

SEND Information Report

At Church Lench CE VC First School we are committed to inclusion for all children to allow every child to progress through an engaging curriculum in a caring, supportive learning environment.

In response to the SEND Code of Practice 2014 (statutory guidance on supporting children with special educational needs and disabilities) Worcestershire Local Authority have produced their 'local offer', the services and support that they will be offering to children and their parents. The 'local offer' is published as a document entitled 'Ordinarily Available' and this is available on the school website. It is a requirement of all schools to produce a 'school offer' that is in-line with the 'local offer'.

This report details the provision offered to pupils with Special Education Needs and Disabilities (SEND).

What are Special Educational Needs and Disabilities?

There are four broad areas of need outlined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical needs

Provision is made for pupils whose needs fall into one or more of these categories.

How do we identify Special Educational Needs in pupils?

Pupils' needs are identified in a range of ways, which include:

- Transition discussions/documentation from previous settings such as preschools, nurseries or schools.
- Assessments and monitoring (formal and in-formal) carried out by teachers in-line with the school assessment policy.
- Pupil progress meetings, formal and informal discussions with the class teacher or SENDCo.
- Concerns raised by parents.
- External agency involvement such as Speech and Language Therapy (SaLT) or Educational Psychology etc.
- Most importantly, as a small school we know the children in our care well. We know what they excel at and what they need extra support with. We closely monitor all of our children

and routinely discuss their needs as a staff to decide whether children need to be placed on the SEND monitoring register or on the full SEN register. Support is given to all children in their areas of need (whether on the monitoring or full SEND register or whether they are on neither).

How do we involve parents in their children's education?

Working together is the key to success and we aim to do this by:

- Termly feedback from class teachers through parents' meetings and an annual school report.
- The opportunity to book further meetings with teachers additional to the formal parents' evening meetings.
- An 'Open-door' policy with teachers, SENDCo and the Head Teacher.
- Termly IEPs or Daily activity sheets (for pupils with EHCPs) shared with parents with their opportunity to add their own targets and ideas.
- Facilitating meetings with outside agencies.
- Personalised communication/support via a home/school behaviour book or additional meetings when appropriate.
- Signposting to workshops and courses for parents.
- Annual Reviews (for pupils with Education and Health Care Plans)

Further support for parents is available from:

- Parent Partnership Service: [Worcs Parent Carer Forum](#)
- Early Help Strategy: [JN2526.174 Early Help Strategy 2026-2028](#)

How do we involve pupils with SEND with their learning?

- All pupils are involved in their own learning, and this is no different for pupils with SEND (see our Learning and Teaching Policy). This is achieved through a range of strategies from informal discussions with the class teacher/TA, the setting of personalised targets, marking feedback which focusses on positives in their work but also highlights areas to improve upon, the use of resources to support, adult support in class and the setting of scaffolded work in class.

How do we assess and monitor the progress of pupils with SEND?

In accordance with the SEND Code of Practice (2014) the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

ASSESS – The child will be assessed thoroughly to identify the key area of need and ‘next steps’ targets will be produced.

PLAN - Provision needed to support the child to achieve their ‘next steps’ targets will be carefully planned to scaffold the child’s learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/ teaching assistants.

DO – The support planned is put in place and monitored over a period of time leading to review.

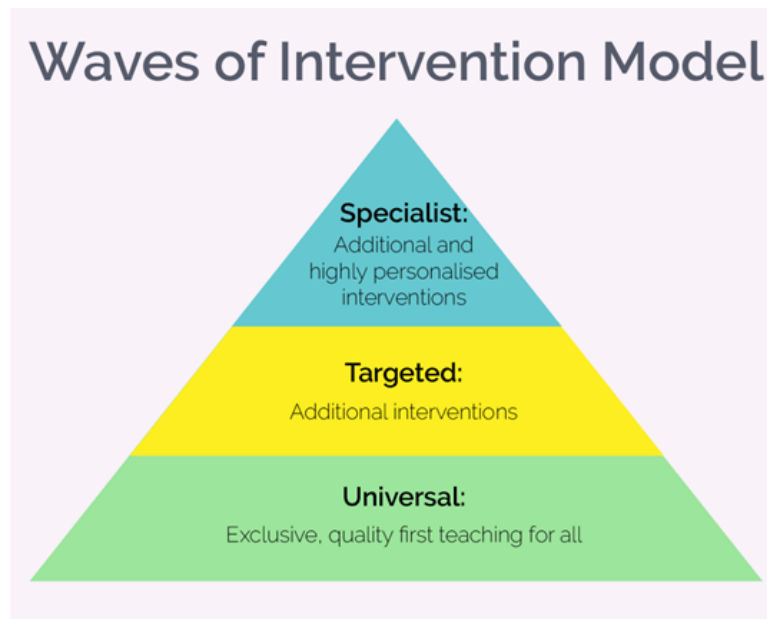
REVIEW – Following the additional support, it will be reviewed against the child’s targets in order to consider next steps. The above is in addition to the school’s procedures for assessment (see Assessment Policy), which are also used to assess children with SEN, such as teacher assessments, formal tests and pupil progress meetings.

