



Coupe Green
Primary School

H O G H T O N

Coupe Green Primary School

Special Educational Needs Information Report and School's Local Offer

March 2024

Next review: March 2025

SENCO: Mrs K Cooke

Mission statement:

Learning together, supporting each other.

1. What Special Educational Needs do we provide for?

Coupe Green Primary School is a mainstream primary school. We believe that every teacher is a teacher of SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Quality first teaching is not just for pupils with special educational needs, it is good practice for all.

Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her which is different from and to their peers. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2. Who is the SENCo and how can parents contact them?

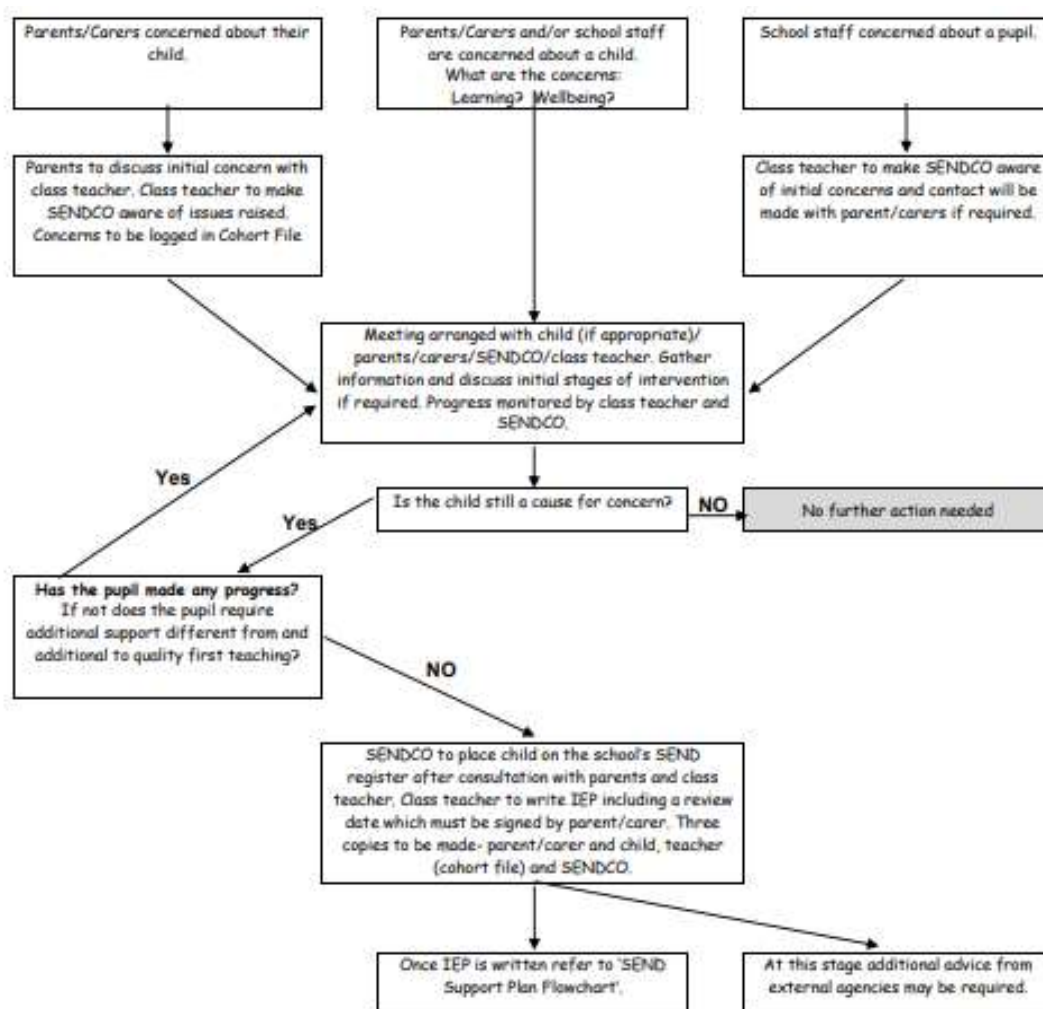
The school's SENCo is Mrs K. Cooke who can be contacted by email: kcooke@coupegreen.lancs.sch.uk

Alternatively, an appointment to see Mrs Cooke can be made via the school office by telephoning:

01254 853 518

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how do we assess their needs?

