



Coombe Dean School

Community, Integrity, Opportunity



Coombe Dean School SEND Information Report

Reviewed September 2023

If you would prefer to ask questions about the report or any area of our SEND offer, please call 01752 406961

1. THE KINDS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) FOR WHICH PROVISION IS MADE AT COOMBE DEAN

Coombe Dean is experienced in providing provision for students under the 4 areas of need as set out in the SEND Code of Practice (2015). These are:

- Cognition and learning (e.g. Specific Learning Difficulties such as Dyslexia and Dyspraxia and Moderate Learning Difficulties such as Auditory Processing Difficulties)
- Communication and interaction (e.g. Speech, Language and Communication Needs and Autistic Spectrum Disorder)
- Social, emotional and mental health - SEMH (including Attention Deficit and Hyperactivity Disorder and Attachment Disorder)
- Sensory and/or physical (including Visual and Hearing Impairment and wheelchair users)

2. INFORMATION ABOUT COOMBE DEAN SCHOOL'S SEND POLICY

The specific objectives of the SEND Policy are to identify pupils with special educational needs and disabilities and ensure that their needs are met.

Pupils are considered to have SEND if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. This may be ongoing or for a limited time.

We regard pupils as having a SEN if they:

a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;

b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Pupils are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

We follow the SEND Code of Practice 2014 (updated January 2015) when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

3. NAME AND CONTACT OF THE SENCO AND THE SEND GOVERNOR

SENCO: Natasha Dulson

Contact Details: send@coombedean.co.uk

01752 406961

SEND Governor: Dave Schwartz who can be contacted through the Clerk of Governors

4. ARRANGEMENTS FOR CONSULTING WITH PARENTS OF PUPILS WITH SEND

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

- Regular Progress Checks and Data Drops
- Meet the tutor events
- Open communication between home and the tutor/year team leaders
- Parents Evenings
- SEND Annual/Interim Reviews TERMLY
- Regular Key-worker Support and communication
- The Learning Support Department also has an 'open door' policy and encourages regular dialogue with parents: in person, by email, by telephone, by home/school book and via the Pupil Planner.
- The Early Help Assessment and Right for Children provides a structure for recording some of the arrangements arising from such consultations in Devon.
- All pupils on the SEND register have a My Coombe Dean Plan (IEP) and parents/carers are asked to contribute to and approve the content of this document which is reviewed termly.
- Regular coffee mornings/afternoon teas to welcome parents and carers into the school to discuss general and/or specific concerns and to generate feedback on systems and processes. These are often supported by MAST and/or the SEND governor.
- SENCO monitored Facebook page for increased communication

Please do get in touch if you have any concerns about your child's learning needs.

At Coombe Dean School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education

- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision
- Are provided with relevant resources so they reinforce learning in the home.

We value the generally good relations it enjoys with parents and the community. These are based on mutual respect and a willingness to listen to other points of view. Concerns may be raised with any member of staff but in the first instance the tutor is the one best-equipped to have a full knowledge of the child.

- Pastoral team - Inclusion (Tutor, Year Heads, Progress Leaders)
- Subject Teachers including heads of departments
- SEND Team - Inclusion (SENCO; TAs)
- Leadership Team There is a complaints procedure to provide an opportunity to resolve concerns when other attempts have failed.

5. HOW WE CONSULT WITH THE PUPILS AND INVOLVE THEM IN TARGET SETTING

We are a fully inclusive community who take pride in being child-centred. Our pupils matter to us and we recognise the importance of gaining genuine pupil views in promoting the best outcomes for our young people. Pupils are able to share their views in a number of different ways (appropriate to age and ability) and will be supported to do this via their key-worker.

These views are welcome at any time but are specifically sought as part of the review process and at the end of a targeted intervention. We ask all pupils to contribute to target setting. Targets are aspirational and have measurable outcomes.

All pupils on the SEND register have a My Coombe Dean Plan which is reviewed termly. The young person's views are an important element of this document and are used by teachers to inform their teaching.

