



SEND Information Report

November 2025

The named SENDCO at Finstall First School is Mrs Pincher and the assistant SENDCO is Mr Bate.

They can be contacted in the following ways:

By E-mail - sen@finstallfirst.co.uk

By Telephone - 01527 872938

Our SEND governor is Ms Joynes

For further details of our school offer, please see the SEND policy on the School website.

Here is the link to the SEND Local Offer and Graduated approach from Worcestershire County Council.

<http://www.worcestershire.gov.uk/sendlocaloffer>

What kinds of SEN provision is provided for at Finstall First School and how do we support the Local Offer?

We adopt an inclusive approach for all children, including children with SEN and disabilities, which supports Worcestershire's Local Offer and Graduated Approach. We provide high quality first teaching for all pupils and our curriculum is designed to be inclusive, relevant, creative and differentiated. Our provision is adapted to the individual needs of the child to ensure that all children thrive. Special Education needs and provision is considered as falling under four broad areas:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health difficulties
- Sensory and or/Physical need.

How do we identify children who may have Special Educational Needs?

We have rigorous procedures in place to quickly identify, plan, implement and review a child's progress in order to provide the support that will help them to achieve the aspirational targets that we set for each individual child. We have a number of different ways of identifying children who may have Special Educational needs. These include:

- informal observations by classroom teachers and teaching assistants in a variety of situations.
- parental discussion.
- ongoing teacher assessment.
- performance in statutory and optional assessments.
- information from previous schools.
- analysis of ongoing assessment data to identify children who are not making expected levels of progress.
- tracking of the year group provision map, which identifies children who are in receipt of extra intervention and support.
- analysis of children's work.
- Cause for concern form completed by class teachers.
- recording how well children perform against checklists of: key words, key spellings, phonic sounds in English.
- moderation of work across year groups.
- SENCO observations.
- regular analysis of assessment information in reading, writing, mathematics and science, through our assessment system
- SENCO analysing assessment information on a regular basis to identify children who are at risk of falling behind the levels of progress we would expect of them.

Examples of this evidence is then brought forward to be discussed by the Senior Leadership team and external agencies if necessary to determine whether an identification of SEND is appropriate.

What are the school's arrangements for assessing and reviewing progress of SEND children?

We use a "graduated" approach - a cycle of assessment - when assessing and reviewing the progress of children who may have a special educational need and / or a disability. This cycle consists of four stages:

- 1 - Assessing needs: Class teacher and SENCO identify a child's needs.
- 2- Plan: Interventions or adaptations to the curriculum are planned for.
- 3- Do: Interventions or adaptations are carried out by the direction of the class teacher.
- 4 - Review: The effectiveness of these time- limited interventions and adaptations are reviewed on an agreed date.

(For further information on these stages see the SEND policy on the School website)

After identifying a child's needs, we plan and carry out support/ interventions in order to accelerate progress under the direction of the class teacher. The class teacher will retain responsibility to plan and assess the impact of interventions. Subject specific interventions will take place at the same time as that subject is being taught, where possible, so that the same lesson is not being missed each week. Each child on the SEND register will receive an Individual Education Plan (IEP) with a set of specific time limited, measurable targets. These are reviewed with parents on a termly basis.

Regular book trawls of SEND children's books are carried out by the SENDCO and by the Senior Leadership team to look at progress and to ensure that SEND children are having access to the full curriculum. The school SENDCO also looks at SEND provision by tracking the progress and attainment made by pupils with SEND in Reading, Writing and Maths.

What are the arrangements for the admission of pupils with disabilities?

What is our approach to teaching pupils with SEND?

How do we adapt the curriculum or learning environment to meet the needs of children with SEND?

We are a fully inclusive school for all pupils in our care and ensure that all pupils have access to the full curriculum. The admission of pupils with disabilities is considered in the same way as pupils without a disability. We adapt our teaching and the curriculum to meet the needs of all pupils through the use of differentiation, provision, support, use of different resources or different teaching strategies and have high expectations for all pupils. Communication between staff, the SENDCO and parents is on going and we adapt provision based on the needs of the child at that time.

We will take reasonable steps to modify / adapt the learning environment to meet the individual needs of children with SEND and will seek advice from outside agencies if necessary and carry out their recommendations. Steps are taken to prevent any pupils being treated less favourably than other pupils. We ensure that classroom and extra-curricular activities allow all children to participate, including those children who have SEND.

How do we evaluate the effectiveness of the provision made for children with SEND?

We evaluate the effectiveness of our provision by carefully tracking the progress and attainment made by pupils with SEND in reading, writing and maths. This summarises the progress made by SEND pupils to demonstrate the impact that our provision has had on the learning and achievement of pupils. We also measure the impact of the interventions employed so that we can be sure that the support provided has been effective.

How do we support SEND children including how we improve children's emotional and social development?

We understand the importance of having good mental health for our children and our staff. As a school we adopt the 'Jigsaw' curriculum for our PSHE curriculum which promotes and develops good mental health for all pupils. We have a pastoral lead to support our children and their families with any emotional difficulties who provides 1:1 or small group nurture intervention for any children that need further support with their emotional and mental health.

We also provide social skills interventions delivered by Teaching Assistants or Special Support Assistants, to aid children who may need support with their social development or to help to build their self-esteem.

We also make use of additional adults at playtimes and lunchtimes to support children when they are socialising with their peers. We also have structured, adult led lunchtime games sessions to help to develop the emotional and social skills of targeted children who would otherwise find such sessions difficult. Children are also taught about bullying as part of our anti bullying week and during PSHE sessions and assemblies. All staff follow the anti- bullying policy. This policy can also be found on our School website.

