



**Coppull Parish Church of England  
Primary School**

**SEN Information Report**

September 2025

**Coppull Parish Church of England Primary School**

**“Light to the World”**



## SEN Information Report

Date: September 2025

**Name of the Special Educational Needs/Disabilities Coordinator:**

Paula Clarkson

**Contact details:**

Coppull Parish Church School

Coppull

Chorley

Lancashire

PR7 4PU

Tel: 01257 791669

**The kinds of SEND we provided for.**

Coppull Parish Church School is a mainstream setting. We are an inclusive school where every child in our care really does matter. Applications for places for children with Special Needs are welcomed, and school works with parents/carers and the local authority to ensure appropriate provision is put in place to help meet their needs. We will work hard to accommodate children with varying needs and endeavour to support all children in the most appropriate way possible so that they will make progress and feel happy and secure. Please contact school to discuss in more detail how your child could be supported within our school.

**How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

As a school, we believe in the importance of early identification, assessment and provision for any child who may have special educational needs. Should any pupil give cause for concern, these concerns are discussed with the child's parents and an Initial Concern Form is completed. The pupil is carefully monitored and should the concerns remain after one term, and following further discussions with the parents, they are placed on the SEN Register.

Termly assessment information is analysed carefully by the class teachers, Senior leadership and the SENCO. On the basis of this information, pupil's performance/progress may be found to be

below that expected for their age/Year Group and as a result they may be provided with additional support in the area(s) in which they are struggling, and/or an Initial Concern Form would be completed by the class teacher.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

In the Foundation Stage the assessments used are:

- Standards Testing Agency Reception Baseline within the first 6 weeks of beginning school
- Wellcomm – to measure language and communication skills
- EYFS Early Learning Goals
- the P scales, using the Lancashire PIVATS programme

In Years 1 and 2 the assessments used are:

- Lancashire PIVATS programme
- The end of Key Stage 1 SATs tests
- Year 1 phonics assessment
- A range of termly assessments in Reading and Maths.
- Toe by Toe word reading assessments
- PM Benchmarking reading assessments
- Assessment based on the key learning for each year group using National Curriculum objectives which outline year group expectations.

**Key Stage 2 the assessments used are:**

- Ongoing profiles of progress towards objectives in all curriculum areas
- Lancashire PIVATS programme for children working well below national expectations for their age group
- Spelling tests based on statutory spellings
- Toe by Toe word reading assessments
- PM Benchmarking reading assessments
- A range of termly assessments in reading and maths.
- Assessment based on the key learning for each year group using National Curriculum objectives which outline year group expectations.
- The end of Key Stage 2 SATs tests

Where assessment information and the opinions of teachers, parents and any professionals involved indicate that there could be a special educational need then the definition of SEN and the types of SEN outlined in the Code of Practice 2014 and the Children and Families Act will be adhered to.

If you are concerned about your child's progress or identify additional needs, you should discuss these with the child's class teacher in the first instance.

**What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?**

At Coppull Parish we feel that it is important that children are at the centre of what we do. It is important that all children are aware of their needs and targets, and what we will do in school to help support them to achieve their potential. Targets are discussed with children in a child-friendly manner appropriate to their age and ability and their progress is reviewed alongside the class teacher or Teaching Assistant, giving them the opportunity to reflect on their success and areas to work on. All SEN children complete a one-page profile, supported by parents, to give them the opportunity to share their interests, preferences and aspirations in order to help us tailor their support to meet their individual needs.

**What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?**

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will arrange to discuss these concerns with the child's parents/carers. Strategies will be put in place to try to overcome barriers and progress will be monitored. If little/ no progress is made, a decision to put the child on the school's SEN register and provide further support will be discussed with the child's parents/carers.

Parents/ carers of children with SEN are kept fully informed of the provision that is being made for their children. Parents/carers will receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Consultation Evenings. Class teachers have regular meetings with parents/carers and encourage active involvement with the school to help remove barriers to their children's learning and to aid children in overcoming their difficulties.

All SEN children complete a one-page profile, supported by parents/carers, to give them the opportunity to share their interests, preferences and aspirations in order to help us tailor their support to meet their individual needs. These are to be updated annually with the child.

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

All children at Coppull Parish Church School are entitled to inclusive high quality first teaching. Should your child require additional support, the Class Teacher will discuss the child's needs with the Special Needs Co-ordinator. Different children will require different levels of support in order to narrow the gap between your child and their peers. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis based on their IEP targets.

All our Class Teachers use regular assessment opportunities (both formal and informal) to judge how your child is doing and will plan lessons which meet the needs of all pupils as well as monitoring progress towards IEP targets.

**How accessible is the school environment?**

Coppull Parish Church School Primary School has been made wheelchair accessible through use of ramps. There is ramp access to the main entrance and Key Stage 2 doors. Reception and Year 1 are on one level. Within school a ramp is available for transition between three small steps that allows access to the hall or KS2. Wheelchair users can access all areas they need while in school. We have a disabled toilet located in the Key Stage 2.