6. ARRANGEMENTS FOR ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

The SENCO maintains the SEND Register and the Monitoring list. Each pupil has a My Coombe Dean Plan which is usually written by the SENCO and pupil's key-worker in consultation with pupils, parents/carers and teachers. It may also involve consultation and advice from external agencies. The three categories are:

1. Education, Health and Care Plan (EHCP) – the needs of these students go beyond the differentiated approaches and learning arrangements normally provided, as part of high quality, personalised teaching and may include appropriate evidence-based interventions.
2. SEN Support – the needs of these students go beyond the differentiated approaches and learning arrangements, normally provided as part of high quality, personalised teaching and may include appropriate evidence-based interventions
3. Monitoring – the needs of these students are met from our universal provision (Quality First Teaching), however, there is some requirement for differentiated approaches and personalised teaching. Such requirements are modest and recorded on our internal school network and available to staff through the School Information Management System (SIMs)

SEND support in school is based on a graduated approach – Assess, Plan, Do, Review. The My CD Plan and targets agreed are reviewed three times a year.

We recognise that different pupils require different approaches. Pupils may also be placed on the SEND register if formally diagnosed with a learning difficulty/disability by a fully qualified professional even if, at the time, there is no demand for active additional support beyond monitoring & staff awareness (e.g. high-functioning autism).

As students develop and progress through the school their need for SEN support may reduce. In this case students may be removed from the SEN register. If a student is removed from the SEN register, this will be done in consultation with the parent and student. These students will be placed on our Monitoring register which is reviewed by the SENCO throughout a student's education.

How does Coombe Dean School assess the progress of children with SEND?

- Each term subject teachers will complete a progress review on your child. This review is similar to a report and shows if your child is making progress in all areas of the curriculum.
- Each term the SEN team will review your child's progress review and contact you to review your child's progress with regard to their SEN.
 - Following this consultation, the department will make changes to the My CD Plan if necessary, to ensure the support they receive is tailored to their need.
- The SEN teams meet on a weekly basis to discuss the progress SEN students are making, to review any difficulties arising on a day-to-day basis and implement additional strategies if required.
- In addition to half termly progress reports, teachers are asked to provide feedback and commentary to facilitate the review of targets prior to the Annual Review for those pupils with EHCPs. Psychometric test data, intervention data and reports from relevant professionals (e.g. Speech and Language Therapist, Educational Psychologist, Communication and Interaction Team etc.) may be considered. Data is collated by the inclusion team and informs the review process and subsequent target setting.

Attendance Monitoring

Attendance is monitored closely in conjunction with the pastoral team and the Education Welfare Office since low attendance impacts on progress. Persistent absence or ongoing patterns of non-attendance will trigger a review of SEND and may also lead to a referral via the Early Help system to access further support for pupils and their families.

Exam Access Arrangements

Exam Access Arrangements (i.e. extra time, word processing etc.) may be necessary if achievement is to be demonstrated through public examinations. Information is gathered from teachers throughout the pupil's College career so we can establish a pupil's 'normal way of working'. 'In-house' psychometric testing in year 10 and reference to reports from professionals (including teachers) and the EHCP (when

available) completes the picture that allows an application for exam access arrangements to be made according to the JCQ regulations.

7. ARRANGEMENTS FOR TRANSITION YEARS

A change of school, class and teachers can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully planned and managed to provide continuity of high quality provision and reassurance to pupils and families.

Year 6 to Year 7

- Early liaison with feeder primary schools to identify pupils who are on the SEND Register or who may be anxious or have been identified as vulnerable
- Meetings and telephone calls with parents of Year 6 pupils with SEND to explain the role of the Inclusion Team and how we support pupils.
- Enhanced transition visits arranged to meet the needs of individual pupils as part of a familiarisation programme.
- Other transition activities for year 6 pupils.
- Invitation sent to year 6 parents of SEND children to join the Facebook group – to have questions answered and anxieties reduced.
- Pilot with MAST to support those families who may need additional support.
- Additional individual visits for those most vulnerable to increase confidence and recognition.

Year 8 to Year 9

As part of the My Coombe Dean Plan review process, GCSE course/subject choices will be discussed to enable pupil/parents to make appropriate course selections to achieve learning potential.

