



Fladbury
Church of England First School

Fladbury CE First School SEN Information Report July 2023



Introduction

What types of Special Education Needs and disabilities do we provide for?



As an inclusive mainstream school we provide additional and/or different provision for a range of needs, as detailed in the SEND Code of Practice 2015: Communication and interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum. Cognition and learning - this includes children who find learning, thinking and understanding harder than most pupils. They demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia or dyscalculia, dysgraphia or dyspraxia. Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties.

Who is our Special Needs Co-ordinator and how can they be contacted?

Miss Samantha Chance leads on SEN and Inclusion in school.

Her contact details are:

Miss Samantha Chance
Fladbury C.E. First School
Church Street
Fladbury
WR10 2QB

Tel: 01386 860301

Email: schance@fladbury.worcs.sch.uk



Who is our Governor responsible for SEND?

Our Governor responsible for SEND is Mrs Sue Poultney.

Her contact details are:

Email: spoultney@fladbury.worcs.sch.uk

The Headteacher and SENCO report to the governors to inform them about the progress of children with special educational needs or disabilities. This report does not refer to individual children and confidentiality is maintained at all times.



Where can I find the school's SEND policy and other relevant documents?

The SEND policy and other information related to SEND can be found on the school website or by clicking [here](#).

How does Fladbury CE First School identify and assess Special Educational Needs?

We assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Each class teacher makes regular assessments of progress for all children.

Some of these ways include:

- Observations
- Performing below age expected levels
- Concerns raised by parents/carers
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Fails to match or better the child's previous rate of progress
- Widens the attainment gap
- Consultations between class teachers and members of the leadership team where possible data is discussed
- Liaison with outside agencies such as Educational Psychology Service Concerns around progress may also be in areas other than attainment, such as, social needs. In this instance, the child could take part in our Social Skills groups to help support them. This would not mean the child has SEN and/or is put on the SEN register. Slow progress and low attainment will not automatically mean a child is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the child and parents. We will use this to determine the support that is needed and whether we can provide it by quality first teaching, or whether something different or additional is needed.

Working With Parents/Carers and Children

What are the arrangements for consulting with parents / carers of children with SEND and involving them in their child's education?

If you are worried or concerned that your child may have special educational needs, talk to us. In the first instance contact your child's class teacher.

Parents/carers will be notified at an early stage if the school becomes concerned about a child's learning development. We will also have a discussion with the child too.

These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parent's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Any notes of these discussions will be added to the child's record and a copy given to the parents. We will formally notify parents when it is decided that a child will receive SEN Support. At review meetings the school will make sure that all strengths are discussed with parents as well as areas for development. We will also suggest how parents can help at home. All targets will be specific and achievable. Parental contributions to targets for their child are of upmost importance to ensure a holistic approach. The Class Teacher will meet termly with parents to review targets and copies of all Individual Provision Maps will be given to parents.

What are the arrangements for consulting parents at Fladbury and involving them in their child's education?

Children who regularly receive support through class or individual provision will be able to contribute to their learning and progress through pupil voice meetings with the SENCO.

Individual Provision Maps (IPM) targets are reviewed with children. Individual assessment results are discussed with children enabling them to understand why targets have been selected.

Children share their thoughts and opinions in the 'pupil view' box. Pupils will be involved in creating their 'pupil profile' which will allow them to share how best they learn, their strengths etc. Children who have an EHCP will be asked their views before any review meeting.

What are the arrangements for assessing and reviewing pupil's progress towards outcomes?

