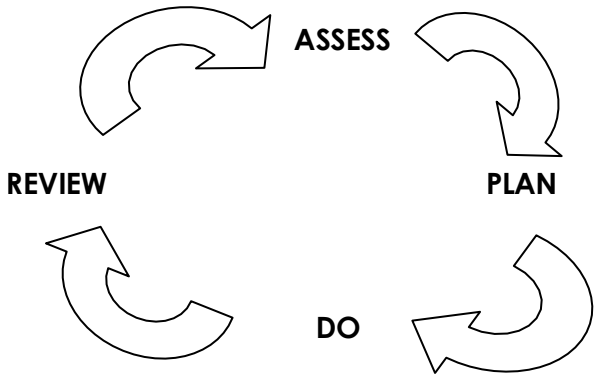
SEN Information Report

SEN Information Report	
Date Agreed	Sept 2026
Review Date	Sept 2027

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 requires 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 B-squared 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 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 at 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
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: Phonics, 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
We have 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 Regulation and Emotional Support Team (REST) 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.

We can access 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, coaching 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
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
Phonics interventions	Enhanced
Literacy and Speech, Language and Communication	Awareness/ Enhanced/ Specialist
Makaton	Awareness/ Enhanced/ Specialist
Lego	Enhanced
Therapy	Enhanced
	Specialist
	Awareness

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

This year we have commissioned 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.

Admission and arrangements
Children are admitted to the academy in accordance with the admission criteria. We do not discriminate for or against children with special educational needs or disabilities and would expect parents to fully inform the academy of the nature of any known educational, physical, medical or social needs when expressing a preference for their child to attend this academy. This information will ensure that the child's entry to the academy is as smooth as possible and help inform the level of provision the academy can make to meet the individual needs of the child.

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.

Curriculum and Environment
We adapt the curriculum and learning environment to ensure all pupils with SEND can access an ambitious, inclusive education. High-quality adaptive teaching is supported through personalised strategies, reasonable adjustments, visual aids, scaffolds and targeted interventions matched to individual needs.

To meet a wide range of needs, we have established specialist internal provision linked to the four areas of SEND need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health (SEMH), and Sensory and Physical. Pupils accessing these provisions follow bespoke curriculum pathways tailored to their individual outcomes, with progress measured through B Squared assessment frameworks to track small-step achievement and inform next steps.

Our environments are designed using low-arousal principles, providing calm, structured and predictable spaces that minimise sensory and cognitive overload. Consistent routines, visual supports and clear classroom organisation help pupils feel safe, develop independence and engage successfully in learning. Through this approach, pupils with SEND are fully included in school life and benefit from high-quality teaching and learning alongside their peers.

Working with External Partners
We work proactively with a range of external agencies, including the virtual school for children who are Looked after, to identify needs early, secure appropriate support and remove barriers to learning. Recommendations from professionals are integrated into personalised provision, interventions and curriculum planning, ensuring a coordinated approach that supports pupils' academic, social and emotional development. Strong partnerships with families and external services help us provide the right support at the right time.

Assessment
In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) register. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria. Assessment methods are adapted for some pupils with SEN and disabilities. As a school we have considered meaningful ways of measuring all aspects of progress. SEND pupils are set SMART targets within their Individual Education Plans (these relate to: Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory and / or Physical Needs) and these are evaluated at the end of each term alongside advice from external professionals. High expectations apply

equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning. Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments). We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

Anti- Bullying

Our Anti- Bullying policy outlines what IOW DCT Academies will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole academy community. As a community we are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. Please see our Anti-Bullying Policy for more information: Anti-Bullying Policy

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.
For support with SEN mediation, please refer to the Independent Provider of Special Education Advice (IPSEA)

Approaches to Equality and discrimination

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

i. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
ii. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
iii. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
iv. Please see our Equality information and objectives Equality information

Relevant school policies underpinning this SEN Information Report include:

I. Accessibility Plan
II. Positive Behaviour Policy
III. Equality Policy
IV. Supporting Pupils with Medical Conditions Policy
V. SEN Policy

Legislative Acts considered when compiling this report include:

I. Children & Families Act 2014
II. Equality Act 2010
III. Mental Capacity Act 2005

Contribution to the IOW Local Offer

We are an outward-facing school that actively works in partnership with schools across the Isle of Wight to promote inclusive practice and improve outcomes for pupils with SEND. We provide training and expertise in MAYBO to schools implementing the programme and regularly share effective practice from our specialist resourced provisions. Through collaboration, professional development and peer support, we contribute to building capacity across the Island, helping other schools develop inclusive environments and high-quality provision for pupils with a wide range of additional needs.