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning. Early identification is key. If a child's progress is hindered and they are needing different from and to their peers, this is a clear indication that further assessments may need to be conducted. See the process of identification below:



If with Quality First Teaching and an SEND support plan, the child does not make sufficient progress or displays complex needs, the school may, with parental permission, seek the advice of external agencies. This may require support from Specialist Teachers, Educational Psychologist, Early Help or Child and Family Wellbeing Service, Speech and Language, Occupational Therapist, a paediatrician or CAMHS.

SEND Register (as of March 2023)- 2024

Year	Total	Girls	Boys	Summer Born	PP	EAL	CLA	EHCP
2022	22	8	14	5	4	0	0	7
2024	24	10	14	6	5	0	1	9

Number of Referrals in the Last 12 months

Referral Type	Action/ Outcome
Speech and language	7 being supported by SaLT 2 awaiting support 2 discharged due to good progress
Occupational Therapy	1 being supported by OT 1 awaiting support 1 discharged due to good progress
Paediatricians (LD Complex Needs Team)	1 diagnosis ASD 4 diagnosis ADHD 2 referrals made and awaiting support
CAMHS/ Primary Mental Health Worker/ CYWP	3 awaiting support (ASD/ ADHD/ mental health)
Educational Psychologist	2 assessment contributing to EHCP application
EHCP applications	2 awaiting outcome decision 4 request for increased funding 4 in process
Specialist Teacher Support	3 children being supported with ongoing observations and action plans 3 awaiting support
SPLD (dyslexia)	5 referrals made 3 diagnosed with dyslexia, 2 awaiting assessment
Primary + Specialist HLTA	3 children being supported by HLTA 3 awaiting support
Counselling	2 children currently being supported
Play therapy	1 child being supported 1 awaiting support
Key (CFW Service)	1 children received support- discharged due to good progress 2 awaiting support

4. How do we involve parents and consult with them about their child's education?

The school's Policy for children with SEND aims to develop partnerships with every parent and carer in the education of their child and to involve parents and pupils in the review process. Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers with concerns about their child's learning should, in the first instance contact the class teacher. School operates an 'open door policy' so parents can contact school at any

time and we will do our best to meet with you straight away, although sometimes some members of staff are out of school (on courses or at meetings etc). An appointment to speak with the Special Educational Needs Coordinator can also be made via the school office, as above. SEND support plans are reviewed regularly (each half term) but formal meetings with parents take place once a term with parents/ carers. Before these meetings take place, parents are asked to share their views so that they can be discussed at the SEND Support plan meeting and considered when writing and reviewing plans. We always gather children and parent voice to ensure it is a document which represents and supports all parties.

Some families may need support from a range of different services to support: feeling safe, feeling well (body and mind), home and money, friends, relationships and support, work, education and learning, boundaries and behaviours or feelings, behaviours and choices. If so, families may be invited to open an Early Help (previously known as a CAF) which enables support to be provided for families and allows a regular meeting with the team of professionals supporting the family (TAF meeting). These will be conducted regularly with either Mrs K Cooke or Mrs J Littlewood as the lead professional. This is a supportive process in which the strengths of our families are celebrated and next steps are made to provide key early help and support. The voice of parents and the children are crucial to getting this process right for families.

For children with long-term, complex needs, it may be appropriate to request an Education Health and Care Needs Assessment (which if agreed, would then become an EHC plan/ EHCP). Find out more about EHC plans here: <https://youtu.be/ughC-a5RhAc>

Not every child on a school's SEND register needs an EHCP as their needs may be met through usual SEND support plan targets and provision. An EHC plan is needed for children who may have more complex needs which require additional provision, support and funding additional to and from those receiving SEN support. Often these children may have difficulties with the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory
- Independence and Self- help

Applying for an EHC plan is a long and complicated process but school will guide parents through each step. We would also encourage parents to accept a referral to the Information, Advice and Support Service (IASS). Their aim is 'to inform, support, assist and enable parents or carers, of children with Special Educational Needs or Disabilities, to obtain the best possible educational outcomes for their child'. More

information is available by searching SENDIASS and looking under the “Help for Parents and Carers” section of the Lancashire SEND website, www.lancashire.gov.uk/SEND.

