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

SEND INFORMATION REPORT



JANUARY 2026

Approved by SEND Governor: Caroline Clayton
Next review due: January 2027

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

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.

St. Anne's Copp School is a small Christian village school set in the heart of the community that it serves. We have very close links with home and the church and promote Gospel values, equity and justice in every aspect of life. We aim to support all children to reach their potential. The Information Report complies with the statutory requirement laid out in the SEND Code of Practice 2014.

These four broad areas give an overview of the range of needs that additional provision may be planned for:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Impairment

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, not just their special educational need.

Our Provision

We provide all children with a balanced, creative curriculum. At our school, we aim to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in the classroom wherever possible. Our school is committed to early identification in order to meet the needs of children with SEND. The first step of the school's graduated response involves planning for and making reasonable adjustments to create a SEND friendly classroom, with high levels of Quality First Teaching in every lesson. Where progress remains a concern, we then include additional strategies (pre-teaching vocabulary, colourful semantics, and retrieval practice) as part of the early support. The class teacher will alert the SENCo at this stage and the child will be placed in the Monitoring File. The child is not generally placed on the SEN Register at this point. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

The next stage of the graduated response process is informal support. We will identify needs of the child(ren) and put in place informal targeted, small-group intervention. This part of the response is usually done over a half term (or 6 weeks) to enable school to see if small group work has been successful in impact. Where a child does not make the expected progress through informal, small group work, we will then have a meeting with parents and discuss whether personal provision is needed. At this stage we may seek the advice of our Specialist Teacher. In agreement with parents / carers, the child may be placed formally on the SEN Register at this stage. An Individual Education Plan (IEP) will be generated with SMART targets and the child will receive daily 1:1 support to meet their needs. If a child is working at more than 2 years below the expected level, they will access PIVATS,

a small step progression tool, to assess and track their progress across Maths, English or PSED (Personal, Social and Emotional Development) and teaching will be adapted to deliver this. At St. Anne's Copp School, the graduated response is a flexible process which allows a child to enter or exit at any time.

An application for an Education Health Care Needs Assessment will be made to the Local Authority if the adaptations made by school for a child on the SEND register are not successful in ensuring the child is making progress. If a child is granted an Education Health Care Plan (EHCP), St. Anne's Copp school will use our best endeavours to secure special educational needs provision as outlined in the plan.

From time to time, a child may have a diagnosis or identified needs, for example ADHD or processing difficulties, but the child does not need an IEP and needs classroom adjustments. In these cases, the child will have a pupil passport that allows for adjustments on a daily basis to be made.

For some pupils with complex learning needs, they may access the Discovery pathway. They may access the Equals Curriculum alongside, or instead of, aspects of the National Curriculum as part of their personalised pathway. Parents are consulted and involved in decision-making. The curriculum pathway selected will reflect individual needs and promote meaningful progress.

Looked After Children with SEND

Children who are Looked After with a special educational need will receive appropriate interventions, appropriate additional support and appropriate involvement of other bodies when required.

How do we identify children with special educational needs and / or disabilities?

We seek to identify pupils making less than expected progress given their age and individual circumstances. This can be identified by:

- Progress is significantly slower than that of their peers starting from the same baseline
- The rate of progress does not match or better the child's previous rate of progress
- The attainment gap does not close between their child and their peers
- The attainment gap widens
- The progress with wider development or social or emotional needs is not as expected
- The progress in self-help, social and personal skills is not as expected
- For pupils aged 7 and above, we use assessment tools such as WRAT to identify specific strengths and weaknesses
- Classroom or playground observations or book scrutinies to help gain a rounded picture of the child
- Concerns raised by parents
- Health diagnosis through paediatrician
- Pupil voice

Involvement of Other Bodies :

We work alongside many agencies, depending on needs, including :

- School Nurse
- Specialist Teachers
- Speech and Language Specialists or signposting to these services
- Signposting to Occupational Therapists
- Physiotherapists
- Wellbeing agencies
- Liaising with our SEND Case Manager at Lancashire County Council
- Child and Family Wellbeing Service

- Child Action North West
- Educational Psychologists including initial assessments and progressing to full cognitive testing when appropriate
- Health including GPs
- Safeguarding Team
- Other Services when appropriate

Admission and Transition Arrangements

Pupils with special educational needs will be admitted to our school in line with the school's admissions policy. We aim to 'get to know' the children by making home visits before actually joining the school so that all staff have a good understanding of the child's needs. We aim to make all children feel welcome, valued and secure in their new environment.

