

Special educational needs and disability (SEND) information report

The Vaynor First School



Approved by: Penny Riddle (Chair of Governors)

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website- [The Vaynor First School - Policies](#)

Or you can ask a member of staff to make a copy of the policy for you.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND 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 SENDCo

Our SENDCo is Miss Rebecca Joynes.

Miss Joynes has 5 years experience in this role and has worked as a class teacher for 8 years.

Miss Joynes achieved the National Award in Special Educational Needs Co-ordination in 2021. Since then, she has engaged with several specialist training courses including: Pathological Demand Avoidance, Dyslexia Awareness, Attention Deficit Hyperactivity Disorder, Multi-Sensory Learning, Signalong as a total communication approach, Precision teaching, Masking in girls, Understanding sensory processing differences and many more. Miss Joynes also became an Autism Champion alongside Mrs Gibbons who works as a HLTA at Vaynor.

Our SENDCo is allocated 2.5 days a week to manage SEND provision.

You can contact Miss Joynes through the main school office at:

Tel: 01527 543187

Email: office@endeavourschools.org

Class Teachers

All of our teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils within their class who have SEND.

The most recent SEND training for teachers during 2024-2025 has covered: developing children's vocabulary, supporting emotional regulation and encouraging independence for children with additional needs. Teachers have also had recent training in adaptive teaching strategies such as colourful semantics, assistive technology- Clicker 8 and the use of Widgit symbols.

Teaching assistants (TAs)

We have a team of 18 Teaching Assistants, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. In the last academic year, each of our teaching assistants undertook individual specialist training tailored to support children with a range of additional needs. Each teaching assistants then held an information sharing meeting to feedback and became a champion of an area of need.

Our trained teaching assistants deliver interventions such as Talkabout to develop children's social communication skills, sensory circuits, first class at number and many more.

External agencies and experts

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 SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Complex communication needs team
- Occupational therapists
- Sensory impairment team
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Family Support Worker
- Play therapists
- Social services and other local authority (LA)-provided support services
- Physical disability outreach team

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEND, the first person you should tell is your child's teacher. You can do this by messaging the office through the Arbor app or phoning them on Tel: 01527 543187.</p> <p>They will pass the message on to our SENDCO, Miss Joynes, who will be in touch to discuss your concerns.</p> <p>Message through Arbor Tel: 01527 543187</p> <p>Email: office@endeavourschools.org</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record.</p>	<p>If we decide that your child needs SEND support, we will discuss this with you before adding your child to the school's SEND register.</p>

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are skilled in early identification of any children who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child is falling behind, they will try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the child adapted activities and scaffolded support to try to fill it. Children who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the child is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child requires additional support.

The SENDCO will observe the child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a specialist teacher.

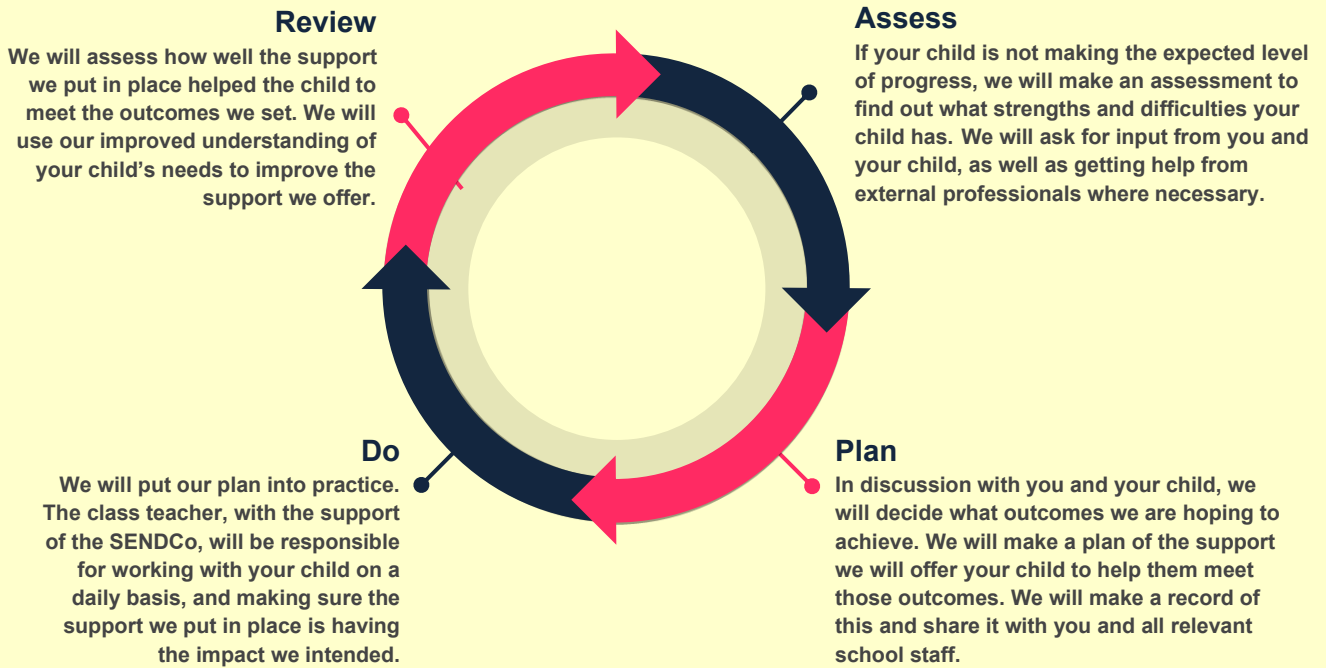
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be consulted on this decision via telephone or in a face to face meeting.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create an Individual Provision Map (IPM) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated response' to meeting your child's SEND needs.

