

**School Name: Flanderwell Primary School**

**Address: Greenfield Court, Flanderwell, Rotherham, South Yorkshire, S66 2JF**

**Contact details: Telephone: 01709 546771**

**Email: [flanderwell@flp.dsat.education](mailto:flanderwell@flp.dsat.education)**

**Website: <https://flanderwell.co.uk>**

**Age Group: 3-11**

**Number on roll: 380**

**Number on SEN register: 31 SEN Concerns 87 SEN Support  
5 EHCP's.**

**SEN Coordinator: Mrs. Tina Otter**

**Link to current SEND policy and SEND**

**Information Report:**

**<https://www.flanderwell.co.uk/school->**

**[information/s-e-n-d/](#)**

**Do you focus on a particular specialism**

**within school? If so, what? N/A**

Please provide the name and email of a contact should any of the information provided lead to a query: Tina Otter, SENDCO, [sendcol@flp.dsat.education](mailto:sendcol@flp.dsat.education)

## Summary of Services/Support at Flanderwell Primary School

		Universal	Additional School Support (no EHC plan)	With EHC
Communication and Interaction Needs	Autistic Spectrum Condition	Class targets and guidance for unstructured times of play, use of visual timetables to support working through the school day. Class based observations, use of social stories to support understanding. Referral made to CDC or CAMHS if appropriate	Support from Child Development Centre/Specialist Inclusion Team/ EPS services and CAMHS advice, Parent workshops accessed. Pastoral Lead and support team provides social group interventions, 5-point scale,	Each child has support as detailed in their Education Health Care Plan, this may be focused small groups, support within class and/or 1:1 work if appropriate.
	Speech, Language and Communication Needs	Class based observations, group phonics programmes/ interventions, communication groups. Referrals made to Speech and Language Therapy services	Speech and Language Therapy Interventions or SPLT Mainstream Support usually in 6 week blocks of support for identified children with SPLT involvement. Working towards individual speech and language targets, support to apply into learning in class.	Speech and Language Therapy / Specialist Inclusion Team Interventions and additional 1:1 communication and language interventions and support to apply into learning in class
Cognition and Learning Needs	Moderate Learning Needs	Adapted learning opportunities within class, Teacher/ TA support to match learning needs. Use of practical, visual resources and first hand experiences. Referral to external agencies for advice – SIT/EPS	SIT / EPS reviews, SIT targets or appropriate Wave 3 interventions working towards SMART targets on Individual Education Plan. Involvement of Specialist Inclusion Team and EPS for advice and assessment of needs,	Daily Small or focus group work and / or 1:1 target intervention with a named adult supporting. Education Plan, provision map, tailored to EHCP targets.
	Specific Learning Difficulties	Quality first teaching in class, Visual aids and differentiated learning support tools in each classroom. Practical visual apparatus/ coloured overlays, reading rulers, talk tins, Love to Write Technique. Referral to SIT for advice and support.	Involvement of Specialist Inclusion Team/ Individual targets met during interventions three times a week and during scaffolded class learning.	Small group and / or 1:1 target intervention with a named adult supporting, Education plan, provision map, timetable, tailored to EHCP targets.
Social, Emotional and Mental Health Needs	Social Needs	Pastoral care from the class team, Inclusion team, Teacher/TA support, PSHE, Circle Time, Jigsaw, assemblies.	Working towards individual targets, during weekly social group interventions – social stories, Inclusion team, CAMHS, SIT, ASPIRE, EPS involvement as appropriate.	Additional school support including small group work and / or 1:1 with named adult tailored to EHCP targets