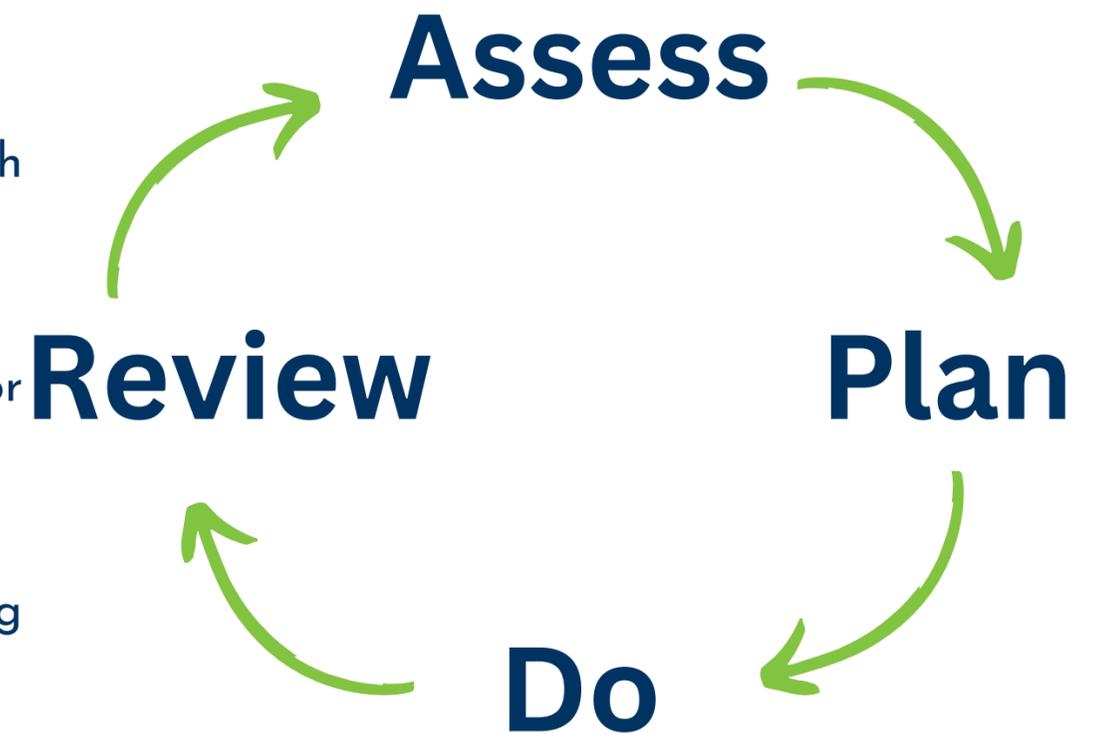
Once a child is identified as having a special educational need, a graduated approach to support is taken. The four actions to this are Assess - Plan - Do - Review.

Assess: The class teacher and/or SENCO carry out child observations, hold discussions with staff and parents/carers to identify and analyse the child's needs.

Plan: Hold discussions with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Do: Implement the support as planned with class teachers, support staff and teaching assistants working together with support from the SENCO.

Review: Discuss with others involved about how effective the support has been and the impact on the child with the review date. Parents/carers should have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.



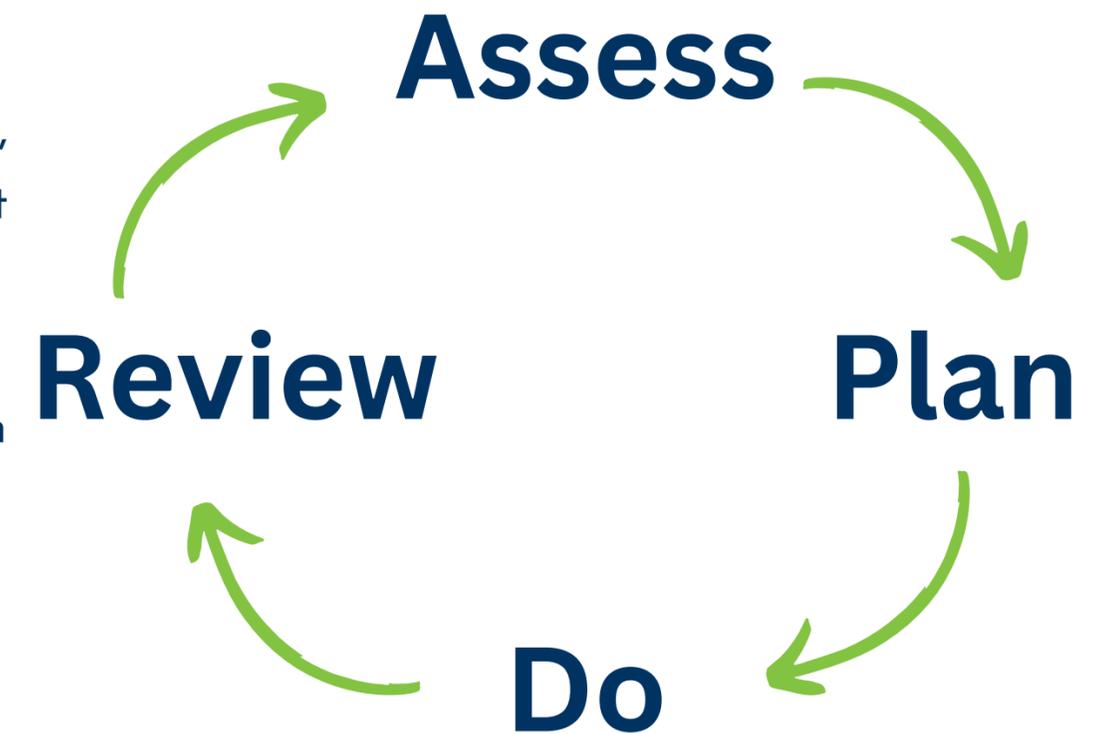
The class teacher will create an Individual Provision Map (IPM).

