



## **Special Educational Needs and Disability Policy and our School Offer October 2025**

### **Statement of Policy:**

It is the policy of Finstall First School, in accordance with the guidelines provided by Worcestershire County Council in their 'Local Offer- graduated approach' and the SEN and Disability 0-25 years Code of Practice (2014):

- To identify children with Special Educational Needs and disabilities promptly and effectively through a 'graduated approach' as suggested by the Code of Practice (2014).
- To ensure our school policy reflects Worcestershire County Council's local offer.
- To follow the guidelines set out in Worcestershire County Council's 'Graduated Approach'
- To provide a high quality and inclusive provision which meets the needs of all children including children with a Special Educational Need and/or a disability.
- To have high aspirations for all pupils including children with SEND.

### **School philosophy:**

The beliefs of Finstall First School are that all children should receive a broad, balanced and ambitious curriculum relevant to their individual needs. We consider that all teachers are teachers of children with special educational needs and disability. We provide high quality first teaching for all pupils and our curriculum is designed to be inclusive, relevant, creative and differentiated to ensure that all children thrive. We accept that some children may be at risk of not making what is typically the expected level of progress either academically, emotionally, socially or physically and have rigorous procedures in place to quickly identify, plan, implement and review a child's progress so that a child's full potential can be met using a graduated approach. We understand the importance of establishing strong relationships with parents/carers and pupils by communicating effectively. Parents are kept informed about the support and interventions that their child is receiving and how effective these have been. Parents of children who receive Individual Education Plans (IEPs) and Behaviour Support Plans (BSP) are invited to discuss their child's progress and review targets at least termly. Parents are invited to contribute to and attend any reviews or meetings about their child including those children with an Education Health Care Plan.

**Definitions:**

We follow the definitions outlined in the Sen and Disability 0-25 years Code of practice (2014) and the Local Offer from Worcestershire County Council when deciding whether a child has a Special Educational Need or disability.

‘(A child) has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...’ (Code of practice 2014)

‘A pupil has SEN where their learning difficulty or disability calls for specialist educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ (Code of practice 2014)

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review (Worcestershire County Council – Local offer).

## **Areas of Special Education Need**

The SEN code of Practice (2014) identifies special education needs as falling under four broad areas but we accept that children don't always fit clearly into one of these areas:

### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) and have difficulty communicating with others. They may have difficulties with language, communication and social interaction. Children on the autistic spectrum may have difficulties with social interaction.

### **2. Cognition and Learning**

Children may learn at a slower pace than others their age. They may have difficulty in understanding parts of the curriculum. They may have difficulties with organisation and memory skills.

Examples of cognition and learning needs/difficulties that are listed in the SEN code of practice include:

- Specific learning difficulties (including dyslexia, dyspraxia and dyscalculia).
- Moderate learning difficulties
- Severe learning difficulties
- Profound multiple learning difficulties

