



COOMBE  
WOOD  
SCHOOL

## SEN INFORMATION REPORT

### **Policy Area**

Statutory

### **Author**

Lead SENDCo

### **Last Updated**

December 2018

### **Adopted by the Full Governing Body**

December 2018

### **Next Review**

December 2019

## 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 pupils. We provide support for students with any specific learning difficulty that affects learning; we work with students who have Dyslexia, ADHD (Attention Deficit Hyperactivity Disorder), ADD (Attention Deficit Disorder), ASD (Autistic Spectrum Disorder) and a wide range of medical or emotional conditions that require support. The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEND. We hope that the information that follows is both informative and comprehensive for students, staff and parents. **We encourage any interested parties to** . 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 Co-ordinator (SENDCo) is: Mrs Emily Rushton (erushton@cws.foliotrust.uk).

## Identification and Assessment

To identify pupils with SEND, Coombe Wood School will:

- Assess each student's current skills and levels of attainment on entry.
- Make regular formative and summative assessments of all pupils to ensure that the intervention:
  1. Ensures that the child's progress is similar to that of their peers starting from the same baseline.
  2. Matches or betters the child's previous rate of progress.
  3. Closes the attainment gap between the child and their peers.
  4. Prevents the attainment gap growing wider.

The school will provide SEND Support to students who are not making the expected amount of progress in line their age and starting point, or who appear to be progressing at a less consistent rate to their peers. Students who are deemed in need of special educational assessment by teachers will be referred to the SENDCo.

The SENDCo will gather information and evidence to ascertain whether a pupil has a significant learning difficulty and continues to not make the expected progress, despite high-quality teaching targeted at their areas of weakness. As well as listening to teacher voice, this will also be centered around the student's voice and their understanding of their own learning.

The SENDCo will then share any concerns highlighted with parents/carers before liaising with appropriate agencies to formalise the assessment procedure; support will then be given and reviewed as appropriate following advice from these agencies.

In the event that a student wishes to raise concerns regarding SEND they should approach the SENDCo for support and advice.

### **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 at CWS a Student CVs to place all initial emphasis on a student's strength, and how teaching should be adapted to utilise this to its full potential.
- Monitoring of co-curricular provision and intervention support centered around learning in the Lightbox (SEND support room)
- Communication between SENDCo, class teachers, form tutors and Heads of Year
- Communication with parents e.g. Parents' 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**

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 pupils 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 a 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 centered 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.

### **Pastoral Support for SEND Students**

SEND students will receive support from our Pastoral Staff including their Form Tutor, Head of Year, Head of Key Stage, 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 centered 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 student 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 student in the form of academic monitoring reports, comments and Parents' Evenings, dates for which can be found on the school calendar.

In addition, communication and meetings will occur as required with the appropriate member of staff. Parents will be informed of concerns regarding their student, again by the appropriate member of staff. Students receiving SEND Support will be invited, along with their parent/carer to attend three review meetings per academic year. 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 student, 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 Barry Laker (Headteacher) and the appointed SEND governor Mrs S Chaudhuri.