



Coomb Briggs Primary Academy

Royal Drive, Immingham, N.E. Lincolnshire DN40 2DY_Headteacher : Helen
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WELLSPRING
We Make A Difference

Special Educational Needs and Disabilities Information Report

Local Authority	North East Lincolnshire	Local Offer: https://sendlocaloffer.nelincs.gov.uk/
Head Teacher	Helen Redmond	01469 572584 office@cbpacademy.org.uk
SENDCO	Hayley Dawson	01469 572584 dawsonh@cbpacademy.org.uk
SEND Governor	Andrew Harrison	01469 572584

Coomb Briggs is committed to offering an inclusive curriculum to achieve best possible outcomes for all pupils. We ensure that all pupils' needs are met according to their specific needs.

We work in partnership with a wide range of professional external agencies to provide comprehensive, appropriate support.

In line with the Code of Practice (2015) we regularly seek parent and pupil voice and aim to strengthen this communication during the academic year.

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs and disabilities (SEND) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice (CoP) 2015 lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The CoP describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. A variety of support and specialist expertise can be put in place to help overcome the difficulties that a child may have.

Current Picture (27.11.2025)

Children on the SEND register - 11/151 - 7%

Children FSM - 30/151 - 19.8%

Children PP - 37/151 - 24.5%

EHCP - School 7/151 - 4.6%

SEND Policy

The school's SEND policy is current and can be found on the school's website. Parents may receive a paper copy on request.

Below are some key questions that you may have regarding your child and our school. If we have not answered your questions please do not hesitate to contact us.

<i>Key Questions</i>	<i>Actions</i>
What are the different types of SEND? Appendix 1a	There are 4 broad areas of need. <ol style="list-style-type: none">1. Communication and Interaction – this includes pupils who have speech, language and communication difficulties, slower processing difficulties and this area can include pupils with autistic spectrum conditions.2. Cognition and Learning - this includes pupils who have specific, moderate, severe or profound and multiple learning difficulties. Pupils will need extra support in accessing the curriculum. These difficulties can include dyslexia and dyspraxia.3. Social, Emotional and Mental Health – this includes pupils that find it hard to socialise, interact with others and have emotional difficulties.4. Sensory and/or Physical needs – this includes pupils that have visual, hearing, sensory or physical needs that may impact on learning.
What specialist services or expertise are available or accessed by Coomb Briggs?	Coomb Briggs Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is the designated person responsible for liaising with the following: <ul style="list-style-type: none">▪ Educational Psychologist▪ Speech and Language Service▪ Young Minds Matter/NAVIGO▪ Consultant Paediatricians and GPs

<p>Appendix 1i/1m</p>	<ul style="list-style-type: none"> ▪ Child Development Centre (CDC) ▪ Neurodevelopmental Pathway Team ▪ School Nursing Team ▪ NELPCF - North East Lincolnshire Parent Carer Forum ▪ Occupational Health Professionals ▪ SENDIASS. <p>Staff at Coomb Briggs have worked alongside speech and language therapists, occupational therapists, specialist teachers and consultants in order to deliver specific provision for pupils with SEND.</p> <p>We endeavour to ensure that every child's needs are catered for. The SENDCO also attends forum meetings and CPD sessions to ensure that good practice is shared.</p> <p>Examples of training that the SENDCO and school staff have attended over the past year:</p> <ul style="list-style-type: none"> ~ Workforce Sleep Training ~ Level 1 Promoting Wellbeing and Mental Health ~ Bereavement ~ Specific Learning Difficulties – dyslexia ~ Impact of Trauma on Development ~ Makaton Level 1 ~ SEND and Mental Health Awareness ~ Regulation through Play ~ Tourettes Syndrome School Awareness ~ ADHD and ASD Awareness Training
<p>How does the school know if a child needs extra help/support?</p> <p>Appendix 1b</p>	<p>When a child comes to Coomb Briggs, we ensure that previous settings and external agencies are contacted to gain as much information as possible about the child and their individual needs.</p> <p>All children have access to high quality teaching, which includes differentiated and personalised learning. This is the first port of call when teachers identify pupils who are progressing at a slower rate or struggle with a particular aspect of the curriculum.</p> <p>When a teacher has identified such child, they will introduce alternative, in-class provision in an attempt to bring the child back in line in terms of progress and reduce any barriers to learning. This will be reviewed after 6 weeks.</p> <p>If the class teacher still has concerns, they will then complete a cause for concern form for the SENDCO. Information included on this form includes: pupil strengths, concerns, provision that has been put in place and the impact of said provision. Once the SENDCO has the completed form, they will plan a meeting with the class teacher to discuss next steps and additional provision, if required. This provision will be reviewed in another 6 weeks.</p> <p>If concerns are still present, the SENDCO will then liaise with the relevant outside agencies for further guidance and support.</p>

	<p>Coomb Briggs welcomes any suggestions, comments and input from parents. Whether they are general or child specific.</p> <p>Following any discussion with parents and pupil we will work together to find appropriate provision.</p> <p>Coomb Briggs is very good at liaising with external agencies in order to support children with additional needs.</p> <p>Pupil progress meetings are held in curricular areas (Maths and English).</p> <p>Any child not making expected progress is discussed and planned for accordingly.</p>
<p>How will the school support children with SEND?</p>	<p>When a class teacher has concerns regarding a child, it is their responsibility to, first inform the parents/carers about the concerns and the provision they are putting in place to meet their needs. The provision will be reviewed on a termly basis and adjusted where necessary. Reviews can happen on a more regular basis when required.</p> <p>If external agencies are involved, meetings/communication will also be arranged with the relevant professionals to also discuss the child's needs. Once the child's needs have been identified, appropriate interventions/resources and provisions will be put in place. These will be delivered by according to staff expertise and specific needs of the child. Termly discussions/meetings will be held with SENDCO, parents, class teachers and external agencies throughout the year to ensure we have correct structures in place to meet all the child's needs.</p>
<p>How does both the school and parents know how my child is doing?</p> <p>Appendix 1c/1e/1j</p>	<p>Termly meetings are held between the class teacher and SENDCO. At these meetings children with SEND are discussed in depth. A child's progress and the impact of the interventions and provision they are receiving are reviewed in great detail. Points such as; what is working well for the pupil, what are the concerns and what needs to happen next. If the class teacher feels a meeting is needed before timetabled meetings then this will be catered for.</p> <p>Class teachers are responsible for keeping track of every child's progress throughout the year. They evaluate the progress against age-related expectations. For children identified as having SEND, progress is measured using PIVATS 5 (<i>PERFORMANCE INDICATORS FOR VALUED ASSESSMENT & TARGETED LEARNING</i>).</p> <p>Termly parent/open evenings are held with class teachers to discuss the progress and learning of children. Again, if parents require more regular meetings then this can be arranged.</p> <p>Additionally, if a pupil has external agency involvement, the external agency will conduct their own review meetings. Parents and school professionals are invited to attend.</p>
<p>How can parents let the</p>	<p>Initially, if parents have any concerns regarding their child they should talk to their <i>class teacher</i>.</p>

<p>school know they have concerns about their child's well-being/progress/learning?</p> <p>Appendix 1c</p>	<p>However, any member of staff will be happy to discuss any concerns parents may have.</p> <p>When parents have discussed and resolved any concerns with class teachers, information will be shared as appropriate.</p> <p>If parents continue to have concerns, please speak to the Head Teacher or SENDCO.</p>
<p>How accessible is the school environment?</p> <p>Appendix 1h</p>	<p>All areas of the school can be accessed by children who have a physical disability or by a wheelchair.</p> <p>On the school site there is a toilet room that can be accessed by a wheelchair.</p> <p>There are no steps in the school building which makes all classrooms/additional rooms and the playground accessible by wheelchairs and children with physical disabilities.</p> <p>Classroom environments can be adapted so that children with physical disabilities or in a wheelchair are able to access everything they need in class.</p>
<p>How will school prepare and support my child transferring to or from the school?</p> <p>Appendix 1f</p>	<p>Transition for any child can be a difficult and trying time. For children with SEND this can be significantly more difficult.</p> <p>As a team we endeavour to ensure that any child with SEND entering or leaving our school has a smooth and seamless transition.</p> <p>Strong links exist with other local primary and secondary schools/academies, which means we can communicate easily and frequently regarding transition.</p> <p>Meetings take place between SENDCOs to ensure accurate and efficient transfer of records and information.</p> <p>Where appropriate, school will have meetings with both parents and children before they join the school to ensure we have all the correct information and provision in place.</p> <p>Where required additional transition and induction visits are set up for pupils with SEND.</p> <p>Transition between classes is treated in the same way as a pupil leaving/entering the school.</p>
<p>What arrangements does the school make for consulting children with SEND about involving them in their education?</p>	<p>Every term class teachers review with the children what they have been doing, what has been working well/not well and what additional support they would like.</p> <p>The children are asked about their aspirations for the future which are taken into account when planning future support and interventions.</p> <p>Their thoughts and aspirations are recorded on a pupil profile page and these are updated termly.</p>

Appendix 1d	
What are the different types of support available for children with SEND in school?	<p>The class teacher will provide the best support they can for a child with the help of the Head Teacher, SENDCO, external agencies and teaching assistants.</p> <p>Support and interventions are carefully planned as a result of teachers, SENDCO and any external agency assessments. This support will be delivered in the best teaching style to meet the needs of the child. This could range from practical learning or by using different visual and kinaesthetic techniques. Again, this will all depend on the child and their needs.</p>
How does the school work with parents? Appendix 1c	<p>Working in partnerships with parents is very important in our school. If staff have a concern regarding a child they will always contact parents regarding the issue. They may ring or ask parents to come in for a meeting.</p> <p>Every term there will be a parent/open evening where parents can discuss any concerns with the class teacher. Additional meetings may be organised with parents if and when needed. Parents' views about their child and their learning are very important to us, so any concerns will be addressed through frequent meetings between class teacher and SENDCO.</p> <p>Should you have any concerns, please ring the school office on 01469 572584, email direct to Mrs Dawson or contact her via Class Dojo.</p>
How will the curriculum be matched to the different needs of the child? Appendix 1g/1h/1k	<p>Curriculum Statement: At Coomb Briggs Primary Academy, we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to enjoy a breath of activities. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. Our curriculum includes not only the formal requirements of the National Curriculum, but also the various out of school hours activities that are organised in order to enrich the children's experience.</p> <p>We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.</p> <p>The full curriculum policy can be found on the school website that gives more detail about the curriculum that is delivered at Coomb Briggs Primary Academy.</p> <p>High Quality Teaching is the first step in supporting children with special educational needs. Here the class teacher is responsible for planning and delivering well differentiated activities to suit the needs of the child.</p>

	<p>If the child still requires support and is not making expected progress then additional interventions and programmes will be put in place. The interventions put in place are used to close the gap in the specific areas of need. The interventions will be reviewed and adapted to meet the needs of the child.</p>
<p>How are children with SEND included in activities outside of the classroom?</p>	<p>All children in our school are included in school trips, after school clubs and outdoor activities.</p> <p>Risk assessments are carried out where and when required.</p> <p>Parents/carers are always involved in the planning stages of any activity to ensure their child gets the best experience possible.</p> <p>If needed, parents/carers can come on any school trips and outdoor activities to support their child.</p>
<p>What support is there for children's overall well-being?</p> <p>Appendix 11</p>	<p>Our school is very lucky to have a designated school links worker from the Compass Go agency. Our school link worker has regular meetings with the designated mental health lead (Mrs Martin), to discuss any concerns that school has.</p> <p>They also deliver training to staff, pupils and parents. For more information, click on the link below.</p> <p>https://www.compass-uk.org/help-and-support/parents-carers/parents-carers-emotions/emotional-health-wellbeing/</p> <p>Over the last academic year, Compass Go have supported pupils on a 1:1 basis, delivered whole class workshops, worked with specific target groups and held parent/carer workshops.</p> <p>Staff at CBP have attended training sessions that Compass Go have delivered linked to children's mental health and well-being. If we feel a child would benefit from some 1:1 sessions from our pastoral care, then we would discuss this with parents/carers and plan accordingly.</p> <p>We currently have one of our support staff attending ELSA training.</p> <p>Class teachers are responsible for keeping a record of any significant incidents/actions that link to a child's wellbeing. Any changes will be discussed in a meeting with appropriate members of staff and actions taken.</p> <p>In school, most staff have received basic first aid training and 4 members of staff are paediatric first aid trained.</p> <p>Parent consent needs to be given before staff can administer any medicines.</p> <p>The first aiders are available throughout the entire school day to help children who require any first aid. When they start at school children are made aware of how to access first aiders.</p> <p>Anti-bullying Policy.docx.pdf</p>

