



Combe Martin School

Hangman Path, Combe Martin, Ilfracombe, Devon, EX34 0DF

Combe Martin Primary School
SEND Information report
2024 - 2025



**Flourishing
Adults**



**Flourishing
Children**



**Flourishing
Schools**

Our core objectives.



In meeting our objectives we will:

- Promote inclusive teaching practices through professional development and training for educators, emphasising differentiation and universal design for learning.
- Foster a positive attitude and mindset among staff by highlighting strengths-based approaches and maintaining high expectations for all students, irrespective of ability.
- Facilitate collaborative planning and support systems involving general and special education teachers, support staff, and families in the creation and execution of individualised plans.
- Ensure an accessible learning environment by guaranteeing physical and sensory accessibility, furnishing assistive technology, and adapting classroom spaces to accommodate diverse needs.
- Engage the community through partnerships with families, support agencies, and advocacy groups, while consistently assessing and refining inclusive practices through data-driven decision-making and reflective practice.
- Establish high expectations at every level, implementing Rosenshine's Principles into universal provision.
- Value student voice and choice, and celebrate character development and achievements beyond academic success.

Contact details:

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| Special Educational Needs and Disability Coordinator (SENDCO) | Georgina Parsons |
| Staff member with overall responsibility for pupils with Medical Needs | Dee Seddon, Headteacher. |
| Where is the Local Authority's Local Offer published? | https://www.devon.gov.uk/education-and-families/send-local-offer/ |
| Contact details for support services for parents of pupils with Special Educational Needs. | <p>Devon Information advice and Support (DiAS)</p> <p>https://devonias.org.uk/</p> <p>01392 383080</p> <p>devonias@devon.gov.uk</p> |

| Questions | School Response |
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| What kinds of special educational needs are provided for at Combe Martin Primary School? | <p>The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2015) states that: 'A pupil has Special Educational Needs and Disability when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.'</p> <p>The four broad areas of need identified within the SEN Code of Practice 2015 are:</p> <ul style="list-style-type: none"> ● Communication and interaction, for example, autistic spectrum disorder, speech, and language difficulties ● Cognition and learning, for example, dyslexia, dyspraxia, ● Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ● Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. <p>Combe Martin Primary school is committed to meeting the SEND needs of all pupils who attend the school across all four areas of</p> |

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| | <p>need and our school currently provides support for pupils across all four areas of need.</p> |
| <p>What are the policies and processes for identifying children with SEND and assessing their needs?</p> | <p>We will assess each pupil's current skills and levels of attainment settings and Key Stages, where appropriate.</p> <p>Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> ● Is significantly slower than that of their peers starting from the same baseline ● Fails to match or better the child's previous rate of progress ● Fails to close the attainment gap between the child and their peers ● Widens the attainment gap. <p>This may include progress in areas other than attainment, for example social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>During this process we will consider the MATs assess, plan, do and review cycle.</p> |
| <p>How does Combe Martin School evaluate the effectiveness of the provision for children with SEND?</p> | <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> ● Reviewing pupils' individual progress towards their goals each term ● Reviewing the impact of interventions through entry and exit assessments ● Using pupil questionnaires ● Monitoring by the SENDCO ● Using provision maps to measure progress ● Holding termly reviews for pupils with statements of SEND or EHC plans |
| <p>What are the arrangements for assessing and reviewing children's progress towards</p> | <p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review as outlined in appendix 1 of the SEND policy. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.</p> |

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| <p>outcomes?</p> | <p>This will draw on:</p> <ul style="list-style-type: none"> ● The teacher’s assessment and experience of the pupil ● Their previous progress and attainment and character development of the child. ● Other teachers’ assessments, where relevant ● The individual’s development in comparison to their peers and national data ● The views and experience of parents ● The pupil’s own views ● Advice from external support services, if relevant the assessment will be reviewed regularly. <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.</p> <p>We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.</p> |
| <p>What is our approach to teaching children with SEND and what adaptations are made to the curriculum and the learning environment for children with SEND?</p> | <p>Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>High quality teaching is our first step in responding to pupils who have SEND.</p> <p>This will be differentiated for individual pupils. Provision may also include:</p> <ul style="list-style-type: none"> ● Small group interventions ● Guided sessions within class with the teacher, School Improvement Leads or support staff. ● Personalised provision through resources and adapted activities <p>We make the following adaptations to ensure all pupils’ needs are met:</p> <ul style="list-style-type: none"> ● Scaffolding learning and the curriculum to ensure all pupils can access it, for example, by resources, grouping, teaching style, content of the lesson, individual support etc. ● Adapting our resources and learning and teaching styles ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ● Scaffolding learning, differentiating our questioning, and teaching styles, for example, giving longer processing times, pre-teaching of |

