



SEND Information Report 2024-2025

<https://www.combertonvc.org/about-us/SEND>

Introduction

This SEND Information Report forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs and/or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79) We will update this information annually.

This report provides families with children who have SEND information about the provision available at Comberton Village College (CVC) and is designed to guide them whether this is the right educational setting for their child.

When we talk about “provision”, we mean what we provide in order to meet the needs of a student and help them make progress at school which is appropriate to their age. **What is SEN?**

At different times during their time at school a child or young person may have a special educational need. The May 2015 Code of Practice defines Special Educational Need (SEN) as:

A Special Educational Need (SEN) is a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age,

or

b) they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

When a learner is identified as having SEN at CVC the school will make provision which is additional to or different from that our normal differentiated curriculum in order to overcome any barriers to their learning. This will be communicated with staff primarily through the use of a strategy sheet.

What is disability?

The Equality Act, 2010, gives the following definition of disability: “A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.”

This definition of disability includes children and young people with long-term health conditions. While children and young people with such conditions do not necessarily have SEN, there can be a substantial overlap between disability and SEN.

Our facilities for helping disabled learners to access the school are described fully in the school's Accessibility Plan, available [here](#).

Accessibility

We are committed to making our school safe, accessible and welcoming to the whole community. We regularly review the accessibility of our site, particularly as it grows and changes, and we ensure that relevant risk assessments are undertaken, shared and followed. We have a range of different facilities to help SEND students throughout our school including lifts to upper floors, ramps, disabled toilets, a therapy room for physiotherapy, specialist equipment including Tomcat chairs and equipment such as talking scales and calculators, adapted tools and sports equipment. We have installed braille signs on our classroom doors.

What types of SEND are provided for at CVC?

There are four broad areas of SEND need. CVC currently provides for pupils in each of these areas.

1. Communication and Interaction: Students with speech, language and communication needs (SLCN) have difficulty communicating with others. This includes children with Autism who may face particular difficulties with social interaction. Pupils with autism may be provided for The Centre which is our school SEND base for pupils with an Education, Health and Care Plan (EHCP) or alternatively through The Cabin, our enhanced resource facility for those pupils with autism & an EHCP identifies the need for significant additional support to access educational provision but who are cognitively capable of accessing mainstream lessons. More information can be found [here](#).

2. Cognition and Learning: Children and young people with these learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. This area covers a broad spectrum of learning difficulties. These include specific learning difficulties (SpLD) such as dyslexia and dyspraxia, moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). These pupils will have their provision planned by The Centre.

3. Social Emotional and mental Health (SEMH): This area includes pupils who may need additional support in the curriculum because they are affected by conditions such as attention hyper deficit disorder (ADHD) or attachment disorder). Pupils with mental health difficulties such as anxiety, depression, self-harming, substance abuse or eating disorders may also need additional or different support to access education. Some pupils may have their learning overseen by staff in The Centre or in KS3 or KS4 Support, our base for pupils facing SEMH challenges. More information can be found [here](#)

4. Sensory impairments and/or Physical disabilities (SI/PD): This includes pupils with hearing impairment (HI) or visual impairment (VI), or multi-sensory impairment (MSI). They may need additional specialist support or equipment to access the curriculum. SEN provision may be required as they have a disability that prevents or hinders them from making full use of educational facilities generally provided.

What is our approach to teaching students who have SEND?

All CVC staff are committed to providing excellence for all. We have an outstanding track record in securing high quality academic outcomes for all pupils, including those with SEND.

We provide high-quality teaching for all students. We routinely monitor the quality of learning and teaching through a rigorous schedule of quality assurance coordinated with a comprehensive staff training. It is our aim to ensure that pupils who have SEND benefit from this excellent teaching in mainstream classes as far as possible.

All teachers will be informed about your child's individual needs and will adapt their lessons to meet these requirements. Class teachers are trained to do this. Every child who has identified special needs will have a strategy sheet which is made available electronically to every class teacher through the school's management information system. They will use a range of approaches and adapt resources and activities, to enable your child to access the learning. For more information see the OAP Document in Appendix. Where a child has an EHCP they may be supported in the classroom by members of our large and expert team of teaching assistants (TAs) who are trained to provide support in learning while developing pupil independence. All TAs also receive regular training on specific areas of SEN and ways of supporting pupils.

