

COOMBE BOYS' SCHOOL

SEND INFORMATION REPORT

HEADTEACHER: Mr D Smith
SENCO: Mrs Tracy Newman
Assistant SENCO: Ms C Pomeroy
SEN GOVERNOR:

Equality Analysis Impact

Title of Policy: SEND INFORMATION REPORT

Considered at Governors' Committee meeting: **Pastoral Committee**

Date:

ADOPTED: **June 2014**

REVIEWED: **June 2018**

NEXT REVIEW: **June 2019**

Is there relevance to equality?

- 1 Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**
- 2 Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) **No**
- 3 Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) **No**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.



Overview

This policy complies with the guidance given in Statutory Instrument 1999 No. 2506. It has been written with reference to the following guidance and documents:

The SEND Code of Practice 0-25 years, 2014 which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Implementing the Disability Discrimination Act in schools and early years settings. DfES 2006

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
DfES 2001

Removing Barriers to Achievement DfES 2004

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1. What kinds of special educational needs and disabilities (SEND) are provided for at Coombe Boys' School?

All children and young people at Coombe Boys' School are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training and as such are prepared for a world of opportunity.

At Coombe Boys' School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, physical/ sensory needs and social, emotional and mental health needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met in most circumstances as long as sufficient information is provided prior to transfer to Coombe Boys' School.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: specific learning difficulties, speech, language and communication needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

2. How do you know if a pupil needs extra help?

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the Leadership Team to track student data, using whole school tracking data, RAISEonline, Progression Guidance and other internal systems.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, SATs, CATs, reading ages, annual pupil assessments, twice yearly Academic Mentoring Data, end of year teacher assessments.
- the use of London SEN criteria.
- the completion of teacher concern forms. Staff record any concerns on PARS and these are monitored closely.
- following up parental concerns
- following up teacher concerns and identification
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services, such as EWO, SALT, EP.

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed constantly. Staff are updated of changes via the weekly bulletin and the updated list is disseminated to all staff at least termly and after SEN reviews. A detailed analysis of the list takes place at the SEN reviews, which take place termly, with Heads of Year, Educational Psychologist, EWO, School Health and Teaching Assistants.

For some pupils a more in depth individual assessment may be undertaken by the school, this may include in-school reading and writing assessments, Maths assessments and dyslexia screening. Speech and Language therapists and the Educational Psychologist may also carry out some assessments.

3. How do teachers help pupils with SEND?

‘Special educational provision is underpinned by high quality teaching and is compromised by anything less’ (SEN CoP, 2014)

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)”

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments e.g. ELSA (Emotional Literacy Support Assistant) support, one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as ‘notional SEN funding’. The subject teachers will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

Pupils with additional medical needs will have a Healthcare Plan managed by the SENCo. The staff in the School Office will administer medicine if necessary, according to the plan. The school has 2 disabled toilets and facilities to store equipment in the disabled toilets. There is a lift in the Fisher Building to help with access. Students with medical or physical disabilities have full access to these facilities. Disabled parking exists directly outside the school doors. Coombe also has a wheelchair to assist access for students. All stairs have hand rails. Classroom floors are carpeted, and all rooms numbered. Enlarged maps are available for students, staff or visitors with a visual impairment. The hall has a hearing loop. All staff have had training offered regarding visual and hearing impairments and accommodation in class. Students with a visual impairment may have specialised equipment in addition to enlargement of materials.

4. How will the curriculum be matched to my child's needs?

Most of our pupils follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs. This may include option choices; additional literacy; intervention groups and number of subjects studied. Further examples are given below:

- in class support for small groups with an additional teacher, Teaching Assistant (TA)
- small group withdrawal with TA
- 1:1 class support with an TA
- individual withdrawal for pre-teaching with TA
- Solution Circle meetings to plan strategies for teachers
- further differentiation of resources
- Peer Mentors
- Lunchtime Games Club
- Group support e.g. Social Skills groups
- Provision of alternative learning materials/ special equipment
- English and Maths progress clubs or one to one support
- Staff development/training to undertake more effective strategies
- Counselling/ ELSA programmes
- Access to Specialist Teaching ,Educational Psychology Service or other support services for advice on strategies, equipment, or staff training (e.g. HI and VI)
- Alternative provisions, such as Anstee Bridge, Malden Oaks

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5. Is there any additional support to help pupils with SEND with their learning?

