



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 2026

SENCo : Anna Whittle (aw@coppschool.lancs.sch.uk)

SEN Governor : Caroline Clayton (govcc@coppschool.lancs.sch.uk)

Approved by GB: Currently in process

Next review due: September 2027

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.

LEGISLATIVE FRAMEWORK

This policy has been developed in accordance with:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years (January 2015, updated September 2024)
- Equality Act 2010
- Public Sector Equality Duty (Section 149 Equality Act 2010)
- Education Act 1996
- Education Act 2011
- School Admissions Code (current edition)
- Early Years Foundation Stage Statutory Framework (where applicable)
- Supporting Pupils at School with Medical Conditions (DfE, December 2015)
- Teachers' Standards
- Keeping Children Safe in Education (current annual edition)
- Working Together to Safeguard Children (current edition)
- Information Sharing Advice for Safeguarding Practitioners (current edition)
- Lancashire Local Offer
- Lancashire County Council SEND Guidance and Ordinarily Available Provision Guidance

This policy should be read alongside the school's:

- Accessibility Plan
- Equality Information and Objectives Statement
- Inclusion Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Complaints Policy
- Data Protection Policy

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- Teaching and Learning Policy
- Early Help Procedures

RATIONALE

St. Anne's Copp Church of England Primary School is committed to providing an inclusive education which enables all pupils to flourish and achieve their full potential.

We recognise that some pupils require additional support in order to access learning, participate fully in school life and achieve positive outcomes.

In accordance with Section 66 of the Children and Families Act 2014, the school will use its best endeavours to secure the special educational provision required by pupils with SEND.

We are committed to ensuring that:

- The needs of pupils with SEND are identified and assessed at the earliest opportunity.
- A broad, balanced and ambitious curriculum is available to all pupils.
- High-quality adaptive teaching is the first response to meeting individual needs.
- Pupils with SEND are fully included in all aspects of school life.
- All staff share responsibility for meeting the needs of pupils with SEND.
- Effective partnerships are maintained with parents, carers and external agencies.
- Early Help Assessments are initiated when appropriate.
- Requests for an Education, Health and Care Needs Assessment are made where evidence indicates that provision beyond SEN Support may be required.
- All pupils are valued equally regardless of disability, sex, race, religion or belief, gender reassignment, pregnancy or maternity, marriage and civil partnership, or sexual orientation.
- Pupils are encouraged to participate in decisions affecting them.
- Positive relationships are maintained with parents, carers and the wider community.

SEND VISION

At St. Anne's Copp Church of England Primary School, we believe every child is entitled to an education that enables them to flourish academically, socially, emotionally and spiritually.

We are committed to removing barriers to learning and participation and ensuring that every pupil receives the support necessary to achieve their full potential within an inclusive school community.

GRADUATED APPROACH

The school follows the graduated approach outlined within the SEND Code of Practice:

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Assess → Plan → Do → Review

This cyclical process ensures that support remains responsive to pupils' individual needs and is regularly reviewed for effectiveness.

Pupils will be encouraged and supported to express their views regarding their education and support arrangements through discussions, pupil passports, person-centred approaches, visual supports and other age-appropriate methods.

ADMISSIONS

Admissions arrangements comply with the School Admissions Code and the Equality Act 2010.

The school welcomes applications from all pupils.

No pupil will be refused admission on the grounds of SEND or disability.

Parents and carers are encouraged to inform the school of any known SEND or medical needs when applying for a school place. Information may also be sought from previous educational settings, health professionals and support agencies to ensure appropriate provision can be planned from the outset.

The school operates across two floors. Wheelchair access is currently available to the lower floor, and an accessible toilet with changing facilities is available.

The school will make reasonable adjustments and work in partnership with relevant agencies to ensure pupils with disabilities can access education and school life as fully as possible.

ACCESSIBILITY

The school complies with its duties under the Equality Act 2010.

The Equality Act 2010 defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Reasonable adjustments will be made to prevent disabled pupils from being placed at a substantial disadvantage compared with their peers.

The school maintains an Accessibility Plan which is reviewed regularly and sets out how access to the curriculum, physical environment and information for disabled pupils will be improved over time.

ROLES AND RESPONSIBILITIES

Governing Board

The Governing Board is responsible for:

- Ensuring the school complies with SEND legislation and statutory guidance.
- Monitoring the effectiveness of SEND provision.
- Appointing a SEND Governor.
- Ensuring appropriate resources are allocated to support pupils with SEND.
- Monitoring the use of delegated SEND funding and any High Needs Funding.
- Reviewing outcomes for pupils with SEND.
- Supporting strategic development of SEND provision.

SEND Governor

The SEND Governor will:

- Monitor the effectiveness of SEND provision.
- Meet regularly with the SENCO.
- Report to the Governing Board regarding SEND matters.
- Support the school's strategic development of SEND provision.

