



# Coombe Wood School

## **SEN Information Report**

Coombe Wood School is part of the Greenshaw Learning Trust.

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## **Coombe Wood School**

### **SEN Information Report**

This report describes our 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 Inclusion and Transition/SENCO

This report was reviewed and updated on: 06/02/2026

This report was approved by the School Governing Body on: 06/02/2026

*\*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 Inclusion and Transition/SENCO*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with NAME in the first instance. Please contact the

*Croydon SEND local offer*

*[https://croydon.cloud.servelec-synergy.com/Synergy/Croydon\\_SEND\\_Local\\_Offer/](https://croydon.cloud.servelec-synergy.com/Synergy/Croydon_SEND_Local_Offer/)*

# SEN Information Report

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## 1. School Context

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At Coombe Wood School, we believe that all students, barring none, deserve an exceptional education. We commit to this because we believe school is the key to all young people unlocking their future potential. Therefore, we proudly offer a 7-year curriculum which goes beyond a typical school experience. This comprises the three pillars of Coombe Wood School, each working together to holistically develop our students into the best version of their future selves.

**Ambition:** unapologetically high academic expectations for all students, irrespective of their starting points.

**Community:** a relentless commitment to character education, meaning that all students grow into confident, well-mannered and responsible individuals.

**Culture:** extremely comprehensive co-curricular opportunities, which give all students the opportunity to broaden their horizons.

At Coombe Wood School, our aim is to provide an inclusive and supportive community where all students are supported to achieve their full potential in school and beyond. Our mission is to provide an ambitious and aspirational education that challenges students academically; encourages their creativity, cultural engagement and fosters the development of essential personal skills.

We believe that every child's immense potential will be discovered, nurtured and fully realised and in our community - they will thrive. We are committed to being the healthiest school in the country — fit for movement, fit for learning, and fit for life — where each student's unique qualities are recognised and developed.

### What support do we offer?

At Coombe Wood School will use its best endeavours to ensure the necessary provision is made for any student with SEND. [‘SEND Code of Practice: 0-25 years, 2015’](#).

Coombe Wood School is an inclusive secondary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach; so that students, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, students will access targeted and specialist support as detailed below.

It is our policy to identify and assess these difficulties so that learning is supported to ensure outstanding progress is made by all students. Students who are on the SEND Register at additional SEND support level or have an Education, Health and Care Plan (EHCP) or are identified as requiring additional funding via the Croydon Early intervention and Improvement Offer will receive support according to individual needs which is 'in addition to or different from' the Coombe Wood School curriculum.

Our greatest areas of need are Communication and Interaction and Social, emotional mental health Needs (SEMH) and we therefore have a particular focus on building whole-school and whole-class approaches to support students with learning needs associated with social communication needs.

## **2. Whole-school approach to inclusive mainstream offer**

We are committed to ensuring that all students have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support students with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the students to reference during the lesson to reduce any barriers students face due to their working memory. The 'CWS lesson structure' is prioritised for all children so that all children benefit from explicit modelling.

## **3. Identifying students with SEN and assessing their needs**

- A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEN Code of Practice, 2015)
- A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.
- A disability that requires special educational provision is a disability that prevents or hinders the student from accessing the educational provision generally provided for others of the same age.

Not all students with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all students with a disability.

On entry, we assess each student's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. We carry out additional diagnostic tests for any student scoring below a standardised score of 90 in their reading assessment. We also carry out speech and language screeners for all students who have come up to the school not yet working at age related expectations.

Class teachers 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
- Demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which students require additional support. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

## **4. Our approach to teaching students with SEN within the classroom**

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

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.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

Teachers are made aware of students' strengths, needs and appropriate adaptations and adjustments via the student passport. The passport guides teachers to know which strategies to prioritise for each student and/or which adaptations or adjustments are required to ensure the student can access the learning. Students passports are reviewed termly by LSA keyworkers in partnership with the student. The student passport is shared with parents/carers and they are invited to meet to discuss/review the contents.

## **5. Adaptations to the curriculum for students with SEN**

All students on the SEN register have a student passport detailing the strategies to prioritise for particular students with special educational needs. All staff are required to know which students in their class(es) have a student passport and to actively engage in the information so that all staff know which students to prioritise for support. Our teachers are able to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students' needs and requirements.

