



COOMBE HILL INFANTS' SCHOOL

admin@chi.rbksch.org
www.coombehillinfants.com

Mrs Janet Berry
Headteacher



Learn together, grow together

SEND Information Report

Reviewed: October 2023

With Senior Leadership Team and shared with Governors

Next review date: October 2024

Table of contents

<u>Who can I talk to about my child's difficulties with learning, SEN or disability?</u>	<u>What are special educational needs?</u>	<u>What kinds of special needs can be provided for at Coombe Hill Infants'?</u>	<u>How does Coombe Hill Infants' know if children need extra help?</u>	<u>What are the different types of support available for children with SEND at Coombe Hill Infants'?</u>
<u>What is an educational, health care plan (EHCP) and who can request one?</u> <u>How accessible is Coombe Hill Infants' school?</u>	<u>How will the curriculum be matched to my child's needs?</u>	<u>How will I know how my child is doing and how will you help me to support my child's learning?</u>	<u>What support is there to improve the emotional and social development of pupils with special educational needs?</u>	<u>What arrangements are there at Coombe Hill Infants' for consulting pupils with SEN, involving them with their education and ensuring their voices are heard?</u>
<u>What training do staff have to help them support children with SEND?</u>	<u>What specialist services and expertise are available or can be accessed by Coombe Hill Infants'?</u>	<u>How will my child be included in activities outside the classroom, including school trips and clubs?</u>	<u>Where can I find further information about how my child will be supported in school?</u>	<u>How does Coombe Hill Infants' prepare and support my child to transfer to another school or to the stage of education?</u>
<u>How are resources allocated and matched to pupils special educational needs?</u>	<u>How is the decision made about what type and how much support my child will receive?</u>	<u>What are the arrangements for making a complaint relating to SEND?</u>	<u>How are parents involved in Coombe Hill Infants'? How can I be involved?</u>	<u>What is the admissions policy in regards to children with SEND?</u>

Who can I talk to about my child's difficulties with learning, SEN or disability?



Janet Berry
Headteacher



Jacqueline Heard
SENCO and
Inclusion Manager



Catherine Amulen
SEND
governor



Jessica Birchall
SEND
governor

At Coombe Hill Infants' we pride ourselves on open, honest and positive relationships with parents. If you are concerned about your child's progress please talk to us.

- In the first instance, speak to your child's class teacher.
- If you require further information or support make an appointment to meet with the school SENCO/Inclusion Manager, Jacqueline Heard, or email her on jheard1@chi.rbksch.org.
- You may also contact the Head teacher, Janet Berry by making an appointment through the school office.
- If you still remain concerned you may choose to contact the SEND Governor who has responsibility for ensuring that the necessary support is provided for any child with SEND attending the school.
- We warmly welcome parents/carers to visit the school to discuss their child's needs and a visit can be arranged, please contact our SENCO or the school office.
- We will also endeavour to make online appointments if you prefer or if you are unable to attend a face to face meeting.

What are special educational needs?

The Special Educational Needs Code of Practice 2014 states that a child has SEN if they:

1. Have a significantly greater difficulty in learning than the majority of others of the same age or
2. Have a disability which prevents or hinders them from making use of educational facilities of the kind generally provided for others of the same age in a mainstream school.

Special educational needs are broadly defined by the following four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

What kinds of special needs can be provided for at Coombe Hill Infants'?

- At Coombe Hill Infants' we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance speech and language needs, autism, ADHD, Asperger's syndrome, dyslexia, dyspraxia, attachment needs, learning difficulties and behavioural difficulties.
- In the past Coombe Hill Infants' has met the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: Autism, speech and language needs, cognitive difficulties and behavioural difficulties.
- Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

How does Coombe Hill Infants' know if children need extra help?

- At Coombe Hill Infants' The Senior Leadership Team and each Year Group monitors the progress of all pupils termly to review progress. This regular review of data allows us to track the progress of all pupils.
- We use a range of universal assessments with all the pupils e.g.: Baseline, Early Years/Foundation Stage assessment, Yr. 1 Phonics Screening, spelling age, reading age, Key Stage 1 SATS (Standard Assessment Tasks).
- When children join Coombe Hill Infants' in Reception we monitor progress and achievements and follow the principle of early identification of need. Some children arrive in school with additional needs already identified and we will implement a Personalised Learning Plan for them immediately, liaising closely with any previous setting, parents/guardians or professionals already involved.

