



SEN Information Report

Helping all children, regardless of their needs, to be the best version of themselves

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Our school's approach to supporting pupils with SEND

We are a fully inclusive school, and this is reflected in our rich, broad and balanced curriculum, our warm and caring ethos, in the relationships you see between adults and children, and in the positive way children interact, work and play together, regardless of their individual needs. We frequently receive comments from visitors about the warm, friendly and welcoming atmosphere of our school and we are very proud of that.

At Combs Infants School, we know that everyone is different, and everyone learns in different ways. This is especially true of children with special educational needs and we are passionate about ensuring that all our children are included in all aspects of education as far as possible.

The school has a SEN policy that is available on the school website. This outlines the schools approaches to meeting the SEN code of practice and explains how the school follows a graduated approach to meeting the needs of learners with SEND. The work the school does with learners with SEND is underpinned by high quality first teaching in the classroom with the needs of learners fully understood by staff when planning their work in the classroom.



Catering for different kinds of SEND

There are four broad areas of need according to the SEN Code of Practice. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory, Medical and Physical Needs.

At Combs we understand that pupils with SEND will have needs within each area of need and our approach is to support young people in a holistic manner, supporting the pupil's various needs ensuring outstanding progress for all.

Communication and interaction

Young people who require additional support with their communication skills are supported with these, these include those with specific Speech and language difficulties or those with conditions that impact on their social communication such as *ASC*, or attachment-based difficulties.

Cognition and learning

Young people who require additional support in areas of their cognition or learning, these include those with specific learning difficulties such as Dyslexia, Dyspraxia, Dyscalculia and those with an overarching difficulty with learning due to a moderate learning difficulty.

Social, emotional and mental health

Young people who require additional support in areas of their social, emotional development to support their healthy mental health. In an infant school such as Combs this is supported by a nurturing, caring ethos and universal provision related to a curriculum that teaches the young people about emotional literacy, feelings and a growth mind-set. With some young people an approach to this at a more specialised level is required.

Sensory and/or physical and/or medical needs

Young people who require additional support in areas of their sensory and/or physical needs, these include those with hearing impairments, visual impairments, physical disabilities such as Cerebral Palsy.



Key staff, expertise and their contact details

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Joanna Sweatmore	SENCo	Currently studying to complete a national Award for SEN Coordination to complete July 2025.

The SENCO

The Headteacher at Combs Infant School is supported by a commissioned SEN consultant who is based at a local primary school.

Name of staff member	Email address	Phone number
Joanna Sweatmore	headteacher@combs.derbyshire.sch.uk	01298 813120

Securing and deploying expertise

The school is supported by staff from external agencies in their work with young people who require specialist support for their SEND. This is provided by different external agencies provided from within health, education and care. These include:

- Derbyshire hearing impaired service
- Derbyshire visual impaired service
- Derbyshire Physically impaired service
- SSEN
- DIASS- Derbyshire Information Advise and Support Service For SEND, formally Parent Partnership
- CAMHS/Healthy Young Minds
- Derbyshire Police Service
- Blythe House Counselling service
- Derbyshire Speech and Language services
- Derbyshire LA behaviour support services and educational psychology services
- Derbyshire LA MAT teams
- Derbyshire paediatrics
- Autism Outreach
- Family Support Worker
- Nurture Team

Equipment and facilities

- The school is fully compliant with the Equality Act 2010 requirements.
- The school is on one level with easy access, double doors and ramps.

- There are two disabled toilets and changing facilities.
- We ensure that, wherever possible, equipment used is accessible to all children, regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible to children with SEND.



Identifying and assessing pupils with SEND

If a young person is identified as working significantly below their expected level of progress, we will take appropriate measures to address this.

Indicators we may use to identify difficulties with accessing learning are:-

- Significantly slower progress than that of their peers starting from the same baseline;
- Failure to match or better the child's previous progress;
- Failure to close the attainment gap between the child and their peers;
- A need for outside agency involvement;
- A need for an EHCPs (Education and Health Care Plans) or GRIPs (Graduated Responses to Improve Pupil Performance) which will be reviewed annually in line with regulations.

