

1. What kinds of special educational needs does the school/setting make provision for?

At Lantern Lane we strive hard to be an inclusive school meeting the needs of all children. We make provision for children with a wide range of Special Educational Needs and Disabilities. This includes children with a variety of physical needs, including those that are wheelchair dependent and oxygen dependent; children with communication and interaction difficulties; children with speech and language difficulties; children with specific learning difficulties, such as dyslexia; children with social, emotional and mental health needs and those with very specific conditions.

2. How does the school/setting know if pupils need extra help and what should I do if I think my child may have special educational needs?

Staff at Lantern Lane seek to identify the needs of pupils with SEND as early as possible. This is done most effectively by gathering information from parents, education, health and care services and early years settings where applicable.

Where SEND is identified prior to a child starting school we will work very closely with all the parties involved to ensure that the needs of the child are understood and a clear transition plan is in place.

We monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their potential.

Any concerns that a parent has about a child should be shared with their class teacher. Concerns will then be logged for future reference.

The school will monitor the child as appropriate and gather any relevant information. Any concerns will be discussed with parents informally or during parent's evening, although children will not automatically be placed on the SEND register at this point. If appropriate the SENCo will be consulted for support and advice.

In addition staff are also trained to identify any behaviours that could be a sign of an additional needs. For example, signs of mental health issues or indicators a child may be a young carer.

3a) How does the school/setting evaluate the effectiveness of its provision for children with special educational needs?

Reviews of a child's progress will be undertaken regularly. The review process will evaluate the impact and quality of the support and interventions and is monitored through the regular and rigorous evaluation of performance data. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Provision maps are kept for all children with SEND, these provide a record of both in class support and any interventions a child is accessing. These are reviewed and updated each term to ensure the most appropriate support is being provided.

At Lantern Lane, we continually strive to improve the learning experience for all children including those with special educational needs. Our accessibility policy (that can be found under 'Policies and Guidance') outlines our aims for increasing the extent to which pupils with disabilities can participate in the curriculum, improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we offer as a school and improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities.

3b) How will the school/setting and I know how my child is doing and how will the school/setting help me to support their learning?

School knows how all children are doing through termly evaluation of performance data, evaluation of intervention group data, evaluation of behaviour logs and through dialogue with pupils, parents and other involved adults.

Children are supported to be able to share their views and how they are feeling with a trusted adult in school.

Ways in which you are able to support your child will be communicated informally by the class teacher or through parent's evenings or review meetings.

3c) What is the school's approach to teaching children with special educational needs?

In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from specialist SEND services where appropriate.

All teachers at Lantern Lane see themselves as teachers of special needs and we believe in the importance of good quality classroom teaching. We supplement this with carefully planned small group and 1-1 interventions that may take place outside of the classroom.

We also recognise that some of our children may need a more nurturing approach and where appropriate our provision reflects this. We have both a well-being support assistant and an ELSA in school, who between them are able to offer a wealth of additional emotional support.

3d) How will the curriculum and learning be matched to my child/ young person's needs?

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

In a very small number of cases a child with significant learning needs may access a bespoke curriculum. If this is the case, this will be communicated clearly with parents and it will be informed by advice from relevant professionals.

3e) How are decisions made about the type and amount of support my child/young person will receive?

All pupils with SEND will have access to Element 1 and 2 of a school's budget, which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools).

For those with the most complex needs, additional funding (HLN or high level needs) is retained by the local authority. This is accessed by the Family of

Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority. The panel will determine whether the level and complexity of need meets the threshold for this funding.

It is the responsibility of the senior management team, SENCo and governors to agree how the allocation of resources is used.

3f) How will my child/ young person be included in activities outside the classroom, including school trips?

At Lantern Lane we will make any reasonable adjustments we can to ensure that all children are included in activities. This is done through careful planning and through communicating with all involved parties. It may involve providing specialist equipment e.g. an adapted bus, taking additional adults or adapting activities.

3g) What support will there be for my child/ young person's overall well-being?

We strongly believe that there is more to a child's time at school than their academic progress and therefore we aim to ensure their overall well-being. This is done through sensitively managing their needs and may include 1-1 support, a meet and greet session to support anxious children to come into school, support with social interactions or if appropriate a referral to specialist support such as CAMHS.

