Coombe Bissett CE VA Primary School

SEND Information Report

September 2022

This report should be read in conjunction with other policies such as the SEND Policy, Inclusion Policy, anti-bullying Policy and Behaviour Policy.

Following the publication of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 years in July 2015, schools are required to publish information about their SEND provision. In Wiltshire this forms part of the Local Offer.

What is the Local Offer?

This provides information and guidance on services available for children and young people, aged 0-25, with SEND, and their families. Information regarding education, health, social care, preparing for adulthood and leisure can be found on this dedicated website.

For information about Wiltshire County Council's Local Offer please refer to their website (below). Click on the image below to be taken directly there.

Wiltshire Local OFFER What's local and What's on offer?

https://www.wiltshirelocaloffer.org.uk

or contact

Wiltshire Council SEND SPOC (single point of contact)
Tel: 01225 757985

The **WPCC** (Wiltshire parent carer council) offers independent support for parents and carers of children / young people with SEND. Their website address is
www.wilthireparentcarercouncil.co.uk
Tel: 01225 764647 Email: admin@wiltspcc.co.uk

SENDIASS Wiltshire (Special Educational Needs and Disabilities Information Advice and Support Services) offers information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

Tel: 01225 255266 Email: wiltshiresendiass@kids.org.uk

www.kids.org.uk

In this report, you will find information about how we identify children's needs and the wide range of provision that we offer to support children with SEND.

1. **What kinds of SEND does Coombe Bissett Primary School make provision for?**
2. **How will Coombe Bissett Primary School identify and assess my child's needs?**
3. **How do I contact the SENCO?**
4. **How will Coombe Bissett Primary School consult with me and involve me in my child's education?**
5. **How will Coombe Bissett Primary School involve my child in their education?**
6. **What is Coombe Bissett Primary Schools approach to teaching children with SEND?**
7. **How will Coombe Bissett Primary School match the curriculum and learning environment to my child's needs?**
8. **How will Coombe Bissett Primary School support my child's emotional and social development?**
9. **What kinds of expertise and training do staff at Coombe Bissett Primary School have to support my child?**
10. **How does Coombe Bissett Primary School evaluate the effectiveness of the provision made for children with SEND?**
11. **How does Coombe Bissett Primary School support children in moving between phases of education?**
12. **How does Coombe Bissett Primary School involve other agencies to support my child and family?**
13. **What do I do if I have a concern about my child and the provision being made?**

1.What kinds of SEND does Coombe Bissett Primary School make provision for?

The proportion of pupils receiving SEN Support at Coombe Bissett Primary School in the academic year 2021-2022 was 14%.

The four broad areas of need and support detailed in the SEND Code of Practice July 2014 are:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multi- sensory and physical difficulties.

We have experience in supporting children with a wide range of Special Educational Needs, including:

- Sensory Processing difficulties
- Speech and Language difficulties, including supporting pupils with SALT programmes
- Autism spectrum Disorder
- Children without a formal diagnosis who have communication and interaction difficulties
- Literacy difficulties including those with difficulties associated with dyslexia / specific learning difficulties
- Down Syndrome
- Physical difficulties, including supporting pupils with OT programmes
- Social, Emotional and Mental Health difficulties
- Children with attachment difficulties
- Children with learning and cognition needs

Our SEND provision is detailed below according to the four categories identified in the Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Within each of these areas we have listed our Universal provision for all pupils, including quality first teaching, our targeted provision which is 'additional or different' from our universal offer, and our specialist provision.

