

# SEN Information Report

Reviewed September 2023



**The Stour Academy Trust**

## **Special Educational Needs and Disability Information Report**

Welcome to Finberry Primary School SEND information report, which is part of the Kent Local Offer for Learners with special needs. Through the Local Offer all schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At Finberry Primary School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different. We value and nurture each and every child at an individual level, whether or not they have formal additional needs identified, and all classrooms are inclusive built on a foundation of [Mainstream Core Standards](#). We are committed to a pedagogical model centered on the child's voice, choice and collaboration, combined with the intentional deployment of technology for every child to deliver personalised and self-paced learning that is required for a 21<sup>st</sup> century education system.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance. Following that, if you still have concerns, you should contact Mr F Ellinor (SENCO) to discuss your concerns.

Executive Headteacher: Mrs Every  
Head of School: Mrs Risley NASENCO  
SENCO: Mr Ellinor NASENCO  
Office Manager: Mrs Blake  
Parent Support Advisor: Mrs Coleman

### **1. Does the setting / school / know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEND as follows:

*"A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:*

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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 or mainstream post-16s institutions."*

Where children's progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak initially to your child's class teacher and then Mr F Ellinor (SENCO) to discuss your queries further.

### **2. How will early years setting / school / staff support my child/young person?**

**The class teacher:**

Responsible for...

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional resources as part of the provision or other additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.
- Writing provision maps, including identified children, sharing and reviewing these with families at parents evening and planning and implementing for the next term.
- Personalised teaching and learning for your child as identified on the class provision map or child's personalised provision plan.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

### **The SENCO: Mr F Ellinor**

Responsible for...

- Provide professional guidance to colleagues and works closely with staff, families and other agencies.
- Write SEND Information Report which must be published on the setting website and updated annually
- Overseeing day to day operation of the school's SEND policy
- Co-ordinate provision for children with SEND
- Advising on a graduated approach to provide SEND Support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with families of children with SEND
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies, LA
- Manage the transition process
- Ensure school keeps the records of children with SEND up to date
- Work with Head Teachers and school governors with regards to reasonable adjustments and access arrangements

### **The Executive Headteacher and Head of School: Mrs Evemy and Mrs Risley**

Responsible for...

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Executive Headteacher and Head of School will give responsibility to the SENCO and class teachers, but are still responsible for ensuring that your child's needs are met.
- The Executive Headteacher and Head of School must make sure that the Board of Directors is kept up to date about issues relating to SEND.
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

### **The SEND Director: Mrs F Trigwell (Chair of the Board of Directors)**

Responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.

- To support and challenge the Executive Headteacher, Head of School and SENCO with regards to SEND within the school.

### 3. How will the curriculum be matched to meet my child's needs?

If a learner is identified as having SEND need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of Quality First Teaching Strategies teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

**Assess** – this involves taking into consideration all the information from discussions with families, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEND Support plan and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, families, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

Finberry Primary School adheres to the following inclusive principles:

Staff value children of different abilities and support inclusion so that all learners can access mainstream education. Staff and children will be constantly involved in the best ways to support all children needs within the school. There is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Through this approach, all learners will benefit, not only those with special educational needs. We aim to ensure that all learners feel welcome and valued, and that they get the right support to help them develop their talents and achieve their goals.

### 4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

If your child has personalised plans, in addition to normal reporting arrangements, there will be the opportunity for families to meet with their child's class teacher and SENCO to review the short term targets and to discuss the progress the child has made. Obviously, we also encourage an "open door" approach whereby teachers are accessible at the end of the day.

- Your child's progress will be continually monitored by their class teacher.
- Their progress will be reviewed formally and tracked with the Head Teacher, Deputies and SENCO every term in reading, writing and numeracy. Through Family Consultations, termly reports and end of year

reports, teachers make clear the attainment against age related expectation and the level of progress made.

- 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. This is something the government requires all schools to do and the results that are published nationally.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Executive Headteacher, Head of School and SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place.
- Regular review of children's work and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The school delivers parent workshops for the core areas of learning. These are in line with Academy Development Plan and/or family voice from parent forum meetings.

Each class holds a termly Fabulous Finish when families are able to join their children for fun and informative curriculum based events. This enables our learners to show off their achievements and to tell their families all about their learning.

Additionally, we send regular electronic class and whole school newsletters with information about things that have happened. Extra information can be found on the school website including class news, photograph gallery and useful links.

Our popular app based communication system, called WEDUC, keeps families fully up-to-date. This includes a calendar of events, a live news feed and a parent/school messaging system.

Our regularly updated Facebook page provides a further link between home and school.

Finally, our regularly updated Facebook page, Tapestry (in Nursery, Reception and Year 1) and child's personal Notebook pages on OneNote provide a further link between home and school.

At a more personalized level, where necessary we also communicate via home/school contact books.

#### **4b) What support will there be for my child's/young person's overall well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, some children find these aspects of development more difficult than others so we have developed an established nurture provision which is facilitated by two professionals.