Continues on the next slide

The SEN Code of Practice (2014) describes adequate progress thus:

- **Is similar to that of children of the same age who had the same starting point**
- **Matches or improves on the pupil's previous rate of progress**
- **Allows the attainment gap to decrease between the pupil and children the same age.**

- For any child, where progress is slower than expected, we put extra support in place. Examples of extra support are in-class small group work with an adult, small number groups, early morning phonics, early morning reading, ELSA (Emotional, literacy support assistant) or nurture groups
- With parental permission, we will, if required, refer to external professionals such as Educational Psychologists, Speech Therapists or Occupational Therapists who are able to use more specialist assessment tools.
- The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress.
- These will be shared with parents, put into a support plan and reviewed regularly, and refined /revised as necessary.

What are the different types of support available for children with SEND at Coombe Hill Infants'?

'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'
(SEN Code of Practice 2014)

Quality First Teaching by your child's class teacher:

This is the first wave of support for all children, including those with SEND, and means:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- Teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENCO or relevant professionals) are in place to support your child to learn.
- Your child's teacher has assessed your child's progress and is aware of any gaps in your child's understanding/learning requiring extra support to help them make the best possible progress.

Continues on the next slide

An overview of these intervention groups is kept by the SENCO as a 'Provision Map' and a list of the intervention/clubs we have used in the past or are currently using.

These groups are not only for children with SEND. The majority of our pupils will attend a group/groups whilst at Coombe Hill Infants' because we believe strongly in early intervention and personalised support to help every child maintain progress and maximise their potential, regardless of whether they have a diagnosis or not.

These interventions are reviewed regularly. We closely monitor the progress of all pupils receiving additional support to ensure that the provision we have put in place is having an impact.

We regularly assess our interventions and use up to date research from EEF in order to evaluate the impact and effectiveness.

If you would like anymore information about a group your child is attending, please get in touch.

Your child may then take part in...

Specific group work

- Run either in the classroom or outside of the classroom.
- Run by a teacher or a teaching assistant who has had training to run these groups.
- Run by an outside professional (like a Speech and Language Therapist)

These groups will be for children who have been identified by the class teacher as needing some extra support in school to help them with specific gaps in their understanding/learning or to help them with social skills or to build confidence and self-esteem.

These children may or may not be on the SEND register.

These groups may include:

- Literacy & Language: Early Morning Reading, 1:3 small group work, School Start language group, Phonic groups, Speechlink etc
- Maths: 1:3 small group work, basic maths, mathematics (IT), mathseeds (IT)
- Social skills/confidence building: Emotional Literacy Support (ELSA), Social skills, Lego therapy, Nurture group, Board game club, lunchtime clubs (Lego and Let's lunch), Rainbow Cafe helpers etc
- OT: Jump Ahead, OT daily activities and sensory diets, balance bikes etc

At Coombe Hill Infants' we adjust the interventions according to the children

Continues on the next slide

Specified Individual support

- If a child requires further intervention or support to make expected progress they will be placed onto the SEND Support register. This ensures that they are closely monitored by the SENCO as well as their class teachers. They may continue with group support but they may also need some targeted support and staff may have requested advice from outside agencies such as Speech and Language Therapy or Educational Psychology.
- The parents/carers of all pupils on the SEND Support Register will have a Personalised Learning Plan (PLP) written by the class teacher, in consultation with all staff working with the child. The PLP will be shared with the child and parents and will be updated at least termly.

Education, Health and Care Plan (EHCP)

- Some children will come to CHI already identified as requiring an EHCP. Others will be identified as needing an EHCP during their time at CHI. This is because the child has been identified by the class teacher/SENCO/Outside Agencies as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

What is an educational, health care plan (EHCP) and who can request one?

An EHCP outlines the specialist provision that is required to help your child make progress and to secure positive outcomes for them across health, education and social care.

An EHCP may be drawn up where a child has long term needs arising from a major difficulty or disability.

