ensure we are providing the best possible care.

We aim to:

- Create a positive and supportive environment;
- Build an ongoing, holistic understanding of our SEND pupils and their needs;
- Ensure SEND pupils have access to high quality teaching;
- Complement high quality teaching with evidence-based interventions, either through small group work or a one to one basis.

(EEF 2020)

The Stages of Learning support and SEND



Stage 1 – Pupil Causing Concern

This category consists of pupils who may be causing a concern due to a lack of progress, behavioural or emotional concerns or a change in circumstances (e.g. at home) which may affect their learning. It is expected that their needs can be met through appropriate differentiated learning activities and opportunities which can be provided by the teacher, utilising any additional support available within the classroom.

It is expected that in many cases high quality first teaching delivered by the appropriate member of staff will address the personalised learning needs of the individual pupil at this Stage.

Stage 2 – Learning Intervention

The needs of these children will be met through specific group or individual interventions which are different to, or in addition to, the Stage 1 support. These interventions will be school based and provided through the School's resources. Each teacher is responsible for evaluating the current learning strategies and either devising different learning opportunities and strategies or consulting with the SEND Co-ordinator.

Stage 3 – SEND Support

These pupils will require a higher level of support and this may involve additional adults/resources, which is likely to be sustained and/or substantial. It is likely that external services, both Local Authority and other outside agencies, will have a deeper involvement.

The triggers for SEND Support would be if a substantial need arises, or the pupil is in receipt of an Individual Learning Support Plan and the child:

- Is given a diagnosis of a specific SEND;
- Continues to make little or no progress in areas of difficulty;
- Is working well below National Curriculum expectations for their age;
- Has significant difficulties with literacy and numeracy skills;

- Has social, behavioural or emotional difficulties affecting their own learning or that of other pupils;
- Has medical, sensory or physical needs requiring specialist equipment, advice or support from a service or agency;
- Has continuing communication or interaction difficulties that prevent social relationships and/or impedes their learning or that of other pupils.

These children will have a Learning Support Plan and be placed on our SEND Support Register and parents will be informed. The register of children with SEND will be maintained by the SENCO. This will include details of individual needs and the provision provided.

Stage 4 – Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties affecting their education, a referral may be made for an Education, Health and Care Plan. This Statutory Assessment process will combine information from a variety of sources, which may include:

- Parents/Carers/Guardians;
- The child;
- Teachers;
- Teaching Assistants;
- Social Care;
- Educational Psychologists;
- Health Professionals.

Information will be gathered relating to the impact of current provision provided and consideration of the action points already taken. A decision will be made by a group of people representing appropriate agencies (e.g. education, health and social care services) about whether the child is eligible for an EHCP. If agreed then the Local Authority will issue an EHCP.

Once the EHCP is completed and agreed it will be kept as part of the pupil's formal record. The EHCP is reviewed at least annually ([SEND Code of Practice 2015, 5.46](#)) and can be revoked by the Local Authority, if the pupil achieves their long term outcomes, before they reach further education. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for amendments and/or changes to be made to the support provided.

Parents/Carers/Guardians have the right to appeal against a decision not to initiate an assessment leading to an EHCP or against the content of the EHCP.

The Process of SEND Support

Alder Coppice uses a graduated approach, adhering to the SEND Code of Practice 2015, through: Assess ([SEND Code of Practice 2015, 5.39](#)), Plan ([SEND Code of Practice 2015, 5.40-5.41](#)), Do ([SEND Code of Practice 2015, 5.42](#)) and Review ([SEND Code of Practice 2015, 5.43](#)) to support pupils with additional learning needs. This is also detailed within the School's SEND Policy.

The aim of formally identifying a pupil is to help ensure that effective provision is put in place to remove or reduce any barriers to learning.

All of our Learning intervention and SEND support consists of this four-part process:-

Assess → Plan → Do → Review

This is an ongoing process ([SEND Code of Practice 2015, 5.44](#)) to allow for the provision to be evaluated and refined as appropriate to the needs of the individual pupil.