Our full-time nurture lead and teaching assistants have undertaken comprehensive training to enable them to identify and address individual needs. They are available for families to speak to, to spend time in class supporting individuals and to facilitate specific interventions in the nurture classroom.

All our classrooms are nurture classrooms. When deemed necessary, some children will join a full or part-time nurture class for a specified period of time until they are emotionally ready to re-join their mainstream class. They will continue an educational curriculum in an environment that is able to fully address their social and emotional needs using a more targeted approach.

The full range of social and emotional interventions that are offered are;

- Social awareness games and activities
- Lunch time and play time support, including organised lunchtime activities run by adults
- Lego therapy sessions
- Buddy system
- Drawing and Talking sessions
- Advice from external agencies and professionals
- Teaching Assistants trained in how to support children's mental health

Finberry Primary School also has a designated Specialist Resourced Provision for Autism. Children with Education, Health and Care plans access this facility until they are ready to return to a mainstream classroom. This facility is facilitated by a trained teacher who is supported by two qualified SENCOs at the school. Under exceptional circumstances, and always in full consultation with families, children without an EHCP but experiencing acute social and emotional or Autism needs can also benefit from the support within provision.

The school benefits from a [Behaviour Policy](#) with clear rewards and sanctions and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and children and is accessible to families. As part of the curriculum, the school plans activities during regular PSHE Sessions and sets out to families its core principles regarding inappropriate behaviours and bullying.

Any children with additional medical needs are well catered for. All medical requirements are requested from families prior to admission and these are added to the school medical needs folder, class OneNote and also circulated to the breakfast/after school clubs and canteen. We will seek advice from medical professionals if necessary.

All medicines are kept in individual sealed containers in a locked cupboard that are accessible to appropriate members of staff. For those children needing medicine regularly, we complete an individual Health Care Plan which is reviewed annually, or more frequently if needed. Each classroom also has a medical container, which includes emergency first aid such as epi-pens and asthma inhalers.

There are various opportunities for children to have a voice on decision making in the school. The school has a proactive school council, as well as house and vice captains, who meet regularly. Children have input into medium term planning and the SLT carry out pupil voice questionnaires. Prior to SEND review meetings, children have the opportunity to share their views.

## **5) What specialism services, experience, training and support are available or accessed by the school?**

Once the school has identified the needs of children with a SEND need, a decision will be made about the resources/training and support that is needed.

### ***School Provision:***

- Wide range of Literacy and Numeracy small group interventions delivered by TA's and designated teacher.
- ICT support in the form of reading, writing, phonic and maths programmes.
- Teaching assistants offering social skills support including regular social support groups.

- Lunch time chill out club and nurture group to support children with social development.
- Speech and Language programmes, supported by a Speech and Language Therapist.
- Teaching Assistants trained on how to support children with a full range of additional needs.

***Local Authority provision available:***

- Autism team outreach support
- Educational Psychology Service
- Parent Partnership service (IASK)
- Speech and Language Therapy (SALT)
- Specialist Teaching and Learning Services
- School nursing service
- NELFT (North East London NHS Foundation Trust), which is a mental health and community service
- Community Child Health
- Occupational Therapists and Physiotherapists
- CHATTS (Children and Adult Talking Therapy Service)

**What training are the staff supporting children and young people with SEND had or are having?**

- Precision Teaching – all TAs
- National Award for SEND Co-ordination – Mr F Ellinor, Mrs S Risley
- Masters of Education in Inclusion and Special Needs – Mr F Ellinor
- Auditory Memory Training - all staff
- The principles of Nurture/ attachment training – Teachers
- Restorative Justice – all staff
- Makaton – Nursery and Year R staff
- Sensory Circuits – Teachers and TAs
- Switch-On Reading and Inference – all staff
- Team Teach Positive Behaviour Management – Members of SLT
- Lego Therapy training – Mrs T King
- Drawing and Talking – Mrs T King

**7. How will my child/young person be included in activities outside the classroom including school trips?**

At Finberry Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to make reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

**8. How accessible is the setting / school / college environment?**

- The school was built recently and is therefore fully compliant with DDA requirements
- The main building has two floors with easy access, double doors and a Lift.
- The front desk has a wheel-chair height section and is DDA compliant.
- There are two disabled toilets, one upstairs and one downstairs. They both have handrails that are visually friendly, and lever function taps.
- There are disabled parking bays in close proximity to the main entrance. There is also a pedestrian crossing.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENCO manages a SEND budget, used to ensure that all children have access to the equipment needed to meet their needs.
- Breakfast club and after-school provisions are accessible to all children, including those with SEND.
- In respect to children with English as an additional language we access support from the EAL advisor and follow their recommendations. Children with English as an additional language are supported by the use of technology, including translate functions within OneNote and Teams.
- The school is fully accessible to wheelchair users.
- Extra-curricular activities are accessible for children with SEND.
- The school has several outside learning areas.
- The school has an up to date accessibility plan which is reviewed each year.

