

Combe St Nicholas C of E VA Primary School

SEND Information Report September 2024

Our Vision

‘That they may have life, life in all its fullness’ John 10:10

For us this means that we aspire to support our pupils to:

- Reach their full potential through access to a broad and balanced curriculum
- Be inspired by Christian values
- Attend a vibrant school which is at the heart of this village community
- Develop an understanding of the wider world, one in which they feel empowered to contribute

All staff work to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We will use our best endeavours to support all children to enable them to be successful at school, in order to achieve this we provide high quality first teaching, a wide range of support and interventions and we work with external agencies.

At Combe St Nicholas all staff are teachers of children with Special Educational Needs or Disabilities (SEND). We are committed to ensuring that all children with SEND learn successfully and achieve the best possible educational and developmental outcomes.

To do this we:

- involve parents/carers and children in the process of identification, support and review and welcome their input
- work with other agencies to provide support for parents/carers and children
- provide high quality teaching and provision to meet the needs of children with SEND
- support children and parents/carers through transitions to new settings
- work collaboratively within the Chard Area Family of Schools

This report takes into account the following legislation:

- Children and Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs & Disability Code of Practice 2015

Key Information	
Percentage of children on SEND Register	9%
Percentage of children with EHCPs	3%
Attendance of Whole School 2023 - 24	95%
Attendance of SEND Cohort 2023 - 24	98%
SENDCO	Matt Edwards
Head Teacher	Christine Maxwell
SEND Governor	Anita Culley

Identification

Combe St Nicholas Primary School is committed to the early identification of children with needs which are additional or different to their peers. It is widely recognised that identifying need at the earliest point and then providing good interventions, improves long-term outcomes for the child or young person. When a child is not making adequate progress despite quality first teaching we will investigate the reasons for this and identify potential barriers to learning.

How do we identify children with SEND?

There are many ways that children may be identified:

- Parents/carers – parents/carers may raise concerns regarding their child with the class teacher. These concerns will be recorded and investigated and any outcomes will be reported back to you.
- Teachers – teachers may identify children by making observations of the child, analysing half termly assessment data or by noticing a lack of progress in an area of the curriculum. This will inform decisions regarding provision and will form the basis of discussions with the SENDCO.
- SENDCO – the SENDCO will work alongside both the parent and the teacher to identify the child's needs and to support the teacher in gathering information about the child's progress, attainment and behaviour. Where appropriate specific assessment tools may be used, as directed by the SENDCO, to identify specific needs.
- External Agencies – where further advice is needed external agencies may be invited in to carry out more detailed and specialised assessments with the consent of the parent/carer.

Who is involved in the identification of children with SEND?

Parents, Teachers, Teaching Assistants, SENDCO, External Agencies.

What should I do if I think my child may have SEND?

If you have concerns about your child, in the first instance you should discuss them with the class teacher. If this is not possible or you feel your concerns are not being addressed then you should contact the SENDCO. If you still have concerns regarding your child then you should contact the Head Teacher.

Provision

SEND provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality first teaching. Schools must use their best endeavours to deliver the right provision to meet the child's special educational needs. Please see our Provision Map for more information on the types of support available.

How will the school support my child?

- High Quality First Teaching – this is the teaching that your child will receive every day. This will be differentiated to meet the needs of all children.
- High Expectations – all staff have high expectations of all pupils regardless of their SEND.
- SEND Support – this can be one or more of a variety of methods and may be delivered within the classroom or in another space on the school site. At Combe St Nicholas we use a wide variety of interventions these include: small group work, nurture groups, forest school, 1:1 support, care plans, counselling, visual/musical prompts, physical equipment. These are delivered by a variety of people including: class teachers and teaching assistants.

