



Combe Martin School

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

Combe Martin Primary School SEND Information report 2026



**Flourishing
Adults**

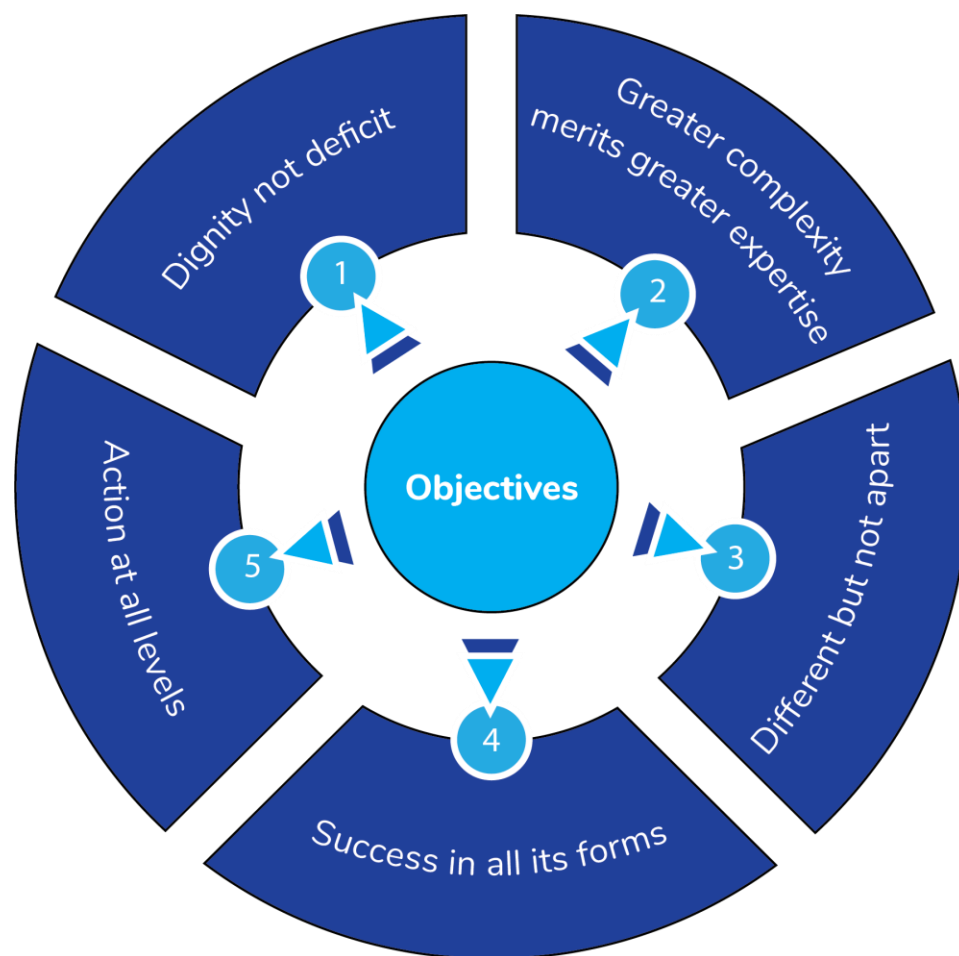
EMPOWERING

**Flourishing
Children**

ENABLING

**Flourishing
Schools**

Our core objectives.



At Combe Martin Primary School, we want every pupil to feel valued, included and able to achieve. We recognise that children learn in different ways and may need different types of support at different points in their education.

In meeting our objectives, we will:

- have high expectations for every pupil and celebrate their strengths, progress and achievements;
- provide high-quality teaching that is adapted to meet individual needs;
- explain things clearly, break learning into manageable steps, model what we expect, check understanding, provide guided practice and gradually develop independence.
- identify barriers to learning as early as possible and respond to them;
- work closely with pupils, parents and carers when planning and reviewing support;
- help pupils to develop independence, confidence and the skills they need to participate fully in school life;
- make reasonable adjustments so that pupils with SEND can access learning, activities and wider school opportunities;
- work with external professionals and services where specialist advice is needed; and
- listen to pupil voice and use it to help shape the support we provide.