When required a student may be offered additional help and support outside the classroom. There is an extensive menu of interventions and additional support available, and should your child need this, it would be discussed with you. These are provided by both trained members of the school staff or experts from external agencies.

How does CVC identify children and young people with SEN and assess their needs?

We always plan to identify and meet all learning needs as early as possible. The SEND team in conjunction with class teachers, subject leads and pastoral teams closely monitor the progress and attainment of all students, including those who have or may have SEND. The following information may lead to, or contribute to, an identification of additional needs:

A student may have additional needs if:

- Progress is significantly slower than that of their peers starting from the same baseline
- Progress fails to match or better the child's previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- The attainment gap widens
- It can also include progress in other areas than attainment (p84 Code of Practice document)

However, identification may also be as a result of: -

- Teacher concern
- Following up parental / carer concerns
- Tracking individual student progress over time
- Liaison with partner primary schools on transfer
- Information from previous academies/schools
- Information from other services
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If further assessment is required, we use a variety of assessment tools appropriate to the area of need, to help us identify specific areas of difficulty, to explore appropriate intervention and provision to support the pupil with their needs. If it is thought a pupil or family needs a more in-depth assessment, we have good working relationships with outside agencies and a referral can be made.

The statutory guidance for identification, assessment and provision of SEN is documented within the Code of Practice and is based on a model known as the 'Graduated Approach'. Please see Appendix 1.

Using the graduated approach, students will be identified on the schools SEND systems at the appropriate level, which is accessible to all staff.

We aim to '*assess, plan, do and then review*' to ensure that any special educational needs are met appropriately.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

All pupils, including those with SEND, are assessed on a regular basis, in accordance with [the school assessment policy](#). Teachers formally assess and review progress and attainment at least twice a year. This is communicated to parents/carers by a report that is sent home. Additionally, annual parents' evenings are held when there is an opportunity to discuss progress, attainment and next steps.

SEND students will have additional review meetings as required by the code of practice. SEND students who are identified at Wave 3 of the graduated approach will have review meetings as required. However, as stated in the Code of Practice, this should be at a minimum of three times per year. All students with an Education, Health & Care Plan have an Annual Review, where a discussion can be held around the progress of meeting the outcomes stated in the plan.

Who should I contact if I want to find out more information or think my child may have SEND?

All parents are able to contact key staff at the CVC by email. Appointments for phone conversations or meetings in person can also be planned. There are of course a number of routine opportunities to meet staff including parents' consultation evenings and information events.

If you have any general concerns about your child's progress or well-being your first point of contact should always be the form tutor or class teacher.

The SENDCo – Emily Oakley-Pullen is responsible for:

- Developing and reviewing the academy's SEND Policy.
- Co-ordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are kept informed about the support pupils are receiving, involved in supporting a pupil's learning and involved in regularly reviewing their progress.
 - Developing and overseeing personalisation of teaching and learning for pupils
 - Liaising with professionals who may be coming into the academy to help support learning, e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the academy's SEND Register (a system for ensuring that all the SEND needs of students are known by all teaching staff in the academy) and making sure records of pupil's progress and needs are kept. Only students who access teaching and/or support that are different from usual excellent classroom teaching (known as quality first teaching or high quality teaching) will be included on the Register with the consent of parent/carer.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND to achieve the best progress possible.
- Effective transition from Primary School for those with identified SEND.
- Assessing and ensuring that appropriate examination arrangements are put in place for those students who require these.
- Line managing the day-to-day operations of the Centre
- Strategic oversight of SEND faculty and provision
- SEND student progress and data.

Assistant SENDCo's – Amy Barker & Megan Wareham are responsible for:

- Assisting the SENDCO in meeting the needs of all students with SEND, including:
 - o Exam access arrangements.
 - o Co-ordinating support for children with special educational needs or disabilities.
 - o Support is coordinating referrals

If you have general questions about the SEND provision overseen please contact Emily Oakley-Pullen, SENDCo by emailing the [SEND](mailto:SEND@combertonvc.org) Team at com-SEND@combertonvc.org

Every pupil with a high level of need, including all those with an EHCP, has a key worker/lead professional who will meet regularly with them and will communicate regularly with the parent to discuss how the child is doing. In such cases the key worker/lead professional is the parent's first point of contact about any element of their SEND provision.

If you have a query concerning our Cabin provision for pupils who have ASD please contact Jane Hylton, Head of Cabin jhylton@combertonvc.org

If you have questions about provision for any student in the sixth form who has SEND, please contact Laura Peacey lpeacey@combertonvc.org

What are the arrangements for consulting with parents of pupils with SEND and involving them in their child's education?

We work hard to ensure that all parents of pupils at CVC feel well-informed and involved in the educational life of their child, and the parents of pupils with SEND are encouraged to participate fully in parents' consultation evenings, guidance interviews, parent liaison groups and event specific information events.

Parents will be invited to attend review meetings in line with expectations contained in the code of practice.

- We will work with parents to develop a common understanding of each pupil's areas of strength and where additional support is needed.
- We will ensure that parents are clear about what the agreed targets are for their child and what the next steps are to achieve these.
- We will ensure parents are clear about how to raise concerns and work with them to achieve solutions.
- We will communicate with parents over any decisions to change or end provision.
- We will draw attention to available support outside school such as the Special Educational Needs and Disability Advisory Support Service (SENDIASS).

Parents can support the school and their child by encouraging them to fully engage with their learning and any interventions offered, by facilitating full attendance and good punctuality, helping them to be organised and fully equipped for their day and supporting them in completing homework and meeting deadlines.

What are the arrangements for consulting with young people with SEN and involving them in their education?

All pupils at CVC are encouraged to take a full part in the life of the school and to develop and articulate their opinions. Pupils who have SEND play a full part in this. They aim to take part in pupil voice activities, routinely evaluate their work in lessons, and regularly meet with their tutor to discuss progress and next steps in their subjects. Pupils who have SEND will additionally attend review meetings and contribute to both target setting and the process of reviewing and reflecting on their learning and achievements.

How does the school involve other bodies in meeting the needs of pupils who have SEND and supporting their families?

CVC has developed effective working relationships with a wide range of external partners, professionals and agencies. These include the SEN Education Psychology Service, the Hearing Impairment Service, the Visual Impairment Service, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service, Centre 33 and the School Nursing Service.

These and other relevant services are contacted when necessary and appropriate, according to a pupil's needs. The school works closely with Cambridgeshire County Council and use the Early Help Assessment processes when appropriate to do so.

There are a variety of support services which are available for the parents of pupils with special educational needs. The school will ensure that parents can access appropriate support. Key sources of information and support include:

SENDIASS:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information><https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/advice-and-support-service-sendiass/>

Cambridgeshire Local Offer: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

Early Help Assessment: <https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and><https://www.cambridgeshire.gov.uk/residents/working-together-children-families-and-adults/how-we-work/children-and-families-services/children-and-families-procedures-and-resources/think-family/families-services/children-and-families-procedures-and-resources/think-family/>

What are the arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?

CVC is committed to working with students, their parents and families, and other institutions to ensure that we plan proactively to facilitate smooth transitions at key times in each pupil's educational career. We realise that transitions can be a challenging time for any child, and particularly for a pupil who has SEND. These transitions can include:

- Moving to CVC from primary school or another secondary school
- Moving from CVC to another provision
- Moving classes within school or changing teachers
- Moving from school to employment or further/higher education

Planning for transition from Year 6 to secondary school begins as soon as possible in Year 6 and often in Year 5. Where a child has an EHCP or where a significant additional need is otherwise identified, a member of the SEND team will liaise with the primary school to ensure that we understand the pupil's needs.

