



**Comberton
Primary School**

*A caring community
for all to shine*

Comberton Primary School

Special Educational Needs and Disabilities Policy

Date policy last reviewed:

September 2025

Signed by:

Deena Frost

Headteacher

Date:

Stephen Deakin

Chair of governors

Date:

Comberton Primary School's Special Educational Needs Coordinator (SENDCo) is Mrs Jenny Phillips.

Should you have any queries regarding SEND, you are invited to contact Mrs Phillips at jmt51@comberton.worcs.sch.uk or the Headteacher Mrs Frost at head@comberton.worcs.sch.uk. Contact can also be made by telephone on 01562 754704.

Our Philosophy

At Comberton Primary School we aim to ensure that, through a whole school approach, we address the barriers to learning our pupils face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum; encouraging all pupils to achieve their full potential. We will seek to identify the needs of our pupils and respond with a range of teaching strategies in a supportive learning environment.

We endeavour to provide high-quality education through both quality first teaching which is adaptive and inclusive by design, as well as intervention where required. This may be small group or individual interventions led by teachers, TAs or other professionals such as Speech and Language therapists. These interventions may be short, medium or long term and are targeted to the specific needs of our pupils. All areas of school life are inclusive and teaching is tailored towards individual learning, offering both challenge and support. We support and value all of our pupils, providing equal opportunities for all.

Inclusion

We are an inclusive school. This means that equality of opportunity (in line with the Equality Act 2010) is given to all children paying attention to the different groups of children within our school:

- Girls and boys
- Children with SEND
- Minority ethnic and faith groups
- Disadvantaged pupils
- Looked after children
- Lesbian, gay, bisexual and those questioning their gender
- Gifted and talented and more-able children
- Any children at risk of disaffection or exclusion
- Children with medical needs (long or short-term illness)

Aims and Objectives

We plan to maximise the full potential of all children in all curriculum areas by

- Working within the guidance provided in the SEND Code of Practice, 2014.
- Identifying pupils requiring SEND provision as early as possible in their school life.
- Meeting individual needs through adaptive quality-first teaching supported by additional provision and interventions.
- Ensuring parents are informed and involved at all stages.
- Involving pupils in setting targets as well as the review process.
- Providing support and training for all staff working with pupils with SEND.
- Identifying the roles and responsibilities of staff in providing for children's special educational needs.

Definition of Special Needs

Definition of Special Educational Needs as taken from section 20 of the Children and Families Act 2014

A child or young person has Special Educational needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a greater difficulty in learning than the majority of others of the same age.
- (b) Have a disability which prevents or hinders them from making the use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition of (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four areas stated in the SEND Code of Practice 2014:

- **Communication and Interaction** - 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** - 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.
- **Social, Emotional and Mental Health Difficulties** - 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/or Physical** - Children or young people with visual or hearing impairments or who have physical difficulties which affect their learning.

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Family circumstances
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Disadvantaged (being in receipt of pupil premium funding: PP)
- Being a looked after or previously looked after child (CLA or PCLA)
- Being a child of service personnel

Although behaviour is not a category in itself, at Comberton we recognise that poor or challenging behaviour can be an indicator to an unidentified special educational need in one or more of these areas. Further information around behaviour support can be found later within this policy.

A Graduated Approach to SEN Support

Quality First Teaching

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be monitored through meetings between class teachers and the phase leaders, and discussed further with the SENDCo. These meetings are called Pupil Progress Meetings. Class teachers will also discuss and refer any concerns outside of these meetings.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- a) The child's class teacher will take steps to make reasonable adjustments within the classroom environment and to tasks themselves that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. This will all take place within Quality First Teaching and will not necessarily identify a child as having Special Educational Needs.
- b) If, despite these reasonable adjustments, the class teacher continues to have concerns, or if the child's progress or attainment is identified at pupil progress meetings, then the SENDCO (Mrs Phillips) will be consulted for support and advice.
- c) Through (a) and (b) it can be determined which provision the child will need going forward.
- d) Parents will be informed of adjustments to provision and the circumstances under which their child is being monitored. Parents are also encouraged to share information and knowledge with the school. Concerns will be discussed at Parents' Evenings or at other times as appropriate.

SEN Support

If, following the above monitoring 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, and will be placed on the school's SEND register. This will be done in close consultation with parents. Advice from other professionals (such as Learning Support Team, Complex Communication Needs Team or Speech and Language) may be sought at this stage. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a **graduated approach** to SEN support. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the

most effective in supporting the pupil to achieve good progress and outcomes, and is captured using an Individual Provision Map (IPM).

Assess

This involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of the parents and the learner themselves. Advice from external support services may be sought. Barriers to learning and areas of strengths/successful strategies implemented should be clearly identified at this stage.

