

Special Educational Needs and Disability (SEND) Information Report for Coombeshead Academy 2024-2025



(Please contact the Assistant SENDCo, Lisa Hughes, whose email is below, if you need an audio version or an enlarged version of the report.)

Useful contacts:

1. Devon's SEND Local Offer: <https://www.devon.gov.uk/education-and-families/send-local-offer/>
2. Devon Information and Advice Support for SEND (DIAS) provides information and advice to support children and young people aged 0 – 25 with SEND and parents/carers:
<https://www.devonias.org.uk/> EMAIL: devonias@devon.gov.uk TEL: 01392 383080
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1. Our aims

Coombeshead Academy is a mainstream setting. At Coombeshead Academy we are committed to working together with all members of our school community to provide the best opportunities for our students.

Our aims are that all students:

- achieve at least their best;
- become confident individuals living fulfilling lives as independently as possible;
- make a successful transition into adulthood, whether into employment, further or higher education or training (*SEND Code of Practice: 0 to 25 years*)

2. The kinds of Special Educational Needs (SEND) of our students

Our students have a range of needs including:

Area of need	Examples of specific needs at Coombeshead Academy
Cognition and learning	➤ Moderate Learning Difficulties (MLD) ➤ Specific Learning Difficulties (SPLD), e.g. dyslexia
Communication and interaction	➤ Autism Spectrum Disorder (ASD) ➤ Speech, Language and Communication (SLCN)
Sensory and/or physical needs	➤ Sensory processing difficulty ➤ Hearing Impairment ➤ Visual Impairment ➤ Cerebral Palsy
Social, emotional and mental health difficulties	➤ Attention Deficit Hyperactivity Disorder (ADHD) ➤ Anxiety, self-esteem, social interaction

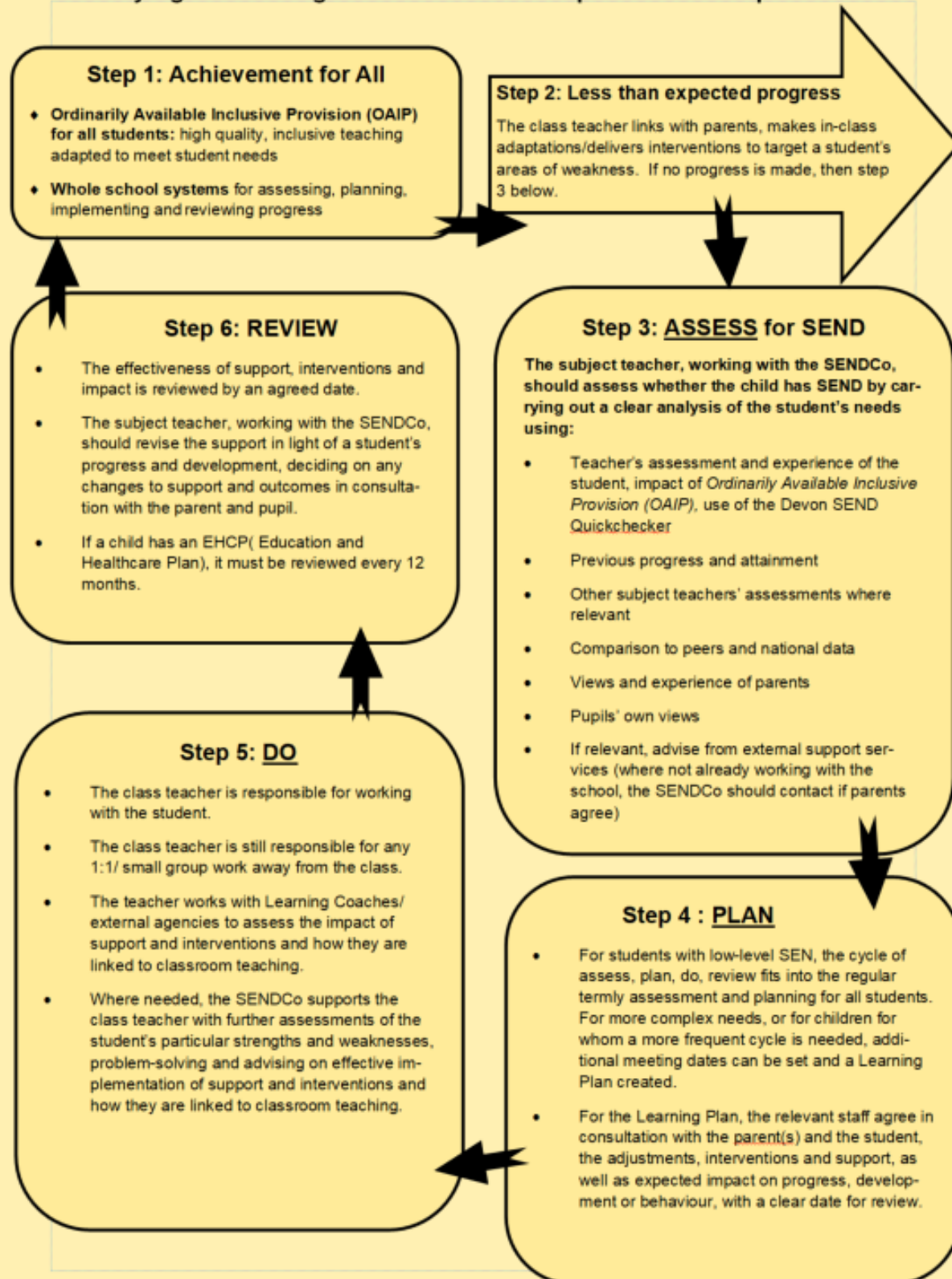
3. How we identify students with SEND and assess their needs

