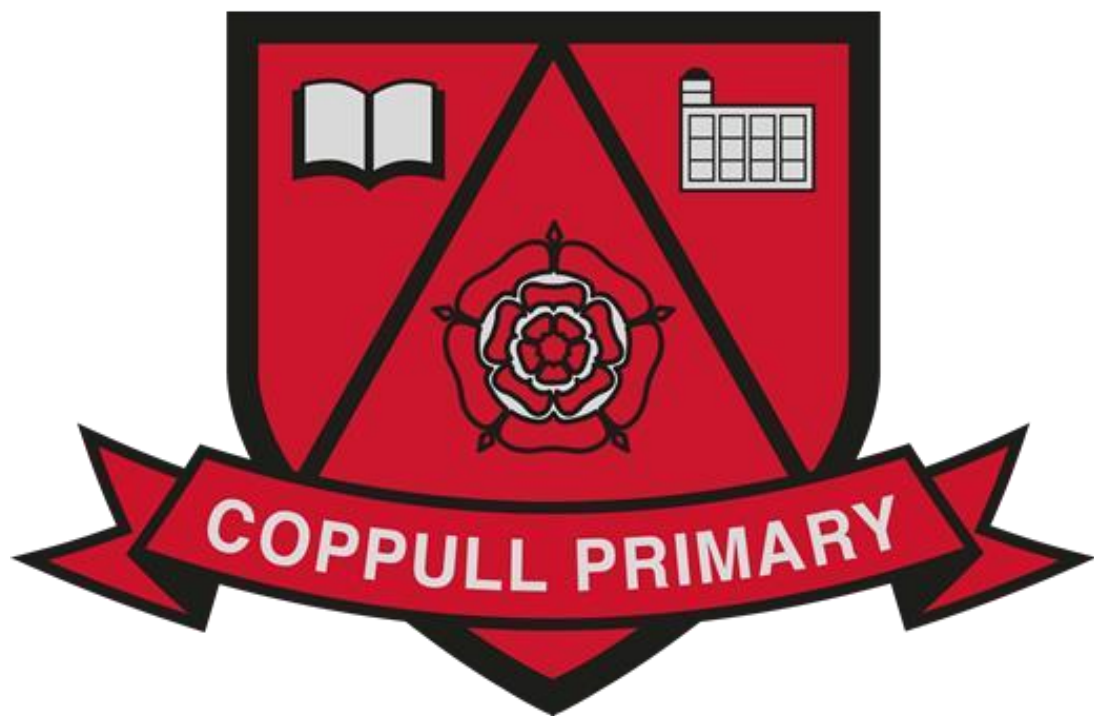


# Coppull Primary School & Nursery



Aim High – Respect All – Enjoy Learning – Achieve

## SEND Information Report 2024-2025

## Our School

### **Our School Vision**

At Coppull Primary School and Nursery, inclusion, well-being and the development of each child underpins all that we do. We aim to create a positive environment where all staff have a responsibility for children with a special educational need and/or disability (SEND) and work together in the best interests of the child to enable them to achieve their full potential. High quality first teaching is evident throughout the whole school as teaching and learning is differentiated, modified and personalised to ensure our children are making progress.

### **How are school resources allocated and matched to children's SEND?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs. Additional provision may be allocated after a concern has been raised during discussion at pupil progress meetings. Additional support may include the deployment of staff to an individual.

School can buy in additional support sessions from the Lancashire SEND Traded Service. This would include speech and language therapy or specialist teachers. School also have access to Educational Psychologists who can be brought in to assess children at a greater depth and make recommendations for how the child is best supported.

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

#### **Ramps and Wheelchair Access**

The internal building is accessible throughout to wheelchair users or other disabilities. Accesses to external doors into the school are either flat or ramped with the exception of the multipurpose family room. The majority of doors are wide enough to enable wheelchair users to obtain access. The action plan is to improve the width of the remaining doors on the rolling programme.

#### **Toilets**

The school has two disabled toilets; one with a full-sized changing bed.

