



SEND Information Report - October 2023

Under the Children and Families Bill 2014, Local authorities are required to publish and keep under review, information about services that they **expect to be available for children and young people with disabilities and Special educational needs aged 0-25yrs**. This is called the Local offer. The intention of the Local offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area. This information is published in conjunction with Coventry's Local offer which can be found here: <http://www.coventry.gov.uk/localoffer>

Introduction

Finham Park 2 is an inclusive, mainstream, non-selective, comprehensive school for students aged 11-18. The academy is built on traditional values. Pivotal to this is a positive ethos and culture of learning and success for all students. We pay particular regard to outstanding achievement for all students whatever their academic starting point and a commitment to lifelong learning for all stakeholders.

Our SEND information should be read in conjunction with some important documents, all of which can be found on our website:

- SEND policy
- Inclusion policy
- Equal opportunities policy
- Safeguarding policy
- Accessibility plans
- Admissions arrangements
- Teaching and Learning policy

Q1 Does Finham Park 2 have students with SEND?

A number of our students do have special educational needs and/or disabilities and may have difficulties in the following areas:

- Communication and interaction (e.g. Speech and Language, ASD)
- Cognition and learning (e.g. Dyslexia, GLD)
- Social, emotional and mental health (e.g. Attachment difficulties, Anxiety, ADHD)
- Sensory difficulties with sight or hearing, or physical difficulties (e.g. Visual/Hearing impairment, mobility difficulties)

Q2 How does the school know if a student has SEND?

Students are identified as having SEND when their progress has slowed or stopped and the interventions or resources we normally put in place do not enable improvement. We have specific plans and student profiles which help support their development and speed up progress.

Our teachers closely monitor the progress made by all students and ask advice from the SENDCo as soon as they



have concerns about any student. The SENDCo might suggest other programmes or temporary additional support. Where planned intervention fails to help close the gap, specialist external support, advice or assessment may be sought. In this case the SENDCo and mentor or subject teacher will meet with parents/carers and the student and together agree that additional SEND support will be put in place. At all times close liaison with parents will be a priority.

Q3 How will I know if my child is receiving SEND support?

As soon as your child's SEND has been identified we will contact you to discuss plans to help him or her make better progress.

Q4 Where can I find information about the school SEND policy?

You can find our SEND policy on the school website. This will give you information about how we strive to ensure students with SEND make progress in line with their peers.

Q5 How will I know that my child is making good progress?

We have robust tracking and assessment processes. For every child there are face to face parent consultation evenings, termly progress checks and one full report each year. In addition, in Year 7 there is a 'Meet the Mentor' evening early in the Autumn term. These are the formal opportunities to hear about your child's progress both socially and academically. For children on the School Support Register there will be additional opportunities to meet or liaise with key staff throughout the year at timely intervals, dependent on need.

Q6 How do you check and review the progress made by students with SEND?

All teachers constantly check and review progress made by all students (See Q5). As a parent of a child with SEND and who is receiving specific intervention, you will be invited into school or contacted by telephone or email to update you on your child's progress. This will happen at least termly. Parents of a child with an EHC plan will be invited to discuss the progress of their child on a termly basis. Progress, attendance, behaviour, readiness for learning, self-esteem, and any other relevant areas could be agenda items. At face-to-face meetings, parents, SENDCo and outside agency specialists may be present. We will always try to inform parents in advance of the meeting who will be present. Parents/carers can ask for any trusted adult, such as a grandparent, to accompany them to the review meeting.

Q7 How will I be involved in those reviews? Who else will be there?

- All students with SEND will have their progress reviewed at least three times a year
- Hub staff will liaise with the parent/carer and the student to discuss their progress
- Where an external agency has been working with the student, this specialist may be invited to contribute to the meeting
- A student who holds an Education Health and Care Plan will have an Annual Review meeting involving the SENDCo, parent/carer and student, as well as any other relevant parties. Parents may invite someone to



accompany them if they wish

Q8 How do your teachers help students with learning difficulties or disabilities, to learn? How can I find out more about what my child is learning at the moment?