	Emotional Needs	Pastoral care from the class team, Inclusion team, Teacher/TA support, ELSA, PSHE, Circle Time, Jigsaw, assemblies	individual targets, during weekly social group interventions – social stories, ELSA, Inclusion team, CAMHS, SIT, ASPIRE, EPS involvement as appropriate.	As additional school support including small group work and 1:1 with named adult tailored to EHCP targets.
	Mental Health Needs	Pastoral care from the class team, Inclusion team, Teacher/TA support, ELSA PSHE, Circle Time, Jigsaw, assemblies	Individual targets, Inclusion team, ELSA, CAMHS, SIT, ASPIRE, EPS involvement as appropriate	As additional school support including small group work and 1:1 with named adult tailored to EHCP targets
Sensory and Physical Needs	Hearing Impairment Needs	Referrals made to Hearing Impaired Service.	Support and advice from Hearing Impaired Service when required.	Daily Small group and / or 1:1 target intervention with a named adult supporting. Education Plan, provision map, tailored to EHCP targets.
	Visual Impairment Needs	Referrals made to Visually Impaired Service.	Support and advice from Visually Impaired Service when required	Daily Small group and / or 1:1 target intervention with a named adult supporting. Education Plan, provision map, tailored to EHCP targets.
	Multi-Sensory Impairment Needs		SIT / EPS reviews, SIT targets or appropriate Wave 3 interventions working towards SMART targets on individual Education Plan. Support from multi-agencies involved	Daily Small group and / or 1:1 target intervention with a named adult /s supporting. Education Plan, tailored to EHCP targets. Support form multi-agencies involved
Physical and Medical Needs	Physical Needs	Support within class, differentiation where appropriate, and advice from involved professionals	Support within class, differentiation where appropriate, and advice from involved professionals, therapy services involved, IEP for physiotherapy.	Daily Small group and / or 1:1 target intervention with a named adult /s supporting. Education Plan, tailored to EHCP targets. Support form multi-agencies involved
	Medical Needs	Teacher/TA/other adult support, individual care plan in place, additional needs team, school nurse, regular updated training, TAC meetings	Teacher/TA/other adult support, individual care plan in place, additional needs team, school nurse, regular updated training, TAC meetings	As additional school support including 1:1 tailored to EHCP targets

Type of Support	Details
Whole school Behaviour Strategy/System	<p>The behaviour policy within school supports a positive reward system and the use of praise to encourage appropriate behaviours. Children work towards a class Star of the Day Reward, which can be adapted to individual Star of the Day charts for children with specific needs. Playground leaders to model and promote games and encourage friendships at breaks and lunchtimes. Please also see Behaviour Policy on our website</p>
Provision to facilitate/support access to the curriculum and to develop independent learning for children with SEND	<p>All children are taught inclusively, within mixed ability mainstream classes alongside their peers, with equal access to a broad and balanced curriculum. Learning is supported and scaffolded in accordance with individual targets and class-based provision maps. Group interventions may support children to work towards a shared target if appropriate. Peer support and the use of talk partners are an integral part of classroom practice and independence is modelled and praised often.</p>
Support/supervision at unstructured times of the day including personal care	<p>The Pastoral team within school are available to provide pastoral care to individual pupils with specific emotional or behavioural issues at unstructured times of the day. A space for games or art activities is provided as part of a choice system for children who require adult guidance during more unstructured times of the day, at long periods of social interaction.</p> <p>All children are given the opportunity to play outdoors with adult support from on duty Teachers/Teaching Assistant/Lunch Time Supervisors, who are all briefed on the needs of individual learners.</p> <p>Also, a peer group called, 'Playground Buddies', is available for children to independently access. This includes children of a particularly caring temperament to help others to interact.</p> <p>When children require support in relation to personal care, a designated Key Worker has been allocated on a care plan, to monitor and support children within the class. Key Workers are the members of staff who have the most supportive relationship with the child, either the Teacher or TA.</p>
Planning for, assessment of, and identification of children with SEND	<p>Class teachers plan to meet the individual needs of all learners, taking into consideration individual needs and differentiating learning activities accordingly. A graduated approach towards the identification, assessment and planning for children with SEND is current practice in school. Children may be identified by their class teacher/parents as having additional needs, appropriate actions are taken to address the needs, targets are set, provision provided and these are reviewed and evaluated regularly as part of the assessment process. If a child continues to cause concern this is discussed with parents and the child is then placed on the SEN register. Advice from SENDCo is shared and also further advice is requested from appropriate outside agencies.</p> <p>The progress of all learners is assessed every half term. The Class Teacher, Head Teacher and SENDCo, take part in pupil progress meetings, using knowledge of all learners alongside data analysis, to identify the level of progress and attainment of individuals and plan the next steps forward to narrow/close any gaps.</p> <p>Information gathered from these meetings is then shared between Head Teacher, SENCO and Governors. The outcomes of the data analysis formulate the basis of the provision map for the next half term.</p>

