

Our Mission Statement

**A welcoming Christian community,
committed to one another,
giving our very best at all times.**

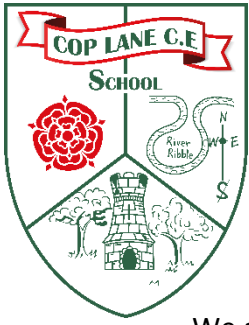


At Cop Lane CE Primary School it is our intent to nurture and develop the whole child. The mission statement sets out our rationale for life and work in school with reference to;

- The high quality of education and opportunities we offer our pupils,
- The commitment, concern and care shown to the whole community involved with the school through a strong sense of Christian values,
- The high expectations we have of all in whatever task we undertake.

Our aims at Cop Lane CE Primary School are:

- To deliver a high quality education in a welcoming, friendly and supportive environment where Christian values are central to the ethos of the school and its teaching,
- To have consistently high expectations which encourage each child to achieve their maximum potential, regardless of faith, gender, race or ethnicity,
- To provide a stimulating and caring environment where self-discipline, respect for others and good manners are valued and encouraged,
- To continually foster positive links with parents, governors, children and staff, enabling the school to play a positive role in the wider community in which it is placed,
- To create an ethos where achievement, in its widest sense of the word is celebrated, where individuals are valued and a life-long love of learning is fostered.



Cop Lane CE Primary School SEN Information Report

Updated: September 2024

We are proud to be an inclusive school. Please read about our provision and how we support those children who have Special Educational Needs or Disabilities and their families.

What are the admission arrangements for pupils with SEN or disabilities?

Children with an Education, Health and Care Plan (EHC plan)

If your child has an Education, Health and Care plan (EHC plan) the school named in it must offer them a place.

Children without an Education, Health and Care Plan (EHC plan)

If your child does not have an Education, Health and Care Plan (EHC plan) you should follow the standard school application process.

Please note: if your child is in the process of being assessed for special educational needs you should still apply following the standard school application process. If you don't apply for a place and your child doesn't get an EHC plan, you may miss out on a place at one of your preferred schools.

What kinds of special educational needs do we provide for?

At Cop Lane CE Primary School we aim to provide an inclusive education for all children.

We currently meet the needs of children with:

- Cognition and learning needs
- Communication and interaction needs
- Physical and medical needs
- Social and emotional needs
- Sensory needs

How do we identify a child with SEND and how do we assess their needs?

We believe early identification is vital and outside agencies can help advise on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns

and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

This support and intervention is then put into place by the class teacher and teaching assistants. Intervention groups are provided and 1:1 is planned for where appropriate.

Any children who have specific educational needs will be provided with an SPPP (SEN Personalised Provision Plan) which is monitored and adapted by the SENCO, class teacher and teaching assistants. Reviews of all SPPPs take place three times a year and the information is shared with children. Class teachers, parents and the school SENCO discuss targets and progress being made.

With the support and help of outside agencies, children can be screened for dyslexia and other difficulties. We work alongside an educational psychologist who comes into school to support children and staff.

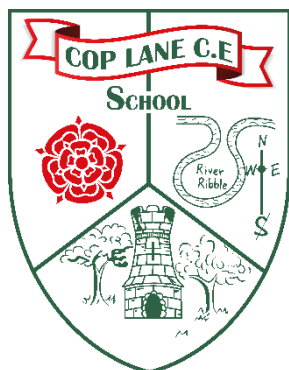
Children with SEN are reviewed before SATs/ other statutory assessments to see if they need additional support during the test.

We have a very detailed provision map that covers all the year groups in school. We look at targeted group support as well as individual support. The provision map shows what specific support is given, for example phonics support, spelling, handwriting, maths and who the support is for.

We look at groups who may not be progressing as fast as their peers and also provide support for more able children. The Lancashire Tracker also tracks progress and provides data monitoring pupils receiving the Pupil Premium as well as pupils with SEN.

Who is the SENCO and how can we contact them?

Miss Gaby Westgarth



Cop Lane CE Primary School
Penwortham
Preston
PR1 9AE

01772 743131

Email: gwestgarth@coplane.lancs.sch.uk

How do we involve parents and consult with them about their child's education?

Parents are invited to attend a meeting in the term before their child is due to start school. They are also invited to stay during some of the sessions for new children during the Summer term prior to starting school. This is the first opportunity for consultation with parents regarding the individual needs of their child.

The school operates an open door policy where parents can come and talk to their class teacher about any concerns.

In early September we send a 'meet the teacher' video. This outlines the year ahead including the curriculum.

In October each class holds an open evening and parents will also receive their child's targets. We then have a formal parents evening with individual appointments for the parents to discuss their child's progress and future targets in the spring. Each term the class teacher updates information on the school website regarding learning in that year group.

At the spring parents' evening, we send an annual questionnaire where parents can give their views and comments about the school.

We have a PTFA where regular meetings are held to discuss ideas to improve the school and fundraise.

There are a range of parental workshops and information evenings held each term. These include reading evenings, online safety talks and SATs information.

Parents of children with SEN are contacted on a more regular basis by class teachers and the SENCO. They can also pass on their views at annual review meets and parents' evenings.

Class teachers lead children out of school every day so see many parents on a daily basis. Parents and teachers share any concerns (or celebrations!) with each other at this point of the day.

Parents also receive a weekly newsletter (via email) and text messages to share any celebrations and upcoming events such as school trips, after school clubs and class workshops.

As well as sharing information on our school website <http://www.coplanelancsngfl.ac.uk/> we also have a school X and Facebook account. These are kept up to date with photos and information about life in school, providing a real insight into what goes on at Cop Lane!

All classes have a 'Seesaw' account where they regularly post pictures and work completed by the children. Parents have access to this and have fed back to us that they love this link and the ability to see what their children are learning in school.

The school has a SEND Padlet with lots of information on it for parents. This can be accessed here:

<https://padlet.com/shodgson5/qic9q34ddfe5biu1>

How do we involve and consult the children about their education?

There is a school council made up of children from each class for children to contribute their own views and views from their peers

Through circle times and PSHE sessions children are encouraged to share their views on what works well in school and what can be improved. School councillors take feedback from the children in their class back to school council meetings for discussion.

SPPP targets are shared with SEN children and they sign the copy of their SPPP. When SPPP targets are reviewed, children have the opportunity to share their thoughts on their learning and progress.

All children in school are aware of their targets and next steps in learning. Children self-evaluate their work in line with our marking policy. They read and respond to teachers' comments in their books.

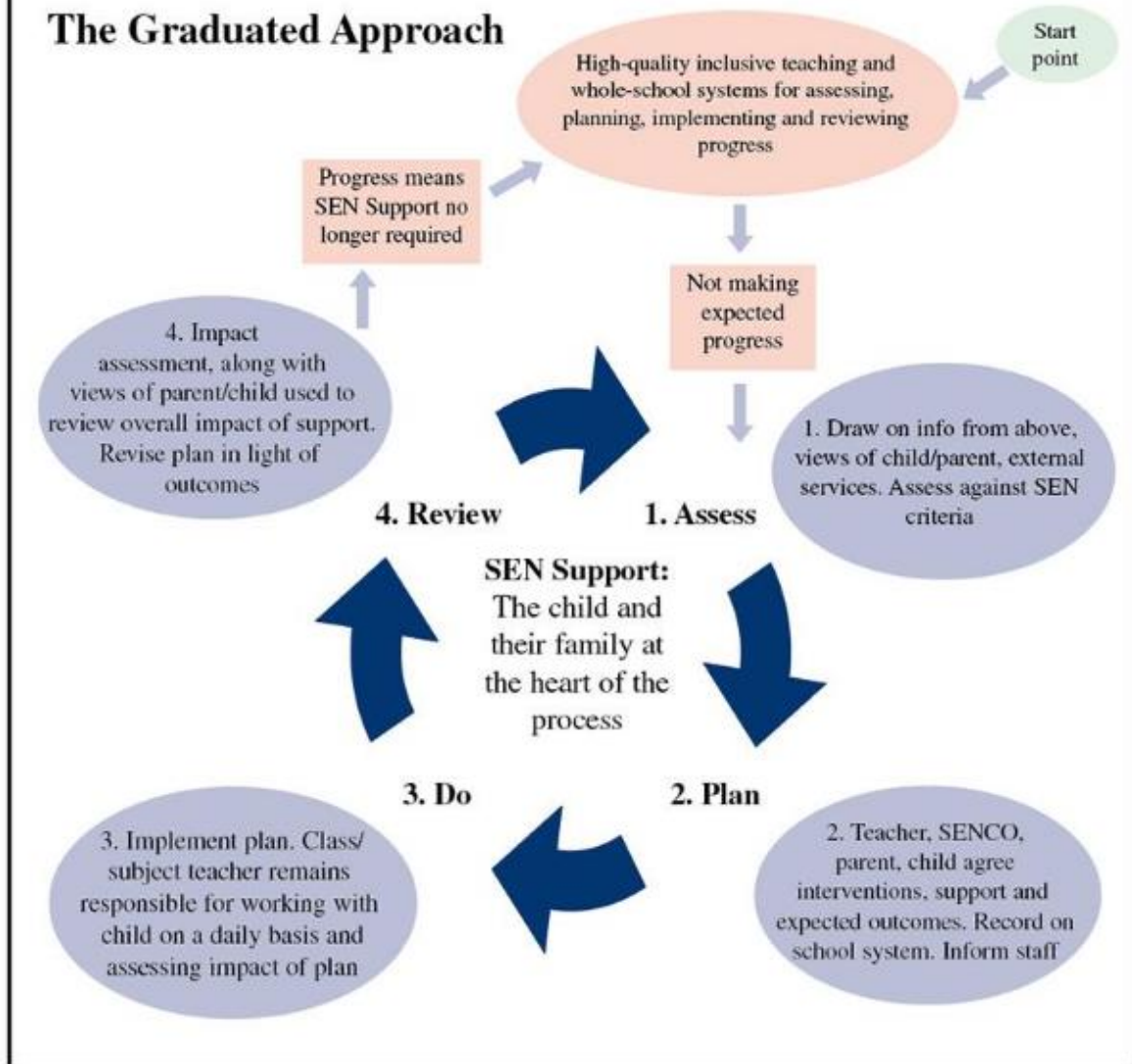
Children with EHCPs are invited to attend the first part of their annual review where we celebrate their successes. They are also asked to contribute to a questionnaire (with adult support as appropriate) which feeds into the annual review meeting and the new targets we set.

How do we assess and review the progress that children make and how do we involve them and their parents?

Parents contribute and take part in Annual Reviews for children with EHCPs and receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.

SPPPs are rolling/working documents which form part of our graduated approach using the assess, plan, do, review cycle. (See below) These are shared termly with parents but school also operates an Open Door Policy with regards to any concerns a parent may have.

The Graduated Approach



Pupils' progress is monitored throughout the school and pupils with SEN are monitored also on the Provision Map. Each term the class teachers provide the SENCO with assessments and evaluations to add to the provision map to show the impact that has been made.

How do we support our pupils with SEND as they move on to high school or move to another school?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school, they will usually be able to visit our school and stay for a taster session, if this is appropriate. Teachers will speak to staff at the previous school so we have a clear picture of your child and their needs.

If your child is moving to another school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your

child. We will make sure that all records about your child are passed on as soon as possible. CPOM records are transferred electronically to schools who use the same system.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a detailed planning meeting will take place with the new teacher. SPPPs and targets will be shared with the new teacher. Where necessary children will go on visits to their new classroom or playground to familiarise them with it.

In Year 6:

We start to plan for a smooth transition to high school in Year 5 when parents and children can visit high schools and then make their application in the autumn term of Y6. Parents can discuss high school choices with the Head teacher, SENCO or Year 6 teacher. Any information we have about each of the high schools is shared with parents.

Children are prepared for their transition to high school with extra activities and discussions around anxieties if needed. Our Educational psychologist gives us advice regarding activities to help with transition.

Each year pupils visit their Secondary School for taster sessions and also Secondary Teachers from the Local Schools visit to help ease the transition from Year 6 to Year 7. Any children with SEN are offered the chance to have additional visits to their Secondary School. Our SENCO liaises closely with high school SENCOs to ensure the child's needs will be met as they move schools.

Many of our children go to Hutton Grammar School,



Penwortham Girls' High School,



Penwortham Priory Academy,



or All Hallows Catholic High School.



Lots of our children with SEN return to visit us once they have started high school and it is lovely to see that they settle very well and are happy at their chosen schools. We love to hear about their successes in their new schools!

What is our approach to teaching children with SEND?

At Cop Lane we firmly believe in the importance of quality first teaching for **all** children. We have high expectations of **all** children and adults in school. We are a highly inclusive school and ensure every teacher is a teacher of every child.

Here is our model for teaching all children, including those with SEN:

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- **Specific group work**
- Intervention which may be:
 - Run in the classroom or a group room.
 - Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice: School Support (SS)

This means a pupil has been identified by the SENCO and class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services
- CAMHS
- Outside agencies such as the Acorn Education Psychology Service.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHC Plan). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

Termly Provision mapping ensures that support (whether group or individual) is provided. Interventions and Booster activities are assessed at the end of each term to ensure they are effective. Children receiving extra support are removed from these groups once they have made sufficient progress. If intervention is not working we make changes to it.

How do we adapt the curriculum and the learning environment for children with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

Specific resources and strategies are used to support your child individually and in groups.

Planning and teaching is adapted, on a daily basis if needed, to meet your child's learning needs.

We have quiet and safe spaces around school which children are encouraged to use (with adult supervision) if they need some quiet time out of class.

How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?

The SENCO supports class teachers in planning for children with SEN and Staff speak to the SENCO on a regular basis for advice and support.

The school provides training and support to enable all staff (including welfare staff) to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Condition (ASC) and positive behaviour management strategies.

Individual teachers and support staff can attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Specialist input is given by Occupational therapists and the Speech and Language team.

There is CAMHS involvement where necessary and the school has a named SENDO from local authority.

We buy in the services of an Educational Psychologist to advise and support us in meeting the needs of our children.

Termly attendance at cluster meetings enables SENCO to liaise with colleagues from other schools and share expertise.

This also enables us to be kept up to date with changes to SEN and new resources. Information is shared with staff at staff meetings.

How do we know if what we provide for the children is effective?

All pupils in school are continuously assessed and pupil progress meetings take place each term to monitor the progress being made. Through close monitoring, any issues with progress are picked up quickly and intervention is put in to place to ensure children get back on track. Our detailed provision mapping document outlines additional group and individual support in place and is assessed termly.

At the end of each key stage (the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Progress as well as attainment is measured between key stages.

Where necessary, children have SPPP targets or targets set by outside agencies specific to their needs. Targets are set and designed to accelerate learning and close the gap. Progress against these targets is reviewed regularly, evidence for judgements assessed and a future plan made.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with the child and all adults involved with the child's education.

Regular pupil interviews, book monitoring and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

**How are children with SEND enabled to take part in all the activities available at school?
How accessible is the school both indoors and outdoors?**

The school is fully wheelchair accessible. To enable access for all visitors, staff, parents and pupils with disabilities the school has ensured that all entrances are on ground level or have ramps. Most entrances are wide enough to accommodate a wheelchair.

There is a disabled toilet in school and a designated disabled car parking space.

Visual timetables are used in school to support some pupils with SEN and further visual resources are created to support the individual needs of our pupils.

The furniture in school is modern and of a suitable height appropriate to the age group of the children being taught.

If appropriate, specialist equipment may be given to pupils e.g. writing slopes, pencil grips, etc. In every classroom there is an interactive whiteboard installed. In addition to this we have a suite of computers, class computers, ipads, headphones, recording devices, microphones and video recorders. The school has a range of ICT programmes to support pupils with SEN.

Copies of the school accessibility plan can be found on the school website.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Extra-curricular activities and school visits are accessible for children with SEN and/or disabilities.

How does the school ensure that pupils with SEN are not treated less favourably than

other pupils?

Cop Lane is an inclusive school and makes every effort to treat all pupils, including those with SEN, equally and fairly.

- Pupils with SEN and /or disabilities are involved fully in the curriculum and participate in all trips, assemblies and special events.
- Pupils with SEN and /or disabilities are encouraged to attend extra-curricular activities.
- The curriculum is adapted to meet the needs of pupils with SEN and /or disabilities.
- Teachers adhere to the Single Equalities Policy which is reviewed by the Governing Body.
- A range of communication strategies are used to ensure that the child's voice is heard.

How do we support children with emotional and behavioural difficulties?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

Class teachers and Teaching assistants have very close relationships with all pupils and are skilled in supporting children with emotional and behavioural difficulties.

Whole school behaviour systems are in place as are class and individual rewards.

PSHE, regular circle time, termly Christian values and daily acts of worship are used to support all children, including those with additional needs. 1Decision resources are used in class and small group settings. Social stories are shared with children to help address emotional and behavioural difficulties.

If a child has more specific needs an individual behaviour plan may be used which is monitored by the class teacher and SENCO. This works in collaboration with home and parents.

We always take a positive approach to behaviour within the school with rewards for good behaviour, good work and good manners. Each week we hold a superstar celebration assembly to which parents are invited.

All children and staff are members of one of our 4 houses and children can earn house points which are collated by the Year 6 pupils each week.

At our weekly staff meeting staff share any concerns they may have about individual children.

CPOMS (an electronic recording system) is used to record any welfare concerns, child protection issues, behaviour incidents, SEN information and meetings with parents. This enables us to monitor and build up a clear chronology around the needs of our children and how they are met.

The Headteacher is the DSL (Designated Safeguarding Lead) and the 3 Back-up DSLs are the Deputy Headteacher, Mrs S. Hodgson and the SENCo (Miss G. Westgarth). These four have access to the confidential information held on CPOMS.

All staff (including lunchtime welfare staff) can add information to the CPOMS record. Accident and Incident forms are completed when necessary and parents are kept informed of any issues. Incidents are monitored by the DSLs and repeat incidents involving the same children are acted upon.

How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?

All children at Cop Lane have a clear understanding of what bullying behaviour is and is not.

Bullying and any other forms of intimidation will not be tolerated. Our definition of bullying behaviour is “a deliberate and malicious act undertaken to cause distress solely in order to give a feeling of power, status or other gratification to the bully.”

We expect that all will treat others with kindness and respect and all will care well for each other. All will come to school without fear and will be safe in school. Everyone will be vigilant and will intervene promptly to intervene if there are any signs or reports of bullying.

Our school has a warm, friendly, welcoming and safe ethos. It is a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.

How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

Where there is an identified need and a multi-agency approach is required, we ask families to participate in the Early Help process. By engaging with this process we can make referrals to relevant agencies as necessary. We hold regular TAF (team around the family) meetings with parents and other agencies.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

Any children with SEN who are in the care of the local authority receive full provision to meet their needs. Additional paperwork and meetings may be needed to ensure all agencies are fully aware of their progress.

What should I do if I have a concern or complaint about the provision for my child?

Initially we request that parents discuss their concerns with the class teacher. If the problem cannot be resolved parents should discuss it with the Headteacher or SENCo.

Where can I find information about the authority's Local Offer?

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