



Fladbury

Church of England Primary School and Preschool

SEND Information Report February 2026



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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- **Social, Mental and Emotional Health** – this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.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 SEND and Inclusion in school.

Her contact details are:

Miss Samantha Chance (NASENCo)

Fladbury Church of England Primary 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 Margaret Richardson**.

Her contact details are:

Email: mrichardson@fladbury.worcs.sch.uk

The **Headteacher** and **SENDCO** 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**
- Identifying that a child is **attaining** below age expected levels
- **Concerns** raised by **parents/carers**
- **Concerns** raised by **teachers**, for example that **behaviour** or **self-esteem** is affecting a child's performance
- Current **progress** fails to match or better the child's previous rate of progress
- Identifying that the attainment gap is widening
- Consultations between class teachers and members of the **leadership team** where progress 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 emotional literacy needs.
- Slow progress and low attainment will not **automatically** mean a child is recorded as having SEND. 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, where appropriate.

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

We will **notify** parents when it is decided that a child will receive **SEN Support**. At this point, children will be given an IPM (Individual Provision Map) containing targets that are **specific** and **achievable**. Class teachers will meet with parents/carers termly to review each child's IPM. 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**. Parental contributions to targets for their child are of utmost importance to ensure a holistic approach.

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

It is **important** that children who regularly receive support through class or individual provision will be able to contribute to their learning and progress.

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.

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 to contribute their views and opinions which will contribute towards each annual review.

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

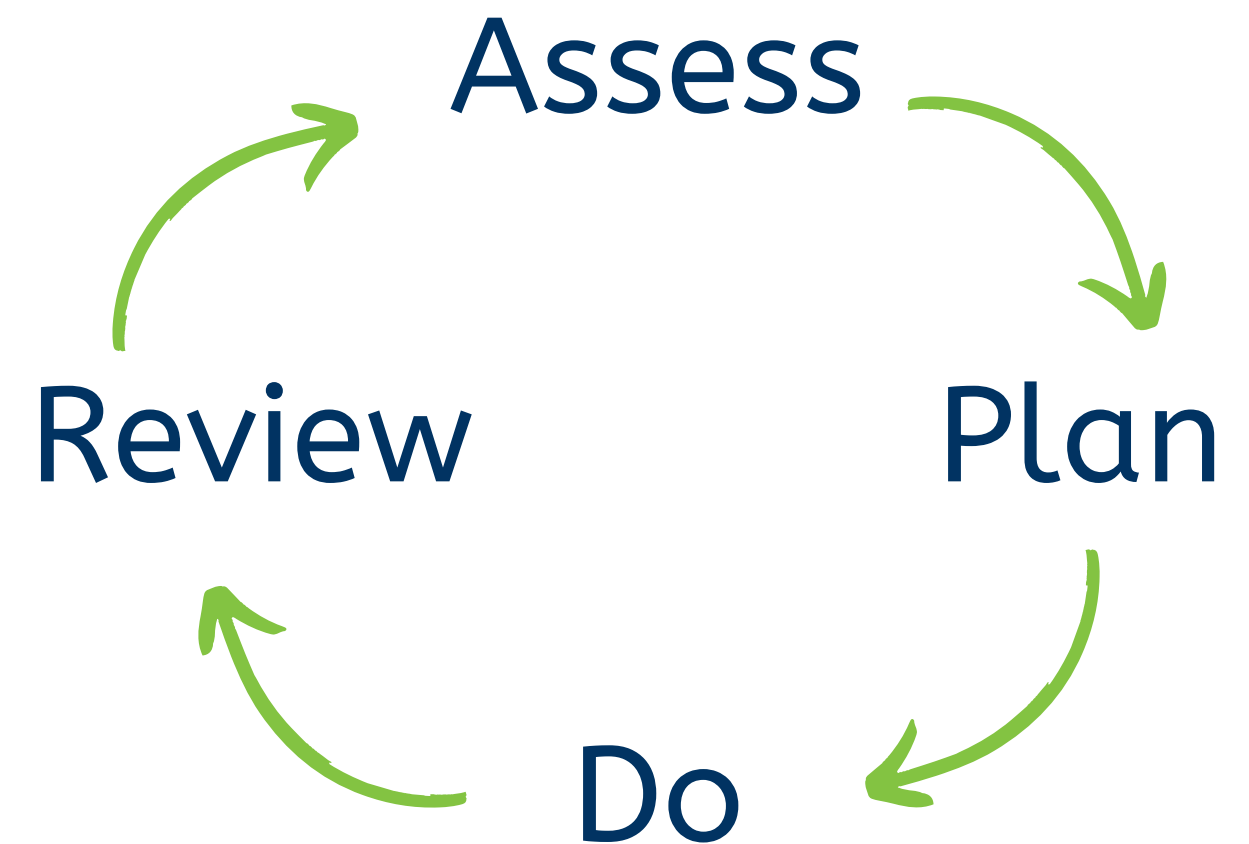
Once a child is identified as having a **special educational need**, a **graduated approach** to support is taken. The four actions to this are **Assess – Plan – Do – Review**.