Assess

This involves analysing the pupil's needs incorporating the class teacher's assessment of concerns, previous progress and attainment and where appropriate, the views of parents/carers/guardians and the pupil.

Barriers to learning should be clearly identified and any support or intervention carefully planned for and evaluated to ensure those barriers are reduced or removed.

Plan

Planning will involve consultation between the teacher, SENCO and where appropriate parents to agree the adjustments, interventions, support that are required and the expected outcomes. Where outside agencies are involved their advice and support will be sought and their recommendations taken into account when planning appropriate support.

All those working with the child will be informed of the individual needs, the planned support and any particular teaching strategies and approaches that need to be used.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when interventions may involve group or one-to-one support away from the class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions. Additional support and advice will be available from the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact of the support and/or interventions. It will also take account, where appropriate, of the views of parents and the pupil. Adjustments and amendments to the Plan will be made as appropriate.



External Support

Where a child continues to cause concern even after Learning Intervention and it is evident that their needs are more complex and persistent, the School can engage with the relevant external services in order to investigate their difficulties and ultimately help school to plan for these needs on an ongoing basis.

Services we may access include:

- Dudley Learning Support Service (LSS)
- Dudley Early Years Specialist Services
- Independent Educational Psychologist
- Speech and Language Therapy (part of the Dudley and Walsall NHS Trust)
- Physiotherapy and Occupational Therapy
- PIMIS – Physical Impairment and Inclusion Service
- Visual and Hearing Impairment Services
- CAMHS (The Child and Adolescent Mental Health Services)
- CIPS (Communication, Interaction, Physical and Sensory)
- SANO (SEND and Additional Needs Team)
- School Health Service
- Parent Partnership

For more information about these services, please see appendix 2.

SEND Support in school:

As part of the graduated approach within school, Alder Coppice follow the three waves of support. Wave 1 support is high quality teaching, and provisions which can be implemented in the classroom, daily. At Alder Coppice we work through wave 1 support before moving on to wave 2.

Support for me and my family:

If you have questions about SEND, or are struggling to cope, please get in touch, via the school number 01384 816610 or email admin@alder.dudley.sch.uk to let us know. We want to support you, your child and your family.

There is also local support for information or advice on your child and their needs. The Dudley SENDIASS provide a range of impartial information, legally based advice and support to help parents/carers/guardians on all matters relating to Special Educational Needs and Disabilities (SEND). To contact the Dudley SENDIASS either by email dudley.sendiass@dudley.gov.uk or by contacting one of the office mobiles; 07824 543233, 07900 161363 or 07929 777744. Alternatively, you can place a general enquiry online via:

<https://customer.dudley.gov.uk/service-request/council-contact/?ref=SO-00431>

As well as local support, there are also national charities that offer information and support to families of children with SEND. Please see below for some of the support available:

- IPSEA: <https://www.ipsea.org.uk/>
- SEND Family Support: <https://sendfs.co.uk/>

- NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/>
- Family Action: <https://www.family-action.org.uk/what-we-do/children-families/send/>
- Special Needs Jungle: <https://www.specialneedsjungle.com/>

The Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. The LA refer to this as the 'Local Offer'. Currently, the Dudley LA are working on an improvement plan to improve their services and support to schools, families and children, adhering to the wider SEND improvement plan the Department for Education (DfE) released in Summer 2022.

The Dudley Local offer is published here: <https://www.dudley.gov.uk/residents/dudley-local-offer/> please also see appendix one, number four.

Teaching, Learning and the Curriculum

Inclusive education means providing all pupils, including those with SEND, with appropriate education and support alongside their peers. At Alder Coppice Primary School, our curriculum includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Our SEND philosophy places SEND children at the heart of personalised learning and our curriculum is tailored to meet individual pupils needs.