EHC Plan Process

The first step is to ask Lancashire County Council, as the local authority, for an EHC needs assessment. Usually this is made by the SENDCo. After a request is made, there are three things that may take place:

- 1) A decision to go ahead with an assessment or not
- 2) A decision to issue an EHC Plan or not
- 3) Work to develop and agree the plan.

Within 6 weeks of receiving the EHCN request, the Local Authority will inform parents/carers about the decision. This will either be to go ahead with an assessment or to continue with SEN Support. The reasons for the decision will be shared with you.

If the Local Authority agree to an ECHP being necessary, the process to creating the draft takes 20 weeks. Within these 20 weeks, an Educational Psychologist will be instructed to observe your child and this report, along with the request, reports from external services and further evidence will contribute to writing a draft of the EHC plan.

Once parents/ carers receive a draft EHC plan, they have a chance to read and suggest any amendments within two weeks before it then becomes final and a legally binding document. A child’s EHC plan follows them through their whole school journey. EHC plans are reviewed once annually (or twice if under the age of 5) at an Annual Review meeting.

Key school policies and other documents are available for all via the school’s website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format if requested. The school office, Headteacher and/or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to outside agencies. Information, advice and guidance for families of children with SEND is available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with understanding of official paperwork (whether from within school or from other agencies) and possibly, in more complex cases, a referral to Information, Advice and Support Service, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

When children join the school, we make a Home – School Agreement to help parents to understand the parameters and expectations in school. Additionally, some children

may have personalised behaviour plans to support their needs further. We also have a very active “Friends of Coupe Green” (Parents, Teachers and Friends Association) which always welcomes new members. Parental surveys are also completed and actions taken in response to this. We also have an active Governing Body which includes parents of children in our setting. Look out for news of any vacancies. We also welcome many parent and grandparent volunteer helpers in school.

5. How do we involve and consult with the children about their education?

We have a School Council which is made up of representatives from each class, voted for by their classmates. ALL children are eligible to serve on the School Council, regardless of special educational needs or disabilities. All junior children take part in the Pupil Attitude Questionnaire each year which produces a numerical summary of views of their own school lives as well as opinions of various school-related topics, such as behaviour. The data shows that the vast majority of children have a positive view of school. Areas for further development can also be identified and improvements planned to ensure all children enjoy their school life. Children with SEND who have an SEND support plan or Early Help are involved in discussions about their targets including how well they are progressing and what they need to do or need help with next. They do this whilst working 1:1 with a teacher or teaching assistant and we always review target and/or the strategies, when a pupil is struggling to achieve a target and make adjustments accordingly.

6. How do we assess and review the progress that children make and how do we involve them and their parents?

Assessment for all children is a continual process and takes many forms, as laid out in the school’s Policy on Teaching and Learning. For many children with SEND, the teacher’s assessment of need is sufficient to decide what is needed on a 1:1 basis through an SEND Support Plan. It is the responsibility of the Headteacher, through the class teachers, to monitor the support and provision for pupils with SEND in their care. This work is co-ordinated by the school’s SENDCo.

Throughout the school, children’s progress in maths and English is formally assessed by teachers every term (at week 10, 20 and 30 weeks). After these assessment points, teachers attend a pupil progress meeting where they discuss the ongoing progress of the children and discuss provision and interventions needed. From this, provision maps are adjusted accordingly and then SEND support plans are reviewed and provision maps and timetables adjusted accordingly.

Specific additional assessments for children with potential or identified SEND can also be carried out by the SENCo, usually starting with targeted classroom observations. Then referrals to specific agencies conducted if needed.