	<p>If a significant need is presented or if there is external agency involvement, children will then be registered as Informal SEN or Formal SEN Support after discussion with parents and all professionals involved with the child.</p> <p>A diary of intervention is kept for each individual child to register and record any additional support given within school or by external agencies at each stage.</p> <p>The Head Teacher, SENCO, Class Teacher and Specialist Inclusion team, if appropriate, then discuss any further approaches to planning which could address areas of need for the child such as scaffolding learning materials, group or individual support, staff development or training or access to further support services.</p>
<p>Staff training for meeting needs of children with SEND</p>	<p>Specific training for Read, Write, Inc. phonics is provided for all staff to support the development of reading efficiency for children in all Key Stages. KS2 staff work with 1:1 and small groups of SEND learners in the Fresh Start Programme and KS1/EYFS staff work with small groups and 1:1 interventions for SEND learners. School buy into the Specialist Inclusion Team Service, who offer training around specific needs, and support with the writing of learning targets. Staff access training around setting SMART targets to ensure measurable, realistic and tight targets are set for all SEN learners.</p> <p>All staff are trained in first aid with three designated staff having enhanced paediatric first aid. TAs are highly trained in a variety of Interventions. Epipen training, Moving and Handling training and specific medical training is up-dated regularly.</p>
<p>Liaison/communication with parents</p>	<p>Parents views and contributions are valued highly and we believe they are a crucial contribution to the outcome of progress for SEND learners. We have a designated SENDCo email address, communications via the Dojo platform, and parents are welcome to phone to share any concerns. Parents are invited to a cycle of termly reviews for Formal SEN Support and EHCP Reviews to discuss any concerns or needs. Parents are encouraged to provide a written record of their views if they wish.</p> <p>In the meetings, parents discuss the progress of the child towards their individual targets and professionals share the specific teaching approaches or intervention styles which have been implemented within the last term.</p> <p>Parents are encouraged to contact their child's Class Teacher with any concerns over their child's learning. Alternatively, the SENDCo is also available via email at <a href="mailto:sendco@flp.dsat.education">sendco@flp.dsat.education</a>, through before/after school meetings or phone calls.</p> <p>Additional meetings are arranged with Parents, Class Teacher, SENCO, Pastoral Lead and Senior Leadership to broach any matters that are of concern.</p>
<p>Liaison/communication with children and young people</p>	<p>The class teacher, SENDCo, ELSA, and Pastoral Lead work closely with the children to discuss their views on their areas of strength and development. The styles of learning are considered for individual children when approaching interventions and differentiated classroom resources. Children's views for Review meetings are gathered verbally, and/ or using a child friendly "smiley face chart" beforehand. Within review meetings, the Class Teacher shares the child's views on their current level of learning and their emotional and social welfare.</p> <p>Where possible the child is invited to be part of the review meetings and asked relevant questions, for example, what do you think is working well in school? Favourite subject areas etc.</p>

Liaison/communication with External Services	<p>The school will deliberate whether the child's learning needs can be addressed within Wave 1 and 2 graduated response/scaffolded school provision, implementing a variety of learning approaches or targeted learning combined with a series of class-based observations and assessments before approaching external agencies for advice. When school and parents seek the support of external agencies, the records of intervention are shared with the professional. Any reports or evaluations for external agencies are shared with Head Teacher, SENCO, Class Teacher/TA and parents as soon as possible. These targets then form the basis or influence adaptation of individual targets, most usually within an Individual Education Plan.</p>
Access to medical intervention or provision for medical needs	<p>All staff who work with the child, including class based and dinnertime staff, are aware of any individual medical plans, which are easily accessible in the Head Teachers office and in the class-based file. The plan is made readily available to any supply Teaching staff or external agency staff. Inhalers for asthma are all kept in buckets within the classrooms, for immediate use if required. Individual Health Care plans will be provided for children where necessary and in consultation with parents and healthcare professionals. These plans provide information on the symptoms, signs, triggers and treatment of specific conditions and the needs and specific level of support required for each child. Where required, staff are fully and regularly trained to cater for pupils with specific medical needs. An Intimate care policy is in place, reviewed regularly and up-dated. These documents are consistently reviewed and updated in the case of any new diagnosis, periods of absence or change to medication/level of support. In relation to school trips, a specific risk assessment will be devised based on the information provided in the IHC plan and in consultation with parents.</p>
Transition Provision	<p>The school has very good links with the local Secondary School. Representatives from Wickersley School &amp; Sports College are invited to EHCP reviews in the Summer term of Year 5. Discussions around strategies, targets and aims are shared and enhanced transition arrangements are made to ensure as seamless a move into secondary provision, as is possible. We hold Welcome Meetings for children entering the EYFS, and meet parents to share information. The children receive an initial baseline assessment and any areas of concerns which are raised are closely monitored. Feeder EYFS providers are asked to provide any prior information on the needs of children, and EYFS staff visit the feeder settings to liaise. If a SEND learner moves to a different school, the SENCO or Class Teacher will contact the school and the records of SEN will be forwarded to the school as soon as possible.</p>
Post 16+ Provision (where applicable)	N/A
Transport Provision (where applicable)	N/A
Updated September 2024 T.Otter	