The new curriculum lesson plans and booklets have been implemented in order to give a very structured approach to teaching and learning in order for *all* pupils to succeed. Learning is heavily guided by the teacher in order to promote and support all children with their understanding. There are very clear points in the booklets for example, that alongside teacher guidance, support the children with where they need to add information or write a sentence etc., which makes it much easier for children to set out their work and demonstrate their understanding. The activities can be easily adapted to use for independent work, working with a Learning Partner, or via a guided task with the teacher.

The use of the new Teaching Strategies have also been implemented to further support a deeper learning experience in the classroom. The **No Opt Out** strategy for example, is excellent for ensuring extra support for pupils learning correct answers to questions. This strategy ensures *all* pupils are listening to, and then repeating correct answers, which can be particularly helpful for our SEND pupils - if pupils are unsure of an answer, this strategy supports pupils with learning the correct answer.

The **Call and Response** strategy is also excellent to use to embed understanding and knowledge of key facts and information being taught – the teacher might use 'my turn, your turn' or 'repeat after me' etc., to ensure all pupils can repeat key facts needed to support understanding of concepts being taught. This is a particularly useful strategy to ensure our SEND pupils are able to take an active part in the learning.

When reading, the **Everybody Reads** strategy supports all learners, but particularly those who may have a SEND need; the teacher can read to the class, ask other children to read or even ask Learning Partners to read to each other. Teachers can read a sentence, then ask the children to repeat the sentence (echo read), read some of the sentence and then stop and ask the whole class to read the key word or phrase in the sentence etc. In this way *all* children can take an active part in the learning.

Other actions the School take in order to successfully match pupil ability to the curriculum include:

- Differentiating learning - adapting activities to suit individual or small group needs;
- The use of visualisers to model best practice;
- Access to ICT and Technology;
- Additional in/and or out of class support;
- Flexible groupings – including small group support work.
- The appropriate use of rewards and sanctions, adapted where appropriate for individual needs.
- A broad range of extra-curricular activities, for example, a range of sports clubs, art club, book club, music club and Year 6 booster clubs are also held when required throughout the year.
- Weekly quizzing to emphasise pupils' strengths and achievements and ensure retention of key knowledge into the long-term memory
- Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate.

For further information about the curriculum you can view the **Curriculum Policy** in the school **Policies** section and under the **Curriculum** section of our website.

The questions below offer more information about SEND at Alder Coppice Primary School

Further Information

1) What are the School's admission arrangements for children with SEND?

Admissions at Alder Coppice are managed by Dudley Authority.

- At the beginning of each new school year, a number of children will be starting school with a recognised special educational need or disability, identified either through a medical professional, early educational setting or another route.
- In most cases, there will have been detailed contact with parents and/or carers and arrangements for starting school will have been carefully planned.
- A child with an Education, Health and Care Plan (EHCP), will be offered a place at Alder Coppice if we are the School named in the EHCP as the most appropriate to meet the child's individual needs.
- Second priority shall be given to pupils with a 'serious medical condition' where Alder Coppice Primary School is deemed by the Governing Board to be the most appropriate school to meet the child's serious medical condition.
- Children will not be discriminated against as laid down by the Special Educational Needs and Disability Discrimination Act 2005 and the Equality Act 2010.

2) Who are the best people to talk to in school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

You can talk to your child's Class teacher. They are responsible for:

- Checking your child's progress and identifying, planning and delivering any additional help your child may need (e.g. targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCO) know as necessary;
- Writing Pupil's Individual Learning Support Plans (LSPs), and sharing and reviewing these with parents;
- Ensuring that the School's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND;

You can also talk to our SENCO, Miss H Rose

The SENCO is responsible for:

- Developing and reviewing the School's SEND Policy;
- Coordinating all the support for children with special educational needs or disabilities (SEND);
- Ensuring that you are involved in supporting your child's learning;
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc;
- Updating the School's SEND Support Register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept;
- Providing specialist support for teachers and support staff in the School so that they can help children with SEND in the School to achieve the best progress possible.

