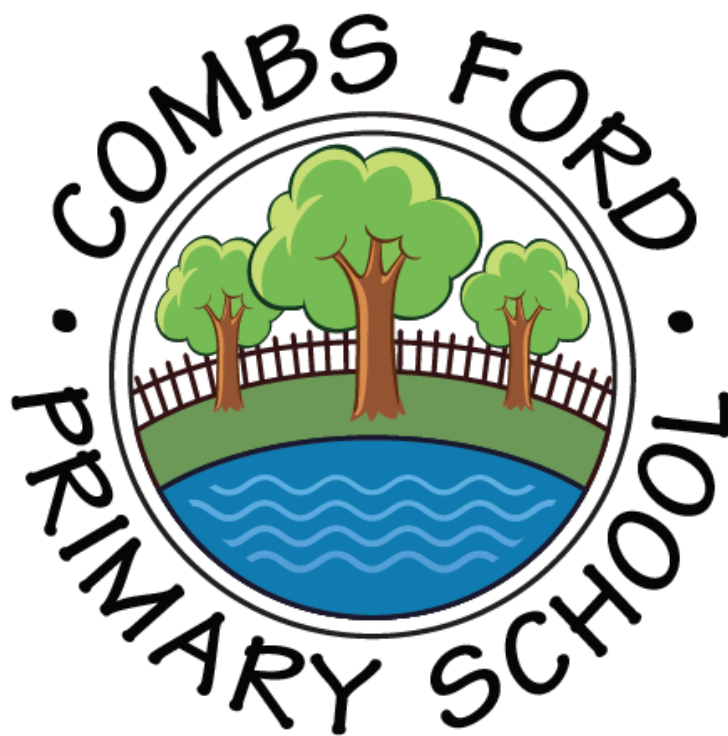


Combs Ford Primary School

SEND Information Report



Prepared By:	Helen Fuller (SENDCo)	Date:	September 2025
Approved By:	Matt Wesley (Headteacher)	Date:	September 2025
Review Cycle:	Annually		
Next Review By:	September 2026		

Who are the best people to talk to about my child's difficulties with learning, special educational needs or disability?

The best thing to do if you have any concerns is arrange a time to speak with your child's class teacher. They will be able to let you know how your child is doing and if they share any of your concerns.

As a school we hold three parents' consultation evenings throughout the year but never feel that you have to wait until these times to talk about how your child is progressing.

Each teacher will be aware of where your child is academically, their strengths and areas where they need to improve. They can share this information with you and any strategies that they may use in the classroom to assist your child. They can also offer advice on how you could support your child at home.

Class teachers all support children to allow them to access the content of lessons. This is part of the everyday high quality teaching that we expect in our school. If the class teacher feels your child is not responding to the support being put in place they may discuss your child with other teachers. Support may be put in place using learning support assistants or booster groups run by teachers. Year groups may also consult Miss Fuller, the school SENDCo (Special Educational Needs and Disabilities- Coordinator), to seek advice about interventions and programmes that may be available to help.

If you continue to have concerns about your child then please contact Miss Fuller through the school office or by email (see below) to arrange a time to chat or appointment

Responsibilities

The Class Teacher

Responsible for:

- Carefully differentiated planning to meet the needs of all learners.
- High quality teaching.
- Liaison with the SENDCo regarding particular provision needed for identified pupils with SEN and support from external agencies.
- Liaison with the SENDCo to support pupils who are underachieving and are having their progress monitored, but do not have an identified special educational need.
- Ensuring effective deployment of resources – including learning support assistant support to maximise outcomes for all learners.
- Having high expectations of all learners.

The SENDCo

Miss Helen Fuller (senco@combsfordprimary.co.uk)

Responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision of children with SEND.
- Monitoring and evaluating the special educational needs provision.
- Ensuring that you are involved in supporting your child's learning, are informed about the support your child is getting and involved in reviewing how they are doing.
- Liaising with and advising colleagues on the teaching of pupils with SEND.
- Advising on the deployment of the school's SEND budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Ensuring a smooth transition between Nursery to Reception, between year groups, and to High School.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps records of all pupils with SEND up to date.
- Contributing to the professional development of all staff.
- Meeting on a regular basis with other SENDCo in the MAT (Multi Academy Trust), to share ideas and concerns and to discuss new initiatives and documents.