At a glance - Contact details:

Special Educational Needs and Disability Coordinator (SENDCO)	Georgina Parsons Contact via the school office (01271) 883226 or email: g.parsons@alumnismat.org
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/children-families-education/send-local-offer/
Contact details for support services for parents of pupils with Special Educational Needs.	Devon Information, Advice and Support (DiAS) https://devonias.org.uk/ provides impartial information, advice and support to children and young people with SEND and their parents and carers. 01392 383080 devonias@devon.gov.uk

Questions	School Response
What kinds of special educational needs are provided for at Combe Martin Primary School?	The SEND Code of Practice describes special educational needs as arising where a child or young person has a learning difficulty or disability which calls for special educational provision that is different from or additional to that normally available to pupils of the same age. We support pupils across the four broad areas of need:

	• Communication and interaction - for example, autism, speech and language difficulties and other communication needs. • Cognition and learning - for example, dyslexia, dyspraxia and other learning difficulties. • Social, emotional and mental health (SEMH) - including difficulties which may affect emotional wellbeing, behaviour, attention, relationships or readiness to learn. • Sensory and/or physical needs - for example, visual or hearing impairments, processing difficulties and physical or medical needs. A pupil may have needs in more than one area. We consider each pupil as an individual and focus on their strengths, needs, barriers to learning and the outcomes we want them to achieve. Support is based on need rather than on a diagnosis alone.
What are the policies and processes for identifying children with SEND and assessing their needs?	Class teachers are responsible for monitoring the progress and development of all pupils. They use regular assessment and their knowledge of each child to identify pupils whose progress may require further investigation or additional support. This may include pupils whose progress: • is significantly slower than that of peers starting from a similar baseline; • does not match or improve on the pupil's previous rate of progress; • does not close an attainment gap where this is an appropriate measure; or • results in a widening attainment gap.

	We also consider progress in areas other than academic attainment, including communication, social development, emotional wellbeing, independence and participation. Slow progress or low attainment alone does not automatically mean that a pupil has SEN. When considering whether special educational provision is required, we start with the desired outcomes for the pupil, including expected progress and attainment, alongside the views and wishes of the pupil and their parents or carers. We then consider whether needs can be met through our core offer and appropriate classroom adaptations or whether additional or different provision is required.
How does Combe Martin School evaluate the effectiveness of the provision for children with SEND?	We monitor the impact of SEND provision and interventions so that support can be adapted when it is not having the intended effect. • Reviewing individual pupil progress towards agreed goals each term and reviewing the impact of interventions using entry and exit assessments where appropriate. • Using pupil questionnaires and pupil voice. • Monitoring SEND provision through the SENDCO. • Using provision maps to help monitor provision and progress. • Holding annual reviews for pupils with Education, Health and Care Plans (EHCPs).
What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow a graduated approach using the four-part cycle of assess, plan, do and review. The class teacher works with the SENDCO to develop a clear understanding of the pupil's needs and the support required. Where a pupil is identified as having special educational needs and requires provision that is additional to or different from that normally available, they may be identified as receiving SEN Support. Support is reviewed

	using the assess, plan, do and review cycle, and parents/carers and pupils are involved in this process. This process draws on: • the teacher's assessment and experience of the pupil; • the pupil's previous progress and attainment, including aspects of character development where relevant; • assessments from other teachers, where appropriate; • the pupil's development in comparison with peers and relevant national information; • the views and experience of parents and carers; • the pupil's own views; and • advice from external support services, where relevant. Support and interventions are reviewed regularly. Staff working with a pupil are made aware of their needs, agreed outcomes, provision and the teaching strategies or approaches that are required.
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?	Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is our first response to pupils who have SEND. Teaching and learning are adapted according to individual needs. Depending on need, provision may include: • small-group interventions; • guided sessions within the classroom with the teacher or support staff; • personalised provision using adapted resources and activities; • scaffolding of learning and the curriculum so that pupils can access lessons; • adaptation of resources, teaching approaches and learning activities;

