

# Coppull St John's C.E. Primary School SEND Information Report



**COPPULL ST JOHN'S**  
CHURCH OF ENGLAND PRIMARY SCHOOL

Coppull St John's Primary School is a mainstream primary school with an inclusive ethos. As a school within Lancashire County Council, the school has adopted policies and guidance used within the Local Authority.

At Coppull St John's Primary School, we provide for all pupils and staff a caring, loving and happy environment where everyone is valued as a unique individual. We aim to promote a love of learning, individual responsibility and a respect of others in a family atmosphere. Christian values provide the key to the school ethos and the spiritual development of all in the life of the community, nurturing an understanding of the Christian faith. We seek to create a partnership between home, parish and school, as together we lay the foundations which will prepare our pupils for entry into the wider community.

At Coppull St John's School we are committed to providing high quality education to every child. We believe that all children, including those identified as having special educational needs or a disability (SEND), have a common entitlement to an accessible, broad and balanced academic and social curriculum and that they should be fully included in all aspects of school life where and when they are able.

We are a friendly and fully inclusive school which takes account of all areas of additional need including academic, physical, social, emotional and mental health needs of a child.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new and varied opportunities that allow all learners to achieve their full potential. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs.



## **OFSTED, 2023**

“Staff know pupils very well. Leaders are quick to identify needs of pupils with SEND. They work with a range of external agencies to help pupils and meet their need. Teachers are clear about how to make adaptations so that pupils with SEND successfully follow the same curriculum as their peers.”





@LancashireLocalOffer

### What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This information can be found at <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

As well as the LEA Local Offer, schools have their own School Information Report of what they offer for pupils who attend their particular school with SEND



Our practice and policy at Coppull St John's is compliant with the code of practice (2015) and our SEN/D policy and information report has been written in collaboration with all our stakeholders and is reviewed annually and published on our website.

### Provision

Additional and/or different provision can be made in school for children with a range of needs, including:

- Cognition and Learning for example: Moderate learning difficulties; Specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical for example: hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction for example: autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health for example: attention deficit hyperactivity disorder.

We aim to identify children's learning and social and emotional difficulties at an early stage and we endeavour to work with you to help support each child.

For some children, with more complex needs or identified needs an Education, Health and Care Plan (EHCP) may have already been issued or a child may be undergoing an EHC Needs Assessment before they start school; we recognise that children can experience difficulties with learning, behaviour or social skills at any time in their school life and we aim to work together to support his/her needs. Once a child is identified as having difficulties in accessing learning or in experiencing barriers due to their social, emotional or mental health needs the school will support them through a variety of strategies. The child may then be recognised as receiving SEN Support and may be placed on our Special Educational Needs register.

The Information Report below aids to support you in understanding how we, at Coppull St John's, support your child's additional needs. Please also refer to our 'Graduated Response', 'Glossary of Terms' and

Accessibility Plan which can be found on our school website.

## How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially and they will discuss those concerns with you and then, if necessary, with the SENCo.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Headteacher.

If you are still not happy, you can speak to the school SEND Governor.

If you have any questions about SEND at Coppull St John's you should speak to the SENCo, Mrs Marston, who will try to answer your questions or find out information for you.



## Frequently asked questions regarding SEN/D and SEN/D provision at Coppull St John's CE Primary School

### How does the school know if a child needs extra help?

Your child's class teacher continually assesses how they are progressing with their learning in all areas of the curriculum and in their social and emotional wellbeing. In addition to this, we formally assess our children's progress in reading, writing and maths three times a year. If a child is working below expected levels or is making slower than expected progress, we will consider whether they may need extra help and your child may be discussed during a **Pupil Progress Meeting (PPM)** with a member of the senior leadership team in order to support their needs within the classroom and in and around school (**Quality First Teaching**). Some pupils will be assessed using **PIVATS** this shows smaller steps of progress being made.

Every teacher in our school is a teacher of SEN and if at any point a teacher feels that a child may need extra SEN support/provision the schools Special Educational Needs Coordinator (SENCo), Mrs Marston, may also become involved.

If your child has already been identified as having a **Special Educational Need (SEN)** before they join us, the **SENCO** at their previous setting should contact the school and we will then liaise to support the transition between settings and aim to ensure that the provision within the school can meet the needs of your child.

