# SEND Information Report 2026-27

**Our Aims**

At Comberton, we believe that ensuring access to a high-quality and inclusive curriculum and a commitment to excellent, adaptive, quality-first teaching are key to ensuring every pupil makes the best possible progress during their time here. For pupils with Special Educational Needs or Disabilities, our aim is to ensure that we address any barriers to learning that they may face in a way that has the greatest impact. We seek to identify the needs of our pupils and respond with a range of teaching strategies to provide support that allows our pupils to be happy and healthy and achieve their full potential. The school works in line with Worcestershire LA's Local Offer, information about which can be found at SEND Local Offer | Worcestershire County Council

This document has been written to provide further information about how we support pupils with SEND to achieve their potential. It takes the form of 'frequently asked questions' to give a clear outline of our provision and processes. Should you or your child have any questions or require further information, please contact the school Deputy Headteacher and SENDCO, Mrs Jenny Phillips, at jmt51@comberton.worcs.sch.uk, or the Headteacher, Mrs Deena Frost, at head@comberton.worcs.sch.uk. Contact can also be made by telephone on 01562 754704.

**How are Special Educational Needs identified at Comberton?**

A pupil is said to have SEN where their learning difficulty or disability requires 'provision different from or additional to that normally available for pupils of the same age' (SEN Code of Practice, DfE 2014)

A pupil will be placed on the school SEND register when, despite high-quality targeted teaching and time-limited interventions, they require additional or different provision to make expected progress. We record entry and exit dates and the reason for change on the register and review placement at least termly at pupil progress and SEND review meetings. Parents/carers will be informed in writing when a child is added to or removed from the SEND register. We use a range of strategies to help us identify if a child has SEN, including but not limited to

- closely monitoring how children are progressing from a baseline or previous assessment point, and the extent to which year group content is being accessed;
- discussions with previous settings such as nurseries and previous schools and working closely with other professionals such as health visitors, as well as meeting with parents to ascertain if concerns are shared;
- observing children in the classroom and supporting staff working with them in ways they might be able to provide further support;
- carefully considering the 'whole picture' of the child, bringing in the support and expertise of our designated safeguarding lead (DSL) and family support worker through weekly vulnerability meetings;
- using in-school materials such as 'Dyslexia Screener', 'WellComm' or speech sounds screeners to highlight specific areas of difficulty;

• accessing the support of external agencies such as the speech and language service, Complex Communication Needs Team, Learning Support Team or Educational Psychologist to build a more detailed picture of the individual's needs.

When concerns are raised, staff working with the child, along with the SENDCO, will closely monitor and review provision and progress. If, following this period, concerns are still held by staff and parents despite appropriate intervention and support, or progress is only being made as a result of ongoing, higher level support, the child may be identified as having SEN. Parents evenings will be used to discuss any period of monitoring being undertaken, and to communicate the nature of additional provision or the decision to place a pupil on the SEND register. As the school ensures the progress of all children by making appropriate provision, there may be no change to provision that has already been in place when a child is put on to the SEND register. A child who is placed on the register's needs may sit within one - or, quite often, more than one - of the four broad areas outlined in the SEN Code of Practice:

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| **Communication & Interaction**<br><br>Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships. | **Cognition** and Learning<br><br>Children or young people have difficulty learning or remembering basic skills. They learn differently from others and may have difficulty with literacy or numeracy or learn at a slower pace. |
| **Social, Emotional and Mental Health**<br><br>Difficulty with managing their emotions and/or social interaction and may be experiencing mental health problems. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult. | **Sensory and Physical**<br><br>Children or young people with visual or hearing impairments or who have physical difficulties which affect their learning. |

As a result of a child being placed on the SEN register, they will have either an Individual Provision Map (IPM), One Page Profile or target tracking sheet containing individual targets and provision outlined to address barriers that have been identified by both the staff working with the child and any other professionals involved. Targets will be set and reviewed in a timely manner to have the greatest impact on each child's progress. Discussion of pupils' progress towards their targets and provision in place will be held with parents/carers at parents' evenings.

**How are pupils with Special Educational Needs taught and what resources are available to them?**

At Comberton, we believe that the majority of children learn best in the classroom when the correct support is put in place for them. A focus on quality first teaching and a well-planned inclusive curriculum is at the heart of our provision for all pupils, including those with SEN. Specific additional provision and adaptations to address barriers identified will be tailored to each child's needs and agreed in consultation with staff, the school SENDCO, parents/carers and the child themselves. Examples of provision may include but are not limited to

• individual or group work led by an adult to support work in class, to fill gaps in learning or to address targets set by other professionals (e.g. Speech and Language).