The Headteacher

Responsible for

- The day-to-day management of all aspects of the school – this includes the support for children with SEND.
- Ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

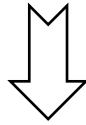
How will the school measure the progress of my child?

- Teachers are constantly monitoring the progress of your child against the objectives of the National Curriculum. Teachers also consider the wellbeing of the children and their social skills.
- Reading, writing and maths are formally assessed three times a year and the data is entered onto our assessment program. Children's development in all other areas of the curriculum are also monitored throughout the year with an overall assessment at the end of the year.
- Teachers meet termly to discuss the progress that each child is making in these areas. Those children who are not making the expected progress for their age will be targeted for additional support. These children are then closely monitored with the intention that their progress becomes more in line with that expected.
- If children continue to make unsatisfactory progress then teachers will consult with previous teachers and ask the advice of the SENDCo to consider other interventions and programmes that could help. Outside agencies may also be consulted.
- At the end of each Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children in Year 1 take part in a national Phonics assessment in June. If required, children retake this test in Year 2.
- Year 4 children are formally assessed on their times table knowledge through a national test.
- If your child is on the SEND Register and has a Support Plan, progress towards these targets are monitored by the SENDCo to ensure that they are realistic and specific to the child. Any interventions they receive will be added to their Support Plan and the impact of any additional support is recorded.
- The progress of children with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review with all the adults in the child's education.
- If your child needs support with other areas of development e.g. their communication, social skills, emotional understanding etc. we have checklists in place to measure progress in these areas too. Children's and parent's views are also very important to us and we always welcome these as evidence of progress.
- Regular book scrutinies and lesson observations will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

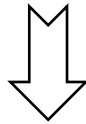
Be the best that you can be!

How can I let the school know that I am concerned about my child's progress?

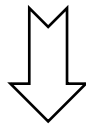
Talk to your child's class teacher.



Talk to the SENDCo – Miss Helen Fuller.



Talk to the Headteacher – Mr Matt Wesley.



Talk to the SEND Governor – Mrs Rachel Snow.

How will the school let me know if they have any concerns about my child's learning?

Teachers are constantly assessing and reviewing your child's learning and progress, in all areas of the curriculum as well as their personal development and wellbeing. This information is used to inform planning and to move children on.

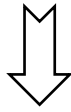
Part of teachers' roles and responsibilities is to identify any gaps in children's knowledge and address this. This happens on a daily basis, is a part of the high quality teaching we expect in our school and you will not always be informed at this stage.

If a teacher has concerns even after support and different strategies have been put in place, they will ask to meet with you to discuss these. This could be at a Parents' Consultation or at another time.

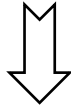
As soon as there are any concerns that your child is not progressing at a rate that we would expect of them we would discuss this with you and look at ways to help and support both your child and you.

How is a child identified as having Special Educational Needs?

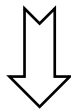
Parents may raise concerns about their child via the class teacher, or class teachers themselves may identify a concern.



Class teachers and year groups will ensure that relevant interventions and in-class support are in place to meet the needs of the child within the classroom.

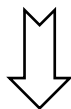


The SENDCo may be consulted to undertake in-school assessments or work with a child if difficulties continue to impact upon their progress. Advice will be given and implemented and the child's progress monitored.



If the gap between your child's attainment and age expected attainment widens to the point they require something additional to and different from what is typically provided in a mainstream classroom, they will be added to the SEND Register and a Support Plan will be written. We may also make a referral to a relevant outside agency for further assessment and advice.

Children may also be added to the SEND Register if they have difficulties with Communication and Interaction; Social, Emotional and Mental Health; Physical or Sensory needs or a combination of these. This will be done in discussion with parents and will often be at a level where we are receiving additional support and advice from an outside agency.



Your child will be placed on a personalised SEND Support Plan. This will be written with the involvement of the child, parents or carers, class teachers, relevant agencies and the SENDCo.