Special Educational Needs Coordinator (SENCO)

The SENCO has day-to-day responsibility for coordinating SEND provision and will:

- Provide advice and support to staff.
 - Maintain and oversee records for pupils with SEND.
 - Monitor provision and outcomes across the school.
 - Maintain the SEND Register.
 - Liaise with parents and carers.
 - Coordinate support staff where appropriate.
 - Liaise with external professionals and agencies.
 - Maintain and review the Provision Map for SEN support.
 - Monitor implementation of the SEND Policy.
 - Work with SLT to coordinate SEND-related staff training and professional development.
 - Contribute to school self-evaluation and development planning.
 - Monitor the effectiveness of interventions.
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- Support staff in implementing the graduated approach.
 - Promote inclusive practice and Lancashire Ordinarily Available Provision guidance.

The Head Teacher

The Head Teacher will coordinate EHCP provision:

- Ensure the school uses its best endeavours to secure the provision specified in EHCPs.
- Ensure annual reviews of EHCPs meet statutory requirements
- Monitor the use of delegated SEND funding and any High Needs Funding.
- Maintain and review the Provision Map for EHCP's

Subject Leaders

Subject Leaders will:

- Monitor the progress of pupils with SEND within their subject areas.
- Review the effectiveness of curriculum adaptations and resources.
- Support staff in developing inclusive practice.

Class Teachers

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving support from teaching assistants.

Class teachers will:

- Identify pupils who may have SEND.
- Deliver high-quality adaptive teaching.
- Follow the graduated approach.
- Develop, implement and review Individual Education Plans (IEPs).
- Work closely with parents, carers and pupils.
- Monitor the effectiveness of interventions.
- Liaise with the SENCO regarding concerns about progress.
- Ensure IEPs are shared with parents and carers.

Teaching Assistants and Support Staff

Teaching assistants and support staff will:

- Support the implementation of agreed provision.
- Work collaboratively with teachers and the SENCO.
- Contribute to assessment and review processes.
- Promote pupil independence.

IDENTIFICATION, ASSESSMENT AND PROVISION

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, as defined by Section 20 of the Children and Families Act 2014.

The school considers needs within the four broad areas identified in the SEND Code of Practice.

Communication and Interaction

Including speech, language and communication needs and autism.

Cognition and Learning

Including dyslexia, dyscalculia, dyspraxia and other learning difficulties.

Social, Emotional and Mental Health

Including emotional regulation difficulties, anxiety and behavioural needs.

The school recognises that some pupils may experience mental health difficulties which impact upon learning, relationships and participation. Appropriate support may be provided through SEND Support, pastoral provision, Early Help processes and external services.

Sensory and/or Physical Needs

Including hearing impairment, visual impairment, multisensory impairment and physical disabilities.

ORDINARILY AVAILABLE PROVISION

The school follows Lancashire County Council's Ordinarily Available Provision Guidance.

High-quality adaptive teaching and reasonable adjustments form the foundation of provision for all pupils. Additional or different provision will be considered where evidence indicates a pupil requires SEN Support.

Provision will be reviewed regularly to ensure effectiveness and promote positive outcomes.

GRADUATED APPROACH PROCESS

Assess

Information will be gathered through:

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- Observations
- Assessment information
- Discussions with parents and carers
- Pupil views
- Progress data
- Information from external professionals

Plan

Outcomes, provision and review arrangements will be agreed with parents and pupils where appropriate.

Do

Agreed provision will be implemented by school staff.

Review

The effectiveness of provision and progress towards outcomes will be reviewed regularly.

SEND PROVISION

SEND Support

Pupils requiring provision that is additional to or different from that ordinarily available may receive SEN Support.

The school may use an Individual Education Plan (IEP) to record, implement and monitor this provision.

An IEP will include:

- Areas of strength and need
- Desired outcomes
- Targets and success criteria
- Strategies and provision to be implemented
- Staff responsible
- Review date
- Evaluation of impact

IEPs will normally be reviewed half- termly, although reviews may take place more frequently where necessary.

Parents and carers will be involved throughout the planning and review process, and pupils will be encouraged to contribute their views.

Individual Healthcare Plan (IHPs)

Where a pupil has a medical condition requiring support during the school day, an Individual Healthcare Plan will be developed in accordance with statutory guidance.

The plan will detail:

- Medical needs
- Medication requirements
- Emergency procedures
- Roles and responsibilities
- Participation in educational visits and extracurricular activities

IHPs will be reviewed annually or sooner if needs change.

Education Health and Care Plan (EHCP)

For pupils with an EHCP, provision will be delivered in accordance with the requirements of the plan.

