



The Coombes Church of England
Primary School

SEND Information Report
(Mainstream School)

Issue Date: October 2025
Review Date: October 2026

At The Coombes Primary School, we are committed to providing an inclusive and supportive learning environment for all our children, including those with special educational needs and

disabilities (SEND). We strive to ensure that every child with SEND receives a high-quality education that meets their individual needs and enables them to achieve their full potential. This SEND Local Offer serves as a guide to the range of support and provisions available to children with SEND at our school.

Identification and Assessment of SEND: Our school employs a robust system for the identification and assessment of special educational needs and disabilities. We work closely with parents, teachers, and external professionals to identify any areas of concern. The assessment process includes gathering information from various sources, such as external professionals, observations, assessments, and discussions with parents and the child. This allows us to develop a comprehensive understanding of each child's individual needs.

Support and Provision:

1. **Quality First Teaching:** We believe in providing high-quality teaching that is inclusive and differentiated to meet the diverse needs of our children. To achieve this, our teachers currently plan and implement in line with 'The Coombes Ordinarily Available Provision' resource. In addition to this, staff receive ongoing training and support to enhance their understanding and skills in teaching children with SEND.

2. **Individualised Provision Plans:** If a child is identified as having SEND, we create an Individual Provision Plan (IPP) in collaboration with parents, the child (where appropriate), and relevant professionals. The IPP outlines specific targets, strategies, and interventions to support the child's learning and development. It is regularly reviewed and updated to ensure its effectiveness through the Assess, Plan, Do, Review process.

3. **Specialised Support:** In addition to quality teaching and IPP, we provide specialised support tailored to meet the specific needs of individual children with SEND. This may include additional interventions, small group work, or individualised support from our dedicated team of teaching assistants and learning support staff.

Interventions Offered:

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Catch Up (reading)	<input checked="" type="checkbox"/>	
Read, Write, Inc. Fast Track Phonics Comprehension Box (reading and literacy)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Emotional Literacy (Nurture Support)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clever Fingers (Fine motor development)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sensory Circuits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Smooth Moves (Gross Motor Development)		<input checked="" type="checkbox"/>
BBC Dance Mat (Touch Typing)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Colourful Semantics	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bucket Time (Attention Autism)	<input checked="" type="checkbox"/>	
Speech and Language (Speechlink Supported)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4. **Nurture Room and Holistic Development:** Our Nurture Room is designed to provide comprehensive nurture support for the holistic development and well-being of every child. Our Nurture Room offers a range of proactive activities and interventions to help children identify and recognise their own emotions, develop strategies and skills to self-regulate, and manage their emotions effectively. The nurturing environment provides a safe space for children to build resilience, social skills, and positive relationships.
5. **Regulation Room:** Our Regulation Room based in the KS1 building is designed to provide children with a quick re-regulation space. This room provides children with an opportunity to experience sensory feedback, talk, and re-engage using a range of therapeutic and calming approaches.
6. **Accessible Learning Environment:** Our school is committed to providing an environment that ensures equal access and opportunities for all children, including those with SEND. We strive to create an inclusive and supportive atmosphere where every child can fully participate in learning activities. We make reasonable adjustments to our physical environment, classrooms, and facilities to accommodate the diverse needs of our children.
7. **Partnerships and Collaboration:** We recognise the importance of working in partnership with parents, external agencies, and the local community to provide the best possible support for children with SEND.
8. **Transitions:** Smooth transitions are vital for children with SEND. We work closely with parents and other educational settings to ensure that the transition into The Coombes Primary School is as seamless as possible. We also provide support during periods of transition, such as moving to secondary school, to ensure continuity of support and a successful transition.
9. **Monitoring and Review:** We are committed to continually monitoring and reviewing our provision to ensure that it remains effective and responsive to the needs of our children with SEND. We regularly seek feedback from parents, children, and staff to evaluate the impact of our support and make any necessary improvements.

We are dedicated to working together with parents and our wider community to ensure that every child with SEND at The Coombes Primary School receives the support and opportunities they need to thrive and succeed.

Contact Information:

For further information or to discuss any aspect of our SEND Local Offer please contact the Special Education Needs and Disabilities Co-Ordinator (SENDCo) or Head teacher.