Universal Provision - Quality First Teaching			
Communication and Interaction	**Cognition and Learning**	**Social, Emotional and Mental Health**	**Sensory and / or Physical Needs**
Teachers / LSA's model correct speech for children. Teachers/LSAs ensure that children understand what is being said, what instructions are being given by giving additional support: picture clues, 1-1 additional verbal support, instructions are repeated or broken down into shorter chunks of information. Staff ensure that children understand social rules through good role models and using picture clues. Golden rules are developed by the children. Advice is sought from the Speech and Language Therapist. Supporting sheets and activities are sent to enable us to support children.	Appropriate differentiation in class - Differentiation in terms of levels of activities/tasks and support. Classroom aids to help learning. These include word banks, classroom support mats, additional use of ICT (e.g. use of ipads, talking tins. Use of pencil grips, support seats, coloured overlays and bookmarks. Positioning of child in class (e.g. role models, view of whiteboard). Use of visual timetables. Use of writing slopes.	Pastoral care in the classroom. This includes LSA support. Corham Scarf PSHE Buddy system – for new children starting school, playtime buddies. Pupil Voice Class reward systems	Vision impairment: teachers know which pupils in their class have glasses and make sure they remember to wear them when necessary. Positioning of child in classroom, size of writing on worksheet. Use of coloured worksheets and background on whiteboard. Movement breaks. Use of fidget toys.

SEN Support – Targeted Provision			
Communication and Interaction	**Cognition and Learning**	**Social, Emotional and Mental Health**	**Sensory and / or Physical Needs**
Talking Tigers – A structured programme for 4-7 year olds with language delay. 10 week intervention programme run by qualified LSA. Includes EAL children. Referrals are made to Speech & Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of Therapy is provided by HCRG Care Group. 1:1 support to follow individual SALT programmes: The LSA works with children given targets from Speech and Language. Targets are returned when completed or reviewed by the Speech and Language Therapist if progress is not made, and children re-assessed. Token Economy reward systems, language jigs and social stories are put in place when required. These are used for children, including those on the Autistic Spectrum, to help with social interaction difficulties and social situations. Individual visual prompts and timetables. Visual supports. Social stories	Teacher/LSA run groups for children who need a boost with phonics, maths, writing etc. Targeted support over a specified time period. Precision Teaching. Individual sessions using specialist resources such as Wordshark and Numbershark. Class LSA's carry out 1:1 targeted sessions for children who have been identified by their teachers as requiring extra support in maths and literacy. Agency referrals: SENSS, EMTAS, Educational Psychology Service, Speech & Language Service. Children are assessed and advice/recommendations given to school and parents.	ELSA (Emotional Literacy Support Assistant) Provision includes support for: Self-esteem / Anxiety ; Friendship; Feelings; Bereavement & Loss; Bullying. Reward system / social stories / token economy School Nurse: Provide support for children and their parents regarding medical and emotional issues e.g. diet, sleeping, toileting. Referral to CAMHS: These teams offer an invervention to any child that has an identified emotional, mental health or behavioural concern. Criteria has to be met. Transition Support for Year 6: Support from SENCO and Year 6 teacher to enable a smooth transition for children moving to secondary school.	Strategies to improve developmental Co-ordination difficulties. Fine and gross motor programmes devised by OT. Riding sessions at the RDA (Wilton) Agency referrals: Occupational Therapy, Physiotherapy and SSENS Physical Impairment Service. Advice and recommendations provided. Programmes are implemented by LSA's to develop childrens dexterity, gross and fine motor skills.

Specialist Support			
Communication and Interaction	**Cognition and learning**	**Social, Emotional and Mental Health**	**Sensory and / or Physical Needs**
Referrals are made to Speech & Language, children are assessed and where necessary provided with targets for home and school. Some children may require more intense support and 6-weekly blocks of Therapy is provided. 1:1 support to follow individual SALT programmes: The LSA works with children given targets from Speech and Language. Targets are returned when completed or reviewed by the Speech and Language Therapist if progress is not made, and children re-assessed. LSA's support pupils with speech and language difficulties. Some children, including those on the Autistic Spectrum, are given social stories to help with social interaction difficulties and social situations. Individual visual prompts and timetables. Visual supports. Traveller Support from EMTAS	Agency referrals: SENSS, EMTAS, Educational Psychology Service, Speech & Language Service. Children are assessed and advice/recommendations given to school and parents. Individual sessions using specialist resources such as Wordshark and Numbershark. Class LSA's carry out 1:1 targeted sessions for children identified by their teachers as requiring extra support in maths and literacy. Specialist equipment is purchased including Reading Pen, laptops and ipads.	Professional Counselling Service is provided in partnership with teaching staff, parents and pupils, maintaining confidentiality. School Nurse: Provide support for children and their parents regarding medical and emotional issues e.g. diet, sleeping, toileting. CAMHS: These teams offer an intervention to any child that has an identified emotional, mental health or behavioural concern. Criteria has to be met. ELSA support	Agency referrals: SSENS, Occupational Therapy, Physiotherapy and Physical Impairment Service. Advice and recommendations provided. Programmes are implemented by TA's to develop children's dexterity, gross and fine motor skills. Specialist equipment including writing slopes, pencil grips etc.