We have a wide range of staff to support students and address additional needs they may have, including pupils with SEND. This includes our SENCo, Assistant SENCo, SENCo Support, Teaching Assistants, our pastoral team, Student Support Manager, Young People's Health Link Worker and Exams Access Arrangements Manager.

We allocate resources based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their statement or plan. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum impact. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

Students with EHCP's will have outcomes set by the SENCo in liaison with parents and teachers. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate those outcomes and the strategies used to achieve them. The decision is based on evidence of need and impact.

The Headteacher has the final about whether to release high needs funding for a personal budget before a Personal Budget is finally agreed.

6. What additional activities are available for pupils with SEND?

All clubs, trips and activities offered to students at Coombe Boys' School are available to pupils with special educational needs. For some students 'reasonable adjustments' may need to be made in partnership with families and carers. For example some students may need a teaching assistant to support them on a trip or activity, or accessible transport may need to be arranged for a student with mobility needs.

The extra-curricular clubs and activities are advertised on the school website, in school assemblies and via Parentmail. A wide variety of activities are planned both at lunchtimes and after school in order to ensure pupils of all abilities and backgrounds have access to enrichment activities.

In addition a number of activities are offered to support students with special educational needs, for example the Woodlands trip, Lunch Club, and after school homework support.

7. What support will there be for my child's emotional well-being?

At Coombe Boys' School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, active tutorials, assemblies and tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following support: access to our Educational Psychologist, ELSAs, support from our Student Support Manager, external referral to CAMHs.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. Include here how pupils are able to contribute their views, particularly in relation to provision for them and how they can best be supported. Include measures to prevent bullying. Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community.

8. Who can I contact if I want to know more about how Coombe Boys' School supports pupils with SEND?

The Assistant Headteacher and SENCo is Mrs Tracy Newman, who has qualified teacher status and has successfully completed the postgraduate National Award for SEN Co-ordination.

Mrs Newman is available on 02089491537 or on email at: enquiries@coombeboysschool.org

9. What training have the staff supporting children and young people with SEND had or are having?

The SENCo **Mrs Newman** is supported by a team of SEN specialists:

- **Miss Claire-Marie Pomeroy** is our Assistant SENCo and offers specialist literacy and emotional interventions to support Year 7 students on transfer, and as they progress through the school where needed. She has also successfully completed the postgraduate National Award for SEN Co-ordination.
- **Mrs Renee Bull**, SENCo Support, offers 1:1 support to students with emotional needs, and offers dyslexia screening when students are referred by a member of staff, or on parental request. She also offers small group work interventions.
- **Mrs Dionne King** is our Specialist Assessor who assesses students for exams access arrangements and offers specialist interventions to students preparing for public examinations. She is also our EAL coordinator. She is currently undertaking the postgraduate National Award for SEN Co-ordination.
- We have a team of Teaching Assistants with a variety of specialisms, including ASD, ADHD, literacy support, ELSA (Emotional Literacy Support Assistant) and Mindfulness.
- **Mr Neil Beckett** is our Student Support Manager, offering a wide range of inclusive support to individuals and small groups across the school.
- **Mrs Veronica Kerridge** is our Young People's Health Link Worker, employed by Your Healthcare. She offers a wide range of interventions (1:1 and group-based) to support young people's physical and emotional well-being.

