



# SEN Information Report

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**Lanesend Primary School**  
**SEN Information Report**

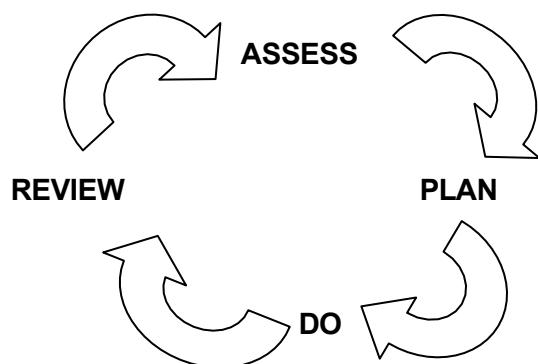
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**Whole school approach**

High quality first class teaching and additional interventions are defined through our continual dialogue across the school contributing to our provision management approach. If any child who require additional provision, this is added to the class Provision Overview. Children requiring interventions are discussed at Pupil Progress Meetings and children who have a higher level of need are added to the Special Educational Needs (SEN) register. An Individual Education Plan (IEP) is then created for these children. These documents help us to regularly review and record what we offer every child in our care and what we offer additionally.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with Special Educational Needs.

**Assess-**

Children are regularly assessed as part of the whole class. Progress is carefully tracked and monitored. Some children may require specific assessments to track progress in smaller steps. For children with complex needs working significantly below their peers we use IASSEND software to track progress. Occasionally it may be necessary to assess children using a 'one off' formal SEND assessment e.g. a Dyslexia Profile which highlights the risk of Dyslexia.

**Plan-** all children who are on the SEN register have an IEP in which SMART targets are set. Children with an Education, Health and Care Plan (EHCP) also have a plan which shows their progress towards their EHCP goals via small steps. It is the responsibility of the class teacher to plan for interventions and additional inclusion strategies that a child may need in their class. Advice on planning can be sought from the SENCO and in all interventions are discussed at Pupil Progress Meetings.

**Do-** It is recognised that Quality First Teaching enables all children with SEND to make the best progress. Teachers plan for individual children as part of the whole class planning process using the specific techniques and strategies to support their individual pupils. Teaching assistants are trained in SEND and where they have particular expertise, we aim to match them with the children they are working with e.g Makaton, Autism etc.

**Review-** Children's progress is regularly reviewed by teachers as part of an ongoing progress. At Pupil Progress Meetings the effectiveness of strategies and interventions are discussed. In addition, IEPs are reviewed by the class teacher three times a year and are shared with families via Edukey. Next steps and new targets are also

set if required. Those pupils with an EHC plan will have an Annual Review in addition to meetings throughout the year.

If concerns are raised about a child's progress, these can be raised at any time to the class teacher in the first instance. Families can also contact the school's SEN team or the SENCO via phone or email (LPS-SENTEAM@lanesendprimary.co.uk)

## **SEND NEEDS**

We currently have around 122 children receiving some form of SEN and Disability support.

Children and young people's SEND are generally thought of in the following four broad areas of needs and support:

### **1. Communication and interaction**

We use a range of provisions to support children with their Communication. We have a whole school emphasis on Oracy, encouraging children to answer in full sentences. We run numerous different SALT interventions including NELI and Bucket Group. Some staff are trained in Makaton. We work closely with visiting Speech Therapists to provide specific support, intervention and resourcing as recommended and advised. Examples include tailored visuals, task planners, vocabulary word maps etc.

### **2. Cognition and Learning**

We use a wide range of provisions in class for specific children as part of our Quality First Teaching. These are listed in each classes Provision Overview. In addition to class interventions to support Cognition and Learning such as Overlearning and Pre-teaching, we also have access to various specific interventions. Examples include: Little Wandle Keep Up/ Catch Up, Number Box, Rapid Maths etc. We can assess children using a Dyslexic Portfolio to identify risk of Dyslexia. Provisions, adaptations and intervention can then be implemented.

### **3. Social, Emotional and Mental Health**

Lanesend Primary School has a nurturing ethos throughout the school. Children have access to the extended Pastoral Team which can offer emotional and mental help support for all children. In addition, we run a variety of Social Skills interventions and interventions to aid emotional regulation. Some children benefit from additional support and provisions in the classroom to aid their Social, Emotional and Mental Health. Examples could include emotion charts, check ins or emotion books.

If children are struggling with behaviour or regulation, we have a Pastoral team to support with intervention or implementing Behaviour Plans. We also work closely with the Primary Behaviour Service (PBS) to support children who require more specialist intervention. Where a child is displaying emotional or mental health issues that interfere significantly with his or her learning or wellbeing, other services such as CAHMS, the Mental Health Support Team or the Wellbeing Hub can be referred to.

