

SEND Information Report

What do we mean by Special Educational Needs and Disabilities (SEND)?

Many children need additional support at some stage in their school life, for many different reasons. This may be for a relatively short period of time or it may be throughout the time they are at school.

Those children who receive support for an extended period of time, need more intensive support or have been identified with more complex needs will be included on the school's SEND register.

The four main areas of need (as outlined in the Children and Families Act 2014) are:

- **Communication and Interaction**

This would include children who have difficulty in interacting with the people and the world around them.

- **Cognition and Learning**

Children who find learning, thinking and understanding harder than most other pupils.

- **Social, Mental and Emotional Health**

Children who may experience difficulty in managing their emotions, behaviour in a way that affects their daily life.

- **Sensory and/or Physical**

Children who have a disability that may make it difficult for them to manage their everyday life without change or support.

At Lakey Lane we have supported and will continue to support children across this range of needs. We are happy to talk to you about the four areas of needs in more detail or please get in touch if you wish to discuss the particular needs of your child.

What should I do if I think my child may have special educational needs, who should I talk to in school?

If you think that your child has additional needs, please speak to your child's teacher or Mrs Buck who is the Special Educational Needs Co-ordinator and Inclusion Leader at Lakey Lane Primary School.

You are welcome to come and discuss your child's needs at any time. You can do this by popping into the school office, emailing enquiry@lakeylanepriamary.co.uk or phoning to make an appointment on 0121 464 1990.

We have a school governor who has responsibility for Special Educational Needs. This is Mrs Martin and she can be contacted through school office.

How does the school identify if my child has special educational needs?

There is no one single answer to this question. It will depend on your child and their particular needs. We use a variety of ways to assess children's needs and review their progress. These include (in no particular order);

- Discussions between staff in school
- Observations of your child
- School based test results
- Discussions with parents / carers
- Discussions with your child
- Specialised assessments carried out by members of the school's support services
- Information from previous schools/setting
- Discussions with other professionals who have worked with your child, for example pediatrician, speech and language therapist, occupational therapist, physiotherapist.

Staff are continually reviewing the children's progress and adapting their teaching to meet the differing needs of the children in their care. In addition, at the end of each term we carry out a more formal review of every child's progress in every subject. If your child is not making the expected progress or is working significantly below the level at which we would expect a child of their age to be working, we would look at why this might be happening and what additional support they may need. This may be in class or in targeted intervention groups. You would be informed during parent's evening about the targeted interventions groups your child is included in. If after a further period of assessment, we still had concerns about the progress your child is making, we would invite you into school to discuss this and at that stage your child may be included on the SEND register.

If at any point staff had any concerns about your child's progress or development, we would talk you immediately. We would not wait until the end of term review.

How will the school support my child?

In class

Lakey Lane is a mainstream primary school. For the majority of the time your child will be taught in class. We believe that the key to success for any child, including those identified with SEND, is about excellent targeted teaching and learning with their peers, this is also known as 'Quality First Teaching'. Essentially Quality First Teaching is about teachers knowing where your child is at, where they need to go next and the best way to get there. Work will be adapted to meet the children's needs and consideration will be given to the best way for them to learn.

Assessment of children's progress is key and this happens on a daily basis. There will be times when the children are expected to work independently. There will be times when they work as part of a smaller group within the class, supported by the teacher or teaching assistant. There may be times when they work in a smaller group in a different teaching space. In discussion with the SENDCo, individualised programmes may be used to support children with specific learning needs.

Generally we do not group the children by ability, however, if there are a number of children who need a significant amount of extra support for reading, writing or maths, these children may be taught daily in small groups. Parents will always be informed if this is the case. In year 6, we have 'booster' groups to ensure all the children are prepared and confident for the end of year tests and their transition into senior school .

Targeted Intervention

Some children will benefit from targeted support in addition to their learning in class. They may work as part of a small group on a specific intervention for a set period of time. These sessions are run by teachers or teaching assistants trained on that intervention. These sessions usually take place in the afternoon.

Small group interventions we currently run in school include;

- Wellcomm Language Interventions
- Speech and Language groups
- Little Wandle Phonics Groups
- Math Interventions
- Writing interventions, including spelling
- Read Interventions
- Fine and Gross Motor Groups
- Wellbeing Groups
- Sensory Circuits
- Daily Catch Up Groups

Individual work

For a very small number of children we will identify that a set period of more intensive 1:1 support is the most appropriate way in which to meet their specific needs. The frequency and duration of the intervention will depend on the child and their level of need.

Outside agencies

A small number of children will access support provided by professionals other than school staff. This is outlined in more detail in a following section.