The school may also invite external agencies to observe or assess individual children's needs; these may include **Occupational Therapists, Educational Psychologist, Speech and Language Therapist, School Nurse** and occasionally more individualised professional support where necessary.

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*Parents will work together with the school and support any plans. The school will support parents / carers to make plans work effectively.*

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## What should I do if I think my child has SEN?

In the first instance, you should arrange a time to talk to your child's class teacher about your concerns. They may carry out some further observations or assessments, or may arrange for your child to have some support in a small group to target an area they are finding difficult.

If there are still concerns following this, you and the class teacher may wish to discuss your child's difficulties with the school SENCO (Mrs Marston)



We value the relationship you have with your child and your knowledge of them. Our open door policy means we are always happy to work in partnership with you and hope you will be confident to share information which could have an impact on your child's performance. We pride ourselves on building positive relationships with parents. We always try to be open and honest and hope that you can be the same.

Schools are required by law to provide an education for all pupils regardless of their ability or special needs. Every child's education is equally important. If the SENCO and your child's teacher agree that your child has SEND, we will take a 'graduated approach' – this means 'step by step.' It will follow the sequence of:

- Assess
- Plan
- Do
- Review

This way we can constantly make sure that your child's needs are being met. We are able to support and help children who have special educational needs by providing, for example, extra help from their teacher or the class teaching assistant and/or adapting the curriculum so it is more accessible for your child.



If we feel your child's special educational needs are exceptional, we will request an assessment for an

Education, Health and Care Plan (EHC). This would need two cycles of observations before submission.

## How will I know that the school will support my child?

If your child has been identified as having SEN, they will receive '**SEN School Support**'. This means there will be a plan for their support, drawn up by the class teacher in consultation with you and the SENCO. The plan will contain targets, strategies and resources that will be used to help your child achieve them. The plan will be reviewed and shared with you and your child at least three times a year. This forms part of the **Assess, Plan, Do, Review** process (Graduated Response) identified within the **Code of Practice** (2015) Each pupil will be given a **Passport** and will complete a **One Page Profile** with adult support. This will provide a clear overview to your child's strengths, areas of developments, aspirations and relevant news or achievements will be update as the pupil moves throughout the school.



The Class Teacher will write an **individual education plan (IEP)** each term. This will be after communicating with staff who are involved in your child's education; the classroom assistant, SENCO and all those who work with your child. This will be shared with yourself and your child so that we are all aware of the targets which your child is working towards. This is a working document and is under constant review and subject to be updated at any time. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. The class teachers track intervention to show its effectiveness.



## How will the curriculum be matched to my child/young person's needs?

At Coppull St John's, inclusion is paramount and all class teachers endeavour to provide an enriching, broad and balanced curriculum in which all children can reach their full potential.

Teachers will begin with Quality First Teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more

## Intervention Available:

- Power of Two
- Plus One
- Precision Teaching
- Colourful Semantics
- VIPERS
- Talk Boost
- TalkAbout:  
Developing Awareness and Self Esteem
- Talk About :  
Communication Skills
- Talk About :  
Developing friendship.
- Lego Therapy
- Sensory Den
- Busy Fingers
- Times Tables
- Decisions
- Black Sheep Resources
- ELS
- High Five
- Memory Fix
- Communication Cookbook
- Barrier Games
- Memory Magic
- Talk for Writing cards
- What Would You Do?
- Working Memory Games Level 1 and 2
- ELSA resources
- Language for Thinking
- Fast Track Phonics
- Socially Speaking
- Write from the Start
- Precision Teaching
- Mastering Number
- Maths – Ready to Progress
- General resources to support Cognition and Learning in Maths and English.

practical learning or providing different resources adapted for your child.

- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

When class teachers are planning their lessons, they think about the needs of **all** the children in the class. They may adapt and differentiate their plans in order to enable all pupils in the class to work on the same topics, but learning outcomes or resources may be adapted or differentiated according to need for individuals or small groups of children.

Children who are receiving **SEN school support** may also have an '**In a Nutshell**' document which identifies strengths, interests and challenges. It will also outline agencies working with the child and will have identified achievable outcomes and / or targets to aid in supporting the child in making progress. These are written in conjunction with the pupil voice and home and will be reviewed regularly within the assess, plan, do, review process



### **How is information about my child shared within the school community?**

All information about a child is confidential. The SENCO shares information with the Headteacher, class teacher and other professionals in school, as appropriate.

