



Coombe Dean School

Community, Integrity, Opportunity



Coombe Dean School SEND Information Report

Reviewed: July 2026

If you would like to discuss any aspect of this report or our SEND provision, please contact the school on **01752 406961**.

1. The Types of SEND supported at Coombe Dean School.

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

Including:

- Specific Learning Difficulties (SpLD), such as Dyslexia and Dyspraxia
- Moderate Learning Difficulties (MLD)
- Auditory Processing Difficulties

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Condition (ASC)

Social, Emotional and Mental Health (SEMH)

Including:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment-related difficulties
- Anxiety and emotional regulation needs

Sensory and/or Physical Needs

Including:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical disabilities and mobility needs

2. Information about Coombe Dean School's SEND policy.

The purpose of our SEND Policy is to ensure that students with special educational needs and disabilities are identified promptly and receive the support they need to achieve their full potential.

A student is considered to have SEND if they have a learning difficulty or disability that requires special educational provision that is additional to, or different from, that normally available through high-quality teaching.

A student may be identified as having SEND if they:

- Have significantly greater difficulty in learning than most others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for students of the same age in mainstream schools.

Students are not regarded as having SEND solely because English is not their first language.

Coombe Dean School follows the SEND Code of Practice (2015) and works closely with parents/carers to ensure they are fully informed and involved in decisions regarding their child's SEND provision.

3. SEND Leadership and Contact Details

SENDCo

Natasha Dulson

Email: send@coombedean.co.uk

Telephone: 01752 406961

Westcountry Schools Trust (WeST) Community Council Representative

Email: clerk@westst.org.uk

4. Working in Partnership with Parents and Carers

We recognise and value the vital role parents and carers play in supporting their child's education and wellbeing. We are committed to working collaboratively and maintaining open and honest communication.

Parents and carers are consulted through:

- Parents' Evenings
- Meet the Tutor events
- Regular progress reports
- Annual and interim SEND reviews
- Ongoing communication with tutors, pastoral staff and the SEND team
- Key-worker support and communication
- Email, telephone and face-to-face meetings
- Termly reviews of Pupil Passports

All students on the SEND Register have a Pupil Passport, which is developed in partnership with students, parents/carers and school staff. These plans are reviewed termly to ensure support remains appropriate and effective.

We also offer:

- Parent coffee mornings and information sessions
- Opportunities to provide feedback on SEND provision
- SENCO-monitored social media communication channels

We encourage parents and carers to contact us whenever they have concerns about their child's learning, wellbeing or progress.

Our aim is for parents and carers to feel:

- Listened to and valued
- Fully informed about their child's support
- Able to contribute meaningfully to decision-making
- Confident in working alongside the school
- Supported with appropriate information, guidance and resources

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 (SENDCo; TAs)
- Leadership Team There is a complaints procedure to provide an opportunity to resolve concerns when other attempts have failed.

5. Student Voice and Involvement

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 their age and ability) and will be supported to do this via a member of the SEND team.

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 Pupil Passport 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. Assessing and Reviewing Progress

The SENDCo maintains both the SEND Register and Monitoring List.

Students' needs are reviewed through a graduated approach:

Assess

- Understanding the student's needs through assessment and discussion.

Plan

- Agreeing support strategies and outcomes.

Do

- Implementing interventions and classroom support.

Review

- Evaluating impact and adjusting provision where necessary.

Students may receive support through one of the following categories:

Education, Health and Care Plan (EHCP)

For students whose needs require provision beyond SEND Support and who have a statutory plan.

SEND Support

For students who require provision additional to, or different from, high-quality classroom teaching.

Monitoring

For students whose needs are met primarily through Quality First Teaching and reasonable classroom adjustments.

All Pupil Passports are reviewed at least three times per 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 if they require support beyond the universal offer.

Where a student's needs change and SEND support is no longer required, removal from the SEND Register will be discussed with both the student and their parents/carers. These students may continue to be monitored to ensure sustained progress.

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

· Progress is assessed through:

- Termly progress reviews completed by subject teachers
- SEND team reviews of progress data
- Feedback from parents, students and staff
- Intervention outcomes
- Professional reports and recommendations
- Annual Reviews for students with EHCPs

The SEND team meets regularly to discuss student progress and implement additional support where required.

Attendance

Attendance is monitored closely in partnership with pastoral teams and the Education Welfare Service.

Where attendance concerns arise, the school may:

- Review SEND provision
- Explore barriers to attendance
- Provide Early Help support
- Work collaboratively with families and external agencies

We recognise the strong link between attendance, wellbeing and achievement.

Exam Access Arrangements

Where appropriate, students may qualify for Exam Access Arrangements such as:

- Extra time
- Use of a word processor
- Rest breaks
- Readers or scribes

Access Arrangements are assessed and awarded in line with current Joint Council for Qualifications (JCQ) regulations and are based on evidence of a student's normal way of working.

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.
- Additional individual visits for those most vulnerable to increase confidence and recognition.

Year 8 to Year 9

As part of the Pupil Passport 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 professionals will attend these reviews for pupils with an 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 an EHCP in making suitable choices and a successful transition into post 16 education.

8. THE COOMBE DEAN APPROACH TO TEACHING PUPILS WITH SEND

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

- **A strong universal offer and quality first teaching:** teachers are informed about the nature of a student's difficulties through the Pupil Passport, 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 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 passports. 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 Mental Health Support Team (MHST) offer which includes direct work with young people. Psycho-educational lessons are delivered 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.

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 Values of Coombe Dean and is always treated seriously. Bullying is not tolerated at Coombe Dean. It is the responsibility of all staff to ensure Coombe Dean is a safe learning environment. See the Behaviour Policy on the Coombe Dean website.

The SEND team monitors pupils on the SEND register closely; any 'out of character' behaviours are noted and discussed in weekly meetings. 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 DSL

Beata Daducova

Students are encouraged to participate in extra –curricular activities. The full Clubs and Activities Booklet for 2026-2027, 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
- 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
- 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 - GATI AND THE COOMBE DEAN SCHOOL OFFER

There is a link to the Plymouth Graduated Approach to Inclusion (GATI) 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 SENDCo, 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 Assistant Head (Inclusion) Mrs Kate McPherson or the Head teacher, Mrs Caroline Granville.

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 Graduate Response 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)