

Lanesfield Primary School



SEN Information Report

Lanesfield Special Educational Need Information Report.

In July 2014, the Department for Education (DfE) issued the special educational needs and disability (SEND) Code of Practice 2014. The new Code came into force on 1 September 2014.

Chapter 4 of the Code explains that LAs must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEND, including those who do not have EHC plans.

Chapter 6 of the code outlines that schools must produce a report about how provision is made for pupils with SEN – SEN information report.

What is the School SEN information Report?

Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools **must** publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN – the **SEN information Report**.

The information report includes information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information relates to the schools' arrangements for providing a graduated response to children's SEN. Our report elaborates on the information provided in the Wolverhampton authority's Local Offer.

The School Admissions Policy

- The published admission number (PAN) for every year group in Lanesfield primary is 45 for all years from reception through to year 6. This means we are a 1 and a half form entry.
- Nursery admittance is 45 in total across morning and afternoon sessions, with up to 10 children accessing 30 hours full time provision.
- This is the maximum number of pupils that the admission authority will allow us to admit each year.
- The expected number of pupils on roll at the school is 359 and the school's age range is 3 – 11 years old. However, due to a bulge class in current year 5 admission numbers will be 374 until 2022 when current bulge class will leave and PAN will return to 359.
- The oversubscription criteria will be applied, if the admission authority receives more applications than there are places in our school for any particular year group.

Current criteria includes:

1. Special Educational Needs - A child with a statement of Special Educational Needs which specifies the school concerned in part 4 of the statement

2. Children Looked After (as defined by section 22 of the Children Act 1989) - A child who is in the care of a local authority or provided with accommodation by that authority
 3. Medical/ Social - Whether there are specific medical or social circumstances that can be met only by the child's attendance at the preferred school Please note that only in very exceptional cases are places allocated in respect of child's/parent's medical/social grounds
 4. Siblings - Whether siblings attend the school (or associated Junior School) and will still be attending the school when the new child starts.
 5. Religious Reasons - To a child who has religious reasons for attending the preferred voluntary controlled school and for whom it can be demonstrated that s/he has strong church connections. These reasons will only be taken into consideration if the preferred school is the nearest Church of England (voluntary aided or voluntary controlled) school to the child's home address.
 6. Distance - How close the child lives to the school requested with those living closest to the main entrance to the school by a straight line measurement (as measured by the GIS software used by the authority for this purpose) gaining the highest priority.
- Admissions do hold a waiting list for Lanesfield.

Our governing board is required by [section 324 of the Education Act 1996](#) to admit to the school a child with a statement of special education needs that names the school. Under [section 37 of the Children and Families Act 2014](#) if Lanesfield is the school named in an Education, Health and Care Plan we will admit the child. This is not an oversubscription criterion. Lanesfield Primary will admit such children regardless of whether they have places available. Children with Statements of SEN/EHCPs are not admitted through the admissions arrangements and are placed in schools through the statement/EHCP process.

In line with the [Equality Act 2010](#), children with disabilities are not treated less favourably than others in the admission process. Lanesfield school makes reasonable adjustments to prevent discrimination. Any complaint of discrimination in admission arrangements should be made to the independent admission appeal panel and not the First-Tier Tribunal.

At Lanesfield Primary School we empower children to achieve their best. Our aim is to develop each child in all aspects of their life-emotionally, physically, intellectually, spiritually and socially. This will enable them to fulfil their aspirations and goals. So that children can do their best a multi layered approach needs to be taken and therefore quality teaching is vital. For some children there are occasions when further additional support may be needed to help them achieve their targets and reach their full potential.

This is where support from the SEND team can be provided
Special Education Needs and Disabilities Leader
Sian Abley

1) Assessment, Targets & Review

How are children and young people's special educational needs identified?

All children prior to starting our school at Nursery will receive a home visit whereby information from parents can be shared regarding their child's needs and education.

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Pupils whose language is not English will have a first language assessment.

Additionally, support from the local authority EAL team begins as soon as possible and involves visits from an EAL teacher

How parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.

Children who join us from other schools are supported using information obtained from previous school – compiled by the HSCLO.

We then use this information to ensure they are placed in appropriate groups.

If assessments show that a child may have a learning difficulty parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided.

If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or we do have members of staff who can translate in some cases.

We work closely with the local authority advisers who come into school to complete initial EAL assessments and advise school and parents of the best ways to support.

How are children and young people's special educational needs assessed, and how is progress measured and evaluated?

All pupils in the Foundation Stage are assessed against the Wolverhampton capturing the journey assessment grid which has been put together by the Wolverhampton EY team. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils work and responses. At the end of foundation stage curriculum all children are assessed against the EY profile.

From years 1 to 6 all pupils are assessed in reading, writing, speaking and listening, mathematics and science on a termly basis. This is an on-going process using age expectations for each subject. This allows our children to take ownership of their learning.

In year one, a formal assessment of pupil's phonic ability is made and any pupils not achieving expected levels are re-tested in year 2.

At the end of the year, year 2 and year 6 complete statutory assessments.

In years 3, 4 and 5 pupils complete end of year assessments. Which along with teacher assessments create an end of year progress measure.