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

Plan: Discussions are held 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 - overseen by the SENDCo.

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)**.

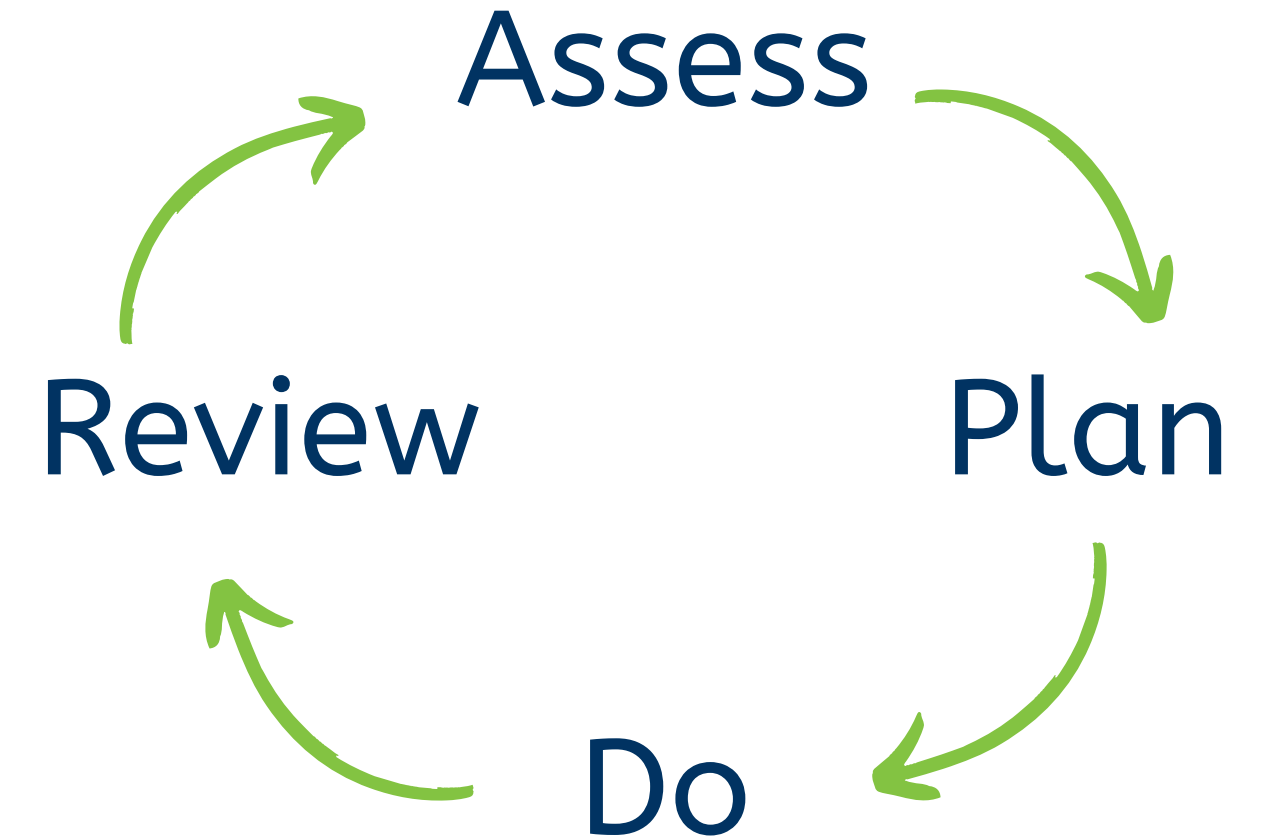
This will draw on:

- 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 at least **termly** with parents and children where appropriate.

All **teachers** and **teaching assistants** who work with the child 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 children 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 - 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
- For children who are **new to our school** and are entering **Preschool** or **Reception**, your child will be visited at home to gather information and to begin forming **relationships** with children in their familiar environment.
- We have **good relationships** with feeder settings as well as settings children move onto and **liaise** well with them

For more information about your child joining Fladbury Primary 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 high school 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.

Fladbury Primary School follows a **graduated response** which has been developed by our **school team** to ensure the best outcomes for all of our children. This can be seen on the next page.

Fladbury Primary School Graduated Response

3 Targeted Some Children

- When in class support did not help a child to make progress
- ELSA
- Individual/group interventions
- IPM
- Potentially on our SEND Register
- Referrals may be made to outside agencies