Year 11 to post 16 education

As part of the review process, post 16 course choices will be discussed with reference to predicted GCSE/other qualification grades. Careers South West attend these reviews for pupils with EHCP and are able to provide impartial guidance. They complete the necessary documentation to ensure that these

pupils are properly provided for in post 16 education should they leave Coombe Dean for a Further Education College for example. This includes the 'My Outcomes' part of the EHCP. The College commissions Independent Careers Advisers to support pupils with SEND but without EHCP in making suitable choices and a successful transition into post 16 education. No young person on the SEND register is expected to be NEET post 16 (August 2018) following extensive work during year 11 to ensure smooth transition.

8. THE COOMBE DEAN APPROACH TO TEACHING PUPILS WITH SEND

Our aim is to facilitate inclusion and to foster independence in the following ways:

- Quality first teaching – teachers are informed about the nature of a student's difficulties through the My CD Plans, through our internal school network and through training sessions and staff meetings/briefings. Understanding the difficulties students face enables teachers to remove barriers to learning.
- Each year we will map our provision to show how we allocate resources, to students with SEND; this is reviewed regularly and can change during the academic year, responding to changing student need. This year, funding was spent on: support staff, external services, teaching and learning resources and staff training.
- Support may take the form of differentiated work in class, support from a Teaching Assistant in focussed intervention in groups, working one-to-one or in the classroom. We use specialist IT software to support our most vulnerable learners and have access to laptops to enable them to make progress in lessons and record answers in assessments.
- At Coombe Dean we train staff to support students with SEND and secure specialist expertise or tuition if we need it. Our work with students is driven by their need.

Quality First Teaching is addressed for teaching staff through a range of options:

- All teaching staff have regular opportunities for Continuous Professional Development (CPD) and have access to a career stage professional development programme, beyond whole school and subject based training.

- Four whole - school dedicated training days. Specialist training is provided for staff, including additional information about common barriers to learning, strategies and resources to use to improve progress and input on metacognition and retrieval practice.
- The Monday Departmental Meeting sessions provide a regular opportunity for CPD with a clear focus on the development of teaching and learning to ensure all our learners achieve the highest possible outcomes.
- Teaching Assistants are included in the above training and undertake the same CPD opportunities as teaching staff
- Staff training may be delivered by Coombe Dean Staff, with external trainers brought in periodically to address more specialist training needs, for example dealing with specific medical conditions or to train staff in the use of specific interventions. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a student.
- The SENCO sits on a Plymouth wide trauma informed network to support children with adverse childhood experiences which can impact on learning and emotional well-being.

The evaluation of the effectiveness of SEND provision is an integral part of the review process within the cycle of Assess/Plan/Do/Review of all IEPs. If an intervention is not benefiting a student, alternatives are explored.

We enable students with SEND to engage in activities available for students without SEND by identifying and putting into place reasonable and proportionate adjustments so they are not disadvantaged or excluded from the curriculum or our extensive programme of extra-curricular activities, trips and residential options. See the Equal Opportunities Policy on the Coombe Dean School website for details.

9. HOW WE SUPPORT PUPILS TO DEVELOP AND IMPROVE EMOTIONAL AND SOCIAL HEALTH ISSUES

We are involved with the Early Help for Mental Health (EH4MH) offer which includes direct work with young people from Young Devon. Psycho-educational lessons are delivered by Young Devon for students in Years 7-11 with anxiety. Sixth Form students are able to access support by Live Well South West specifically for: anxiety, mood, sleep, depression, assertiveness and mindfulness. In addition we have a peer listening scheme.

Mentors, coaches and school councillors work to support our students. Referrals are made through the Child and Adolescent Mental Health Service (CAMHS) when appropriate. The School Nurse is available to support and guide our interactions with the NHS services.

The Inclusion Department provides a 'safe place' for vulnerable students at break/lunchtime (on average about 20 students).

Arrangements and measures are in place for listening to views of pupils with SEND to prevent bullying. Bullying in any form is a direct contravention of the Aims and Values of CDS and is always treated seriously. Bullying is not tolerated at CDS. It is the responsibility of all staff to ensure CDS is a safe learning environment. See the Behaviour Policy on the CD website. The inclusion team monitors pupils on the SEND register closely; any 'out of character' behaviours are noted and discussed in department briefings. The Teaching Assistants build relationships based on trust with the pupils they support and watch carefully for signs that suggest there is reason for concern. Such concerns are investigated. The Inclusion team works closely with the pastoral team and parents/carers. Pupil views are explored by trusted adults and safeguarding concerns dealt with through the appropriate channels. The SENCO has undertaken Level 3 Child Protection training, to ensure that any concerns about students on the SEND register could be dealt with by a member of the department, in consultation with the DSL.

