



Four Lanes Community Junior School

Special Educational Needs & Disabilities Information Report

What special educational needs & disabilities provision is available at the school?

Special Educational Needs & Disabilities (SEND) provision is led by the Special Educational Needs Co-ordinator (SENCo). The role of the SENCo is to oversee, monitor and evaluate the quality of the special needs provision which is delivered by class teachers and learning support assistants. The SENCo is Miss R Smith, Assistant Headteacher (Inclusion) and she may be contacted through the school office on 01256 816326.

Four Lanes Community Junior School is a mainstream school. There is no resourced provision such as a speech and language unit, a behaviour unit, a visual impairment or a hearing impairment unit. Public funding is received and, in common with all other mainstream schools, the National Curriculum is taught.

How do we know if a child needs extra help?

Teachers constantly monitor and assess the children's learning and progress through observation of their response during lessons, marking, daily interaction and outcomes of tasks and tests.

The school carries out termly assessments of all children in reading, writing, phonics and maths and also uses standardised tests such as, Language Link assessment, Speech Link assessment, Dyslexia screening tests, Strengths and Difficulties questionnaire, PEP Toolkit and the Boxall Profile, as required.

Where necessary, and with parental consent, we seek assessment support from external agencies such as the Speech and Language Therapist Service, school nurse, Primary Behaviour Service, Educational Psychology Service, Maple Ridge Outreach, Child and Adolescent Mental Health Services (CAMHS) and Occupational Health Service as well as Hampshire Special Educational Needs (SEN) Service .

Our assessment procedures enable us to quickly identify children who may need extra support. The SENCo, class teacher and learning support assistant work together to plan tailored support for individual children in need of extra help.



What do you need to do if you think your child has special educational needs or disability?

If you are concerned about your child's progress you should talk to the class teacher or the SENCo.

How will we measure your child's progress?

The school works with parents to prepare individual learning plans (ILPs) and individual support plans (ISPs) for children who are identified as having special educational needs. These show targets that have been set for the children, success criteria for the targets and a description of the activities that will be undertaken to support the child in achieving the success criteria.

For a child with an exceptionally high level of need, the school works in partnership with parents, the local authority and outside agencies such as the Health Service and Educational Psychology Service to prepare an individual Education and Health Care Plan (EHCP). This shows the targets that have been set for the child, success criteria for the targets, a description of the activities that will be undertaken to support the child in achieving the success criteria and a description of any additional support (such as physiotherapy, adapted equipment or visual aids) that may be required.

The school works in partnership with parents and any outside agencies that are involved with a child to regularly monitor the child's progress towards the targets that have been set.

To measure the impact of teaching and learning, progress made by children with special educational needs is closely monitored and compared with the progress of children without special educational needs. In common with schools nationally, any gap between the levels of progress made by these two groups is a focus for improvement.

This work is monitored by the Governing Board which ensures that the school is accountable for providing a high standard of education for all children. For example the Governing Board receives regular reports from the Executive Headteacher or Head of School and SENCo and compares the achievement of children in the school with the achievement of children nationally.



How will I know how well my child is progressing?

Each year the parents of children with special educational needs are invited to individual termly progress review meetings. At these meetings we review individual plans and discuss the child's achievements, areas of strength and weakness and next steps in learning. We also suggest ways in which parents can support learning at home.

If your child is seen by an outside agency you may be invited to additional review meetings with the agency.

At the end of each academic year the parents of all children (with and without SEN) receive a written report which describes their child's achievements, areas of strength and weakness and targets for the term ahead.

What additional opportunities are there for contact with parents?

Should you require further information about your child at any time please feel welcome to make an appointment to meet with your child's teacher. Parents' knowledge of their children is valued greatly and parents are invited to make comments on their child's learning and interests at home to their teacher.

What is the school's approach to teaching children with special educational needs?

As children with special educational needs are entitled to a broad and balanced curriculum, the school works with parents to ensure that their child is able to access all areas of learning and to fully participate in the wider life of the school such as outings to places of interest and before and after school clubs. The school aims to be as inclusive as possible and the differentiation of activities and resources is normally provided within the child's class. Children have opportunities to work in both social and ability groupings and the curriculum is delivered through whole class lessons, group work and occasionally paired and individual activities.

How are decisions made about how much support my child will receive?

Within the school, learning support assistants (LSAs) work across year groups. LSAs work with children of all abilities. Teachers in each year group plan the deployment of the support staff



ensuring that the level of support matches the level of need. The SENCo monitors the level of support for each child with special educational needs and ensures that they are having an appropriate level of intervention.

Will my child participate in statutory assessments?

