



Special Educational Needs and Disabilities Information Report

Local Authority	North East Lincolnshire
Head Teacher	Jayne Day
SENCO	Hayley Green
SEN Governor	Steve Head
SEN Consultant	Rebecca Stephens

Coomb Briggs is committed to offering an inclusive curriculum to achieve best possible outcomes for all pupils. We ensure that all pupils' needs are met according to their specific needs.

We work in partnership with a wide range of professional external agencies to provide comprehensive, appropriate support.

In line with the Code of Practice (2015) we regularly seek parent and pupil voice and aim to strengthen this communication during the academic year.

Schools have a duty to report to parents on the provision for SEN and implementation of their disability equality scheme. Children with special educational needs (SEN) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice (CoP) 2015 lies at the heart of the school's SEN policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The CoP describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. A variety of support and specialist expertise can be put in place to help overcome the difficulties that a child may have. These are set out in our school's SEND Policy and are also illustrated in the school's 'Local Offer' (these documents are on the website).

Policies

The school's SEND Policy is being reviewed and will be published during October 2016. The policy is due for renewal during October 2017.

The school's Local Offer was published in October 2016 and will be reviewed annually.

Both documents are available on the school's website. Parents may receive a paper copy on request.

Below are some key questions that you may have regarding your child and our school. If we have not answered your questions please do not to hesitate to contact us.

Key Questions	Actions
<p>What are the different types of SEN?</p>	<p>There are 4 broad areas of need.</p> <ol style="list-style-type: none"> 1. Communication and Interaction - this includes pupils who have speech, language and communication difficulties, slower processing difficulties and this area can include pupils with autistic spectrum conditions. 2. Cognition and Learning - this includes pupils who have specific, moderate, severe or profound and multiple learning difficulties. Pupils will need extra support in accessing the curriculum. These difficulties can include dyslexia and dyspraxia. 3. Social, Emotion and Mental Health - this includes pupils that find it hard to socialise, interact with others and have emotional difficulties. 4. Sensory or Physical needs - this includes pupils that have visual, hearing, sensory or physical needs that may impact on learning.
<p>What specialist services or expertise are available or accessed by Coomb Briggs?</p>	<p>Coomb Briggs Primary School invites and seeks advice support from external agencies in the identification and assessment of, and provision for, SEND.</p> <p>The SENCO is the designated person responsible for liaising with the following:</p> <ul style="list-style-type: none"> ▪ Behaviour Support Service ▪ Social Services ▪ Educational Psychologist ▪ Speech and Language Service ▪ North East Lincolnshire's Specialist Advisory Service ▪ Fortis

	<ul style="list-style-type: none"> ▪ Team@work Ltd ▪ Barnardos ▪ Consultant Paediatricians and GPs ▪ Family Hub - Children's Centre <p>In school we have a designated pastoral mentor who is available at all times for parents to consult with about any worries/concerns they may have or for any general enquiries.</p> <p>Staff at Coomb Briggs have worked alongside speech and language therapists, occupational therapists, specialist teachers and consultants in order to deliver specific provision for pupils with SEND.</p> <p>We endeavour to ensure that every child's needs are catered for.</p> <p>The SENCO also attends forum meetings to ensure that good practice is shared.</p>
<p>How does the school know if a child needs extra help/support?</p>	<p>When a child comes to Coomb Briggs, we ensure that previous settings and external agencies are contacted to gain as much information as possible about the child and their individual needs.</p> <p>Class teachers meet with the SENCO at any time to discuss any concerns they may have regarding any child in their class.</p> <p>Following the discussion a meeting may then be held to plan for the appropriate support and provision for that child.</p> <p>Coomb Briggs welcomes any suggestions, comments and input from parents. Whether they are general or child specific.</p> <p>Following any discussion with parents and pupil we will work together to find appropriate provision.</p> <p>Coomb Briggs is very good at liaising with external agencies in order to support children with additional needs.</p> <p>Pupil progress meetings are held in Key Stages and any child not making expected progress is discussed and planned for accordingly.</p>
<p>How will the school support children with SEND?</p>	<p>School will first hold meetings with both the class teacher and parents to discuss the individual child's needs.</p> <p>If external agencies are involved, meetings/communication will also be arranged with the relevant professionals to also discuss the child's</p>

	<p>needs.</p> <p>Once the child's needs have been identified, appropriate interventions/resources and provisions will be put in place. These will be delivered by according to staff expertise and specific needs of the child.</p> <p>Termly discussions/meetings will be held with SENCO, parents, class teachers and external agencies throughout the year to ensure we have correct structures in place to meet all the children's needs.</p>
<p>How does both the school and parents know how my child is doing?</p>	<p>Termly meetings are held between the class teacher and SENCO. At these meetings children with SEND are discussed in depth. A child's progress and the impact of the interventions and provision they are receiving are reviewed in great detail. Next steps are planned afterwards.</p> <p>If the class teacher feels a meeting is needed before timetabled meetings then this will be catered for.</p> <p>Class teachers are responsible for keeping track of every child's progress throughout the year. They evaluate the progress against age-related expectations.</p> <p>Termly parent/open evenings are held with class teachers to discuss the progress and learning of children. Again, if parents require more regular meetings then this can be arranged.</p> <p>Every Thursday morning there is an open morning for parents to come in and discuss their child with the SENCO and SEND Consultant.</p>
<p>How can parents let the school know they have concerns about their child's well-being/progress/learning?</p>	<p>Initially if parents have any concerns regarding their child they should talk to their class teacher. However, any member of staff will be happy to discuss any concerns parents may have.</p> <p>When parents have discussed and resolved any concerns with class teachers, information will be shared as appropriate.</p> <p>If parents continue to have concerns, please speak to the Head Teacher or SENCO.</p>
<p>How accessible is the school environment?</p>	<p>All areas of the school can be accessed by children who have a physical disability or by a wheelchair.</p> <p>On the school site there is a toilet room that can be accessed by a wheelchair.</p>

