Special educational needs (SEN) information report

Finham Primary School

Approved by:		**Date:**
Last reviewed on:	September 2026	
Next review due by:	September 2027	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website www.finhamprimary.co.uk or you can ask a member of staff to send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Sarah Francis

They are a qualified teacher and have 7 years of experience as a SENDCo and 20 years of primary school teaching experience within schools in London and The Midlands. During this time, they have worked as an intervention teacher, assistant headteacher, English curriculum lead, KS1 lead and assessment coordinator.

They achieved the National Award in Special Educational Needs Co-ordination in June 2024 with Middlesex University.

They are allocated 4 days a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCo to meet the needs of pupils who have SEN.

Learning Mentor

Our Learning Mentor, Suzanne Lowe, assists with pastoral support, and they oversee Early Help and attendance.

Teaching assistants (TAs)

We have a team of 13 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as phonics – following the Little Wandle Scheme, Wellcomm interventions and Match +1 for speech, language and communication interventions, precision teaching, sensory circuits, Zones of Regulation to assist children with developing their emotional regulation.

In the last academic year, TAs have been trained in a variety of interventions and strategies to support all children, including those with SEN; this includes delivering phonics interventions, precision teaching, Match +1 (a speech and language therapy intervention), emotion coaching (via the school's Educational Psychologist), use of supporting visuals and workstations for children with Autism and the provision of scaffolding to support learners with SEN in lessons across the curriculum, .

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Specialist Teachers, such as the Complex Communication Teacher
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

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- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Speak to your child's class teacher to share any worries and concerns you may have, and to ask questions. Please contact the school office to arrange a meeting with your child's class teacher. If your child has SEND, you can also ask to contact the SENCO.

The school's office email is: admin@finhamprimary.co.uk

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
If you think your child might have SEN, the first person you should tell is your child's class teacher. You can arrange a meeting with your child's teacher via the school's office – admin@finhamprimary.co.uk They will also pass the message on to our SENDCo, Sarah Francis, who will be in touch to discuss your concerns. You can also contact the SENDCo via the school's office.	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.	If we decide that your child needs SEN support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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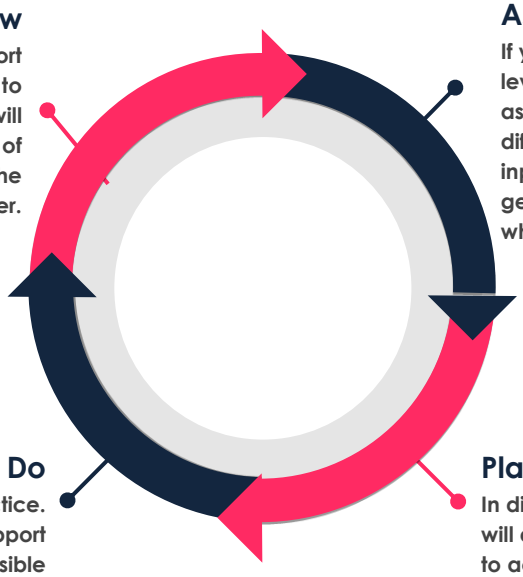
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress via parent meetings where your child's Individual Learning Plan will be shared.

Your child's class teacher will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. This can be done by contacting the school office either via telephone: 024 76 415 425 or by email: admin@finhamprimary.co.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

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We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when there are significant and a high level of additional need present for an individual pupil, this level of support will be overseen and directed by the school's SENDCo
- Teaching assistants will support pupils in small groups as and when required, this will be overseen and directed by class teachers and/or the school's SENDCo

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

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Communication and interaction	Autism spectrum disorder (ASD)	› Support directed by a Specialist Autism Teacher who supports the school › Visual timetables › Social stories › Zones of Regulation › Sensory circuits › Attention Autism activities › Sensory stories › Makaton and communication boards › Provision of sensory aids, such as wobble cushions or weighted blankets › Access to low arousal areas, as and when required › Structured/adult supported play opportunities at lunchtimes, if required
	Speech and language difficulties	Speech and language therapy, as directed by therapists Match +1 Wellcomm interventions Colourful Semantics Pre-teaching for key vocabulary Lego Therapy Task planners Structured/adult supported play opportunities at lunchtimes Additional adult support, as and when required
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Little Wandle phonics intervention work Precision teaching Pre-teaching

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	Moderate learning difficulties Severe learning difficulties	Task planners Coloured overlays Writing slopes Alternative methods of recording work e.g. Mind mapping, role play, use of ICT, video/audio recording Access to adapted reading material, e.g. Barrington Stoke books – dyslexia friendly books VIPERS – reading comprehension work to focus on inference/deduction skills Additional adult support, as and when required Directed support from specialist teacher from SEMH & L (Social, emotional, mental health and learning) team. Directed support from Educational Psychologist
Social, emotional and mental health	ADHD, ADD	Quiet workstation/access to low arousal areas Sensory circuits Learning mentor support Directed support from specialist teacher from SEMH & L (Social, emotional, mental health and learning) team. Directed support from Educational Psychologist

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	Adverse childhood experiences and/or mental health issues	Nurture groups Emotion coaching Counselling – 'Time for you' – play therapy Directed support from specialist teacher from SEMH & L (Social, emotional, mental health and learning) team. Directed support from Educational Psychologist Support from our Learning Mentor Drawing and Talking therapy
Sensory and/or physical	Hearing impairment	Support from specialist teacher of the deaf
	Visual impairment	Support from specialist teacher for the visually impaired Limiting classroom displays ICT resources to support, e.g. visualisers and text enlarging apps
	Physical impairment	Directed support from Occupational Therapists Directed support from Physiotherapists School nursing service

These interventions are part of our contribution to Coventry's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

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 school trips, including our residential trips.

All pupils are encouraged to take part in sports day, school performances and special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All children with an Education, Health and Care Plan that name the school will be admitted before all other applicants. If your child has an EHCP, you will not have to apply through the usual admissions process. You will be asked by the Statutory Assessment and Review Team (START) for a preference of school/s instead.

For children without an EHCP, the admissions criteria as detailed within our admissions policy is followed in order to avoid unfairly disadvantaging prospective pupils with a disability of special educational needs.

Finham Primary School's admissions policy can be accessed on the school's website.

13. How does the school support pupils with disabilities?

Finham Primary is a school with inclusivity at its core; it supports and nurtures all children, including those with disabilities. The school has a successful record of achieving the best possible outcome for the children with SEND that it supports. The team of teaching assistants and teaching staff at Finham Primary School are skilled in terms of both expertise and experience in dealing with difficulties across the SEND spectrum. They deliver appropriate and professional support in all areas.

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At Finham Primary School, we adhere to the requirements as per the Equality Act 2010 to make reasonable adjustments for any child who has specific long- or short-term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Our Access Plan sets out how we aim to improve access to:

- the curriculum for disabled children and young people
- school buildings
- information

View the school's Accessibility Policy:
Finham Primary School - Policies & Procedures

Our Equality Policy and Equality Objectives demonstrate how we comply with the

Public Sector Equality Duty.

View Coventry's Accessibility Strategy:
https://www.coventry.gov.uk/downloads/file/45541/accessibility-strategy-2025-to-2027

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular/after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by support from the school's Learning Mentor
- We support their social and emotional skills through PSHE work within the classroom or for children with specific social, mental or emotional health difficulties we work with the Local Authority Educational Psychology Service, CYPMHS and the school nurse to offer targeted support. We also buy into the counselling support, 'Time for You', provided by Relate

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

When pupils move into a new class, all information; including progress data, pupil passports, individual learning plans for children on the school's SEND register, is passed onto the new class teacher. Pupils also spend time with their new class teacher as part of the transition process.

Between phases or schools

When your child is moving on from our school, we will liaise with the new school to share their records.

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When pupils leave the school, we ensure children and parents are well supported through:

- Passing on information about the pupil's educational history to any receiving school
- Encouraging parents of children with SEND to visit as many schools as possible to discuss their child's needs with the SENCO
- Holding review meetings where necessary with the receiving schools SENCO to pass SEND information and details of strategies used and arrangements made
- Inviting the SENCO of the receiving school to year 6 annual reviews for children with an Educational Health Care Plan.
- Completing other transfer documentation as required.
- Liaising with secondary schools to provide additional transition sessions for pupils with SEND

16. What support is in place for looked-after and previously looked-after children with SEN?

Sarah Francis is the designated teacher for looked-after children and previously looked-after children. They will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are not happy with your child's learning and/or progress your first step should be to talk directly to the class teacher or alternatively you could speak to the Learning Mentor or SENCO. If your complaint isn't resolved by the teacher, Learning Mentor or SENCO you can ask for a meeting with the Headteacher. If this still doesn't resolve your complaint you can contact the Chair of Governors.

Please see our complaints policy via the parent link on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. If you would like to have mediation to resolve the disagreement, the following organisation is available:

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KIDS

Susanna Diegel – SEN Mediational Regional Manager
249 Birmingham Road
Sutton Coldfield
West Midlands

03330 062 835
Susanna.diegel@kids.org.uk
Mediation home - Kids

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Coventry's local offer. Coventry local authority publishes information about the local offer on their website: www.coventry.gov.uk/sendlocaloffer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

SENDIASS - https://www.covsendiass.co.uk/

Sensory Support - http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/683/sensory_and_physical_support_service

CYPMHS - http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx

EPS - http://www.coventry.gov.uk/info/223/educational_psychology/675/eps_information_for_young_people_and_parents

Short Breaks - http://www.coventry.gov.uk/info/156/special_educational_needs_and_disabilities/1812/short_breaks

SEMHL- https://www.coventry.gov.uk/social-emotional-mental-health-learning-team

SALT - http://www.coventrychildrensslt.co.uk/

EMAS – https://www.coventry.gov.uk/emas

Nurse - https://www.swft.nhs.uk/our-services/children-and-young-peoples-services/coventry-family-health-and-lifestyle-service-0-19-years

OT - http://www.covkidsot.co.uk/

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IPMHS - https://cwrise.com/primary-mental-health/

Relate - https://www.relate.org.uk/

E-Pep - http://www.coventry.gov.uk/info/235/virtual_school/2894/coventry_virtual_school_-_resources/2

Virtual School - https://www.coventry.gov.uk/virtualschool

The Keys - http://www.coventry.gov.uk/info/62/special_educational_needs_and_disabilities_support_services/2317/the_keys_-_key_stage_1

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

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- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

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