A young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is provision which is **additional to** or **different from** the *Ordinarily Available Inclusive Provision (OAIP)* accessible to all students. This may be ongoing or for a short time. A young person has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The academy uses the **graduated response** outlined in *The Special Educational Needs Code of Practice* to help identify whether a student has SEN.

3a. Identifying SEN through The Graduated Response: assess-plan-do-review



3b. How we assess and review the progress of students with SEND

- Students' academic progress is assessed three times a year. Parents are kept informed through a tutor evening, a parents' evening and termly snapshot reports.
- During the year, we moderate students' work, which enables us to ensure our standards of judgement are accurate. Also, learning walks, pupil pursuits and looking at students' books helps us to ensure that students' learning is challenging, relevant and accessible.
- Each year group has a Year Team Leader who monitors the progress of students in their year group. They can be contacted if there are concerns regarding academic progress.

4. Approaches to teaching students with SEND

- Our academy is inclusive. Teachers have the highest expectations of all students. We aim for Quality First Teaching. We use wider ranging *Ordinarily Available Inclusive Provision (OAIP)* to enable students to access classroom learning effectively. We believe all teachers are teachers of SEND and all leaders are leaders of SEND.
- Teachers are provided with an *Ordinarily Available Inclusive (OAIP) Toolkit* which includes information on evidence-based, adaptive teaching strategies such as the *EEF 5 a day* to support all students including students with SEN, and additional strategies to support students with different areas of SEN. Students who are on the SEND register because they require provision that is **different from** or **additional to** that which is normally available as part of high quality and adaptive teaching, have Learning Plans.
- Wednesday SEND *Briefings* update staff re student needs and strategies. *Friday Rehearsal Briefings* focus on quality-first, adaptive teaching strategies for all students.
- Students are placed in mixed-ability groups in year 7. English and maths have nurture groups in years 7 and 8. Science set from year 8. Maths set from year 9. English stream. In years 7-9, there is a small group of students who follow an adapted French/Spanish course and have extra literacy and numeracy interventions in this group.
- Access arrangements for exams, e.g. extra time, a reader, a venue, or a scribe, are identified through building up a body of evidence throughout a student's time at the academy. This evidence of need is based on a student's normal way of working and we apply to the Joint Council for Qualifications (JCQ) for approval of access arrangements.

