



Four Lanes Community Junior School

SEN Information Report

Four Lanes Community Junior School is an inclusive mainstream setting and we believe that:

- All children should be valued regardless of their abilities and behaviours
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs
- All teachers are teachers of children with Special Educational Needs
- All children can learn and make progress
- Effective assessment and provision for children with SEN will be secured in partnership with parents, children, the LA and other partners

Our aim is for children with SEN to achieve their best; to be included fully into our school community and make a successful transition to secondary school.

1. The kinds of Special Educational Needs for which provision is made at Four Lanes Community Junior School.

Four Lanes is a fully inclusive school, which ensures that all children achieve their best; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability, or educational need.

2. Information about the school policies for the identification and assessment of pupils with special educational needs.

Q. How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At Four Lanes Community Junior School children are identified as having SEN through a variety of ways:-

- Liaison with the pupil's previous school.
- Academic performance of child below age expected levels or making limited progress.
- Concerns raised by parent.
- Concerns raised by teacher.
- Liaison with external agencies i.e. Physical health diagnosis through paediatrician.
- Use of assessment tools e.g. DEST test for dyslexia
- Assessment against the national SEN Support criteria grids.

Q. How will I raise concerns if I need to?

- Talk to us. Contact your child's class teacher first.
- You could also arrange to meet the SENCo or Head Teacher.
- Look at the SEN policy on our website.
- Contact parent partnership - www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) -www.ipsea.org.uk.

The SEN Governor is responsible for making sure that the necessary support is given to any child with SEN who attends the school. They can be contacted via the school office for support.

3. Information about the school's policies and making provision for pupils with special educational needs, whether or not pupils have EHC Plans

Q. How will both you and I know how my child is doing and how will you help me to support my child's learning?

(a) How the school evaluates the effectiveness of its provision for such pupils

- The class teacher will meet with parents at least on a termly basis (this could be as part of parents' evening) to discuss the child's needs, support and progress.
- LSAs complete termly intervention tracking forms that record the child's progress as a result of a specific intervention.
- Assessment before and after an intervention to evaluate its impact.
- The SEN Governor meets regularly with the SENCo to monitor the effectiveness of interventions.
- For further information the SENCo is available to discuss support in more detail.

(b) The school arrangements for assessing and reviewing the progress of pupils with special educational needs

How do we know if it has had an impact?

- As a school we measure children's progress in learning against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of methods including national curriculum levels and reading and spelling ages.
- The SENCO meets with the SEN Governor to discuss the impact of various interventions.
- Children who are not making expected progress are discussed at Pupil Progress meetings with the class teacher and Senior Leadership Team (SLT). The discussion includes why individual children are experiencing difficulty and what further support can be given to aid their progression.
- Each child on the SEN register has an Individual Education plan (IEP) or Individual Behaviour Management Plan (IBMP).
- Verbal feedback from the teacher, parent and pupil.

(c) The school approach to teaching pupils with special educational needs.

Q. How will the education setting staff support my child?

- Our Learning Support Assistants provide additional support in class. This may take the form of supporting children with SEN or supporting other children to enable the teacher to work with children with SEN.
- Interventions take place outside of the classroom, mainly in the afternoons. These are planned either for an individual or a small group according to need.
- We ensure that all children's needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN and Pupil Premium (PP) budget and deliver programmes designed to meet groups of children's needs.

- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support - often involving an LSA.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs

Q. How will the curriculum at the school be matched to my child's needs?

- All learning environments, including seating plans and additional resources, are set up with individual needs considered. Any additional adjustments are made according to the individuals in the class.
- All maths and English plans identify specific adjustments needed for children with SEN. These may include concrete resources, frames, adult support and visual images.
- All work within class is pitched at an appropriate level so that all children are able to access work according to their specific needs. Typically in a lesson there are three different levels of work set for the class. However, further differentiation may be needed for some individuals. The benefit of this type of differentiation is that all children can access the lesson and learn according to individual needs.
- Any further adjustments to the curriculum will be considered on an individual basis.

(e) Additional support for learning that is available to pupils with special educational needs.

Q. How is the decision made about what type of and how much support my child will receive?

- Decisions about support will be made according to the individual's type and severity of need.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels. We work closely with external agencies to ensure that individual needs are met. This may include: -behaviour intervention; health - including GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services including - Locality Teams, Social Workers and Educational Psychologists.
- The class teacher, parent and SENCo, will discuss the child's needs and the support that would be appropriate.
- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher and LSA will plan the provision for each child with the SEN to ensure that progress in every area is made. The SENCo and Year Leader will oversee this provision and ensure that systems of equality are applied.
- Access arrangements are made for children with SEN during internal and external tests. These may include additional time, an alternative location in school and/or adult reader or scribe.

(f) What additional activities are available for pupils with Special Educational Needs

Any additional activities available will be allocated according to need

(g) Support that is available for improving the emotional and social development of pupils with special educational needs

Q. What support will there be for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children's self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children.

- The school has a fully trained ELSA (Emotional Literacy Support Assistant) who works with vulnerable children under the direction of the Head Teacher and SENCo.
- The class teacher has overall responsibility for the pastoral, medical, emotional and social care of every child in their class. Therefore the class teacher is the parents' first point of contact. They will work with their allocated LSA to meet any additional needs. If further support is required the class teacher will liaise with the SENCo. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Service.

Q. How will my child be included in activities outside the classroom including school trips?

- For school trips a risk assessment may be required for those children with Individual Behaviour Management Plans (IBMP) or particular emotional needs. Any adjustments or additional support required will be discussed with parents. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety.

Q. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward and consequence system that is followed by all staff and children.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

4. The name and contact details of the SEN Co-ordinator

Mrs Julie Docherty

Contact school office

5. Information about the expertise and training of staff in relation to the children with special educational needs and how specialist expertise will be secured.

Q. What training is provided for staff supporting children with Special Educational Needs?

- Our SENCo is currently going through the SENCo Accreditation and is being supported by the SEN Inspector. She has worked in a pupil referral unit, is team teach trained and has experience working with children with different types of SEND (special educational needs and disabilities).
- We have a fully trained ELSA who receives support from the educational psychologist.
- A member of staff is trained in delivering speech & language programmes from speech & language therapists.
- A number of teachers and LSAs are team teach trained to support children with behavioural difficulties
- All of our LSAs have regular in school training on current interventions and approaches e.g. maths diagnostic, phonics programmes and dyslexia screening.
- LSAs attend external training where appropriate.

6. Information about how equipment and facilities to support children with special educational needs will be secured

Q. How accessible is your education setting (indoors and outdoors)?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is mainly all on one level with ramps at specified fire exits.
- There are disabled parking bays at the front of the building.
- There is specific ICT equipment for supporting children. Other specialist equipment will be obtained in accordance with children needs.
- If a child has an on-going medical need the school will complete a care plan with the school nurse specifically for that child and this is closely followed by the school.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day.
- An administration of medicines form will need to be completed by parents/carers and authorised by the Head teacher.
- On a day to day basis the administrative staff oversee the administration of any medicines that have been authorised by the Head teacher.
- All staff receive regular training and updates of conditions and medication affecting individual children so that any staff member is able to manage medical situations.

7. The arrangements for consulting parent carers of children with special educational needs about and involving such parent carers in the education of their child

Q. How are parent carers currently involved in your education setting? How can I get involved and who can I contact for further information?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have an Individual Behaviour Management Plan (IBMP) or Individual Education Plan (IEP) which will have individual targets. This is reviewed on a regular basis (at least termly) and parents are given a copy of the IEP. The targets set are Smart (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEN they may have an IPA (Inclusion Partnership Agreement) or have a statement of SEN, which means that a formal meeting will take place to discuss your child's progress and a report will be written.
- Attendance of every child is monitored on a daily basis by the office staff. Lateness and absence are recorded and reported to the Headteacher. Good attendance is actively encouraged throughout the school.

8. The arrangements for consulting children with special educational needs about, and involving them in, their education

- We value and celebrate each child being able to express their views on all aspects of school life. This is often done through the school and class councils which are open forums for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher/LSA.
- There is an annual pupil questionnaire when we actively seek the viewpoints of children.
- We have a range of procedures whereby children are able to speak to an adult if they need.
- If your child has an IPA (Inclusion Partnership Agreement) or statement of SEN their views will be sought before any review meetings.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parent carers of pupils with special educational needs concerning the provision made at school

Q. What steps should I take if I have a concern about the schools SEN provision?

- The first point of contact is your child's class teacher to share your concerns.
- You could also arrange to meet the Headteacher or the SENCo.
- The SEN Governor can be contacted via the school office for support.
- Look at the SEN policy on our website.
- Our complaint procedure is available through the school office.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

- The SENCo/Headteacher reports to the governors every term to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times.
- An SEN link governor is responsible for the strategic overview of SEN and reporting to the full governing body. They meet regularly with the SENCo.
- The governors agree priorities for spending within the SEN budget to ensure that all children receive the support they need in order to make progress. This includes buying into different Service Level Agreements.

11. The specialist services and expertise that is available or accessed by the school

We work closely with outside agencies to ensure that your child has access to high quality, highly specialised support. The agencies used by the school include:

- Hampshire Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Children's Services
- Primary Inclusion Team
- Social Services
- NHS Speech & Language and Occupational Therapy teams

- School Nurse
- Primary Behaviour Services
- Simon Says (support for bereavement)
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Parent Partnership

12. The schools arrangements for supporting pupils with special educational needs in transferring between phases of education

Q. How will the school prepare and support my child to join the school or transfer to a new school?

- We encourage all new children to visit the school prior to starting (transition visits).
- We liaise closely with staff when receiving children from and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. For children with SEN, the SENCo and often identified LSA, will meet with current/receiving school staff to discuss specific plans and transition arrangements.
- We write transition booklets and social stories with children who require further transitional support.
- If a child has complex needs then an IPA (Inclusion Partnership Agreement) or statement review will be used as a transition meeting during which we will invite staff from both schools to attend.

13. Information on where the Local Authorities Local Offer is published

Q. Where can I get further information about services for my child?

<http://www3.hants.gov.uk/sen-home>