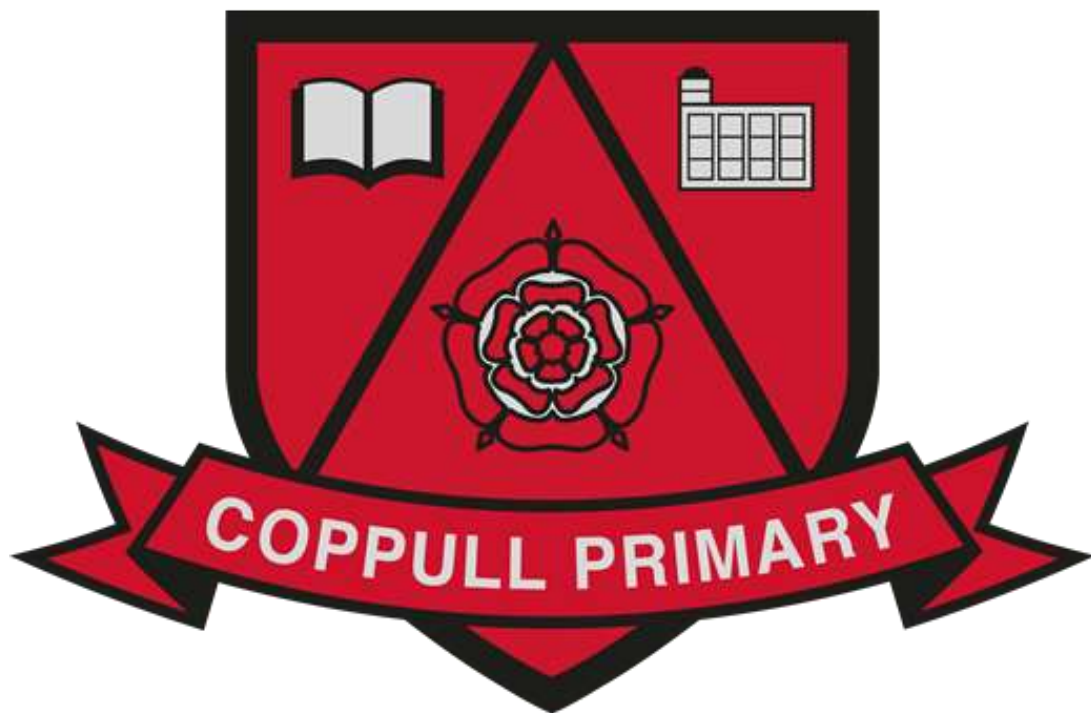


Coppull Primary School & Nursery



Aim High – Respect All – Enjoy Learning – Achieve

SEND Information Report

Name of the Special Educational Needs and Disabilities Co-ordinator (SENDCo):
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Miss Lynsey Todhunter

Contact Details:

Coppull Primary School & Nursery Park Road Coppull Lancashire PR7 5AH

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Coppull Primary School & Nursery is a truly inclusive school. 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. This report will demonstrate the approach to SEND that we, as a whole school, have adopted in our everyday practice.

As a school we implement the graduated approach cycle when identifying and supporting children with SEND:



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.
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.
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 very good communication between class teachers, class TAs and the SENDCo.
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.

What Special Educational Needs and Disabilities (SEND) do you provide support for?

Coppull Primary School and Nursery is a mainstream school able to provide an education for children with a range of special educational needs including: Specific Learning Difficulties (SPLD), Autistic Spectrum Disorder (ASD), Physical Difficulties (PD), Hearing Impairment (HI), Speech, Language and Communication needs (SLCN) and Social, Emotional and Mental Health needs (SEMH).

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.

How does the school know my child needs extra help and what should I do if I think my child has special educational needs?

At Coppull Primary School, children are identified as having SEND through a variety of ways which may include some of the following:

- Liaison with previous school or pre-school setting
- Discussion with parents and carers
- Concerns raised by a teacher or family support staff
- Child performing below 'age expected' levels
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

We identify if a child is not making adequate progress as early as possible using formative and summative and formative assessments including:

- Early Years Foundation Stage Profile
- Teacher Assessments / termly class trackers
- Statutory and non-statutory
- PIPS
- PIVATS – P scale trackers

Each term, following formal assessments, pupil progress meetings are held to review the progress of every child in the school. Data is analysed and tracking meetings take place between each Class Teacher 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. 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) in place which details individual targets. The planned interventions and support is then put in place and monitored by the SENCo to evaluate both the child's progress and attainment and therefore the effectiveness of the support. ISPs are shared with the children's parents to ensure that both home and school are working together to support the child in achieving the best possible outcome.

How will my child be involved in their education?

Children who have an ISP discuss their targets when these are reviewed and are given the opportunity to say what they would like to work towards next.

If your child has an Education and Health Care Plan (EHCP), their views will be sought before any review meetings (if appropriate).