The school will:

- Monitor progress towards EHCP outcomes.
- Break long-term outcomes into manageable steps.
- Track progress systematically.
- Involve parents, pupils and professionals in review meetings.
- Submit annual review documentation to the Local Authority within statutory timescales.

Pupil Passports

Some pupils may require reasonable adjustments and adaptive teaching strategies but may not require SEN Support.

In these cases, a Pupil Passport may be developed to ensure staff understand and consistently meet the pupil's needs through high-quality classroom practice.

PIVATS (Performance Indicators for Valued Assessment and Targeted Learning)

Where appropriate, the school uses PIVATS to support assessment and target setting for pupils working significantly below age-related expectations.

Parents will be informed when PIVATS are used and involved in discussions regarding personalised learning pathways.

Targets will be reviewed regularly and monitored by the SENCO.

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EQUALS CURRICULUM

For some pupils with complex learning needs, it may be appropriate to use elements of the Equals Curriculum alongside, or instead of, aspects of the National Curriculum.

Parents will be consulted and involved in decision-making.

The curriculum pathway selected will reflect individual needs and promote meaningful progress.

OUTSIDE AGENCIES

The school works closely with a range of professionals, including:

- Educational Psychologists
- Specialist Teachers
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Services
- Paediatricians
- Mental Health Services
- Other specialist support services

Where evidence demonstrates a need for specialist assessment or intervention, referrals will be made with parental involvement.

Where appropriate, consideration may be given to requesting an Education, Health and Care Needs Assessment from Lancashire County Council.

MONITORING AND ASSESSMENT

The effectiveness of SEND provision will be monitored through:

- Teacher assessment
- Standardised assessments where appropriate
- Review of Individual Education Plans
- Provision mapping
- Intervention evaluations
- Pupil voice
- Parent and carer feedback

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- EHCP annual reviews
- Learning walks
- Work scrutiny
- Data analysis
- SENCO monitoring
- Governor monitoring activities

Outcomes will be used to inform future planning and school improvement priorities.

TRANSITION ARRANGEMENTS

Transition arrangements are carefully planned and may include:

- Information sharing between staff and settings
- Nursery and pre-school transition meetings
- Additional visits and transition activities
- Social stories and visual supports
- Enhanced programmes for vulnerable pupils
- In-year admission support
- Secondary transition programmes and liaison with receiving schools

The school will work closely with pupils, families and receiving settings to ensure continuity of provision.

PROGRESS REVIEWS

Parents and carers of pupils on the SEND Register will be offered opportunities to discuss progress and provision throughout the year.

For pupils receiving SEN Support, reviews will focus on:

- Progress towards outcomes
- Effectiveness of provision
- Next steps and future targets

For pupils with EHCPs, additional meetings will be arranged alongside statutory annual reviews.

SEND INFORMATION REPORT AND LOCAL OFFER

In accordance with the SEND Regulations 2014, the school publishes and reviews annually:

- SEND Policy

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- SEND Information Report
- Accessibility Plan
- Equality Objectives
- Information regarding the Lancashire Local Offer

These documents are available via the school website: <https://www.coppschool.lancs.sch.uk/>.

COMPLAINTS

The school encourages concerns to be resolved as early as possible.

Parents and carers should initially discuss concerns with the class teacher.

If concerns remain, they should contact the SENCO:

Ms	Anna	Whittle
aw@coppschool.lancs.sch.uk		

If the matter remains unresolved, parents should contact the Headteacher:

head@coppschool.lancs.sch.uk

Should concerns continue, written correspondence should be addressed to the SEND Governor:

Mrs	Caroline	Clayton
govcc@coppschool.lancs.sch.uk		

Parents may also seek independent advice from:

- Lancashire SEND Information Advice and Support Service (SENDIAS)
- Lancashire County Council SEND Team
- First-tier Tribunal (Special Educational Needs and Disability), where appropriate

The school complaints procedure is available on the school website.

This policy has been developed in accordance with:

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)
- Equality Act 2010

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- The Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (current edition)
- Supporting Pupils at School with Medical Conditions (DfE, December 2015)
- The Education Act 1996
- The Education Act 2011
- Working Together to Safeguard Children (current edition)

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
- monitor SEND provision across the school
- ensuring liaison with parents of children with SEN
- organisation and support for the teaching assistants

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- 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), Individual Healthcare Plans (IHP) 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 Healthcare 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.

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An Individual Healthcare Plan (IHP) 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 Individual Healthcare 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.

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 – <https://www.coppschool.lancs.sch.uk/>

PIVATs

Should a child need more personalised 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.

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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@coppschool.lancs.sch.uk). Should concerns remain unresolved, parents or carers should get in touch with the Headteacher (head@coppschool.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@coppschool.lancs.sch.uk).