## **How will the setting /school prepare and support my child/ young person to join the setting /school, transfer to a new setting / school / college or the next stage of education and life?**

### **Children starting school at Finberry Primary School**

We hold a series of open evening / drop in events for all prospective families in Terms 1 and 2 of the year before children are due to start school. We also hold Rising 4's sessions starting in January each year which allows families and children to form strong relationships and familiarity with the school and staff before formally attending in September.

Foundation Stage staff will meet with families prior to children starting school. There will also visit nurseries to liaise with nursery staff that have supported the children.

Concerns about particular needs will be brought to the attention of the SENCO. Where necessary the SENCO will arrange a further meeting with families, previous setting, health visitor etc.

Class teachers of children joining from other schools will receive information from the previous school; if required the SENCO will telephone the previous school, or meet in person, to discuss individual needs.

### **Preparing for next steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with families, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for children with SEND will be planned according to individual need.



## **10. Provide examples of interventions, equipment, resources that settings/ schools allocate to match children's/young people's special educational needs?**

- Clicker 8 - to support children with specific reading and writing difficulties
- Specific iPad Apps for individual children/needs
- Time to Talk programme of social interventions
- Little Wandle SEN Pathway phonics programme
- Widget Visual Resources
- Language Link Speech and Language resources
- Power Maths SEN Adaptations
- Memory skills programme
- Toe to Toe spelling programme
- Sensory resources
- Fizzy and Beam motor skills programmes
- Clever Hands and Clever Fingers fine motor skills programmes
- Forest School
- A full range of resources to support quality first teaching for all children in the form of ear defenders, move and sit cushions, visual task boards, fidget objects, calming resources, etc.

## **11. How is the decision made about what type and how much support my child/young person will receive?**

The school budget, received from Kent Local Authority, includes money for supporting children with SEND.

The Executive Headteacher and Head of School decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

Where the needs of a child are more complex and element 1 and element 2 funding have already been used and evaluated, we would then consider additional support through element 3 funding (High Needs Funding). This is top up funding from the Local Authority where a child has significant and complex needs.

The Executive Headteacher, Head of School and the SENCO discuss all the information they have about SEND in the school, including the children getting extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed.

The school identifies the needs of children with SEND on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

## **12. How are parents involved in the setting / school? How can I be involved?**

At Finberry Primary School, we value the importance of building positive relationships with families within our school community. Where a child is identified as needing extra provision for Inclusion or a SEND profile, families are given the opportunity to be part of the assessment and review process.

Mrs Coleman is our Parent Support Advisor. She is available to speak with families as part of her role and works closely with all staff, outside agencies and other organisations to improve opportunities for our children and their families.

## **13. Who can I contact for further information?**

We hope to resolve any concerns or complaints you may have, which in the first instance should be directed to the Executive Headteacher and Head of School. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible please see the complaints policy on the school website.

This report details our annual offer to learners with SEND. To be effective it needs the views of all:

Families, children, Directors and staff.

If you have any comments, please contact Mr F Ellinor (SENCO)

## **14. Kent County Council SEND Strategy information.**

In April 2021, Kent County Council reviewed and updated their SEND Strategy, the aim of which is to improve the educational, health and emotional wellbeing outcomes for all of Kent's children and young people with special educational needs and those who are disabled. The strategy incorporates the Accessibility Strategy (under paragraph 1 schedule 10 of the [Equality Act 2012](#)).

You can read the [SEND strategy](#) here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/strategy-for-children-with-special-educational-needs-and-disabilities>

There are many SEN terms that are abbreviated, please see the glossary below.

|       |  |
|-------|--|
| AD    | Attention Deficit                            |
| ADHD  | Attention Deficit and Hyperactivity Disorder |
| AEN   | Additional Educational Needs                 |
| AS    | Autistic Spectrum                            |
| CD    | Conduct Disorder                             |
| CI    | Communication & Interaction                  |
| CL    | Cognition & Learning                         |
| CP    | Clinical Psychologist                        |
| DfE   | Department for Education                     |
| EAL   | English as an Additional Language            |
| EP    | Educational Psychologist                     |
| HI    | Hearing Impairment                           |
| HNF   | High Needs Funding                           |
| LEA   | Local Education Authority                    |
| LIFT  | Local Inclusion Forum Team                   |
| MLD   | Moderate Learning Difficulty                 |
| OD    | Oppositional Defiance                        |
| OT    | Occupational Therapist                       |
| PD    | Physical Disability                          |
| PDA   | Pathological Demand Avoidance                |
| RAD   | Reactive Attachment Disorder                 |
| SALT  | Speech & Language Therapy                    |
| SEND  | Special Educational Needs and Disability     |
| SENCO | Special Educational Needs Coordinator        |
| SENI  | Special Educational Needs Inclusion Fund     |
| SEMH  | Social, Emotional & Mental Health            |
| SLD   | Severe Learning Difficulty                   |
| SPLD  | Specific Learning Difficulty                 |
| SRP   | Specialist Resource Provision                |
| STLS  | Specialist Teaching & Learning Support       |
| VI    | Visual Impairment                            |