





SEND INFORMATION
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Who can I speak to about SEND provision at Lane Green?

If you would like to discuss SEND provision at Lane Green First School or have concerns about your child's learning then contact one of the following members of staff:

- Your child's class teacher
- Our SENDCo - Mrs Anna Squire.
- Mr Tom Wright (Head teacher)

Appointments can be made with any of the above people through the school office or via email using the details below.

Telephone - 01902 297920
Email - annasquire@lanegreen.staffs.sch.uk
or office@lanegreen.staffs.sch.uk



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How accessible is the school environment and curriculum?

We consider how all information usually provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

This might include alternative formats such as larger print, use of different coloured papers, ICT and the provision of information orally, through lip speaking or in sign language.

Pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication are all taken into account.

We feel confident to meet pupil's access requirements. As a school we are happy to discuss individual needs with parents/carers at any time and conduct an accessibility plan review annually to ensure that our curriculum and environment enable children to learn.



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How can the school help if my child is diagnosed with a medical condition?

School staff are committed to supporting pupils with medical needs and in doing so, ensure that they can access and enjoy the same opportunities at school as any other child.

If a pupil has a medical need then a detailed Individual Health Care Plan is compiled by our SENDCo with parents and our school nurse. This provides clarity about what needs to be done, when and by whom in cases of emergency and day to day care. These plans are reviewed annually or more frequently when school are informed that a pupil's condition has changed.

Lane Green adopts the South Staffordshire 'Supporting Pupils with Medical Conditions' policy in order to fulfil our duty to pupils. This policy is available on our school website and further describes our processes for supporting pupils and storing, managing and administering prescribed medicines.

Please contact our SENDCo or our school office for more information.



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What do I do if I have concerns, complaints or compliments about SEND provision at Lane Green?

At Lane Green we are open and honest in our communication with parents and families of all pupils and it is paramount to us that all parties feel happy with the support provided for pupils with SEND.

We welcome feedback from our parents and families, and if you feel dissatisfied in any way then talk to us directly in order to resolve any such disagreements.

Such complaints will be dealt with in the first instance by the SENCo, Mrs Anna Squire and, if required, the Head Teacher, Mr Tom Wright.

Both members of staff are contactable via:

Telephone - 01902 297920(Main school office)

Email - annasquire@lanegreen.staffs.sch.uk

Or

office@lanegreen.staffs.sch.uk

Post - Lane Green First School, Bilbrook Road, Staffordshire,
WV9 1EU



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How do the school know if my child has SEND? Will they talk to me about it?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- There is an impact seen in pupil's responses to their learning and a lack of progress over at least half a term.
- There is a change in the pupil's behaviour.
- They are increasingly reliant on significant adult support to complete independent tasks.

In these cases the class teacher and SENDCo meet to discuss the pupil and follow our school guidelines related to 'Identifying and Supporting Pupils with SEND' (for more information on this process please contact our SENDCo). We then communicate honestly with parents to gather their views before deciding how to move forwards and support the pupil further.

As well as arranged individual meetings, we recommend that you attend any open days, parents evenings and parent workshops to meet with our teaching staff and SENDCo for one-to-one discussions regarding further progress and concerns.



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What kinds of SEND do the school support children with?

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. Health or social care provision is also treated as special educational provision.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other children of the same age.

At Lane Green we support pupils with:

- **Communication and interaction needs**
 - **Cognition and learning needs**
- **Social, emotional and mental health need**
 - **Sensory/physical needs**



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How will the curriculum be matched to my child's needs?

Teachers plan using evidence of pupil's achievement, differentiating work to better match ability to work provided for all pupils in the classroom.

When a pupil has been identified with special needs, they will be provided with additional support to remove barriers to learning and enable them to access the curriculum more easily. This may include specialised equipment or resources, individualised learning opportunities planned specifically for the pupil or additional adult help, for example, a Learning support assistant may be allocated to work with the pupil one to one or in a small target group to focus on more specific needs, such as phonics focused lessons in Literacy.

There may be times when a pupil will be finding accessing the planned curriculum very challenging, despite it being differentiated and additional support in place. At this time, and with the support of our school SENDCo, a more individual and personalised curriculum will be planned by the Class Teacher to meet the needs of the pupil and develop basic learning skills where necessary.



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Will my child have access to specialist equipment and facilities at school if they are needed?

We work with outside agencies and families to ensure that pupils have access to specialised resources or strategies that will remove any barriers to learning and aid future learning. For current and past pupils we have provided access to:

- ICT equipment such as 'talking pegs', tablets/laptops or specialist Literacy and Numeracy programs.
- Writing equipment such as pencil grips, table prompts and writing slopes.
 - An extensive range of games and practical resources used in our intervention groups and classrooms to aid with numeracy, phonics, spelling, reading, memory skills and motor skills.
- Coloured papers, reading rulers and overlays to reduce visual stress for pupils.
- Seat wedges, 'busy hand' toys and footstools to support pupils with Sensory and physical needs.
 - Nurture based experiences and support resources including anger management programmes and play dough therapy.

We also support pupils with hearing impairments through the use of radio aid equipment following guidance and training from the Staffordshire hearing impairment team.

At the present time we are improving our range of sensory based toys and resources that we are able to offer children with sensory difficulties and needs. We now have access to weighted blankets, sensory lights and sensory toys.



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Will my child be able to do the same things as other children in school, like school trips?

At Lane Green we look for opportunities where reasonable adjustments can be made in order for all pupils to access the same opportunities.

We strive to ensure that activities and school trips are available to all our pupils and risk assessments are carried out and procedures are put in place to enable all children to participate. If a health and safety risk assessment suggests that intensive levels of 1:1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

If you have any worries or concerns about an upcoming school trip for your child please speak to the class teacher or our SENDCo.



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Can Lane Green help us if my child has social, emotional or mental health difficulties?

We offer pastoral support in the form of:

- A new and improved PHSE curriculum , providing pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Members of staff such as the class teacher, support assistants, and SENDCo being readily available for pupils who wish to discuss personal issues
- Pupils who find outside class times difficult are provided with alternative opportunities
- The school regularly accesses support from external services for talking based therapy interventions like Action for Children (previously Kaleidoscope+), referrals can be made for individual pupil counselling by our SENDCo.
- Delivery of nurture sessions to support pupil's wellbeing. These are listed on our provision maps and target social interaction skills, improving resilience and emotional wellbeing.
 - We ensure each child has one hour of PE provision a week to support fitness and health, generally impacting on a pupil's well-being.
 - Dependent on the needs of the child the school can access further support from an independent behaviour specialist when school led interventions are not having a positive impact for the pupil.
- All staff receive regular training from our SENDCo to develop nurture based support for children struggling with social, emotional or mental health difficulties with resources readily available and introduced at all times.
- Structured interventions such as 'Forest School' being recently introduced in a number of our KS1 and KS2 classes to develop children's social and emotional development and understanding.
- Additional needs that result in complex and concerning behaviour are supported by our SENDCo who will meet with parents and staff to create an individual pupil behaviour plan, this plan outlines consistent ways in which behaviour will be addressed in school and at home. The SENDCo and teacher will review the plan regularly to monitor for progress.
Please contact our SENDCo if you would like to discuss this further.



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What will the school do to help my child if they have SEND? Will they have extra help and support?

Lane Green employs a graduated response, which focuses on high quality teaching that is differentiated to meet the child's needs. Following further concerns the pupil is then placed 'under observation' to closely monitor their progress. If necessary, pupils are placed on SEND Support and given a Individual Plan, which will contain individual targets and interventions.

At Lane Green we believe that this process should always be centred around the child themselves and so they are closely involved in writing their own IEP's with their teacher and family termly. The plan follows an assess, plan, do and review model to increase progress by setting specific targets to suit the child's needs. Progress towards these outcomes will be reviewed at the end of each term with the parents and the pupil where all parties are able to write/dictate their views on the pupil's progress.

If a pupil has needs related to more specific areas of their education or social skills, such as spelling / phonics, handwriting, numeracy and literacy skills, then the pupil may be placed in a small target group. This will be run by the teacher or Learning support assistant. The interventions are regularly reviewed by all involved, to ascertain the impact on learning and to inform future planning.

These interventions will be recorded on a provision map (for each year group). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCo.



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Do the staff at Lane Green know how to help my child, have they had any specialist training?

Yes, in the past 12 months staff have received training on supporting pupils with Social, Emotional and Mental Health needs and Autism Spectrum Disorders. There are also plans in place for all school staff to receive speech and language training. Newly qualified teachers work with our SENDCo to develop their understanding of delivering quality first teaching and identifying Special Educational Needs throughout their first year in school.

Training for support staff is arranged by our SENDCo in response to the needs of individual children they are working with and a number of staff have visited alternative provisions and specialist settings to develop individual approaches to planning support and learning.

Staff skills are used to support children and other staff across the school.

Our SENCo has completed the National Accreditation for SEN Coordination qualification and attends the termly SEND Local Authority update to keep up to date with strategies to improve outcomes for pupils with SEND. She also attends training on specific areas of needs, which is then conveyed to the rest of the staff to enhance classroom practise where appropriate.



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How do the school know if the extra help and support is impacting on learning?

All pupils at Lane Green will be provided with high quality inclusive teaching that is differentiated to meet their individual learning needs.

The quality of teaching is monitored through:

- Classroom/lesson observation by the senior leadership team and external school reviews.
- Ongoing assessment of progress made by SEND pupils by the SENDCo using target records and assessment scoring for spelling, reading and number skills.
- Regular book scans and scrutiny of planning by the senior leadership team.
- Close liaison between teaching assistants, teachers and SENDCo.
- Informal observations on SEND interventions run by teaching teams from the SENDCo measuring impact on learning.
- Pupil and parent feedback during termly review meetings.
 - Attendance and behaviour records
 - Head teacher's report to governors.



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Will my child be able to express their thoughts and views about learning at Lane Green?

Our pupils remain at the heart of all our practices and we value their input and views on their learning experience at Lane Green. We provide many opportunities for pupils to have their voice heard, including:

- During meetings with the class teacher to review their learning targets at the end of each term and then discussing what they would like to be included on their new plans for the next term. Children also have the opportunity to celebrate their talents and achievements during this meeting.
- In classroom observations and school learning walks conducted by the senior leadership team.
- Through an annual 'Pupil Voice' questionnaire and interviews designed by our SENDCo where we actively seek the opinions of pupils receiving additional interventions and SEN Support. This is supported and attended by our SEND Governor, Annette Lloyd
- At review meetings for pupils with Education, Health and Care Plans. The pupil will spend time with our SENDCo before the meeting to discuss their views about learning.



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Who else might support my child from outside services?

If there are concerns with a pupil's progress, despite the delivery of high quality interventions, we will seek advice from external agencies regarding strategies to best meet the specific needs of a pupil.

This will only be undertaken after parent permission has been obtained and may include referral to:

1. Speech and Language Therapy
2. Behaviour Support Service
3. Hearing Impairment team
4. Visual Impairment team
5. Autism Outreach Team (where a pupil has a full or working diagnosis of Autism Spectrum Disorder)
6. Educational Psychology Service Educational Welfare Officers
7. Social Services and Local Support Team
8. Family Support Service
9. School Nurse
10. CAMHS - Child and Adolescent Mental Health Services
11. Action for Children (Talking based Therapy support)



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How do I cget independent advice?

You can also contact the SENDIASS Family Partnership (formerly Parent Partnership) for information, advice and support about education, health and social care issues. This service is for parents and carers of children and young people aged 0 to 25, with special educational needs and disabilities (SEND). Help line- 01785 356921



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How will I know how well my child is doing?

- You will be able to discuss your child's progress at termly Parents' Evenings.
- Appointments can be made to speak in more detail to the class teacher, SENDCo or Head teacher by contacting the school office or directly via email to annasquire@lanegreen.staffs.sch.uk
 - Plans are also reviewed termly in discussion with parents/carers who are encouraged to contribute their input to be included on the plan, this includes both how they feel their child has progressed during a term and also potential targets for the future.
 - You may also find the home school diary/Class Dojo a useful tool to communicate with staff members and ask specific questions. In some cases a separate communication book may be appropriate between home and school to aid communication, please discuss this with your child's class teacher if you feel this will be helpful.



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What will happen when my child moves school or goes to Middle school?

At Lane Green we understand what a stressful time moving schools can be; therefore, many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

Middle School transition:-

- Anna Squire (SENCo) alongside support staff are available to work with children anxious about the move. This provides them with the opportunity to discuss any concerns they may have.
- For pupils transferring to local schools, staff from both schools will meet to discuss the needs of the transferring pupil and secondary school staff also visit pupils prior to them joining their new school.
- Opportunities to work with local middle schools are actively encouraged so that children are familiar with them e.g. Enterprise projects, sporting events and tournaments, dance festivals and drama workshops.
- Our SENDCO meets the SENDCo from the middle schools to pass on information regarding SEND pupils.
- SEND pupils have the opportunity for visits to the school they are going to in a smaller group of pupils, this is in addition to the transition days that all leaving pupils are offered by the secondary school setting.
- For pupils with an EHCP, during the annual review that takes place the year before transition begins, parents are supported to make decisions regarding the next placement. The school will involve outside agencies, as appropriate, to ensure information is easily accessible and understandable. Accompanied visits with the Lane Green's SENDCo to other providers may be arranged upon request.

Mid-year transition:-

- The records of pupils who leave the school mid phase will be transferred within Seven working days of the parents notifying their child has been enrolled at another school.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. Where there are concerns the previous SENDCo will be contacted by phone or email.