

The SEND Information Report

Finchampstead C of E (Aided) Primary School

2024-2025

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet. Please see questions below for more information about how we, at Finchampstead C of E Primary School can support your child.

1. What needs can be met at Finchampstead C of E Primary School?

At Finchampstead C of E Primary School, we embrace the fact that every child is unique, and, therefore, the educational need of every child is different. We aim to challenge and support each child to achieve their full potential. Through our everyday and ordinarily available quality first teaching (QFT) we aim to meet the needs of all our pupils through the provision we have available as well as through the advice and support of other specialist professionals and practitioners whom we can access. At Finchampstead C of E (Aided) Primary School we employ a range of teaching strategies to best support and stimulate the learning of all children.

Although the needs of children and young people often cross more than one 'area of need', the Code of Practice 2015 uses four main categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2. How we identify pupils who are having difficulties with learning and/or special educational needs?

It is the responsibility of all schools to provide a high standard of teaching and holistic support for all pupils – quality first teaching (QFT). We believe that it is particularly important that pupils who have most difficulty with their learning are taught by quality first teachers. In our school, we believe that all teachers, are teachers of pupils who have special educational needs.

The school identifies children with special needs in a variety of ways:

- Children may enter school already having been identified as presenting with possible special educational needs, as identified by health services or pre – schools.
- Information from parents/carers
- Parents may raise concerns with the school
- In school, identification may be made by staff, (SENDCO, Headteacher, class teacher or Learning Support Assistant), in a range of ways through

observations, records or informal or formal assessments and importance is placed upon getting to know each individual in a holistic way.

- Low attainment or poor progress that is not in line with expected progress in reading, writing and maths every year could also trigger an awareness of the child's difficulties
- Information from another professional at the termly School Planning Meeting (SPM) e.g. Educational Psychologist or information from another professional report e.g. Speech and Language assessment

3. How will I know how my child is progressing at Finchampstead C of E Primary School?

All Class teachers will regularly observe and assess your child, and will then plan an engaging and challenging curriculum accordingly setting learning tasks which are appropriate for your child's needs. We believe in high quality teaching (QFT) whereby your child's class teacher is best placed to plan and guide your child's learning based on knowing each child well academically, personally and socially. Your child's Class teacher will follow the graduated response of, 'Assess, Plan, Do and Review' in order to plan to meet the needs of every child in their class.

Finchampstead C of E (Aided) Primary School has a SENDCO, who is responsible for special educational needs, and will endeavour to oversee that children with additional learning needs make progress. It is her job to oversee all the additional support given, monitor the impact of this support and to review, where necessary.

SEND pupils may initially be particularly closely monitored in order to better understand pupil needs and how the needs are best supported. When appropriate, teachers will put a SEND Support Plan (SSP) in place which will document targets for an individual pupil and how they can best work towards achieving these which are specific to their barriers to learning. This will be shared with parents and pupils and are working documents which are under constant review and are subject to update at any time. SSP targets will be reviewed each term before setting new targets as appropriate. Throughout this process pupils, parents and teachers will work in partnership in a child-centred approach in order to best support, challenge and motivate individual pupils and to focus on progress made.

4. How will the school help me to support my child's learning?

Teachers/SENDCo are always happy to arrange a meeting to discuss any concerns regarding a pupil. If it is felt to be helpful, a Home/School Communication book can be used.

Pupil targets are shared with parents and pupils (as mentioned above). In addition, parents are encouraged to support learning at home by assisting their child with tasks set by the class teachers. When appropriate, SEND Support Plans have individual SMART (specific, measurable, achievable,

realistic, time related) pupil targets and are outcome focused and are always shared with parents.

5. How will my child's views be sought about the help they are getting and the progress they are making?

Termly targets are shared with pupils and parents and their views will be shared in SEND Support plan review meetings. Pupils with an EHC Plan will be involved in their review meetings.

6. How does Finchampstead C of E (Aided) Primary School assess and review my child's progress?

Your child's progress is continually monitored by his/her Class Teacher. Progress is reviewed formally every term. Next steps in learning are shared with each pupil.

At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs – Y6). This is something the government requires all schools to do and the results are published nationally.

Pupils with a SEND Support Plan will be updated termly, however, these are working documents and will be under constant review, and are subject to update at any time depending on progress or how best to support individual needs.

Children with an EHC Plan will have progress discussed at an Annual Review with all the adults who are involved with the child's education. The SENDCO monitors the progress of interventions children have participated in.

If your child has been observed or assessed by an external agency, a review meeting with the external agency and school will take place to report on progress made and parents will be kept informed throughout.