All SEND Support Plans have SMART (Specific, Measurable, Achievable, Realistic, Timed) targets which are monitored weekly by the teaching assistant and class teacher. New targets are set as soon as each target is met. SEND Support Plans are formally reviewed and evaluated 6 times per year by the class teacher and/or SENCo, informed by the weekly monitoring. Meetings to share new updated targets with parents happen once per term (Autumn, Spring and Summer). A copy of a SEND Support Plan is sent home, along with a copy of the previous, evaluated SEND Support Plan and parents are invited to discuss this with the class teacher, contributing to the evaluation / target setting if they wish. This is so that they can support their child in achieving their targets through activities in the home.

For children with an Education, Health and Care Plan, parents and external agencies are strongly encouraged to attend the Annual Review. Reviews in year 5 are used to begin to establish the parent's choice of High School in order to assess the arrangements prior to the transfer. Depending on when the annual cycle of reviews falls, an additional review may be necessary in Spring/ Summer term of year 5 to confirm parents' choice of high school. School can then request a further transition review when a high school place has been allocated. This will be allow information to be transferred to the new setting and allow parents and the new SENDCo to meet.

7. **How do we support our pupils with SEND as they move on to high school or move to another school?**

To support all the year 6 children with their transition to high school, a member of staff from each of the receiving secondary schools visits them and meets with their class teacher. All children are invited to attend open days at their new school in the summer term. Additional visits to their new school will be arranged for pupils with SEND, supported by school staff if necessary. These usually take place in the summer term; the number of additional visits will depend on the needs of the child. The SENDCos of the schools will make sure all relevant inclusion information is transferred to ensure a smooth transition. This may be at a meeting and parents may be invited if requested. For children with an Education, Health and Care Plan, a more formal Transition Meeting involving all parties may be arranged to plan the transition process. Where children with SEND move to another primary school, the SENDCo will contact the SENDCo of the receiving school to ensure all relevant information is shared. Parents planning such a move of their child, especially if their needs are more complex, are encouraged to give as much notice as possible to school so that all necessary arrangements can be put in place prior to the move.

8. **What is our approach to teaching pupils with SEND?**

In accordance with the SEND Code of Practice, school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an

evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section (assess, plan, do, review) of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability. The key principles of the Graduated Approach are detailed in the school's Policy for Special Educational Needs and Disabilities.

For all children with Special Educational Needs, the class teacher, SENDCo and Teaching Assistants will liaise closely and make special arrangements in the class. This may involve grouping, a special programme of work, modified tasks, different seating arrangements or extra adult attention.

For all children with SEND, SEND Support Plans will be written. These will detail Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets. For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's provision map and SEND Support Plan.

There may be some direct input and advice from a specialist teacher from within the Local Authority (Inclusion Service) or from other agencies such as Education Psychology and Support Services, Speech and Language etc. Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child is laid out in their Plan. There are currently nine teaching assistants (TAs) working across the six classes in school. Additional support is deployed where and when the need arises including in- class support, the one-to-one delivery of SEND Support Plans and small group interventions. In the Reception Class and Ash Class there is also a HLTA working alongside the class teacher.

9. How do we adapt the curriculum and learning environment for children with SEND?

The school will provide a range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions / supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child. We also have a range of sensory equipment available in each classroom- a calm space, ear defenders and fidgets to support emotional and sensory regulation. In some cases, ICT equipment may be assigned to support a child's SpLD.

We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through differentiated work, classroom adaptations and/or targeted support in class. Examples may include: a focus group with the class teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards or overlays, coloured backgrounds to interactive whiteboards, specially adapted work books, coloured

overlays and/or paper, pencil grip aid, Dictaphones and many more. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods) eg Precision Teaching, Fast Track Phonics, reading support, fine and/or gross motor skills, social skills or bespoke small group interventions. A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include having learning 'chunked' into bite-sized pieces where the range or depth of learning is adjusted to suit the child. We have a wide range of ICT programmes for pupils with SEND. There are interactive whiteboards in all classrooms and a full-class set of iPads and chromebooks are available for use throughout school.

