

Special educational needs (SEN) information report

Flanderwell Primary School



Approved by: Mr A
Cornes

Date: 08/09/25

Last reviewed on: September 2025

Next review due by: September 2026

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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

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

Our special educational needs co-ordinator, or SENCO




Miss A. Abrahams

Our SENCO is Miss A. Abrahams and she has nine years' experience in this role and fifteen years' experience as a qualified teacher.

Miss Abrahams achieved the National Award in Special Educational Needs Co-ordination in 2020.






In order to effectively manage SEN provision, Miss Abrahams has three days release a week out of class.

Wider Pastoral Team

Pastoral Lead	Learning Mentor
 Mr Adam Cornes Headteacher Deputy Safeguarding Lead	 Mrs J. McGregor
 Mrs Karen Sheriff Pastoral Lead Safeguarding Lead	
Mrs K. Sheriff	

SEND Champions

Our SEND Champions are responsible, alongside the SENDCo, for a specific broad area of need. Within this role they will attend relevant CPD, monitor/assess and support staff accordingly.

Communication and Interaction (EYFS/KS1)	Communication and Interaction (KS2)	Social, Emotional, Mental Health (EYFS/KS1)	Social, Emotional, Mental Health (KS2)
 Mrs F. Holloway	 Miss K. Skelton	 Mrs L. Baxter	 Miss J. McGregor
Cognition and Learning/Sensory and/or Physical			
 Miss A. Abrahams			

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. They also work closely with external agencies such as SIT (Specialist Inclusion Team)

Teaching Assistants

We have a team of 18 TAs who are trained to deliver SEN provision.

We have 18 teaching assistants who are trained to deliver interventions such as lego therapy, RWI phonics and zones of regulation

In the last academic year, TAs have been trained in zones of regulation, demand avoidance and supporting children with additional sensory needs.

External agencies

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:

- SIT (Specialist Inclusion Team)
- READ (Rotherham Enhanced Action for Dyslexia)
- ASPIRE Outreach
- Education, Health and Care Plan Team (EHCP Team)
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapy
- Physiotherapy
- Educational Psychologists
- Speech and Language Team
- CAMHS (Child and Adolescence Mental Health Services)
- GPs and Paediatricians
- School Nurse

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

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

Please see below the school's outlined graduated response (this can also be found separately on the school's website)

We would request initially that concerns are discussed with your child's class teacher. You can contact class teachers via Dojo or the school office.

Flanderwell Primary School's Graduated Approach

Step 1: Concerns are identified

- Parental concerns
- Limited progress evidenced
- Previous setting
- Other professionals raise concerns

- Pupil progress meetings
- Staff concerns
- Child exhibits challenging behaviours
- Pupil struggles to access whole class learning



Step 2: Assess, plan, do, review cycle 1

Class Teacher to follow the assess, plan, do, review cycle (*half-term/6 weeks*)

Class teacher to monitor and assess the child

Use the relevant tools to assess the broad area of need and make adaptations to learning (use QFT document and curriculum adaptations document)

If EAL, consult the Bell Foundation for strategies and speak with parents about home language

Plan for and use appropriate scaffolds in lessons

Talk to the child and family about their needs and support

Inform SEND team of the actions that you are taking

NB: A child's movement through the graduated approach may be escalated if needs are significant or if there is a sudden change.

Assess progress and effectiveness of the adaptations

Child is making good progress
Behaviour/engagement improves

Child's progress/engagement/behaviour continues to be a cause for concern

Class teacher to continue with assess, plan, do, review (cycle 2 – half term/6 weeks)
Through discussion with parents/carers and SENDCo, child is added to MAC register
Discussion with child around strategies in place and what works for them
Provision mapping used to plan appropriate intervention and/or support
Class teacher to complete 'issue, action, impact' form so that further support can be offered
Review the effectiveness of the provision

Child is making expected progress and/or behaviour improves. No longer a cause for concern (removes from MAC after 2 terms)

Limited or no progress seen towards targets.

Child is making some progress but further adaptations needed (max 2 terms)

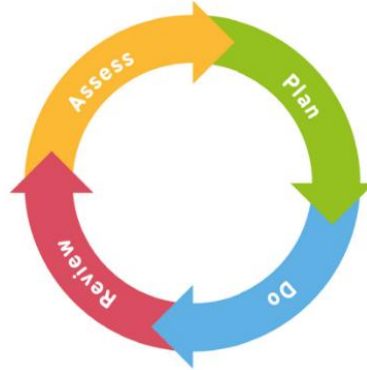
Continue to monitor the child in class and adapt teaching and learning using appropriate scaffolds. HQFT strategies and curriculum adaptations

Child is entered on SEND register as SEN Support (parents informed) Teacher completes full IEP based around primary need (and any other identified areas of need) This is quality assured by SENDCo. Provision is reviewed and targets set with parents at least termly. SENDCo to refer to outside agencies as appropriate.

