



FINHAM PARK SCHOOL

A Mathematics and STEM College

FINHAM PARK SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

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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 or you can ask a member of staff to send you the policy:

<https://www.finhampark.co.uk/>

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 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?

Students with SEND are supported by class teachers through Quality First Teaching in the classroom and received pastoral support from their Mentor and College Lead.

Additional support is provided by staff from the SEND Department, who are based in The Gateway, where support is focused on enabling all students to be fully included in school life and able to access a broad and balanced curriculum in the classroom, alongside their peers.

Our special educational needs co-ordinator, or SENDCO

Our Director of SEND (SENDCO) is Johanna Kovacs.

She has 18 years experience in this role and has worked as a Teacher of English, a SENDCO and Inclusion Manager; Director of SEND. She is a qualified teacher. She is allocated four days a week to manage SEN provision.



Deputy SENDCOs

Working alongside the SENDCO we have two Deputy SENDCO's:

Rachael Hurton

Rachael has been a qualified SENDCO for fifteen years, having undertaken the NASENCO training in 2010, and has worked as a SENDCO in a primary school. She has also worked as a specialist autism teacher for Coventry local authority and led on teaching and learning in an SEMH specialist provision.

She is allocated 4 days a week to co-ordinate SEN provision.

Catriona Reardon

Catriona has one year's experience in this role and also works as a Teacher of English.

She is undergoing NPQ SENCO training.

She is allocated 2.5 days a week to co-ordinate SEN provision and 2.5 days teaching English.

Class/Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

All of our teaching staff have received In-house training in Responsive Teaching and Adapting Learning.

In addition, all teaching and support staff have had access to OLT International Online Training, to improve knowledge and skills in teaching and supporting students with a range of SEND, such as:

- Autism
- Dyslexia
- ADHD
- Speech, Language and Communication difficulties

All staff have access to training through the Lion Alliance.

Teaching Assistants (TAs)

We have a team of 10 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

As well as supporting students in class, HLTA's deliver interventions such as 'Power of Two' Maths, Reading Fluency and Phonics interventions, Study Skills and IT skills interventions.

All HLTA's access the same training as classroom teachers and SENDCO's and Outside Agency specialists from CCT and SEMHL services deliver in-house training/pupil focus meetings to all Gateway staff, as required.

Additional SEND Team Staff

- PA to SENDCO, Kathryn Martin
- School Counsellor, Lee Pemberton
- EAL Lead, Barbara Chadwick



- SEND and Gateway Provision Co-ordinator, Andriana Senyk
- Senior Learning Mentor and Autism Champion, Niccy Gorthy
- SEMH and Inclusion Coach, Travis John

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

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 SEN, the first person you should tell is your child's Mentor.</p> <p>They will pass the message on to their College SENDCO, who will be in touch to discuss your concerns.</p> <p>You can also contact the SEND Department directly through the PA to SENDCO, Kathryn Martin:</p> <p>k.martin@finhampark.co.uk</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. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include areas of concern with reading, spelling, number work, recall of what they have learnt, focus and concentration, sequencing, development of speech and language skills, sensory processing or recording their ideas in writing.

If the teacher notices that a pupil is not making expected progress, they try to find out if the pupil has any gaps in their learning. If they find a gap in learning, they will give the pupil extra tuition to try to close it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil 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 has SEN.

The SENDCo may observe the pupil in the classroom and/or at social times 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 CCT and SEMHL specialist teachers or make referrals to specialists such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create a SEN support plan for them.

5. How will the 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**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

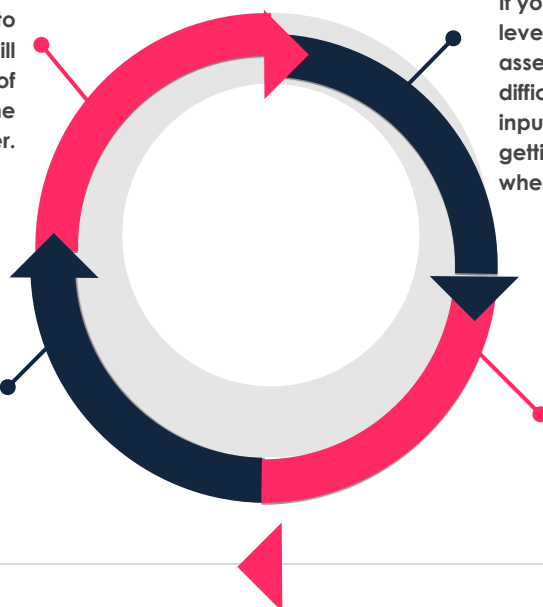
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.





As a part of the planning stage of the graduated approach, 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 SEN 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 provide termly reports on your child's progress and attitude to learning.

There will be three opportunities each year for you to meet to discuss this:

- With your child's mentor at the 'Meet the Mentor' meeting in the Autumn term (see school calendar for the date)
- At your child's annual Parents' Evening meeting (see school calendar for the date)
- With your child's College SENDCO (by invitation from PA to SENDCO)

In these meetings you will be able 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 SEN 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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's Mentor or the PA to SENDCO: k.martin@finhampark.co.uk.