You are also welcome to talk to our Headteacher. He is responsible for:

- The day-to-day management of all aspects of the School, including the support for children with SEND;
- Making sure that the Governing Board is kept up-to-date about issues relating to SEND;
- The Headteacher delegates responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.

The full Governing Board has overall responsibility for ensuring that the necessary support is given for any child who attends the School, who has SEND and the SENCO reports to the School Improvement Committee on SEND matters on a regular basis, including submitting an annual report.

We welcome parents to approach the School if they have any questions or concerns.

3) What are the different types of support available for children with SEND in our school?

At Alder Coppice we endeavour to ensure the best provision is provided for any child with SEND, in line with Section 21 of the Children and Families Act 2014.

- (i) Class teacher input via excellent targeted classroom teaching (High Quality First Teaching).
For your child this would mean:
 - ❖ That the teacher has the highest possible expectations for your child and all pupils in their class;

- ❖ That all teaching is built on what your child already knows, can do and can understand;
- ❖ Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning;
- ❖ Specific strategies (which may be suggested by the SENCO or a supporting agency) are in place to support your child to learn;
- ❖ Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

(ii) Specific group work and interventions which may be:

- ❖ Run in the classroom or outside;
- ❖ Run by a teacher or a Teaching Assistant (TA).

(iii) Use of concrete resources which are used to support specific needs:

- ❖ Wobble cushions, sensory toys, chewelry, timers, prompt cards, task boards, individualised timetables, writing slopes, pencil grips, reading cards.

(iiii) Specialist groups run by outside agencies e.g. Speech

- ❖ You may be asked to give your permission for the School to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the School and yourself understand your child's particular needs better and be able to support them well in school.
- ❖ The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

4) How can I let the School know I am concerned about my child's progress?

- If you have concerns about your child's progress, please speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENCO) Miss H Rose.

5) How will the School let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, or if staff have a particular concern, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have;
- Plan any additional support your child may need;
- Discuss with you any referrals to outside professionals to support your child's learning.

6) How is extra support allocated to children?

- The School budget, received from Dudley LA, includes a certain amount of money for helping support children with SEND.
- The Headteacher and SENCO decide on the deployment of resources for Special Educational Needs and Disabilities in consultation with the School governors, on the basis of needs in the School.
- The Headteacher and the SENCO discuss all the information they have about SEND in the School, and decide what resources/training and support is needed.

- Provision for children with SEND will reflect the reality that the School can only work within the financial constraints imposed.

7) What support is in place for looked-after and previously looked-after children with SEND?

At Alder Coppice, children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Our Designated Safeguarding Lead is Mrs J Randall and our Deputy Designated Safeguarding Lead is Mrs J Bown. Both Mrs J Randall and Mrs J Bown share responsibility for looked-after and previously looked-after children.

Mrs J Randall and Mrs J Bown will work with Miss H Rose, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

8) How do you make sure children with SEND are treated equally?

At Alder Coppice we hold strong beliefs that every child has the right to achieve their full potential and aim to provide an engaging, challenging curriculum.

- We pride ourselves on being an inclusive school. Our children benefit from understanding that everyone is different, have different needs and that a community which recognises, supports and celebrates these differences is one which is caring and tolerant.
- Further information can be found in our Equality Policy, Equality Objectives and our Anti-Bullying Policy. These can be found on our School Website under our *Policies* section.

9) What support will there be for my child's overall wellbeing?

- At Alder Coppice we place great importance on developing happy, confident learners and our children's mental health is a high priority. We understand that an important feature of school is to enable all pupils to develop emotional resilience and social skills.
- Our Well-being Lead in School is Miss S Regan.
- The Well-being Lead and SENCO liaise effectively with pupils and parents/guardians/carers about support that we can provide.
- We can provide the following support:
 - *Time with a significant adult;
 - *Time-out space in the classroom for a pupil to use when upset;
 - *Additional support from a Teaching Assistant;
 - *Use of Social Stories.
- If needed we have an Educational Psychology service who can support the child, School and family.
- Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and thrive.

