



Lakey Lane Primary School

SEND Information Report

June 2025

Our School

Our School Vision

At Lakey Lane Primary the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

SEND Information

Lakey Lane Primary currently has 444 children on role (April 2025)

There are currently 82 children on SEND register with a range of needs from universal to specialist.



Meet our SENDCO



The SENDCO is Mrs Sarah Buck.

If you would like to contact Mrs Sarah Buck, please call school on 0121 464 1990, email enquiry@lakeylanepimary.co.uk or book an appointment at the school office.



Special Educational Needs

At Lakey Lane Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

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 SEN code of practise 2014) are:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Lakey Lane Primary we work closely as a team and if staff have a concern about a child, they refer the child to the inclusion team and discuss concerns with parents. A child will then be placed on the SEND monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

Some children will be monitored using the Birmingham Audit Continuum, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Other methods we use to monitor child's progress include (in no particular order);

- Discussions between staff in school
- Observations of your child
- School based test results
- 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 paediatrician, 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 to this, a more formal review takes place at the end of each term.

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 support 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.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.





Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

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;

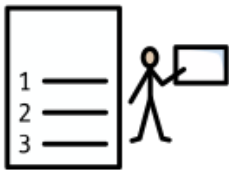
- Wellcomm Language Interventions
- Speech and Language groups
- Little Wandle Phonics Groups
- Math Interventions
- Writing interventions, including spelling
- Read Interventions
- Fine and Gross Motor Groups
- Wellbeing Groups
- Sensory Circuits
- Daily Catch Up Groups

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.

We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).

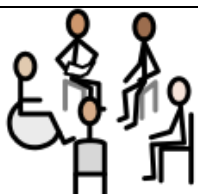


Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Lakey Lane Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

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 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 Birmingham Continuum which has been designed by Pupil and School Support. Birmingham Continuum is 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 carry out and the results are published nationally.

We hold drop-in sessions every term and Mrs Sarah Buck is available at parents' evenings to discuss any concerns.

We also hold coffee morning throughout the year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For all children who are on the school's SEND register, we will invite you in for 3 further telephone meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

Accessibility

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 endeavour 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 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.



Staff Training

At Lakey Lane Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.



When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be

utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Intensive Interaction and Mirror Play	Sensory Ladders	Bucket time
			
Autism	Makaton	Phonics	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition booklets which include photos of the teacher, TA and classroom environment.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

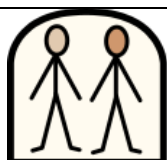
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

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.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Pupil and School Support,
Communication Autism Team,
Birmingham Educational Psychology Service,
School Health Advisory Service,
Occupational Therapy Team,
Speech and Language Therapy,
Visual and Hearing impairment team and Behaviour Support.

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 on their access in the school setting.	School have an allocated teacher who they will contact after a parent or carer signs a referral form
Pupil and School Support (PSS)	Children or young people who are working below the levels expected for their age. A Pupil and School Support Teacher will also work with staff in schools offering support, advice and training.	A Pupil and School Support teacher regularly visit school. School will let parents or carers know if they need to work with the child or young person
Sensory Support Service (SSS)	Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is affected.	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice. School can fill in a form which parents or carers sign. The family doctor can also complete this form.
Speech and Language Therapy Service (SALT)	Children or young people with a high level speech and language difficulties.	In addition we have a therapist who comes into school each week to assess individual children and plan intervention programmes.
Play Therapist	Children or young people with particular social, mental, emotional needs.	Our play therapist is in school once a week. The pupils are identified through conversation between parents/staff and the therapist. Her involvement with individual pupils tends to be longer term and her caseload is small, usually 2 pupils.
Learning Mentor	Children or young people with social, emotional, behavioural needs.	Our learning mentor is a full time member of the school staff. Pupils are identified in discussion with staff/parents.
School Nurse	Children or young people with medical needs particularly where medication is needed.	School have an allocated nurse who they will contact after a parent or carer signs a referral form

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once outside agencies have shared their reports with school, parents will receive a copy and are given the opportunity to discuss these further.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council.



Governors

In our school we have a governor who is responsible for special educational needs. Mrs Malia Martin is in school daily and can be contacted through the school office. Mrs Malia 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 Sean Boyd on issues relating to SEND.



Complaint Procedure

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.



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at
<https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004