In school we actively promote the importance of looking after your own mental health. This happens place in a variety of ways including; PSHE lessons, assemblies and special events such as Children's mental health week.

In school we have well-being ambassadors (Y6 children), who meet on a regular basis and discuss ways of improving well-being in school e.g. having a worry monster in every classroom. They also look at ways they can support well-being in the wider community e.g. raising money to support local people with dementia.

4 Who is the school/setting's special educational needs coordinator and what are their contact details?

Nuala Thompson

Lantern Lane Primary School

5a) What training have staff supporting children with special educational needs had and what is planned?

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 SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the appraisal process or in relation to a specific child.

In addition, at Lantern Lane we have many highly skilled staff with very specific training. For example; we have staff trained to support dyslexia, we have a number of staff members with manual handling training, members of staff with training linked to a specific medical condition, a member of staff trained as an ELSA (Emotional Literacy Support Assistant) and a well-being support assistant.

5b) What specialist services and expertise are available or accessed by the school/setting?

The school has extremely strong working relationships and links with external support services which have been forged in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo who will then inform the child's parents.

Some of the support agencies we work with include, Schools and Families Specialist Service (SFSS), Educational Psychology Service (EPS), Speech and Language Therapy (SLT), Child and Adolescent Mental Health services (CAMHS), a family network of SENCOs, Rushcliffe Primary SEMH Partnership and The Healthy Families Team.

6 How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

As Lantern Lane has a history of successfully supporting many children with SEND we have, over a period of time, accumulated a wide range of specialist equipment. In addition, through planning and dialogue with all involved parties we take advice on any specific pieces of equipment required for a child. Such equipment might be bought by school or loaned from the appropriate source e.g. Physical Disability Support Service.

Lantern Lane is a fully wheelchair accessible building. We have a number of disabled toilets, a hygiene suite and a physio room. We are a dyslexia friendly school and many visual supports are used throughout school.

In Sept 16 we opened an annex across the road, which houses four classrooms. This too is fully accessible.

7 What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/young person?

Lantern Lane has an open door policy for all parents' and believes that a close working relationship with parents is vital in order to ensure

1. early and accurate identification and assessment of SEND leading to appropriate intervention and provision
2. continuing social and academic progress of children with SEND
3. personal and academic targets are set and met effectively

For children on the SEND register the SENCO will organise termly review meetings to which the parents will be invited and asked to contribute. Where appropriate these will be multi-agency. These allow parents the opportunity to meet with the child's class teacher, review progress and be involved in the target setting process.

The SENCO may also signpost parents of pupils with SEND to the local authority Ask Us service where specific advice, guidance and support may be requested.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

8 What are the arrangements for consulting young people with SEND and involving them in their education?

At Lantern Lane we create an environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupils are regularly involved in pupil voice activities which feed into the review process and the setting of relevant targets. Pupils are also interviewed by the SENCO in order to ascertain their views about their learning experience.

Pupil participation is encouraged throughout school. For example, access to wider opportunities for participation in school life e.g. membership of the School Council, school performances, residential trips, sports teams etc.

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

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. This information can also be accessed through the school's complaints policy.

10 How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

With the support of the Governors Lantern Lane invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service

- Social Care
- Speech and Language Service
- Specialist Outreach Services

The SENCO has a duty to report to the governors on a regular basis.

The school's SEND governor (Kerry Bentley) may be contacted at any time in relation to SEN matters. Contact should be made through school.

11 How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Lantern Lane works closely with a wide range of organisations and services and is able to refer children to relevant agencies that provide additional support. Further information is available through Nottinghamshire SEND Local Offer.

12 How will the school/setting prepare my child/ young person to join: i) Join the school/setting?

Where appropriate, children with identified needs will be supported with school transitions through liaisons with parents, support agencies and key staff from both settings.

Where a child has identified needs prior to joining Lantern Lane every effort is made to ascertain the exact nature of their needs and the support necessary to enable them to thrive in school. On occasions this may mean employing additional staff or engaging in additional training.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

At points of transition within school and between Y6 and Y7 all information gathered on a child and in particular successful strategies are shared with the new setting.

13 Where can I access further information?

Further information can be obtained by visiting the school website or by contacting Nuala Thompson (SENCO) or Jane Butler (Head Teacher.)