2.How will Coombe Bissett Primary School identify and assess my child's needs

At Coombe Bissett Primary School, we recognise the importance of holistic assessment to inform our practice. We are keen to ensure that any barriers to learning your child may have are identified as early as possible, to ensure that we can put into place any extra support and provision they may need.

We continually assess the attainment and progress of all children. We encourage and welcome open communication with you as parents / carers and encourage you to discuss any concerns you have about your child. Staff in Early Years have developed strong links with pre-schools and identification of need prior to school starting. They work closely with the County Early Years Advisor. Staff carry out screening during your child's time in reception using the Early Years Foundation Stage Profile.

If teachers are concerned about a child in their class they will discuss their concerns with you, the parents and carers. They will also liaise with the SENCO. Teachers meet with the SENCO on a regular basis to discuss any children causing concern and any provision being made for them.

We use the Wiltshire Graduated Response to SEND Support (WGRSS) which gives us guidance on the four categories within the SEND Code of Practice and placing children on the SEND Register.

We use a tiered system of SEND support as follows:

Stage 1
The child is showing a concern. Support is class based.

Stage 2
The child is receiving additional support for a difficulty, often within a group, or receiving 1:1 with a TA.

Stage 3
The child is receiving sustained support which is additional to and different from the rest of the class, often individually. They may receive assessment and support from external agencies. A My Support Plan may be started at this stage.

Stage 4
The child has an Education, Health and Care Plan (My Plan) ~~for greater difficulties~~

Class Teachers carry out informal and formal assessments throughout the year to monitor the progress of your child.

Occasionally children may require support from external agencies such as Educational Psychology, Wiltshire's Special Educational Needs Support Service (SENSS), Behaviour Support Service, Speech and Language, Education Welfare Officer (EWO) or the School Nurse. We work closely with outside agencies to support each child's individual needs. Interventions are carefully considered and put in place where necessary to help your child with their area of difficulty (See Section 1). Interventions are carefully evaluated and the progress of pupils is monitored to identify how much progress has been made.

When a child is considered to have SEND, in consultation with their parents, interventions will be identified to support them and they will be included on the schools Provision Map at SEN support. Children on the SEND register and those at SEN Support have their individual interventions / support strategies recorded on the provision map or on Individual Progress Plans.

If children continue to need additional support the school may, in conjunction with parents/carers, start a My Support Plan which will include what goals your child will work towards, and how exactly the school will help your child achieve them. Parents / carers will get a copy of the plan in writing.

If your child has a higher level of need, the Local Authority may identify the need for additional support and funding in the form of a My Plan (an Education, Health and Care Plan (EHCP)). Again, your child's progress is continually monitored and additionally, an Annual Review meeting will be held to review their needs.

3.How do I contact the SENCO?

The school SENCO is Mrs Ruth Massie. Mrs Massie can be contacted by email: admin@coombebissett.wilts.sch.uk. Alternatively parents can make an appointment at the office. Mrs Massie's SENCO day is Monday.

4.How will Coombe Bissett Primary School consult with me and involve me in my child's education?