#### **Acoustics**

All classroom ceilings have acoustic modifications. Acoustic panels are fitted in the hall. The use of radio aids is made available when these tools are recommended by other professionals and when appropriate to individual needs.

#### **Lighting**

The health and safety committee are reviewing and upgrading the lighting throughout the school on a rolling programme. The special needs small group teaching room already has appropriate lighting fitted.

#### **Furniture**




This would be modified to suit specific needs as they arise. We work alongside Occupational Therapists to ensure that our children with SEND have the correct equipment to support them in school.














#### **ICT**


The school has a range of ICT programmes for pupils with SEN in addition to i-Pads, computers. Interactive whiteboards are installed in every classroom.


#### **Visual signs**

	<p>Visual timetables and visual cues cards are used as appropriate.</p> <p><b>Signing</b> Staff training has taken place in signing to support children where needed. This is updated as appropriate.</p>
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 <p><b>Meet our SENDCO's</b></p>	<div>  <p>Mrs Lindsey Stewart fulfils the SENDCO role from Nursery – Year 1 along with a caseload of pupils with complex needs or an EHCP throughout school. Contact – <a href="mailto:lindsey.stewart@coppullprimary.lancs.sch.uk">lindsey.stewart@coppullprimary.lancs.sch.uk</a></p> </div> <div>  <p>Miss Lynsey Todhunter, fulfils the SENDCO role from Year 2 – Year 6 along with a caseload of pupils with complex needs or an EHCP throughout school. Contact - <a href="mailto:lynsey.todhunter@coppullprimary.lancs.sch.uk">lynsey.todhunter@coppullprimary.lancs.sch.uk</a></p> </div>
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 <p><b>Special Educational Needs</b></p>	<p>Coppull Primary School and Nursery is a maintained school and provides an education for children with a range of special educational needs.</p> <p>SEND is categorised into the following areas in the SEN code of practise 2014:</p> <table border="1"> <tr> <td></td><td>Cognition and Learning</td></tr> <tr> <td></td><td>Communication and Interaction</td></tr> <tr> <td></td><td>Social, Emotional and Mental Health</td></tr> <tr> <td></td><td>Sensory and Physical</td></tr> </table>		Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health		Sensory and Physical
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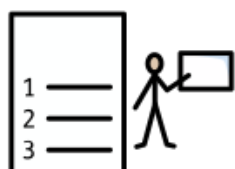
	<p>We pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference including: Specific Learning Difficulties (SPLD), Autistic Spectrum Disorder (ASD), ADHD, Physical Difficulties (PD), Hearing Impairment (HI), Speech, Language and Communication needs (SLCN) and Social, Emotional and Mental Health needs (SEMH).</p> <p>Our school currently serves higher than national average numbers of children with SEND. Applications for places for children with special needs are welcomed and we work together with parents and the local authority to ensure appropriate provision is put in place to help meet their needs. Copies of the Special Educational Needs and Disability Policy and accessibility policy are available from the school office on request or can be found on our website.</p>				
<div></div> <div><h3>Identifying and Assessing Need</h3></div>	<p>At Coppull Primary School and Nursery we work closely as a team and cooperatively with parents and external agencies to ensure any concerns about pupils’ development are identified and early support is provided. We identified pupils as having SEND through a variety of ways which may include some of the following:</p> <ul style="list-style-type: none"><li>• Liaison with previous school or pre-school setting</li><li>• Discussion with parents and carers</li><li>• Concerns raised by a teacher or family support staff</li><li>• Child performing below ‘age expected’ levels</li><li>• Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.</li></ul> <p>We identify if a child is not making adequate progress as early as possible using formative and summative and formative assessments including:</p> <ul style="list-style-type: none"><li>• Early Years Foundation Stage Profile</li><li>• Teacher Assessments / termly class trackers</li><li>• Statutory and non-statutory</li><li>• Development Matters 2023, LCC Early Years SEND Toolkit Assessment, Tracking &amp; Target Setting.</li><li>• Reception baseline assessment</li><li>• PIVATS.