How will the school support my child's emotional and social development?

We want all of our children to feel safe and secure within our school as we believe this is the key to learning and making progress. The most important thing is for our children to know they will be listened to and have a voice.

For children with additional social, emotional or mental health concerns, we have a learning mentor who works with individuals and small groups of children. This may be around developing the children's social interaction skills, increasing their self-esteem or teaching children strategies to cope with their emotions. These sessions are timetabled into the week and usually last for approximately a half term. Parents are informed of these interventions and may also request that their child be involved.

In addition the learning mentor may also spend time with children who arrive in school with a concern, or who are upset about something that has happened.

For children who we feel have more complex needs or require a level of support that we are not able to provide in school, we can refer to 'Forward thinking Birmingham' (previously CAMHS). Parents would be involved in the referral process if this were to be the case.

How will you know how my child is doing?

Your child's progress is continually monitored by the class teacher. Children are assessed using teacher marking, observations and questioning as well as some more formal assessments. This information is used to inform daily planning as well as assess longer term progress and standards. Class teachers are available daily once all the children are dismissed. At this point in the day parents/carers are welcome to ask class teachers for a quick progress update.

All children's progress, including those children or young people with special educational needs and /or disabilities, is tracked using the school's assessment tracking system which is updated on a termly basis. Children are assessed to see if they are working at the level expected for their age group. The progress each child is making is then discussed at pupil progress meetings with the class teacher and senior leadership team including, Mrs Buck who is the school's SENDCo and inclusion leader.

For children who are working significantly below the expected level for their age, a more sensitive assessment tool is used which shows smaller, but significant steps of progress. This tool is called the Toolkit Tracker which has been designed by Pupil and School Support. Toolkit Trackers are also used to measure the success of specific targeted intervention groups.

At the beginning of a child's school journey, children will take part in the Reception Baseline Assessment (RBA). The children will then be required to take part in further formal assessment using Standard Assessment Tests (SATs) at the end of year 6. This is something the government requires all schools to carryout and the results are published nationally.

Who are the other professionals providing services to children with SEN at Lakey Lane?

Agency or Service	Who they work with	How school can get in touch with them
Behaviour Support Service (BSS)	Children or young people with emotional, social or mental health difficulties that impacts on their behaviour in school	School have an allocated teacher who they will contact after a parent or carer signs a referral form
Communication and Autism Team (CAT)	Children or young people who are being assessed for or already have a diagnosis of Autism or communication difficulties. They will also provide support for families of children or young people with these difficulties	School have an allocated member of staff who they will contact after a parent or carer signs a referral form
Educational Psychology Service (EPS)	Children or young people with complex needs. An Educational Psychologist will always be involved with a child or young person who is referred for an Education, Health and Care Plan.	School have an allocated Educational Psychologist who they will contact after a parent or carer signs a referral form
Physical Disability Service (PDS)	Children or young person with physical difficulties which impact	School have an allocated teacher who they will contact after

What training do the staff supporting children with SEN have?

At Lakey Lane all staff support children with SEND. All staff regularly access support and training to enable them to do this as effectively as possible.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and Language Difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class/care e.g. from the Communication and Autism Team, Sensory Support Service and Physical Disability Team.

Mrs Buck attends welfare and inclusion network meetings termly.

How is Lakey Lane School accessible to children with SEN?

Lakey Lane is an inclusive school. In line with section 69(2) of the Children and Families Act 2014, and paragraph 3 of schedule 10 of the Equality Act 2010, the school is committed to ensuring accessibility and inclusion for all pupils regardless of need or disability. Our accessibility Plan is available to view on request.

Adjustments are made to ensure curriculum access for all, which aims to meet the needs of all our children. As a school we are committed to meeting the language and communication needs of our pupils ensuring that opportunities to develop these skills are embedded in all areas of the curriculum. We aim to develop early talk through interventions and train staff to support speech and language interventions.

Lakey Lane will support children where they have a disability that requires extra help with accessing the school building or the curriculum. Children may need help with their hearing, vision, sensory needs or have a physical disability which requires support to move around the building. Staff are trained to support pupils where they will need to use specialist equipment such as hearing loops, wheelchairs, walking aids or handheld writing equipment. We endeavor to ensure that Lakey Lane is as accessible and safe as possible for all of our pupils. We work with the Physical Difficulties Support Service and Sensory Support for visual and hearing impairments, asking these agencies to review our setting for children with particular needs. Where possible, appropriate adaptations will be made to the school building to ensure accessibility for all pupils and their parents. There are some limitations to this due to the age and design of the building. In addition, we aim to ensure that all children have access to our extra-curricular activities, through physical adaptations or staff to support with identified needs.