Designated Safeguarding Leader (DSL)

Nicola MacRae

Deputy DSLs

Caroline Granville (Deputy Head and designated teacher for looked after children)

Emma Osbourne (Assistant Head and leader of post-16)

Natasha Dulson (SENCo)

Victoria Avery (Deputy SENCo)

Jane Cooper (Transition/Careers Lead)

Rachel Lavis (Year 8 YTL)

Kieran Middleman (Year 9 YTL)

Keith Pascoe (Year 10 YTL)

Beata Daducova (Year 11 YTL)

Students are encouraged to participate in extra –curricular activities. The full Clubs and Activities Booklet for 2019-2020, can be found on the Coombe Dean School website. Inclusion is important to us and last year students on the SEND register participated in the following activities during non-curriculum time:

- Duke of Edinburgh
- Fitness Suite
- Football
- The School Production (Show)

10. How and when we involve other agencies to meet the needs of pupils and their families

External professional advice is sought to meet specific needs of pupils and the following agencies are some of those we have worked with during the last 12 months. Referrals are made in conjunction with parents/carers and with regard to the Safeguarding Policy on the CDS website.

- Autism Specialists
- Behaviour Consultant
- Careers South West
- CBT Practitioners
- Child and Adolescent Mental Health Service (CAMHS)
- Children and Young People Services
- Communication & Interaction Team
- Counsellors
- Early Help
- Education Welfare Officer
- Educational Psychology Service
- Family Advisory Support Team
- Harbour Young People's Service
- Hearing Impairment Advisory Teacher
- Jeremiah's Journey
- KOOTH – Online Counselling

- Occupational Therapy
- Plymouth Information Advice and Support (PIAS) for SEND
- Plymouth SEN 0-25 Team
- RELATE – counselling
- School Nurse
- Speech and Language Therapy
- Targeted Families
- The Gateway
- Visual Impairment Advisory Teacher
- Young Carers Project (Barnardo's)
- Young Devon
- Youth Offenders Team
- Youth Service

11. THE PLYMOUTH LOCAL AUTHORITY - LOCAL OFFER AND THE COOMBE DEAN SCHOOL OFFER

There is a link to the Plymouth Local Offer on the SEN page of the Coombe Dean School website; the School Offer is available on the same page. At Coombe Dean our SEND provision is continually evolving, adapting to meet the changing needs of our student community. To do this we draw on our own resources and the Plymouth Local Authority Local Offer. Plymouth Online Directory (POD).

12. ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT THE PROVISION MADE AT COOMBE DEAN SCHOOL

Most concerns are easily resolved through informal discussions with the tutor or class teacher.

When the situation is more complex parents/carers should raise concerns with the Head of Subject (Department) or year team leader in the first instance. A meeting may be arranged to reach a resolution. The Annual Review process is a mechanism by which Plymouth City County Council can be drawn into

the complaint about provision and assist us all in finding a satisfactory solution.

Should the situation remain unsatisfactory please let the SENCO, Natasha Dulson, know you are unhappy and a meeting will be arranged. Together we will look at the nature of the problem and work together to resolve it. If you remain dissatisfied at this stage, please contact the Deputy Head (Inclusion) Caroline Granville or the Head teacher, Kevin Dyke.

Where concerns remain, parents are referred to the Complaints Policy on the Coombe Dean School website. They may also seek support from the Plymouth Information, Advice and Support for SEND (PIAS) (formerly - Parent Partnership) – telephone (01752) 258933 for SEND; there is a hyperlink to their website on the SEN page of the Coombe Dean School website. You will also find a link to the Plymouth City Council Local Offer, Plymouth Online Directory (POD) which includes contact information so that parents/carers may consult the County 0-25 Special Educational Team.

13. OTHER RELEVANT DOCUMENTS

On the school website: Accessibility Plan, Equality Opportunities Policy, Medical Conditions Policy, SEND Policy, Local Offer and Safeguarding Policy.

Natasha Dulson (SENCO)

ndulson@coombedean.co.uk