The graduated response is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated response, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress in the form of an IPM.

The school SENDCo or your child's class teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff supporting your child in school.

If you have concerns that arise between these meetings, please contact your child's class teacher via Arbor or telephone.

7. How will my child be involved in decisions made about their education?

Gathering your child's voice is essential in ensuring the provision in place is suitable for them. We recognise that no two children are the same, so we will decide on a case-by-case basis, how their views are gathered.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a 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

8. 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 differentiate (or 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.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and how children record their learning.
- Using recommended aids, such as assistive technology, coloured overlays, visual aids, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they require bespoke and personalised learning.
- Teaching assistants will support pupils in small groups when pre-teaching or overlearning is required, a quiet environment could aid their engagement or collaborative projects are used to support children in recording their learning.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<p>Communication and interaction</p>	<ul style="list-style-type: none"> ● Autism spectrum disorder (ASD) ● Speech and language difficulties 	<ul style="list-style-type: none"> ● Visual timetables ● Social stories ● Speech and language therapy ● Differentiated curriculum planning ● Explicit modelling of interactions ● Targeted questioning ● Talking partners ● Group work ● Whole class circle time ● Class visual aids and prompts ● Key words/word banks ● Sequencing activities ● Additional processing time ● Simplified Language ● A range of questions used so children develop and give clearer answers ● Opportunities for individual, pair, group or whole class working ● Regular communication through informal and formal meetings eg. parent's evening ● Class and special assemblies ● Role play and Drama ● Pre-teaching of vocabulary ● Talk about group (social skills & self-esteem) ● Communication activities as advised by Speech and Language therapist. ● Colourful semantics programme ● CCN involvement ● Individual visual timetables ● Individual visual communication system e.g. communication boards ● Targeted work from Speech and Language therapy ● Targeted support from CCN team ● Speech and Language Therapy blocks