A request can be made by anyone else who thinks an assessment may be necessary, including parents, doctors, health visitors and teachers

[Back to table of contents](#)

Education, Health and Care Plans (EHCP) have replaced statements of special educational needs.

If your child has been identified as needing a particularly high level of individual support which cannot be provided from the school's allocated SEN budget then **we or you** may ask the local authority to make a statutory assessment of your child's needs. The local authority will gather evidence from a wide range of professionals and from you.

They will decide whether to write an EHCP for your child. This process takes 20 weeks.

An EHCP will include

- A full description of your child's special educational needs and or disability
- Your child's views and the views of your family
- The outcomes identified for your child
- The provision required that would ensure your child achieves their outcomes and also the way in which education, health and social agencies will work together towards the achievement of these outcomes.

How will the curriculum be matched to my child's needs?

We expect all teachers to take into account the learning needs of all of the children in their class and to adapt accordingly.

We may...

- **Adapt resources:** for example some children may need to have tangible items to count to help them with their number work.
- **Change our style of teaching:** for example some children may benefit from having a more personalised learning programme
- **Give extra adult support:** for example some children may benefit from working in a small group with additional adult support.

At Coombe Hill Infants' we personalise learning; and through our creative curriculum endeavour to make sure that topics are interesting and relevant to enable all pupils to enjoy their learning and make progress.

Children also have personalised targets, which are reviewed on a termly basis.

How will I know how my child is doing and how will you help me to support my child's learning?

For all pupils, there are pupil progress meetings in the autumn and spring terms where you can meet your child's class teacher to find out how your child is doing and to get suggestions of how to support their learning. In addition, in the spring term you are able to look at and discuss your child's books. In the summer term you will have a full written report.

If your child is receiving additional SEND support and you require a longer discussion time you will have the opportunity to meet with the SENCO, at least three times a year where we will:

- Discuss the effectiveness of the support in place and PLP targets
- Review your child's progress towards the agreed outcomes
- Set new targets for your child to work towards.
- Discuss any concerns you have about the support in place.

Where appropriate your child will be invited to contribute to these meetings so that they are fully involved in agreeing the desired outcomes/targets.

What support is there to improve the emotional and social development of pupils with special educational needs?



“Every interaction is an intervention”

It is very important to enable all pupils to develop emotional resilience and social skills; both through direct teaching: for instance through circle time, assemblies and PSHE lessons, as well as indirectly through every conversation adults have with pupils throughout the day. Whole school training supports this and fosters a climate of positive behaviour management.

For pupils with the most need in this area, we may also provide additional support such as:

- Nurture Group
- 1:1 Support from a trained Emotional Literacy Support Assistant (ELSA)
- A social skills group, such as *‘Time to Talk’* or *Lego Therapy*
- Mentor time with an adult; class teacher, class teaching assistant or a member of the senior leadership team.
- Making sure there is a ‘calming’ area /safe space for the pupil to use when they are upset or anxious.
- If more expertise is required, we may make a referral to an external agency, such as our Educational wellbeing practitioner, CAMHs, or to Behaviour Support.

Continues on the next slide



Our Relationship and Behaviour Policy is adapted for children with differing needs. We strive to ensure all staff are aware of how pupils with SEND and the difficulties they may encounter at school, could lead to anxiety and affect their behaviour; staff adapt accordingly.

Whole school training supports this and helps to foster a climate of positive behaviour management.

We understand that a child's behaviour is a form of communication and we need to listen.

We rigorously monitor attendance and work with our Education Welfare Officer to take necessary action to prevent prolonged, unauthorised absence.

At playtimes, the Log Cabin Club and reading hut help to build confidence and cooperation. Also, according to need, we may run lunchtime social skills sessions built around the particular needs of individual pupils.

We have a playground "watch" list, where pupils who struggle to interact safely with others or need extra help to make friends are given extra adult support, should they need it.

What arrangements are there at Coombe Hill Infants' for consulting pupils with SEN, involving them with their education and ensuring their voices are heard?

[Back to table of contents](#)

At Coombe Hill Infants' pupils are consulted for their views regularly as part of termly parent reviews and reports and, where possible, they are encouraged to take an active role in Annual Reviews. Pupils start off their annual review meeting by showing a presentation that they have devised.