Support follows an Assess, Plan, Do, Review model and will be reviewed regularly throughout the year. Targets will be set at the start of the Autumn term and reviewed with new targets set in the Spring and Summer terms. A final review takes place at the end of the Summer term. Targets may be adjusted between these times, based on the child's progress towards them.



In the rare case that needs may be severe and sustained and this process has not met the needs of the individual, it may be necessary to enter a multi-disciplinary assessment process in order to consider the need for an Education, Health and Care Plan (EHCP).

Be the best that you can be!

Where a pupil is identified as having SEND, to enable the pupil to take part, learn and make progress, we look at how to remove barriers to learning and put effective provision in place.

SEND support should come from a four-part cycle – the Graduated Approach. The four stages are:

- Assess
- Plan
- Do
- Review

This approach starts at whole school level as teachers are constantly assessing, planning, implementing and reviewing their work with children. However, where a special educational need has been identified, the process becomes more personalised to the child and their needs.

There are 4 areas of SEND in the Code of Practice. When a child is entered onto the SEND Register it will be under one, or more, of the following headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Where gaps or needs have been identified, interventions will be put into place to address these. This could be 1:1 support, small group work or adjustments within the whole classroom setting. Interventions for children on the SEN Register are monitored to evaluate the impact that they have. Monitoring is through classroom observations, individual Support Plans and class teacher assessment. All this feeds into the four strands of the cycle and helps personalise the learning for the child.

What are the different types of support available for children with SEND?

Levels of Intervention

There are three main levels of support for children at Combs Ford Primary School:

- Universal Support is support available to all children and is offered through high quality teaching.
- Targeted Support is additional support that is in place for some children who may be working slightly below age expected or not making expected progress.
- Specialist Support is for a few children who still have difficulties, even with universal and targeted strategies and support in place, there will often be outside agency involvement at this point.

Further information about the different types of support we offer are available in our Levels of Intervention document. If you wish to discuss this further then please contact us.

Class Teacher Input

For your child this would mean that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built 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. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding or learning that need some extra support to help them make the best possible progress.

Examples of this level of support:

- Scaffolded work (child supported through additional resources or with adult assistance to be able to access task).
- Use of visual phonic aids to help support reading and spelling.
- Use of knowledge notes and word banks to help with keywords and topic words.
- Use of coloured background on whiteboards and not too much copying from a board.
- Fluid grouping of children based on observations in lessons and marking.
- Use of Learning Support Assistant.
- Visual Timetable.

Specific Group Work or 1:1 support

Intervention which may be:

- Run in the classroom or an Area.
- Run by a teacher or a Learning Support Assistant (LSA).

Examples of this level of support:

- Small group work based on gaps in children's learning.
- Use of intervention programmes e.g. Codebreakers (Phonics), Nuffield Early Language Intervention (understanding of language), Gym Trail (fine and gross motor skills).
- Small group or individual work on speech and language targets, social skills, anger management, nurture.

SEND Support

This means a pupil has been identified by the SENDCo or class teacher as having Special Educational Needs and is possibly needing some specialist support from an outside agency. This may be from:

- Local Authority advisory teachers through their Specialist Educational Services – this service offers support for children with difficulties in all areas of need (Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory or Physical).
- Suffolk Psychology and Therapeutic Services.
- Speech and Language Service.

What could happen:

- You may be asked to give permission for the school to refer your child to a specialist professional, for example a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- Your child will be placed on the Special Educational Needs Register and will have a Support Plan. This will be discussed with you and your child and involve targets being set for your child at least three times a year.

Examples of this level of support:

- 1:1 or small group support for parts of the curriculum.
- 1:1 intervention programmes e.g. Beat Dyslexia.
- Close liaison with outside agencies for advice on targets to move your child forward. Outside agencies can also offer direct work with your child.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the provision your child will need in order to meet outcomes in their plan and what strategies could and should be put in place. This plan will be reviewed at least yearly to see how your child is progressing towards meeting their outcomes.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from central government, includes money for supporting children with SEND. In addition to this, schools can apply for High Needs Funding from the Local Authority where a child has complex needs and requires specific provision for an exceptional level of need.

The Headteacher decides on the deployment of resources for SEND in consultation with the school governors on the basis of needs in the school.

The Headteacher and the SENDCo discuss all the information they have about SEND in the school. From this information, they decide what resources, training and support is needed.

Within our school we have adults who are allocated to different areas to help support children with additional and special educational needs. Where these adults are based varies on the needs of the pupils in our school and changes throughout the year based on monitoring and assessment.

The SENDCo, in discussion with the Class Teachers and Headteacher, decides where these adults will be deployed and works closely with them to ensure the provision is geared to meet the needs of the children. Children's progress is monitored when receiving extra support and the effectiveness of it is evaluated after a designated time scale. Children who are on the SEND Register also have provisions recorded which provides evidence of the support they have received and how effective it was.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met and resources are deployed as effectively as possible.

The progress of children on the SEND Register is also monitored through their individual Support Plans. Targets are set each term although these are constantly adjusted and changed as needed throughout the term, for example if a child is struggling with their target then it will be changed accordingly to make it more achievable. Alternatively, if a child achieves their target before the end of the term then a new target will be set to encourage them to further their progress.

How do you look after the wellbeing of the children in the school?

In our school we believe that the wellbeing of the children is paramount. If children do not feel safe or secure in the school environment then they will not be in a position to learn.

We believe that a close relationship between teachers and families is vital so that information can be shared to help support the children to the best of their ability. Please feel free to approach teachers with anything your child is struggling with that may affect them in school. Sometimes it is what may appear to be the smallest thing that has the biggest impact on a child.

Each class teacher and learning support assistant will make time to chat with your child if they have a concern and it is better to address this as early as possible to stop a situation escalating. Any incidents with children that occur in school are addressed as soon as possible and, where necessary, parents are fed back to.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

You can find out more about how we support children's wellbeing on our Pastoral Team page.

If a child continues to struggle with their mental health then information can be found through the Suffolk Emotional Wellbeing Gateway.

The Emotional Wellbeing Gateway provides:

- Emotional Wellbeing information, advice and support.
- Access to an online referral form for anyone concerned about a child or young person's emotional wellbeing and mental health. Young people can also self-refer.
- Further information on how to access support.

Who are the other people providing services to children with SEND?

School Provision

Teachers are responsible for teaching all children in their class including those with additional needs. They may work with individual children or small groups and will be aware of all children during whole class discussion.

- Learning Support Assistants and HLTAs (Higher Level Teaching Assistants) work with either individual children or small groups.
- IT support may be delivered by adults during small group or individual sessions, according to need.
- Our Pastoral Team offers support for children with emotional and social development through our Rainbow Room
- Our ELSAs (Emotional Literacy Support Assistants) work with small groups of children or individually to develop their emotional understanding.
- One of our HLTAs offers speech and language support.

Local Authority Provision Delivered in School

- Specialist Educational Services including:
 - Cognition & Learning (C&L) Service
 - Communication & Interaction (C&I) Service
 - Sensory & Physical (S&P) Service
 - Social, Emotional & Mental Health (SEMH) Service
 - Whole School Inclusion (WSI) Service
- Psychology and Therapeutic Service
- SENDIASS (Special Educational Needs and Disability Information, Advice and Support Services)
- SALT (Speech and Language Therapy)

Health Provision Delivered in School

- School Nursing
- Occupational Therapy
- Physiotherapy
- Mental Health Support Team

How are the staff helped to work with children with SEND?

- The school provides training and support to enable all staff to improve their teaching and the learning of the children, including those with SEND. This includes whole school training on SEND issues such as Autism, dyslexia and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Outside agencies will offer support and advice for areas to target and strategies and resources for doing this, for example Educational Psychologist, Specialist Education Services
- Staff who have attended training sessions will share information to ensure that as many people as possible will benefit from what they have learnt.
- The SENDCo will support class teachers in planning for children with SEND and works closely with all adults who provide intervention for these children.
- The SENDCo attends meetings with other SENDCos in the Multi Academy Trust to share good practice and discuss what is happening with regard to SEND. They also attend the Suffolk SENDCo Forum meetings that are organised throughout the year.