5. How will 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**.



1. **Assess:** This stage involves understanding the child or young person's needs and strengths, often through observations, assessments, and gathering information from various sources like parents, teachers, and other professionals. In Rotherham, this might involve using tools like the Rotherham Sensory Toolkit to identify sensory processing needs.
2. **Plan:** Based on the assessment, a support plan is developed, outlining specific, measurable, achievable, relevant, and time-bound (SMART) goals and the strategies and interventions to help the child achieve them. This plan should be co-produced with the child, their family, and relevant professionals, aligning with the Rotherham's Four Cornerstones of Co-Production.
3. **Do:** The planned interventions are put into action. This might involve delivering specific teaching strategies, providing access to therapies, or adjusting the learning environment. For example, this could include using interventions like Read Write Inc
4. **Review:** The support plan is regularly reviewed to assess its effectiveness. This involves checking if the child is making progress towards their goals, gathering feedback from the child and others involved, and making adjustments to the plan as needed. This review process is a continuous cycle, ensuring that support is tailored to the child's evolving needs

Formative assessments will be completed daily within class whereas, summative assessments will be completed termly. Additional assessments will also be completed daily linked to each child's primary area of need.

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

Parents are invited to parent consultation evenings twice a year and will also receive an end of year report.

If your child has SEN Support, you will be invited to at least three meetings a year (one per term) to discuss your child's progress against the targets set within their IEP (Individual Education Plan) Following these meetings, you will receive a copy of your child's IEP.

If you're child has an EHCP, you will also be invited to attend an annual review.

If you have concerns that arise between these meetings, please initially contact your child's class teacher. Teachers can be contacted via Dojo or the school office.

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

➤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.

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.

Where a child is working significantly below age related expectations, we may also utilise Birmingham Toolkit.

We may also take on board advice from external agencies such as the Specialist Inclusion Team (SIT)

8. 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 at least half-termly
 - Using pupil questionnaires/surveys
- Monitoring by the SENCO/SEND Champions
 - Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

9. 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 top up funding from our local authority.

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

We will do so by:

- obtaining pupil voice around particular interests
- working closely with external agencies such as Occupational and Physio Therapy
 - Careful planning and consideration around school visits/residential

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.

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

A small number of children will have an Education Health Care Plan that names this school and these children must be admitted to the school if named as part of that process. The majority of children with special educational needs will not require an Education Health Care Plan. Applications for children who have special educational needs but no Education Health Care Plan, will be considered on the basis of the Admission Authority's published admissions criteria.

For further information regarding Flanderwell's admission policy, please visit the school website using the link below...

[School Admissions - Flanderwell Primary School –](#)

12. How does the school support pupils with disabilities?

This will be vary from individual to individual depending on each child's specific needs.

We have in place an accessibility plan, which can be found on the school's website by following the link below...

[S.E.N.D - Flanderwell Primary School –](#)

Please see below examples of how we may support pupils with disabilities at Flanderwell:

- Adaptations to teaching
- Adaptations to the classroom environment
- Bespoke curriculum through the use of Birmingham Toolkit
 - Individual/small group interventions
 - Referrals made to external agencies
 - Additional staff training/CPD

We review the support in place frequently through the assess, plan, do, review cycle which includes engagement with parent/carers through the termly review process.

13. 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:

- Through being a values lead school which leads all interactions between both adults and children and peer to peer interactions. Our values being respect, inclusion, aspiration, kindness and compassion
- Through implementing our relationships and behaviour policy which is based on restorative practice
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:
 - -being a rights respecting school
 - -by teaching British Values
- Through implementing our whole school equality policy and statement
- Whole school assemblies focussing on social, emotional, mental health
- Whole school implementation of the Zones of Regulation
- Through the teaching of Jigsaw (PSHE Curriculum)
- Through the delivery of the online safety curriculum
- Through the delivery of the RSHE curriculum
- Pupils with SEN are encouraged to be part of the Pupil Leadership Team (PLT), play leaders, Eco council and Anti bullying council

- Pupils with an SEN are encouraged to represent Flanderwell in out of school events
- Through the use of specific interventions such as Lego Therapy, ELSA
- We provide extra pastoral support
- We run a morning club for pupils who need extra support with social or emotional development at the beginning of the school day
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14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between Years:

- Arrange an end of year transition meeting with the current and receiving class teacher
- Set specific time for each child to experience transition time within their new class with their new class teacher
- Through sharing key documentation such as IEPs/reports from external agencies
- Enhanced transition plans may be arranged for children with more complex needs on an individual basis
- Meet the teacher at the start of the new academic year

Between Schools:

- School will arrange a transition meeting with the previous school, parents/carers and any agencies involved
- School will request/share relevant paperwork/information
- Transition time will be arranged

Between Phases:

- The SENCO of the secondary school will come into our school for a meeting with our SENCO and/or class teachers. They will discuss the needs of all the children who are receiving SEN support.
- Relevant paperwork/reports will be shared
- Depending on the school that your child is transitioning to, transition plans may vary in duration and activities

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



Mr Cornes will work with Miss Abrahams, our SENDCo, 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.

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

The school's complaints policy can be found using the following link...

[School Policies - Flanderwell Primary School -](#)

17. 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 Rotherham's local offer. Please see link below:

[Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)

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

[Homepage – Rotherham SENDIASS](#)

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

[RPCF Rotherham Parent Carers Forum](#)

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)