The Code of Practice emphasises the expectation of parental involvement in discussions of the child's provision and review of their progress.

At Coombe Bissett Primary School the class teacher will discuss concerns about your child with you. If there is a need for additional support to boost your child's literacy or numeracy for example, you will be asked to sign a form to acknowledge that the school is giving your child additional support. This will be reviewed during the year either during parents evening or at other mutually convenient times.

If your child has an EHCP, 'My Support Plan' or an Individual Progress Plan (IPP) their progress will be reviewed with you at least three times a year.

If your child has a My Plan (an Education, Health and Care Plan) an Annual Review meeting will be arranged with the class teacher and SENCO and, if appropriate, other professionals involved with your child. Your child's achievement towards their agreed outcomes will be reviewed and any further provision will be discussed.

If your child is not receiving SEN support and you are concerned, please contact your child's class teacher in the first instance.

At Coombe Bissett Primary School we have an open-door policy. You are always welcome to make an appointment to speak to your child's class teacher should you be concerned about anything. Our ethos embraces the importance of home-school communication. We all strive for the same outcome – the best for your child.

5.How will Coombe Bissett Primary School involve my child in their education?

At Coombe Bissett Primary School we aim to involve your child throughout their education. We will discuss your child's individual targets with them and involve them in the process. These will be recorded on an Individual Progress Plan. We celebrate the child's successes in both class and in school assemblies.

We will discuss what is working well and what is not working so well.

If your child needs a My Support Plan, they will contribute to it and be involved in reviewing their progress towards the outcomes that we are all working towards. Children with a 'My Plan' (an Education, Health and Care Plan) will share their views within the Annual Review process. If appropriate, the child will be invited to take part in the Annual Review Meeting.

Some children will have a 'one page profile', which is a short A4 page document detailing their interests and strengths. Children are actively involved in producing these with staff who have good knowledge of them. The aim of this document is to inform anyone working with the child how they can best be supported within class and around the school setting.

Pupil conferencing happens with the SEND Governor and SENCO throughout the year to allow the children's voice to be heard with regards to additional support they receive.

6. What is Coombe Bissett Primary Schools approach to teaching children with SEND?

At Coombe Bissett Primary School we have high expectations and aspirations for all children.

We are an inclusive school and all children are given equal opportunities and access to the stimulating, broad and balanced curriculum which we offer.

Teachers differentiate the curriculum so that children are able to access learning at their own levels.

All children have opportunities to work with others of different abilities within their class. They are all involved in evaluating their work and discussing the next steps in their learning.

There is an expectation that Quality First Teaching is the first response to meeting the needs of all pupils. For children who experience greater difficulties a range of interventions is provided. These are carefully tailored towards the child's needs (See Section 1).

The aims of the interventions are to assist the child in their work in the classroom. For children with more complex needs who may have an Education, Health and Care Plan, the curriculum will be carefully planned towards their individual needs and regularly reviewed to ensure they are meeting their targets and working towards the outcomes agreed for them.

At Coombe Bissett Primary School we believe that all learners are entitled to the same access to extra- curricular activities, and whole-school experiences, and are committed to making reasonable adjustments to ensure access to participation.