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

8. How will the school adapt its teaching for my child?

Your child's teachers are 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 (or differentiate, where necessary) 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:
- Adapting 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups or on a 1-to-1 basis where they have an EHCP which recommends this level of support.
- Gateway staff and outside agency professionals will carry out 1:1 or small group targeted interventions.

These interventions are part of our contribution to Coventry'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 goals each term
- Reviewing the impact of interventions after a pre-agreed number of weeks



- Using pupil questionnaires
- Monitoring by the SENDCO/Deputy SENDCO's.
- 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.

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

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 residential trip(s).

All pupils are encouraged to take part in whole school events, such as sports days and special workshops.

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.

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

Admission to Finham Park is administered through the Coventry City Council Admissions team: <https://www.coventry.gov.uk/school-admissions>

If a student has an EHCP, the Local Authority will send a consultation request to the school to formally comment on the school's ability to make reasonable adjustments to meet the student's needs.

The SENDCO will attend admissions meetings for students with SEND, as requested, to ensure that information from the previous school and from parents/carers is gathered and a plan is made for



supporting transition into school. Additional transition visits may be arranged for the student before admission, if required.

Transition between Year 6 and 7: The SENDCO/Deputy SENDCO liaises with Primary School SENDCO's and parents of students who transition to Finham Park with identified SEND and Pupil Passports are prepared before these students enter Year 7.

13. How does the school support pupils with disabilities?

The school is comprised a number of blocks, most of which are 2 storey. With the exception of E Block, there are no lifts, so upstairs areas in most of the school are not accessible to wheelchair users. The ground floor is wheelchair accessible and disabled access toilets are available in several locations around the school. Ground floor classrooms are available for teaching in all subjects and when required a fully ground floor timetable can be implemented. To improve access for visually impaired students, potential hazards have been identified and painted yellow. Some students require a supervised quiet area for social times and this is provided, by invitation, in The Gateway.

Finham Park Accessibility Plan is available on our website: <https://www.finhampark.co.uk/>

14. How will the school support my child's mental health, and emotional and social development?

Finham Park has a strong pastoral team in place starting with the Mentor and vertical mentor group, College Leaders. In The Gateway, 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. A Full-time School Counsellor is based in the The Gateway. When appropriate, the advice and support of outside agencies is sought. The school works with Coventry Educational Psychology Service, Coventry Complex Communication Team Service (CCT), Coventry Sensory Team. In addition, we support, or may suggest referrals where appropriate, to services such as the School Nursing Service, the Primary Mental Health Team and RISE/CAMHS, COMPASS, Coventry MIND/CASS.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN.
- We provide space in The Gateway at unstructured times of the day for pupils who need extra support with social or emotional development to take some time out or talk to with support staff
- We have a 'zero tolerance' approach to bullying.



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

Between years

When moving between year groups in school, teachers liaise to pass on information and knowledge about students. Enhanced transition opportunities can be put in place, where appropriate, to ensure that students feel comfortable and prepared for their transitions. We set aside time on teacher INSET days in the Autumn term for staff to read the Pupil Passports for students in their classes, so that they understand the needs of the students they will be teaching and can plan their lessons accordingly.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for secondary schools)

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Moving to adulthood (for secondary schools)

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Finham Park has a Careers Officer who works with students, alongside the PSHE team, to prepare them for further education or training post 16. All students are encouraged to investigate, decide on and apply for suitable placements, many of which will be Finham Park School 6th form. Where appropriate, staff work closely with key identified students to support the transition, for example by visiting placements with the student and/or their family.

16. What support is in place for children in care and children who have previously been in care with SEN?

Johanna Kovacs, Director of SEND, is the designated teacher for children in care and children who have previously been in care. Johanna will make sure that all teachers understand how a child in care or a child who has previously been in care's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children in care and children who have previously been in care will be supported much in the same way as any other child who has SEN. However, pupils who are in care 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 SEN support?

To raise 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. If you have further concerns, you might also contact the SENDCO/Deputy SENDCO. If your concern isn't resolved by the teacher or SENDCO you can then ask for a meeting with the College Leader. If this still doesn't resolve your concern the school has a policy for dealing with unresolved issues:

<http://www.finhampark.co.uk/policies/complaints.pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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.

<https://www.coventry.gov.uk/coventry-send-support-service/school-education-children-special-education-needs-disabilities/10>

18. 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 Coventry City Council's local offer. Coventry City Council publishes information about the local offer on their website:

<https://letstalk.coventry.gov.uk/coventry-send-local-offer>



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

SEND Information, Advice and Support Services (IASS): Tel: 024 7669 4307

Opening times :

- Monday to Thursday: 9am - 5pm
- Friday: 9am - 4.30pm

Email: IASS@coventry.gov.uk

Website: <https://www.covsendiass.co.uk/>

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

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



19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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** – the needs assessment 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 co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages