



Combe St Nicholas C of E VA Primary School

SEND Policy and Information Report

“That they may have life, life in all its fullness.”

John: Chapter 10 Verse 10

At Combe St Nicholas Primary School we are committed to ensuring that all of our children learn successfully. We recognise that it is the responsibility of all staff to ensure that all children, including those with Special Educational Needs or Disabilities (SEND), receive an education which enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make successful transitions through the primary phase.

According to The Special Educational Needs and Disability (SEND) Code of Practice 2015 a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

At Combe St Nicholas we use a cycle of assess, plan, do and review in order to meet the needs of children with SEND. This process allows us to follow a rigorous and systematic approach to the assessment and identification of children with SEND. At every step of this cycle we work with the parents/carers and the child in order to use our best endeavours to meet their needs. We communicate regularly with parents/carers to ensure they are fully involved in decisions regarding the best way to help their child achieve.

Should you have any concerns or complaints regarding the SEND provision for your child then you should contact the class teacher in the first instance. Thereafter further advice should be sought from the SENDCO.

This SEND Policy should be read in conjunction with the SEND Report and the School Offer, both of which can be found on our school website

<https://slp5.somerset.org.uk/webs/combestnicholasprimary/SitePages/Home.aspx> . Any additional questions regarding SEND should be directed to the SENDCO (Claire Eastwood) or the SEND Governor (Anita Culley). If you require further information about the Local Authority's SEND Offer then please visit <https://www.somersetchoices.org.uk/>

Roles and Responsibilities

All staff are teachers of all children including those with SEND and therefore have a vital role to play in the education of children with SEND.

Teaching Assistants	<ul style="list-style-type: none"> • To deliver high quality support • To implement and deliver interventions and support for children with SEND • To work with the class teacher and SENDCO to plan and assess the impact of interventions • To work with the class teacher to deliver high quality, differentiated teaching • To undertake appropriate training to meet the needs of children within the school
Class Teachers	<ul style="list-style-type: none"> • To provide high quality, differentiated teaching • To work with the SENDCO to provide early identification of SEND • To assess and monitor the progress of all children including those with SEND • To liaise with parents/carers • To plan and review interventions and support for children with SEN in collaboration with the SENDCO and parents
SENCO	<ul style="list-style-type: none"> • To oversee the operation of the SEND Policy • To co-ordinate SEND provision • To advise on a graduated approach to providing SEND Support • To provide professional guidance to colleagues • To liaise with external agencies • To ensure that the records of children with SEND are up to date • To liaise with parents/carers • To work to ensure a smooth transition from class to class and transition to and from other settings • To work with the Head Teacher and Governing Body in determining the strategic development of SEND Policy and provision • To carry out assessments and observations in order to identify SEND
Head Teacher	<ul style="list-style-type: none"> • To regularly review the progress of children with SEND at termly pupil progress meetings • To monitor the quality of teaching for all pupils including those with SEND • To work with the SENDCO to determine the strategic development of SEND Policy and provision
SEN Governor	<ul style="list-style-type: none"> • To ensure that information regarding the implementation of the schools SEND Policy is published annually • To meet on a termly basis with the SENDCO to discuss SEND provision • To work with the SENDCO to determine the strategic development of SEND Policy and provision

ACCESSIBILITY	Fully wheelchair accessible	<i>No</i>	
	Auditory/Visual Enhancements	<i>None</i>	
	Other Adaptions	<i>None</i>	
	Accessibility Plan	<i>YES</i>	
SCHOOL OFFER	Are you currently able to deliver your core offer consistently across all areas of your school? <i>Yes, our provision maps show the range of support we are able to offer (please see provision map on school website for more information).</i>		
POLICIES	Are the school's policies available on its website for	SEN	<i>YES</i>
		SAFEGUARDING	<i>YES</i>
		BEHAVIOUR	<i>YES</i>
		EQUALITY & DIVERSITY	<i>YES</i>
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		<i>YES</i>
RANGE OF PROVISION	Areas of Strength <i>As we work closely with the other schools in the area, we have access to additional resources and experience which we can use to support our children in the best possible way. Small year groups within the Key Stage classes allow teaching and learning experiences to be individually tailored to the learning needs of each pupil. As children remain in the same class for several years, staff fully understand the needs of each pupil and support is easily adapted to individual requirements.</i>		
	Specialist Facilities/Equipment <i>None</i>		
	Input from Therapists/Advisory Teachers/other Specialist Support Services <i>We access services depending on the needs of the children.</i>		
	Support Services https://www.somersetchoices.org.uk/ <i>Learning Support Service (LSS), Educational Psychology Service (EPS), Integrated Therapy Services http://www.sompar.nhs.uk/what-we-do/children-and-young-people (Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS) GP, Paediatrician, Social Services, Area Early Years SENCO, Sensory, Physical & Medical Support Services, The Autism & Communication Service.</i>		
INCLUSION	How do you promote inclusion within the school? <i>All children have access to High Quality First Teaching and are included in all lessons with adjustments made depending on need.</i>		
PARENT SUPPORT & INVOLVEMENT	How do you involve and support the parents/carers of children with SEND? <i>Parents/Carers are involved at every step of the SEN process. Parents/carers are invited to discuss their child's needs from the start of the process and they are kept informed of the outcomes of any assessments and the progress being made. We have links to Somerset Parent Carer Forum and SENDIAS on our website and in our IEP/PSP letters which go home in the Autumn Term of each academic year.</i>		
	How do you communicate with parents/carers? <i>We have parents evening twice a year and send home a written report once a year. We also hold IEP/PSP Reviews, SEND Support Reviews and staff are available before and after school to meet with parents.</i>		
CHILDREN & YOUNG PEOPLE INVOLVEMENT	How do you involve and support children and young people with SEND? <i>Initially as part of the assessment process children and young people are included in discussion about themselves, this information helps to identify the child's perception of what helps, what's good for them and what the school can do to enhance their experience at school. Once identified as having SEND children and young people are involved in writing and reviewing their Individual Education Plan (IEP) or Pastoral Support Plan (PSP) and as part of any intervention a snapshot of their feelings before and after is captured but the adult they are working with.</i>		
TRANSITION	How do you support children through transition? <i>Transition sessions take place in the Summer Term for children who are new to the school and children who are moving between classes. Early liaison with senior school to plan</i>		

	<p><i>transition. Timely handover of information regarding children with SEN. Additional visits to school are organised if thought necessary. Preparation of children for transition to secondary school begins at the earliest opportunity to ensure both parents/carers and children are well supported. A 'roadshow' is held by local senior school at each feeder primary school - provides information and support for transition. Children can attend an open evening and visit the senior school during the working day prior to making their choice of school. Senior school employ a transition worker to support pupils.</i></p>
OTHER INFORMATION	<p><i>Visit our website to view our</i></p> <ul style="list-style-type: none"> <i>• School Offer</i> <i>• SEND Policy & Information Report</i> <i>• SEND Report to Governors</i> <i>• SEND Provision Map</i> <p><i>Or to request a paper copy please contact the school office.</i></p>
COMPLETED BY	Claire Eastwood
DATE	January 2019
REVIEW DATE	January 2020