Our pupils' views are used to inform their outcomes. For example, one pupil said "I want to be a football keeper". For the pupil's EHCP we used this aspiration to devise an outcome that would help improve the pupil's hand eye coordination and help to achieve their goal.

For those unable to communicate, we use parent views, visual observations, written notes, recording, photos, drawings etc instead.

Pupils' views are sought when they are members of the School Council. All pupils have the opportunity to be on the School Council at some point in their time at CHI.

We also conduct regular pupil questionnaires, to ensure they feel safe and heard in their environment.

Pupils' views are recorded as part of our behaviour policy.

Children have an opportunity to comment on their personal learning plan each term, their thoughts and comments are recorded. We then use their voice to inform and create targets.

What training do staff have to help them support children with SEND?

We regularly invest time and money in training our staff, to ensure quality first teaching for all, whether for the whole class, small groups or 1:1 interventions. We hold regular staff meetings where staff can be updated on matters relating to special educational needs and disability.

Teachers and support staff have recently had training in the following areas:

- Autism
- Safeguarding
- Speech and Language – Social communication needs
- Attachment awareness and its impact on behaviour
- lego therapy
- Emotional coaching
- First Aid training
- ELSA

We have an induction programme for new members of staff, which ensures they are familiar with the running of the school and the relevant policies. Newly qualified teachers are assigned a mentor who will support them by providing guidance, support and advice.

What specialist services and expertise are available or can be accessed by Coombe Hill Infants'?

The school has an excellent relationship with all external agencies. These include:

- Educational Psychology Service (EP)
- Speech and Language Service (SALT)
- Occupational Therapy (OT)
- Community Paediatric Service
- Community Adult and Child Mental Health (CAMHs),
- Educational wellbeing practitioner (EWP)
- EISS- Education Inclusion support service
- The Integrated Service for children with Disabilities at Moor Lane
- Hearing or Visual Impairment Service
- Outreach support from Specialist Units in the Local Authority
- Child Protection and Family support services,
- Parent Partnership,
- Kingston Carers
- Paediatric Nursing Outreach Team at Kingston Hospital and Health professionals from other hospitals
- LEAH (Learn English at home)

If your child has any other particular need requiring outside expertise we will work with parents and relevant professionals to ensure the best outcome for the child, within budgetary constraints

How will my child be included in activities outside the classroom, including school trips and clubs?

We are an inclusive school and so no child is excluded or prevented from participating in and enjoying the same experiences as any other child at Coombe Hill Infants'.

We expect all learners to be able to join in with all aspects of the curriculum; including activities outside of the classroom and school trips and will adapt activities to ensure this.

Where there are concerns for a child's safety and access, further consideration is put in place to ensure that needs are met. For example: by scheduling additional adults to accompany a pupil on a school trip.

We would involve parents/ carers in these discussions.

Staff have regular training in first aid and there is a trained first aider on all out of school trips.

How accessible is Coombe Hill Infants' school?

We use inclusive practices and high quality teaching to ensure all children are able to access the curriculum.

We look at a child's needs and adapt the environment accordingly.

This looks different in every classroom and depends on the children, their needs and their preferred method of learning.

We have an Accessibility Plan and make every effort to make reasonable adjustments where possible.

The School is accessible to children with physical disability via ramps. However it is not possible to access all areas by self- propelled wheelchair as some of the ramps are too steep.

At Coombe Hill Infants' we follow the advice in the National Curriculum Framework on how to adapt the curriculum and environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs

How does Coombe Hill Infants' prepare and support my child to transfer to another school or to the stage of education?

Transfer between year groups:

- Transitions between classes are very carefully planned for children with SEND. Teachers begin getting to know their new classes throughout the second half of the summer term so that children feel comfortable. Thorough handover meetings are held in July and information and paperwork is passed on to the next teacher.
- For children who find change particularly difficult additional strategies are put in place such as social stories and communication passports.
- Paperwork and information is then shared again in September, when teachers know the children better.

[Back to table of contents](#)

Transition and induction are vital. All staff at CHI liaise closely to ensure that transitions are smooth and successful.