5. How adaptations are made to the curriculum and the learning environment

- All staff endeavour to deliver quality-first teaching (*Wave 1 Ordinarily Available Inclusive Provision (OAIP)* as shown in the Provision Grid below). Some students may need extra support and access to *Wave 2 Targeted Provision* or more specialist *Wave 3* provisions.
- Although most students follow the curriculum, a small number have a more personalised curriculum to match their abilities and individual needs.
- As well as being a welcoming environment, the academy is a safe and accessible building and is wheelchair accessible. There are disabled toilets on each floor. There is an adapted shower room in the swimming pool area. Safeguarding procedures and risk assessments are in place and followed by staff. The academy has an accessibility plan.
- The school can link with external services for advice/ securing the provision of additional equipment/facilities to meet the needs of a student with SEND if needed.
- Staff use their best endeavours to provide a safe, inclusive learning environment, including reasonable adjustments where needed, e.g. acoustics, lighting, to reduce sensory overload.

6. Provision including additional support available for students with SEND

6.Our Provision Grid					
Provision type		Area of Need			
		Communication and Interaction	Cognition and learning	Social, emotional and mental health difficulties	Sensory and/or physical needs
Wave 1 Ordinarily Available Inclusive Provision	Quality first adaptive teaching: teaching methods are inclusive and meet the needs of the majority of learners.	➤ Safe and inclusive learning environment, which includes reasonable adjustments where needed e.g. to acoustics, lighting, tidy environment ➤ Explicit modelling of group roles and social interaction in group work as needed ➤ Good modelling of spoken language and sensitive correcting to support language development ➤ Clear, concise instructions and understanding of instructions checked ➤ Pastoral support ➤ OAIP Toolkit	➤ A broad and balanced curriculum with suitable and ambitious targets for every child, with high-quality teaching adapted for individual needs and the first step in responding to pupils who have, or may have SEND ➤ Whole school systems for assessing, planning, doing and reviewing progress ➤ Effective engagement and regular liaison with families ➤ EEF 5-a-Day adaptive teaching strategies ➤ Pre-teaching of subject and complex vocabulary ➤ Overlearning ➤ Use of visuals to support understanding ➤ Buff background for PPTs & Opendyslexic font. ➤ OAIP Toolkit ➤ Year 11 revision sessions ➤ Homework support club (after school and break 1) ➤ Access to Year Team Leaders (YTL) ➤ Whole school literacy and numeracy policies	Access to Pastoral team: 1. Tutor 2. Student Support Officer (SSO) 3. OAIP Toolkit Whole school THRIVE approach (CPD 2021)	➤ Safe and inclusive learning environment, which includes reasonable adjustments where needed e.g. to acoustics, lighting, tidy environment ➤ Lift access ➤ OAIP Toolkit
Wave 2 Targeted Provision	Some students may require additional Interventions	➤ Learning Plans ➤ Carefully adapted or small group tasks to develop social skills/language and communication skills ➤ Alternative environment/ specific strategies to reduce sensory overload to allow sensory regulation ➤ Social skills group ➤ Expressive and receptive language group ➤ Exam Access Arrangements	➤ Children have barriers to learning - we work to remove these barriers through assess, plan, do and review (Graduated Approach) ➤ Learning Plans ➤ Indirect Dyslexia Learning (IDL) ➤ Read-Write Ink ➤ Lexia (literacy) ➤ <i>Yes, we can read</i> ➤ Handwriting ➤ Typing skills ➤ IRLN assessment ➤ Numeracy Intervention ➤ IDL Numeracy by Strand ➤ Cn Group (additional literacy & numeracy) ➤ Assistive technology e.g. reading software ➤ Exam access arrangements	➤ Learning Plans ➤ Moving-up Together Project ➤ SSO mentoring ➤ Young Carers ➤ Mentoring ➤ Thrive ➤ Emotional Literacy Support Assistant (ELSA) ➤ Exam Access Arrangements ➤ Additional support from SSO/DH e.g. Pastoral Support Plan/ Co-regulation Plan/Relational Plan ➤ Access the Learning Hub ➤ MHST	➤ Learning Plans ➤ Sensory breaks ➤ Leave lesson a few minutes early to avoid crowds ➤ Work/ rest systems ➤ Exam Access Arrangements ➤ Access the Learning Hub ➤ Physiotherapy
Wave 3 More targeted and specialist provision	A few students may require more personalised interventions, e.g. with specialist teacher input Children may have long term complex needs and/or disabilities	External agency: ➤ Communication and Interaction Team ➤ Educational Psychologist ➤ SALT ➤ Student may be supported through an EHCP ➤ Alternative or Total communication system to develop receptive and expressive language skills (including speech sounds)	External agency: ➤ Educational Psychologist ➤ Precision teaching ➤ Student may be supported through an EHCP	External agency: ➤ GP/ School nurse ➤ Early Help ➤ CAMHS ➤ SEMH team, ➤ Educational Psychologist ➤ Student may be supported through an EHCP	Additional adult support External agency: ➤ Occupational therapist ➤ ICT advisor ➤ Advisory teacher physical difficulties ➤ Advisory teacher hearing/visual impairment ➤ Student may be supported through an EHCP