### **4. Sensory and Physical**

Provision is put in place following the advice of visiting Specialist Teachers or as a response to needs that arise. Teachers are aware of any SEND and adapt the environment to suit the child. Examples may include enlarging text or considering a child's seating arrangement. Advice from Occupational Therapy and Physiotherapy are followed up where appropriate. We run fine and gross motor interventions where required as well as a daily Sensory Circuit. A wide range of provisions are available to support children in class including wobble cushions, headphones, writing slopes etc. These are available on the class Provision Overview for teachers.

Lanesend Primary school accesses and can refer to a range of professional services to support children. Support from External Professionals may be sought to support a child's learning and development. These includes the services of: Speech and Language, Paediatricians, Educational Psychologists, Physiotherapy,

Occupational Therapy, the Primary Behaviour Service and CAMHS (Community Child and Adolescent Mental Health Services). *Some services are only available for children with EHCPs.*

Children with Medical needs, are supported by Individual Medical Plans/ Risk Assessments. Staff have received training in specific medical conditions where required. We have outside support from the School Nurses, Specialist Nurses and Paediatric departments. If your child requires medication while they are at school, this can be administered by school staff on completion of relevant documentation. This will need to be completed and checked by the school office prior to commencement. Please see the relevant policies, which can be found on the school website.

To support the attendance of all children, including those with SEN, we have a robust Attendance Policy and weekly attendance meetings to ensure that the attendance of all children is monitored. Support for children struggling to attend school is available via interventions for the Pastoral Support Team.

We have internal processes for monitoring quality of provision and assessment of need. These include lesson observations, observations of interventions, work scrutiny, discussions a Pupil Progress Meetings and Annual Reviews. The children are regularly assessed as part of the school's ongoing process. Additional specialist assessments are carried out to identify needs as required. External agencies are also able to provide specialist assessments as required.

### **Consulting with children, young people and their families**

Involving families and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
SEN family questionnaire	SENCO and SEN team	1 x term
IEP reviews (assess plan do review)	SENCO Class teacher Family Other professionals involved	At least 3 times a year
EHCP Annual Review	Senco, family, child, other relevant professionals	Annually
Pupil Voice	Individual pupils	Termly
Review of targets from IEP	Individual pupils with class teacher	Termly

### **Staff development**

We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school

Area of Expertise	Level (as per p68-9 of SEND CoP 2015)
SENCO accreditation	Specialist
Little Wandle Keep Up/ Catch Up/ SEN programme	Enhanced
Literacy and Speech , Language and Communication	Awareness/ Enhanced/ Specialist
Makaton	Enhanced Specialist
Lego Therapy	Specialist
	Awareness

NELI	Awareness/ Enhanced
Sensory Circuit	Awareness/ Enhanced
Autism	Awareness
Attachment disorder	Specialist
Gross motor	Awareness/ Enhanced/ Specialist
Bucket Time	
Pastoral support	

This year we have put in additional training into developing provision for all, Maybo (de-escalation and positive handling), pastoral support and Speech and Language as part of our ongoing CPD programme for staff.

Considerable thought, planning and preparation goes into deploying and utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We have a highly trained team of teaching assistants. Careful consideration is given to the expertise of staff and the needs of the children.

### **School partnerships and transitions**

We have worked closely with local nursery school and pre-schools to ensure a smooth transition into school. Where a child comes into school with a high level of need, we have additional meetings and adapt their transition to school to meet their needs.

We work closely alongside all the Island Secondary Schools and run a smooth transition programme for more vulnerable pupils. Extensive handover meetings and Transition Partnership Agreements (TPAs) are implemented when needed. We also work with the Mental Health Support Team to deliver additional transition workshops.

This year, we worked with our feeder partners to welcome 10 children with SEN and we supported 26 children transition to the next phase in their education.

### **Complaints**

If a parent is concerned about anything to do with the education that we are providing at our school, they should in the first instance discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and making good progress, they naturally want to know if there is a problem, so they can take action before it seriously affects the child's progress.

Where parents feel that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they may follow the steps identified in the Complaints Policy to formally raise their concerns.

### **Challenges for the year**

Our challenges for the year have included ensuring that the high numbers of children with largely different SEN needs have their needs met in the classroom. We have addressed this by working with Dr Anita Devi to maximise provision within the classroom.

We also supported the development of reading for children with SEN by ensuring high quality intervention via the Little Wandle programme. This has been supported via the English Hub.

### **Further development**

Our strategic plans for developing and enhancing SEND provision in our school include:

- Developing monitoring strategies to ensure provisions and interventions are met via QFT
- Monitor the adaptations to the curriculum

- Develop the Pastoral Team to ensure good mental health in children
- Be awarded the IQM
- Ensure SEND pupils make measurable progress

As required by the Equality Act 2010, Lanesend Primary has an Accessibility Plan. We are committed to working together to provide a learning environment where all children have every opportunity to achieve the highest of standards. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils and strive to be inclusive.

**Relevant school policies underpinning this SEN Information Report include:**

- Accessibility Plan
- Positive Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions Policy
- SEN Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005