During Year 9 careful guidance is provided for all pupils as they make appropriate choices before moving into Key Stage 4. Every pupil at CVC has an individual options interview with a senior member of staff which they attend with their parents. For a pupil who has SEND it is likely that this interview will be conducted by a member of the special needs team. Similar guidance interviews are held in Year 11. Comberton Sixth Form has its own special needs team who provide guidance about the application process and support at the start of a student's sixth form career.

What adaptations are made to the curriculum and the learning environment of children and young people with SEND?

We strongly believe that wherever possible pupils who have SEND should have access to the excellent teaching at CVC in as wide a range of subjects as is possible. To that end most pupils who have SEND follow the full mainstream curriculum.

How do children and young people with SEND engage in activities available with children and young people in the school who do not have SEND?

Every pupil, including those who have SEND, will be taught in mainstream classes. Every pupil will be attached to a tutor group.

All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school.

A large range of extra-curricular activities are available at CVC. These are open to all students, including students with SEND.

Day and residential trips are open to all children and every pupil's specific needs will be evaluated if they wish to join such a trip. The accessibility of each trip is assessed on an individual basis. All reasonable steps are taken to ensure participation.

What support is available for improving emotional and social development?

CVC is committed to promoting outstanding personal development. [Our personal development programme includes a coordinated timetable of PSHE](#) lessons, assemblies, tutor activities and focused drop-down days. Usually, pupils who have SEND will participate in all these activities. On occasion we may consider that certain aspects of the personal development curriculum (for example some aspects of SRE) are better addressed in smaller, more targeted groups for some pupils.

The Centre and Cabin provide opportunities for pupils who have SEND to spend break or lunchtime in a controlled environment, and these become structured social times when Cabin and/or Centre pupils can invite their friends from across the school to mix, under appropriate adult supervision. These are valuable opportunities for developing social skills.

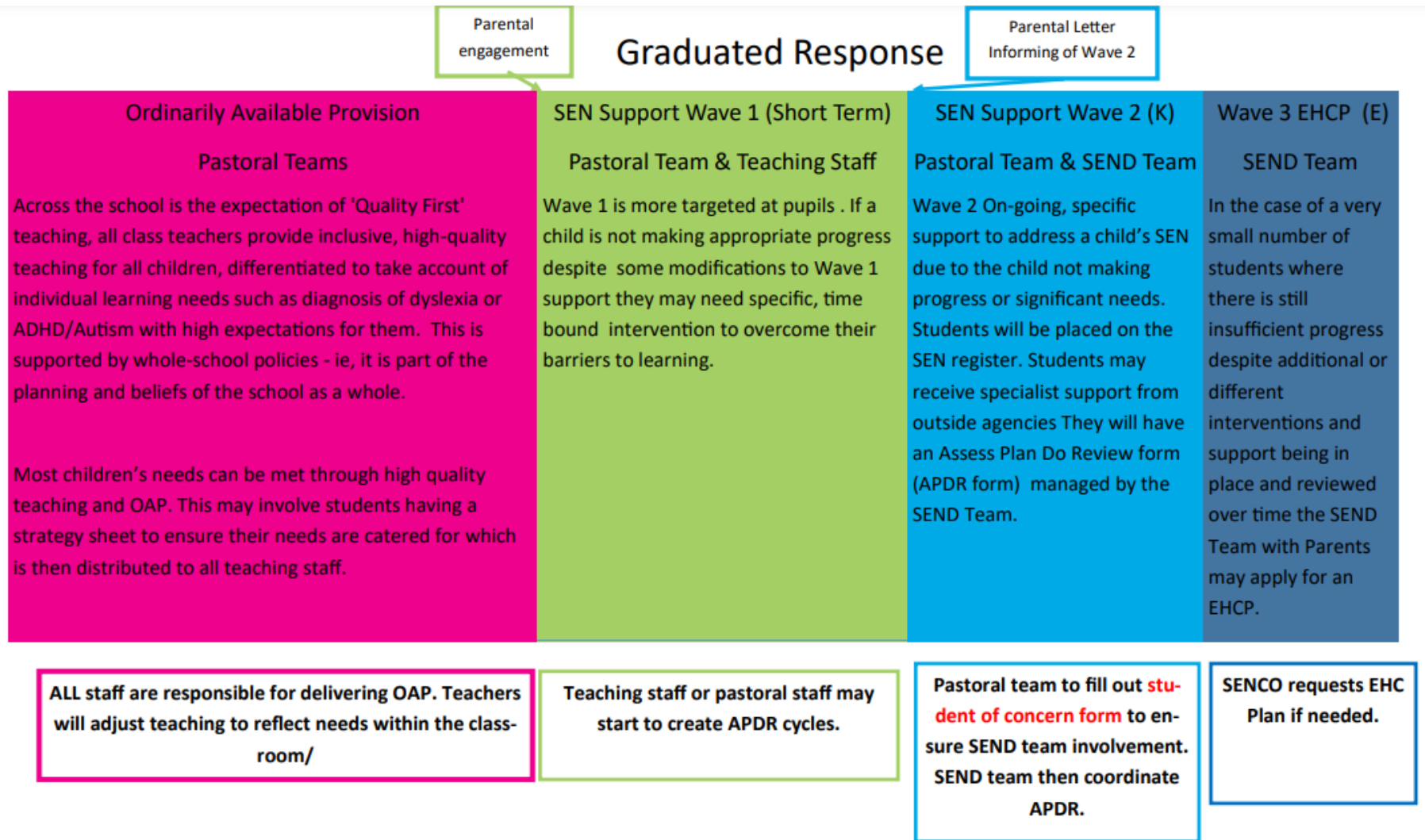
We work hard to ensure that every pupil, including those who have SEND, knows that there are adults who they can talk to if they feel anxious for any reason. These might include school staff including their tutor, Head of Year, the School Nurse or the safeguarding team. Key Stage 3 and 4 Support also provides a supportive location for pupils with social and emotional difficulties. If pupils who have SEND need access to expert external advice, for example from Centre 33 or CAMH.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