If a pupil is not making the expected progress or reaching age expectation and as a result struggling to move

onto the next progression level or expectation, then extra support will be provided through intervention sessions.

These pupils are identified through pupil progress meetings between class teacher and phase leaders termly. Children may work with a specialist intervention teacher.

Voluntary Reading Helpers listen to identified children at least twice a week.

Interventions are carried out by both teachers and our learning support assistants. Interventions happen throughout the day, some interventions take place within the classroom, and some interventions involve children working in small groups outside the classroom in designated intervention rooms/areas.

Interventions are monitored, measured and evaluated on their impact on individual children. If a child is making progress this will be evident in their individual books. If a child receiving an intervention is not making progress, the intervention/target will be changed in order to suit the needs of that young person.

Intervention planning is used to set and monitor targets for those children who have been identified as needing extra support. Children are placed on intervention planning with specific targets; these are assessed on a termly basis.

In addition, pupils who require further SEN support are also assessed against their Individual targets. Targets are reviewed and set on a half termly basis and break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis. All pupils on the SEND register receive support for their areas of need.

How are children and young people's special educational needs monitored and reviewed?

All Staff are familiar with SEN Support planning and intervention planning. Teachers, SENDCo and external agencies collaboratively set targets for all pupils in their class or group and are involved in teaching pupils to enable them to achieve their targets. When a pupil can do this independently on a number of occasions a new target is set.

Review sheets are a working document and monitored on a termly basis. These are shared with parents by the teacher at a parents evening at the beginning of each term.

It is the role of the SENDCO to ensure that School Support Plans and intervention planning are completed.

These are monitored and moderated on a termly basis. The SENDCO looks to ensure that the targets set are specific, measurable, achievable, relevant and time bound.

Parents are invited into school at the beginning of each term to review old targets and discuss and set new ones.

The SENDCO is a port of call for parents wishing to discuss their child's needs and progress.

How are the needs children and young people provided for (level of impact / of support)?

Pupil's specific areas of need are supported through interventions e.g. small group withdrawal sessions, LEXIA Reading Programme, writing and maths, Precision Teaching, Cool Kids and Cool Characters Programme. Targets are set prior to intervention and progress and achievement is monitored throughout.

All interventions planned and delivered across the school are recorded on an 'Intervention plan' either class based, specific intervention based or an individual pupil basis. Progress is monitored throughout the interventions and the impact of the intervention is evaluated.

How are parents/carers involved and how can they support their child?

Parents are informed of interventions their child is receiving.

If the child is on the SEND register, parents are informed and a signature is required to say we have the parents support.

During the review session with parents/carers, teachers will give a copy of the School Support Plan which outlines strategies to support their child and will give suggestions of extra activities they can do at home.

Homework is set on a weekly basis for literacy and numeracy and is specific to the pupil's current achievement.

Reading books are sent home weekly and parents/carers are encouraged to make comments about their child. For parents and carers in EY, KS1 and KS2 we encourage parents to check and sign their home school reading record. Take home tasks are set on a termly basis (at least), with a wide range of suggestions to support all areas of the curriculum.

On-line activities are available such as, Maths Gym, Purple Mash and Bug Club and our school website; pupils are given their own passwords.

Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home.

Class teachers are available to parents/carers on a daily basis, at end of the school day. Appointments for further discussion will be made if needed.

Parents/carers evenings are held on a termly basis.

Informal meetings for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.

Names, roles, telephone numbers of key contacts within the school (SEND, Inclusion Manager etc.)

All staff can be contacted on the school number: 01902 558 950

SEND: Mrs S Abley

Attendance Officer: Yvette Williams

Head Teacher: Mrs Z Rollinson

1) Curriculum Access

Details of the school curriculum offer. Including curriculum provision, mapping of provision and differentiation.

For information regarding the curriculum please visit the school website:

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

How is the curriculum organised and made accessible to all, including organisation of teaching groups?

A copy of the Curriculum Policy is available on the school website.

Numeracy lessons are taught in achievement groups across the school and enable staff to direct their teaching to a specific level and need.

EYFS and KS1 differentiate their Read Write Inc. groups so staff can direct their teaching to a specific level and need.

All other areas of the curriculum are taught through skills sessions. These sessions are differentiated appropriately

Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carers Governor, Link Governor.

<p>SEND Governor: Mrs Langhorn Safe Guarding + child protection: Mrs Budding Attendance: Mrs Davidson Behaviour: Mrs Rollinson Parent/Carer Governor: Mrs Cooney / Mrs Basra</p>	
<p>Details of staff expertise and professional development/training of staff.</p>	
<p>SENDco keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered to all staff during Staff Meetings. All new members of staff receive in-house training with regards to SEN Policy and procedures.</p>	
<p>Cool Kids Training: Mrs Sohal, Miss Preston, Mrs Greenway, Miss Khanna ELKLAN training (2 day overview): Mrs Whitehouse, Mrs Sohal Precision Teaching: Mrs Cunneen, Miss Preston, Ms CC Dyslexia Training: Support staff National Award for Special Educational Needs – Mrs S Abley</p>	
<p>What types of special educational needs are made provision for?</p>	
<p>Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, behaviour, dyslexia and dyspraxia. Changes to our school building have made us more accessible for pupils with physical needs and wheelchair users.</p>	

2) Grouping and Pastoral Care

3) What support mechanisms are in place and how are groups planned, including what social support is available i.e. mentoring, pastoral support system?

Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENDCO or the Home School Community liaison officer who will then make appropriate referrals or organise appropriate support.

In addition to support given by staff, we encourage peer support through our buddying systems and our school council.

The school has a strong relationship with Believe 2 Achieve and access counselling, mentoring and 'social play' sessions.

How do parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support?

Class teachers are available to parents/carers on a daily basis, both at the end of the school day. Appointments for further discussion will be made if needed.

School evaluation forms are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.

Class newsletters detail the curriculum for that term; these include key dates and staff members. These are given out on a termly basis.

What details are there for pupils/students to have a voice?

Each year group elect two members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week. Every year group have their own webpage on the School Learning Platform in which they can add to discussions, upload their work and pictures and raise any concerns or suggestions.

All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their School Support Plans in response to this.

What are details of strategies that are available to support regular attendance, including what support is available?

First day contact is made by phone if a child is not in school. If no contact is made by the second or third day a home visit is made.

Every term pupils with under 90% attendance are identified and receive a letter from the Head teacher. If attendance issues continue, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil.

Attendance Officer meets fortnightly with Educational Welfare Officer (EWO) to discuss all pupils under 92%. Best attendance is awarded on a weekly basis. The class who wins will receive our attendance teddies.

Certificates are given to any children who receive 100% attendances in a half, or full term.

At the end of the year we have a celebration assembly where we award children with 100% attendance for the whole year with a special prize.

Also at the end of the year, a medal is given to pupils who have maintained 100% attendance.

The EWO Officer also gives out rewards for most improved attendance.

What strategies are available to support good behaviour, including what support is available?

A copy of the Schools Behaviour and Discipline Policy is available on the school website.

Reflective behaviour.

The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.

Trips out or visitors in are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.

Pupils with SEN have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.

See also Equal Opportunities Policy.

What transition procedures and arrangements take place in school including moving into school and moving on from school? Also how does the school prepare young people for adulthood/ independent living?

Nursery – For all pupils joining nursery home visits are carried out and parents/ pupils seen in their own environment.

Nursery have close links to the under threes nursery provision also.

At the end of the year our Nursery children ‘graduate’ ready to move on to Reception. Once children in nursery are settled and ready, where possible they work as a unit with the pupils free flowing into nursery and foundation classrooms.

For parents whose children are starting reception, a transition meeting is held in the summer term by the reception team.

For parents whose children are in reception, a transition meeting is held in the summer term by the KS1 coordinator.

KS2 coordinator holds a transition meeting for year 2 parents whose children are moving from Year 2 to Year 3.

EYFS coordinator and KS1 coordinator implement a transition plan so that Early years children can meet and work with KS1 teachers.

Transition meetings are held in the Autumn Term of year 6 to inform parents/carers of Secondary School Provision.

Education Health Care Plan SEN pupils will discuss the options of Secondary School at their Annual review which is held during the Summer term of year 5.

Visits to prospective new schools are arranged with the HSCLC.

All new pupils have a full induction supported by a member of the Senior Leadership Team and the teaching support.

What provision is made for medical and personal care procedures?

Training is delivered with regards to asthma, diabetes, sickle cell, epilepsy, epic pen and any other medical needs related to the pupils in the school.

Many of our staff have received Paediatric First Aid Training.

Pupils requirements with regards to medical care are kept in the first aid box in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day.

Pupils with long term medical needs are listed in the First Aid room and a designated member(s) of staff identified. Any medication given is recorded.

Support staff will support pupils in the event of ‘personal accident’ e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day. Or by phone call if required.

4) Equipment & Resources

What specialist staff work within the school?
The school employ teaching assistants to support EHCP pupils where needed. The school also employ a HSLO to support parents with a range of needs. SEND – Mrs Abley Other specialist staff are organised through outside agencies.
What services the school accesses, including other educational establishments, health and social care services? What links does the school have with Voluntary organisations, including support services for parents and carers?
Speech and Language Therapy Service Early Years team Occupational Therapy: Gem Centre Visual Impairment Team Hearing Impairment Team <u>MAST 3 Team:</u> Area SEND: Gill Williams <u>B2A:</u> Counselling, Mentoring, Team Building. Parents are encouraged to contact the Parent Partnership Service if needed. Voluntary Reading Helpers support identified children Achievement for All
Details of how the schools SEN budget is allocated.
3 part time Learning Support Assistants (1:1 support). Resources On-line Programmes: LEXIA, Bug club, Listening books Cool Kids and Cool Characters sessions Outside Agencies e.g. Educational Psychologist, Specialist Teacher Service, Outreach
Details of travel arrangements to and from school.
NA

Next review due – September 2020

Prepared by – Mrs S.Abley

Review completed by Full Governing Body

Key Reviewing Governor Mrs Karen Budding

Governor Signature