



# Combe St Nicholas C of E VA Primary Primary School SEND Offer

**"That they may have life, life in all its fullness"  
John: Chapter 10 Verse 10**

## **Our Vision**

We are working 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 and 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. 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 SEN
- follow the assess, plan, do, review model
- support children and parents/carers through transitions to new settings
- work collaboratively within the Chard Area Family of Schools

## **At Combe**

Headteacher Christine Maxwell

Special Educational Needs Co-ordinator (SENDCO) Claire Eastwood

SEND Governor Anita Culley

## Identification

Combe St Nicholas C of E VA 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?	<p>There are many ways that children may be identified:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 by the SENDCO to identify specific needs.</li> <li>• 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.</li> </ul>
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 you feel your concerns are not being addressed or if you feel that the needs are more complex 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?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• High Expectations – all staff have high expectations of all pupils regardless of their SEND.</li> <li>• SEN 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 we use a wide variety of interventions these include but are not limited to: small group work, forest school, 1:1 support, care plans, counselling, visual prompts, physical equipment. These are delivered by a variety of people including: class teachers and teaching assistants.</li> <li>• 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</li> </ul>
---------------------------------------	---

	<p>Assessment (EHA).</p> <ul style="list-style-type: none"> <li>• Education, Health and Care Plan (EHP) – If your child is not making adequate progress despite provision at SEN Support, a statutory EHC assessment may be considered. ECHP's are designed to bring all agencies involved with the child together to work towards the best outcomes for the child.</li> </ul>
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 details of interventions/support will be recorded on your child's IEP and copies provided for all who work with your child.
How are the schools 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 additional 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?	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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, the person carrying out the intervention or the SENDCO.</li> <li>• If your child has an Individual Education Plan (IEP) or a Pastoral Support Plan (PSP) you will be offered an review meeting with the SENDCO. Progress against the targets set will be reviewed and new targets will be set if appropriate.</li> <li>• 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.</li> <li>• The Head teacher, along with the class teacher, reviews the progress of all children on a termly basis in a pupil progress meeting.</li> </ul>
When will my child's progress be reviewed and how will it be communicated to me?	<p>Pupil progress is informally reviewed by the class teachers and teaching assistants daily to inform planning and to identify strengths and difficulties.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• All parents/carers are invited to parents evenings in school twice a year.</li> <li>• Written reports are sent to all parents/carers annually in the Summer Term.</li> <li>• IEPs and PSPs are reviewed on a termly basis, you will be offered a meeting with the SENDCO to discuss this. You will be given a copy of your child's plan after every review.</li> <li>• SEND Support Reviews are carried out for children in receipt of funding for SEND every year and for those children</li> </ul>

with complex needs which involve multiple agencies. 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 SEND Support Review paperwork.

## 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 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 & Social Communication Advisory Service, 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 SENCO. This is not an exhaustive list.  
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.

## 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 IEPs, PSPs, 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 and 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.

## Accessibility

How accessible is the school site?

Combe St Nicholas CE VA Primary School is on different levels. The EYFS building is all on one level and has one accessible toilet, the main building can only be accessed via steps, however alternative ways of entering the building are available. The KS1 classroom can be accessed via a ramp.