- All teachers have the highest possible expectations for all students in their classes and deliver high quality specialist teaching in the classroom. All teaching is based on building upon what your child already knows, can do and can understand. Teachers are aware of the targets for all students including those with SEND and adapt their teaching to ensure that all students make progress to achieve their individual targets. The teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also put in place specific strategies, which may be suggested by the SENDCo or specialists from outside school, to enable your child to access the learning tasks
- Throughout the school year there are opportunities to meet with the school staff about aspects of the curriculum for example parents' consultation evening. You can also contact subject staff directly. There is information about the school curriculum on our website at <http://finhampark2.co.uk/>

Q9 How have you made Finham Park 2's buildings and site safe and welcoming for students with SEND or disabilities?

The school is currently comprised of a two-story block plus a sports hall. There are lifts available in the school building making all areas accessible to wheelchair users. Disabled access toilets are available on each floor. Some students require a supervised quiet area for social times and this is provided, by invitation, in the Hub.

Q10 Is there any extra support available to help students with SEND with their learning?

Where there is a lack of progress, additional support may be needed. Any support provided will always be considered in the light of the type of need, the purpose of the support and expected outcomes. Students with SEND might be supported in any of the following ways:

- Individual or small group work which may take place before or after school or during the school day
- In-class support from a Teaching Assistant or Learning Mentor
- Additional resources
- Access arrangements for examinations, based on need, history of need, and whether it is the student's normal way of working
- Intervention from external agencies
- Where completion of homework is an issue, the student can attend supported homework club in the Hub.

Q11 How will I know if my child is getting extra support?

Parents will receive notification that their child is receiving additional support.



Q12 What social, before and after school and other activities are available for students with SEND? All students are invited to join in all social and sporting activities and visits. There is a wide range of extra curriculum opportunities across the school ranging from representing the school in sports to inter-college activities to the numerous OOSHL (Out of school hours learning) activities. In addition, for some students with SEND, there is provision at social times in the Hub as well as before and after school.

Q13 How does Finham Park 2 support students' emotional and social development?

Finham Park 2 has a strong pastoral team in place starting with the mentor and vertical mentor group. In the Hub there is a team of non-teaching staff who may provide mentoring or put in place specific interventions for individuals or groups where need is identified. The School Counsellors are based in the Hub. When appropriate, the advice and support of outside agencies is sought. The school works with Coventry Complex communication Team (CCT); Social, Emotional, Mental Health and Learning team (SEMH&L), Coventry Sensory Support Services. In addition, we support or may suggest referrals where appropriate to the School Nursing Service, the Primary Mental Health Team and CAMHS.

Q14 How are the adults in Finham Park 2 helped to work with students with a SEND and what training do they have?

All classroom teachers receive information about the special educational needs and disabilities in their classes. Continuing Professional Development (CPD) in regards to SEND is accessible to all teaching staff, supporting them to build on their previous experience and keep abreast of new developments. Support staff are also provided with a training programme which covers a variety of SEND. The expertise of outside agencies is sought when appropriate to deliver training to specific groups of staff with regard to specific students or types of SEND. Training and advice is available from agencies such as Coventry Complex communication Team, Sensory Support Service, Educational Psychologist Service, School Nursing Service and The Adoption Service. A number of teachers and support staff have specialist skills and qualifications.

Q15 What happens if my child needs specialist equipment or other facilities?

Where a student requires additional technology or equipment and it is a reasonable adjustment to do so, the school will provide this. In the case of a student with a Hearing or Visual Impairment, the school will seek advice from the Sensory Support Service. Additional equipment previously or currently secured by the school includes:

- Word-processing technology
- Writing slopes
- Coloured overlays and reading rulers
- Accessible toilet

Q16 How will I be involved with planning for and supporting my child's learning?

There are opportunities for you to be involved in planning for and supporting your child's learning throughout the year. These include a transition evening for students in Year 6 transferring to Finham Park 2 School; parents'



evenings for all students in the year group; review and planning meetings. Please be assured that parents/carers will be informed as soon as the school has identified that their child has SEND and that the school will work in partnership with the parents/carers to plan and review any SEND support.

Q17 Who will help me to support him/her at home?

Staff will be able to discuss with you what you can do at home to support your child. External support is also available through positive parenting and & SEND IASS. Please contact the Hub for further details.

Q18 How is my child involved in their own learning and decisions made about his /her education? Students are involved in shaping their own learning through dialogue with their teacher on a daily basis. They are also involved in planning and review meetings, including the Annual Review of the Education Health and Care Plan. Regular department learning walks make good use of student voice and the staff in the Hub also undertake planned student voice activities to ascertain the views of students about their education. Students with SEND meet on a termly basis with Hub staff to review their progress and update their Pupil profiles.

Q19 Who should I contact if I have concerns?

Your first step should be to make contact with your child's mentor. Alternatively, you could go directly to your child's subject teacher. You might also contact the SENDCo or College Leaders. If this still doesn't resolve your concern the school has a policy on dealing with unresolved issues. Please contact Miss Leigh Thomson (Headteacher's PA) for details.

Q20 Who else provides services in school for students with SEN or disabilities?

The school seeks to ensure that all students make required or better progress and makes provision within the staffing to do this as far as is possible. It may be necessary to secure support from outside agencies. The governing body procures services from particular agencies. Other services are universally available, in particular those provided by the NHS. The school's Service Level Agreements and contracts cover the following agencies:

- Coventry Complex Communication Team
http://www.coventry.gov.uk/info/78/care_and_support/1805/autism
- Coventry Social, emotional, Mental Health & Learning Team
- Speech and Language Education Service <http://www.coventrychildrensft.co.uk/>
- Educational Psychology Service <http://www.coventry.gov.uk/edpsych/>
- Sensory Support Service
http://www.coventry.gov.uk/info/2000911/visual_and_hearing_impairment/683/sensory_support_service

The following are universal services routinely used by the school:

- Speech and Language Therapy <http://www.coventrychildrensft.co.uk/>
- Integrated Children's Service Autism Team



<http://www.covworkpt.nhs.uk/services/children/Pages/default.aspx>

- Child and Adolescent Mental Health Service <http://www.covworkpt.nhs.uk/camhs/Pages/default.aspx>
- Occupational Therapy <http://www.covkidsot.co.uk/>

Q21 How can my family get support from these services?

The Hub staff or your child's College Leader can advise whether your child meets the criteria for support from any of these services or whether such support is appropriate. Alternatively, you can contact SEND Information, advice and support service <http://www.coventry.gov.uk/iass>.

Q22 Who should I contact to find out about other support for parents/carers and families of students with SEN or disabilities?

Further information about support for parents can be sought from Hub staff.

Specialist advice is available from: SEND Information, Advice and Support Services (IASS) (formally Parent Partnership Service) Limbrick Wood Centre/Thomas Naul Croft Coventry CV4 9QX Tel: 024 7669 4307 <http://www.coventry.gov.uk/iass>

SEN Management Services e-mail: SEN@coventry.gcsx.gov.uk

Q23 Who should I contact if I want to find out more about how the school supports students with SEND?

SENDCo – Mr Stuart Cameron s.cameron@finhampark2.co.uk Tel: 02477 710720

Assistant Headteacher (Pastoral and Inclusion) – Mrs Rebecca Diaz r.diaz@finhampark2.co.uk Tel: 02477710720

Hub Manager – Mrs Kate Malone k.malone@finhampark2.co.uk Tel: 02477710720

Learning Mentors – Mrs Barbie Lewis b.lewis@finhampark2.co.uk or Mrs Tina Cutts t.cutts@finhampark2.co.uk Tel: 02477710720

Reviewed by: Stuart Cameron (SENDCo)

Updated: October 2023

Next review date: October 2024