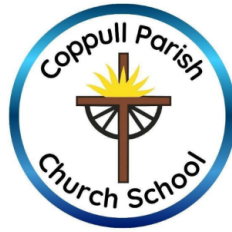


**Coppull Parish Church of England
Primary School
SEND Information Report
September 2026**

**COPPULL PARISH
CHURCH OF ENGLAND PRIMARY
SCHOOL**



**SEN Information Report
Date September 26-27**

Name of the Special Educational Needs/Disabilities Coordinator:

Paula Clarkson

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The kinds of SEND we provided for.

Coppull Parish Church of England Primary School is a mainstream, inclusive setting where every child in our care truly matters. We welcome applications for places from children with Special Educational Needs and/or Disabilities (SEND) and work closely with parents/carers, external professionals and the Local Authority to ensure that appropriate support and provision are identified and put in place to meet each child's individual needs.

We are committed to removing barriers to learning and ensuring that all children have the opportunity to achieve, make progress and thrive within our school community. We work hard to provide an inclusive environment where children with a wide range of needs feel valued, happy, safe and supported. Through high-quality teaching, appropriate adaptations and personalised support, we aim to enable every child to reach their full potential.

If you would like to discuss how your child's needs could be supported at Coppull Parish Church of England Primary School, please contact the school. We would be happy to work in partnership with you to understand your child and ensure they receive the support they need.

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?

At Coppull Parish Church of England Primary School, we believe in the importance of early identification, assessment and appropriate provision for children who may have Special Educational Needs and/or Disabilities (SEND). We recognise that identifying needs at the earliest opportunity allows us to put effective support in place and remove barriers to learning, enabling children to make progress and achieve their potential.

Throughout the school, we monitor and track the progress of all pupils through an ongoing cycle of planning, teaching, assessment and review. Class teachers, supported by the Senior Leadership Team and the SENCO, regularly analyse assessment information, pupil progress and wider information about each child to identify any areas where additional support, adaptations or further assessment may be required.

Children may be identified as having SEND at any point during their school journey. Concerns may arise through a range of sources, including teacher observations, assessments, discussions with parents/carers, pupil voice, progress data or information shared by external professionals. Where concerns are identified, these will be discussed with parents/carers and appropriate next steps agreed. This may include additional classroom support, targeted interventions, further assessment or referral to external agencies where appropriate.

Where a child requires support that is additional to or different from the high-quality teaching provided for all pupils, they may be placed on the school SEND register. Parents/carers will be involved throughout this process and the child's needs, provision and progress will be reviewed regularly through the graduated approach of Assess, Plan, Do, Review.

Assessment information is carefully considered alongside the views of the child, parents/carers, teachers and any professionals involved. Where a child has identified SEND, an Individual Education Plan (IEP) and/or Pupil Passport may be used to record individual targets, strategies and support. These are reviewed regularly to ensure provision remains appropriate and effective.

Assessment approaches used across school include:

Early Years Foundation Stage (EYFS):

- Reception Baseline Assessment completed within the first six weeks of starting school.
- WellComm assessment to support the identification of speech, language and communication needs.
- EYFS Profile and Early Learning Goals assessments.
- Lancashire PIVATS assessment framework for children working below age-related expectations where appropriate.

Key Stage 1:

- Ongoing teacher assessment and assessment against National Curriculum objectives.
- Lancashire PIVATS assessment framework where appropriate.
- Year 1 Phonics Screening Check.
- Key Stage 1 assessment information.
- Termly reading and maths assessments.
- PM Benchmarking reading assessments.
- Assessment of progress towards individual learning targets.

Key Stage 2:

- Ongoing teacher assessment across all curriculum areas.
- Assessment against National Curriculum objectives.
- Lancashire PIVATS assessment framework for pupils working significantly below age-related expectations.
- Termly reading and maths assessments.
- Spelling assessments linked to statutory spelling expectations.
- PM Benchmarking reading assessments.
- End of Key Stage 2 SATs assessments.

Where assessment information, alongside the views of the child, parents/carers, school staff and professionals, indicates that a child may have a special educational need, Coppull Parish Church of England Primary School will follow the principles outlined within the SEND Code of Practice (2015) and the Children and Families Act (2014) to ensure appropriate identification, support and provision.

If you have concerns about your child's progress, development or additional needs, please speak initially with your child's class teacher, who will work with you and the SENCO to understand your concerns and identify appropriate support.

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 Church of England Primary School, we believe that children should be at the centre of decisions about their education and that every child's voice should be valued. We recognise that children and young people with SEND should be actively involved in understanding their strengths, needs, targets and the support that helps them to achieve their potential.

Children are encouraged to share their views, opinions and experiences in a way that is appropriate to their age, ability and communication needs. Where appropriate, pupils are involved in setting and reviewing their individual targets and are supported to reflect on their progress, celebrate their successes and identify areas they would like to develop further. This may take place through discussions with their class teacher, Teaching Assistant or SENCO as part of the ongoing Assess, Plan, Do, Review cycle.

All pupils with SEND have a Pupil Passport and/or individual support plan which helps staff understand the child as an individual. Children are encouraged to contribute to these by sharing information about their strengths, interests, preferences, what helps them to learn and any challenges they experience. Parents/carers are also invited to contribute their knowledge and understanding of their child to ensure that support is personalised and effective.

By involving children in decisions about their education, we aim to develop independence, confidence and self-awareness, ensuring that pupils feel valued, understood and supported to achieve their individual goals.

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?

At Coppull Parish Church of England Primary School, we value the important role that parents and carers play in supporting their child's education. We believe that strong partnerships between home and school are essential in understanding each child's individual strengths, needs and aspirations.

If a class teacher has concerns about a child's progress, behaviour, communication or wellbeing, these will be discussed with parents/carers at the earliest opportunity. Strategies and adaptations will be put in place to support the child, and progress will be monitored. Where a child requires support that is additional to or different from the support provided for all pupils, discussions will take place with parents/carers regarding their child being added to the school SEND register and the provision that will be put in place.

Parents/carers are kept informed and involved throughout the Assess, Plan, Do, Review process. They are encouraged to share their knowledge of their child and contribute to discussions around targets, support and provision. Every child on the SEND register is offered an individual parent consultation with their child's class teacher and the SENCO. These longer meetings provide an opportunity to discuss the child's progress, review targets, celebrate successes and agree any next steps in supporting their learning.

Children with SEND have a Pupil Passport and/or individual support plan, which includes their strengths, interests, preferences and strategies that help them to learn. Parents/carers are invited to contribute to these documents to ensure support is personalised and effective.

We hold regular SEND coffee mornings to provide opportunities for parents/carers to meet with the SENCO, ask questions, share experiences and work together with school to improve support for children with additional needs.

We encourage open communication with families and welcome parents/carers to contact school whenever they have questions, concerns or information that will help us to better support their child.

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

All children at Coppull Parish Church of England Primary School are entitled to inclusive, high-quality teaching that meets their individual needs. Teachers use assessment information and their knowledge of each child to adapt lessons, remove barriers to learning and ensure that all pupils can access the curriculum and make progress.

Where a child requires additional support, the class teacher will work closely with the SENCO to identify appropriate strategies and provision. Different children require different levels of support, which may include adaptations within the classroom, small group interventions, targeted support or more personalised one-to-one provision linked to their individual targets.

Class teachers use regular formal and informal assessment opportunities to monitor progress and identify any further support that may be needed. Children with SEND have their progress reviewed through the Assess, Plan, Do, Review process, with targets and provision adapted as necessary to ensure support remains effective and helps each child achieve their potential.

How accessible is the school environment?

Coppull Parish Church of England Primary School is committed to ensuring that the school environment is accessible and inclusive for all pupils, staff and visitors. The school has been adapted to improve accessibility, including the use of ramps to provide wheelchair access to the main entrance and Key Stage 2 entrances.

Reception and Year 1 classrooms are located on one level, and a ramp is available within school to support access between the small steps leading to the hall and Key Stage 2 areas. This ensures that wheelchair users and those with mobility needs are able to access the areas of school required to fully participate in school life.

A disabled toilet facility is available within the Key Stage 2 area of the school. We continue to review accessibility and make reasonable adjustments where required to ensure that all pupils can access the school environment, curriculum and wider opportunities.

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?

At Coppull Parish Church of England Primary School, resources and support are allocated according to the individual needs of each child. The SENCO works closely with class teachers, the Senior Leadership Team and other professionals to identify appropriate provision and ensure that support is matched effectively to each child's needs.

Decisions about the type and level of support a child receives are based on a range of information, including assessment data, progress information, teacher observations, pupil

and parent/carer views, and advice from external professionals such as specialist teachers, educational psychologists and other agencies where appropriate.

Provision is planned through the Assess, Plan, Do, Review process to ensure that interventions, adaptations and resources are purposeful and have a positive impact on children's progress and wellbeing. Resources are carefully planned through the school's SEND budget and are reviewed regularly to ensure they are being used effectively to support children in overcoming barriers to learning and achieving their potential.

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

At Coppull Parish Church of England Primary School, we believe that effective communication between home and school is essential in supporting children with SEND. Your child's class teacher is responsible for planning, teaching and reviewing learning, using high-quality teaching and appropriate adaptations to meet the needs of all pupils.

Class teachers use regular formal and informal assessment opportunities, observations and discussions with staff to monitor progress and identify any additional support that may be required. Children with SEND have their progress reviewed through the Assess, Plan, Do, Review process, with targets and provision adapted where necessary to ensure support remains effective.

The SENCO works closely with class teachers and teaching assistants to oversee SEND provision across school, monitor the impact of support and ensure that children with additional needs make progress. Where appropriate, the SENCO will also work alongside external professionals to ensure advice and recommendations are reflected in provision.

Children with SEND have a Pupil Passport and/or Individual Education Plan (IEP), which outlines their strengths, needs, targets and strategies that support their learning. These are reviewed regularly with input from the child, parents/carers and staff involved in their education. Parents/carers are encouraged to contribute to targets and share information about what works well for their child.

Parents/carers are kept informed about their child's progress and the provision in place through regular communication with class teachers, parent consultation meetings, individual SEND review meetings and our SEND coffee mornings. These opportunities allow families to discuss progress, ask questions and work in partnership with school to support their child's learning and development.

We welcome ongoing communication with parents/carers and value their knowledge and understanding of their child in helping us to remove barriers and support them to achieve their potential.

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 of England Primary School, we have a dedicated Special Educational Needs Coordinator (SENCO), Mrs Clarkson, who is responsible for overseeing SEND provision across school, ensuring that children with additional needs receive appropriate support and that staff have the knowledge and skills to meet a range of needs.

Mrs Clarkson attends regular SEND updates, briefings and training opportunities, including working as part of a SENDCO cluster through the Diocese of Blackburn Education (DBE) services. Through this partnership, the SENCO takes part in train-the-trainer sessions and shares key messages, strategies and updates with staff across school to ensure that SEND practice remains current and effective.

Teaching Assistants attend targeted training and professional development opportunities to develop their understanding of specific needs and to support the implementation of strategies and interventions linked to children's individual targets. We also work closely with the Specialist Teacher Service, who provide advice, training and support, including specialist HLTA support to develop the skills and confidence of our Teaching Assistants.

Key information, research, guidance and updates relating to SEND are shared through staff meetings, ensuring that all staff understand the needs of individual pupils and how best to support them in the classroom.

At Coppull Parish Church of England Primary School, we are committed to ensuring that staff receive appropriate training and that their knowledge and skills are regularly updated. We work closely with a range of external specialist services to support children with SEND. These may include Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Counsellors, Social Workers and Paediatricians.

In addition, the SENCO and Headteacher work alongside the Local Authority and SEND services to access advice, guidance and support, including services provided through the Lancashire SEND Traded Team, where appropriate.

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?

At Coppull Parish Church of England Primary School, we understand that transitions can be an important time for children, particularly those with SEND. We work closely with children, parents/carers and receiving settings to ensure that transitions are carefully planned, supportive and meet each child's individual needs.

For children joining our school, we work with families and previous settings to gather information about each child's strengths, interests, needs and any support they may require. Where appropriate, additional transition visits and personalised arrangements can be put in place to help children feel confident and secure when starting school.

We work closely with our link secondary schools, including Southlands High School and St Michael's CE High School, to support pupils moving into Year 7. Children have opportunities to visit their new school, take part in transition activities and meet staff from

their secondary setting. Additional visits and personalised transition plans can be arranged for individual pupils where needed, particularly for children with SEND.

For pupils moving to another primary school, secondary school or specialist setting during their time at Coppull Parish Church of England Primary School, we work closely with the receiving school to ensure that relevant information is shared and that any transition arrangements are planned effectively. This may include sharing Pupil Passports, Individual Education Plans, assessments and advice from external professionals to ensure continuity of support.

We aim to ensure that every child feels prepared, valued and supported as they move through each stage of their education.

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

At Coppull Parish Church of England Primary School, we believe that all children should have the opportunity to participate fully in the wider life of the school. We value the strengths and contributions of every child and work to ensure that pupils with SEND are included in social, cultural and enrichment activities alongside their peers.

Where additional support is required, we will work with children, parents/carers and relevant professionals to identify any reasonable adjustments needed to enable participation. This may include support during playtimes, lunchtimes, clubs, competitions, school trips, swimming or residential visits. Risk assessments and individual plans will be completed where appropriate to ensure activities are safe, accessible and inclusive.

Our OPAL play approach at lunchtimes provides children with a wide range of opportunities to play, explore, develop friendships and build confidence through child-led activities. Staff consider the needs of all pupils, including those with SEND, and provide support and adaptations where required to ensure children can access and enjoy play opportunities.

Our Clubs and Competitions Coordinator monitors opportunities available to all pupils, and the SENCO tracks participation of pupils with SEND to ensure they have equal access to enrichment opportunities. We also take part in CSSP festivals and events, including activities specifically designed to support children with SEND, providing opportunities for pupils to participate, develop confidence and celebrate their achievements.