**How are the school resources allocated and matched to children/young people's special educational needs and disabilities?**

**How is the decision made about the type and quantity of support my child/young person receives?**

The school's Special Educational Needs Co-ordinator will work alongside the Class Teacher to arrange any additional provision for the children with special educational needs. This also may be in collaboration with the Head Teacher and the Senior Leadership Team. Resources will be planned for within the school's SEN budget. Parental involvement and advice from external agencies such as specialist teachers, Educational psychologists etc., will also be taken into consideration when allocating resources.

**How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

Your child's Class Teacher will 'Plan, Do and Review' the learning for every SEN child in their class. All our Class Teachers use regular assessment opportunities (both formal and informal) to judge how your child is doing and will plan lessons which meet the needs of all pupils as well as monitoring progress towards IEP targets. We believe in high quality teaching where by your child's Class Teacher is best placed to plan and guide your child's learning.

Coppull Parish Church School also has a dedicated Special Educational Needs Coordinator who has the responsibility of making sure that children with additional learning needs make progress. It is her job to oversee all the additional support given, monitor the impact of this support and to review, where necessary.

The Class Teacher will write an individual education plan (IEP) each term, or as and when targets are met or needs change. This will be after a communicating with staff who are involved in your child's education; the classroom assistant, SENCO and all those who work with your child in order to help their progress and attainment. This will be shared with yourself and your child so that we are all aware of the targets which your child is working towards, and you will have the opportunity to contribute to these targets if you wish. This is a working document and is under constant review. It will also outline what you can do as parents to help support your child.

Parents/ carers of children with SEN are kept fully informed of the provision that is being made for their children. Parents/carers will receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Consultation Evenings. Class teachers have regular informal meetings/communication with parents/carers and encourage active

involvement with the school to help remove barriers to their children's learning and to aid children in overcoming their difficulties.

**What training have the staff supporting children/young people with SEND had or may they have?  
What specialist services or expertise are available at or accessed by the school?**

At Coppull Parish Church School we have a dedicated Special Educational Needs Coordinator who has gained the SEN qualification. Mrs Lock 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 resources to tailor to children's IEPs. Key messages and essential information are communicated and shared through staff meetings regarding key pupils and relevant research and policies. At Coppull Parish Church School we are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary.

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Specialist teachers, Counsellors, Social Workers, Paediatricians and Educational Psychologists. In addition the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Lancashire education authority for advice and support with access to services provided by the SEND Traded Team.

**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?**

We work closely with the link secondary schools Southlands High School, St Michael's CE High School our main 'feeder' schools, to ensure all pupils are familiar with their new setting. The children will have several opportunities to visit during Year 6, as well as transition meetings with High School teachers who visit Coppull Parish Church School during the Summer Term. We are able to arrange additional visits to the high schools for individual pupils if they are needed. Some schools also run a 'Summer School' to aid transition.

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

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

Your child will be fully integrated into the life of the school and curriculum, recognising the strengths of every child as an individual and ensuring they contribute to the social and cultural activities in school. Special arrangements may be made to support at playtimes and lunch on an individual basis where appropriate.

We will work closely with parents and any necessary advisors to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

**What support will there be for my child/young person's overall well-being?**

We are an inclusive school; we welcome and celebrate diversity. The Class Teacher has overall responsibility for your child's wellbeing whilst in School. The Class Teacher can liaise with the Special Educational Needs Co-ordinator at Coppull Parish Church School for additional support with any pastoral, medical or social care. On occasion it may be appropriate to contact outside agencies such as the Children and Family Wellbeing Service, Health and Social Services, or SEND Traded Team for guidance and we will work alongside them where necessary.

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

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 IEP 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 run by Teaching Assistants 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 termly. The views of parents/carers are welcomed at termly consultation meetings and we will seek to improve or rectify issues where appropriate.

**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Specialist teachers, Counsellors, Social Workers, Paediatricians and Educational Psychologists. In addition the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Lancashire education authority for advice and support with access to services provided by the SEND Traded Team.

These services are accessible through discussion with the SENCO and may require a request for service form or Early Help form (formerly the Common Assessment Framework (CAF)) to be completed.

**What arrangements do you make in relation to the treatment of complaints from children/young people 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 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.

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

Parents/carers should in the first instance speak to their child's class teacher, who may be able to signpost different services or support available. If they are unable to, a meeting with the SENCO can be arranged.

Parents/carers may wish to visit the link below for up to date support available in the Lancashire area as well as the Lancashire County Council SEND website and local offer (as below).

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory.aspx>

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

Our Local Offer – [https://primarysite-prod-sorted.s3.amazonaws.com/coppull-parish-church-school/UploadedDocument/cca541c76d03430ab94df10294ba7bab/sen\\_and\\_disability\\_local\\_offer\\_september\\_2016.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/coppull-parish-church-school/UploadedDocument/cca541c76d03430ab94df10294ba7bab/sen_and_disability_local_offer_september_2016.pdf)

Lancashire County Councils Local Offer - <http://www.lancashire.gov.uk/send>