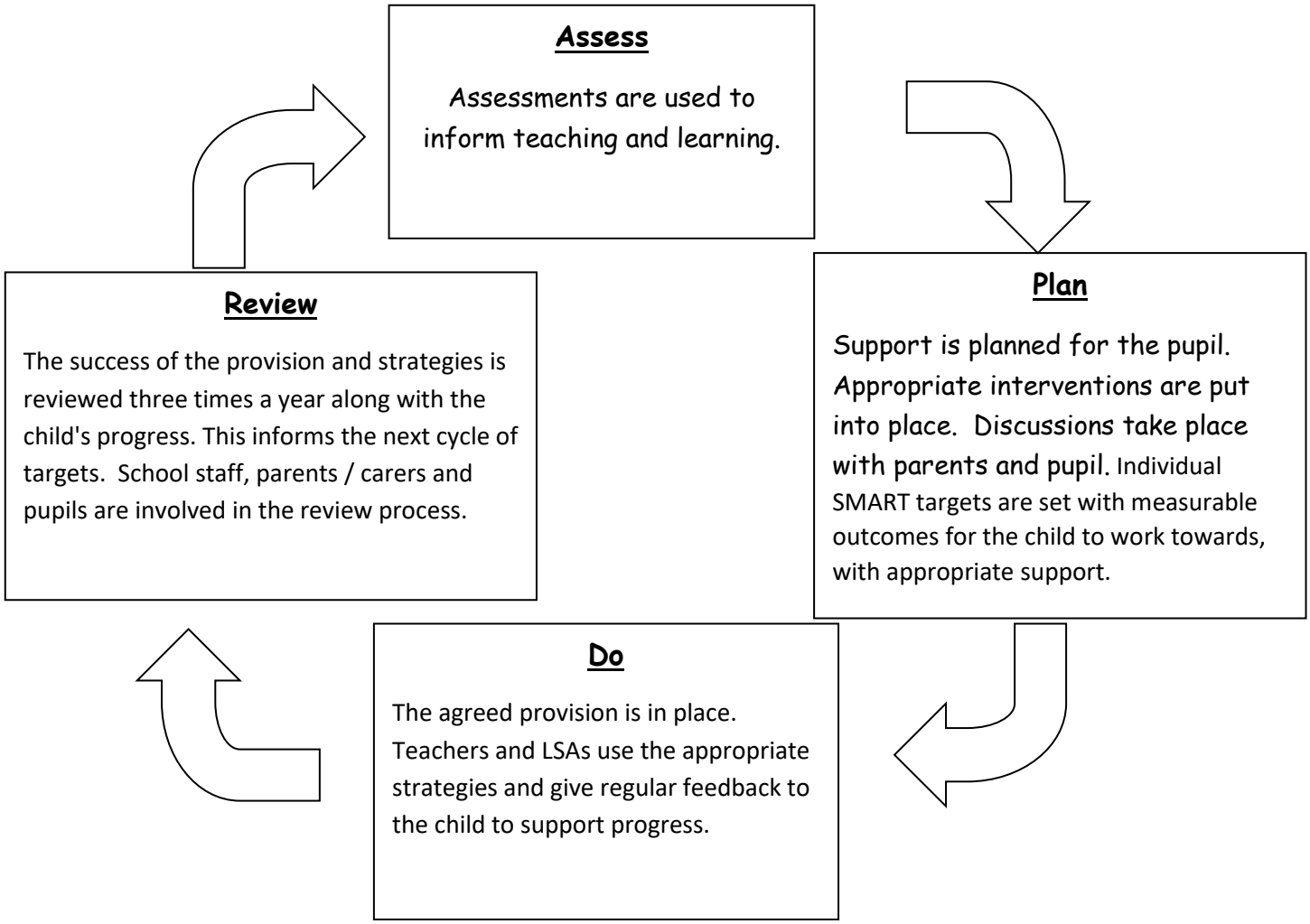
We provide a range of after school clubs. Sports activities takes place throughout the year all children irrespective of their academic abilities.

7. How will Coombe Bissett Primary School match the curriculum and learning environment to my child's needs?

At Coombe Bissett Primary School we ensure that all children, including those with SEND, have access to high quality teaching, appropriately differentiated to meet their needs. LSA's are experienced at delivering specific interventions as well as supporting children in class. Training is given as needs are identified.

Children receiving SEN Support will be monitored closely by the class teacher.
They will have their additional support recorded and evaluated on their additional support recorded and evaluated on the class provision map and Individual Progress Plans which are reviewed six times a year and shared with parents/ carers three times a year.

A cyclical four-stage process is used to inform needs, as detailed in the Code of Practice 2014.



Parents of children with an Education, Health and Care Plan may have a personal budget through which allocation of support will be made.