10) How accessible is Alder Coppice for pupils with physical disabilities?

- The School site is partially physically accessible.
- We have added ramps to all main entrances into School and onto playgrounds and the field.
- If your child has mobility needs we would try, wherever possible, to accommodate their need by moving classrooms around to keep them on the ground floor.
- Class Teachers make sure learning both in and out of the classrooms is accessible to all. This is done through adaptations to classroom practice, differentiation, altering teaching methods and ensuring children have learning tools that facilitate success.
- For further information please see our Accessibility Plan found on our School Website, under Key Information – Policies – Quality of Provision, which gives information on: *Access and Admissions, Availability of Information and Resources and details on Improved access to the School Building.*

11) How do you support the children through transition?

During their time with us your children will experience many transitions, each one is carefully planned.

- When joining Nursery and Reception we carry out transition visits to school.
- When moving between Nursery to Reception we carry out a thorough transition involving lots of visits, parents' days and careful staff handovers.
- When moving between year groups children have a transition day the half-term before they move to their new year group.
- For children who may need a little extra support during transition we work with them to learn more about their new class, plan in lots of extra visits including a special visit in the September.
- We work closely with parents during transition.
- As a staff we carry out thorough transition meetings where your child will be discussed in depth and any current supportive strategies in place for your child will continue to be implemented in their next class.
- For children moving to Secondary School we liaise closely with the new school. We meet with schools where possible and for our main feeder schools our SENCO meets the new SENCO to provide a thorough handover.

12) How do you monitor my child's progress?

All children's progress is carefully monitored during the year. This is done in many ways:

- Ongoing teacher assessment;
- Regular tests (if applicable);
- Looking at children's books;
- Talking to the children;
- Tracking the child's progress against year group objectives;
- Tracking the child's progress against the targets set on their LSP;
- Tracking the child's progress against the targets set on agency reports (if applicable);
- The SENCO meets with class teachers termly to review and amend a child's LSP;
- All of our Teaching Assistants keep detailed records of interventions carried out and Class Teachers review these regularly.

All parents/guardians/carers receive a copy of their child's LSPs and the evaluated LSPs will be discussed during parent consultation meetings

13) What support do we have for you as a parent of a child with a SEND?

Our relationship with you is incredibly important to us and we work hard to make it a positive partnership.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Personal progress targets/Learning Support Plans will be reviewed with your involvement.

14) How do you ensure my child has a voice?

It is very important to us that your child has a say in their education and in our plans for them.

- Every term we share the new LSP with the child and they are encouraged to share their thoughts and ideas on how best to meet their targets. Their voice is recorded on their plan.
- If a child has an EHCP their voice is incredibly important to us and their views are included in annual reviews.
- Where possible, we include children in decisions made about them.

15) What do I do if I am unhappy about the provision in place for my child?

Complaints about SEND Provision

If you are not happy about the SEND provision in school please follow the following stages-

Stage 1 - Complaints about SEND provision should always be addressed informally first to the most appropriate person which is usually the class teacher.

Appointments with the SENCO (Miss H Rose) and/or the Deputy Headteacher (Mrs M Shee) can also be arranged to discuss any concerns or issues face-to-face.

Stage 2 - If the issue is not resolved at Stage 1 then parents/carers/guardians should put their concerns in writing to the SENCO.

Stage 3 – If following Stage 2 parents/carers/guardians still have concerns then they should contact the Headteacher.

Stage 4 – If the complainant still remains unsatisfied about the SEND provision after the first 3 stages then their concerns should be put in writing to the Chair of Governors (c/o the School).



SEND at Alder Coppice 2025 - 2026



Headlines 2024 - 2025

*Our SEND numbers were 13.8%. This was slightly higher than National and much lower than Dudley.

*Our biggest area of need was Communication and Interaction, which included some professional support from Dudley Speech and Language and Wellcomm interventions in school.

*We had more SEND boys than girls.