How do we support transition for pupils with SEND?

Whether it is joining us from another setting, leaving us to join a new one or simply moving from one class to another, we understand the added impact these changes can have on pupils with SEND. As a result, the following measures are implemented, along with personalised transition programmes, when required.

- Visits to and discussions with staff at existing/new settings. If this transition is within school to a different classroom, children are offered many additional visits with a member of staff from their previous class to support them. One of the many advantages to a small school like Church Lench is that every child knows, comes into contact with and is taught at some point (in assemblies, class cover, PPA cover, experience days etc.) by each member of staff therefore they are familiar already with the adults in their new class. If the child is moving to a school for their next phase in development (such as a Middle school) additional meetings to discuss the child’s needs and transition meetings/visits for the child are arranged. The SENDCo meets with the Year 6 leader to discuss each individual child with SEND that is transitioning and how to best cater for their needs.
- Facilitating meetings between parents and new settings.
- Photo books are produced when needed before transition to allow the children to look at pictures of their new teacher, TA, classroom, cloakroom, peg etc. whenever they feel they need to.

How do we approach the teaching of pupils with SEND?



Universal:

Pupils' needs are met firstly through Quality First Teaching (QFT). This describes quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It includes providing scaffolded work, additional resources and creating an inclusive learning environment for all.

Targeted:

Some pupils will require additional support in some aspects of their learning. We provide specific, additional and time-limited interventions for pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Intervention include programmes such as additional phonics, fine motor skills (to include handwriting), gross motor skills, language groups (such as 'Time to Talk'), 'Good Listening' skills group, Literacy Gold and number skills. Each term, the SENDCo with the teaching staff discuss the needs of the children in the school and tailor support groups to meet the needs. Each pupil on the SEND register will receive 1:1 support from a teaching assistant or teacher each week.

Specialist:

Some pupils will require specialised learning support following reports from outside agencies. Skilled teaching assistants will deliver intervention on a 1:1 basis to work on specific targets.

What expertise and staff training is available to support pupils with SEND?

Outside agencies: Learning Support Team (LST), Educational Psychologist, Complex Communication Team (CCN), Early Intervention Workers, Perryfields PRU outreach, Speech and Language Therapists, GRT support, CAHMS and differing medical teams. The SENDCo is

in contact with all of these agencies. Different agencies offer training to the staff team to help to support children with a variety of additional needs.

Leadership: The SENDCo leads the staff in supporting children with SEND and is in charge of making appointments/referrals, acting on reports, helping to train/update staff and oversee the school's SEND provision/IEPs/EHCPs.

Teaching staff and teaching assistants: The staff have experience and in house training and some have had additional training outside of school to help them to work with children with a variety of SEND needs, such as ASD; ADHD; Speech and Language; Dyslexia; Attachment disorders; Behavioural issues and Moderate Learning Difficulties;

What complaints procedures are in place for parents of pupils with SEND?

- Any complaints should in the first instance be directed to the class teachers, who will inform the Head Teacher and SENDCo.
- In the event of the situation not being resolved, complaints should then be referred to the SENDCo, then the Head Teacher and the school's 'Complaints Procedure' should be acted on if necessary. For further information on SEND provision at Church Lench CE VC First School, please refer to the SEND Policy

Contacts for SEND at Church Lench First School and their responsibilities:

The class teacher is 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 or additional support) and informing the SENDCo as necessary.
- Writing Individual Education Plans (IEPs), based on your child's area of need, in co-operation with the SENDCo and outside agencies, where appropriate.
- Sharing and reviewing these targets in connection with parents at least once each term and planning for next term.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo is responsible for:

- Developing and reviewing the school's SEN policy.

- Co-ordinating all the support for children with SEND. Planning and coordinating interventions.
- Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you as parents are:
 1. Involved in supporting your child's learning.
 2. Kept informed about the support your child is getting.
 3. Involved in reviewing how they are doing.

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND

The SEND Governor, Dr S. Bakker, is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Monitoring the work of the SENDCo and reporting to the Governing Body on findings.

This SEND report was written by Mrs Hayley Pratley.

Updated: 22.4.2026