



SEND Information Report 2022

Policy Written By: Kate Kirby

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Policy to be taken to Governors: Yes

Policy Category: School



Finlay Community School SEND Information Report 2023

Please read this report in conjunction with our SEND policy and Local Offer available on our website: <http://www.finlayschool.co.uk>

Also the Local Authorities Local Offer gives details of the provision that they can offer children with additional needs and can be found on the Glos Families directory site: <http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page>.

Headteacher - Hannah Williams SENDCo: Katie Kirby katie.kirby@finlay.gloucs.sch.uk

NASENCO

SEND Governor: Neil Eley

Special Educational Needs Information Report

This document provides information about the support Finlay Community School offers to children with Special Educational Needs and Disabilities (SEND). We aim to support all children including those with SEND to reach their full potential.

Currently we support children with the following needs:

- Moderate Learning Difficulties
- Communication and Interaction Difficulties
- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Disorder and Asperger's Syndrome
- Visual Impairment
- Specific Learning Difficulties
- Physical and Medical needs

How do we identify children with SEND?

When children have already been identified with SEND before they attend our school, we liaise with the people who already know them, e.g. Pre-School staff or previous school, and use the information already available to identify what their SEND will be in our school and how best to manage it.

Children in school are assessed regularly by the class teacher both formally and informally using level descriptors. Class teachers meet weekly with a member of Senior Management to ensure all children are making good progress. Children whose progress and achievement fall significantly below expected levels, will be considered for SEN intervention by the class teacher and Special Educational Needs and Disability Coordinator (SENDCO).

We include children each step of the way and ask them to complete a My Profile, which is a one page document to gain their voice. See image:



The image shows a colorful 'MY PROFILE' form. It has a decorative border with various patterns and colors. The form is divided into several sections: 'Name' and 'Age' at the top; 'WHAT IS IMPORTANT TO ME...' with sub-sections for 'People:', 'Places:', and 'Things:'; 'MY ASPIRATIONS AND GOALS...' with sub-sections for 'Things I like/things I don't like:' and 'Things I'm learning to do:'; 'WHAT PEOPLE LIKE/AMIBE ABOUT ME...'; and 'WHAT HELPS ME/UCESNT HELP ME...' with a sub-section for 'What to do when I: (e.g. get hungry, won't settle, don't want to do something etc.)'.

How will I know if staff have concerns?

If Special Educational Needs are identified, the class teacher will arrange a meeting with the parent to discuss and plan the way forward. This may entail writing a plan of action. At this point, permission may be sought to engage outside agencies such as Speech and Language Therapists, Occupational Therapists, etc.

Who are the staff involved?

Class Teacher and Teaching Assistant
Mrs Katie Kirby - SENDCO

Senior Management:

Mrs Hannah Williams – Co-Headteacher
Mrs Heather Willis – Co Headteacher and Deputy Head
Miss Sasha Palmer – Deputy Head
Miss Michelle - Family Services Manager

What should I do if I think my child has SEND? How do I raise my concerns?

In the first instance, parents should meet with the class teacher, as they know your child best and have primary responsibility for their progress.

If you still have concerns you are welcome to meet with our SENDCO, Mrs Kirby, or Mrs Williams, Head teacher.

If you are still concerned, you can contact the SEND Governor, Mr Neil Eley.

How does Finlay teach and support children with SEND?

We follow the Graduated pathway of support.

My Plan: If children are not making expected progress for them, through quality first teaching, a My Plan may be put in place. This will give the child specific targets to work on within a 6 week time frame. It will outline the additional support and resources put in place to support that child in achieving. This could be additional resources in class or extra interventions in a small group. These are reviewed every 6 weeks by the Class Teacher and monitored closely by the SENDCo.



My Plan +: If after 2 reviewed My Plans, the child is still not making the desired progress against their targets, it may be necessary to put a My Plan + in place. At this stage, the SENDCo may ask for extra specialist advice from outside agencies such as:

- Educational psychologist Service
- Advisory Teaching Service
- The Occupational Therapist service
- The School Nurse
- Speech and Language Therapist
- Social Services
- Consultant Paediatrician

This will be during a Team Around the Child (TAC) meeting. This is where other outside agencies involved with the child, the parents, the Class Teacher and the SENDCo, get together to discuss the child's progress and what support and intervention will support the child further.

EHCP: If the child's additional needs are more complex and require specialist intervention and support, the SENDCo, in consultation with parents and other relevant agencies, will apply for an Education Health Care Plan from the Local Authority. This will ensure that funding and resources will be ring-fenced to support the school in providing appropriate and effective provision for the child to meet the child's needs. This funding and resourcing will be reviewed annually at the Annual Review in consultation with the agencies involved with the child, the parents, the Class Teacher and the SENDCo. Their resources and funding will be reviewed using the Resource Allocation System, which is on the Glos Families direct website.

Before reviewing all three levels of support, the child will complete a My Profile, gathering their thoughts and feelings on school and home and things that help them and things that do not.

What are the arrangements for the admission of disabled pupils?

We will actively seek to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination.
- Eliminate harassment of disabled persons which is related to their disabilities.
- Promote positive attitudes towards disabled persons in public life. This means not representing people in a demeaning way and not pretending they do not exist and so not representing them anywhere at all.
- Encourage participation by disabled persons in public life. It is important to respect the wishes of disabled children in an educational setting, so that they do not feel pushed into activities in which they do not wish to participate.