All of our children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning.

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.

How will I be involved in my child's education?

The school operates an open door policy. 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.

Class teachers will review ISP's with parents termly and school sends out a report about your child's progress at the end of the summer term.

Regular SEN reviews 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.

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.

How will the curriculum be matched to my child's needs?

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 need they will have an ISP which contains specific targets and objectives set according to their need. These targets are monitored by the class teacher and reviewed during the year alongside the SENCo.

If appropriate, specialist equipment may be given to a child with special needs to enable them to access the curriculum more easily. Examples of these are fidget toys, concentration cushions, slope boards, pencil grips and timers.

How accessible is the school environment?

Ramps and Wheelchair Access

The internal building is accessible throughout to wheelchair users and disabled. 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, appropriate to individual need, in liaison with IDSS.

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 to 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

Visual timetables and visual cues cards are used as appropriate.

Signing

Staff training has taken place in signing to support children where needed. This is updated as appropriate.

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

The class teacher is the first point of contact to suggest ways of how you can support your child. Our family support team can also meet with you to discuss how to support your child if there are any social, emotional or behavioural barriers to learning. Outside agencies, who are working with your child, can advise you in supporting your child at home.

You can also work with school to support your child's learning by:

- reading at home regularly - listening to your child read and reading to them
- supporting any additional activities that are sent home, either by school or other agencies
- sharing information about your child's strengths and areas for development
- regularly informing/communicating to your child's teacher anything that they need to know
- attending any parents information evenings or progress/review meetings that are held in school

What training have the staff supporting children with SEND had or may they have?

At Coppull Primary School we have a dedicated Special Educational Needs Coordinator. Miss Todhunter is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. The team of teaching assistants also attend targeted courses to address strategies and learning.

Our family support team have a wealth of experience and training to support children with emotional or mental health needs. This includes Play Therapy, Talk and Draw and Lego Therapy.

What specialist services or expertise are available at or accessed by the school?

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 and Headteacher will judge when referrals and expertise from these agencies is required and contact the services with parental permission.

Some of the agencies used are:

- School based Family Support workers
- Child Development Centre (CDC)
- Speech and Language Therapy (SALT)
- School Nurse/ Health Visitors /GPs
- Educational Psychologists
- Child and Adolescent Mental Health Service (CAMHS)
- Specialist SEN teachers (including specialist teachers of vision and hearing impaired children)
- Chorley Inclusion Support Service (CISS)
- Occupational Therapy
- Physiotherapy

How will the school prepare and support my child to transfer to a new school or the next stage of education?

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 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.

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.

How will my child be included in activities outside the classroom, including school trips?

Out of school care is provided with our Breakfast Club starting at 7.30am and After School Club until 5.30pm.

In addition, from 8.20am children can come in to school for Magic Breakfast which costs 50p.

A range of after school activity clubs take place each day for which there is usually a small charge of £1. Access to clubs is open to all children. Additional support can be provided where necessary.

Our Family Support Team provide Nurture Groups throughout the school day for those children that require additional support to support children with their social, emotional skills and friendship skills.

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 can be provided if required.

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

Coppull Primary school offers a wide variety of pastoral support for pupils who have emotional difficulties.

Our Family Support Team are in school to support children and families to help them 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 family support 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.

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.

The Headteacher, SENCo and class teacher are always available for pupils who wish to discuss issues and concerns. Mrs Claire Duxbury supports the 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.

How do you evaluate the effectiveness of the provision made for children with SEND?

Children's progress will be monitored in terms of their attainment in subject areas, as assessed by the class teacher, as well as progress towards their ISP targets. These are shared with the parents/carers at termly meetings.

The class teacher will evaluate the effectiveness of class provision alongside the SENCo, and additional support may be requested. Intervention groups are evaluated alongside the SENCO half termly to ensure they are having a positive impact and match the needs of the identified children.

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

The views of parents/carers are welcomed at termly consultation meetings and we will seek to improve or rectify issues or concerns raised.

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

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, after speaking to your child's class teacher, you feel you require further support then you may contact the school SENDCO – Miss Todhunter.

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 the complaints policy for further information.

Who can I contact for further information?

If you live in Lancashire you can get information, advice and support around special educational needs and disabilities from the Information, Advice and Support (IAS) Team. The service is free, impartial, and confidential. It can help you to gather, understand and interpret information and apply it to your own situation.

The service can provide information around the following areas in relation to SEND:

- Rights, roles and responsibilities
- Health and social care processes, regulations and guidance
- Support from other agencies and organisations

For general information about SEND or to find out if the service can help you contact: Tel: 0300 123 6706 Monday to Friday 9am to 5pm Email: information.lineteam@lancashire.gov.uk

Where can I find information on where the local authority's local offer is published?

Lancashire County Councils Local Offer can be found at:

<http://www.lancashire.gov.uk/send>