There are times however that it is in the child's best interest to share certain information with the wider staff so they are aware that the child in question may be having some difficulties or be upset. This can be done on a case by case basis.

If information about a child needs to be shared with outside agencies, a consent form needs to be signed by the parent / carer.



### **How will I know how my child is doing?**

If your child is receiving High Needs or SEN Support then you will be invited to meet with your child's class teacher at least three times a year to review their progress and their targets through the SEN passport (see graduated response). The SENCO may also come to these meetings in order to support the provisions and reasonable adjustments that may need to be made in order to help your child make progress. At the start of the academic year, Reading and Spelling Ages are assessed through the **Salford Reading Test**.

In some other instances, there may be a home school diary in place or sometimes a phone call or email may also be a support to both you and your child. Some pupils benefit from an '**All About Me**' scrapbook which highlights a proud moment each day. This is an opportunity to help stimulate discussion at home but to also develop pupil confidence.

### **How will you help me to support my child's learning?**

There are frequent opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. In addition, your child's class teacher or the SENCO may be able to suggest ways and strategies to help your child at home with specific areas of need including reading, writing, spelling, maths and social skills or behaviours. Additionally, the school's website will have links to relevant websites and the **FIND** newsletter will be uploaded every term.

### **What support will there be to support my child's overall social, emotional needs and well-being?**

At Coppull St John's C.E. Primary School, a child's social and emotional needs and well-being are at the forefront of our provision. We are an inclusive school; we welcome and celebrate diversity. Our team of staff believe in building high quality relationships with all children in order to

develop self-esteem, confidence and independence. If you are concerned about your child's social, emotional or mental health needs then please arrange to meet with your child's class teacher, the SENCO or Mrs Abram (Headteacher.)

The class teacher has overall responsibility for your child's wellbeing whilst in school, and as such will be your first point of contact. The Class Teacher can liaise with the SENCO for additional support with any pastoral, medical or social care. On occasion it may be appropriate to contact outside agencies such as Health and Social Services, or Early Prevention Help for guidance. Referrals can also be made to **Family and Wellbeing Services** which can help support pupils and adults. **Child Action North West (CANW)** is another agency which helps provide further support helping pupils cope with emotions. A **Boxall Profile** assessment will be completed to give a baseline of the pupil's **SEMH** needs.



A nurturing ethos runs at the heart of the school. Every morning, we provide opportunities for all pupils to share any news – good or sad. There is a safe space in every class where pupils can go to calm down. Each class has a Busy Fingers Box which is full of sensory toys which help with anxiety of calming behaviours. There is also a sequined cushion in every classroom to help reduce stress. Coppull St John's also have a blackout den which is used to help manage emotions.

At playtimes and lunchtimes there are staff on duty to ensure that all children are kept safe and interact with their peers and that they are supported to enjoy their playtimes. Some members of staff are trained in First Aid and are always on duty at break times, lunchtimes and throughout the day.

If your child has medical needs, they may have a **Health Care Plan** drawn up. This plan may include the specific needs of the child, administration of medication or medical techniques that may need to be known. Epi-Pen training is provided for all staff when needed. Please see our Policy on Medical Needs for further detail. There are forms to complete in the office should you wish staff to administer medication to your child.

Each term, an SEN Report is shared to the full governors as well as the SEN Governor.



Mr Coulson  
Chair of Governors



Mr Bennett  
Vice-Chair of Governors



Rev. Matthew Hornby  
Foundation Governor



Mrs Talbot  
Foundation Governor



## What specialist services or expertise can be accessed by the school?

- Health through our School Nurse
- Educational Psychologist
- Occupational Therapy
- Speech and Language Therapy – private organisation and through NHS
- Mental Health Services (CAMHs)
- Counselling services e.g. Children Action North West
- Seek other support e.g. Play therapy or parent/carer support through Children and Family Wellbeing Service
- Lancashire Inclusion Team – specialist teachers
- SENDO (Special Education Needs Designated Officer)
- Children's Social Care
- Designated Senior Leader for Safeguarding

Referrals to these outside agencies and support services are subject to their own guidelines and time frames. Parents are always consulted before involving external agencies.