### **3. Social, emotional and mental health difficulties**

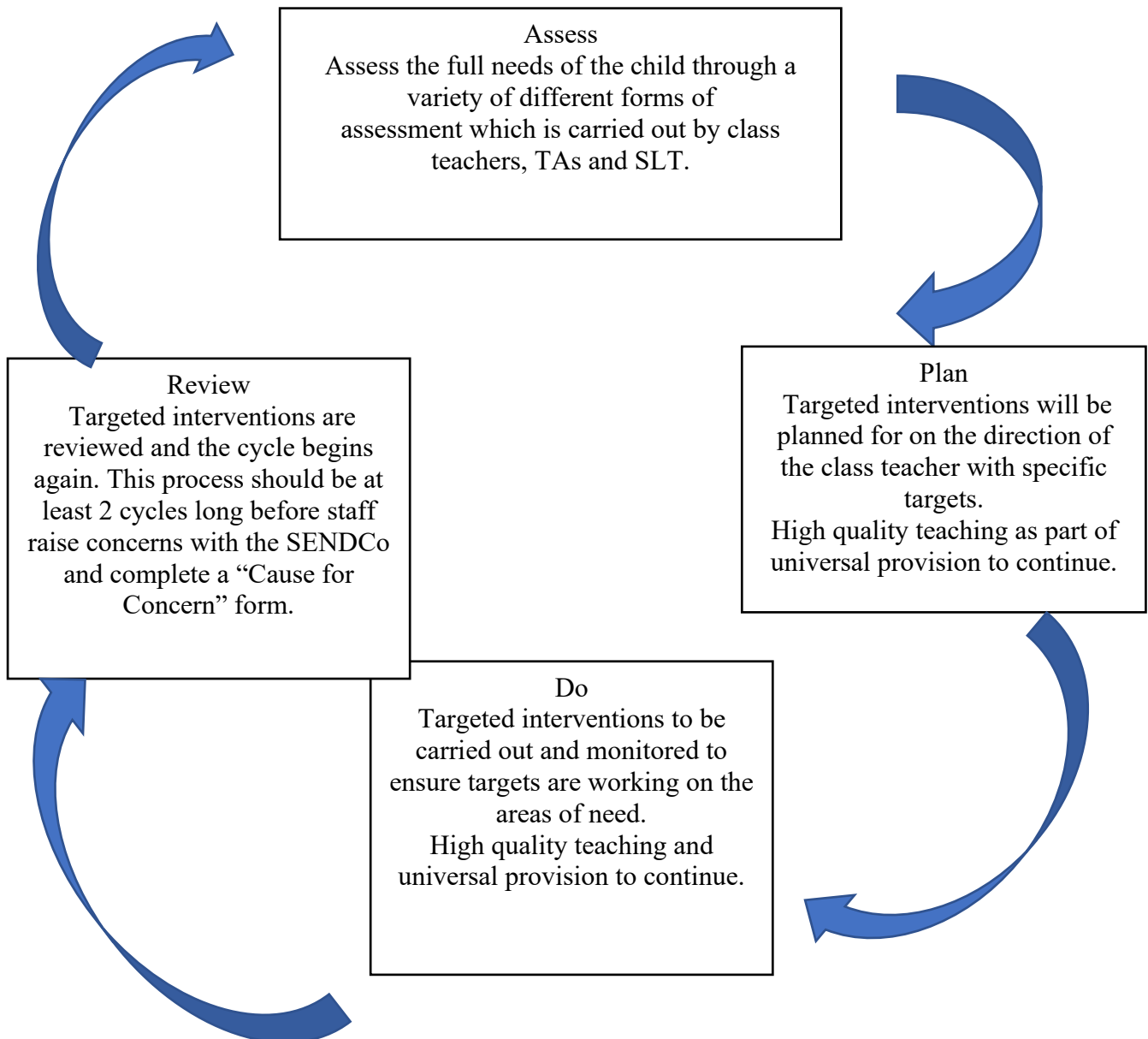
Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These include being withdrawn or isolated, having attachment disorders, displaying challenging, disruptive or disturbing behaviours, being anxious or depressed, self-harming, substance misuse, eating disorders or having physical symptoms which are medically unexplained.

### **4. Sensory and/or physical needs**

Children and young people may have a disability, which prevents or hinders them from making use of the educational facilities provided. These include visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

## Our school offer- A Graduated response:

At Finstall First School, we adopt a 'graduated approach- a cycle of assessment' when considering whether a child may have a special educational need. We provide 'universal provision' for all of our learners but understand that some children may need further adaptations to fully access the curriculum. We follow the four stages as part of a graduated approach:



## **Assess**

At Finstall First School, we use a variety of different methods for assessment and early identification of children with a possible special education need. Special Educational Needs can be identified through observations of the class teacher, teaching assistant or special support assistant, through informal and formal assessments, from the views of parents or through advice from outside agencies.