	- Specialist Support – for some children specialist support from an external agency may be necessary. Any visits by external agencies will require your consent and in some instances will require the completion of an Early Help Assessment (EHA). - Education, Health and Care Plan (EHP) – If your child is not making adequate progress despite receiving SEND Support a statutory EHC assessment should be considered. EHPs are designed to bring all agencies involved with the child together to work towards the best outcomes for the child.
What types of SEND are provided for?	Currently we are providing support for the following needs; - Communication & Interaction - Cognition & Learning - Social, Emotional & Mental Health (SEMH) - Sensory and/or Physical needs
How does the school support children with SEMH needs?	Emotion Coaching – all staff throughout the school have attended Emotion Coaching training. A restorative script is used by all staff members to support children in resolving disputes. Talk & Draw – a teaching assistant has been trained to deliver this programme which helps to encourage children to express themselves through drawing. Positive Behaviour Policy – This policy is underpinned by the Emotion Coaching approach. Lego therapy - a Teaching Assistant has been trained to deliver this programme which helps to encourage children to express themselves through building lego in teams. Forest School – All children have access to Forest School throughout the year. Anger Gremlin and Anxiety Gremlin - these programmes are used to support children with self regulation and to overcome anxieties. Talkabout - this resource is used to support children with social difficulties. ELSA (Emotional Literacy Support Assistant) - a teaching assistant is trained to provide ELSA support
Who will oversee and plan my child's support?	The class teacher and SENDCO should agree in consultation with you the interventions and support to be put in place. This will be shared with the child and a date for review will be set. The intervention/support may not be delivered by the class teacher and may take place away from the classroom. The delivery and impact of the intervention will be monitored by the class teacher with the support of the SENDCO. At Combe St Nicholas details of interventions/support will be recorded on your child's APDR, copies of which will be given to all who work with your child and a copy will be given to you as parents.
How will you support my child to be involved in the school community and activities that the school offers?	We offer a variety of extra-curricular clubs and wrap around care to all of our children. Joining a new club can be supported by the SENDCO where needed in order to make sure that the child has the right support to make it successful. This can involve liaising with both the parent and person running the club to make sure everyone is aware of the child's needs. Off-site visits are carefully risk assessed and accessibility is also assessed. Risk assessments for individual children are also used to make sure all needs are supported.
How are the school's resources allocated and matched to children's special educational needs?	All decisions about resources are made with regard to the needs of the children in the school. Each term pupil progress meetings are held where children who need SEND Support are discussed and the appropriate resources are allocated. Resources include staff, equipment, training and intervention materials.
Reviewing	
Reviewing a child's progress is key to being able to provide continuing effective support for a child. The review process will take into account the views of everyone involved in working with the child including the parent/carer and the child themselves.	
Who will monitor the progress of my child?	Your child's class teacher is responsible for reviewing your child's progress in all areas of the curriculum. The class teacher will assess your child's progress every

	half-term and will use this data to inform planning, selection for interventions or to identify barriers to learning. ● If your child is receiving an intervention they will be assessed before and after the intervention in order to monitor the impact. This may be done by the class teacher or the person carrying out the intervention, overseen by the SENDCO. ● If your child has an Assess, PPlan, Do, Review (APDR) document, this will be reviewed at least termly. The review will be carried out with the class teacher and parents, overseen by the SENDCO.. Progress against the targets set will be reviewed and new targets will be set if appropriate. ● If your child is receiving support from an external agency then they will monitor the impact of any work they carry out with the child. ● The Head teacher, along with the class teacher, reviews the progress of all children on a termly basis in a pupil progress meeting.
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When will my child's progress be reviewed and how will it be communicated to me?	Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties. ● All teachers are available to talk to parents during the school week, most are available after school and appointments can be made for more lengthy discussions. ● All parents/carers are invited to parents evenings in school twice a year. ● Written reports are sent to all parents/carers annually. ● APDR documents are reviewed at least termly. ● Annual Reviews are carried out for children with EHCPs. You will be invited by the SENDCO to attend along with anyone else who has been working with your child. You will be given a copy of the Annual Review paperwork.
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How do you decide if a child no longer needs to be on the SEND Register?	Children will be removed from the SEND Register when they have made progress line with expectations for them. This decision is based on a variety of evidence including formal assessments, observations and assessments by external agencies.
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External Support

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we will consider involving specialists, including those from outside agencies.