Plan

Planning will involve consultation between the class teacher, SENDCO, parents and, where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets will be set regarding the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded on the year group's SEND Target Tracker, and in the instance where needs are more complex, an **Individual Provision Map (IPM)**. A **One Page Profile** may be set up where deemed appropriate to capture ongoing provision to support a pupil's overall progress. Parental involvement may be sought to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Impact will be measured and tracked to enable the accurate evaluation of the success of any interventions. The SENDCO will provide support during this stage as required.

Review

Reviews of a child's progress will formally be made termly, although ongoing reviewing of small steps linked to a pupil's targets on their tracker/IPM takes place as required through the academic year. The review process will evaluate and develop the impact of the quality of provision and will take into account a range of evidence:

- Analysis of any data gathered
- Work scrutiny
- Lesson observations/learning walk
- Pupil voice
- Teacher feedback
- Parent/carer feedback

Records of review will be made on the pupil's IPM. The class teacher, in conjunction with the SENDCO, will revise the type and level of support and inform the next steps for the individual. If,

however, the pupil has made good progress, they may be removed from the SEND register if it is felt that they no longer need extra support.

Occasionally a pupil may need more expert support from outside agencies such as the Learning Support Team, Speech and Language Therapy, Complex Communication Needs Team, an Educational Psychologist or Behaviour Outreach Team. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

EHC Plans

If a child's needs are complex or severe we may suggest that we ask the local authority for a statutory assessment which may lead to an Education and Health Care Plan (EHC Plan). This document will describe a child's SEND and the provision recommended. EHC Plans are 'outcome driven' meaning that an application for a plan needs to clearly state what difference an EHC Plan would make to a child. We can seek to obtain specialist provision for a child through an EHCP if we are unable to meet their special needs. An EHC Plan may involve the Local Authority (LA) providing extra resources to help a child. These could include funding to provide specialist support time, special equipment or occasionally attendance at a specialist school. This support will rarely take the form of substantial 1:1 teaching assistant support. This additional provision is reviewed each year at an Annual Review Meeting, or sooner if required, and includes parents, class teacher, SENDCo, LA representatives and other professionals as required.

Supporting Pupils and Families

At Comberton, we believe that a close working relationship with parents is vital and it is our duty to ensure that parents understand the purpose of any intervention or programme their child is involved in. Parents are involved at the onset when their child has been identified as having SEND and will be fully informed of assessment and review procedures.

We feel that this close relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate interventions and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are met and set effectively.

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- Discussions with the class teacher either through an 'open door' policy or parents' evenings.
- Discussions with our SENDCo or other professionals.
- IPM write and review process. Parents are encouraged to comment on their child's IPM/One Page Profile with possible suggestions that could be incorporated.
- Parents' general views about SEND provision are sought through questionnaires and parents are invited to contribute to the SEND Policy. Parent/carer Q&A sessions take place

throughout the year where parents can give feedback to the SENDCO on the school's approach to SEND provision and communication.

- Liaison with the school's Family Support Worker, Mrs Sarah Shelton, around matters linked to Early Help or social and emotional wellbeing

Further support for parents is available from SENDIASS and the Worcestershire Local Offer.

Supporting Looked After Children (CLA) with SEND

A large percentage (possibly over 50%) of children who are looked after have some SEND. This makes them vulnerable both academically, emotionally and socially. We recognise this at Comberton and work hard to support all our children. All our 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.

Monitoring and Evaluating Provision

Pupil progress is continually monitored, with a more formal assessment taking place on a termly basis. The success of SEND provision and interventions for children on the SEND register are recorded on an Individual Provision Map (IPM), which is also reviewed on a termly basis. This helps to identify whether provision has been effective and helps to inform teachers of next steps.

Roles and Responsibilities in School

Role of the Governing Body

The governing body, together with the head teacher, decide on the school's general approach to meeting pupils' special educational needs and disabilities. The Governor with a responsibility for SEND meets termly with the SENDCO to discuss issues, successes and priorities within this area.

Role of the Head teacher (Deena Frost)

The head teacher has the responsibility for:

- The provision of children with SEND in our school.
- Keeping the Governing Body fully informed on SEND.
- Working closely with members of staff including the SENDCO and outside agencies when appropriate.
- Deploying support staff.

Role of the SENDCO

The current SENDCO is Mrs Jenny Phillips. The SENDCO has a strategic role and is responsible for the following duties:

- Responsibility for the day-to-day operation of the SEND policy and for co-ordinating provision for SEND pupils.
- Working closely with the Senior Leadership Team and governing body.
- Liaising with and advising staff.
- Overseeing pupil records.
- Liaising with outside agencies.
- Liaising with parents.
- Working with pupils.
- Contributing to CPD for staff.