These methods may identify the following:

- Little or no progress, even when teaching approaches are targeted, particularly towards addressing a child's identified area of weakness;
- 'Progress is significantly slower than that of their peers starting from the same baseline' (code of practice 2014);
- Signs of difficulty in developing English or Mathematics skills, which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school;
- Has sensory, physical, medical difficulties and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

## **Plan and Do:**

All children continue to receive high quality first teaching. Class Teachers, Teaching Assistants and Special Support Assistants work together to plan interventions. The interventions are timed and reviewed to ascertain their effectiveness and adapted accordingly. The interventions are carried out by Teaching Assistants and Special Support Assistants under the direction of the Class Teacher. As much as possible, subject specific interventions take place at the same time as the whole class are taught this subject. Parents are kept informed of the impact of these interventions through regular discussions with the class teacher.

## **Review:**

Class teachers and the SENDCo analyse the effectiveness of these interventions through discussions with other members of staff, analysing assessment data and reviewing the interventions to ascertain the effectiveness of different interventions. The year group provision map is analysed and updated on a termly basis. Interventions are then adapted, amended after the period of intervention to see the effectiveness. If progress has been minimal or not effective the intervention is amended or changed. Outside agencies can be contacted for further support and recommendations.

## **Levels of support and provision**

At Finstall First School, we provide three types of support and provision for our pupils:

**Universal provision** – High quality teaching and adaptations provided for all pupils within an inclusive learning environment. Access to a variety of different equipment, resources and teaching adaptations, which enable all children to access the curriculum and thrive.

**Targeted provision** – Specific and time-limited interventions provided for some pupils who need support to accelerate their progress or improve their attainment, or to improve their social and emotional development usually within a group situation using the graduated response of assess, plan, do and review. Support from outside agencies may be required at this stage. Children who have 'targeted provision' are added to the Class Provision Map, which includes information about their difficulties and the interventions that will be provided.

**Specialist provision** – Highly tailored interventions and provision to support a minority of pupils who have more complex or significant difficulties. These children do not make adequate progress despite receiving interventions over a long period of time. These children may not make adequate progress either socially, emotionally or academically despite a number of timed interventions. They may have a disability or medical condition which may hinder the progress they are making. The attainment gap between the child and their peers may not have improved or has widened. These children would be identified as having a Special Educational Need or Disability and would be placed on the SEND register

As part of specialist provision we would provide:

- Individual Education Plans, which outline the child's main difficulties and the focused targets for the term which are discussed with parents;
- We provide Behaviour Support Plans to those children who need it, in consultation with parents, with specific targets;
- Adapt the curriculum, teaching approach, environment to meet the needs of each child with Special Educational Needs;
- Use different resources and strategies to best meet the child's needs.
- Use our allocated funding for each child effectively;
- Ensure regular consultation with parents and carers;
- Adapt, amend the timetable to meet the child's needs and provide an individualised timetable if necessary.
- Provide a 'quiet' space for children to access work 1:1 or in a small group if required.
- Request support from outside agencies, which includes the speech and language therapy service, educational psychologist, hearing impaired team, visual impaired team, Learning Support, Behaviour Support and Chadsgrove Outreach Service and carry out their recommendations;
- Provide additional support for the child by employing a Special Support Assistant if it is deemed to be required;
- Follow the LA's local offer;

- Make a request for an Education Health Care Plan to the LA if a child qualifies using the guidelines set out by the LA and in consultation with outside agencies;
- Inform the LA of which children are classified as 'SEN Support'.