Each year, towards the end of the summer term, children have the opportunity to spend time in their next classroom, familiarising themselves with the new surroundings and adults working there while joining in with different activities. New staff are aware of the child's personal profile. For some children, they may need a book of familiar places in school and the adults who will be working with them so that they can refer to this before transitioning.

When a child moves on from our school, we aim to share information with the receiving setting in good time, compiling a profile, which outlines key facts about the child and how he/she likes to be supported. We aim to prepare the child for the move providing opportunities for visits with a member of staff to the new school and staff from the new school being able to visit our school to meet the child. We aim to organise meetings with new staff and provide photographs / or maps with important areas highlighted. Pupils are encouraged to talk about the move, the things they are looking forward to as well as their anxieties and worries.

Whole School Approach

Underpinning all our provision in school is the graduated response cycle.

Assess: This involves careful consideration of the pupil's needs using the class teacher's assessment and experience of working with the pupil, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. We may make classroom and / or playtime observations or carry out book scrutinies. There may be occasions where assessment needs to go deeper and the specialist teacher will deployed to conduct assessments. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

Plan : Support and intervention is matched to need and developed as required. All those working with the pupil, including Teaching Assistants will be informed of individual needs; the support that is being provided; any particular teaching strategies / approaches that are being employed; and the outcomes that are being sought.

Do : The class teacher remains responsible for working with the child on a day-to-day basis. Clear expectations of outcomes and time intervals will be detailed. Support and advice on implementation of effective support will be provided by the SENCo.

Review : Reviews of a child's progress will be made regularly with clear dates set in advance for the review meetings. The review process will evaluate the impact and quality of the support and interventions within the stated timescale. It will also take account of the views of the pupil and parents. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCo records cost of provision made through provision mapping.

Training and Resources

Governors ensure that there is a suitable qualified SENCo who has the time necessary to undertake the role and ensure the time is allocated to allow for monitoring of provision and pupil progress. The SENCo attends termly

update and training meetings and also attends regular Educational Psychologist drop in meetings to gather information and share good practice.
Training for teachers and teaching assistants is provided both within school and through other professional development agencies to enable them to deliver interventions. St. Anne's Copp school uses funding to provide external professional advice and support for individual pupils in relation to needs as appropriate.

Pupil and Parental Involvement

Parents are welcomed into our school and their views are valued. At St. Anne's Copp School, parents of all children are regarded as active partners. Parents of children with SEND will be fully consulted and have the opportunity to be involved in all aspects of their children's education. Parents are always welcome through our open door policy and can communicate at any point their views on provision either in person or through using comments within the IEPs that are reviewed and sent to parents. Pupils are also encouraged to contribute to the IEP review. Outcomes will be discussed with professionals involved in the design and / or delivery of the child's personalised plan.

Parents of children with an EHCP will have regular contact with the SENCO/ Headteacher throughout the year. Pupil and parental views are sought prior to the annual review and they will be invited to attend and provide feedback.

Extra-Curricular Activities and Inclusion

St. Anne's Copp school values all children and all differences. Regardless of any SEND, children are included at playtimes and lunchtimes. If we need to adjust activities in order to accommodate needs, reasonable adjustments will be made. We ensure any child has equal access to all areas of our curriculum including wrap-around care. Enrichment clubs will make reasonable adjustments to include any child in school.

Emotional and Social Development

All children access the My Happy Mind wellbeing programme. Pastoral support is offered in school to children who need additional support. This includes 1:1 support from a trained ELSA (Emotional Literacy support Assistant), lego therapy sessions and social interaction support groups. PIVATs PSED are used to assess and monitor progress in this area when needed. In school, the prayer/ reflection room with sensory provision can be used by an adult to support a child's regulation. We have a zero tolerance approach to bullying and all children are encouraged to welcome and celebrate diversity.

Further Information

Our Local Offer and further information on SEND can be found on our website:
https://www.coppschool.lancs.sch.uk/send/
Our school policies can be found on our website:
https://www.coppschool.lancs.sch.uk/school-policies/
Information on wellbeing:
https://www.coppschool.lancs.sch.uk/mental-health-wellbeing/

Complaints

St. Anne's Copp school seeks to promote cooperation between parents and multi-agency professionals to enable children to achieve their full potential. 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 matter is not resolved satisfactorily, parents have recourse to the following :

- Discuss the problem with the SENCo / Headteacher

• More serious on-going concerns should be presented in writing to the SEND Governor, Caroline Clayton, who will inform the Chair of Governors.

Who to contact :

Anna Whittle (SENCO) aw@coppschool.lancs.sch.uk
Andrea Loughran (Head Teacher) head@coppschool.lancs.sch.uk
Caroline Clayton (SEND Governor) govcc@coppschool.lancs.sch.uk