We hope that all concerns which may arise can be resolved through informal communication with the staff identified within this information report. If you would like to discuss any element of the provision with a member of staff who is not directly involved with the delivery of SEN provision please contact Peter Law, Principal through the normal school contact details. Should you need to escalate your concern into a complaint then please [refer to the Cam Academy Trust Complaints Policy which can be found on the Cam Academy Trust website.](#)

Appendix – Waves of Intervention

At CVC the school undertake a graduated response which outlines the support CYP will receive at each stage, see blow. The majority of SEN can be met by Ordinarily Available Provision which is overseen by Pastoral Teams. Wave 1 is for short term, targeted support as below. Wave 3 a CYP will be labelled as SEN Support and a letter sent home informing them of this. Wave 3 is for students with EHCPs. The Waves of provision are fluid processes built on a cycle of interventions.



OAP	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<u>Provision and Intervention</u>	<p><u>Quality First Teaching:</u> Appropriate Learning tasks Differentiated-Curriculum/Work Differentiated Delivery e.g. simplified language, slower lesson pace Differentiated Outcome e.g. cartoon strip instead of written prose, use of iPads Increased Visual Aids/modelling Visual Timetables Illustrated dictionaries/spellcheckers Use of writing frames Change in seating plans Piggybacking off TA support in class iPad Pass Team Teach/Modelling Access to pastoral homework clubs Revision Classes Informative Assessment of progress Exam access arrangements In class targeted teacher support Key Words Wall/Mats Afterschool revision sessions Lunch time revision sessions Allowance of extra time to complete tasks Access to pastoral homework clubs</p>	<p><u>Quality First Teaching:</u> All of previous and: Appropriate Learning tasks Flexible teaching arrangements Structured school and class routines Increased visual aids/Modelling Visual time tables Use of symbols Change in seating plans Environmental Clues e.g. location signs/colours Access to the Den</p>	<p><u>Quality First Teaching:</u> All of previous and: Motivation – ensure success & appropriate Learning tasks Whole School and class reward system Whole school/class rules Whole school policy for behaviour Use of praise and reward Signals for sound level/change of activity Positive feedback/non-verbal/ Access to pastoral homework clubs Risk Assessment for self-harming</p>	<p><u>Quality First Teaching:</u> All of previous and: Flexible teaching arrangements i.e. impaired pupil to be available to move at will to access lesson Teacher/Staff awareness of impairment i.e. not covering mouth when talking to a deaf child/light implications for visually impaired and lip readers Availability of resources i.e. writing slopes, iPads, oversized text or coloured paper Enlarged worksheets/text books Change in seating plans Modified resources Timetabling of classrooms Improved accessibility of school buildings Access lifts Moving and handling training Toilet Pass</p>
<u>Assessment and Monitoring</u>	<p>CATs (YR 7) Reading age tests – all years Monitoring of data capture Lesson Observations Learning Walks Strategy Sheets</p>			