There are a minority of cases in which a child is working significantly below the level of the National Curriculum and is unable to engage in subject-specific study. For these children, we observe the Engagement Model Principles: exploration, realisation, anticipation, persistence, and initiation whilst delivering targets set from PIVATs (Performance Indicators for Valued Assessment and Targeted Learning). This breaks development down into small steps of learning and progress from Nursery onwards.

Pupils assessed using the engagement model may have severe/ profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They may operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- Significant sensory impairment
- Significant communication impairment
- Significant motor impairment
- Complex medical needs
- Dependencies on technology, including augmentative and alternative communication such as Makaton

Some of these pupils may use technology to communicate or to control and affect the world around them. They may require a high level of adult support, are likely to need sensory stimulation and a curriculum that is broken into small steps and personalised in a way that is specific to their needs. Some pupils communicate by gesture, eye pointing, use of symbols or by simple language, whilst other pupils are ambulant.

Using engagement as the focus of statutory assessment for pupils who are not engaged in subject-specific study helps to ensure that they are developing the right skills and concepts in their physical, social, emotional and cognitive development.

This can help them progress on to subject-specific study, when they feel confident enough to do so.

In a small number of cases, instances may arise whereby- despite the best efforts of the school, the provision and support in place for them may not be enough to meet their needs so that children thrive and meet their full potential. In these rare instances, a meeting will be held with the parents/ carers, SENDCo and teachers to discuss the further specialist provision needed. This may be where discussions around alternative specialist provision takes place.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print etc.

10. What else do we do to make the school safe and accessible?

The school has its own small car park. Under normal circumstances, this is for use by staff and visitors only but it does have a disabled parking bay which is made available to parents if their vehicle carries a blue badge. The entire school is on one level and is fully wheelchair accessible. In addition to the normal children's toilet facilities, there is one disabled toilet. Most doors in the school have been adapted to allow for easier access for wheelchair bound pupils although all are accessible. All infant children are supervised as they leave school to ensure a safe handover. Children may only be collected by adults on the pre-agreed 'picking up list' for each child. Some Junior children are allowed to make their own way home providing this intention is made clear to school and that they return straight away if the person collecting them is not present. For children with SEND, specific collection/handover arrangements may be made (e.g. wheelchair users or if there is a risk of a child running away). There is sufficient Teaching Assistant cover within the school to enable extra support at playtimes and lunch times if necessary to support children with Special Educational Needs and Disabilities.

11. How are staff trained and kept up to date?

The SENDCo attends termly cluster meetings, Inclusion Hub meetings or Educational Psychology clusters and regularly updates SLT and other staff, as appropriate.

Many of our current Teaching Assistants and some teachers have been trained in to support children with a range of Special Educational Needs, in areas such as:

- Precision Teaching Methods
- Behaviour Management
- Attention Autism
- Introduction to Makaton
- PECs
- Speech & Language Programmes
- Intensive Interaction
- Fast Track Phonics
- Bounce Back Phonics
- Subject specific support programmes

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Appraisal systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school. Initially, school will endeavour to meet the needs of children with SEND from within its existing resources. However, if following cycles of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of private external agencies such as Acorn Psychology and Support Services; Local Authority services such as the Inclusion Service or similar. Again, with parental permission, some children may be referred for support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency. Occasionally, even with the support of external agencies, we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care.

12. **How do we know if what we provide for the children is effective?**

All children who are classed as SEN support and on the SEND register have either: an SEN Support Plan or an Education, Health and Care Plan (EHCP). All of these are reviewed regularly, as laid out in the Policy for SEND. The SENDCo reports annually on the efficient and effective use of resources for pupils identified as having SEND.

The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education,

Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.

The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. However, some children may have significant barriers which affect this level of progress and may be assessed using PIVATS or require an alternative curriculum using the Engagement Model. At Coupe Green, we ensure we do all we reasonably can to enable all children to make at least 3 terms progress per academic year using terminology (entering, developing, secure).