7. How will Finchampstead C of E (Aided) Primary School prepare my child for transition?

Transition is ever present in our planning for pupils, as we are constantly aware of the skills pupils need in order to access the next stage of their learning. When learning is to take place in a new setting or phase, transition planning for this is a key task. These skills begin at the earliest ages with opportunities to practice those skills at age and stage appropriate levels. For all pupils we create opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

In preparation for joining Finchampstead C of E (Aided) Primary School we help to prepare all pupils for the next stage in their learning by:

- liaising with and visiting their pre-school or setting
- planning transition programmes including additional visits for the family
- meeting with families and specialist services involved with them

In preparation for joining the next stage within school, e.g. class or key stage, we pass on information to the new teacher in advance and all SEND Support plans are shared. When needed, transition programmes are devised. Photos of key adults and places are provided and the new teacher will visit the pupil in their current setting or team area. Parents are introduced to new teacher/ LSAs if appropriate.

In preparation for Secondary School:

The SENDCO will organise and support any pupils requiring additional visits

- Vulnerable transition days are organised with Secondary settings
- Secondary staff visit pupils and staff at Finchampstead C of E Primary School

8. How does Finchampstead C of E Primary School approach the teaching of children with SEND and how are adaptations made to the curriculum and learning environment?

At Finchampstead C of E (Aided) Primary School we strive to create a sense of community and belonging for all our pupils. We believe that all children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs. Different children will require different levels of support at different times during their school journey. This may include small group work or focused tasks, or more personalised learning delivered on a one-to-one basis.

The school takes advice from experts regarding specialist equipment and adaptations in order for children to access the curriculum. Special arrangements can be made for tests including the use of a scribe, reader or the provision of additional time.

9. What expertise and training of staff is provided to support children with SEND? How specialist support will be secured?

At Finchampstead C of E (Aided) Primary School our SENDCO is Mrs Helen Evans.

She has a range of experience in dealing with pupils with learning needs, social and emotional needs and physical needs. When necessary, advice from external agencies and outreach are sought.

We are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary. Learning Support Assistants are given opportunities to attend courses and training. Courses include Nurture Assistant training, Dyslexia training and a range from the OLT (Online Training system).

SEND Surgeries are provided by the LA to support staff when required. Whole staff training is organised according to need.

10. Evaluating the effectiveness of our provision

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention we will measure its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

Pupils are screened, where appropriate, prior to interventions taking place. Screening will be based on the pupil's need, ranging from reading and spelling difficulties, to emotional or behavioural needs. Evaluations of interventions are based on reviews, where appropriate, (depending on the addressed need) a repeat of the screening test will be carried out. External agencies can be involved in the monitoring of the effectiveness of an intervention. This is dependent upon the level of pupil need.

11. How will my child be fully included at Finchampstead C of E (Aided) Primary School?

Your child will be fully integrated into the life of the school and of the curriculum. We recognise the strengths of every child as an individual and endeavour they contribute to the social and cultural activities in school. We work closely with external agencies or specialist teachers to complete risk assessments for children with additional needs, and in advance of any off site activity, such as swimming, a school visit or residential trip.

We endeavour that all our pupils are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. Preparation plans and additional meetings have been put in place for residential trips, ensuring that a child can be fully included. On some occasions external agencies may be involved. Assigning additional adults and pre-visits can be arranged.

12. What support is available to promote the emotional and social development of my child?

As part of normal classroom practice all children's social and emotional development is supported through the school's Personal Social and Health Education curriculum.

The Nurture Assistant and Mental Health Champion are available to offer one to one support for children with anxiety or other individual concerns

Additional support is provided for pupils with particular social and emotional difficulties through a range of interventions and strategies such as:

- a. Social skills group
- b. Circle of Friends
- c. Social stories

A Personal Support Plan may be put into place for pupils who need significant support. This would include regular meetings with staff and parents/carers to discuss and review the impact of the support offered.

13. What professionals and specialist practitioners are Finchampstead C of E (Aided) Primary School able to access?

- The school is able to access specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers, if this need is identified.
- Recent support and current support has included:
 - Educational psychologist
 - Teachers for hearing and visual impairment
 - Speech and Language therapists
 - Occupational therapist
 - Behaviour support teacher-Foundry College
 - Learning Support Service
 - Educational Welfare Service
 - CAMHS
 - Outreach through Foundry

Referrals to these support services are subject to their own guidelines and time frames.

14. What are the arrangements for handling complaints about SEND provision?

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made initially they should contact the Class teacher. If this does not resolve the situation, then see the SENDCO and/or the Head teacher.