	Link to school's policy on anti-bullying or this can be found on the school website.
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Data Protection and GDPR <i>From Friday 25th May 2018, information and data regarding children with additional needs will be processed in accordance with reference to the General Data Protection Regulation (GDPR) 2018.</i>	
Information we collect	Information about your child may be collected via spoken or written information from parents, carers and guardians. With parental consent, information may also be collected from other professionals working with your child. Information about family members may also be collected, such as contact details for parents and relevant medical or developmental history of your child.
How the information is used	<p>Personal information may be collected via email, telephone, post or face to face and is stored and used by SENDCO for the purpose of meeting the children's needs.</p> <p>The SENDCO will use this information to:</p> <ul style="list-style-type: none"> ~ prepare, plan and provide appropriate support to meet children's individual needs ~ to communicate with parents via post, telephone and email in relation to appointments, sending you reports, sharing information and copying you into communications with other professionals. ~ for management and administration <p>With your consent, information about your child's needs and support will be shared with other professionals involved with your child's care (health visitors, medical professionals, speech and language therapists, occupational therapists, Young Minds Matter, educational psychologists, specialist advisory service and the SEND Outreach team).</p> <p>A record of your signed consent and preferred sharing method is stored with your child's records.</p> <p>Unless we are required to do so by law, the SENDCO will not disclose any personal information collected to any person other than those set out above.</p>
How we store personal information	<p>All SEND information about your child is stored securely within an electronic system.</p> <p>The electronic system is monitored by a company called Primary ICT whose systems are GDPR compliant.</p> <p>Reports and programmes are password protected and initially stored on laptop/computers which are password protected. These are then transferred to the Academy server.</p>

	Any paper based confidential information, such as formal assessments and professional reports are stored securely in accordance with data protection regulations.
How we share your information with other organisations	With your signed permission, reports will be shared between yourself and appropriate agencies. Reports will either be delivered by hand or with your consent then may also be emailed. When reports are emailed, they are sent via a secure network called MOVEIT, provided by North East Lincolnshire Council. There may be times where some agencies do not have access to this secure site, so in those cases the relevant documents will be password protected. The password will be sent in a separate email. The academy is not responsible for the information shared by others.
How parents/carers can access information	<p>You can access the information the SENDCO holds about your child by writing to the school, emailing or requesting a meeting with the SENDCO. A Subject Access Request (SAR) will then be completed.</p> <p>GDPR gives you the right to have a copy of the information the SENDCO holds about your child and the right to have records amended if you believe them to be wrong.</p>
Our responsibility	<p>The SENDCO is committed to maintain the security and confidentiality of your child's SEND records. The SENDCO actively implements and maintains security measure to ensure information is safe.</p> <p>The SENDCO will not release personal information to third parties unless required to do so by law.</p> <p>If you have any questions regarding how the SENDCO uses your data, please contact the academy.</p>

Lawful basis to process personal information

The SENDCO's lawful basis for processing and storing personal information is one of "legitimate interest" (Article 6 GDPR) the SENDCO cannot meet your child's needs without processing personal information.

Useful Websites:

Coomb Briggs Primary Academy website

<https://cbpacademy.org.uk/>

Disability Equality Scheme and Accessibility Plan

Under the Disability Equality Duty academies are required to take proactive steps to ensure their disabled pupils, staff and governors, parents / carers and other people using the school are treated equally. Academies are required to establish a Disability Scheme to promote

equality of opportunity for disabled pupils. The goal is to improve access to facilities and the physical environment of the academy, as well as access to the curriculum and information for pupils.

[Equality, Diversity and Inclusion Policy.pdf](#)

Accessibility Plan

Can be found on the school website following this link:

<https://cbpacademy.org.uk/information/policies/>

Complaints Procedure

For complaints please contact the head teacher or the school SEND governor, Stella Crookes. They can be contacted via the school office.

https://drive.google.com/file/d/1w7_H0fGRKTBuapVMFPkD9r8pdmpjcUPD/view

Special Educational Needs and Disability Code of Practice: 0-25years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

North East Lincolnshire Council SEND Local Offer

<https://sendlocaloffer.nelincs.gov.uk/>

SENDCO – Mrs Hayley Dawson

Contact: 01469 572584

Email: dawsonh@cbpacademy.org.uk

H. Dawson: September 2025

To be reviewed: September 2026

Signed _____ [Helen Redmond] (Head Teacher)

Date _____

Signed *H. Dawson* [Hayley Dawson] (SENDCO)

Date 23rd September 2025

Signed _____ [Andrew Harrison] (SEND Governor)

Date _____

Appendix 1

SEND Information Report links to Code of Practice requirements.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- a. the kinds of SEN that are provided for
- b. policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- c. arrangements for consulting parents of children with SEN and involving them in their child's education
- d. arrangements for consulting young people with SEN and involving them in their education
- e. arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- f. arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- g. the approach to teaching children and young people with SEN
- h. how adaptations are made to the curriculum and the learning environment of children and young people with SEN 107
- i. the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- j. evaluating the effectiveness of the provision made for children and young people with SEN
- k. how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- l. support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- m. how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- n. arrangements for handling complaints from parents of children with SEN about the provision made at the school