Finlay Community School is a two-storey building and is accessible for wheel chair users via two stair lifts, one in Key Stage 1 and one in Key Stage 2. We also have three ramps - one on each playground. We also have accessible toilets. There are hand rails in some toilets and adaptations can also be made to meet individual needs.

How will I know how well my child is doing?

Your child's progress is assessed regularly. You will be invited to meet with the class teacher regularly to help review your child's targets. 'My Plans' are reviewed half termly.

You are always welcome to discuss any concerns with the class teacher or SENDCo, at other times.

Who will be working with my child?

The class teacher has the prime responsibility for daily provision for children with SEND, through their planning and assessment. The class teacher will plan interventions which they or a teaching assistant may undertake with an individual or a small group.

Other people or external agencies that may be involved include:

- Michelle Bryce (Family Services Manager)
- Advisory Teachers
- Educational Psychologists
- School nurse
- Physiotherapist
- Occupational Health
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Play therapists

How do we as a school assess and evaluate the provision that has been arranged for your child and the progress that they are making?

- Intervention evaluations are completed by all staff leading additional support.
- The Engagement Model and progression guidance are used to measure progress for some SEN pupils.
- National curriculum levels are used to measure progress for some pupils with continuous assessment.
- Weekly progress meetings are held with the class teachers and a member of the senior Management Team.
- School pupil tracker is used to record and monitor assessment data for the core subjects.
- My Plan Reviews and Annual Review of EHCP for some SEND pupils.
- Discussion with parent/carer at parent consultation meetings.



How are the staff in school helped to work with children with SEND and what training do they have?

Staff receive Continuing Professional Development (CPD) to support children with SEND on a regular basis. Our staff have attended whole school training on Attachment Disorder, Behaviour Management, Safeguarding Children and Young People, Diabetes, EPI Pen use, First Aid, Trauma and Emotion Coaching.

Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the specific needs of children in their class. The SENDCo will support the class teacher in planning for children with SEND in their class.

What extra pastoral support do we offer to children with SEN and what measures are in place to prevent bullying?

We have two Learning Mentors who both work full time in school. They offer emotional support to children in small groups and also, during one to one sessions. Any adult can refer a child to the Learning Mentor team and after an initial session, they will decide what their sessions will focus on and work alongside staff and parents to keep everyone informed.

Anti-Bullying

Our school has a policy of zero tolerance towards bullying. Please see our Anti-Bullying Policy for further information.

How have we made the school accessible to children with SEND?

We aim to ensure that all SEND children have equal access to all aspects of school provision, including extra-curricular activities. All school trips including the residential trip in Year 6, are available to all pupils with any extra SEND provision being made where needed.

How do we arrange and support children with SEND, transfer to another school?

If your child is moving to another school, we will contact the school SENDCo and ensure they are aware of any special support your child may need. We will pass on all information and records we have about your child. We can arrange extra transition visits, particularly when transferring to secondary school.

We encourage the preschool children to attend several visits in the summer before they begin school. When children move to a new year group within school, all information is passed onto the new teacher and a planning meeting will take place.

If your child has an EHCP (Educational, Health, Care Plan) then you will be invited to a Phase Transfer Meeting when they are in Year 5. We will invite the SENDCo from the secondary school that you have chosen for your child.

Where can I find the SEND Policy?

The SEND Policy can be found on the website and is available from the school.

How can I make a complaint about the support my child with SEND is receiving?



A concern may be defined as ‘an expression of worry or doubt over an issue considered to be important for which reassurances are sought’. A complaint may be defined as ‘an expression of dissatisfaction however made, about actions taken or a lack of action’. It is in everyone’s interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. Everyone at Finlay Community School takes concerns seriously and will make every effort to resolve the matter as quickly as possible. Please do make contact with us on 01452 530310 or by email on admin@finlay.gloucs.sch.uk.

The complaints co-ordinator should: (In most cases this will be the headteacher):

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, Chair of Governors, Clerk and LAs (if appropriate) to ensure the smooth running of the complaints procedure
- be aware of issues regarding: sharing third party information
- additional support. *This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person*
- keep records

Please see our full complaints policy on the website.

About SENDIASS

The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND). This service is also offered directly to young people.

Under the Children & Families Act (2014) it is a legal requirement that all Local Authorities have a SEND IAS Service and KIDS provide a number of these services across the country.

Each SENDIAS Service has a [local page](#) with their contact details, local information and local resources.

The service is **free**, **impartial** and **confidential**.

[SENDIASS](#) are open Monday to Friday 9.00am – 5.00pm

[SENDIASS](#) has a freephone telephone helpline [0800 158 3603](tel:08001583603) which is available Monday to Friday 9.00 am – 5.00 pm all year round (24hr voicemail service). Callers who are using a mobile phone can dial [01452 427566](tel:01452427566) or [01452 427567](tel:01452427567) as an alternative.



What role do the Governors have? What does the SEND Governor do?

The Governing Body is responsible for the conduct of the school and must promote high standards of education at the school. They act as a “critical friend” and are a source of support. The Governors have a duty to ensure parents are kept informed through the policy and reports to parents.

The SEND Governor must do their best to ensure that the school makes the necessary provision for every child with SEND. It is their role to help raise awareness of SEND issues at governing body meetings.