7a. The expertise and training of staff to support students with SEND

- The SENDCo has the National Award for SEND Co-ordination and is a member of the Senior leadership team.
- A whole-staff SEND questionnaire helps us to identify staff training needs. These form the basis of whole-staff CPD sessions. The academy also involves specialists to support training needs.
- There is a group of teachers who are SEND Champions. They also trial and share strategies with teaching staff.
- There is an experienced Learning Support Department. There are five full-time learning coaches and four part-time learning coaches. Learning coaches have been curriculum-based in the past so have a good knowledge of different subject areas. They work with identified classes and also deliver small-group or one-to-one interventions e.g. literacy, numeracy, social skills, Thrive. The Learning Support team consists of:
 - a maths learning coach
 - two literacy learning coaches
 - two learning coaches who have had the Devon Enhanced Autism Training (one also a Thrive Practitioner)
 - a learning coach with a background in SEMH
 - an Emotional Literacy Support Assistant (ELSA)
 - a learning coach with experience of supporting students with sensory and/or physical needs

7b. Support from specialists

We can seek support from specialist organisations from the Local Authority as well as Health and Social Care Services. These include:

- Communication and interaction team
- Speech and language therapy
- Early Help
- Social, emotional and mental health (SEMH) team
- Occupational therapy
- Educational Psychologist
- Student and Adolescent Mental Health Services (CAMHS)
- Nurse/ Epilepsy Nurse
- Social care
- Voluntary sections

8. Evaluating the effectiveness of our SEND Provision

- We use a provision tracker to monitor the impact of additional provision for students with SEND. This shows where a student is at the start and end of an intervention and its impact, which enables us to evaluate how effective an intervention has been.
- For students who have an Education, Health and Care Plan (EHCP), we review their targets in the annual review and at points in the year. We can link via phone, email, at parents' evenings, the tutor evening, and in the SEND drop-in week to discuss the progress of students with SEND. Additional meetings can be arranged as needed.
- The SENDCo reports on SEND at a governors' meeting during the year. There is also a SEND governor who has a role in monitoring the effectiveness of our provision and meets with the SENDCo during the year.
- In addition, we use Student Voice and Parent Voice to establish what our students and parents think about the effectiveness of our provision.

9. Enabling students to engage in activities with students with no SEND

- As an inclusive school, students with SEND are encouraged to join in activities with children who do not have SEND through school trips or clubs, e.g. drama, photography, sports clubs, after-school homework club.
- Learning Coaches run a club at break time where students with SEND can: receive support for homework; play board games; do creative activities. Students with SEND can also access mentoring from learning coaches in our break 1 drop-in sessions, and some students might have a peer buddy.

10. Support for improving emotional and social development

Systems to support students' emotional and social development:

- A student's tutor sees their tutor group every day and can be contacted about any issues.
- Life Skills lessons and whole-school assemblies cover social and emotional wellbeing, and issues such as cyber-safety and preventing bullying.
- Year group Student Support Officers (SSO) are responsible for the pastoral support and care of the young people in their year group. This includes the social, emotional and mental health needs of their year group as well as behaviour issues. If students require additional support SSOs can link with parents and students to create a Pastoral Support Plan (PSP) and can make referrals to the school mentor. If more support is needed, SSOs will work with parents and students re seeking more specialist support, e.g. the school nurse, GP, Mental Health School Team (MHST), Early Help, or CAMHS. SSOs can hold Team around the Family (TAF) meetings as part of the above process.
- The SSO is a non-teacher which helps to make them more available to students and parents. They are based in the Student Support Office. They are mainly available to students before school, break and lunchtime so that students do not miss their lessons, but where there is an urgent issue students can contact them during lesson time.
- Whole-school Thrive training: staff have received whole-school training on the Thrive approach to helping them know how to be and what to do if a student is showing distressed behaviour. One of the Learning Coaches is a Thrive Practitioner.
- The Emotional Learning Support Assistant (ELSA) supports students with EHCPs and other identified students with SEND as needed.
- We have a designated lead for safeguarding (Jo Chappell) responsible for young people in school who are looked after by the local authority.