	• recommended aids such as laptops, coloured overlays, visual timetables and larger print; • additional processing time; • pre-teaching of key vocabulary; • reading instructions aloud where appropriate; • adapted questioning and teaching styles; and • support to develop independent learning skills. Environmental and curriculum adaptations may include: • mixed-ability grouping where appropriate; • access to resources such as writing slopes and alternative seating; • scaffolded and differentiated independent learning; • careful selection and adaptation of texts; • differentiated activities and resources; • use of ICT where this supports an additional need; • adapted displays where appropriate, including for visual needs; and • additional equipment, such as sound-field systems, to support listening and access to teaching.
What additional support for learning is available to pupils with special educational needs?	Additional provision is needs-led and may include targeted small-group interventions, guided sessions within the classroom, and personalised resources or adapted activities. The type and amount of support are determined through assessment and review rather than being the same for every pupil.
How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?	We are committed to an inclusive environment in which pupils with SEND can participate fully and develop academically and socially alongside their peers. • Differentiation and adaptation so that activities are accessible to individual pupils. • Peer support and collaboration, including buddying, mentoring and group activities where appropriate. • Flexible approaches for pupils who need additional time or a different way of participating.

	• Access to school trips, clubs and events, with reasonable adjustments made where necessary to support safe and meaningful participation. • Regular monitoring of participation and opportunities for feedback from pupils and parents or carers.
What support does the school provide for improving emotional and social development?	The wellbeing of pupils is central to our approach. We want children to feel happy, confident, self-aware and comfortable in school so that they are able to learn effectively and reach their potential. • Opportunities to contribute to school life, including the School Council. • Use of the Boxall Profile and questionnaires where appropriate for pupils with SEMH needs. • Support from the school nurse or relevant children's mental health services in individual cases where appropriate. • Specific work on character development with key staff. • Additional transition support for identified pupils.
How do we support the admission and inclusion of disabled pupils?	Combe Martin Primary School welcomes pupils with disabilities and aims to ensure that they are able to access school life, learning and wider opportunities alongside their peers. We make reasonable adjustments where necessary to reduce or remove barriers to participation and learning. These may include adjustments to the physical environment, teaching approaches, resources, communication, routines and access to activities. We work with parents and carers, pupils and relevant professionals to identify barriers and agree appropriate support. Where specialist advice or equipment is required, we seek advice from the relevant services.

	Our Accessibility Plan sets out how we are working to improve access to the curriculum, the physical environment and information for disabled pupils.
What expertise and training do staff have to support children with SEND and how is specialist expertise secured?	The SENDCO is an experienced primary school teacher and is allocated two days per week to manage SEND provision, attend SEND meetings and support colleagues so that all teachers understand their responsibility for teaching pupils with SEND. The school has a team of eight support staff who are trained to deliver a range of interventions and SEND provision. Where a pupil's needs require specialist advice or expertise beyond the school's existing resources, the school will seek appropriate support from relevant specialist services.
How do we secure the equipment and facilities needed to support pupils with SEND?	Equipment required to support a pupil may be provided from resources purchased by the school or through arrangements associated with an individual pupil's Education, Health and Care Plan, where applicable. Equipment already available may include: • ICT to support pupils with dyslexia, motor-skill difficulties or visual impairments; • raised tables and workstations; • adapted chairs; and • adaptations to toilet facilities. Where additional equipment or specialist resources are needed to enable a pupil to access the curriculum, the school will seek advice and support from appropriate specialist services. Our Accessibility Plan provides further information about the physical accessibility of the school, access to the curriculum and access to information for disabled pupils.