WAVE 1 & 2	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<u>Provision and Intervention</u>	<u>Interventions at OAP and:</u> All of previous and: Small group work in lesson Individualised differentiation in lessons Support in lessons from a teaching assistant Multi-sensory approach in lessons Use of iPad Apps Exam access arrangements Breakfast Literacy and Maths English+ instead of MFL Nurture Maths, English & Science groups Reduced timetables	<u>Interventions at OAP and:</u> All of previous and: Pastoral intervention groups (Anger groups) Exit card/time out strategies Positive Report Planning and provision for transition and further education WCCYM Friendship Group support for social skills ELSA Interventions	<u>Interventions at OAP and:</u> All of previous and: Break time/lunch time support in the Den Additional tutor group support—staff mentor allocated Early Help Assessment—YPW/FW Counselling 1:1 WCCYM Support Planning and provision for transition and further education	<u>Interventions at OAP and:</u> All of previous and: Adapted equipment for use in classroom Timetabling of rooms and access Exit pass/leave lesson early for transition Keys for lifts/pupil use of lifts Additional fine motor skills practice In class support for supporting access and safety Planning and provision for transition and further education
<u>Assessment and Monitoring</u>	CATs (YR 7) Access Reading age tests – all years Spelling age tests – all years Whole School Data Capture Monitoring of data capture Lesson Observations Learning assessments Learning Walks SENCo Observations Strategy Sheets			

WAVE 3	<u>Cognition and Learning</u>	<u>Communication and Interaction</u>	<u>Social, Emotional and Mental Health Difficulties</u>	<u>Sensory and Physical</u>
<u>Provision and Intervention</u>	<u>Interventions at Wave 1 and 2 and:</u> Close teaching assistant support Additional planning and arrangements for transition i.e. from primary school Additional planning and arrangements for option choices (reduced/guided option choices) Individual arrangements for assessments and tests Referral to specialist services inc EP Alternative accreditations i.e, ASDAN, AQA Awards Reduced/individualised timetable KS3/KS4/Centre Place Withdrawal groups for English & Maths IDL Reading Program	<u>Interventions at Wave 1 and 2 and:</u> Referral and work with SALT Referral to specialist services inc SALT, OT Advice from EP Social skills withdrawal groups Dog Therapy Centre/KS3 Lunch Clubs	<u>Interventions at wave 1 and 2 and:</u> Small group work with ELSA Exit/Time out/Calm area strategies Referral to specialist services inc CAMHS Small group or one to one social skills Working with Social Care Placement at Alternative Provision KS3/KS4/Centre Place Dog Therapy Zones of Regulation Intervention	<u>Interventions at wave 1 and 2 and:</u> Support from advisory services i.e. sensory support, physiotherapy, occupational therapy Use of modified equipment Support with physiotherapy in school 1 to 1 physiotherapy programme Enlargement and adaptation of materials and learning resources 1 to 1 SALT /OT Provision of specialist equipment Individual support in class during appropriate subjects i.e. Science, PE Occupational Therapy Programme Use of appropriate resources i.e. radio aids and mic Advice from EP/specialist service
<u>Assessment and Monitoring</u>	CATs (YR 7) Access Reading age tests – all years Spelling age tests – all years Whole School Data Capture Monitoring of data capture Lesson Observations Learning assessments Learning Walks SENCo Observations Strategy Sheets Annual Reviews End of intervention monitoring			