</li><li>• Monitoring and evaluating intervention and class provision maps</li></ul> <p>Staff and parents complete a ‘Initial Concern’ document which is then shared with the SENDCO who then organises a meeting with parents to discuss concerns and next steps. A child may then be placed on the monitoring register and we begin to follow the Graduated Response approach of ‘Assess, Plan, Do and Review’.</p> <table><tr><th>Assess</th></tr><tr><td>Information of a child is gathered from a range of sources such as: observations, termly assessments, school tracking of progress and discussions with parents and external agencies when deemed appropriate.</td></tr><tr><th>Plan</th></tr><tr><td>The information gathered is used to agree the primary need of a child and what appropriate support needs to be put in place. Some adjustments might include: changes to the classroom environment, differentiation of work in lessons and interventions.</td></tr></table>	Assess	Information of a child is gathered from a range of sources such as: observations, termly assessments, school tracking of progress and discussions with parents and external agencies when deemed appropriate.	Plan	The information gathered is used to agree the primary need of a child and what appropriate support needs to be put in place. Some adjustments might include: changes to the classroom environment, differentiation of work in lessons and interventions.
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	<table><tr><th>Do</th></tr><tr><td>Any additional support and interventions must be carried out consistently over a number of weeks with good record keeping. It is essential that links are made between the learning in class and during interventions. During this time, there is excellent communication between class teachers, class TAs and the SENDCo's.</td></tr><tr><th>Review</th></tr><tr><td>The progress of the child is tracked and reviewed to assess the impact of the support that has been in place. Discussions with parents and the child help to inform the next steps.</td></tr></table> <p>After a short period of time we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.</p> <p>Each term, following formal assessments, pupils progress is reviewed. Data is analysed and tracking meetings take place between each Class Teacher, SENCO's, Assessment lead and the Headteacher. We seek to identify pupils making less than expected progress given their age and individual circumstances. If a child is identified as having a special educational need, they are placed on the Special Educational Needs Register. This is a working document that is reviewed regularly by the Headteacher and SENCO's. Parents are consulted prior to their child being placed on the register. Children who have a special educational need have an individual support plan (ISP) or individual wellbeing plan (IWB) in place which details individual targets. The planned interventions and support are then put in place and monitored by the SENCO's to evaluate both the child's progress and attainment and therefore the effectiveness of the support. ISPs and IWPs are produced with input from children and their parents to ensure that both home and school are working together to support the child in achieving the best possible outcome.</p> <p>Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.</p> <p>Staff can access the Lancashire and Teaching Toolkit - Ordinarily Available Provision for SEND 0-25 years (May 2022) and the Early Years SEND Toolkit Assessment, Tracking &amp; Target Setting to help support children's learning within the classroom.</p> <p>Staff also have access to a range of Quality First Teaching strategies that can be implemented within the classroom.</p>	Do	Any additional support and interventions must be carried out consistently over a number of weeks with good record keeping. It is essential that links are made between the learning in class and during interventions. During this time, there is excellent communication between class teachers, class TAs and the SENDCo's.	Review	The progress of the child is tracked and reviewed to assess the impact of the support that has been in place. Discussions with parents and the child help to inform the next steps.
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 <p><b>Our approach to teaching children with SEND</b></p>	<p>We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.</p> <p>Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.</p> <p>We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.</p>				