Although there are not any specialist unit facilities for pupils with special educational needs at Finstall First School, we are an inclusive school and welcome all pupils and do our best to ensure that appropriate provision is made by providing:

- Learning Support areas equipped with whiteboard, tables, chair, games, books and apparatus. This is used for withdrawing small groups or individual children when appropriate;
- Disabled toilet facilities;
- Entrances are ramped to ensure access for wheelchair users;
- Having strong links with the local special schools for guidance, training and resources;
- The main building is on one level, which makes it easier to access for physically disabled children;
- Resources can be loaned from Chadsgrove Outreach Service if required.
- Strong links with local First Schools for advice and access to resources

### **Education Health Care Plans**

An Education Health Care Plan will be requested if a child continues to make little or no progress despite numerous interventions and resources being implemented at both targeted provision and then specialist provision over a sustained period of time. Rigorous evidence is provided to the LA as to why a child requires an Education Health Care Plan and what additional funding and provision may be needed beyond what is ordinarily available within the school setting and budget. The following information has to be provided to the LA in order for a decision to be made on whether an Education Health Care Plan is appropriate:

- the child's progress through our graduated response by outlining interventions and resources used and their effectiveness;
- individual education plans.
- records of regular reviews and their outcomes;
- the pupil's health where relevant;
- attainment levels in the core areas;
- educational and other assessments that have been made from outside agencies and from school;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement by social services or education welfare service.

If an Education Health Care Plan is considered appropriate for the child, the LA will prepare the Education Health Care Plan in consultation with parents. This plan will identify education, care and health services, which are available for the child to access. The plan is then reviewed annually with

the parents, the pupil, the LA, the school and professionals in order to consider whether any amendments need to be made to the description of the pupils needs or to the special educational provision specified in the Health Care Plan. At the review in Year 4, the aim should be to give clear recommendations as to the type of provision the child will require at Middle School. The SENCo from the Middle school will be invited to attend the final annual review of pupils with an Education Health Care Plan to allow the receiving school to plan appropriate interventions and support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

## **ORGANISATION OF SPECIAL NEEDS PROVISION**

### **Governors' Responsibilities**

The governing body, in co-operation with the Headteacher, will determine the school's general policy and approach to the provision for children with special educational needs and disability and establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work as suggested in the Code of Practice. The governing body provides information on the school website about SEN provision and the school offer as part of the SEN policy which is updated annually. **Mrs Kelly Joynes** is the governor responsible for Special Educational Needs and Disabilities. Parents can access the LA's local offer through the Worcestershire County Council website (via a link on the School's website).

### **SENDCo Responsibility**

The role of the SENDCo is to:

- monitor the day to day operation of the school's SEN Policy;
- liaise with and advise fellow teachers;
- co-ordinate provision for children with special educational needs and disability;
- monitor the school's register of children deemed as 'SEN Support' and '
- analyse assessment data for children who are 'SEN Support;'
- carry out book trawls to monitor progress from start and end points and to ensure that all SEND children receive their full curriculum entitlement;
- contribute to in-service training of staff and finding appropriate external professional development for staff when needed;
- liaise with external agencies including Educational Psychologists and other support agencies, medical, Social Services and voluntary bodies;
- liaise with parents of pupils with SEN.

The Special Educational Needs Co-ordinator (SENCo) is Mrs Pincher and the Assistant SENDCo is Mr Bate. They are responsible for the day-to-day operation of the Special Educational Needs Policy.



## **Staffing Provision**

Class Teachers take responsibility for children with special educational needs within their classes. They use their Teaching Assistant and, where appropriate, Special Support Assistants to support pupils as required, e.g. on a daily/weekly basis, by providing class support and delivering focused intervention groups. Some intervention groups have also been set up in consultation with the SENDCo for children with similar needs across the school such as movement groups. We also have parent helpers who support children in other areas of the curriculum, including reading.

## **Resource Allocation**

- A proportion of funding for pupils with special educational needs is provided by the LA which is based on an agreed formula.
- Additional funding can be requested by the LA if a child has an EHC Plan
- The school receives support from the Speech and Language Therapy service, the Complex Communication Team, Chadsgrove School that provide School Support Services, Ruby Noble, Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS and CAMHS Cast) and the Hearing and Visual Impaired services
- We also have links with other support services on a needs-led basis

### **From School:**

- School receives a budget to support the needs of Special Needs children called the notional SEND budget
- Funding has been allocated from the school's budget for Teaching Assistants and Special Support Assistants who lead support groups.