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| | <p>key vocabulary, reading instructions aloud, etc.</p> <p>Adaptations to the environment and curriculum:</p> <ul style="list-style-type: none"> ● Children work in mixed ability groups; ● A wide range of resources are accessible to children; ● Independent learning is scaffolded / differentiated. ● Texts are chosen to ensure appropriateness for the learners; ● Activities and resources are differentiated; ● ICT is used where there may be an additional need ● Displays may be adapted for visual impairments; ● Additional equipment is used such as sound- field systems to promote and encourage good listening skills. |
| <p>What additional support for learning is available to pupils with special educational needs?</p> | <p>Provision may also include:</p> <ul style="list-style-type: none"> ● Small group interventions ● Guided sessions within class with the teacher, School Improvement Leads or support staff. ● Personalised provision through resources and adapted activities |
| <p>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</p> | <p>At Combe Martin Primary School, we are committed to creating an inclusive environment where every child can participate fully and develop both academically and socially alongside their peers.</p> <p>Provision may include:</p> <ul style="list-style-type: none"> ● Differentiation and Adaptation, to ensure that children with SEND can engage in all activities, we provide differentiated instruction and adapt activities as needed. ● Peer Support and Collaboration: We encourage peer support and collaboration, fostering a culture of inclusion among all students. Buddy systems, peer mentoring, and group activities are organised in a way that allows children with SEND to engage fully, helping to build strong relationships and a sense of belonging within the school community. ● Flexible Approaches: Recognizing that some children with SEND may need more time or a different approach to certain activities, we offer flexible participation options. ● Extracurricular Activities: Beyond the classroom, we make sure that children with SEND have access to extracurricular activities, including school trips, clubs, and events. We assess each child's needs and make reasonable adjustments to ensure they can participate fully and safely. ● Monitoring and Feedback: We regularly review and monitor the participation of children with SEND in all activities, seeking |

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| | <p>feedback from both the children and their parents. This helps us to continually improve our practices and ensure that all students are benefiting from the inclusive opportunities we provide.</p> |
| <p>What support does the school provide for improving emotional and social development?</p> | <p>The mental health of the children in our school is of the utmost importance; it is imperative that they are happy, confident, self-aware, and comfortable in their surroundings in order to learn effectively and reach their potential.</p> <p>Pupils are supported by:</p> <ul style="list-style-type: none"> ● Being involved in many areas of the school community, such as the School Council ● Questionnaires are completed with children with SEMH needs to ensure their happiness and well-being in school. ● School nurse or CAMHS support for individual cases. ● Specific work on character development with key staff in schools; Work with the Social Inclusion Team (THRIVE) where appropriate. ● Extra transition for identified pupils |
| <p>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</p> | <p>Our SENDCO is an experienced primary school teacher. They are allocated 1 day per week to manage SEN provision at Combe Martin Primary School as well to attend SEND meetings and support colleagues to ensure that all teachers are teachers of SEND.</p> <p>We have a team of 6 support staff who are trained to deliver a range of interventions including SEN provision.</p> |
| <p>How do we secure the equipment and facilities needed to support pupils with SEND?</p> | <p>The equipment a SEND child might require could be either:</p> <ul style="list-style-type: none"> ● Part of the equipment the school has purchased from their own budget in anticipation of providing education to children with SEND ● Equipment the school has been supported to supply, based on agreement in your child's Education, Health and Care Plan. <p>We will often already have access to equipment such as:</p> <ul style="list-style-type: none"> ● ICT for some children with dyslexia, motor skill difficulties or visual impairments ● Raised tables and work stations ● Adapted chairs ● Necessary adaptations to toilet facilities. <p>If additional equipment is required to support a child in accessing</p> |

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| | <p>the curriculum the school will seek support from key specialist services to acquire the resourcing needed</p> |
| <p>How do we consult with the parents of children with SEND and involve them in their child's education?</p> | <p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.</p> <p>These conversations will make sure that:</p> <ul style="list-style-type: none"> ● Everyone develops a good understanding of the pupil's areas of strength and difficulty ● We take into account the parents' concerns ● Everyone understands the agreed outcomes sought for the child ● Everyone is clear on what the next steps are. <p>Notes of these early discussions will be added to the pupil's record via CPOMS and given to their parents. We will formally notify parents when it is decided that a pupil will be placed on the SEND register.</p> |
| <p>How do we consult with children with SEND and involve them in their education?</p> | <p>My Plan targets are shared with children and they have the opportunity to give their ideas on ways to help them move forward in their learning, for example resources or strategies that might help them and suit their learning style.</p> <p>Children are invited along with their parents to their annual EHCP review if this is felt to be appropriate; here they can give views on progress made and the most effective opportunities/strategies/resources which have helped them move towards their targets.</p> <p>We have a school council to represent and champion the ideas of all children in the school.</p> <p>We give children opportunities to share how they are feeling about their school experience through pupil voice activities such as questionnaires or discussions with staff.</p> |
| <p>What are the school's arrangements for handling complaints from parents of</p> | <p>Complaints about SEND provision in our school should be made to the class teacher in the first instance.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.</p> |

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| <p>children with SEND about provision?</p> | <p>They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> ● Exclusions ● Provision of education and associated services ● Making reasonable adjustments, including the provision of auxiliary aids and services |
| <p>How do we involve outside agencies in meeting children’s SEND and supporting their families?</p> | <p>Where appropriate the support of advisory services and outside agencies will be sought in order to gain a better understanding of a child’s needs and how best to support these needs.</p> <p>An Education Health Care Plan (EHCP) may be put in place at this point or previously. This is a structured framework.</p> |
| <p>How will children be supported when moving to a new class or when joining or leaving the school?</p> | <p>We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.</p> <p>Within the school itself we have specific transition days and handover meetings for teaching staff so that children are supported in their move from one teacher to the next.</p> |
| <p>Where can I find out more information regarding services available for children with special educational needs or disabilities?</p> | <p>Please see the Devon Local Information offer https://www.devon.gov.uk/education-and-families/send-local-offer/</p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> |
| <p>Who are the best people to talk to in our school about my child’s difficulties with learning, special educational needs or disabilities?</p> | <p>In the first instance we would advise that you speak to your child’s class teacher who will support you with next steps.</p> <p>You can also contact Mrs Parsons, SENDCO, at the school through the school office or via email at g.parsons@alumnismat.org or Mrs Seddon, Headteacher.</p> |

Impact:

What has gone well this year? (to include SEND pupil data outcomes).