The aim is for all children to participate in the statutory assessment tasks. Each child is considered individually and, where adaptations are required, these are put in place. For example, the school may be permitted to make enlarged resources. If a child is unable to participate this is shared with parents in advance.

How will the school support my child's overall wellbeing?

If a child has emotional and communication difficulties, these are supported through a range of strategies which are identified in individual support plans. For example assistance at break times and transition times, visual timetables to help the children understand the structure of the school day and programmes focussed on the development of social skills.

Where long term prescribed medicines are required, these can be administered by the school.

If a child requires personal care we work with parents and health professionals to assess whether or not the school has the resources to successfully meet their needs. Where appropriate we prepare a plan to ensure the child's needs are met.

Safeguarding is a priority within the school and any concerns for a child's safety are discussed with parents so that appropriate support can be planned. As an open plan school, classrooms do not have doors so care must be taken to ensure that all children fully understand the boundaries of the classroom.

The opinions of all children are highly valued. Children are helped to contribute to the development of support plans and are encouraged to contribute to the wider life of the school through their participation in class and school council meetings.

How well are members of staff equipped to support the needs of my child?

When staff join the school they receive induction training on inclusion, safeguarding, child protection, bullying, behaviour, health and safety and special educational needs. Steps are



taken to ensure that the school keeps abreast of changes in legislation and good practice and staff training is regularly refreshed. Ongoing staff training develops skills and improves knowledge and understanding of special educational needs. At times this is led by the SENCo but staff also attend training led by external agencies. For example, training focussing on meeting the needs of children with speech and language difficulties or social and emotional difficulties. If a child joins the school with a need that has not previously been supported, guidance and support are sought from external agencies who are involved with the child. However the school has no specialist staff such as a speech and language therapist, an occupational therapist or a teacher of visually / hearing impaired.

How accessible is the school setting?

The school is built on two levels: the teaching and learning spaces and main school hall; and the upstairs community room.

Please contact the school for information on accessibility as access to the school may not be suitable for all children. Where the school does not have adequate equipment and facilities to meet a child's needs, reasonable adjustments are made and guidance obtained from the local authority and other external agencies involved with the child.

Disabled parking bays are available in the car park. The car park is controlled by a barrier which is operated by a token on exit which is available at the school office.

There is level access to the main entrance and all classrooms and a ramp in school to some of the classrooms.

There is a large toilet within the entrance area. This is suitable for some physically disabled persons.

How are parents or young people currently involved in our education setting?

Before applying for a place for a child, a member of the Senior Leadership Team will provide tours of the school and discuss any initial concerns. Once a child is offered a place, further meetings are arranged where parents can find out more information about the school and share concerns with the Head of School or an Assistant Headteacher

The school operates an 'open door' policy where parents are able to talk to teachers at the end of the day or arrange a time to speak to a teacher at greater length. Parents' evenings



are scheduled in autumn and spring terms and an annual report is written in the summer term.

Throughout the year, the school has information evenings where parents can find out about the curriculum or planned trips for a particular year group. Any messages should be written down and passed to the class teacher or office. If it is felt the child needs extra support in school, the class teacher will arrange a meeting with parents to discuss this. If greater support is needed such as the use of outside agencies (e.g. Speech and Language Therapist) then the school will seek the parents' consent. Parents are encouraged to attend assessments by outside agencies. If a child has an individual learning plan (ILP) this is discussed with parents or carers. Children with an ILP are involved in the process; sharing what they enjoy learning, what they feel they are good at and suggesting ways in which the teachers can help them with their learning.

Throughout the year there are performances which parents and carers are invited to attend such as at Christmas and end of school year.

Who can I contact to find out more information about my child?

Parents or carers should talk to the class teacher initially. A meeting with the SENCo can be arranged through the class teacher or the school office.

What steps should I take if I have a concern about the school's SEN provision?

If a parent or carer is concerned about the provision for their child they should see the class teacher in the first instance. If concerns are not resolved, then a meeting can be arranged with the SENCo or Head of School then the by contacting the school office. Although we hope to be able to resolve all matters at an early stage, if these informal discussions have failed to give satisfaction you may wish to resort to a formal complaint. In this event, please contact the school office for a copy of our Complaints Policy and further information. This can also be found on the school website.

How will the school prepare and support my child to transfer to a new school?

If a child is joining us at the start of Year 3, there are induction visits during the summer term before the child starts school. Year 3 teachers meet with Year 2 teachers during the summer term. If a child joins part way through a school year a member of the Senior Leadership Team



will arrange a meeting with the parents and the child prior to them joining. For children transferring to secondary school, meetings are arranged between the two schools to support the transition and to share plans that may be in place.