~~What expertise and training do our staff have to support pupils with SEND?~~

~~Our teaching staff, teaching assistants and special assistants have a wealth of experience and expertise in supporting children with SEND. This includes supporting children with Autism, ADHD, Attachment difficulties, Speech and Language difficulties, Cerebral Palsy, Visual Impairment and Hearing Impairment. Staff update their skills and knowledge through regular training. Senior Leaders encourage and provide opportunities for staff to continually develop their skills and whole school training is organised regularly throughout the school year.~~

~~During the academic year 2022-2023 staff received training for the following which would support SEND children:~~

~~Autism training for all staff.~~

~~Lego therapy.~~

~~Support for S.S.As/T.As delivering Speech and Language intervention from our Private Speech and Language therapist.~~

~~Training for teaching staff on writing effective IEPs.~~

~~Using practical resources in Maths~~

~~SENCo network meeting termly.~~

What are the arrangements for consulting and involving parents of children with SEND?

We understand the importance of establishing strong relationships with parents/carers and pupils and the need for communicating effectively with them. Parents are kept informed about the interventions their child is receiving

and how effective these have been. Parents of children who receive Individual Education Plans (IEPs) are also invited to discuss their child's progress and review their targets at least termly. Parents are invited to contribute to and attend any reviews or meetings about their child and to attend annual reviews for those children who have an Education Health Care Plan.

What are the arrangements for consulting and involving children with SEND about their education?

All children with SEND are made aware of their next steps that will help them to improve and make progress. The targets set on their IEP are discussed with pupils by staff and by their parents. During lessons, children follow a success criteria and they often assess their own work or that of their peers against the success criteria. Staff use marking to explain to children what they have achieved and how they can make their work even better. A green pen is used for examples where a child has completed something well in relation to the success criteria and a pink pen for something that the child needs to improve upon. Sometimes the children will have to complete follow up tasks after their work has been marked. Examples of such tasks include writing an incorrect spelling three times or identifying where they should have put full stops in their work. Children who receive 'SEND Support' may also receive adult support to assist them with such processes.

What arrangements are there for supporting children moving between phases of education?

The SENDCO and Year 4 class teachers are fully involved in the transfer of children from First School to Middle School. The SENDCO meets with the SENDCO from the respective Middle School and will discuss a child's needs and the type of interventions they have received. The receiving SENDCO will be invited to meet and observe the children in their current setting. A number of transition sessions are arranged during Year 4 for children to go to the local Middle School to become familiar with the School and its staff. Additional sessions are also planned for children with SEND to visit the Middle School with their parents.

The SENDCO and year R staff make contact and visit nurseries of children who will be transferring to our school. Additional visits will be made by the SENDCO to gather extra information about children who have special needs and / or a disability. All children experience visits to School in the Summer term, which supports their transition into our school. In these sessions, children get to know their new surroundings and key staff by taking part in story sessions with their new teachers. Additional visits can be arranged to meet staff and support the transition process where required. Transition packs are sent home to parents with photos of the school, key areas in school and key staff.

How does the School involve other bodies, including Health and Social Care bodies and Local Authority support services?

The SENDCO will seek the support of outside agencies if a child is still not making progress despite timed interventions being carried out. Strong working relationships already exist between our SENDCO and other School staff and the external support agencies listed below:

- Chadsgrove School - Learning Support Assessments,
- Worcestershire Children's First supporting children with sensory impairments, visual and hearing impairments, children with complex communication difficulties and children with an Autism diagnosis.
- Educational Psychologist
- CAMHS - Child and Adolescent Mental Health Services and CAMHS Cast.
- Speech and Language Therapy Service
- Occupational Therapy Department
- Community Paediatricians - generally based at the Princess of Wales Hospital

- School Nurse
- Private Speech Therapist - Helen Farmer-Breffitt
- Audiology department
- Early Intervention Family Support (Early Help)

Contact details of the majority of these support services can be found on our website via the 'Supporting Families' tab or on the Worcestershire County Council website. Alternatively, details can be obtained from the School's SENDCO.

How will we secure equipment and facilities to support pupils with SEND?

The SENDCO will obtain equipment for SEND children on the recommendations from outside agencies. Equipment that has been previously recommended and has been obtained includes- sit cushions, writing slopes, equipment to help with a child's sensory difficulties. Further equipment can also be hired from the Chadsgrove Outreach Service which is part of Chadsgrove Special School.

What support services are available to parents?

Parents can contact the SEN Information Advice and Support Service (www.hwsendiass.co.uk) for support and advice.

Parents can contact SEN Services which is part of Worcestershire County Council for any information about Education and Health Care plans (sen@worcschildrenfirst.org.uk 01905 845579)

Parenting and Community Team Bromsgrove and Redditch for parenting support and advice.

<https://www.redditchbc.gov.uk/contacts/parenting-and-community-team-contact-details.aspx>

There is a wealth of websites and useful links available to support parents as part of Worcestershire's Local Offer. See the link below for more details:

<http://www.worcestershire.gov.uk/sendlocaloffer>

What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain about SEND provision should initially speak to their child's Class Teacher or the School SENDCO. If the issue cannot be resolved, they can then discuss their complaint with the Head Teacher. If the issue still cannot be resolved, parents are directed to the School's Complaints Policy and procedures, which can be found on the School Website.