*Year 4 was our highest-level need cohort, followed by Year 6.

*We had 7 children in receipt of an EHCP. This was in line with previous years.

Areas of strength this academic year

- Visual timetables are used in every classroom across the school for an inclusive environment
- SEMH provisions are embedded in practice: ELSA, Relax Kids
- Communication and Interaction provisions are embedded in practice: Wellcomm
- ELSA sessions delivered by our trained ELSA have been implemented all year.
- Continued use of external services – Dudley Learning Support Service, Dudley Educational Psychologist Service, CIPS, CAMHS, SANO, Arts of Change
- A continued improvement in the percentage of children's targets met on our Dudley LSS reports.
- Parent Partnership has continued to be a strength this year, with additional SEND consultation meetings being offered after Parent consultation meetings
- Annual reviews were completed face to face in school and in a timely manner.
- Support a smooth transition back into school for our children with SEND.
- Dudley EP service enabled more children on our EP waitlist to be seen.
- Partnership with the IEYS team was strong and enabled early identification of needs.

Areas for further development 2025 - 2026

- Continue to carefully plan high quality teaching and interventions to support the cognition and learning of our SEND children.
- Develop staff CPD in specific areas of SEND and strategies to use within the classroom
- Supporting SEND children to develop the key knowledge they need to be a successful learner.
- Continue to narrow the gap in writing between our SEND children and other non-vulnerable learners.
- Continue use of provision map to track waves of provision and support early identification.
- Continue effective communication with parents via SEND Consultation Meetings.

For any further information please contact Miss H Rose, SENCO.

Appendix 1

1. SEND Code of Practice: 0 to 25 years (2015) Department for Education:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
2. Children and Families Equality Act (2014) legislation.gov.uk:
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
3. Children and Families Bill (2013) Department for Education:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219658/Children 20and 20Families 20Bill 202013.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219658/Children_20and_20Families_20Bill_202013.pdf)
4. Dudley Local offer: <https://www.dudley.gov.uk/resident/localoffer/>
5. Special Educational Needs in Mainstream Schools Guidance Report (2020), Education Endowment Foundation (EEF):
[https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf)

Appendix 2

Dudley Learning Support Service	https://www.dudley.gov.uk/residents/learning-and-school/learning-support/
Dudley Early Years Specialist Services	https://www.dudley.gov.uk/residents/care-and-health/dudley-disability-service/children-with-disabilities/specialist-early-years-service/
Independent Educational Psychologist	http://www.edpsych4everyone.com/
Speech and Language Therapy (part of the Dudley and NHS Trust)	https://www.bcpft.nhs.uk/documents/services/children-and-young-people/1413-dudley-cypf-slt-information-leaflet-oct16/file
Physiotherapy and Occupational therapy	https://www.blackcountryhealthcare.nhs.uk/our-services/dudley-childrens-occupational-therapy
PIMIS – Physical Impairment and Inclusion Service	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/specialist-education-services/physical-impairment-medical-inclusion-service/
Visual and Hearing Impairment Services	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/specialist-education-services/
CAMHS (The child and Adolescent Mental Health Services)	https://www.blackcountryhealthcare.nhs.uk/our-services/dudley-camhs
Autism Outreach	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/specialist-education-services/autism-outreach/
School Health Service	For School Nurse information, please contact Miss H Rose
Parent Partnership	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiaass/
CIPS	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/communication-interaction-physical-and-sensory-advisory-service-cips/
SANO	https://www.dudley.gov.uk/residents/dudley-local-offer/sen-support/the-send-and-additional-needs-team-sano/

Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – Child and Adolescent Mental Health Services

CIPS – Communication, Interaction, Physical, Sensory advisory service

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

ELSA – Emotional Literacy Support Assistant

EP – Educational Psychologist

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

IEYS – Integrated Early Years Service

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

MAPA – Management of Actual or Potential Aggression

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SANO – The SEND and Additional Needs team

SENCO – the special educational needs and disabilities co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages