



ST. ANNE'S COPP CHURCH OF
ENGLAND PRIMARY SCHOOL,
GREAT ECCLESTON



SPECIAL EDUCATIONAL
NEEDS (SEND) POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

SEPTEMBER 2025

SENCo : Anna Whittle (aw@coppschool.lancs.sch.uk)
SEN Governor : Caroline Clayton (govcc@coppschool.lancs.sch.uk)

Approved by GB: September 2025
Next review due: September 2026

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

RATIONALE

St. Anne's Copp Church of England Primary School, Great Eccleston is committed to meeting the educational needs of all pupils to ensure they make progress.

We will ensure that:

- the learning needs of pupils with special educational needs are identified and assessed as early as possible and their progress monitored
- we offer a broad and balanced curriculum which through adaptive teaching is accessible to pupils with special educational needs and promotes high standards of attainment and achievement
- pupils will be involved in the full life of the school whether they have special educational needs or not
- all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils
- we liaise effectively with outside agencies, when appropriate, to meet the needs of staff and pupils
- where required, an EHA (Early Help Assessment) will be initiated
- where required, we will liaise and refer to appropriate agencies if we feel a child may need an EHC needs assessment
- all pupils are valued equally, regardless of gender, disability, race, faith and culture
- pupils participate in their learning and increase their responsibility for their learning as they move through the school
- good working relationships with parents, carers and the community are maintained.

ADMISSIONS

Pupils will be admitted to St. Anne's Copp Church of England Primary School, Great Eccleston in line with the school's admissions policy. Parents of new entrants will be requested to inform school of any known SEND. Details may be sought from other schools or pre-school establishments or from outside agencies, to ensure appropriate provision.

Our school is on two floors and, as the junior department is split between these two floors, it has wheelchair access for the lower floor only. An accessible toilet (adult size) is available together with sluice/shower facilities. The school will, however, make every effort to accommodate the inclusion of children with physical disabilities in co-operation with relevant support agencies.

ROLES AND RESPONSIBILITIES

The Special Educational Needs & Disability Co-ordinator (SENCo) is responsible for the management of educational provision for children with special educational needs. She will work closely with the teaching staff.

The SENCo will take day-to-day responsibility for the operation of the SEND policy and co-ordination of provision for children with SEN, some of which may be completed by the head teacher or delegated to the SEN Support staff. This will include:

- liaison with and support for teaching staff
- oversight of the records of all children with SEN

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- monitor SEND provision across the school
- ensuring liaison with parents of children with SEN
- organisation and support for the teaching assistants
- liaison with outside agencies as appropriate
- maintaining the Provision Map.
- ensure EHCP reviews are completed and provisions are made, with our best endeavors, in line with the Code of Conduct

Subject leaders will review and monitor progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

Teachers

- will be responsible for adapting the curriculum for pupils with special educational needs and will monitor their progress.
- will be responsible for writing and reviewing IEP targets, which will be overseen by the SENCO
- will share IEPs with parents and gather their input. This will be shared with the SENCO
- will be responsible for identifying children who need additional provision (for example group interventions), recording and evaluating the effectiveness of this provision on progress as part of the graduated response to identify SEN
- will liaise with the SENCO when there is a cause for concern regarding the progress of a child when the universal offer or IEP has been ineffective

Teaching and non-teaching staff will work closely together in identifying, assessing and making appropriate provision for children with SEN.

IDENTIFICATION, ASSESSMENT AND PROVISION

When a child is identified as having special educational needs, the school will intervene with an IEP (Individual Education Plan) or Health Care Plan. A child may be placed on the SEN register if:

- little or no progress is made even when teaching approaches are particularly targeted at identified areas of weakness.
- the child continues working at levels significantly below those expected of children of a similar age
- a child has persistent emotional/behavioural difficulties in spite of targeted behavioural management strategies
- a child has sensory or physical problems and continues to make little or no progress despite the provision of appropriate aids and equipment
- a child has communication/interaction difficulties and requires more specific individual intervention in order to make progress

In some instances, a child may have a need that can be effectively handled without the need for an IEP. In these cases, a Pupil Passport is generated to ensure teaching staff adapt teaching to meet the needs of the individual within class.

Individual Education Plans (IEPs), Care Plans and EHCPs

Each child on the SEN Register (without an EHCP) will follow an individual programme of support (IEP) unless they are on the Register for medical reasons, in which case an individual Care Plan will be put in place.

An IEP will include information on short-term targets set for the child, the teaching strategies and provision of extra resources or support. The IEP will also record when the plan is to be reviewed, the outcomes of strategies and interventions used, what action needs to be taken and the impact of the provision at the end of the cycle.

IEPs will be reviewed at the end of each half term but more frequently if necessary. Parents will be consulted as part of the review process. This may be through a formal review meeting in school, or through our online platform, Edukey. St. Anne's Copp Church of England Primary School, Great Eccleston recognises that children with SEN need to feel involved in the learning process and their views will be sought on an informal basis when support plans are reviewed. These are recorded on their individual IEP.

A Care Plan will describe the pupil's needs and how the school plans to meet those needs during the school day, on excursions and in various in school routines, such as sport. It will also detail procedures to be followed if an emergency arises. Procedures need to be agreed between the parent and school following consultation with the relevant medical practitioners. The Care Plan will be reviewed annually but more frequently if required. Parents, medical practitioners and school will be consulted as part of this review.

For those children who have been through statutory assessment and have an Educational Health Care Plan (EHCP), a formal annual review will be held following procedures set out in the current code of practice. Children with an EHCP have a variety of end of Key Stage targets. School breaks these down into small steps and uses an EHCP tracking document to ensure the child is supported to reach their personal targets. Currently, Ms A Loughran (Headteacher) deals with children who have EHCPs. All other SEND-related needs are dealt with by the SENCo – Mrs A Whittle.

Parents may see a full copy of our special educational needs policy on request. Parents also have access to St. Anne's Copp Church of England Primary School, Great Eccleston's Local Offer of SEN which can be viewed on our website – www.coppschool.lancsngfl.ac.uk

PIVATs

Should a child need more personalized learning in particular areas, school uses PIVATs (Performance Indicators for valued Assessment and Targeted learning) which is a small-step learning programme to ensure personal progress for children working significantly below the year group expectations. If staff decide PIVATs are appropriate for a child, a meeting will be held with parents to explain their application in teaching and learning.

Children using PIVATs are monitored very carefully by the SENCo / SEN Support and new targets are generated at least half termly or when needed.

EQUALS CURRICULUM

Should a child be unable to access the National Curriculum, school has access to the Equals curriculum which can be delivered independently to or alongside the national curriculum to ensure children are able to make progress at their individual level. If staff decide the Equals curriculum is appropriate for a child, a meeting will be held with parents to explain their application in teaching and learning.

OUTSIDE AGENCIES

If the school, in consultation with the parents, concludes that further information or advice regarding a child's SEN is needed, a referral to an outside agency will be made.

Specialist teaching or assessment will be bought in from a suitably qualified paid service if needed.

Following referral to outside agencies, the school, with the help of external specialists, will take appropriate intervention measures to meet the child's SEN. If these difficulties remain a significant cause for concern, a child may be referred to the LA for statutory assessment, following procedure set out in the current Code of Practice.

MONITORING AND ASSESSMENT

During the summer term of each year, class teachers will be made aware of any child with SEN who will join their class in the following academic year.

Continuity is ensured by handing on current support plans and by informal discussion with the SENCo and previous class teacher.

Any child who gives cause for concern during the academic year will be brought to the attention of the SENCo and appropriate action taken to ensure the child's progress. Parents will be informed and involved in future decisions regarding provision for that child.

As part of the school's assessment policy, assessments will be used to track the progress of individual children with SEN and to assess the intervention procedures in the classroom and in the school as a whole.

Information concerning SEN children in Y6 will be passed on to the SENCo in the relevant Secondary School. The Y6 class teacher/SENCo also meet with the Primary Liaison teacher of each secondary school to ensure a smooth transition to high school.

PROGRESS CHECKS

Parents of children on the SEND register are offered additional appointments at parent's evening with the SENCo. These appointments may also be attended by the class teacher. The purpose of these appointments is to discuss the small steps of progress. For children without an EHCP, this is an opportunity to discuss individual progress towards IEP targets. Parent's of children with EHCP are offered additional appointments with the Headteacher or SENCO to discuss progress throughout the year and prior to the EHCP review.

COMPLAINTS

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the concern continues then the matter will be brought to the attention of the SENCo Mrs. Anna Whittle (aw@coppsschool.lancs.sch.uk). Should concerns remain unresolved, parents or carers should get in touch with the Headteacher (head@coppsschool.lancs.sch.uk).

If the Headteacher is unable to resolve the difficulty, the parents concerns should then be put into writing to the SEN Governor, Caroline Clayton (govcc@coppsschool.lancs.sch.uk).