We have adults in our school who have had training on:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism
- Pathological Demand Avoidance (PDA)
- Dyslexia, Dyspraxia and Dyscalculia
- Speech and Language
- Makaton (signing programme to aid communication and speech)
- Speech production
- Mental Health issues including anxiety and attachment difficulties
- PACE (approach to supporting children through Playfulness, Acceptance, Curiosity and Empathy)

We also have three members of staff, Mrs Chapman, Mrs Vaughan-Wright and Mrs Voice who are ELSAs. This stands for Emotional Literacy Support Assistants. Training was led by Educational Psychologists to deepen understanding of children's emotional understanding and to help them recognise their emotions and how to regulate them more successfully for themselves. Our ELSAs have termly supervision sessions with Educational Psychologists to ensure that we are supporting our children to the best of our ability. Our ELSAs focus on small group work as well as individual support.

What support do you have for parents of a child with SEND?

- There are three Parent Consultation evenings arranged during the year. One in the Autumn Term, one in the Spring Term and one in the Summer Term.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns and worries you may have.
- All information from outside agencies will be discussed with you either with the person involved directly, or where this is not possible, in a report.
- Support Plan targets will be reviewed with your involvement every term.
- We have opened up the school for training sessions for parents.
- External workshops and support are shared with parents on a regular basis.
<https://www.nsft.nhs.uk/parent-workshops>
- The school, if possible, will lend out resources for parents to borrow for short periods of time or to trial at home before buying.
- Any information that we are sent as a school is displayed in the Entrance Hall as you enter the school or emailed out to parents.

How will you support children when they are joining the school, leaving the school or moving to a new class?

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us in the Foundation Stage:

- The SENDCo will visit pre-school settings with the EYFS Leader when appropriate.
- If your child would be helped by a photo book or social story (a story with pictures to explain about school) to support them moving on, then one will be made for them.
- Your child will be invited to visit our school for play sessions and story sessions. If extra visits are thought to be necessary then these can be arranged.
- The SENDCo or EYFS Leader will try and come to any relevant meetings prior to your child starting, so please let us know any dates.
- Any paperwork will be passed on from the pre-school setting.

If your child is joining us from another school:

- The SENDCo will talk to your child's current school to discuss any relevant information and strategies currently used.
- All paperwork and files will be passed on to us.
- If your child would be helped by a photo book or social story (a story with pictures to explain about their new class) to support them moving on, then one will be made for them.
- If possible you and your child will visit our school prior to starting.

If your child is moving to another school:

- We will contact the school SENDCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a photo book or social story (a story with pictures to explain about their new school) to support them moving on, then one will be made for them.

In Year 6:

- We understand this is a huge change for children and parents alike and we do all that we can to try and ensure that the transition is as smooth as it can be.
- SENDCo, both Primary and High School, have regular contact and extra transition meetings are arranged from as early as the Autumn Term. Where a child has an Education Health Care Plan, the SENDCo from the receiving High School will be invited to the Annual Review.
- Transition will involve extra visits to the High School setting.
- Children will have a booklet about the High School they will be attending.

Be the best that you can be!

- All children on the SEND Register have the option to create a Transition Passport. This is where they share information about themselves with their new teacher. Children write about what they like, dislike, what is important to them, what they struggle with and what helps them in their learning.
- High School SENDCo usually have a meeting for parents of children on the SEND Register or vulnerable groups. These will usually be in the Primary School setting.
- High School SENDCo will try to spend time in Primary Schools getting to know the children.
- The SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school.

Transitioning to new classes within school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support Plans will be shared with the new teacher.
- All children on the SEND Register have the option to create a Transition Passport. This is where they share information about themselves with their new teacher. Children write about what they like, dislike, what is important to them, what they struggle with and what helps them in their learning.
- We try and let children who their new teacher will be by the end of June to give them time to discuss any concerns or anxieties.
- Children spend additional time with their new teacher at the end of the Summer Term. If children need extra visits then this can be arranged (if the member of staff is currently in the school). Additional support is organised based on the children's individual needs.
- If classes are being split, then extra opportunities are given for them to start to adjust.

How is Combs Ford Primary School accessible to children with SEND?

- The School is all on one level with slopes and ramps to allow for access to all areas and classrooms.
- There are two disabled toilets, a shower area and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Our Accessibility Audit and Plan is available on the Policies page of our school website.