



Coombe Wood School

SEN Information Report

Coombe Wood School is part of the Greenshaw Learning Trust.

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SEN Information Report

This report describes Coombe Wood School's provision for students with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Assistant Headteacher - SENDCO

This report was reviewed and updated on: November 2024

This report was approved by the School Governing Body on: (December 2024) - TBC

Next Review Due - Autumn (2) 2025

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Assistant Headteacher - SENCO*

SENCO:

Ms Claudia Boateng - Assistant Headteacher-SENCO

senadmin@coombewoodschool.co.uk

Headteacher:

Ms Nicole Williams - Headteacher

Ndifolco@coombewoodschool.co.uk

SEN link governor:

Tracy Orzieri - Chair of Governors - Torzieri@greenshawlearningtrust.co.uk

Sharmistha Chaudhuri - Link Governor -

Schaudhuri@greenshawlearningtrust.co.uk

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SEN Information Report

1. The kinds of SEND that are provided for

Our school currently provides support for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

2. Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or **HIGH QUALITY TEACHING**

At Coombe Wood School we will use our best endeavours to ensure there is High Quality Teaching to remove barriers to learning. High Quality Teaching is where the class teachers, supported by the SENCO, employ and adapt strategies to support students in the classroom in the first instance. Where students are still not making expected progress despite in-class adaptation, they may require additional support.

Teachers are trained in special educational needs through their initial teacher training which is consolidated through in-house training run by the Inclusion Team. In addition to this, Greenshaw Learning Trust and Coombe Wood School run a comprehensive Professional development programme over the year which focuses on maximising teaching and learning for all students, which supports high quality teaching to happen in the classroom.

Grouping arrangements are organised carefully to maximise learning opportunities for all. Additional adults may be used to help groups of students to develop their independent working skills.

SEND SUPPORT (K)

Where it has been identified that a student is not making progress, the teacher working alongside the SENCO will make a full assessment of their needs, drawing on outside agencies for support as appropriate. Part of the assessment process will take into account both the parent/carers and student concerns.

Following the assessment, the school may decide to implement an intervention. Should this be necessary, then the intervention will be reviewed termly with communication to parents/carers and the student. There will be a record of outcomes, action and support agreed which will be shared with parents/carers, students and appropriate school staff. This process of review will also evaluate the effectiveness of the intervention for the individual student.

Learning Support Assistants (LSAs) are deployed as additional adults in the classroom to support the teacher with the learning of students with SEND. Some LSAs may also be deployed to deliver sessions 1:1 or in small groups.

EHCP

If it is deemed that further support than can be offered through SEND Support is required, then the parents/carers can make the decision to request an Education, Health and Care needs assessment by the Local Authority. The Local Authority then considers the evidence and, if it meets their thresholds, then they will consider issuing an EHC plan, which might increase the levels of support and opportunity that the child has.

Coombe Wood School will use their best endeavours to meet the needs of the student, as outlined in the EHCP.

We will follow the same review process as SEND support, evaluating progress against targets with parents/carers and students on a termly basis. Whether something additional is needed.

3. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

4. Assessing and reviewing students' progress towards outcomes

Teachers are responsible and accountable for the progress and development of all the students in their class. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The form tutor/HOY and or subject teacher(s) will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5. Supporting students moving between phases and preparing for adulthood

Transition to High School from Year 6 to 7 is supported through a number of mechanisms:

- Visits to primary schools
- Induction Day for all students
- Additional induction mornings for students who are the only child attending from their primary school
- students with identified needs also receive the following:
 - Additional Induction sessions
 - Additional visits to primary school
 - Additional diagnostic assessment

Transition from KS3 to KS4 in Year 8 & 9 is supported by:

- Subject preferences evening and talk
- Student conversation with pastoral staff
- Group discussion to ensure students' understanding of process
- A staff advocate if required in conversation with pastoral staff

Transition from KS4 to Post-16 for students with identified needs is supported by:

- Support to complete college or university application forms/CVs
- Careers advice and guidance
- Interview practice

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

6. Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

At **COOMBE WOOD SCHOOL** we support all children, including those with SEND by using High Quality Teaching Strategies which include modelling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

We will also provide the following interventions:

- Workzone: Weekly after school classwork/homework catch up with TA Support
- Reading Intervention
- SALT groups
- Social Skills
- ELSA
- Mentoring