The first response is high quality teaching targeted at areas of weakness. Where progress continues to be slower than expected, the class teacher, working with the SENCo, will assess whether the child has a special educational need. We may then provide extra teaching or rigorous interventions designed to secure better progress. At the point where a student is receiving an intervention, this is recorded in the intervention file. A student's response to such support helps to better identify their needs. At all stages of our work with young people, the class teacher is responsible and accountable for the progress and development of the young people in their class. This includes where students access support from teaching assistants or specialist staff. When considering whether a young person should be placed on the SEN register, we view this considering national data and expectations of student progress, alongside a pupil's presentation in school in all areas. A student is placed on the SEN register following a graduated response of Plan, Do and Review. This process is recorded on an IEP. This involves the work with the student being considered within the following cycle: -

Assess- The student's learning challenges are investigated; observations and standardised tests may take place **Plan-**

Support or intervention is planned

Do- The support or intervention is carried out with the student

Review - The support or intervention is evaluated, and it is decided whether to continue the 'assess, plan, do, review' cycle or whether at this point quality first teaching would be enough to meet the student's needs.

When a student is displaying a higher level of need, the school draws on specialised assessments from external agencies and professionals.



Involving key stakeholders

Parents

Clear and honest communication between school and home is crucial in ensuring that your child's academic, physical, social and emotional needs are identified, assessed and addressed. We operate an open-door policy so that you can feel confident that your concerns are being listened to and that the school will do all that it can to ensure that your child will get the support he or she needs. All parents/carers are invited to attend parents' evening to discuss their child's progress with the class teacher. Parents/carers of young people who are identified as having a special educational need are informed of the support or intervention their child has received on a regular basis.

Pupils

All young people are invited to put their views forward about how they are best supported in school. They will always be encouraged to attend for parts of any meetings to discuss their SEN and progress in the school and they are always given an opportunity to state their point of view if this is not possible or is not their wish.

If specialist services or further referrals are made, the young person's views are always sought, and their wishes considered prior to a referral being made.

The school has a thriving school council that addresses whole school pupil concerns and allows the community a well listened to pupil voice.

Other agencies

The school SEND Information Report utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy. School staff will work alongside parents and other agencies to ensure that a young person's SEND needs are supported effectively. This will include referrals to outside agencies if these are required, working in a team around the family approach with other agencies to ensure the best outcomes for the young people within our school.

Progressing towards outcomes

When a pupil is identified as having SEN, their progress will be reviewed regularly. This will occur as part of a Assess:Plan:Do:Review cycle discussed above. All pupils with SEN are set both long-term and short-term outcomes, or changes we expect to result from the work we are doing. These are recorded on an IEP (termly).

Outcomes should be SMART - Specific, Measurable, Achievable, Relevant and Time Bound. All outcomes should be reviewed termly and if progress is not being made then further intervention, support or specialist advice should be sought.



Teaching approach

We believe that every teacher is a teacher of every child, including those with special educational needs.

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are addressed.
- Tasks/strategies/resources/support of teacher and/or teaching assistant are all tailored to meet the needs of groups and individuals, as appropriate.
- Individual learning needs and targets specified on Individual Education Plans (IEP's) will be communicated to all adults working with the child to ensure that his/her needs are being addressed as well as possible.



Transition support

If your child is joining us from another school

- The Headteacher visits pre-schools prior to children starting in Reception.
- Your child will be able to visit our school and stay for transition sessions. This can be arranged as a one to one if required in exceptional circumstances.



If your child is moving to another school

- We will contact the SENCO of the school they are going to and ensure they know about any special arrangements or support that need to be made for your child.
- If necessary, a planning meeting will be arranged with the SENCO of the new school.
- If necessary, transition visits to the new school will be arranged for you and your child.
- We will make sure that all records about your child are passed on as soon as possible and that these records are treated as confidential, in line with GDPR regulations.

When moving classes in school

- Your child will experience a number of transition sessions where they will be taught by their new class teacher.
- Your child's class teacher will pass on all information and records to their new class teacher.

In Year 2

- The SENCo will discuss the specific needs of your child with the SENCo of your child's KS1 school. If appropriate, a transition review meeting, to which you will be invited, will take place with the SENCo of the new school.
- Your child will participate in learning which will support their move to the new school
- Where possible your child will be able to visit their new school, on several occasions if needed, and staff from the new school may want to come and meet your child before they start.
- Transition to your child's next primary school will be carefully considered for children with an EHC Plan at the Annual Review.



