



Mainstream School's Local Offer



Date: September 2020
Review Date: September 2021

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Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

The Coombes - Vision and Values

The Coombes' vision is about growing. Here we grow to

Love learning

Be the best we can

Respect and care for each other

Serve our community

Look after our environment

This School has a Christian foundation and our vision and values are based on this. We seek to achieve academic excellence and provide the good conditions described by Jesus Christ in the parable of the sower where each child can grow and thrive. We aim to see each child grow in character, confidence and understanding, grow in appreciation of who they are and acquire the skills needed to succeed in a changing world.

The Coombes applies its Vision to all aspects of the school life. The table below shows how the core tenants of the Vision are applied to the SEND Policy at The Coombes.

Here we grow to	Impact on SEND Policy
<i>Love learning</i>	A love of learning helps children to be curious. Being interested and engaged in the process of learning new things about your life, your work and the world is crucial for personal success. Curiosity allows for a perspective that's rich with interest and excitement. Learning for all children will be interesting.
<i>Be the best we can</i>	The Coombes encourages all children to do something remarkable, and encourages them to work out how they could make it happen. We set them challenges that will stretch them and then celebrate the successes with them.
<i>Respect and care for each other</i>	By always showing our SEND children respect it helps them to feel safe and to express themselves. Being respected by people in their lives teaches them how to be respectful toward others.
<i>Serve our community</i>	By giving our SEND children opportunities to perform community service and other worthy endeavors brings them closer to other people and this improves the mental health and wellness of the child.
<i>Look after our environment</i>	At The Coombes the children have the opportunity to do things such as growing food or flowers, exercising outdoors or being around animals. This can have lots of positive effects on mental health such as improving mood and reducing feelings of stress or anger.

Context

The Coombes Church of England Primary & Nursery School is set in rural Arborfield, Berks surrounded by internationally renowned grounds. It has a roll of approximately 420 children, including the nursery of 15 children.

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

As a school, we feel that the needs of the whole child should be addressed. Therefore, early identification of difficulties in learning, social, emotional and behavioural issues as well as communication and physical difficulties are assessed. This can be done in many ways:

- By parents themselves
- By class teacher
- Screeners e.g. pre screener for dyslexia, reading and spelling,
- By the Senior Leadership Team (SLT) and the Special Educational Needs Leader
- Experiences shared from previous schools and settings

The next steps would be for all those concerned to have a meeting to discuss the child's needs.

1.2 What should I do if I think my child has SEND?

- The first contact should be the class teacher who may give advice or contact the SEN Lead
- If pre-school child, contact school to arrange a meeting with SEN Lead

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

Class teacher with SEN Lead

2.2 How will I be informed / consulted about the ways in which my child is being supported?

The class teacher will be the first point of contact for the parent and the SEN lead will be involved if necessary and via:

- Parents evenings
- Annual reports
- Annual reviews if child has a statement of educational need
- Meetings as needed with class teacher or SEN Lead
- If it is assessed that the child will need additional help an Individual Education Plan (IEP) will be written and reviewed with parents

2.3 How will the school balance my child's need for support with developing their independence?

The long term aim ideally would be for every child to be as independent as possible.

- Individual Education Plan (IEP)
- Visual timetables
- Planners

- Small group inputs or support to recap key learning points

2.4 How will the school match / scaffold the curriculum for my child's needs?

- All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.
- Scaffolding is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

As a school we use varied teaching strategies to meet the needs of our children, including scaffolding tasks to achieve the objective. Other strategies used:

- | | |
|--|---|
| For Autistic Spectrum Disorder (ASD) - | - visual cues to aid understanding
- Mentorship –via Learning Support Assistants (LSAs) |
| For Hearing Impaired | - visual strategies
- Consultation via Sensory Consortium/NHS |
| For Speech and Language | - Visual cues, software to aid understanding
- Vocabulary given prior to learning
- Advice from Speech & Language Therapist |

2.6 What additional staffing does the school provide from its own budget for children with SEND?

This is reviewed annually depending on the needs of the children. In the morning Learning Support Assistants are deployed across the school to meet the needs of individuals as appropriate. In the afternoons we have LSAs who work with children across the school focussing on reading, spelling, fine motor skill and gross motor skills.

Some children may need to have 1:1 support full time or part time depending on their needs. These children will have an Education, Health and Care Plan (EHCP) or are in the process of applying for one.

2.7. What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Interventions are used however, the school focus for children with SEND is 'Quality First Teaching' to ensure that all children have access to the whole curriculum.

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Catch Up (reading)	<input checked="" type="checkbox"/>	
The Life boat (reading and literacy)	<input checked="" type="checkbox"/>	
Emotional Literacy	<input checked="" type="checkbox"/>	
Clever Fingers (Fine motor development)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jungle Journey (fine motor development)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Smooth Moves (Gross Motor Development)		<input checked="" type="checkbox"/>

2.8 What resources and equipment does the school provide for children with SEND?

- Triangular pencils
- Pencil grips
- Therapy putty
- Reading rulers (coloured strips)
- Varying colour background exercise books
- Large calculators
- Wedged cushions
- Sloping desks
- Specialist reading schemes (phonic based for older readers)

2.9 What special arrangements can be made for my child when taking examinations?

Based on normal classroom practice and evidence gathering some children are able to have scribes, readers, transcribes and extra time during tasks set and exams. Also enlarged print and modified papers can be provided and quiet areas when necessary.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- All children will be given an assessment grade per term
- Parents will be informed via review meetings or consultation with the class teacher or SEN Lead.
- Standardised tests that give standardised scores and comparative ages

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

See above

- IEPs are regularly reviewed and updated based on everyday observations from school staff, as well as from advice from outside agencies and parents.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- IEP review meetings for children who are school action plus each term.
- Annual reviews if the child is has an EHCP
- Meetings arranged with class teachers