For any child working below the expectation of the National Curriculum, the "Engagement Model" will be used to assess progress. This is built upon the findings from the Rochford Review.

The SENCo meets with the SEND Governor regularly and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENDCo produces an annual action plan and updates progress against this on a termly basis. Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

13. How are children with SEND enabled to take part in all the activities available in school?

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, amendments to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager/Educational Visits Coordinator (Headteacher) and/or the Lancashire County Council.

Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an

environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a specialist teacher. Risk assessments for school trips are also monitored by the Governing Body and Lancashire County Council. School also works closely with the South Ribble Sports Partnership, who actively promote sport for children with SEN and/or disabilities. This results in a wide range of sporting activities over the course of the year, tailored specifically at the individual children's needs.

Before and after school provision (Kids Club) provides wrap around care Monday – Friday 7:30am until 8:40am and after school until 5:45pm every day. Details are available on the school website or can be obtained via the office. The school provides a wide variety of activities run by school staff and outside agencies. These run at lunchtimes and after school and will vary during the course of the year. Some of those run by outside agencies, may incur a small fee.

We ensure our clubs are inclusive by offering suitable activities for the different age ranges. Children with Special Educational Needs are welcomed at all clubs, with all reasonable adaptations made to ensure that they can access and enjoy the social and skills development that they bring. The older children are trained as play-leaders. Year Six act as “Guardian Angels” in Reception. Circle time / PSHE provides a regular opportunity for good friendships to be encouraged and developed.

Some children may find playtimes and lunchtimes overwhelming for a number of reasons. This may be due to an increased demand on social skills, managing personal care or emotional regulation. Reasonable accommodations can be made for these children- providing them with a quieter zone and reduced amount of peers, access to the Nurture room, 1:1 pre- transition to the afternoon and 1:1 or small group support provided by teaching assistants to maintain the well- being of all pupils.

14. **How are children with medical difficulties or emotional and social difficulties supported?**

Medical

The school has a variety of policies which cover health and wellbeing issues eg Medicines in School Policy, Accident / Incident Report Procedures Policy etc. The school's Single Equality Policy is available on the website and via the school office on request. All medication, including asthma inhalers, are kept securely locked either in classrooms or the office. All medicine is recorded on medical forms along with details of dosage and frequency; parents sign to grant authorisation to the school to administer this to their child. Full records are kept accordance with the appropriate policy. Only medicines prescribed by a doctor will be administered by staff.

For individual children with specific needs, Care Plans are written at a meeting between a member of the school's staff, the child's parents, the child (when appropriate) and the School Nurse. As Coupe Green is a small school, all staff know which children have Care Plans and who is trained to deal with them. Any new adults

coming into school go through a short induction in accordance with the school's Induction Policy to ensure they are made aware of any particular needs. Additionally, there is a photo-card for children with medical needs in the registers and the staff room; this gives a brief outline of their difficulty and signposts the reader to more detailed information which is held securely in the office.

The EYFS staff within school have had Paediatric First Aid training which is updated on a three-yearly cycle. All other permanent members of teaching staff are first aid trained.

Additionally, staff receive training to deal with specific difficulties, when the need arises e.g. how to deal with a diabetic child or the use of Epi-Pens. Where a child's health care needs may impact on their ability to access an educational trip or activity, additional advice is sought from parents and/or health care professionals, as appropriate. School deals with medical issues through a graduated response. Minor issues are dealt with by trained school staff but we would always err on the side of caution if it was felt that an illness, injury or medical attack was more serious and contact the emergency services. School will always try to contact parents/carers in these instances so it is really important that the office has up to date contact details including home and mobile telephone numbers.

Social, Emotional and Mental Health

Coupe Green Primary School aims to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future. To support pupils and their families, we employ a family support worker who works closely both with families and individual pupils. She accesses Early Help and Support Services when appropriate.