## **Access to the curriculum**

We provide high quality first teaching for all pupils including children with SEND. We are an inclusive school and we ensure that all of our pupils access the whole curriculum and that, where possible, any interventions take place in the timetabled time for the same subject as the intervention. The curriculum is differentiated to meet the needs of all of learners. We adapt our teaching approaches or we use differentiated resources to enable all of our learners to access the curriculum.

We use stickers, stars, certificates, the use of the whole school zone board and we give tokens to contribute to the whole school 'house' system as rewards for individual achievement, effort and positive behaviour. This is linked to our school values. Personalised behaviour charts are used with individuals if needed.

## **Recording, Monitoring and Reviewing**

The SENDCo has responsibility for ensuring that the maintenance of all records of all pupils with special needs is carried out. The SENDCo keeps a record for each child which contains any IEPs and reports from outside agencies. IEPs are reviewed termly and new targets are identified, which are specific, measurable and achievable. Copies of IEPs are also kept by the class teacher and the TAs / SSAs who work with the children. Parents receive copies of IEPs and are informed of any concerns the class teacher may have and any intervention groups the child may be receiving on a termly basis. The SENDCo tracks the attainment and progress, in the core subjects, for all children on the SEND Register and measures the impact of intervention strategies on the progress of these pupils. The SENDCo also carries out a work scrutiny of SEND children's work termly to ensure that the children are accessing the full curriculum and to identify each child's progress from different starting points.

## **PARTNERSHIPS**

### **Working in Partnership with parents/carers.**

At Finstall First School, we aim to create an atmosphere where parents are made welcome and feel that they are an important element in their child's education. We aim to make parents fully involved in the school-based response for their child, ensuring that they understand the purpose of any intervention or action and make them aware of services such as the Parent Partnership Service and Early Intervention and Family Support. We also ensure that they know how to access a wide range of services through our Early Help Offer via the "Supporting Families" tab on our School website. This provides a wealth of services for parents to access in order to support their children. A comprehensive list is also given on the Worcestershire County Council website as part of the LA's Local offer, which can also be accessed easily from our website.

### **LA Support Services and Independent support services:**

Support agencies used by Finstall First School include:

- Chadsgrove School – School Support Services
- Worcestershire County Council - for support with children with visual and hearing impairments, complex communication difficulties including Autism, ADHD, ODD, etc.
- Ruby Noble – Educational Psychologist from Worcestershire County Council.
- CAMHS and Camhs Cast – Child and Adolescent Mental Health Services
- Speech and Language Therapy Service
- Occupational Therapy Department
- Community Paediatricians usually based at the Princess of Wales Hospital
- School Nurse
- Early Intervention Family Support
- Audiology department

### **Other Schools**

The SENDCo takes part in regular SENDCo Network Meetings organised by Worcestershire County Council and she also liaises closely with the SENDCos in our Learning Partnership Schools.

Links are also maintained with the SENDCo at Aston Fields Middle School with regard to transfer arrangements from First to Middle School. Year 4 teachers also liase with the Year 5 co-ordinator at Aston Fields Middle School.

The Reception class teachers make contact with the staff from feeder nurseries to discuss children transferring to Finstall First School. We also have an annual Staff Training Day on Transition, where teachers evaluate the tracking data, pass on children's pastoral information and discuss the individual needs of children, especially those on the SEND Register. We also have strong links with Rigby Hall Special School and Chadsgrove School. Both schools have provided opportunities for children to visit and take part in workshops led by staff from the respective Schools. They have also provided training for staff and opportunities for classroom observations. Chadsgrove School also loans resources to schools to support children with physical difficulties.

This policy was approved by the full governing body on 25th October 2025
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This policy will be reviewed in October 2026
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Governor responsible: Kelly Joynes
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