



Cooper Perry

SEND Information Report

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Created: October 2025



What should I do if I think my child may have a special educational need?	Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking with them, or by contacting the school office on 01785 282210 to arrange an appointment. The class teacher may suggest that you meet with the school Special Educational Needs Co-Ordinator (SENCo), who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENCo to arrange a meeting by either telephoning the school office on 01785 282210 or by emailing the SENCo directly at hfletcher@cooperperry.staffs.sch.uk
What are special educational needs?	The Special Educational Needs Disability Code of Practice states that: 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other than of the same age in mainstream schools. Special educational provision is an educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream school.' (DfE, 2015)
What kinds of special educational needs are provided for at Cooper Perry Primary School?	At Cooper Perry, we pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Educational Needs Disability Code of Practice (DfE, 2015) outlines four main categories of Special Educational Need which are: Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interactions. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Cognition and Learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including

	moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical or sensory impairment. Specific learning difficulties (SpLD), aspect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, Emotional and Mental Health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Physical and/ or Sensory Needs: Some children and young people require special educational provision because they have a disability which requires prevents them or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with a physical disability (PD) requiring additional ongoing support and equipment to access all the opportunities available to their peers.
How does the school know if my child needs extra help?	Teachers refer children to the school SENCo when they feel that they require additional support or are having difficulty accessing the curriculum. Regular review meetings are held about children in school and assessment points are used to guide need further. If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SENCo, will identify any potential barriers to learning and plan strategies and intervention programmes that will aim to accelerate progress and close gaps in attainment. If parents feel that their child may have special educational needs conversations are raised with teachers, who then pass onto the SENCo.
How will I know how the staff at Cooper Perry support my child?	If your child is on the Special Educational Needs and Disability (SEND) register they will receive Pupil Passport and/or APDR (Assess, Plan, Do, Review) plan each term which will include specific targets linked to their identified area(s) of need. Their plan will be written in consultation with all stakeholders and will detail the SEN support that school are putting into place to help the child achieve their personalised targets.

How will the curriculum be matched to my child's needs?	All the teachers adopt adaptive teaching approaches ensuring children's needs are catered for including any children with Special Educational Needs. The learning environment may also be differentiated. Children may also be provided with specialist support from external agencies, specialised equipment and or resources as well as additional support from the teacher and teaching assistant.
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How will both you and I know how my child is doing?	Pupils' attainment and progress is tracked regularly and interventions are put into place to address any gaps in learning. We communicate at least termly to discuss your child's attainment and progress. In addition, you will receive a detailed school report towards the end of the summer term.
How will you help me to support my child's learning?	The class teacher and SENCo will be able to advise you on ways to support your child and may also signpost you to further support from external services. Our webpage also contains links to Staffordshire Connects where you can find additional advice and services.
How is the decision made about the type of support my child will receive?	The type of support that your child will receive depends upon their needs. For children receiving SEN support in school, then the level of support will be determined by the nature of the interventions that they will receive and we will decide upon the necessary level of support to enable pupils to successfully meet their learning targets. For children with an EHC Plan the support will be determined by the contents of the plan and this will be reviewed annually.
How is my child involved in decisions?	We encourage all our children to play an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with the adults that help them. If a child has an EHC Plan they will be part of the annual review process.

What specialist services and expertise are available at or accessed by the school?	Specialist services include: • Special Educational Needs and Inclusion Service (SENIS) • Behaviour Support Services • Autism Inclusion Team (AIT) • Hearing Impairment (HI) and Visual Impairment (VI) • Educational Psychologist (EP) Service • Speech and Language Therapy (SLT) Service • Child and Adolescent Mental Health Service (CAMHS) • School Nurse • Psychotherapist • Occupational Therapy • Referral to the SEND Inclusion Hub For certain external agencies, our school has limited allocated support hours, and as a result, we operate a waiting list to manage referrals. This waiting list is reviewed on a termly basis, and referrals are prioritised according to the needs of pupils across the whole school. This approach ensures that support is allocated fairly and in accordance with the urgency and complexity of each child's needs.
How are parents involved at school?	We encourage parental involvement and throughout the year we offer many opportunities for parents/guardians to come into school. We actively encourage parents to be part of the Assess, Plan, Do Review cycle and we invite parents to review termly their children's learning and targets. We host half termly SEND coffee mornings/afternoons which provide parents the opportunity to network and to share in the expertise of some of our guest speakers. In the Summer Term, all parents of SEND pupils are invited into school to participate in SEND handover meetings, which will give them a chance to discuss their child with their child's current and new teacher.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?	On entry: If your child joins us in Nursery and Reception, then they will be part of a comprehensive induction programme. This includes: • An induction evening for parents to gain information to facilitate a smooth transition • Staff visits into your child's setting • A parental meeting with the SENCo, class teacher and parents where SEND has already been identified • Taster sessions If your child joins us from another setting in Years 1 to 6 then we will offer taster sessions and liaise with your child's original school to ensure information sharing is smooth. Transfer to another setting: If your child transfers to another school, then we will liaise closely with them to ensure all documentation is passed on. The school SENCo will also contact the new school to discuss the support we currently have in place. Moving to the next class: Teachers hold their own transition meetings to discuss children's individual needs and the nature of SEN support. SEND handover meetings take place in June, which gives parents and school staff the opportunity to discuss each pupil in depth. Transitions to secondary education: During Year 5 and 6, the SENCo will actively support parents in their secondary school decisions. Children will attend transactions / taster sessions where available. The school SENCo will invite the SENCo from the secondary school to pass on information that will support a smooth transition.
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How will you support my child's medical needs?	All children who have a medical need will have a care plan, which will have been written by parents and any relevant healthcare professionals where applicable. Staff that are required to administer medicines are trained by the necessary professionals and administration is witnessed and counter signed. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines - Supporting pupils with medical conditions in school (DfE, 2014).
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How are the resources allocated and matched to children's special educational needs?	Allocation of resources is dependent upon the need within school. We use our budget to help raise attainment and achievement of all our pupil, including those with SEND through: • Ensuring quality first teaching • Teaching assistants support learning and interventions on a need basis • Running personalised interventions programmes • Ensuring TAs are trained in the intervention programmes they are delivering • Ensuring that pupils have equal access to the curriculum
What training have the staff supporting SEND had or what training are they having?	Any TA delivering speech and Language programmes will be given personalised guidance on the delivery of said programmes. All TAs receive phonics training as required to support the teaching of phonics and spelling. All TAs receive intervention-specific training, for example EPATT, Lego Therapy etc. Training opportunities are organised in line with the schools priorities and development plan. Where there are specific needs requiring additional training, this will always be sought for staff supporting the child/ren concerned.
How accessible is the school both indoors and outdoors?	All areas of the school that are accessible to students are on one level. Disabled parking can be arranged in the school staff car park. There is a disabled toilet which can be accessed through the main entrance hall. Our mobile has a ramp and separate access. Please see our Accessibility Plan for further details.
How will my child be included in activities outside the school classroom including trips?	We will always endeavour to make necessary reasonable adjustments to ensure that all children are fully included in extracurricular activities and school visits. A comprehensive risk assessment will be carried out prior to any visit and if necessary additional staff will support the activity/visit. SEND pupils are given opportunities to attend SEND extracurricular clubs, which have smaller group numbers and are planned to meet the needs of those children attending.
What support will there be for my child's overall wellbeing?	Our school offers a comprehensive PHSE and RSE curriculum which provides children with the necessary knowledge, skills and understanding. Where necessary, external agencies will be accessed to support special circumstances. We also work with support services to address issues that may affect young people's mental health. We are guided by the Departmental Educations documentation; 'Mental Health and Behaviour in Schools' (March 2016).

Who can I contact for further information?	• Your child's class teacher • Miss H Fletcher - Deputy Head teacher/SEND Lead • Mrs C Callow - Head teacher • Mrs H Summers - SEND Governor Contact details can be found on our website, along with other useful links.
Who should I contact if I have a complaint regarding the provision made at Cooper Perry?	If you wish to make a formal complaint then you should contact the Head teacher, Mrs C Callow Our Compliments and Complaints Procedure Policy is also available to view on the school website.
When will this report be reviewed?	Autumn 2026 - an annual review