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- Views from the pupil and their parents/carers
- Advice from outside agencies This IPM will be reviewed regularly.

All teachers and teaching assistants who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



Transition

What are the arrangements for supporting pupils moving between phases of education?

Starting School

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel part of our setting. Prior to starting, we encourage families of children with SEND to visit the school separately for an informal tour of the school, and to discuss information that specifically relates to their child's requirements.

Extended transitions can also be arranged at this time when families can come in and take photographs, meet their class teacher, and allow the child to familiarise themselves with the new setting.

- We use taster days and half day visits to support children in their transfer to our school
- We have good relationships with feeder settings as well as settings children move onto.
- We conduct home visits, where the class teacher visits your child at home, to gather information, and to see them in their familiar environment.

For more information about your child joining Fladbury CE First School, please contact the main school office on 01386 860301 or email the office at: office@fladbury.worcs.sch.uk

Transition to new settings

Pupils are prepared for transition to a new setting on an individual basis, depending on the level of need. This might include additional visits to the new setting, or a phased transition with set times in both our school and the new school. Others may be supported through materials which address key aspects of the new setting, including photographs and key information. The school works closely with both the family and the new setting at this time, in order to achieve a smooth transition. The school has strong links with the local Middle Schools, and extended transitions are available for any vulnerable pupils, including those with SEND. Parents are encouraged to make extra visits to the school at various times throughout the day. Staff from both settings liaise closely with each other in order to share information about all pupils.

Teaching, Learning and Support

How will the school support my child?

Many children on the SEND register will be able to participate in most aspects of an ordinary classroom and make progress within the curriculum but may need some support and waves of intervention.

All class teachers take responsibility for meeting the needs of the learners in their class.

The Three Waves:

Wave 1: Quality First Teaching (QFT) takes into account the learning needs for all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2: Wave 1 plus additional, time-limited, tailored intervention support programmes. This is to support some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3: Wave 1 plus increasingly individualised programmes. This targets provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

How are adaptations made to the curriculum and the learning environment of pupils with SEND?

All class teachers take responsibility for meeting the needs of the learners in their class. Differentiation is visible through groups, work tasks, levels of support, and resources. Learning objectives are made clear and are achievable for all pupils. Teachers are aware of each child's strengths and difficulties, and will plan for them accordingly. All pupils are encouraged and supported to become independent learners, and this is done in various ways, depending on the pupil. For example, a pupil with writing difficulties may have their own personalised word mat, or prompt cards; a pupil who has concentration difficulties may have task lists, and a timer, having their tasks broken down into more manageable parts.

All pupils, including pupils with SEND, are aware of their next steps for success, and these are regularly monitored by the teacher and by the pupils themselves, so that they know exactly what they need to do in order to progress. As far as possible, tasks are matched to the strengths and abilities of each pupil in order to ensure that they meet their learning targets.

For pupils that need extra support in order to meet their targets, the class teachers are encouraged to discuss different approaches towards differentiation with the SENCO. We work with outside agencies and follow their advice and use specialised resources where required, for example sloped writing boards.

All additional provision for pupils with SEND is overseen and monitored by the SENCO. The SENCO evaluates any interventions that have taken place by looking at the pupils' progress and discussing with the class teacher what next steps should be taken.

Working Together and Roles

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

Within school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible in supporting children with SEND

We are part of the Chadsgrove Teaching Alliance. Regular briefings, which the SENCO attends, provide an update of new local and national SEN information.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and attachment.

Bespoke training e.g. speech and language, dyslexia, art therapy, Lego therapy

We work closely with Speech and Language Therapists (SALT) to support the speech and communication needs of our learners.

How will we secure specialist expertise?

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs: ●
Behaviour Support Team, including Perryfields Pupil Referral Unit.

- Autism Outreach Team
- School Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatricians
- Occupational Therapists
- Speech and Language Teachers
- Specialist Early Years Service
- Educational Psychologists
- Family Support Workers
- Specialist learning support teams such as Chadsgrove School Support Services

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

The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for SEND in consultation with the Governing Body on the basis of needs in the school.

