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SEND Information Report

Policy Lead:	Katie Kirby (SENDSCO)
Review Date	February 2026 Review schedule: Annually
Approval Level	Governors
Policy Category	Statutory



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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>

Gloucestershire's Local Offer was updated in 2025 and provides current information on SEND services, provision and pathways. 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/>

Co - Headteacher - Hannah Williams / Heather Willis

SENDCo: Katie Kirby Katie.kirby@finlay.gloucs.sch.uk

NASENCO gained July 2023.

SEND Governor: Andrew Merrick

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. This SEND Information Report reflects the SEND Code of Practice (2015) and incorporates updates from DfE guidance published between 2023–2025, including Behaviour in Schools (2023), Suspension and Permanent Exclusion (2023), Working Together to Safeguard Children (2023), and current Local Authority processes for EHCP statutory timescales.

Currently we support children with the following needs:

- Moderate Learning Difficulties
- Communication and Interaction Difficulties
- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Disorder
- 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. Early Years SEND



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support is delivered in line with the DfE Early Years SEND Review (2024), ensuring early identification and timely intervention. All SEND processes operate within the statutory framework of Working Together to Safeguard Children (2023).

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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:

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

Senior Management:

Mrs Hannah Williams – Co-Headteacher

Mrs Heather Willis – Co Headteacher and Deputy Head

Miss Sasha Palmer – Deputy Head

Miss Michelle Bryce - Family Services Manager

Mrs Katie Kirby – SENDCO

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.

How does Finlay teach and support children with SEND?

Finlay Community School follows the Gloucestershire Graduated Pathway (updated 2024) and uses the Graduated Pathway Toolkit to ensure consistent assessment, planning and review across My Plan, My Plan+



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and EHCP processes. Finlay Community School follows the Gloucestershire Graduated Pathway (updated 2024) and uses the Graduated Pathway Toolkit to support consistent assessment, planning and review.

The toolkit can be accessed via the Gloucestershire County Council website: <https://www.gloucestershire.gov.uk/education-and-learning/special-educational-needs-and-disability-send/graduated-pathway>

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. A My Plan Plus is reviewed every half term and a My Plan is reviewed every whole term 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 services
- The School Nurse
- Speech and Language Therapist
- Social Services
- Consultant Paediatrician

This will be during a Team Around the Child (TAC) or a Team Around the Family (TAF) meeting. This is where other outside agencies involved with the child, the parents/carers, 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. The Resource Allocation System (RAS) is applied in line with Gloucestershire County Council's updated 2024 guidance to ensure funding is allocated appropriately to meet identified needs.

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.



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What are the arrangements for the admission of disabled pupils?

The school is committed to ensuring that disabled pupils are not treated less favourably and that they can access all aspects of school life. In line with the Equality Act 2010, we actively work to:

- **Promote equality of opportunity** between disabled pupils and their peers.
- **Eliminate discrimination** arising from disability.
- **Prevent harassment** related to disability.
- **Foster positive attitudes** towards disabled people, including ensuring representation that is respectful, accurate and non-stigmatising.
- **Encourage full participation** of disabled pupils in school life, while recognising and respecting each child's views, preferences and comfort levels.

We work closely with families and professionals to ensure that admission arrangements are inclusive, responsive to individual needs, and designed to remove or reduce barriers to learning and participation.

Finlay Community School is a two-form entry school and there are five steps leading up to the Key Stage 1 and Key Stage 2 corridor – it is accessible for wheel chair users via two stair lifts. 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. Reasonable adjustments are made in accordance with DfE guidance (2023) to ensure pupils with SEND can fully access the curriculum and wider school activities.

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. Attendance support for pupils with SEND follows the DfE Working Together to Improve School Attendance (2023).
<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>.

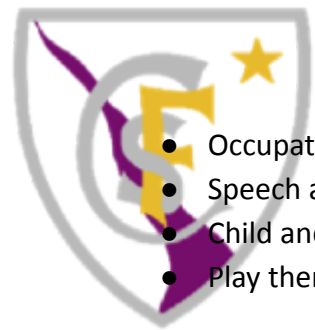
You are always welcome to discuss any concerns with the class teacher or SENDCo, at other times.

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 is statutory for pupils working below the level of the national curriculum and is used to assess progress in line with DfE requirements. • 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/carers 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?

Our SEMH and behaviour support follows the DfE Behaviour in Schools Guidance (2023), ensuring a consistent and trauma informed approach. 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 extracurricular 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. Our accessibility arrangements comply with the



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Equality Act 2010 and the Public Sector Equality Duty (PSED), ensuring reasonable adjustments are made for all pupils with disabilities.

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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 complaint's 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 complaint's 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



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Our complaint's procedure aligns with the DfE Model Complaints Procedure (2023). Please see our full complaints policy on the website.

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SENDIASS Gloucestershire provides impartial, confidential advice in line with the Children and Families Act (2014) and updated local guidance (2024). 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** 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** or **01452 427567** 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.