

<p><b>What types of SEN do we provide for?</b></p>	<p>We provide for a wide range of special educational needs as defined by the Code of Practice 2014. The Coombes Primary School is committed to providing comprehensive support for children with Special Educational Needs (SEN) across the four areas of need. With a dedication to inclusivity, the school offers a range of provisions to cater to the diverse needs of its children. A graduated response approach is implemented, ensuring that appropriate support is provided based on individual requirements. This approach allows for the identification and tracking of progress, enabling tailored interventions and adjustments as necessary. Whether it is supporting children with specific learning difficulties, speech and language impairments, physical disabilities, or emotional and behavioural challenges, The Coombes Primary School strives to provide the best possible assistance and resources. By fostering an inclusive and nurturing environment, the school ensures that all children can thrive and reach their full potential.</p>
<p><b>How do we identify and assess pupils with SEN?</b></p>	<p>At The Coombes Primary School, we adhere to the guidelines outlined in the Code of Practice 2014, ensuring that we fulfil our responsibilities in identifying and supporting all children with special educational needs (SEN), regardless of whether they have an Education, Health and Care (EHC) plan. We have well-defined systems in place for the identification and assessment of pupils with SEN. Some children join our school with a pre-existing diagnosis of special educational needs or a medical condition/disability that could impact their learning. As soon as we become aware of such cases, we establish open communication channels between parents, nursery, and external professionals such as educational psychologists and speech and language therapists. Together, we formulate a clear plan with specific targets to address the child's needs. To ensure accurate early identification and appropriate support, we employ a variety of assessment tools and consult external professionals when necessary. The progress of our pupils is closely monitored, with short and long-term targets set, reviewed on a termly basis, and shared with parents.</p>
<p><b>Who is our special educational needs co-ordinator? (SENCO) and how can they be contacted?</b></p>	<p>SENCO: Rhiannon Harry – <a href="mailto:rharry@coombes.wokingham.sch.uk">rharry@coombes.wokingham.sch.uk</a></p> <p>Telephone: 0118 976 0751</p>
<p><b>What is our approach to teaching</b></p>	<p>At The Coombes Primary School, we firmly embrace the principles of equality and inclusion. This includes the concept of 'Ordinarily Available Provision' which refers to a benchmark or baseline set of expectations for the provision that should be made for the majority of children and young people with special educational needs and disabilities (SEND) within early</p>

<p>pupils with SEN?</p>	<p>education settings, schools, academies, free schools, and colleges of further education. We are committed to providing a high standard of ordinarily available provision to ensure that the needs of the majority of our pupils with SEND are met effectively. By adhering to these expectations, we create a supportive and inclusive learning environment where every child can thrive. We continually strive to assess and improve our provision, aligning and adapting it to meet the unique needs of each individual child.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>At The Coombes Primary School, we ensure that all pupils actively participate in a broad and balanced curriculum. Providing quality first teaching for all pupils, including those with special educational needs (SEN), is of utmost importance to us. Our dedicated teachers engage in careful planning and assessment, enabling them to create lessons that cater to the specific needs of SEN pupils within the curriculum. We address barriers to learning by ensuring that classroom activities and planned support align with the individual needs of each child, thereby facilitating their progress. While the majority of SEN pupils benefit from this inclusive approach, a minority may require a fully differentiated curriculum due to significant deviations from age-related expectations. In such cases the SENCo closely monitors the provision, seeking guidance from external professionals such as educational psychologists, speech and language therapists, learning support services, and medical experts.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Pupils with SEN are supported in the classroom or in small groups by their teachers and learning support assistants. Tasks and activities are modified, when appropriate, to enable all children to equally access learning. Careful planning by teachers, in liaison with parents and carers, means that all our children with SEN can access the full national curriculum.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents of pupils with SEN play an active role in their child's education through Termly Individual Provision Plan (IPP) SEN reviews. These reviews provide an opportunity for parents to actively participate in discussions regarding their child's progress, support strategies, and any necessary adjustments to the educational plan. Additionally, parents have the convenience of scheduling appointments through the front office to address any concerns they may have or seek advice and support from the school staff. This open communication channel ensures that parents are involved in decision-making processes and have the opportunity to collaborate with the school in providing the best possible educational experience for their child.</p>

