

SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools , Special
Schools and Academies

Name of School: **COPPULL PRIMARY SCHOOL
AND CHILDRENS CENTRE**

School Number: **0939**

School/Academy Name and Address	Coppull Primary School & Children's Centre, Park Road, Coppull PR7 5AH		Telephone Number	(01257 791237)
			Website Address	www.coppullprimary.com
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	3-11 years plus Children's Centre on site			
Name and contact details of your school's SENCO	Miss Nicola Ogden & Mrs Jane Wagstaff Coppull Primary School Nicola.ogden@coppullprimary.lancs.sch.uk Jane.wagstaff@coppullprimary.lancs.sch.uk			

Headteacher	Mr Michael Chambers		
Contact telephone number	01257 791237	Email	head@coppullprimary.lancs.sch.uk

Accessibility and Inclusion

What the school provides

Access for the disabled:

Ramps

The internal building is accessible throughout to wheelchair users and disabled. Accesses to external doors into the school are either flat or ramped with the exception of the multipurpose family room – but there are plans to remediate this.

The majority of doors are wide enough to enable wheelchair users to obtain access. The action plan is to improve the width of the remaining doors on the rolling programme.

Toilets

The school has two disabled toilets; one with a full sized changing bed. The children's centre has two additional disabled toilets, one of which has an additional child toilet and baby changing facilities.

Acoustics

All classroom ceilings have acoustic modifications. Acoustic panels are fitted in the hall. The use of radio aids is made, appropriate to individual need, in liaison with IDSS.

Lighting

The health and safety committee are reviewing and upgrading the lighting throughout the school on a rolling programme. The special needs small group teaching room already has appropriate lighting fitted.

Furniture

This would be modified to suit specific needs as they arise.

ICT

The school has a range of ICT programmes for pupils with SEN in addition to i-pads, computers. Interactive whiteboards are installed in every classroom.

Visual signs

Visual timetables and visual cues cards are used as appropriate.

Signing

Staff training has taken place in signing to support children where needed. This is updated as appropriate.

Teaching and Learning

What the school provides

Identification and assessment of children with SEN

A wide range of data sources are used to assess all children's progress and attainment in school. These are used, alongside discussions with parents and carers, school and nursery staff, children's centre staff and other multi agency staff, to identify children who may have special and additional needs.

- Progress Matters
- Early Years Foundation Stage Profile,
- Teacher Assessments
- SATS tests – statutory and non-statutory
- PIPS start and end of Reception class Teachers
- PIVATS – P scale trackers

When analysing data care is taken to identify which children may be underachieving and which children may have additional or special needs.

Pupil tracking systems are used to monitor both children's progress and their attainment each half term. Interventions are put in as appropriate.

The Special Needs register is reviewed regularly by the Head teacher and Special Needs Co-ordinator (SENCO) a minimum of once a term to monitor progress against targets, this is done in consultation with class teachers and parents.

Support from other agencies is sought as appropriate.

Additional support in the classroom

Individual Support Plans (ISPs) and Individual Behaviour Plans (IBPs) are drawn up where specific needs are identified. These are reviewed at least three times a year in October, February, and June as a minimum. Parents and carers are involved in writing and reviewing these plans. Children are also involved as appropriate in setting their own targets.

Through provision mapping specific support and interventions are put in place as appropriate by the use of teaching assistants. This be in the form of support within whole class sessions, small group work or 1:1 teaching according to individual need. There are high expectations and challenging targets set for all abilities of children in our school.

Links with other agencies are developed and used as appropriate

- School based Family Support workers
- Children's Centre
- Child Development Centre (CDC)
- Speech and Language Therapy (SALT)

- Audiologist
- School Nurse/ Health Visitors /GPs
- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Service)
- Specialist SEN teachers
- IDSS (Lancashire Inclusion and Disability Support Service)
- Golden Hill Short Stay School
- Occupational Health
- Physiotherapy

Curriculum

No child is disapplied from the national curriculum.

All children are encouraged to develop independence and any support given is to enable children to flourish. We try to minimise any over dependence.

The curriculum is differentiated to take account of different learning styles and by the use of teaching assistants.

Support from other agencies is used as appropriate.

Specialist equipment and resources are used where needed to support independent learning.

Staff Training and expertise

All staff are trained to work with children with a range of additional and special needs and this updated regularly.

Specific training is provided as appropriate to give staff the skills and expertise needed to support children's specific needs.

Staff have had a wide variety of training and experience including ELKLAN, speech and language training, Motor Control, autism and behaviour management training.

Arrangements for reasonable adjustments and support to the child during tests and SATs

Appropriate access arrangements are made for children to enable them to partake in any testing, in line with guidance from LCC and DFE.

Reviewing and Evaluating Outcomes

What the school provides

Children with Statements of SEN /Education Health and Care Plans - Annual Reviews:

Children with a statement will have an annual review at least once a year or more often as appropriate. Children and their parents/carers are invited to make a contribution. Written advice is sought from all agencies involved with the child. Children make their own written contribution or photographic contribution to the review so that the child's voice is heard. The meeting discusses the child's needs, progress and future targets. The information arising from the meeting is sent onto the LCC Special Needs department for information and action as required. A member of the LCC SEN department may be present at the review to monitor the provision provided for the child and to offer advice as needed.

Reviews for children with Special Needs without statements

Pupil tracking systems are used to monitor both children's progress and their attainment each half term. Interventions are put in as appropriate.

Individual Support Plans (ISPs) and Individual Behaviour Plans (IBPs) are drawn up where specific needs are identified. These are reviewed at least three times a year in October, February, and June as a minimum. Parents and carers are involved in writing and reviewing these plans. Children are also involved as appropriate in setting their own targets.

Assessment and evaluation of the effectiveness of the SEND provision

The Special Needs register is reviewed regularly by the Head teacher and Special Needs Co-ordinator (SENCO) a minimum of once a term to monitor progress against targets, this is done in consultation with class teachers and parents.

The provision map is regularly reviewed to ensure that there is a good match between children's needs and the support they are given.

PIVATS and other data sets are regularly analysed to monitor the progress and attainment of children with SEN, and benchmarked against national data sets.

What the school provides

Risk Assessments

All children are encouraged to partake in the full offer of the school curriculum and out of school activities. Risk assessments and additional support is provided where needed to enable this, in consultation with appropriate professionals as required eg Occupational Health.

All Early Years and Key Stage 1 children are handed over directly to a parent or carer at the end of the school day. In Key Stage 2 arrangements are made appropriate to the child's needs and the parent/carers wishes. .

Members of the Senior Leadership Team supervise each lunch break. In addition teaching assistants also supervise SEN children whilst eating their lunch and when they are at play.

Parents can obtain a copy of the Anti-Bullying Policy from the school or access it on the new school website.

Health (including Emotional Health and Wellbeing)

What the school provides

Medications Policy

Parents are required to provide school full details in writing of any medication which needs to be taken in school time.

All medicine is recorded in a medications file, together with details of when it is administered, dosages and who has administered it.

Care plans are requested from the School Nurse team as required and training given to appropriate staff who will need to do action them. Copies of Care Plans are given to all staff who work with the child and copies kept in their personal record card and in the medications file.

Regular First Aid, and where appropriate Paediatric First Aid, training is provided for the relevant staff.

In an emergency, staff are trained to inform the Senior Leadership Team immediately and an ambulance would be summoned and parents informed.

Nurture Groups

The family support staff and teaching assistants provide a range of nurture groups and individual support throughout the school day, to support children's social and emotional needs.

Communication with Parents

What the school provides

The school website contains details of all staff currently employed by the school.

The School operates an Open Door policy. Teaching staff and teaching assistants are available at the start and end of each school day to meet with any parents. Appointments can be made at any time for more detailed discussions.

The Senior Leadership Team and the Family Support Workers are available to meet with parents at the start and end of the school day and by appointment at other times.

Parent / Teacher consultations take place in the Autumn Term and in the Summer Term. Detailed written pupil progress reports are given to parents in the Summer term. Written details of end of year assessments are given out at the Summer Term meeting with parents.

Regular SEN reviews and Team Around the Family meetings take place in school to discuss children's welfare and progress. Such meetings would be attended by a variety of professionals depending on the needs of the individual child.

Each year school uses the LCC Parental Questionnaire to seek the views and suggestions of parents.

Working Together

What the school provides

Each year school uses the LCC Pupil Attitude Questionnaire to seek the views and suggestions of pupils.

There is School Council and a School Eco-Team where pupils can contribute own views and ideas.

Parents are encouraged to be members of the governing body. Elections are held when a vacancy arises.

Family support is offered to all families through the children's centre and by the school based family support workers. Multi agency working is a strong feature of our school, often facilitated by the family support team

Parents offer support to school in fundraising opportunities.

Parents offer volunteer support in school.

Home school agreements are in place for all children and their families. Where needed specialised agreements are drawn up between school and children and their families.

What help and support is available for the family?

What the school provides

Family support is a strong feature of our school. The children's centre staff and the school based family support staff offer a wide range of support for families. They can link and signpost to other agencies, as well as offering individualised support on a personal basis as required.

Children's centre staff and family support workers are available at the start and end of each school day and throughout the school holidays. Home visits and appointments can be made at any time.

Regular clinics are held on site for parents to meet with representatives of the Send Information Advice and Support Service (SENDIASS) team.

Transition to Secondary School

What the school provides Transition

to High School:

The year six teachers, the SENCO and family support staff meet with the Head of Learning Support from the High Schools to discuss the transitional needs of both children with statements and other children with special or additional needs.

Extra visits to High School are arranged for these children to make the transition easier.

Other Transitions

There are transition arrangements for children moving into nursery class and reception class, with home visits and stay and play sessions.

In school transitions between classes at the start of each new school year are supported with visits to the new class at the end of the summer term.

For some children photographs are provided in a booklet showing their new class and the adults they will be working with.

Extra Curricular Activities

What the school provides

Out of school care is provided from 7.30 am and after school until 5.30. This costs £3.20 for before school care and £5.20 for after school each day.

In addition, from 8.20 children can come in to school for school breakfast which costs 50p.

A range of after school activity clubs take place each day for which there is usually a small charge of about £1.

A holiday scheme takes place for one week in the summer holidays in conjunction with Chorley Get Up and Go Team. This a combination of free and charged activities. A detailed booklet is sent out during the summer term giving details of the scheme.

Access to all clubs is open to all children. Additional support can be provided where necessary.

Nurture groups take place at lunchtimes to support children with their social, emotional skills and friendship skills.