COOMBE WOOD SCHOOL

SEND Information Report

Policy Area

Statutory

Author

SENDCo

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Introduction

At Coombe Wood School, we welcome and support diversity in learning. Inclusion is a non-negotiable aspect of every classroom, and we work towards a graduated approach of support for all students.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia and dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for students with SEND. We hope that the information that follows is both informative and comprehensive for students, staff and parents. Should you wish to find out more information in regards to our provision for Pupil Premium, please refer to the website or contact the school.
The name of our SEND Coordinator (SENDCo) is: Miss C Boateng

Identification and Assessment

At Coombe Wood School we will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will issue a Student CV to parents when it is decided that a student will receive SEN support.

Monitoring the Progress of SEND Students

The quality of SEND provision and the progress made by SEND students will be monitored and evaluated using the following methods:

- Circulation of Student CVs and Provision Maps by SENDCo
    - Student Support Plans are known as Student CVs at CWS
- Monitoring of co-curricular provision and intervention support centred around learning in the Lightbox (SEND support room)
- Communication between SENDCo, class teachers, form tutors and Heads of Year
- Communication with parents / carers e.g. Parents' / Carers' Evenings, agency meetings and support enquiries
- Parent and student surveys
- Learning observations and learning walks to monitor the quality of learning and teaching at CWS
- Termly analysis of progress data at Subject Leader, Head of Year, SENCo and SLT level

- Termly review meetings between students receiving SEND support and the SENDCo
- Termly review of SEND progress by focus groups

CWS Approach to Teaching Students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

The staff body is made aware of the SEND register before the start of the academic year, and the SENDCo will liaise with parents at the earliest possible opportunity to ensure a smooth transition. Updates and progress of these students is disseminated throughout the year, and summatively at the beginning of each new term. All teaching staff have a copy of the school's Lightbox profile, which contains overall provision maps for each child. This is then supplemented by copies of the relevant student CVs in order to inform planning, teaching and observations of the class.

Within lessons teaching staff are expected to employ a range of teaching strategies in order to effectively differentiate for students with SEND. This may include (but not exhaustively) seating plans, lesson resources and tasks, 1:1 support, behaviour management, and use of positive praise.

Outside of lesson, the SENDCo, teaching assistants, class teachers and form tutors offer support in the form of:

- Mentoring by peers, support staff or teaching staff
- Small group workshops developing a wide range of skills. These are centred around the needs of the CWS cohort. This may include (but not exhaustively) support with:
    - Literacy
    - Numeracy
    - Positive relationships
    - Social skills
    - Fine and gross motor skills
    - Specific learning needs (e.g. dyslexia, ADHD)
    - Speech and language
    - Emotional literacy
    - Positive physical and mental wellbeing
- WorkZone homework club or academic support sessions
- Use and monitoring of CWS planners

In addition, CWS runs an extensive extra-curricular programme with a wide range of clubs and societies available for students to join as well as educational visits and sporting events/fixtures.

Adaptations and Additional Support

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Pastoral Support for SEND Students

SEND students will receive support from our Pastoral Staff including their Form Tutor, Head of Year and the SENDCo. The support provided may include:

- Commendations and use of the praise system
- Analysis and tracking of commendations and sanctions by Head of Year, SENDCo and SLT
- 1:1 mentoring
- Peer mentoring
- Referral to external support services (dependent on borough of residence)
- Referral to internal counselling and mentoring service
- Regular contact with parents
- Health Care Plans (for students with medical needs)

For students joining CWS, we will contact the previous school to obtain relevant information; when appropriate a member of staff will visit a student, normally at their previous school, in order to ease the process of transition. We also aim to offer an additional day of induction for students with SEND considerations in order to familiarise the students with the new environment.

The Lightbox

SEND support at CWS is centred around The Lightbox, which is our SEND support area.

Access Arrangements for Tests and Examinations

For some students arrangements and adjustments can be made to enable them to fully access a range of tests.

- Additional time, rest breaks or the use of a scribe or word processor
- SENDCo will liaise with the exams officer

If your child is joining the school and will require access arrangements, please provide supporting evidence and information with the application form so we can ensure their needs are met.

Communication with Parents/Carers

Parents/carers will receive regular feedback regarding their child in the form of academic monitoring reports, comments and Parents' / Carers' Evenings.

In addition, communication and meetings will occur as required with the appropriate member of staff. Parents will be informed of concerns regarding their child, again by the appropriate member of staff. Students receiving SEND Support will attend three review meetings per academic year. Reviewed Student CVs will be sent to parents / carers for their input and a phone call or meeting is offered. For students joining the school the SENDCo, Head of Year and Form Tutor will support with the transition process; this will include communication with parents and the student's previous school.

External Support Services

As we work with an array of boroughs, we are unable to list all of the agencies we have and will work with. You may however, find the following links useful:

- The NHS Support Page – simply type in the name of the condition to find information
- Young Minds - support and advice about child and adolescent mental health
- The National Autistic Society – a wealth of resources and information
- ADHD Foundation - support and advice on ADHD and related diagnoses
- The British Dyslexia Association – support and advice on Dyslexia
- The Dyspraxia Foundation – support and advice on Dyspraxia

- The Royal National Institute for the Blind - support and advice on visual impairment
- Action on Hearing Loss - support and advice on hearing impairment
- The Communication Trust - support and advice surrounding speech and language

Coombe Wood School will cooperate with the local authority and local partners in the development and review of the local offer. The Local Offer can be accessed here.

Complaints Procedure

Should you have any concerns regarding the support being provided for your child, please contact the SENDCo. If you need to make a complaint and don't wish to discuss this with the SENDCo please address this to Coombe Wood School, marked for the attention of Mr B Laker (Headteacher) and the appointed SEND Governors Mrs S Chaudhuri and Ms T Orzieri.