We work closely with families and, where needed, external professionals to plan ahead for trips and activities to ensure that barriers are reduced and every child can take part in the wider school experience.

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

At Coppull Parish Church of England Primary School, we are an inclusive school where we welcome and celebrate diversity. We believe that every child's wellbeing is important

and that children need to feel safe, valued and supported in order to achieve their potential.

The class teacher has overall responsibility for supporting the wellbeing of pupils in their class and works closely with the SENCO, Teaching Assistants and wider school team to provide appropriate support. Where a child requires additional pastoral, social, emotional or medical support, the class teacher can liaise with the SENCO to identify strategies and provision to meet their individual needs.

We recognise that some children may need additional support with emotional regulation, friendships, confidence, communication or managing change. We provide support through positive relationships, inclusive classroom practice, personalised strategies and, where appropriate, targeted interventions.

We work closely with parents/carers and, where necessary, external agencies to support children's wider needs. This may include the Children and Family Wellbeing Service, Health professionals, Social Care, Specialist Teachers, Educational Psychologists and the Lancashire SEND Traded Team.

We are committed to working in partnership with families and professionals to ensure that children with SEND are supported to develop confidence, independence and positive wellbeing throughout their time at Coppull Parish Church of England Primary School.

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

At Coppull Parish Church of England Primary School, we regularly evaluate the effectiveness of SEND provision to ensure that support is having a positive impact on children's progress, learning and wellbeing.

Children's progress is monitored through a range of assessment information, including attainment in curriculum areas, teacher assessments, observations and progress towards individual targets outlined in their Pupil Passport and/or Individual Education Plan (IEP). This information is reviewed through the Assess, Plan, Do, Review process, with provision adapted where necessary to ensure it continues to meet the child's needs.

Class teachers work closely with the SENCO to evaluate the effectiveness of classroom adaptations, interventions and additional support. Intervention groups delivered by Teaching Assistants are reviewed regularly with the SENCO to ensure they are targeted appropriately, having an impact and supporting children to make progress.

The SENCO monitors the overall effectiveness of SEND provision across school and reports to the SEND Governor regularly. This includes reviewing progress data, intervention impact, provision mapping and feedback from staff, pupils and parents/carers.

Parents/carers are encouraged to share their views through regular communication, SEND reviews, parent consultation meetings and SEND coffee mornings. Their feedback is valued and helps us to continually improve the support and provision offered to children with SEND.

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?

At Coppull Parish Church of England Primary School, we work closely with a range of external professionals and services to ensure that children with SEND receive appropriate support and that families are able to access advice and guidance where needed.

We work in partnership with a range of specialist services, which may include Speech and Language Therapists, Specialist Teachers, Educational Psychologists, Health professionals, Counsellors, Social Workers and Paediatricians. These professionals provide advice, assessments, training and support to help school understand and meet children's individual needs.

The SENCO and Headteacher work closely with the Local Authority and Lancashire SEND services to access advice, guidance and specialist support, including services provided through the Lancashire SEND Traded Team where appropriate. Access to these services is coordinated through the SENCO and may involve completing appropriate referral or request forms.

Where families require additional support, we work alongside services such as the Children and Family Wellbeing Service, Early Help and other relevant agencies to provide a coordinated approach. We value working in partnership with children, parents/carers and professionals to ensure that support is personalised, effective and focused on improving outcomes for children with SEND.

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?

At Coppull Parish Church of England Primary School, we value positive relationships with children, parents/carers and families. We encourage any concerns or questions about SEND provision to be raised as early as possible so that we can work together to resolve issues and ensure children receive the support they need.

The first point of contact should usually be your child's class teacher, who will discuss your concerns and work with you to identify appropriate next steps. Where concerns relate specifically to SEND provision, the SENCO will also be involved to support discussions and review the provision in place.

If you do not feel that your concerns have been resolved through these discussions, the school has a clear complaints procedure, agreed with the Governing Body, which outlines the steps to follow. Further information can be found in the school's Complaints Policy.

We welcome feedback from children, parents and carers and use this to help us continually review and improve the support and provision we provide for pupils with SEND.

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

Parents/carers should initially speak with their child's class teacher, who will be able to discuss any concerns and signpost appropriate support where needed. If further advice or support is required, a meeting with the SENCO can be arranged.

Parents/carers can also access information about support services available locally through the Lancashire County Council SEND Local Offer and the Family Information Network Directory, which provide up-to-date information about services, advice and support available for children and young people with SEND and their families.

Further information can be found at:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

We also share information about relevant SEND support services and opportunities with families through school communication channels and SEND coffee mornings.

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

The Lancashire County Council SEND Local Offer provides information about services, support and provision available across Lancashire for children and young people with SEND and their families.

Lancashire County Council SEND Local Offer:

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