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training. We hold regular training sessions on the following:

- Whole Staff (and annual cross-federation) training on SEN, eg on strategies for supporting young people with ASD.
- SEN NQT sessions yearly
- SEN Beginner teacher sessions
- Drop-in Teaching and Learning training – previously on Dyslexia, mental health and emotional well-being, Speech, Language and Communication Needs.
- We also hold “Solution Circles” with the SENCO, (where appropriate supported by the EP) and all staff who teach or support a specific student with SEN. During these sessions, we use a solution-focused approach to work towards meeting the needs of the child.

10. How does Coombe Boys’ School consult with parents and involve them in their child’s education?

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child’s education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child’s strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the KIDS SENDIASS services. This information is shared with parents at Parents’ Evenings and at all SEN Support review meetings and annual review meetings.

11. How does the school consult with pupils with SEND and involve them in their education?

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- give their views about their education and learning
- identify their own needs and learn about learning (self-assessment and self-evaluation, assessment for learning)
- help to plan their outcomes
- self-review their progress and set new targets
- discuss their learning with allocated support staff and tutors

In addition pupils who are identified as having SEN are invited to participate in:

- Progress reviews and setting of learning targets
- Regular meetings with named adults, such as the SENCO and parents
- Attending sessions with Pupil Support staff, TAs or Targeted Youth Support workers if appropriate
- Annual reviews and SENS reviews

12. How does Coombe Boys' School check and review the progress of pupils with SEND and how will I be involved?

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

Progress of pupils with SEND is reviewed termly at the SEN Support review meetings. These may take place at an extended meeting at Academic Mentoring Day and the annual parents' evening, or can be planned as separate meetings, depending on parental preference. Mrs Newman runs these meetings and invites parent, pupil and any other agencies working with the child. At these meetings all present will have the chance to hear how the school has evaluated the effectiveness of the provision made for the student. Impact measures include progress made, and pupil, teacher and parent views.

13. How does the Governing Body of the school deal with complaints?

Please contact Mrs Newman for more details, or see details of the complaints procedure on the school website.

14. What specialist services and expertise are available at or accessed by Coombe Boys' School?

As a school we can access a range of external services including Child and Adolescent Mental Health Service (CAMHS), Children's Services, School Nurse Service, Education Psychology Service, Education Inclusion Support Service, Strengthening Families Team, Speech and Language Service, Disabilities Team, Emotional Health Service. These services are contacted when necessary and

appropriate, according to the child's needs and parents are always consulted when external support is sought.

If you feel your child needs support from a specialist please contact Mrs Newman.

15. Who should I contact to find out about support for parents and families of children with SEND?

KIDS SENDIASS (KIDS Kingston SEN and Disability Information, Advice and Support Service), a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

KIDS aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. KIDS aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on :
HELPLINE: 020 8831 6179
Website: www.kids.org.uk

16. How will the school prepare and support my child when joining Coombe Boys' School or transferring to a new school or post-16 provision?

At Coombe Boys' School we work closely with our feeder primaries beforehand in order to seek the information that will make the transfer as seamless as possible.
Transition

Pupils who are identified as achieving below the expected level of progress at the end of Year 6 may be selected to receive additional support from our Deputy SENCo. The focus of this intervention is to give intensive support in Literacy and Numeracy.

Transition work for all SEN pupils begins in Year 6 with information being shared between their Primary School and our SENCo. A formal information sharing day, facilitated by Achieving For Children, is held in the summer term of each year which will be attended by SENCO and any other key staff. SENCo will also use the following to support the transition of our SEN learners:

- Attend year 6 Annual Reviews (where appropriate)
- Meet with prospective parents and pupils

- Offer the opportunity of extra induction sessions
- Identify areas of the curriculum that will need to be modified/supported to help ensure progress.
- Share information with staff and identify strategies for ensuring pupil progress.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCOs within the Coombe Federation work closely together to share information when pupils transfer within the Federation, and we work with other FE establishments to exchange information.

17. Where can I find out about other services that might be available for our family and my child?

The local authority's local offer is published on www.afclocaloffer.org.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.