Where the needs of a pupil are significant and more complex school would then consider requesting additional support through "Top Up Funding" from the Local Authority.

The school identifies all support given within school and this is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

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

We evaluate the effectiveness of provision for pupils with SEND by:

- Termly IPM reviews with class teacher and parents/carers to discuss progress against targets
- Reviewing the impact of interventions after 5-6 weeks. Once a child has achieved their target, they then have a new one set
- Tracking data and other assessment tools are used to carefully track the progress of children with SEND
- Half-termly pupil performance meetings track the progress with all children
- Regular lesson observations are carried out by the Head teacher and SENCO
- Monitoring by the SENCO
- Holding annual review for pupils of EHC plans.

For pupils with SEND, parents can also discuss progress at parents' evenings, through appointments to see either the class teacher or SENCO can be made at any time by contacting the school office. Parents Evenings are also times when discussions can take place about how best to support a child at home.

How do we support pupils with SEND to improve their emotional and social development?

We support all children in their personal, social and emotional development. All children follow a structured Personal, Social, Health and Education (PSHE) which looks at helping them understand how they are developing personally and socially, tackling many of the social and cultural issues that are part of growing up. Learning opportunities take place in specific lessons as well as in assemblies, special school projects and other activities that enrich pupils' experiences.

For those children who find aspects of this difficult we offer we can provide:

- Social awareness games and activities
- Art therapy
- Social stories
- Lego therapy
- Time To Talk intervention groups
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Referral to Behaviour Support
- Referral to Reach for Wellbeing
- Support from a Family Support Worker

Our school also helps promote and develop self-esteem and confidence by having reward systems in place, and a weekly awards assembly. The school's Anti-bullying policy is located in the School Behaviour Policy:

How does the school work with other agencies in meeting pupils' SEND needs and supporting their families?

We have access to a wide range of professionals and outside agencies to work with and support children and their families. If we feel that your child or family would benefit from a referral to an outside agency, then we would always contact you to discuss this. Parents/Carers consent for these services will always be sought.

Educational Services:

- Educational Psychologist
- Behaviour Support Team

Learning and Language Support Outreach Services:

- Pupil Referral Units

How does the school work with other agencies in meeting pupils' SEND needs and supporting their families?

Autism Support Health Services:

- Speech and Language Therapy (SALT)
- Physical & Sensory Support Services (PSSS), this includes Hearing Impaired Services (HI) & Visually Impaired Service (VI)
- Occupational Therapy (OT)
- Physio-therapy (PT)
- Child and Adolescent Mental Health Service (CAMHS)

We also work with:

- School Nurse
- Family Front Door
- The Early Help Hub
- Parent Partnership
- Social Services
- Community Police

Inclusion and Accessibility

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

All children with SEND have the same opportunities in school as children without SEND.

Provision is made for:

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND.

How accessible is the school environment?

Although the school is not all on one level, all aspects of the building can be accessed via a ramp into the library/ICT suite or through the hall fire exit. There is a disabled toilet which is large enough to accommodate changing and personal hygiene care. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be comprised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided for. The school's Accessibility Plan can be seen by following the link to the school website: <http://www.fladbury.worcs.sch.uk/about-us/school-policies-documents/>

Additional Information

How do we handle complaints from parents of children with SEND about provision made at the school?

If you wish to discuss your child's educational needs, the first point of contact would be your child's class teacher. If they are unable to help, then please contact:

- SENCO - Miss Chance
- Head Teacher - Miss Wilson

However, if after discussing your concerns with the above and you remain unhappy with the outcome, then the school's complaints procedure can be obtained by contacting the school office: office@fladbury.worcs.sch.uk or by following this link: <http://www.fladbury.worcs.sch.uk/about-us/school-policies-documents/>

What are the contact details of support services for the parents of pupils with SEND?

SENDIASS (Herefordshire and Worcestershire) <http://www.hwsendiass.co.uk/>

Office opening hours are Monday to Friday from 8.30am to 4.00pm. Tel: 01905 768153

PSEA: Independent Parental Special Education Advice

Visit: <https://www.ipsea.org.uk>

Helpline: 01799 582030

Communication Trust (I CAN)

<https://ican.org.uk/>

enquiries@ican.org.uk

General Enquiries: 020 7843 2544

Where can the Local Authority's local offer be found?

The Local Authority's Local Offer can be found [here](#).

There is also a link on our school website.