We also offer additional in- house Nurture sessions. Each term, class teachers and the SENDCo discuss children who need further support with social and emotional skills. The Nurture lead and SENCo work together to group the children according to the same SMART targets. We involve both children and parent voices at this stage. We then assess the children using a baseline assessment before delivering a half-term worth of sessions (once weekly). These sessions are evidenced in a Nurture journal. The Nurture lead then assesses them post- nurture to establish their progression. If a child has made sufficient progress, they are then discharged from this support. If they need further time to make this progress, they continue with sessions until sufficient progress has been made.

The school liaises with all relevant specialist agencies such as the family and medical centres, CAMHS, paediatricians, speech therapists, occupational therapists, school nurse etc.

In some cases, school or one of the other agencies may complete an Early Help Assessment – previously known as a CAF (Common Assessment Framework) form

with parents. This is an assessment and planning tool which is used to gather information about children and families in one place to help the family to decide what type of support is needed. It may be used to address an unmet need (as above)- personally, academically, emotionally or socially. More information for families about the Early Help process is available via the link given above. Sometimes, a Team Around the Family (TAF) meeting is called to continue the system of support for the family. These are usually held in school and parents will always be involved.

Bullying and Child Protection

We recognise that children with SEND can be more vulnerable and have an increased risk of being bullied. All children are taught about bullying, friendships and staying safe through a combination of age-appropriate PSHE (Personal, Social, Health Education) lessons, circle time and whole-school assemblies. In these sessions, we cover a range of British Values- mutual respect, tolerance and celebrating diversity. We educate the children in differences- race, gender, faith, sexuality, disability as well as social and emotional differences. Prevention is key.

All children are taught about the importance of being a bystander and are encouraged to speak out if they see any incidence of bullying. Staff are trained regularly in spotting the signs of bullying and are reminded to follow our Anti- Bullying policies and procedures. All incidences of bullying are taken seriously, are logged and reported to the Headteacher in order to be dealt with as a matter of urgency.

E-Safety is taught in an age appropriate manner throughout the school, recognising the potential dangers and issues on the Internet. Pupils' views on safety, bullying and attitudes to risk are sought through the annual Pupil Attitude Questionnaire (See qu. 5) Any bullying incident is dealt with in accordance with the school's anti-bullying policy, which is available on the website and from the office on request.

Our school is a Happy Minds registered school. This programme was introduced in Spring 2023 to further help children understand their brain and teach ways of emotional regulation. We have play leaders and buddies on the playground. Children with specific difficulties may be teamed up with a buddy or buddies to ensure their inclusion, safety and well-being on the playground. Additionally, all staff (including welfare) are made aware of vulnerable children and, if appropriate, a key worker may be allocated to a specific child.

In accordance with legislation, the school has a Designated Senior Leader (DSL), the Headteacher and a deputy DSL, Assistant Headteacher, to deal with issues related to Child Protection and Safeguarding. All staff receive regular Child Protection awareness training. The DSL, deputy DSL and the SENDCo are trained in the use of the Early Help Assessment. School records any information / concerns in relation to safeguarding; this is shared on a need-to-know basis within school.

15) What arrangements do we make for supporting children with SEND who are in the care of the Local Authority?

School has a nominated member of staff for Children Looked After. This is the Headteacher. They liaise with the SENDCo to contribute to the child's Personal Education Plan (PEP). Where a Child Looked After has an EHCP, whenever practicable, the PEP is reviewed along with the EHCP.

16) What should I do if I have a concern or complaint about the provision for my child?

In order to deal with your concern or complaint in the quickest and more straightforward way, we ask that you take a graduated approach:

- a) Firstly, contact their class teacher via the school office;
- b) Secondly, if you have concerns which cannot be addressed by the class teacher, then please contact the SENDCo
- c) If this cannot be resolved by the above, an appointment can be made to speak to the headteacher
- c) Finally, reference should be made to the school's Complaints Policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity but within 20 days at the latest (In accordance with the Complaints Policy).

17. Where can I find information about the Authority's Local Offer?

www.lancashire.gov.uk/SEND

This website also contains a vast amount of information on SEND related matters including an extensive list of support agencies which may be useful to parents and carers. Parents are also encouraged to "like" the Lancashire Local Offer Facebook page. If you do not have access to the Internet, please ask for assistance at the school office.