8. How will Coombe Bissett Primary School support my child's emotional and social development?

At Coombe Bissett Primary School we continually celebrate children's achievements in class and in whole school assemblies. We use reward systems in class to acknowledge children's successes both in work and in their social skills. We use a range of strategies and interventions to help children who experience difficulties at times in their social development (see section 1).

9. What kinds of expertise and training do staff at Coombe Bissett Primary School have to support my child?

We are fortunate to have a range of provision delivered by highly experienced Learning Support Assistants and teachers. Learning Support Assistants are trained in the interventions detailed in section 1. We have Learning Support Assistants who are trained as Emotional Literacy Support Assistants. Our SENCO has a B.Ed

Honours in SEN and holds a Dyslexia qualification. She has a PGCE in speech and language and has many years' experience of working with children with ASD. She holds the National Award for SENDCOs.

Interventions and support for children with SEND is continually evaluated and recorded on the Provision Map and IPPs. We ensure that our expertise is updated, with staff attending courses to ensure their knowledge is up to date. Staff receive training in new interventions which we see as beneficial to our children's needs. Staff have received training in delivering Precision Teaching and the use of Numbershark and Wordshark.

10. How does Coombe Bissett Primary School evaluate the effectiveness of the provision made for children with SEND?

The impact of interventions is measured as far as possible through quantitative and qualitative means. The SENCO meets regularly with teachers to discuss children's provision and review targets. The SEND Governor and SENCO meet regularly to discuss SEND within the school.

11. How does Coombe Bissett Primary School support children in moving between phases of education?

Moving Classes: When children with SEND move classes, we ensure that visits to their next class, and visits from their new class teacher take place in plenty of time, in order to allay any fears or worries the child may have.

Joining in Reception: When children join our school in Reception, visits are organised for children to come into school in small groups prior to starting. Meetings with parents ensure that all necessary information is available to make this transition as smooth as possible. The Reception class teacher carries out home visits with all children joining the school in.

Joining the school in different classes: We aim to ensure that children settle as quickly as possible if they are joining the School at a later stage of their schooling. To help with this we arrange, wherever possible, transition visits, and contact between settings to ensure we have up-to-date information to help with the transition.

Transferring to a new school: A child with SEND may find it particularly difficult moving to a new school, whether this is at the end of year 6 or in other year groups. The class teacher, together with the SENCO, provide transition support for those pupils in year 6 transferring to secondary school. Sessions are held to help children find out about the school, discuss their worries and excitements and prepare them for moving on. Visits to Secondary Schools are arranged and additional visits can be organised if necessary. Secondary School staff may make visits to the school to meet the children who will be joining them in September. Additional visits to the new setting are arranged if appropriate. The SENCO and Year 5 classteacher can liaise with secondary schools to where Year 5 pupils are becoming highly anxious about the transition.

For children moving to a new school from other year groups, we ensure information is passed to parents or sent to their new school. If necessary, telephone calls are made to the SENCO at the next school to help with the transition period.

For children with My Support Plans and My Plans (EHCPs), transition meetings will be held with parents and other professional agencies, to ensure a smooth move to the new school.

12. How does Coombe Bissett Primary School involve other agencies to support my child and family?

At Coombe Bissett Primary School we work closely with a wide range of agencies in order to provide assessments and support for your child. We can make referrals, or support parents in the process, to many external agencies, including:

- Educational Psychologists
- Speech and Language Therapists
- Wiltshire Autism Assessment Team (WAAS)
- Advisory teachers form the Special Educational Needs Support Service (SENSS)
- Ethnic Minority and Traveller Education Service (EMTES)
- Occupational Therapists
- Paediatricians
- Physiotherapists
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Behaviour Support

13. What do I do if I have a concern about my child and the provision being made?

If you are concerned about anything regarding your child our complaints policy is available online, but we would encourage you to see your child's class teacher in the first instance. Should you wish to discuss your concerns further, you could make an appointment to see the SENCO or Head teacher.