Transfer to CHI:

- Our Early Years Team and SENCO work closely with the educational settings used by the pupils before they transfer to us in order to ensure the transition is as seamless as possible.
- If your child has additional needs, there will be additional liaison opportunities, for example a transition meeting with parents and, where required, outside agencies will be consulted to make sure all needs are covered.
- Teachers conduct home visits
- Visits to the school and the child's new classroom.

Transfer to other schools from CHI:

- When your child transfers from CHI to another setting we provide information to the next setting. .
- The majority of children from CHI transfer to Coombe Hill Junior School (CHJ). We have developed close links with them and have an extensive and very successful transition programme.
- If your child is on the SEND Register or has an EHCP there is additional liaison and sharing of resources: for example Learning and Communication Passports, exchange visits for staff, transition meeting with parents and staff from both schools and social stories. Again this has been reviewed in line with GDPR.

How are resources allocated and matched to pupils special educational needs?

The head teacher, governors and business manager oversee all matters of finance. Interventions and support are based on need and are costed and evaluated.

Coombe Hill Infants' School is allocated funding from the Local Authority which is to be specifically used to support the learning of children with SEND. The SENCO monitors the use of this funding to ensure that it is used for this support and also evaluates its use, with support from the Senior Leadership Team.

Where a child needs additional support over and above the core funding, the school will apply for additional funding to meet their needs through an EHCP.

The resources are adapted according to outside agency advice and reviewed on a termly basis.

How is the decision made about what type and how much support my child will receive?

■

All class teachers deliver quality first inclusive teaching. If additional support is needed the class teacher will consult with the SENCO and if necessary discuss this with parents/carers. All interventions are monitored for impact and outcomes are defined at the start. The SENCO also monitors all interventions and regularly discusses the support offered with the Senior Leadership Team.

All children at CHI have to meet certain eligibility criteria in order to access additional support. This follows a graduated approach - see SEN policy for more details.

What are the arrangements for making a complaint relating to SEND?

In accordance with our Complaints Policy, we encourage parents to discuss their concerns initially with the class teacher. The SENCO could also attend this meeting.

If the complaint is not satisfactorily resolved, then an appointment should be made with the Head Teacher to discuss the matter and hopefully sort out any worries.

However, if the issue is still not resolved a formal complaint can be made to the Chair of the Governing Body.

Our Complaints Policy can be found on our website under 'Key information' – see 'Policies' section.

How are parents involved in Coombe Hill Infants'? How can I be involved?

We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs. We have an open door policy and teachers regularly meet with parents to discuss learning.

We have many ways of communicating with parents, including Google classroom, phone calls, pupil progress meetings, SEND review meetings, annual reviews, emails, letters etc

Our Governing Body includes Parent Governors.

We have a strong Parent/teacher association: CHIPTA. Every parent is a member and we strongly encourage all parents to get involved. Each class has class Reps who coordinate support in class and also organise events.

We are very happy for parents to volunteer to help in school . If you are interested in this please do speak to your class teacher or to the SENCO or Head Teacher. All parent helpers must have a DBS check.

We have a thriving diversity group, who meet regularly. This is a supportive and inclusive parent group and ensures that parents are supported and do not feel alone.

What is the admissions policy in regards to children with SEND?

Admissions of pupils with SEND are considered on the same basis as those without SEND. The school admissions code of practice requires children and young people with SEND to be treated fairly

We consider applications from parents of children who have SEND on the basis of our published admissions criteria and as a part of normal admissions procedures

We never refuse to admit a child who has SEND

We never refuse to admit a child on the grounds that they do not have an EHC plan.

Coombe Hill Infants is an inclusive school and every child matters. We welcome pupils with a variety of additional needs, and aim to cater to their specific needs.

Where can I find further information about how my child will be supported in school?

The AFC local offer website gives children with special educational needs or disabilities and their families information about what support services the local authority can provide. Here is the link to Kingston's local offer.

https://kr.afcinfo.org.uk/local_offer

The Richmond and Kingston SEN and Disability Information, Advice and Support Services (SENDIASS) provides free, impartial, confidential advice, and support around educational issues for parents/carers who have children with special educational needs or disabilities (0-25).

SENDIASS aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. They can be contacted by calling 0808 164 5527 or by emailing info@RKsendiass.co.uk

To find out more, please visit their website

<https://www.rksendiass.co.uk/>