- access to specialist resources such as ICT provision, pencil grips or writing slopes, visual timetables or other visual resources, task management boards, sensory resources.

- adaptations to the learning environment, such as classroom layout, seating position, provision of workstations, access to specifically created quiet/calm spaces.

- a programme of work delivered by specific staff from either in-school or from external professionals, such as the school's family support worker, an NHS Speech & Language therapist or physiotherapist, or bought-in support such as an Educational Psychologist.

- an additional adult available to support in an identified area e.g. breaktime/lunchtime or within a specific aspect of the curriculum.

- a more bespoke curriculum in one or more areas, planned with the individual's targets at the fore.

Those children whose learning needs are significant and complex may need individual, specific support provided by an Education, Health and Care Plan (EHCP). This means the class teacher and SENDCO will have identified your child as needing a particularly high level of individual or small group teaching which cannot be provided from the current resources available to the school. Applications for EHC Plans (known as a 'Needs Assessment') are sent to the Local Authority for consideration. Only children with the most complex and significant needs are given an EHCP.

How is progress monitored? The effectiveness and suitability of provision offered to pupils is measured through the 'Assess, Plan, Do, Review' cycle in order to ensure pupils make the best possible progress. This entails

- **Assess:** clear assessment of the child's needs and current strengths, shared with the child and parents.

- **Plan:** plans for interventions and support to address areas of need linked to specific and ambitious targets, shared with the child and parents.

- **Do:** planned provision delivered by well-qualified staff.

- **Review:** regular (at least termly) review of progress and evaluation of approaches, shared with the child and parents.

Children on the SEND register will have their Individual Provision Map (IPM) or tracking sheet targets reviewed on an ongoing basis, with new targets being formally set termly. The class teacher and SENDCO will also, through progress meetings, check that the child is making good progress within any individual work and in any group that they take part in. The progress of children with an EHC Plan is also formally reviewed at an Annual Review meeting with all adults involved with the child's education.

The SENCo oversees and monitors the effectiveness of provision in place through discussions with pupils, parents and staff, the monitoring of lessons via learning walks, book scrutinies, involvement in the provision mapping process and conducting pupil progress meetings.

**How will I be involved as a parent/carer?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. We request that parents make an appointment should they wish to review this.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. Again, please contact Mrs Phillips via email or telephone as listed at the start of this document.

- All information from outside professionals will be discussed with you with either the person involved directly, or where this is not possible, in a report.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

- Teachers will meet with both parents and children to discuss IPM targets.

**What about when my child moves to a new class or school?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving child to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school:

- Information from both the current staff working with your child and the school SENDCO will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher.

- Additional transition arrangements will be made where appropriate. These will be matched to the individual needs of children and may include further opportunities to visit their new adults and classroom, resources such as pictures or videos to access during the school holiday or transition passports or books.

In Year 6:

- The SENDCO, through arranged meetings, will discuss the specific needs of your child with the SENDCO of their secondary school.

- Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

- If a transition book would help your child (to support them in understanding moving on), then this, alongside a transition timetable, will be established.

- Your child will complete focused tasks about aspects of transition to support their understanding of the changes ahead.

**How is support for improving social and emotional wellbeing provided?**

As with all of our children at Comberton, we recognise that listening to the views and experiences of children with SEND is of paramount importance. We know that support for social and emotional wellbeing is most effectively achieved through the supportive and caring ethos of the whole school and includes our PSHRE curriculum. However, where additional need in this area is identified and further provision is required, one or more of the following strategies may be used, based on the individual needs of the child:

- An identified member of staff for the child to go to.
- Regular, planned discussions between a staff member, (such as the teacher, teaching assistant or school family support worker) and the child.
- Intervention such as social stories, 'Talkabout' or 'Zones of Regulation' group.
- Specific systems set up for a child to communicate feelings and needs to their teacher or other staff such as the school's family support worker.
- Access to sessions provided by bought-in specialist expertise, such as professionals working with 'Educational Psychology for Everyone' (EPE).
- Referral to the school's Education Mental Health Practitioner (EMHP) through the WEST project for a programme of sessions.
- Withdrawal spaces in or out of the classroom.
- Referral to Melo or CAMHS as appropriate.
- Recommendations for additional parent support, such as family learning courses.