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



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## Curriculum adaptations

High quality first teaching is evident in each class, a child with SEND will have work differentiated by their class teacher to enable them to access the curriculum more easily. The class teacher may direct teaching assistants to work with the pupil in a 1-1 or in a small focus group to target more specific needs.

If a child has been identified as having a special educational need they will have an ISP or IWP which contains specific SMART targets and objectives set according to their need including any recommendations from external agencies. These targets are monitored by the class teacher and reviewed during the year alongside the SENCo's.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. If appropriate, we will seek advice and equipment from outside agencies as and when the need arises. Examples of these are:



Visual timetables



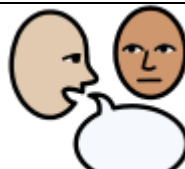
Task boards



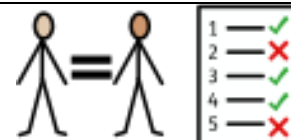
Peer mentoring



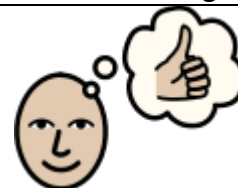
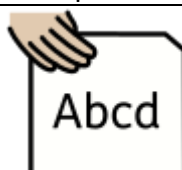
Assistive technology










Talk partners



Peer marking



	Self-assessment	Word banks	Positive behaviour
			
	Ear defenders	Timers	Explicit instruction
			
	Fidget toys	Writing slopes	Concentration cushions
 <p><b>Parent Consultations</b></p>	<p>At Coppull Primary School and Nursery we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We operate an open-door policy and teaching staff are available at the start and end of each school day to meet with parents. Appointments can be made at any time for more detailed discussions. Parents can also contact the class teacher via Class Dojo.</p> <p>Class teachers will review ISPs / IWBs with parents termly, we hold regular parent evenings and school sends out a report about your child's progress at the end of the summer term.</p> <p>Regular SEN reviews, Early Help Assessments and Team Around the Family meetings take place in school to discuss children's welfare and progress. Such meetings would be attended by school staff and parents as well as a variety of professionals depending on the needs of the individual child.</p> <p>The well-being team and SENDCo's hold frequent coffee mornings where parents can discuss any concerns they might have, seek advice and support.</p> <p>Parent's will have the opportunity to share their views about the SEND policy and provision which will help inform future policies.</p> <p>Each year, we encourage parents to complete the Lancashire County Council Parental Questionnaire to seek the views and suggestions of parents on how we can continue to improve our school.</p>		



## Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

		
Self-assess how they are doing.	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions/ ISP's/ IWB's/ EHCP meetings.

All children are provided with the opportunity to be voted onto the School Council and the Wellbeing Council, as well as hold other positions of responsibility, in order to have their say on how we can improve school life for all pupils at Coppull Primary School & Nursery.



## Wellbeing

At Coppull Primary we have a big focus on mental health and wellbeing, promoting growth mindset in all lessons and teaching the children the skills they need to become resilient, thoughtful and responsible citizens.

Mrs Duxbury manages our Wellbeing Team who support families to overcome social, emotional or mental health barriers to learning through identification and assessment of need. This also involves signposting families to external agencies for support.

Our wellbeing team can work with children in a small group or on a one to one basis to help pupils overcome their barriers to learning, ensuring that they are supported to achieve the best possible outcomes. The children are given the opportunity to discuss any concerns that they have and support can be offered to them. Staff members can refer families and children to the family support team.

The Headteacher, SENCO's and class teacher are always available for pupils who wish to discuss issues and concerns. Mrs Claire Duxbury supports the Headteacher and Deputy Headteacher in the role of Designated Senior Leader (DSL).

Parents are required to provide school full details in writing of any medication which needs to be taken in school time. All medicine is recorded in a medications file, together with details of when it is administered, dosages and who has administered it.

Care plans are requested from the school nurse team as required and training given to appropriate staff who will need to action them. Copies of care plans are given to all staff who work with the child and copies kept in their personal record card and in the medications file.

Regular First Aid, and where appropriate paediatric first aid, training is provided for the relevant staff.



## Evaluating Provision

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions via the class provision maps.

Progress and effectiveness of support and interventions are reported to the SEN governor and Standards Committee on a regular basis.

Asking children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly or annual reviews for children who have an Individual Support Plan, Individual Wellbeing Plan, receiving specialist support or an Education Health and Care Plan. The views of parents/carers are welcomed during consultation meetings, we will seek to improve or rectify issues or concerns raised.



## Staff Training

At Coppull Primary School and Nursery we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.