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*No question is a silly question. If you have a question, please just ask!*

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## How will my child be included in activities outside of the classroom?

Your child will be fully integrated into the life of the school and curriculum. At Coppull St John's, we recognise the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school.

All children have access to before and after school provision. After school clubs are full of enrichment such as gardening, golf, cricket, street dance, art club, chess

## What training have staff supporting pupils with SEND had, or are they having?

Mrs Marston, SENCO, has successfully achieved the National SEN Award. The SENCO also attended cluster meetings which provide relevant updates.

Staff supporting pupils with SEN/D are given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child.

All staff have training from the school nurse on medical needs so they are aware of emergency action to be taken for pupils who have conditions such as severe allergies.

Support staff meet regularly to address strategies and learning resources to tailor to children's needs. Key messages and essential information are communicated and shared through these meetings regarding key pupils and relevant research and policies.

Recent training for all staff has included workshops on Attachment Theory, Lego Therapy and Working Memory. Two members of staff is ELKAN trained.

Access to SignAlong tutor, Crazy Jo, to work with staff and pupils.

## How are parents/carers involved?

At Coppull St John's we strive to create a sense of community and the parents/carers of our pupils are a key part in this. We work closely with all parents to listen to their views to gather a more holistic view of the child.

Prior to joining our school parents are invited to visit and to take a tour of the school with their child. A meeting will follow which will outline the pupil's needs.

There are two formal parents' evenings where books will be on display. A third meeting is scheduled in the Summer Term which will include the 'new' teacher to help aid with transition to the next year group.

Information will be shared informally throughout the year, and you will be asked to contribute towards your child's plan. Interventions and referrals will be discussed.

A signature is required for referrals to be submitted.

Parents/carers are invited in to school to see class worship and class assemblies.

clubs and computer club. An extra member of staff is available to help support pupils with SEN.

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will, whenever possible, provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure that health & safety will not be compromised and an additional member of staff is always accounted for.

## How accessible is the school environment?

Coppull St John's Primary School, although over 130 years old, has been made wheelchair accessible and by modifying the use of classrooms, wheelchair users can access all areas they need while in school. We have a disabled toilet and there are some support bars in the main toilets.

Furniture is modern and of a suitable height appropriate to the age group of the children being taught in that classroom. Furniture would be adapted if necessary. We would gather advice from physiotherapists and occupational therapists for a pupil with mobility difficulties.

Computing lessons take place in class with large button keyboards made available when necessary. We also have ear defenders to help with sensory needs and I pads availability with the ability of speech to text support.

Every classroom has a visual timetable to support all pupils and equipment in classrooms is labelled. Screens can be changed to provide a certain overlay to help with visual stress and recorded microphones are available. Every classroom has window blinds.

Coppull St John's Accessibility Plan is available on the school website.



## How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Early identification begins with transition from Nursery and this take place between the EY teachers, parents and the SENCO. Plans will be exchanged and support will be put into place to aid with the transition into primary school. Sometimes a staggered start is beneficial but this is agreed with the parent/carer. In the previous term, a meeting inviting all the new parents take place to provide information regarding routines.

Transition Days are held in the Summer Term where the children will move up to the next class. This gives the children opportunity to meet their new teacher and to ease into the classroom environment. This also provides time for pupils to begin to form new friendships (as the classes are mixed-year groups.)

The SENCO, the Head teacher and the Year 6 teacher work closely with the link secondary schools: Southlands High School and St Michael's CE High School are our main 'feeder' schools. The children will have several opportunities to visit during Year 6. We also work alongside the Learning Support Team from who runs an additional support programme specifically tailored to aid transition for pupils with special needs. We are able to arrange additional visits to the high schools for individual pupils if they are needed.

For pupils moving to other Secondary Schools or transferring to other Primary schools during their time at Coppull St John's, we work closely with that school to ensure that all relevant information is shared, and follow any transition plan they may have in place.

We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We write social stories with children if transition is potentially going to be difficult and provide a buddy system.

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

If your child has a special educational need you will be invited to meet with your child's class teacher and/or the SENCO at least three times a year.