Adaptations to the curriculum and learning environment

The school works holistically and in a bespoke manner to ensure the needs of pupils with SEND are fully met. Adaptations are made on a case by case basis to ensure the needs highlighted by specialists or outlined in an EHCP are met by appropriate provision.

All reasonable adjustments are made to meet the SEND needs of learners e.g. use of writing slopes for dyspraxic learners, use of headphones and visual timetables for those with ASC, use of iPad in lessons, supported break and lunch times.

Inclusivity in activities

At Combs, all pupils are fully included in activities both inside and outside of the school, to facilitate this we ensure that, wherever possible, equipment used is accessible to all children, regardless of their needs.

We also make reasonable adjustments to ensure that:

After-school provision is accessible to all children, including those with SEND.

Extra-curricular activities are accessible to children with SEND.



Supporting emotional and social development

We understand that some children have behavioural, social and/or emotional needs (BESD) that need to be supported and developed. Some of these needs may require long-term support throughout their primary years (for example, a need to learn how to relate to their peers appropriately), while others may be of a shorter duration (for example, support in coping with the feelings associated with a bereavement). Needs such as these can manifest themselves in a variety of ways, including behavioural difficulties.

All classes follow a structured Personal, Social and Health Education (PSHE) programme which provides much of this support. This, combined with leading by example, the teaching of British Values, the provision of high quality pastoral care and having a warm and caring ethos, will support children's social and emotional development in school. However, we also provide this specific intervention in school to support more specific difficulties.

- 'Art Therapy' - uses art as the primary mode of expression, alongside talking with an art therapist. It aims to reduce distress and improve social, emotional and mental health by promoting insight, self-compassion and a sense of agency and self-worth. During art therapy, the child is supported by an art therapist to use art to express and articulate often complex thoughts and feelings through art making.

If your child's social and emotional needs cannot be fully met using systems in place in school, then outside agencies can be consulted, e.g. the Educational Psychology Service, Behaviour Support Service, CAMHS or the Multi-Agency Team (MAT).



Evaluating effectiveness

- The school budget, received from Derbyshire LA, includes money for supporting children with SEND. Currently, Combs has zero students who are supported from the LA high needs block.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with staff, senior leaders and the school governors, based on needs in the school and human resources available.
- The Head teacher/SENCo know all the information they have about SEND in the school, including children already receiving support, children needing extra support and children who have been identified as not making as much progress as expected. From this information they decide what resources, training or support is needed.
- The school identifies the needs of SEND pupils on a provision map. This identifies all the support given within the school and is reviewed regularly and changes made as needed, so that the needs of children are being addressed and resources deployed as effectively as possible on a regular basis.
- The impact of intervention is evaluated regularly to ensure that expected progress is being made, and where this is not happening, additional support can be given or changes made to the child's individual learning plan to improve learning outcomes.



Handling concerns regarding a young person with SEND

If a parent/carer is worried about their child, they should in the first instance contact the young person's class teacher who will be happy to discuss their concerns.

Further support can be sought from the following: - Headteacher: **Miss Joanna Sweatmore**

SENCo: **Miss Joanna Sweatmore**

Their contact details are available in an earlier section of this report or they can be contacted at school on **01298 813120**

These staff can signpost you towards the most appropriate person to support the young person with your concern.

If you do not feel your concern is dealt with appropriately you can follow the school's complaints procedure or contact the schools SEN governor Mrs Barbara Ransom.

Spending the budget

Combs has a small amount of allocated budget for pupils with SEND, this budget, supplemented by Pupil Premium allows the school to ensure each class has some teaching assistant support to work with young people who have additional learning needs. This may be on interventions, support with classwork for learners, or on planning reasonable adjustments for young people in the classroom.



Local Offer

As a Derbyshire Local Authority (LA) school, we are supported by Derbyshire's Local Offer, which is the range of services and provision that the LA provides to support children and young people with special educational needs and/or disabilities (SEND) in Derbyshire. You can find out about these services on their website at www.derbyshiresendlocaloffer.org/. The school SEND Information Report utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy. School staff will work alongside parents and other agencies to ensure that a young person's SEND needs are supported effectively.



Additional support and information

If you require further help or support with your child and support for their SEN that you can't access locally, the following organisations may be able to help:

A national organisation that supports parents whose children have SEN www.ipsea.org.uk

Your child may also be eligible for Disability living allowance which can be applied for on the www.gov.uk website, criteria for allocation of this are available on here too.

