

SEND Information for Parents & Carers

This short guide will support you in understanding more about SEND and what we do at Comberton Primary School to meet the needs of our pupils.

It will address the following questions:

*What is
SEND?*

*I think my
child is
struggling-
what do I do?*

*What does it
mean if my
child is
identified as
having SEND?*

*Where else can
I get support?*

Information within this leaflet is supported by the school's SEND Information Report and SEND Policy, both of which can be found on the school website, www.combertonprimary.com

Worcestershire's 'Local Offer' for SEND can be found at <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

What is SEND?

SEND stands for **Special Educational Needs and Disabilities**.

A child is identified as having a special educational need if 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 2015)

Each school must have a named SENDCO who is responsible for coordinating SEN provision.

Mrs J Phillips is
Comberton's SENDCO

If you wish to make an appointment with Mrs Phillips, please contact via email

jmt51@comberton.worcs.sch.uk



Pupils identified as having SEND may have difficulties in one or more of the following **areas of need**

<p>Communication & Interaction</p> <p>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.</p>	<p>Cognition and Learning</p> <p>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.</p>
<p>Social, Emotional and Mental Health</p> <p>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 They may be withdrawn, isolated or find controlling their behaviour difficult.</p>	<p>Sensory and Physical</p> <p>Children or young people with visual or hearing impairments or who have physical difficulties which affect their learning.</p>

I think my child is struggling- what do I do?

Your first point of contact should be your child's class teacher.

Teachers are responsible for

- adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- checking on the progress of your child and identifying, planning and delivering any additional support;
- ensuring that parents are involved in supporting their child's learning and progress and kept informed about the range and level of support offered to their child;
 - implementing the school's SEND policy.

Your child's class teacher will liaise with the SENDCO to make adjustments and adaptations as required and monitor progress. It will then be decided if special educational provision (*that which is different from, or additional to, what is normally available to pupils of the same age*) and placing on the school's **SEN register** is required.

What does it mean if my child is identified as having SEND?

Children identified as having SEND are placed on the school's **SEN Register** and will have targets set and reviewed termly. These targets and the provisions put in place will be shared with you. The assessment of need, the planning & implementation of provision, and review of progress is known as the **Graduated Approach**, or **Assess, Plan, Do, Review** cycle.

Targets are set by class teachers based on their knowledge of the children and any external agency advice, along with parents' and pupils' views. Barriers to learning and strengths are considered when setting targets and identifying SEN provision. Provision in place for your child may be in the form of adaptations to the learning environment, tasks, through support provided or 1:1 or group intervention. It may well be a combination of all of these!

Other professionals may also be involved with your child in order to ensure school can make the most appropriate provision available. These may include

- Speech & Language Therapy Service (NHS core offer)
- Educational Psychologist and other allied professionals through 'Educational Psychology for Everyone (EPE)
- Chadsgrove Outreach: Complex Communication Needs Team (CCN) and Learning Support Team (LST)
- Wellbeing & Emotional Support Team (WEST)
- Unity Academy Outreach support

Where else can I get support?

There are many other avenues of support available for parents & carers. Please don't hesitate to speak to Mrs Phillips or our family support worker, Mrs Shelton, for further advice and signposting. The following places can also provide advice and support:



SENDIASS: Impartial SEND advice for parents & carers. 01905 768153 or <https://www.worcestershire.gov.uk/sendiaass>

Starting Well Partnership- access at Brookside Family Hub next door to our school! More information at <https://www.worcestershire.gov.uk/council-services/childrens-social-care/virtual-family-hub/best-start-worcestershire/whats-and-things-do/local-family-hubs/brookside-family-hub>



Cerebra website- offers advice and guidance in many areas including sleep, sensory processing and anxiety. More information at <https://cerebra.org.uk/get-advice-support/sleep-advice-service/>

NHS Speech and Language service. More information at <https://www.hacw.nhs.uk/childrenssl>



Paediatric Occupational Therapy advice line **0300 2470017**. Open Wednesdays 9am-12 and Thursdays 1-4pm. The service also has a YouTube channel with many helpful videos: [paediatric OT worcestershire - YouTube](#)
Overall service information can be found at <https://www.hacw.nhs.uk/paediatric-ot/>