1 Universal Every Child

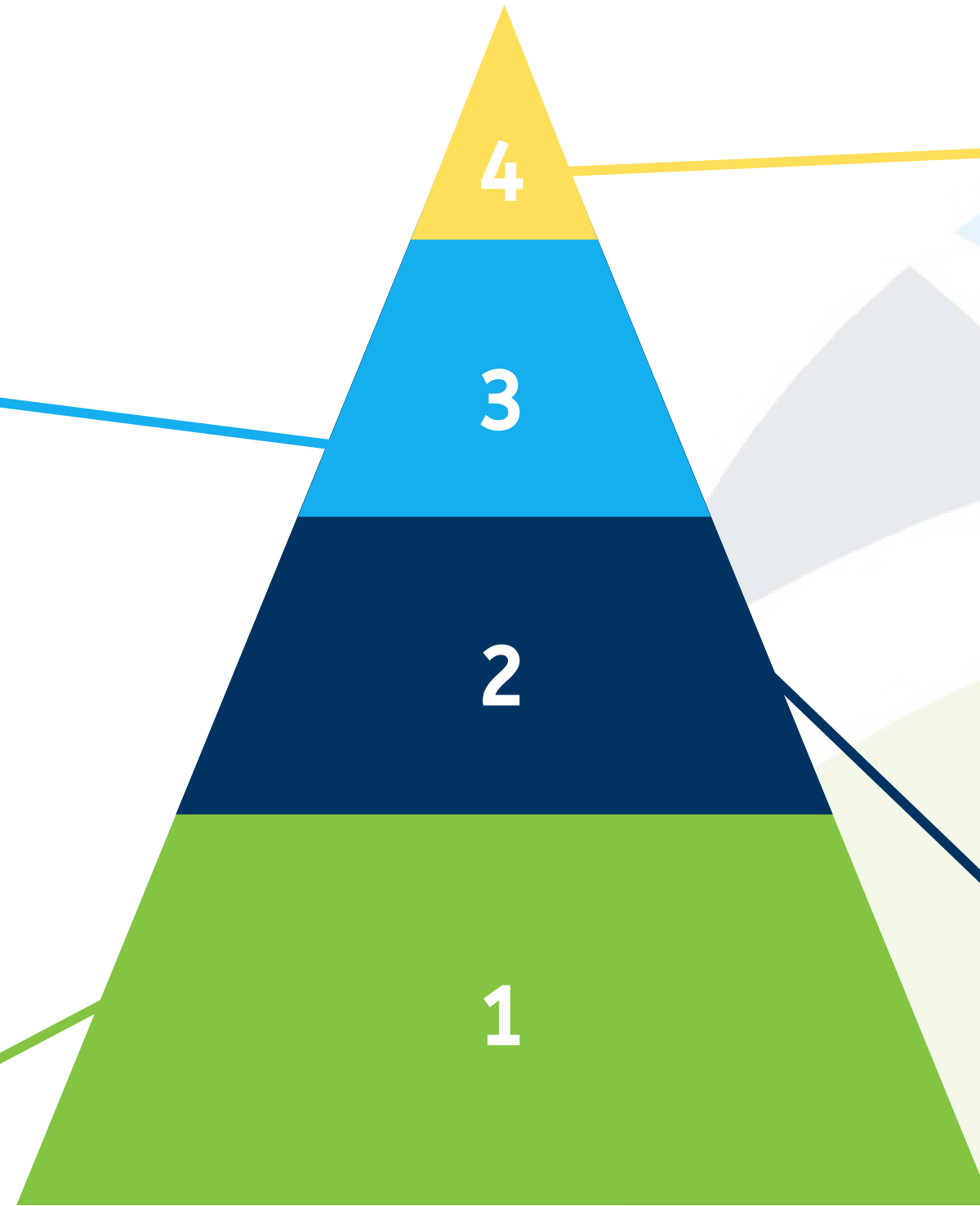
- Quality First teaching
- A broad and balanced curriculum
- Feedback and marking
- Parents evening
- Adaptations within the classroom to best support all learners

4 Specialist Few Children

- All other avenues have been tried
- Progress is still slow - academically or personally
- High levels of need
- External agencies become involved
- SEND Register
- Provision may be in a special school
- Potential EHCP

2 In Class Support Monitoring

- Pupil Profile
- Additional support within the classroom
- School Nurse involvement
- Classroom adaptations
- Barriers to learning are identified
- Interventions and support
- Scaffolded learning



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. The needs of each child are met 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 children with **SEND,** are aware of their next steps for success, and these are regularly **monitored** by the teacher and by the children 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 children that need **extra support** in order to meet their targets, the class teachers use different approaches for **scaffolding their learning**. 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 **SENDCo**. The SENDCo 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**. This includes:

- Our school SENDCo attends regular training and updates to ensure that they have the most up-to-date 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 **Headteacher** 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 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 regularly. 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/Learning Walks** are carried out by the Headteacher and SENDCo
- **Monitoring** by the SENDCo
- Holding **annual review** for pupils of **EHC plans**.

For pupils with SEND, parents can also discuss progress at **parents' evenings** and through **appointments** to see either the class teacher or SENCO - these can be made at any time by contacting the member of staff that you wish to meet. Please meet with class teachers as a first port of call. 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) curriculum 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:

ELSA Support



Mrs Claire Leaver is our fully trained **ELSA** (emotional literacy support assistant).

She works with children to support their **emotional and social development** and **wellbeing** through weekly sessions in The Beehive.

Children who require ELSA sessions must be referred by their class teacher in discussion with their parents/carers.

Please [click here](#) to visit the ELSA page of our website.



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 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 clicking [here](#).

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:

- **SENDCo** – Miss Chance
- **Headteacher** – 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

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.