11. How we consult and involve parents in their child's education

The success of our students is linked to strong links between academy staff, governors, students, parents/carers and other professionals.

Parents/carers can consult with the school:

- At the Tutor Evening
- At Parents'/ Carers' Evenings
- By contacting the relevant subject teacher where they have concerns regarding their child's progress in a subject
- Annually at the EHCP review
- Through Parent Voice

12. How we consult and involve students in their education

Students can consult about their education through:

- Learning conversations with their teachers
- Giving their views for EHCP annual reviews and where appropriate attending
- Attending taster days and transition events
- Through the Student Council
- Student Voice

At the annual review for students with EHCPs, parents, carers, students, teachers and other professionals (where relevant) review progress over the year towards previously identified outcomes, identify outcomes for the future and plan who and what will need to happen to achieve success.

13. Preparing students for moving between phases of education and for adulthood

Preparing our students for the next stages of their lives is very important. This can be transition to a new class in school, having a new teacher, moving on to another school, or an apprenticeship or university. We are committed to working in partnership with students, families and other providers to ensure positive transitions occur.

To help students with SEND transition from Year 6 to Year 7:

- The Year 7 Student Support Officer (SSO) visits primary schools to learn about all students who will be coming to Coombeshead Academy
- The SENDCo links with primary school SENDCos, class teachers, and can attend annual reviews or meetings for students with SEND where invited by primaries.
- Learning Plans are created for students with SEND with useful background information and strategies. The Learning Plans also include a pupils' views about what helps them to learn, their interests and aspirations.
- Parents have the opportunity to meet the SENDCo or arrange a phone call in the summer term.
- Rising Stars Day: Year 6 children with SEND who are very anxious about moving to secondary school can attend our Rising Stars Day. Primary schools put forward student names in consultation with parents. Students get to know the site and other Year 6 students.

- Year 6 transition days in the summer term for all year 6 students coming to the academy.

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Between Key Stages 3 -5:

- Careers South West support students with EHCPs in year 11. Through consultation with parents and other professionals a future setting is decided. CSW can be accessed in year 10 if needed.
- From Year 9, annual reviews on the SEND Hub include areas relating to a change of Key Stage including transitions and preparing for adulthood, e.g. employment, independent living, community inclusion, health, social care, transition to adult or other services.
- Post-16 providers attend meetings/ link with parents and students to support a smooth transition to post-16.

14. Arrangements for handling complaints from parents of children with SENDD

Concerns can be passed on to the relevant class teacher; however, when the situation is more complex parents/carers should raise concerns with the SENDCo in the first instance. If the issue is unresolved, the Headteacher will be made aware of the problem and a Student Support Meeting arranged. Where concerns remain parents are referred to the Complaints Policy on the Coombeshead Academy website.

15. Funding for SEND

The academy receives a fixed sum of money (the Notional SEND Budget). This is an identified amount of money within a school's overall budget that is to contribute to the special educational provision of children with SEND. It is not ring-fenced and schools are expected to provide SEND support from the whole of their budget. Resources are allocated based on evidence of need and effectiveness. Students with an Education, Health and Care Plan have resources allocated to support them in achieving the objectives in their EHCPs. We receive top-up funds for students with EHCPs, depending on the level of a student's needs. There are also other sources of funds we are able to draw on for students, such as those who are in receipt of free school meals.

16. Other contacts for when parents/carers have concerns

- Pastoral concerns: tutor, Student Support Officer (SSO) TEL: 01626 201800
- Designated safeguarding Lead: Jo Chappell, Assistant Head TEL: 01626 201800

17. Links with other individual school policies and documents

- SEND Policy
- Accessibility plan
- Safeguarding Policy
- Behaviour Policy

All other policies: on the ESW website: <https://www.educationsouthwest.org.uk>