At Coombe Wood School we prioritise flexible grouping for the majority of the school day. The focus on high challenge, high support through the high quality inclusive teaching means that students are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, students can have access to a laptop to be able to use accessibility tools. Students receive intervention support so that students accessing the laptop have the skills to use it effectively and efficiently.

Adaptive teaching is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students, with a long-term goal of encouraging and developing independent learning skills in line with research on fostering resilience. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

Parents/carers are informed when students are added to or removed from the SEN register. 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 aspirations of the student and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s)/form tutor so that appropriate observations and assessments can be undertaken.

### **Tests and Examinations: Access Arrangements**

For some students, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or use of assistive technology. The School will make contact with parents/families, if they feel that your child would benefit from these additional arrangements.

## **6. Targeted interventions**

At Coombe Wood School, 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, as per what is on the students' Student Passport and or Learning Plan. 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 via flip learning Our EHCP students at times need more time 1:1 to access the curriculum, so they have 1:1 time with their Learning Support assistants to help them discuss in more detail some of the more complex lessons.

We use the Edukey software 'My Provision Map', to document all interventions and track and monitor progress. Where appropriate, teachers are made aware of the focus of any intervention so that they can support students to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. This support is carefully targeted according to analysis of need and is delivered by LSAs, or teachers on occasion. The progress of students is closely tracked for impact. The support can occur outside (but in addition to) whole-class lessons or be built into mainstream lessons as part of guided work.

Critically, intervention needs to help students apply their learning in mainstream lessons and to ensure that motivation and progress in learning are sustained. The expectation is that students will make progress which is at least in line with that which is expected of them. Details of the additional support offered to your child will be included in their SEND Passport and Learning Plan. The nature and range of interventions offered is reviewed regularly to ensure that it matches the needs of students at the school, including students who require support to develop their social interaction and resilience.

## **7. Specialist interventions**

At Coombe Wood School, we work in partnership with a range of external agencies and they support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support students to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

## **8. Partnership working and students' access to external (incl. specialist) agencies**

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the students' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a student passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

Here are some agencies we work with:

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

## **8. Adaptations to the 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, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger fonts, etc.

We have two intervention spaces available across the school. These are located in the Inclusion area of the school and are timetabled for the delivery of interventions recommended by the relevant external professional we are working with every day. In the morning these spaces can be made available to students who require additional support in the morning as agreed as part of the passport review process.

## **9. Adapted curriculum pathways**

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

## **10. Assessing and reviewing students' progress**

All leaders are responsible for the progress of all students. All assessment points across the school include students with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all students, including students with special educational needs, and making adjustments to systems and practices to positively impact all students, including students with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review students' progress. Assessment and review is therefore built into whole-school processes.

Student progress is assessed and reviewed systematically through the triangulation of attainment data, progress from starting points, attendance, and behaviour information, ensuring that academic outcomes are considered alongside wider barriers to learning. Raising Standards Leads analyse progress data half-termly, with a specific focus on key SEND and vulnerable groups, and work in close partnership with the SENCO to evaluate the impact of provision, identify emerging concerns, and agree timely interventions. Our AHT for Safeguarding and Attendance alongside the respective HOY monitors patterns and trends in attendance and punctuality, while our DHT for Pastoral reviews behaviour data to assess engagement, conduct, and any recurring issues that may affect learning; this information is shared strategically to inform whole-school and individual responses.

For a small number of students who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets. Outcomes in relation to targeted and specialist interventions are reviewed through a structured and consistent process led by the relevant key worker or Head of Year. These reviews take place three times a year through formal structured conversation meetings, during which progress against identified outcomes is evaluated and the impact of interventions is assessed. Students Passports are reviewed as part of this process to ensure strategies, adjustments, and support remain appropriate and responsive to need. Parent voice and student voice are explicitly captured and considered within these meetings, enabling a shared understanding of progress, barriers, and next steps. Findings from these reviews are fed back to the SENCO and relevant leaders to inform ongoing provision planning and, where necessary, further discussion through pastoral meetings, Raising Standards reviews, or Student Referral Panels.