Class Teachers' Role

The class teacher is responsible for the progress of every child in his/her class, including those with special needs or disabilities.

- Delivering quality first teaching.
- To be fully aware of the school's procedures for SEND provision and monitoring, in line with the guidance in the Code of Practice.
- Identifying children with special educational needs as early as possible.
- Consulting with the child and his/her parents, including preparing and discussing Individual Provision Maps/One Page Profiles with parents.
- Informing the SENDCO of concerns about children with special educational needs within their class.
- Collecting relevant information about the child.
- Monitoring the child's progress through devising an IPM/One Page Profile suitable to the child's needs.
- Managing and working closely with TAs.

Our Family Support Worker (Sarah Shelton):

- Works with other staff to deliver activities (either to individuals or groups) to promote positive mental health and well-being.
- Provides support and guidance to families around Early Help and social and emotional wellbeing.
- Acts as a 'first point of call' to pupils who display signs or worry or anxiety or poor mental health.
- Provides advice and support to staff and leads some training and updates.
- Is a Deputy Designated Safeguarding Lead (DDSL) and works closely with the DSL, SENDCO and mental health services.

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEND-focused external training opportunities are made

available to all teaching and support staff where appropriate. The SENDCO attends Local Authority Inclusion Meetings disseminating the relevant information to staff and the head teacher.

Our staff have received a variety of training including an overview of Speech, Language and Communication Needs; Dyslexia Friendly Schools; Autism Friendly Classrooms; supporting pupils with ADHD; Attachment Disorder; supporting pupils with sensory processing differences; Precision Teaching; Memory and Learning; Language for Thinking; and 'Word Aware' approaches. Subject-specific training in early reading and maths also supports staff in making appropriate SEND provision to meet the needs of all pupils.

Transition

We recognise that transitions can be difficult for a child with SEND.

When children move to another school:

- We contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for the child, including a transition plan.
- We make sure that all records about the child are passed on as soon as possible.

When moving classes within school:

- Information from both the current staff working with the child and the school SENDCO is passed on to the new class teacher in advance and a transition meeting takes place with the new teacher. All teachers meet with the SENDCO within the first 4 weeks of the new academic year to discuss the special educational needs of pupils within their class.
- Additional transition arrangements are made where appropriate. These will be matched to the individual needs of children and may include further opportunities to visit 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 discusses the specific needs of children with the SENDCO of their secondary school.
- Those children with complex needs will visit their new school on several occasions and in some cases staff from the new school will visit those children at Comberton (Transition plan).
- If necessary, children are supported with a transition book/timetable to help the process go as smoothly as possible.

Supporting Pupils with Medical Needs

We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010). If a pupil has a medical need then a detailed Health Care Plan is compiled with

support from the school nurse where appropriate and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. When a Health Care Plan is implemented we consider any staff training that may be needed. Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member.

Working with other professionals and outside agencies

Educational Psychologist

We purchase Educational Psychology and other allied professional support from 'Educational Psychology for Everyone' (EPE). This support and advice is used in a number of ways:

- To support a request for an EHCP
- To inform an annual review of an EHCP
- To support decision-making around children with complex and significant needs
- To provide bespoke programmes of work with some individual pupils

Speech and Language therapists

We have an allocated Speech and Language therapist, Jasmin Jacks, provided by the NHS. She has a large caseload in school and sees children (usually) once a year to set and review targets. The therapists will also write reports to support EHCP applications. Our allocated therapists do not work directly with children or staff to implement provision for pupils, however we have a specialist Teaching Assistant employed by the school (Dawn Tilt) who can support in delivering interventions and supporting staff in the implementation of provision for specific targets/activities allocated to individual children. Speech and Language Therapy Assistants (SLTAs) may also work with staff and children to model provisions to address speech and language targets.

Learning Support

Comberton purchases Learning Support from Chadsgrove Teaching Alliance in Bromsgrove, and through wider work carried out by our Educational Psychologists.

They are able to provide us with specialist teachers to complete assessments and reviews. Assessments typically take upwards of three hours and consist of a classroom observation, conversations with class teacher, SENDCO and parents and a 1:1 assessment. The resulting report is shared with parents and any strategies and recommendations can then be implemented in the classroom and at home if appropriate.

Complex Communication Needs Team (Autism Spectrum Condition related support)

Our CCN support is provided by both Chadsgrove and Worcestershire County Council (as part of the Early Years Inclusion Process). The work consists of classroom observations, 1:1 assessments and conversations with staff and parents. This team cannot diagnose Autism or other Autistic Spectrum Disorders but can advise and support with evidence towards potential further referrals to the Umbrella Pathway. A report is provided with resources and suggested provisions to support staff in implementing the Graduated Response.