Your child will have an **SEN passport** which is a tool to aid in supporting your child's challenges. The passport includes targets and outcomes and is reviewed regularly to ensure that progress and provision in school is matching the pupil's needs. If it is felt that the provision is not meeting needs the school and the family may wish to request an EHCP Needs Assessment form the local Authority. (Please refer to Coppull St John's CE Primary School's Graduated Response')

If your child has an Education, Health & Care Plan, there will be an Annual Review Meeting when everyone involved with your child will be invited to discuss their progress and plan for their education. You will be invited to write a contribution to the review meeting should you wish to do so and your child will have an opportunity to share their views through a variety of means to reflect their need.

**EDUCATIONAL  
HEALTH & CARE**

### **What arrangements do you make in relation to the treatment of complaints?**

If you have any questions or concerns your first point of contact should be to speak informally with that member of staff, usually your child's Class Teacher. If you do not feel satisfied after this initial contact we have a clear complaints structure in place which is agreed with our Governing Body. Please refer to Complaints Policy for further information.

However, we strive to ensure that all children are adequately provided for and making progress and we strive to ensure that parents are kept up to date with provision made and its effectiveness through regular discussions. At Coppull St John's, we value each child and family and highly value the input they make. If a complaint or concern does arise then we will strive to solve the problem and keep in regular contact with the parent/carer involved.

### **How are the schools resources allocated and matched to pupils' SEN?**

The school may receive additional funding from the Local Authority to support children who have an **Education, Health and Care Plan (EHCP)**. This funding is linked to the individual EHCP outcomes and may aid in providing additional staff, equipment or resources to support each child's individual needs.

Annually, the SENCO completes an audit of SEN resources and purchases more resources required for certain SEN categories i.e. sensory, speech and language, motor skills etc. Furthermore, money is allocated to purchase external support such as a private Speech and Language therapist or an Educational Psychologist. Moreover, a package purchased through Lancashire County Council is purchased to provide specialist teacher support. Money is spent through upskilling staff for example Elkan or Lego Therapy and by purchasing Intervention and Assessment toolkits e.g. Talk Boost.

The needs of other pupils with SEN are met from within the school's overall budget. The school follows a graduated approach to supporting pupils based on their needs.

Each child with SEN has a Costed Provision Map which outline intervention support.

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

For children with an EHC plan, regular review meetings are held to discuss the progress made against the targets set, with input from outside agencies, class teacher, SENDCO, the child and special support assistant. Professionals will discuss provision which has been put in place and also evaluate the effectiveness of it. Depending on the success of the provision, the people involved in the

meeting will discuss the next set of targets to further develop the child and make progress in their learning journey.

For children with additional needs, their targets are reviewed and if the child is making progress academically against their expected levels then new IEPs will be created. If a child has made a significant amount of progress and is now at age-related expectation and shows no concern then verbal feedback is given from the teacher to the parent and pupil. Children may then move off the SEND register.

Some parents will be part of the Team Around the Family (TAF) process. The class teacher will have identified the children on a class provision map and at the end of each term will write an evaluation of the impact which their planned provision has had for the child.

Every intervention starts with a base line assessment and finishes with the same assessment. This is another indication on whether the pupil has made progress. This shows the effectiveness of the intervention. The SENCO will meet with the Governor with SEN responsibilities and a report is formalised and this is discussed at length.

### **Where can I find the contact details of support services for the parents of children/young people with SEND?**

Parents/Carers can find the local offer on the Lancashire SEND website.

Termly flyers of the Lancashire Family Information Network Directory (FIND) team, who also have an abundance of contacts and support included within their letters and links. <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities/help-for-parents-and-carers/family-information-network-directory.aspx>



### **How do you involve other bodies in supporting pupils with SEND and their families?**

Parents can request a meeting with SENCO and it is the role of the SENCO to signpost the parents/carers to other professionals who can help for example Family Support Worker and advice on EHCP (SENDIASS).

On occasion, the SENCO may start an **EHA** (Early Help Assessment) process to help gather information to make relevant referrals for external support. Within this meeting, information will be gathered and an action plan will be formalised.

Parents/Carers can find the local offer for Coppull St John's CE Primary School on the Lancashire SEND website.

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-anddisabilities.aspx>

The SENCO also uploads the FIND newsletters on the school website and will post out specific flyers made available from the School Portal.