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger fonts, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. Additional support for learning

We have a team of learning support assistants (LSAs) who are trained to support and scaffold students' access to the curriculum in lessons. As a general rule, LSAs are deployed in lessons where there are students with EHCPs or those who are on the SEND register at SEND Support. They will support many students within the classroom in a lesson, and will not sit with just one student. The only time they will support a student 1:1 in a classroom is if that student has an EHCP which states that that is their level of need and is a supportive mechanism for transition, although we would typically not expect a student who requires this high level of support to be accessing a mainstream provision. This is because we believe that inclusive education means that we have a focus on Preparing students for Adulthood, and providing scaffolds for them to be more independent in their learning and their life.

We also have Specialist Higher Level Teaching Assistants who are trained to support students in the core subjects of English, Maths and science where additional support or intervention is required.

We have a small number of teaching assistants who are trained to deliver interventions such as literacy, numeracy and reading groups.

- Teaching assistants will support students in small groups when delivering identified needs based provision or following diagnostic assessment that requires smaller provisions

9. Expertise and training of staff

Our SENCO has over 20 years experience in this role and in the local community and has worked as the school SENCO since 2021. She has completed the National Award for SEN Coordination. Our Inclusion and Transition Manager/Deputy SENCO has worked with our local primary and secondary schools for the last 30 years and leads the transition programme at Coombe Wood School..

We have a team of teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

- Staff have been trained in ELSA, phonics, ELKAN and speech language therapy
- We have an external Access Arrangements coordinator, who has a Certificate of Psychometric Testing, Assessment & Access Arrangements, Level 7 qualification, meaning that she can conduct certain tests on students to determine their levels of SEND need as well as apply to JCQ (Joint Council for Qualifications) for examination access arrangements for students who meet the criteria.

10. Securing equipment and facilities

Coombe Wood School works very closely with external agencies to ensure we have the right level of provision should a student require some additional equipment to support their SEND, for example Croydon Sensory Support Service (CSSS) provide support for hearing impairment.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEND or EHC plans

In addition, there is continuous teacher assessment within the subjects and more formal data collections twice a year.

Every year group has a Head of Year who monitors the progress and attainment of a year group and who may liaise with the Inclusion Team in regards to whether additional intervention is required.

12. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. Where there is additional risk involved, then we would complete an individual risk assessment to check that we could manage the level of risk presented. The vast majority of the time, a robust risk assessment would mean that it was possible for students to attend these trips.

All students are encouraged to go on our residential trip(s) abroad. All students are encouraged to take part in sports day/school plays/special workshops. No student is ever excluded from taking part in these activities because of their SEND or disability.

13. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

Coombe Wood School has a strong ethos of pastoral care which we feel is exemplified through our Year system. Where it has been identified that additional support for social and emotional needs is required, the Inclusion Team can refer to either internal or external specialist services which include:

- Mentoring
- Groups to develop Social Skills and/enhance self-esteem
- Access to specialist support e.g. CAMHS, Speech, Language and Communication,
- Behaviour Management
- Lunchtime and after-school clubs

In addition to specialist services, Coombe Wood School supports social and emotional needs through:

- Home/School liaison:
- Shared target setting
- Staff presence at breaks and lunch, before and after school
- Preparation for college.

Students with SEND are encouraged to be part of the school council. Students with SEND are also encouraged to be part of our Co-Curricular clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

14. Working with other agencies

- Special Educational Needs Team
- Croydon Virtual School
- Croydon Educational Psychology Service
- School Nurse
- Child and Adolescent Mental Health Service
- Croydon Social Care.
- Croydon SENDIAS

15. Complaints about SEND provision

Should you be dissatisfied in regards to SEND provision, then in the first instance you should contact the SENCo to discuss these concerns, as it is highly likely that we can rectify the concerns raised.

Should this not satisfy the concern, then you should follow the school's complaints procedure, which can be found on the school website. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier

SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. The local authority local offer

Our contribution to the local offer is:
<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

17. Contact details of support services for parents of students with SEN

[Croydon SENDIASS](#)

SENDIASS stands for Special Educational Needs and Disabilities Information Advice and Support Service. This is the SENDIASS service for people living in Croydon. It's a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

18. Contact details for raising concerns

If there are concerns in regards to a student's SEND needs, then please contact the SENCO in the first instance.