Behaviour Support

Comberton Primary School implements 'Behaviour Recovery' as part of a relational approach. The school's Behaviour and Relationship Policy outlines:

It is through relationships that children learn to feel safe, belong, and understand themselves, others and the world. We recognise that behaviour is a form of communication, and believe that getting to know children well and understanding their motivations, triggers and needs paves the way to forming positive relationships, and is the best pre-cursor for promoting positive behaviour rooted in intrinsic motivation.

This implementation of this policy provides the vast majority of our pupils with the best possible opportunity and environment in which to thrive; however, on a small number of occasions, further support is required.

Comberton Primary School works closely with Unity Academy SEMH provision to support pupils whose needs present as more significant challenging behaviour. We access outreach support, whereby pupils are referred and an outreach professional from the Unity observes the pupil, sets targets and works closely with school staff to implement provision to work towards these.

In some cases, we may direct pupils to access alternative provision at Unity through their six-week behaviour course. Any decision to access this, or indeed any other alternative provision, is carried out in close liaison with parents/carers. Our Alternative Provision policy should be consulted for further information regarding this.

Other forms of behaviour support may be provided through advice or direct involvement from the school's EP and assistant EP, who offer support to staff related to individual pupil needs and also wider good practice and provision.

Community Paediatrics

If a child has presenting need which could be underpinned by neurodiversity, (e.g. ADHD or ASD) they can be referred to the Community Paediatrician through the Umbrella or ADHD pathway. It is through these consultants that diagnoses of ADHD and Autism (ASD) are made. These referrals can be made by a health care professional such as a GP or school nurse or by the school SENDCo. If the SENDCo makes a referral it must be supported by evidence of two cycles of the Graduated Approach (as outlined previously) being implemented in school, therefore referrals to these pathways are never made upon the first indication of such difficulties.

Early Years Inclusion team for pre-school children

Some of our very youngest children can experience complex difficulties, which are often recognised before they come to school or nursery. These difficulties are picked up by health visitors or doctors,

or parents can self-refer. There are a number of services available to these children and families, which are co-ordinated by the Early Years Inclusion team led by an Area SENDCO (Caroline Britton)

Children can be referred to Community Paediatrics, Speech and Language or to assessment centres such as the Child Development Centre.

Children in the nursery setting may be referred to EYIP- the Early Years Inclusion Process. This service, run by the local authority, is designed to support settings in implementing the graduated response and ensuring the most appropriate and timely intervention for our youngest children. Staff from the Early Years Inclusion Team may come into school and meet with teachers and families offering advice and support, or refer to other professionals to continue that support in a more bespoke manner.

Education Mental Health Practitioners (EMHPs)

Since September 2023, Comberton has been part of Wave 9 of the WEST Project (Wellbeing & Emotional Support Teams). This means an allocated EMHP and senior EMHP will be working in school weekly. They are intended to support children, young people and their parents/carers and help prevent more serious problems developing by providing them with low-intensity support for mild/moderate difficulties, focusing particularly on low mood, anxiety and behavioural difficulties. They are based in school as an additional resource within our whole-system approach to promote resilience and wellbeing, support earlier intervention, enable appropriate signposting and give advice and guidance to school staff to deliver evidence-based support, care and interventions. The EMHPs work closely with Mrs Phillips and Mrs Shelton, our family support worker.

Accessibility

In line with the Equality Act 2010, our aim is that all areas of the school are fully accessible to children with disabilities. We will make reasonable adjustments to the environment, when and where appropriate, to ensure all pupils have access to the school and the curriculum.

Currently the building is accessible to children with physical disability via ramps and we ensure that equipment used is available to all children regardless of their needs. After-school provision, including extracurricular activities, are accessible to all children including those with SEND, and the representation of this group is monitored by the SENDCO.

Admission Arrangements

Local Authority (LA) guidelines are followed for the admission arrangements to Comberton Primary School.

Storing and Managing Information

All hard copies of SEND documents are stored in a locked filing cabinet in the meeting room. Individual records and documents are sent to their next school when children leave. Comberton Primary School uses CPOMS to electronically store minutes of meetings and communications between staff/parents/SENDCO and any documents from professionals. Only staff working with the pupil have user permissions to view such records.

Dealing with Complaints

Concerns about a child's progress should initially be dealt with by the child's class teacher. Following this stage, if a parent still has concerns, they should speak to the SENDCO or head teacher. Following these stages, our complaints procedure should be used or parents may speak to the school SEND governor.

Monitoring and Evaluation

We will ensure that this policy and its procedures are being applied and are impacting on pupil progress through pupil progress meetings, learning walks, pupil and parent voice, book trawls, SEND review meetings and individual data. This will be carried out by the SENDCO, SLT and subject leaders, and feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. Both the Raising Standards Committee and Full Governing Body will monitor the implementation and impact of this policy.