	<p>There are no steps in the school building which makes all classrooms/additional rooms and the playground accessible by wheelchairs and children with physical disabilities.</p> <p>Classroom environments can be adapted so that children with physical disabilities or in a wheelchair are able to access everything they need in class.</p>
<p>How will school prepare and support my child transferring to or from the school?</p>	<p>Transition for any child can be a difficult and trying time. For children with SEND this can be significantly more difficult.</p> <p>As a team we endeavour to ensure that any child with SEND entering or leaving our school has a smooth and seamless transition.</p> <p>Strong links exist with other local primary and secondary schools/academies, which means we can communicate easily and frequently regarding transition.</p> <p>Meetings take place between SENCO's to ensure accurate and efficient transfer of records and information.</p> <p>Where appropriate, school will have meetings with both parents and children before they join the school to ensure we have all the correct information and provision in place.</p> <p>Where required additional transition and induction visits are set up for pupils with SEND.</p> <p>Transition between classes is treated in the same way as a pupil leaving/entering the school.</p>
<p>What arrangements does the school make for consulting children with SEND about involving them in their education?</p>	<p>Every term class teachers review with the children what they have been doing, what has been working well/not well and what additional support they would like.</p> <p>The children are asked about their aspirations for the future which are taken into account when planning future support and interventions.</p> <p>Their thoughts and aspirations are recorded on a pupil profile page and these are updated termly.</p>
<p>What are the different types of support available for children with SEND in school?</p>	<p>The class teacher will provide the best support they can for a child with the help of the Head Teacher, SENCO, external agencies and teaching assistants.</p> <p>Support and interventions are carefully planned as a result of teachers, SENCO and any external agency assessments. This support will be delivered in the</p>

	<p>best teaching style to meet the needs of the child. This could range from practical learning or by using different visual and kinaesthetic techniques. Again, this will all depend on the child and their needs.</p>
<p>How does the school work with parents?</p>	<p>Working in partnerships with parents is very important in our school.</p> <p>If staff have a concern regarding a child they will always contact parents regarding the issue. They may ring or ask parents to come in for a meeting.</p> <p>Every Thursday morning there is an open morning where parents can come into school to meet with Miss Green (SENCO) and Rebecca Stephens (SEND Consultant) to discuss any concerns they may have about their child. In these meetings the aims are to hear any concerns and put the required provisions in place to address them.</p> <p>Every term there will be a parent/open evening where parents can discuss any concerns. Additional meetings may be organised with parents if and when needed. Parents views about their child and their learning are very important to us, so any concerns will be addressed through frequent meetings between class teacher and SENCO.</p>
<p>How will the curriculum be matched to the different needs of the child?</p>	<p>At Coomb Briggs we follow a creative curriculum. This allows teachers to plan teaching and learning that is suited to the needs of all the children in their class.</p> <p>More details of our curriculum can be found on the school website.</p> <p>High Quality Teaching is the first step in supporting children with special educational needs. Here the class teacher is responsible for planning and delivering well differentiated activities to suit the needs of the child. If the child still requires support and is not making expected progress then additional interventions and programmes will be put in place.</p> <p>The interventions put in place are used to close the gap in the specific areas of need. The interventions will be reviewed and adapted to meet the needs of the child.</p>
<p>How are children with SEND included in activities outside of the</p>	<p>All children in our school are included in school trips, after school clubs and outdoor activities.</p> <p>Risk assessments are carried out where and when</p>

classroom?	<p>required. Parents/carers are always involved in the planning stages of any activity to ensure their child gets the best experience possible.</p> <p>If needed, parents/carers can come on any school trips and outdoor activities to support their child.</p>
<p>What support is there for children's overall well-being?</p>	<p>Coomb Briggs has a designated Pastoral Mentor. She works with children across the whole school on either a small group or individual basis.</p> <p>We feel privileged to have engaged with an agency called FORTIS. FORTIS Therapy work with children "supporting them to understand their thoughts, feelings & actions helping them to move forward and to feel differently."</p> <p>Class teachers are responsible for keeping a record of any significant incidents/actions that link to a child's wellbeing. Any changes will be discussed in a meeting with appropriate members of staff and actions taken.</p> <p>In school we have 3 members of staff who are first aid trained and can administer any medicines to children when required.</p> <p>Parents consent needs to be given before staff can administer any medicines.</p> <p>The first aiders are available throughout the entire school day to help children who require any first aid. When they start at school children are made aware of how to access first aiders.</p>

Disability Equality Scheme and Accessibility Plan

Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents / carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equality of opportunity for disabled pupils. The goal is to improve access to facilities and the physical environment of the school, as well as access to the curriculum and information for pupils.

Our Disability and Equality Policy is published on our website.