How do we consult with the parents of children with SEND and involve them in their child's education?	We aim to work in partnership with pupils and their parents or carers from the earliest point at which a concern about special educational provision is identified. Early discussions help to ensure that: • Everyone develops a shared understanding of the pupil's strengths and areas of difficulty; • Parents' and carers' concerns are considered; • Agreed outcomes for the pupil are understood by everyone involved; and • Everyone is clear about the next steps. Notes from early discussions are recorded on the pupil's record via CPOMS and shared with parents or carers. Parents or carers are formally notified when it is decided that a pupil will be placed on the SEND register.
How do we consult with children with SEND and involve them in their education?	We value pupil voice and seek to involve children in decisions about their learning and support in ways that are appropriate to their age, understanding and communication needs. • Where a pupil has a My Plan, targets and agreed support are shared with pupils, who are given opportunities to contribute ideas about resources, strategies and approaches that may help them move forward. • Pupils may contribute their views as part of review discussions and annual EHCP reviews where appropriate. • The School Council provides a way for pupils to represent and champion children's ideas across the school. • Pupil voice activities, including questionnaires and discussions with staff, give children opportunities to share how they feel about their school experience.

What are the school's arrangements for handling complaints from parents of children with SEND about provision?	Parents or carers who have a concern about SEND provision should speak to the class teacher in the first instance. The school will seek to listen to the concern, clarify the issue and work with the family towards an appropriate resolution. If you remain concerned after speaking with the class teacher or SENDCO, you can use the school's formal Complaints Policy. Parents of pupils with disabilities also have rights under the Equality Act 2010. Where a parent believes that their child has experienced disability discrimination, this may include matters such as exclusion, the provision of education and associated services, or reasonable adjustments and auxiliary aids.
How do we involve outside agencies in meeting children's SEND and supporting their families?	Where appropriate, we seek advice and support from relevant advisory services and external agencies to improve our understanding of a child's needs and determine how best to support them. These include: • Speech and Language Therapy • Educational Psychology • Occupational Therapy • Communication and Interaction Team • School Nursing • Children's mental health services • Early Help • Specialist teachers External advice may contribute to the assessment, planning, delivery or review of provision. We work with parents or carers and pupils as appropriate when seeking or using specialist advice. An Education, Health and Care Plan (EHCP) may be in place where a pupil's needs require this statutory framework.

How will children be supported when moving to a new class or when joining or leaving the school?	We recognise that transitions can be particularly important for pupils with SEND and plan for them according to individual need. • Information will be shared with the school, college or other setting that a pupil is moving to, in agreement with parents or carers and the pupil where appropriate. • Within school, transition days and handover meetings support continuity when pupils move from one teacher or class to another. • Information about needs, outcomes, effective strategies and appropriate support is shared with staff who will be working with the pupil. • Additional transition support may be provided for identified pupils who would benefit from it.
Where can I find out more information regarding services available for children with special educational needs or disabilities?	Information about services available through Devon can be found in the Devon Local Offer: Devon Local Offer: https://www.devon.gov.uk/children-families-education/send-local-offer/ A glossary of SEND terms is included in the appendices of the SEND Code of Practice (0 to 25 years). SEND Code of Practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?	In the first instance, please speak to your child's class teacher. They can discuss your concerns with you and help identify appropriate next steps. You can also contact Georgina Parsons, SENDCO, through the school office or via g.parsons@alumnismat.org. You may also contact Dee Seddon, Headteacher.

Our commitment to families	
	We recognise that every child is different and that families know their children well. We therefore aim to build positive relationships with pupils and parents or carers, listen carefully to their views, recognise strengths as well as areas of need, and work together to identify support that helps each pupil to participate, learn and develop. We will continue to review our SEND provision and use the assess, plan, do and review cycle to check that support is appropriate, effective and responsive to individual need. Parents and carers do not need to wait for a formal diagnosis before raising concerns about their child's learning, development or access to school.

Document: SEND Information Report

School: Combe Martin Primary School

SENDCO: Georgina Parsons

Approved by: Dee Seddon, Headteacher

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