## **11. Consulting and involving students and parents**

The school's SEND provision is underpinned by a strong commitment to consultation and partnership with parents and students, aligned closely with the wider whole-school parental engagement strategy. Parents of students with SEND are actively encouraged to access all universal opportunities available to families,

including parents' evenings, curriculum information events, workshops, and regular communication through established school channels. In addition to these whole-school approaches, the school provides enhanced, targeted opportunities to ensure that the views and experiences of students with SEND and their families are meaningfully captured and acted upon. Structured conversation meetings, led by the relevant key worker or Head of Year, take place three times a year and provide a formal forum for reviewing outcomes, support strategies, and Student Passports, ensuring that both parent voice and student voice inform decision-making. Further to this, the school offers SEND-specific parental engagement opportunities, including SEND coffee mornings held three times a year, which provide a supportive environment for parents to ask questions, share experiences, and build relationships with key staff, including the SENCO and members of the pastoral team. Where appropriate, external professionals are invited to attend these sessions to increase parents' understanding of local services and pathways of support. The school also implements enhanced transition and induction procedures for students with SEND, including additional visits, personalised transition planning, and early communication with families and feeder settings, ensuring continuity of support and reassurance for parents. Through this graduated and inclusive approach, the school ensures that parents of students with SEND are fully involved, informed, and empowered as partners in their child's education.

### **12a. Supporting students moving between phases / transition**

**Transition to secondary 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.

## **12b. Preparation for adulthood**

Our school enriches careers support and preparation for adulthood for children with special educational needs through a structured, personalised, and inclusive approach. Students with SEND receive enhanced careers guidance that is carefully tailored to their individual strengths, needs, and aspirations. This includes differentiated careers education, targeted one-to-one guidance, and close collaboration with families, external agencies, and specialist services. Students are supported to explore a wide range of post-16 pathways through planned visits to further education colleges, specialist providers, training centres, and supported employment opportunities. Access to careers events, employer encounters, and work-related learning is adapted to ensure full participation and meaningful engagement. Where appropriate, students are supported to develop independence, employability, and life skills through practical experiences, transition planning, and accredited courses. This comprehensive approach enables students with SEND to make informed choices and prepares them effectively for adulthood, further education, training, or employment.

## **13. Training for 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 three 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 commission additional support from the Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist works in partnership with the SENCO to develop and deliver training to build whole-class approaches that support students with speech, language and communication.

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.

## **14. Evaluating the effectiveness of SEN provision**

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Termly SEND Governors meeting discussing student outcomes

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.

## **15. 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.

## **16. Support for improving emotional and social development**

Coombe Wood School has a strong ethos of pastoral care which we feel is exemplified through our Year group 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:

- Our PSHE curriculum
- 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.

The support provided will be informed by the student's specific needs and will be provided in agreement with the student.

All students with special educational needs are encouraged to be part of the School Council as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

## **17. Students with disabilities**

The school is fully inclusive and is committed to ensuring that disabled students are able to access education on an equitable basis alongside their peers. Admissions arrangements for disabled students are in line with the school's admissions policy and statutory guidance, and no student is discriminated against on the basis of disability. Where a student has an Education, Health and Care Plan, admission is managed in consultation with the local authority to ensure the school can meet the student's identified needs effectively.

The school works closely with parents, carers, and external professionals to identify needs early and to review support regularly. Staff receive ongoing training to ensure they are confident in meeting a wide range of needs and in promoting inclusion across the school environment.

Disabled students are supported through a graduated and personalised approach to provision. Reasonable adjustments are made to teaching, learning, and assessment to remove barriers to participation, including

adaptive classroom practice, adapted resources, assistive technology, and access to additional adult support where required. Individual support plans and risk assessments are used as appropriate to ensure students can participate safely and confidently in all aspects of school life, including the wider curriculum, educational visits, and extracurricular activities.

Facilities to support access for disabled students include step-free access to key areas of the building, accessible toilet and changing facilities, designated parking spaces, and clear signage. Specialist equipment and resources are provided where necessary to support mobility, sensory, or medical needs. The school continually reviews its accessibility arrangements and plans for future improvements through its Accessibility Plan linked [here](#) to ensure the environment remains inclusive and responsive to the needs of all students.

## **18. Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

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

## **19. 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.

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