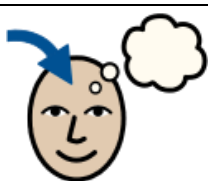






When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions. Examples of training include:

Play Therapy (Wellbeing Team)	Lego Therapy (Wellbeing Team)	Child Development	Team Teach

				
	De escalation	Speech and Language	Phonics	Nurture Support
				
	Specific Learning Difficulties	Complex Needs	Autism in Schools	Attachment & Trauma
				
	Sensory needs			
 <p><b>Transition Support</b></p>	<p>Many strategies are in place to enable the pupil's transition to be as smooth as possible. Children in year 6 will visit their new high school for a session in the last half term. Open evenings provide an opportunity for parents to speak with the current teacher and the new teacher. The year six teachers and SENCO's meet with high schools to discuss the transitional needs of both children with an EHCP and other children with special or additional needs. Extra visits to high school are arranged for these children to make the transition easier.</p> <p>There are transition arrangements for children moving into nursery class and reception class, with home visits and stay and play sessions. In school transitions between classes at the start of each new school year are supported with visits to the new class at the end of the summer term. For some children photographs are provided in a booklet showing their new class and the adults they will be working with.</p>			
 <p><b>Outside Agencies</b></p>	<p>At times, it may be necessary to consult with outside agencies to receive their expertise. Some agencies have contracted time at our school, others will visit when requested. The SENCO's and Headteacher will judge when referrals and expertise from these agencies are required and contact the services with parental permission. Once feedback has been received we will call you in for a meeting to share the advice and provide a copy of any reports received.</p> <p>Some of the agencies we work in partnership with are:</p> <ul style="list-style-type: none"> <li>• School based Family Support workers</li> <li>• Child Development Centre (CDC)</li> <li>• Speech and Language Therapy (SALT)</li> <li>• School Nurse/ Health Visitors /GPs</li> <li>• Educational Psychologists</li> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Specialist SEN teachers (including specialist teachers of vision and hearing impaired)</li> <li>• Chorley Inclusion Support Service (CISS)</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> </ul>			



## Clubs and Trips

Out of school care is provided with our Breakfast Club starting at 7.30am and After School Club until 6.00pm.

In addition, from 8.20am children can come in to school for Magic Breakfast which costs £1.

A range of after school activity clubs take place each day for which there is usually a small charge of £10 per term. Access to clubs is open to all children.

Our Wellbeing Team provide Nurture Groups throughout the school day for those children that require additional support to develop their social or emotional skills, develop their friendship skills or other personalised wellbeing support.

When organising school trips, accessibility for all of our children is a priority. We ensure that all children are able to attend and participate fully in school trips and additional small group or 1:1 support may be provided if required.



## Complaint Procedure

Your first point of contact is your child's class teacher. If, after speaking with your child's class teacher, you feel you require further support then you can contact your designated SENDCo, Mrs Stewart or Miss Todhunter.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

Please refer to the complaints policy for further information.



## Lancashire Local Offer

<b>Lancashire Local Offer</b>	<a href="https://www.lancashire.gov.uk/send/">https://www.lancashire.gov.uk/send/</a>
<b>LCC SEND Helpline</b>	01772 533900
<b>Family Information Network Directory (FIND) newsletter</b>	<a href="https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/">https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/</a>
<b>Speech and Language Therapy</b>	Chorley and South Ribble - 01772 644512
<b>Lancashire SEND IAS</b>	0300 123 6706 <a href="mailto:information.lineteam@lancashire.gov.uk">information.lineteam@lancashire.gov.uk</a>
<b>Independent Parental Special Education Advice (IPSEA)</b>	<a href="https://www.ipsea.org.uk/contact-ipsea">https://www.ipsea.org.uk/contact-ipsea</a>
<b>SOS SEND</b>	020 4592 3254
<b>Lancashire Healthy Young People and Families Service</b>	0300 247 0040



## Feedback

"Just wanted to say how great it has been to work with you this year.

You are excellent practitioners for children's inclusion and it was always a good visit when coming in to school." *External professional.*

"Thank you for all your input this year! The hard work is more than appreciated. We feel listened to and supported!" *Parent.*