3.4 What arrangements does the school have for regular home to school contact?

- Meetings arranged with class teachers

3.5 How can I help support my child's learning?

Speak to the teacher first and then to the SEN Lead if required.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- Parenting Courses offered occasionally via outside agencies
- The school runs curriculum evenings explaining how parents can best help their children with reading, phonics and maths

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Via 'About Me' booklets as part of the EHCP discussions
- 1:1 discussion about progress and targets set

3.8

3.9 What accredited and non-accredited courses do you offer for young people with SEND?

Not applicable

3.10 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Monitoring of provision is carried out by the SEND Lead through her termly tracking of school progress data. This data is then discussed and analysed during termly Pupil Progress meetings which take place with the class teacher, SEND Lead and members of the SLT. The SEND Lead will evaluate progress and impact of interventions and will discuss the provision and next steps with each class teacher. A discussion through a review meeting with parents and talking to the children about their progress, contribute towards the decision making on planning provision for the future.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

The class teacher is the person who will promote emotional and social development of all children (including children with SEND). Any additional provision will be referred to our pastoral care worker.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

Various strategies are used:

- Class teacher delivering Personal, Social and Health Education (PSHE)
- Outside Agency – Behaviour Support Team (Foundry College)
- Behaviour Support Plans
- Safe areas provided

4.3 What medical support is available in the school for children with SEND?

- First Aid
- Staff will take on any training as needed to support medical needs of any child
- All staff have epi-pen training
- Staff who are working with diabetic children
- Staff who work with children who have epilepsy

4.4 How does the school manage the administration of medicines?

- Specifically, trained adults according to individual needs of children
- First aiders
- See *Administration of Medicine Policy*

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc?

- Disabled toilet / wet room
- Toileting – refer to Toileting and Continence Policy
- See Safeguarding Policy

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

We use all of the above support services for specific children plus:

- Family support workers
- CAMHS
- Occupational Therapists
- Speech and Language Therapists
- Behaviour Support Team
- CAFCAS Officer
- Educational Psychologist

5.2 What should I do if I think my child needs support from one of these services?

- Speak to SEND Lead who will advise next steps and make referrals as necessary

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- In school staff follow programmes provided by these services
- Specialists come in to support from time to time depending on each child's needs- the child needs an EHC plan in order for them to visit.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Children with EHC plan can be referred directly from school through CYPIT • Children without EHC plan can be referred via the GP

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- School has access to children's social care services if required via the school's Senior Designated Person for Safeguarding.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

- Regular SEN staff meetings
- Training is provided dependent on current needs
- SEND Lead / Head attend training and share with staff

6.2 What SEND training is provided for teaching assistants and other staff in your school?

- Teaching Assistants and other staff are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEN.

6.3 Do teachers have any specific qualifications in SEND?

- No specific qualifications but staff have experience in dealing with a range of SEND pupils

6.4 Do teaching assistants have any specific qualifications in SEND?

- No specific qualifications but much experience in dealing with a range of SEND pupils

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in out of school activities and trips in discussions with parents and risk assessment undertaken in line with the Local Authority guidelines. Parents

must accompany their child if necessary or 1:1 support may be provided depending on the level of need.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- Both sites can be accessed by children with mobility difficulties/wheelchair users, but within both buildings, especially the Victorian area of KS2, there are steps that would need a portable ramp.
- See *Accessibility Plan*

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- Yes flooring was changed in KS1 because of its adverse effect on the visually impaired
- Take advice from outside agencies regarding adaptations in teaching areas for each child as needed
- Chair legs adapted in line with advise from the Sensory Consortium
- Rubber soles on chair feet to reduce ambient noise

8.3 Are there accessible changing and toilet facilities?

- There are disabled toilets throughout the school and a wet room available.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- As far as possible the school is accessible to all children

8.5 How does the school communicate with parents / carers who have a disability?

As previously stated

8.6 How does the school communicate with parents / carers whose first language is not English?

We would use an interpreter if necessary.

8.5 How does the school communicate with parents / carers who have a disability?

As previously stated

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition includes visits into school for the family
- Photos
- Transition Booklets
- Meetings with the family and specialist services involved with them
- SEND Lead to attend TAFs, annual reviews etc. if appropriate

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Additional transition visits (for both parents and child. e.g. going for story time)
- Photos of key adults and places in the new team
- Parents introduced to teachers / TAs as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.3 How will my child be prepared to move on to his or her next school?

As above and:

- Meeting with head of Year and SENCO of new Secondary School to discuss child's needs
- Transition programmes set up by our school in conjunction with new school as necessary. Children will meet new Year head
- Vulnerable Pupil Transition run by Secondary Schools

9.4 How will you support a new school to prepare for my child?

- Meet and discuss individual needs in year 5 if the child has an EHCP via annual review if required
- Suggest new school come to visit child in current setting
- Share good practise and strategies with new school staff
- Teaching Assistant may accompany visits to new school if requested
- Vulnerable child transition programme is offered by most schools
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.5 What information will be provided to my child's new school?

- In discussion with parents, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful
- With permission reports from outside professionals will be handed over

9.6 How will the school prepare my child for the transition to further education or employment?

Not applicable

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Class teacher
- SEND Lead
- Phase Leader
- Deputy Head
- Head

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- School can contact the Family and Parenting Support team
- Wellbeing clinic for parent and child

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- School tries to keep up to date contacts for agencies and is always happy to help parents/carers find support groups as needed

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Meetings can be arranged with the Headteacher's
- Contact SEND Lead or Head to deal with complaints
- See *Complaints Policy*
- We actively encourage parents to fill in Ofsted's Parent View.