



Four Lanes Federation

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<i>Governing Committee Responsible:</i>	<i>Full Governing Body</i>

Special Educational Needs & Disabilities Information Report

Introduction

Four Lanes Federation is made up of an Infant and Junior School, both are 3 form entry mainstream schools. The teachers are teachers of all children, including those with SEND (Special Educational Needs and Disabilities). As such, all teachers deliver quality first inclusive teaching which takes account of the specific individual needs of pupils with SEND within the classroom.

Special educational provision is provision that is 'additional to or different from' that made generally available within the classroom (SEND Code of Practice, 2015). This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of quality first teaching.

According to the SEND Code of Practice (2015) SEND can be categorised in to 4 main areas of need:

1. Speech, Language and Communication needs (this includes social communication differences such as autism)
2. Cognition and Learning needs (this includes specific learning difficulties such as dyslexia)
3. Social Emotional and Mental Health (this includes ADHD)
4. Physical and Sensory needs (this includes sensory processing differences and physical disabilities)

Some children may have needs in just one area while others may have multiple needs across more than one area.

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

Special Educational Needs & Disabilities (SEND) provision is led by the SENCo in each school. 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.

Four Lanes Infant School

Head of School and SENCo:

Mrs Julie Docherty

School office: 01256 324256

Four Lanes Community Junior School

Assistant Headteacher for Inclusion (SENCo):

Miss Rachel Smith

School office: 01256 816326

Four Lanes Infant and Junior Schools are mainstream schools. There are no resourced provisions 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.

<p>How do we know if a child needs extra help?</p>	<p>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.</p> <p>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; Rapid, LASS and CoPS (Cognitive Profiling System), Strengths and Difficulties questionnaire, PEP Toolkit and the Boxall Profile, as required.</p> <p>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.</p> <p>Our assessment procedures enable us to quickly identify children who may need extra support. SENCo, class teacher and learning support assistant work together to plan tailored support for individual children in need of extra help.</p>
<p>What do you need to do if you think your child has special educational needs or disability?</p>	<p>If you are concerned about your child’s progress you should talk to the class teacher or the SENCo for your child’s school.</p> <p>‘Parent Drop in’ sessions with the SENCo and ELSA are available for discussing non-academic issues relating to behaviour, well-being and individual needs, collectively thinking through how to move forward.</p> <p>Meetings with the SENCo can be arranged through the school office.</p>
<p>How will we measure your child’s progress?</p>	<p>The schools work with parents to prepare individual learning plans (ILPs) and individual support plans (ISPs) / individual behaviour management plans (IBMPs) 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.</p> <p>For a child with an exceptionally high level of need, each 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.</p> <p>Each 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.</p> <p>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.</p>

	<p>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 and SENCo and compares the achievement of children in the school with the achievement of children nationally.</p>
<p>How will I know how well my child is progressing?</p>	<p>We review individual plans and discuss the child's achievements, areas of strength and weakness and next steps in learning at least termly. We also suggest ways in which parents can support learning at home.</p> <p>If your child is seen by an outside agency you may be invited to any additional meetings with the agency.</p> <p>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.</p>
<p>What additional opportunities are there for contact with parents?</p>	<p>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.</p> <p>We also hold 'Parent Drop in' sessions which are held with the SENCo and ELSA, these aim to provide time and space to problem-solve difficulties and discuss challenges relating to behaviour, well-being and individual needs, collectively thinking through how to move forward.</p> <p>At times we also hold School Nurse drop in sessions at times, providing advice and sign posting for toileting, sleep, behaviour, and healthy lifestyles.</p>
<p>What is the school's approach to teaching children with special educational needs?</p>	<p>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. The curriculum is delivered through whole class lessons, group work and occasionally paired and individual activities.</p>
<p>How are decisions made about how much support my child will receive?</p>	<p>Within the school, learning support assistants (LSAs) work in each class in the Infant School and across the year group in the Junior School. 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.</p>
<p>Will my child participate in statutory assessments?</p>	<p>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.</p>

<p>How will the school support my child's overall wellbeing?</p>	<p>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.</p> <p>Where long term prescribed medicines are required, these can be administered by the school.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>How well are members of staff equipped to support the needs of my child?</p>	<p>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.</p>
<p>How accessible is the school setting?</p>	<p><u>Four Lanes Infant School</u></p> <p>The school is built on two levels: the administration wing and main school hall; and the classrooms and Music and Drama room.</p> <p>Please contact the school for information on accessibility as the school is built on two levels and 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.</p> <p>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.</p> <p>There is level access to the main entrance. The school is built on two levels which are linked by two small flights of steps. These are between the hall and the classroom areas via the Music & Drama Room and via the main entrance. These are both emergency exit routes. A third emergency exit route is through the main entrance.</p> <p>Although each classroom has a door which opens directly onto the playground, the threshold step to some classrooms exceeds 15mm and may not be suitable for all.</p>

	<p>There is a large toilet within the administration wing. This is suitable for some physically disabled persons. There is ramped access to the classroom areas. However, the door nearest to the Music and Drama room may not be suitable for all types of wheelchair.</p> <p><u>Four Lanes Community Junior School</u></p> <p>The school is built on two levels: the teaching and learning spaces and main school hall; and the upstairs community room.</p> <p>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.</p> <p>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.</p> <p>There is level access to the main entrance and all classrooms and a ramp in school to some of the classrooms.</p> <p>There is a large toilet within the entrance area. This is suitable for some physically disabled persons.</p>
<p>How are parents or young people currently involved in our education setting?</p>	<p>Before applying for a place for a child, the Executive Headteacher, Head of School or member of Senior Leadership Team (SLT) at the school will provide a tour 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 Executive Headteacher, Head of School or member of SLT. Children in Year R have a phased entry programme but this can be individualised if it is felt this will support the child. Contact is made with preschool settings in the summer term before the children join and parents and children are met during a home visit before the child starts school.</p> <p>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.</p> <p>During the autumn term, the school has information evenings where parents can find out about the curriculum 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.</p> <p>Throughout the year there are performances which parents and carers are invited to attend such as the Christmas play and year group performances.</p>

<p>Who can I contact to find out more information about my child?</p>	<p>Parents or carers should talk to the class teacher initially. A meeting with the school SENCo can be arranged through the class teacher or the school office.</p>
<p>What steps should I take if I have a concern about the school's SEN provision?</p>	<p>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 then the Executive Headteacher 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 under;</p> <p>Infant school - 'Key Information, Policies – Complaints Procedure' https://www.fourlanesinfants.co.uk/policies/</p> <p>Junior school - 'About Us, Policies & Documents – Complaints Policy 2022' https://www.fourlanes-jun.hants.sch.uk/page/?title=Policies+%26amp%3B+Documents&pid=12</p>
<p>How will the school prepare and support my child to transfer to a new school?</p>	<p><u>Starting in Year R</u> If a child is joining us at the start of Year R, there is an induction with visits and activity sessions during the summer term before the child starts school. Reception teachers meet with preschool settings during the summer term. A follow-up home visit or appointment with school staff and parents ensures that each child is appropriately supported.</p> <p><u>Starting school part way through the school year</u> If a child joins part way through a school year the Executive Headteacher or Head of school will arrange a meeting with the parents and the child prior to them joining.</p> <p><u>Transfer to Year 3</u> 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.</p> <p><u>Transfer to Secondary School</u> 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.</p>