<p>Cognition and learning</p>	<ul style="list-style-type: none"> • Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia • Moderate learning difficulties • Severe learning difficulties 	<ul style="list-style-type: none"> • Differentiated curriculum planning • Chunked instructions • Explicit modelling of skills • High expectations • Visual stepped success criteria • 1:1 and group reading • Guided writing • Visual dictionaries • Word mats • ICT to support learning • Writing frames • Practical resources • Learning displays • Support from Teaching Assistant • Different learning styles are adopted- visual/kinaesthetic/auditory. • Personalised verbal feedback • Writing slope • Little Wandle catch up/keep up intervention • Task boards to break down tasks into manageable chunks • Precision Teaching • Pre-teaching of vocabulary • Intense (1:1) support in core and foundation subjects • Targeted work from – Speech and language therapist • Support from Educational Psychologist • Reading pen
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<p>Social, emotional and mental health</p>	<ul style="list-style-type: none"> • ADHD, ADD • Adverse childhood experiences and/or mental health issues 	<ul style="list-style-type: none"> • Quiet workstation • Tri-fold board • Nurture groups • Differentiated curriculum planning • PSHE planned lessons using Jigsaw • Whole school assemblies • Class assemblies planned using My Happy Mind • Talking partners • Movement breaks • Class visual timetable • Visual reward systems • Posture aids • Class point system • Calm corner within the classroom • Timers & stress relievers • Emotion/social resources • Praise and high expectations • Superpower certificates • Class Monitors, School council • Fiddle objects • Talk about group (social skills & self-esteem) • Individual reward system & behaviour logs • Additional support at breaktimes • Transition support- Now/Next visual • Individual social stories to teach specific social skills • Involvement from the Family Support Worker (FSW) • 1:1 Emotional Literacy Programme (ELSA) • Play therapy programme • Individual work station • Targeted work from –Behaviour Support, CAMHS and/or Educational Psychologist.
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<p>Sensory and/or physical</p>	<ul style="list-style-type: none"> • Hearing impairment • Visual impairment • Multi-sensory impairment • Physical impairment 	<ul style="list-style-type: none"> • Differentiated curriculum planning • Adaptions to the classroom (when appropriate) • Fine motor skill activities such as: peg boards, putty, cutting etc. • Additional movement breaks • School building is accessible for all • Classrooms have age-appropriate furniture and environments • Visual prompts, pictures and ICT used appropriately to aid learning • High quality resources are readily available, organised to enable independence • Seating plans or group tables are used • Lesson organised to maximise active learning providing time for concentration, discussion, thinking, reflecting and questioning. • Outdoor learning opportunities • Use of specialist equipment • Pencil grips • Coloured overlays • Lap weights • Sloping boards for desks • Adapted cutlery. • Fidget kits • Paediatric Occupational Therapy assessment & resource pack • Gross motor programmes SMART moves and JUMBO fun) • Balance ball • Trim trail • Fine motor programmes • Individual workstation • Social stories • Comic Strip Conversations • Targeted work from Occupational Therapy • Physiotherapy, Outreach Team • Individual support with self-care where appropriate • ICT program to develop keyboard skills.
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These interventions are part of our contribution to Worcestershire's local offer.

9. 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 targets each term
- Reviewing the impact of interventions after 6/8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. 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 it from our local authority through an Education Health Care Needs Assessment.

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

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 school trips, including our residential trip to PGL.

All pupils are encouraged to take part in sports day, school plays, educational workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

All children are welcome to The Vaynor First School. We use the use the admission policy laid down by the Local Authority, Worcestershire.

If a child has an EHCP and you are considering a place at our school, we invite you and your child in to view our school, have a discussion with the SENDCo about how we could meet your child's needs before writing our consultation response issued by your child's caseworker.

13. How does the school support pupils with disabilities?

Our school aims to treat all pupils and families fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. You can find our accessibility policy here: <https://www.thevaynor.worcs.sch.uk/attachments/download.asp?file=908&type=pdf>

14. 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:

- Pupils with SEND are encouraged to be part of the school council and/or happiness heroes.
- Pupils with SEND in Year 4 are also encouraged to be a playleader to promote teamwork/building social skills etc.
- We provide extra pastoral support for listening to the views of pupils with SEND through their class teachers, TA, our ELSA trained TA or family support worker.
- We run different nurture interventions for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by implementing and regularly referencing our 'STOP and Shine' child friendly policy.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Provide every child with a transition poster before the summer holidays containing photos of their new teaching staff, classroom, playground and environment so they can reference it over the holidays.

Between schools

When your child is moving on from our school, we will arrange a phone call conversation with the SENDCo at your child's new setting to discuss their profile and provision. We will also send their SEND file including their IPMs, any outside agency reports and their one page profile to their new setting.

Between phases

Additional pre-transition visits are arranged for children with Special Educational Needs as well as children with English as an Additional Language and other children who may benefit. We ensure that at least one member of the Year 4 team accompanies those children on these additional pre-transition visits as they take photos of the new environment and key members of staff, support the children with any questions or concerns they have and record any notes about their memories of the day.

Parents are fully informed with such decisions and are also involved in supporting their children in preparing for their transition to Middle Schools as they are asked to complete a transition passport in preparation for this. Meetings are held in the Summer term between our SENDCo and the SENDCo from the transfer school to ensure consistency of provision is in place. Where a child has an EHC Plan, the SENDCo and any additional staff member from the new placement are invited to attend the Annual Review. Where an Education and Health Care Plan requires support staff, the assigned member of staff from the new placement is welcomed into school to build relationships in advance of the transition. All the information regarding your

child's needs is transferred to their new school with all SEN reports placed in separate discrete files for the attention of the SENDCo at the Middle school placements.

16. What support is in place for looked-after and previously looked-after children with SEND?

Mr James Walker will work with our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 SEND. 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.

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

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, 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 Worcestershire's local offer. Worcestershire County Council publishes information about the local offer on their website:

[SEND Local Offer | Worcestershire County Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

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

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

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – an EHCNA is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage