





# The Lanes Primary School



## Special Educational Needs Report

Last reviewed	January 2026
Review Cycle	Annually

## The Lanes Primary School SEND Report

			
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Thank you for taking the time to read our information report about our Special Educational Needs and Disabilities (SEND) provision within school. The report has been written in line with the SEND Code of Practice 2014.

The Lanes Primary is a mainstream school with an inclusive ethos. We enable our children to achieve excellence in every aspect of their lives. We have high expectations for all pupils, striving to offer the best possible teaching and support both to our children and their families; we pride ourselves on having open approachable access to all.

All schools are expected to be as inclusive as possible and support pupils with Special Educational Needs and/or Disabilities in mainstream settings wherever possible. We support children with the four main areas of need, which are:

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

At The Lanes we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn, without fear of criticism. The ability to form good relationships with pupils, to plan appropriate engaging lessons, to implement a consistent behaviour policy and to give praise, encouragement and feedback, are all part of the provision of effective teaching of all pupils but especially those who have special educational needs. We aim to enable all our children to flourish irrespective of need.

### **How does the school identify children with SEND?**

Some children will enter school with very clearly identified needs, however for others their needs do not become fully apparent until they enter or progress through the education system.

Class teachers will make regular assessments of progress for all pupils and during this process will identify those whose progress or attainment is becoming a cause for concern. This is done through:

- Regular communication with parents/carers
- Regular communication as a staff body
- Transition meetings when a child is new to school/moving year groups/transferring to another setting
- Pupil progress meetings
- Data analysis
- Learning walks
- Book looks
- Pupil, staff, and parent questionnaires.

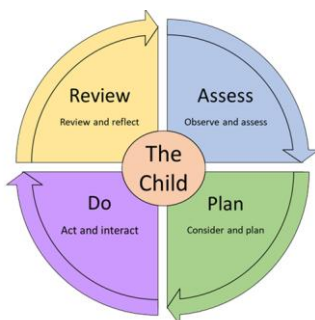
We also use a variety of ways to identify specific SEND, often more than one, including:

- Medical diagnosis.
- Joining the school with already identified needs from a previous educational setting.
- Parental concerns.
- Staff in school working with the child, identifying needs through assessment, reviews and observations.
- Report from outside agencies requested by the school, GP or family themselves.

We aim to identify children with specific needs as early as possible in their time with us and then follow a graduated approach to provision.

### **The Graduated Approach:**

We follow the graduated approach by implementing the ‘assess plan, do, review’ model. This involves adapting high quality first teaching strategies, planning interventions and strategies and reviewing their impact and gathering further information to create a clearer picture of the child’s needs. Depending on the identified need, this could involve observations by the SENDCo, outside agencies, completion of checklists or formal assessments.



In response to the graduated approach, we will use a range of support

- 1 – Inclusive high-quality teaching for **all**, providing scaffolded/differentiated work and creating an inclusive learning environment.
- 2 – Specific, time limited additional measures for some children who need help to work at or above age-related expectations. These children are on our Monitoring and Concern list.

3 – Additional highly personalised interventions. These children are on our SEND support register.

### **Adaptations to the curriculum and learning environment**

Teachers are responsible and accountable for the progress and development of all the pupils in their class and therefore high-quality teaching and learning for all pupils is our first step in responding to pupils who have SEND. This will be adapted for individual pupils to enable them to access the curriculum alongside their peers.

We make the following adaptations to ensure all pupils' needs are met by:

- Scaffolding our daily provision to ensure that all pupils are supported to access the curriculum alongside their peers for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Bespoke provision may be planned for and provided to ensure the needs of all our children are met in line with the principles outlined in our SEND policy.

All staff have a copy of and refer to a document entitled 'High quality first teaching for SEND' which contains strategies to support children in the classroom under the 4 categories of need. There are also documents to support more specific adaptations in each of the individual subject areas available.

All pupils at The Lanes have access to learning outside the classroom and extra- curricular activities including school visits. Arrangements for supporting a child with special educational needs to access these activities are discussed with the parents of each individual child and where necessary with any external providers. Appropriate risk assessments, support plans and adaptations will be made where reasonably possible to ensure all children are included.

### **Additional interventions and support**

Where it is identified that a child needs something additional to the adaptations made in the classroom, we also provide additional interventions such as:

- Additional sessions for phonics/times tables/reading
- Pre-teaching key concepts or key vocabulary
- Focused reading interventions
- Precision Teaching
- Interoception and Proprioception interventions
- Fun Fit
- B-Squared Interventions
- Attention Autism
- ELSA (Emotional Literacy Support Assistant)
- Individual Speech and Language Therapy programmes (SaLT)
- Sensory circuits
- Additional support is provided at break and lunch times, for those pupils who find the unstructured parts of the day difficult.

## Outside agencies

The school continues to build strong working relationships and links with external support services to fully support our children. We believe that sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. With consent from parents, we also work with agencies to provide additional support for pupils with SEND, such as:

- Schools and Family Specialist Services (SFSS)
- Educational psychologists
- SBAP (South Broxtowe School, Behaviour and Attendance Partnership)
- SaLT (speech and language therapy)
- CAMHS (Child and Adolescent Mental Health Services)
- Occupational therapy
- Physiotherapy
- Mental Health Support Team
- Physical Disability Specialist Services (PDSS)

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

The SENDCo accesses support from outside agencies through:

- Termly Springboard meetings; this is the route to Schools and Family Support Services and educational psychologist
- Referral according to the threshold benchmarks documented in the Pathway to Provision document to support agencies e.g. Early Help Unit for social care involvement
- Referral to health agencies such as speech and language and emotional health and well-being services.

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion

## How do we support children's wider development and well-being?

We recognise that children's development and progress is not only measured by academic success and therefore provide support for pupils to improve their emotional and social development in the following ways:

- The class teacher has overall responsibility for all children in their class.
- Children receive PSHE lessons as part of our curriculum in which issues of friendship, relationships and behaviour are explored.
- We ensure children tackle issues such as bullying, health and economic wellbeing in a whole class supportive framework.
- Support at lunchtime through a lunch club.

- We have School Council meetings in which all children are supported to have a voice.
- We have a number of ELSAs (Emotional Literacy Support Assistant) who can provide support for those children who need more targeted emotional support.
- Children with SEND can access all extra-curricular activities and participation is actively encouraged.
- Attendance monitoring and support through our SENDCo and Attendance Manager
- We also ensure that all members of our school community are treated with tolerance and respect. This is taught as part of our PSHE curriculum and through regular whole-school assemblies.
- Bullying is never accepted, and we recognise that those with a disability are more at risk of bullying.
- We teach children to accept and celebrate the differences between us so that bullying is not accepted by the whole community.

### **How do we evaluate the effectiveness of our provision for pupils with special educational needs?**

- Pupil progress is monitored on a termly basis in line with the SEND Code of Practice.
- Interventions received by the class teacher are monitored frequently. Feedback is provided and any actions are implemented. Class teachers evaluate support and interventions with the teaching assistants weekly.
- Regular monitoring by the SENDCo/Lead TA by visiting children in classes, looking at their work and attending pupil progress meetings.
- Children who have been identified as having additional needs will have a SEND Support Plan. This document outlines the specific targets they are working on as well as the support they need to achieve this. This document is constructed with your child, you and the class teacher at termly meetings. During these meetings we will review the progress your child has made towards their previous targets and set new targets for the term ahead.
- If a child has an EHCP, they will also have a SEND Support Plan. In addition to the termly review meetings, your child will also have an annual review where we will review their progress towards the targets as outlined in the EHCP. In addition to inviting your child, you, the class teacher and the SENDCO, any other professionals who have worked with your child within the last academic year will be invited.
- Annually, the SENDCO will collate pupil and parent thoughts on the provision for children with SEND in the school. This will take place through focus group discussions. All parents are welcome to share their thoughts through the annual school questionnaire or by contacting class teachers or the SENDCO as ad hoc ideas arise.

### **How do we work with parents and carers?**

When a child's progress in any aspect of their development becomes a cause for concern, we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Everyone understands the agreed outcomes for the child and what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support and parents will be invited into school to create a SEND Support Plan about their child. This will outline the support the child is receiving and will include:

- The child's current assessments
- The child's area(s) of need
- Their identified barriers and strategies to address these
- The child's own views
- The parent's views
- A clear outline of the provision for the child with clear targets and measurable outcomes.

Parents then continue to be included at every step of their child's journey through regular (at least termly) reviews of the support in place.

At The Lanes we operate an 'open door' policy so if at any time you feel you need more information about how well your child is doing and how you can best support them, please contact your child's class teacher or book a meeting with the SENDCo by contacting the school office.

### **How do we secure equipment and facilities for children with SEND?**

We employ a team of teaching assistants to support the SENDCo and class teacher in supporting children with special educational needs and delivering interventions. They are experienced and well-trained and are employed to support those with specific needs, including physical, emotional, communication or learning difficulties.

Support for children with SEND is initially funded from the school's budget. A few children will receive extra funding from the Local Authority. All pupils with SEN will have access to Element 1 and 2 of a school's budget which equates to up to £6,000. This is called Core School Funding. This is used to pay for resources and staff necessary to support children with Special Educational Needs e.g. TAs to deliver interventions. Some pupils with SEN may access additional funding called Top-Up funding. This additional funding might be from a budget which is devolved to our Family of Schools (AFN – Additional Family Needs) for moderation by the SENDCos within the School Family and is managed by the Family SENDCo. For those pupils with the most complex needs, additional funding is retained by the local authority (HLN – High Level Needs). The school SENDCo, with the support of the School Family and the Family SENDCo, will refer individual applications to a Local Authority multi-agency panel, the High Level Needs Panel, who will determine whether the level and complexity of need meets the threshold for this funding.

If a child requires ongoing support that neither the Core School Funding or AFN/HLN can provide, the school's SENDCo may then suggest an EHCP (Education, Health and Care Plan) request. This may also be requested if for example a child requires specialist provision. However, receiving an EHCP does not necessarily guarantee additional funding.

Our current arrangements and identified adjustments are outlined in our accessibility plan (available on the school website) and we recognise that modifications may need to be put in place to meet the needs of all pupils.

The school currently has a range of facilities for pupils with SEND in place. These include:

- Teaching assistants (who have expertise in a variety of areas)
- Use of dyslexia friendly resources throughout school
- Disabled toilet facilities
- Hygiene room
- Use of dual coding with signs and symbols for those pupils with communication difficulties
- Use of iPads and technology
- Visual timetables in all classrooms
- Information from the school office (for parents) available in a range of formats, including large print, translated and copied onto coloured paper (dyslexia friendly) upon request.

If a situation arises where specialist equipment was needed, then advice would be sought from specialist services such as the Physical Disability Support Service and Inclusive technology.

### **How do we prepare your child to join the school?**

When a child with additional needs joins the school, every effort is made to ensure that they have a smooth transition and that training has taken place and resources are in place to meet their individual needs.

The Inclusion team will liaise with the child's previous school or setting to ensure that all the relevant information has been shared, so the best possible outcomes can be achieved.

### **How do we prepare your child to transfer between phases of education?**

The Inclusion Team will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The Inclusion Team will ensure liaison between staff members within school to ensure the provision is individualised where needed. As pupils move to a new class, plans are put into place to support both the pupil and new staff to enable them to successfully transition alongside their peers. This may include additional visits, creating passports, meeting of new staff and facilitating appropriate staff training.

The school closely liaises with local secondary schools to enable an effective transition to take place. Parents are actively involved through this transition process.

### **How do we prepare your child for adulthood and independent living?**

Every part of our curriculum will provide children with the opportunity to develop skills that they need to be successful life-long learners. We also encourage independence in our children and ensure that they have the foundations to build on to enable them to live as independent, successful adults. All children have access to a full PSHE program where they will study features of adult life appropriate to their age and development.

## **What training have staff had and what is planned?**

We recognise the need to train all staff on SEND issues so we aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/ signposts relevant SEND focused external training opportunities for staff and cascades information back to staff. The SENDCo, with the Senior Leadership Team, ensures training opportunities are matched to school development priorities and those identified through the use of provision mapping.

- Manual handling for those with physical impairments
- Attention Autism
- Sensory Circuits
- Autism and PDA awareness
- Effective Support Plans and creating SMART targets
- Identification of need and the teachers role in supporting children with SEND
- Precision teaching
- Assessing using the AET framework
- Dyslexia, including portfolio assessments
- Interoception and Proprioception
- Clicker – a computer programme to teach early writing skills
- Strategies to support children with hearing impairments, including maintenance of hearing aids
- Emotion coaching and relational approaches
- Acquired brain injury
- Nurture, including deescalating dysregulation
- Speech and Language
- Target setting
- Children and Young People's mental health and wellbeing

**How do we signpost organisations, services etc who can provide additional support to parents/carers/young people?**

During the termly meetings parents/carers will be signposted to relevant resources and information by the class teacher or member of the inclusion team.

School has strong links with a number of external agencies who can provide support for families.

Service	Contact Details	Further information
Early Help – Family Service	01158041248	Parenting support. Support for school with team around the family meetings Advice around safeguarding concerns <b>Parents or school can refer into this service</b>
MASH (Multi Agency Safeguarding Hub)	03005008080	To report safeguarding concerns <b>Parents report to this service for advice and support around safeguarding issues</b>
SFSS (School and Family Support Service)	01158546464	Work with the children within school on the SEND register, offering advice and support. <b>School refers to this service through Springboard</b>
SBAP (South Broxtowe Behaviour and Attendance Partnership)		Specialist Teachers who can support school. Parenting support Play Therapy Forest School <b>School refers through SBAP meetings</b>

Additional services are recommended to parents, carers and young people as and when a need arises. Services which may be recommended include support groups, charitable organisations, clubs for children and the Parent Partnership Service.

Parents will be signposted to the Nottinghamshire local offer page on the website, access to this can be supported by school if parents have difficulties accessing a computer.

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The school website also has a range of links to resources and school sends out specific, relevant information to parents as and when necessary.

**What do I do if I have a concern or complaint about the SEND provision made by the school?**

We endeavour to work proactively with parents and carers and hope that issues can be resolved swiftly through collaborative actions and clear communication.

If a parent/carer has as a concern about their child they should:

- Talk to the class teacher in the first instance
- Make an appointment to see the SENDCo, a member of the Inclusion Team or the Headteacher by contacting the school office via email – [office@thelanes.notts.sch.uk](mailto:office@thelanes.notts.sch.uk) or via phone 0115 9138558.

If parents feel the matter is still unresolved and would like to submit a complaint, then a full copy of the complaints procedure can be obtained from the school website or office upon request.