What specialist services and expertise are available to or accessed by the school?	At Combe St Nicholas we access a wide range of external agencies in order to best support the children in our setting. These include; Learning Support Service (LSS), Social, Emotional and Mental Health Team (SEMH), Educational Psychology Service (EPS), Speech and Language Therapy (SLT), Occupational Therapy (OT), Autism and Communication Team, Speech, Language and Communication Team, Physical Impairment and Medical Support Team (PIMS), Special Educational Needs Information Technology Advisory Service (SENITAS), Child and Adolescent Mental Health Service (CAMHS), GP, Paediatrician, Health Visitor, School Nurse, Social Services, Area Early Years SENDCO, Orthotics. This is not an exhaustive list and we do not access all of these services all of the time. We also work together the Chard Area Family of Schools (CAFOS).
How are these services accessed?	In most cases these services are accessed using an Early Help Assessment (EHA), this document pulls together information about the child, family and other support that the child/family have received, some services require their own referral forms. Any referral requires the consent of the parent, this is built into the EHA process and any other referral forms that may be used. In some instances these services may be accessed directly by the parent via the child's GP.

Communication & Involvement

As in all other areas of your child's education both you and your child will be fully involved. We understand that parents know their children best and we seek to draw on that knowledge and understanding to better inform our provision.

How will my child be included in this process?	Every child on the SEND Register is invited to complete a one page profile detailing things it is useful to know about me, what makes me happy and what I can do to help myself. Assessments that your child may be part of always include a conversation about things they are good at or enjoy and things that they find tricky.
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How will I be included in this process?	It is important to us that you are involved in the process at every step this could include; • Initial conversations or meetings to discuss/identify your child's needs • Conversations to discuss assessments and results • Completing an EHA to refer to additional agencies • APDR Reviews • EHCP Annual Reviews
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This is in addition to the usual invitations to parents evenings.

Transition

How will the school support my child's transition to a new class or setting?	• When moving class the current and new class teachers will meet to discuss the children coming into the class. This will include sharing APDRs, successful strategies, barriers to learning and next steps. • When moving schools the SENDCO will contact the new school's SENDCO to share SEND information prior to the move, once the child has moved your child's SEND file will be sent to the school. • When moving to secondary education meetings will be held during the Spring/Summer Term to discuss all children with SEND. All children attend changeover days at some point during the Summer Term. The secondary school may wish to meet your child prior to transition, in this instance you will be informed and your consent will be needed. These meetings may result in additional visits to the secondary school for the child; however this is dependent on the needs of the child and the secondary school concerned, so may not apply in all cases.
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Accessibility

How accessible is the school site?	Combe St Nicholas Primary School is on several levels and has steps to access the main building. The school site is not fully wheelchair accessible. There is an accessible toilet in the Early Years building and this building has step free access.
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Staff Expertise & Training

All of our staff receive ongoing training to develop their practice and better support the children in our school.

What areas of expertise/training do your staff have?	<table border="1"> <tr> <td>Emotion Coaching</td> <td>All Staff</td> </tr> <tr> <td>National Award for SEND Co-ordination</td> <td>ME</td> </tr> <tr> <td>Individualised Literacy Intervention (ILI)</td> <td>DL</td> </tr> <tr> <td>Forest School</td> <td>CM</td> </tr> <tr> <td>Emotional Literacy Support Assistant (ELSA)</td> <td>SW</td> </tr> <tr> <td>Precision Teaching</td> <td>JF, SW, DL</td> </tr> <tr> <td>Lego therapy</td> <td>SW</td> </tr> <tr> <td>Drawing therapy</td> <td>DL</td> </tr> <tr> <td>Number detectives</td> <td>MG</td> </tr> <tr> <td>Makaton</td> <td>PM</td> </tr> </table>	Emotion Coaching	All Staff	National Award for SEND Co-ordination	ME	Individualised Literacy Intervention (ILI)	DL	Forest School	CM	Emotional Literacy Support Assistant (ELSA)	SW	Precision Teaching	JF, SW, DL	Lego therapy	SW	Drawing therapy	DL	Number detectives	MG	Makaton	PM
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