

Frequently Asked Questions about SEND Provision at Coombe Boys' School

1. Who are the best people to talk to at Coombe Boys' School about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

- Talk to your child's form tutor or their Head of Year (email on enquiries@ccoombeboysschool.org or via your child's planner) about your concerns.
- You can also contact Mrs Newman, the school SENCo (Special Educational Needs Coordinator) and Assistant Headteacher on the same email address above, to arrange a telephone conversation or meeting.
- If you continue to have concerns contact the Assistant Headteacher in charge of the relevant Key Stage, Mrs Morris (Years 7, 8 and 9) or Mr Melligan (Years 10 and 11) or Mrs Velissarides, Deputy Headteacher for Years 12 and 13.

2. What are the different types of support available for children with SEND at Coombe Boys' School?

- Quality First Teaching for all. This means that subject teachers have the highest possible expectations for your child and all pupils in their class, that all teaching is based on building on what your child already knows, can do and can understand. Teachers use 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.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn. Often this is shared with staff using a "SEND Support Plan" and "Pupil Passport", which is shared with all staff teaching your child.
- Targeted intervention (can be for individuals or small groups). This can provide "catch-up" support in English or maths, or may provide support in areas such as "social skills" or emotional development. There are trained members of support staff to deliver such programmes, for example our "ELSA's" (Emotional Literacy Support Assistants), our Student Support Manager and our Young People's Health Link Worker.
- Specialist support offered by outside agencies, such as the Educational Psychology Service, the Education Inclusion Service or the Speech and Language Service.
- Parents are always notified before any intervention work involving their child, and written parental consent is sought before any contact with outside agencies.

3. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's form tutor or subject teachers initially (email on enquiries@coombeboysschool.org or via your child's planner)
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Curriculum Leader (if it is a concern about one subject) or your child's Head of Year.
- If you are still not happy you can speak to the Assistant Headteacher in charge of the relevant Key Stage.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

5. How is extra support allocated to children and how do they move between the different levels?

- The school budget, from Achieving For Children, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher, Deputies and SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expectedand decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

6. Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- Deputy SENCo Miss Pomeroy
- Exams Access Arrangements Manager Mrs King
- Student Support Manager Mr Beckett and our Emotional Literacy Support Assistants offering one-to-one emotional support.
- Dyslexia Screening specialist (SENCo Support)

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

Provided and paid for by Kingston Your Healthcare but delivered in school:

- School Nurse (weekly "drop-in" sessions)
- Health Link Worker (offering small group and 1:1 sessions)

7. How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCo's job is to support departments in planning for children with SEND.
- The school has an overview of in-service training and development for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children on roll.

8. How will the teaching be adapted for my child with SEND?

- Subject 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.
- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

9. How will Coombe Boys' School measure the progress of my child in school?

- Your child's progress is continually monitored by his/her subject teachers.
- Progress is reviewed formally every term and a level/ grade awarded depending on the key stage.
- Children on the SEN register at "SEN Support" will have a SEND Support Plan and Pupil Passport which will be reviewed annually, and more often if there are changes required.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

10. What support do you have for me as a parent of a child with an SEND?

- Your child's planner may be used to communicate with the form tutor or subject teachers.
- Subject teachers are available for a short meeting at the annual parents' evenings and can be contacted via email (enquiries@coombeboysschool.org) if there are further queries.
- The SENCo, Mrs Newman, is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- SEND Support Plans and Pupil Passports will be reviewed at least annually.
- The school website gives lots of additional help regarding homework and how to support your child's studies.

11. How is Coombe Boys' School accessible to children with SEND?

- •The Fisher building is accessible to children with physical disability via lifts. The ground floors of all other buildings are accessible to those with physical disabilities.
- For pupils with mobility needs we timetable lessons on the ground floor.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra curricular activities are accessible for children with SEND.

12. How will you support my child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. 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.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in some cases, a planning meeting will be held for staff concerned. All SEND Support Plans and Pupil Passports will be shared with the new teacher.