Discussions take place on a weekly basis during a Vulnerability Team meeting, where the headteacher (DSL and designated teacher for looked after children), school family support worker and SENDCO review support provided to individuals and families and consider any new referrals made by staff. This allows the most appropriate provision and resources to be deployed to individuals, and regular reviews of the impact to take place. Comberton also has an allocated Education Mental Health practitioner who supports pupils, families and staff with mental health support in school. This is through the 'WEST project' (Wellbeing and Emotional Support Teams in Schools.

**Who is responsible for SEND at Comberton?**

Mrs Jenny Phillips is the SENDCO and is responsible for

- Co-ordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are kept involved and informed about the support their children are receiving.
- Liaising with external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

- Ensuring there is sufficient expertise in school and providing or facilitating training where required.

**What other professionals may be involved?**

At Comberton, we regularly work closely with external professionals to best meet the needs of pupils. These include

- Speech and Language Team (NHS)

- Educational Psychologist and other allied professionals through 'Educational Psychology for Everyone' (EPE)

- Chadsgrove outreach: Complex Communication Needs Team and Learning Support Team

- School Nurse (NHS)

- Family Support workers

- Education Mental Health Practitioners (EMHPs) through WEST.

- Behaviour support through outreach workers from Unity Academy

As part of our identification and continuing review of children's needs, school can also, in consultation with parents, make a referral to one of the following:

- Community Paediatrics / Umbrella Pathway / ADHD Pathway (NHS routes) or support a Right to Choose referral made by parents via the GP.

- Occupational Therapy

- WEST

- CAMHS (Child and Adolescent Mental Health Service)

- KEMP hospice (bereavement support)

- Starting Well Partnership (parenting support)

**What training do staff receive to support children with SEND?**

We ensure staff skills are up to date through a range of measures. These include whole staff training and training for groups of staff provided by external authorities. Training has included speech, language and communication needs, ASC (Autism Spectrum Conditions), ADHD, difficulties related to attachment, dyslexia, memory & learning, and for interventions such as precision teaching. We have a well-developed programme for building capacity which employs the skills of our own staff with particular expertise in sharing their knowledge and practice.

Opportunities for staff to liaise and receive feedback from external professionals involved with individual children (as listed in the previous section) serves to further develop staff's skills in designing, developing and evaluating provision.

**How are children who are looked after by the local authority and have SEND supported?**

It is recognised that a larger percentage of children who are looked after nationally have identified SEND in comparison to the general pupil population. This makes these pupils vulnerable academically, emotionally and socially. All Looked After Children have regular Education meetings (termly) when their Personal Education Plan (PEP) is reviewed. At this meeting, core professionals and carers meet to discuss and review previous targets and set new ones. We ensure that these targets are the focus of the child's provision map. How the child's Pupil Premium allocation is spent is also discussed at this meeting.

Mrs Deena Frost is the school's designated teacher for looked after and previously looked after children.

**What are the accessibility arrangements at Comberton Primary School?**

- The building is accessible to children with physical disability via ramps, and the upper floor (Y5 & 6) is accessible via a lift. All areas of the school are fully accessible to children with disabilities.
- We ensure that 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 and other activities outside of the classroom, such as school trips, are accessible for children with SEND. It may be necessary to make an individual risk assessment for some children for some activities. If this is necessary, we will discuss this with parents.
- The school maintains a separate Accessibility Plan (reviewed every 3 years) which sets out short-, medium- and long-term actions to improve access to the curriculum, physical environment and information for pupils with disabilities. This plan is published on the website.

**What do I do if would like to make a complaint?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or headteacher. If you are still not happy, you can speak to the school SEND governor, Judith Bylett, who can be contacted via office@comberton.worcs.sch.uk. For further, more detailed information about complaints procedures, please refer to the school Complaints Policy.

**Where can I get further information?**

School Policies

The following policies which support this report can be accessed on our school website:

- SEND Policy

- Learning and Teaching Policy
- Accessibility Plan
- Equality Scheme
- Complaints Procedure
- Behaviour & Relationships Policy

Parenting Support: Further information about support available for vulnerable learners and their families can also be found on the school's website: https://www.combertonprimary.com/help-and-support-for-parents-and-carers

SENDIASS Independent SEND information and advice for parents can be found at http://www.hwsendiass.co.uk/ or by contacting 01905 768153

This SEND Information Report was reviewed in September 2026.