<p>How do we consult pupils with SEN and involve them in their education?</p>	<ol style="list-style-type: none"> <li>1. <b>Individual Provision Plan (IPP) Meetings:</b> Include the pupil with SEN in their IPP meetings where their targets, progress, and support strategies are discussed. This provides an opportunity for the child to actively contribute to the planning and decision-making process.</li> <li>2. <b>Personalised Learning:</b> Involve the child in setting their individual learning targets and goals. Encourage them to reflect on their progress and provide input on how they learn best. This empowers the child to take ownership of their education.</li> <li>3. <b>Regular Feedback:</b> Provide ongoing feedback to the child on their work, highlighting their strengths and areas for improvement. Create a supportive environment where the child feels comfortable asking questions and seeking clarification.</li> <li>4. <b>Pupil Voice Surveys:</b> Conduct regular surveys or questionnaires that allow all children, including those with SEN, to express their opinions and experiences. Ensure that the questions are accessible and considerate of their specific needs.</li> </ol>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The academic progress of all pupils with SEN is consistently monitored, and tailored plans are created to assist them in reaching their targets. For pupils with high or complex needs, individual Provision Plans (IPPs) are maintained and reviewed by the SEN team in collaboration with the teaching staff on a termly basis. These plans are shared with parents to ensure they are well-informed about their child's primary areas of development. Interventions, as supplementary support for the learning of pupils with SEN, are thoughtfully designed in accordance with individual targets to facilitate significant or improved progress towards those targets. The ultimate goal is to help these pupils achieve their goals successfully.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We maintain close collaboration with nurseries to ensure the smooth transfer of important information regarding pupils with SEN. This enables us to plan and provide appropriate support for these children before they join our school. Families are actively involved in this early planning process, and we prioritise meetings with parents and carers of children who have identified SEN prior to their enrolment. Similarly, we establish strong partnerships with receiving secondary schools to ensure timely communication of relevant information as well as liaising any additional transition opportunities for those who may require this. As pupils progress through different year groups, we implement a well-structured transition process specifically tailored to the needs of pupils with SEN.</p>
<p>How do we support pupils with SEN to improve their emotional and</p>	<p>Supporting the emotional and social development of pupils with SEN is a collective responsibility for all staff. To achieve this, we employ various strategies and interventions. Firstly, we conduct Zones of Regulation check-ins, allowing students to explore and regulate their emotions effectively. Additionally, whole-class lessons in (PSHE) to help promote the overall well-being of all children. Furthermore, our dedicated nurture assistant conducts one-on-one check-ins and facilitates social group interventions focused on fostering resilience, self-esteem, confidence, managing anxiety, and building</p>

<p>social development?</p>	<p>positive relationships with peers. These valuable sessions take place in our purpose-built Nurture Room, providing a supportive and nurturing environment for pupils to thrive emotionally and socially.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>All teachers assume responsibility for the education of every child. They prioritise effective provision for pupils with SEN by ensuring that high-quality teaching is the initial response to identify and meet the needs of all students. These teachers possess experience in instructing pupils with various learning barriers and can seek guidance from the SEN team when needed. To enhance outcomes, regular Continuing Professional Development (CPD) opportunities are provided for all staff, both from internal resources and external providers. These opportunities aim to extend and strengthen their support for young individuals with SEN. Additionally, the Learning Support Assistants demonstrate high levels of skill and often receive specialised training in areas such as Reading and our 6 key reading skills + prosody Abacus Maths and the use of manipulatives to scaffold, Nelson Handwriting, No Nonsense Spelling, Speech and Language, occupational therapy, physiotherapy, and nurture. Sustained CPD efforts across the staff have yielded positive learning outcomes over time.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Equipment and resources are provided from within the school's budget in line with the Local Education Authority procedures and guidance. If resources or facilities from external providers are needed they will be applied for by the SEN team.</p>
<p>How will we secure specialist expertise?</p>	<p>Specialist expertise is accessed through School Planning Meetings (educational psychology service, learning support services and behaviour support service); CYPIT toolkit (speech and language, physio therapy and occupational therapy); Foundry college for behaviour; MARF (the ASD team, Children's Services and Early Help); MHST referrals are made for attendance, social and emotional intervention. The services of an independent play therapist are commissioned from the school for high needs children with complex social and emotional needs. Requests for external support are decided by the SEN team in consultation with parents and other professionals.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and</p>	<p>External organisations are consulted and their advice informs school provision for pupils with SEN. Joint meetings with other professionals, organisations and families are proactively organised by the SEN team. The aim of the meetings is to bring everyone actively involved in supporting the child or the family together in order to devise a package of support which will enable the pupil to achieve and be successful at school and in the wider community. The school's family support coordinator works closely with the SEN team to signpost parents and families to external parent support agencies and training. She also works directly with families in need.</p>

supporting their families?	
How do we evaluate the effectiveness of our SEN provision?	The attainment and progress of all pupils with SEN is closely monitored and tracked by the class teacher, Head of Year, Phase Leader, and SENCo. Pupils' progress towards their personal targets is one indicator of the effectiveness of the provision and support. The effectiveness of interventions on pupil progress and attainment is carefully monitored, and interventions are planned and assessed using the four-part model of 'assess, plan, do, and review'. Children with EHCPs have Individual Provision Plans (IPPs) that are reviewed on a termly basis but are a working document used to inform planning and provision.
Who can young people and parents contact if they have concerns?	In the first instance, it is always best to speak to your child's class teacher as they know your child the best. They will refer your concerns to the SENCo if required.
What support services are available to parents?	<p>Advice is freely available to parents through SENDIASS-Special Educational Needs Information, Advice and Support Service</p> <p><a href="https://www.sendiasswokingham.org.uk/">https://www.sendiasswokingham.org.uk/</a></p>
Where can the LA's local offer be found? How have we contributed to it?	<p>The local authority's local offer can be found at the following address:</p> <p><a href="https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/">https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/</a></p>