For children with ASD or anxiety based conditions, we aim to review the school environment (often with the children), in order to ensure that children feel as comfortable and confident as possible when accessing learning. For example, a sensory questionnaire may be undertaken with the child to explore the child's likes / dislikes. Staff, children and parents then have a better understanding of what can be done in order to support the child in school and attempts are made to remove any barriers to learning.

How will the school prepare and support my child when they are leaving this school or moving to a new class?

We are aware that moving to a new school, or moving to a new class, can be challenging for some of our children. We aim to make these transitions as easy as possible for the children in our school.

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible and aim to have done this within 2 weeks of your child leaving.
- At the end of Year 6, our learning mentor runs transition groups for the children we feel need a little extra support with making the move to secondary school. This gives the children an opportunity to find out more about their new school and ask any questions they may have before moving. They may be taught strategies on how to organise themselves for different lessons or how to read timetables/maps of the school. Some children may also make additional visits to their new school.

When moving classes in school:

- Each year the SENDCo meets with the class teacher and TAs to discuss any new SEND children they will be working with. At that meeting, they will discuss any diagnosis that has been given, any additional medical needs, learning levels and the sort of progress made previously.
- The new teacher will also be made aware of any interventions your child is/has been involved with, any specific targets they are working on and any support they received from outside agencies.
- Transition photo books are made for child who benefit from a visual reminder of their new classroom and teachers to support them in moving into the next year group. This visual reminder can be helpful over the summer holiday.

Preparing for an Exceptional Life

At Lakey Lane we prepare our all of our children for an exceptional life regardless of any additional need. We work alongside the Transitions and Preparation for Adulthood service who support young people to ensure they have a smoother transition into adulthood. At all levels of development, we consider the children's aspirations and provision that can support progress towards adulthood.

For any additional concerns, please either speak to your child's class teacher or Mrs Buck.

How are parents of children with Special Educational Needs and/or Disabilities involved in the school and decisions about their child's education?

Our school has an open door policy to parents, meaning you are welcome to come and discuss your child at any time. Class teachers are available after school once the children have been dismissed. Our senior leadership team will also be available to talk with you during the school day. If you would like to speak with a specific member of staff and they are not available to speak to, please arrange a mutually convenient appointment.

We aim to regularly involve parents in the education of their child through a variety of different ways including:

- Regular meetings with your child's class teacher and/or SENDCo.
- Each term, a summary report is sent to parents whose child is on the SEND register. This report states the level your child is working at in reading, writing and maths and lists any interventions they are receiving.
- Meeting other professionals who work with your child.
- Our Learning Mentor/Parent Partnership Advisor is available to discuss a variety of issues.
- A newsletter is posted on class dojo. This has information about all the things which are going on in school and upcoming dates for your diary.
- A termly class newsletter is posted on class dojo to inform parents of what will be going on in their child's class during the term.
- Home reading logs.
- Some children may have home/school books to inform parents of important information.
- Information on the school website.
- Parents' evenings once a term.
- INSPIRE workshops.
- Parent drop-ins/coffee mornings.
- Signposting to parent groups.
- Parent questionnaires.
- Parents' views on Annual Review documents.

In addition to all of this, Mrs Buck is usually available on the playground at 8:40am Tuesday – Thursday. She is always happy to arrange a time for a more formal conversation should that be needed.

How is the governing body involved with SEN provision?

In our school we have a governor who is responsible for special educational needs. Mrs Martin is in school daily and can be contacted through the school office. Mrs Martin meets with the SENDCo regularly and has an understanding of how the school meets the needs of pupils with SEND. In these meetings the SEND governor makes sure that children, young people and families are being supported by the right services from inside and outside of school.

In addition the Head Teacher reports to the governing body on issues relating to SEND at every governing body meeting. The governors will challenge, support and advise Mr Boyd on issues relating to SEND.

What can I do if I am not happy with the provision for my child?

If you have any concerns about the SEND provision for your child please contact one of the following who will answer any queries you may have.

- SENDCo Mrs Buck
- Head Teacher Mr Sean Boyd

Or you may wish to speak to the SEND governor (Mrs Martin) or the Chair of Governors (Mr Marc Ashford) who can be contacted through school on 0121 464 1990. Our school and governing body take complaints seriously and will act upon these on an individual basis.

How can parents find the Birmingham Local Authority's Local Offer?

The Birmingham Local Authority's Local Offer webpage lists help, advice and information about the services available for children with a Special Educational Need or Disability (SEND).

The Birmingham Local Authority's Local Offer can be found at:

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