

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Information Report

January 2025

A series of several parallel white lines of varying thicknesses, slanted diagonally from the bottom left towards the top right, set against a blue gradient background.

MEETING THE NEEDS OF EVERYONE

The Special Educational Needs and Disability (SEND) code of practice (2014) identifies that there are four broad areas of SEND.

These are:

Communication and Interaction (C&I)

Cognition and Learning (C&L)

Social, Emotional and Mental Health (SEMH)

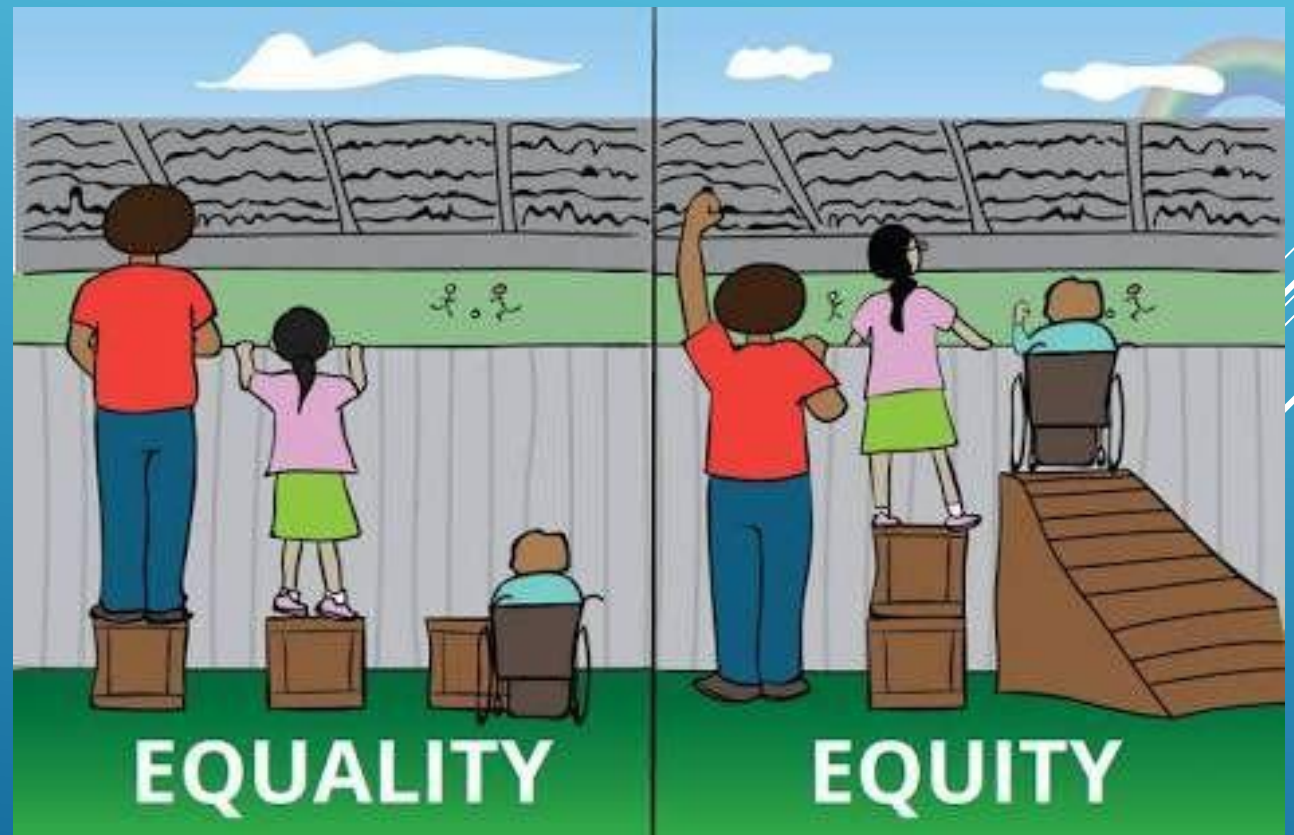
Sensory and/or Physical needs (S&P)

Foundry Lane Primary is a mainstream primary school. We value every child as an individual and strive to meet the many diverse needs within our school. Every child has the right to succeed, both academically and within their personal development, and all adults encourage children in their learning. We believe every child can be successful and no ceiling of opportunity will prevent children in their own personal goals.

MEETING THE NEEDS OF EVERYONE

Meeting the needs of every child requires careful consideration of what each child needs. Individual children may benefit from additional equipment or support in order to be successful.

Provision for a child with SEND is designed and bespoke with their specific needs in mind.



HOW DO WE IDENTIFY A CHILD WITH SEND?

A hand holding a magnifying glass over puzzle pieces. The background is a light blue gradient. The puzzle pieces are white and scattered around the magnifying glass. The magnifying glass is focused on a few pieces in the center.

If you are worried about your child and think they may have barriers to learning, or any additional needs, please talk to your child's teacher or contact the SENDCo, Em Ervine. You can do this by either phoning or emailing the school.

Tel: 023 8077 4814

info@foundrylaneprimary.co.uk

Class teachers constantly monitor children's progress and social and emotional development. When they have a concern they will share them with you and put additional support and strategies in place. With the help of the SENDCo, these strategies and interventions will be reviewed. This may lead to further assessments, observations or referrals to gain additional information. SEND is not always signalled by slow progress, however, if after targeted interventions there is still little or no progress, a child may be added to the SEND register after a discussion with you.

Some children who transition to our school from feeder nurseries or other schools may already have some needs identified. In this circumstance the SENDCo will work in partnership with key adults from the previous setting to gain an understanding of the needs and strategies that work to support the young learner.

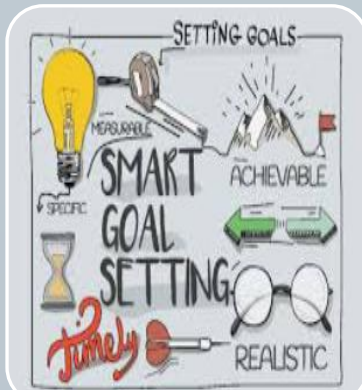
Working in Partnership



You can request to speak to your child's class teacher at anytime of the year if you have a concern about their progress.

All class teachers are on the playground at the end of the day or can be contacted by phoning or emailing the school.

Teachers will email or phone you if they wish to discuss a concern.



Individual Education Plans (IEP) are the SMART targets your child will be working towards. They are written by teachers and children and shared with you. You may want to focus on these targets at home too.

APDR



Where necessary, the school will ask for further support from external agencies to help understand or support your child's identified needs.

Foundry Lane will always work in partnership with parents to seek this help and advice and will only do so with your permission.



External agencies may include but are not limited to:

- Southampton Inclusion Partnership
- CAMHS
- School Nurse
- Speech and Language Therapy
- Occupational Therapy
- Yellow Door
- No Limits
- Mental Health In School Team

Educational



Some children with complex needs may need significant additional support in school. The SENDCo will work with you to make an application for an assessment for an Education Health Care Plan (EHCP) if it has been identified that your child requires more than 12 hours of 1:1



When an EHCP has been awarded, the SENDCo will facilitate an annual review.

Parents and key adults within school will meet to celebrate successes of the previous year and agree next steps for the following year.

What happens when someone is concerned about a child's barrier to learning?

Assess



Plan



Do



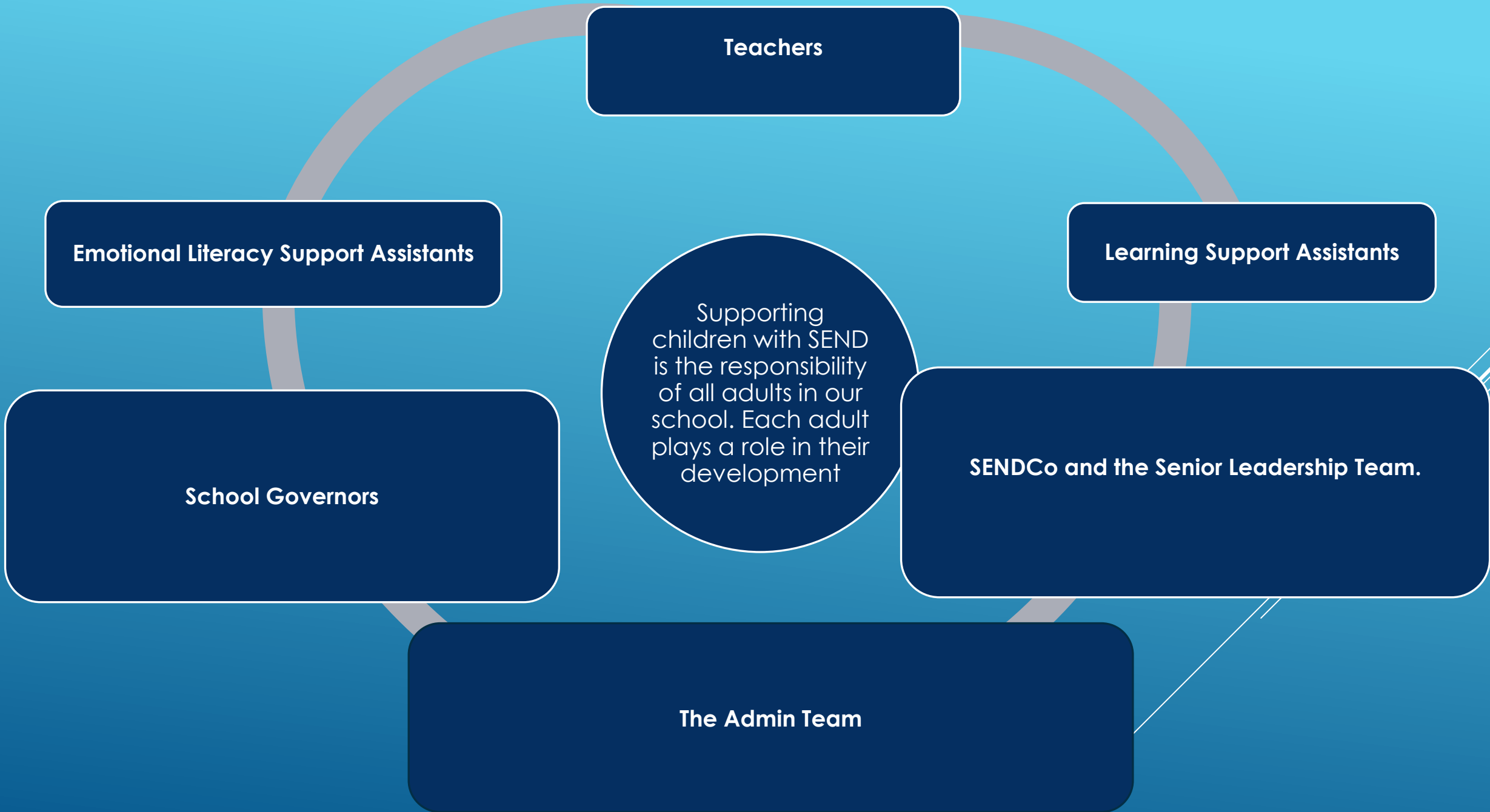
Review

- An analysis of strengths and challenges is completed. Class teachers may use testing to identify gaps in learning.
- SENDCo might observe or complete individualised testing:
 - Dyslexia screening
 - Language Link assessment
 - Salford Reading Test
 - Sandwell Maths Test
- Where necessary, and funding is available, school will engage with external professionals to seek further advice.

- After the initial assessment stage, strategies will be agreed and interventions will be put in place.
- Teachers will make appropriate adaptations to the curriculum through differentiation and scaffolding.
- Additional interventions and targeted provision will be organised.

Over the next 4-6 weeks, all key adults involved in the support of your child will ensure the plan is implemented. They will gather information about what is working well and which strategies are helpful. Where external professionals are involved, close liaison will continue and meetings will be held with you where necessary.

All adults involved in your child's support will consider the success and impact of the planned strategies and interventions. Next steps will be considered at this point, including changes to the plans, requesting further support and adding your child to the SEND register.



Teachers

- ▶ Teachers are responsible for assessing and setting ambitious targets. Potential areas of difficulty in the curriculum should be identified at the planning stage and addressed to remove barriers to learning.
- ▶ Teachers receive professional development through whole school training days, staff meetings, courses delivered by external agencies.

Learning Support Assistants

- ▶ LSAs are directed by SLT and class teachers to work with children either 1:1 or in small groups.
- ▶ LSAs are trained alongside teaching staff, when appropriate, or may receive specialist training to support specific needs within the school.

WHO CAN HELP MY CHILD?

Emotional Support Assistants

- ▶ Mrs Goulding and Mrs Rosse-Burwell are our ELSAs. They deliver 6-8 week programmes for children who may be experiencing some emotional or social difficulties.
- ▶ Both Mrs G and Mrs R-B receive training and supervision from the Educational Psychology Service.
- ▶ Parents, teachers and children can request their support.
- ▶ Mrs G has also completed her Thrive Licensed Practitioner Training.
- ▶ Mrs R-B is a licensed Draw and Talk therapy practitioner.

The Admin Team

- ▶ The Admin Team are all qualified first aiders and are responsible for administering prescribed medication. If your child requires medication, please request a consent form at reception.
- ▶ The admin team also assist SLT in monitoring absences. Attendance meetings are held every half term to make sure we can support families of children who are regularly absent.
- ▶ Meetings with the SENCo can be booked through the admin team.

WHO CAN HELP MY CHILD?

SENDCO and SLT

- ▶ Along with the other members of SLT, it is the SENDCo's responsibility to ensure the SEND Code of Practice is followed. This includes monitoring the provision for SEND and ensuring it is equitable for all children.
- ▶ Miss Ervine completed the National Award for SENCOs in 2021. She continues her professional development through attending conferences and training provided by external agencies.

School Governors

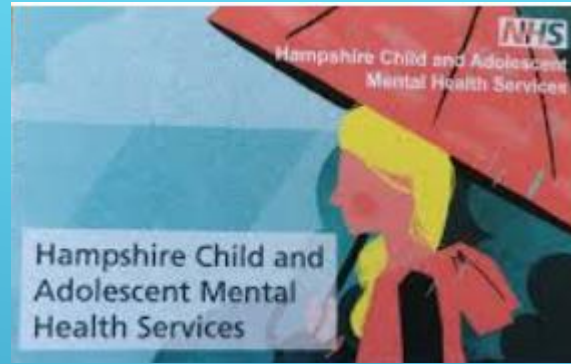
- ▶ School Governors work with SLT to ensure the school meets its responsibilities under the Equality Act (2010).
- ▶ Our SEND governor is Cathy Baggot who is an experienced SENDCo and has been a member of the Foundry Lane community for many years. All governors continue their professional development by attending courses facilitated by the Local Authority.

WHO CAN HELP MY CHILD?

A range of need, provision and adjustments

	Cognitive and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
Challenges	<ul style="list-style-type: none"> Working memory difficulties Difficulty processing information Specific Learning Needs 	<ul style="list-style-type: none"> Speech and Language Developmental delays in the communication cycle Autism Spectrum Condition 	<ul style="list-style-type: none"> Emotional developmental delays Dysregulated emotions ADHD Generalised anxiety Bereavement Friendship difficulties 	<ul style="list-style-type: none"> Hearing impaired Visual impaired Physical disabilities Sensory sensitivities Sensory seeking Gross and fine motor difficulties
Ordinarily available provision which is part of classroom provision. (this is not an exhaustive list)	<ul style="list-style-type: none"> Differentiated planning Small group support Pre learning skills and vocabulary Concrete resources Scaffolding and visual resources Additional opportunities to read, practise spellings and maths fluency skills Vocabulary mats Knowledge organisers Stem sentences Teacher planned interventions to target gaps in learning. Dyslexia friendly presentations. Brain breaks 	<ul style="list-style-type: none"> Pre-teaching of vocabulary Referrals to speech and Language therapist Visual support Now, Next, Then boards Social stories Comic strip conversations Language Link assessment tools and intervention NHS resource pack Colourful semantics Listening skill interventions Adjustment in language Simple, single step instructions 	<ul style="list-style-type: none"> ELSA support Emotional coaching through Thrive Vital Relational Functions. PACE approach Relational and restorative behaviour policy Zones of Regulations Behaviour Support Plans Referrals to external professionals Anger management groups Social skill groups Structured break times Safe spaces Nurture Emotional Support Team 	<ul style="list-style-type: none"> Calm sensory neutral classroom. Sensory tools and room Reasonable adjustments to uniform Access arrangements Visuals supports Seating arrangements Access to OT NHS resource pack Motor skill interventions Wobble cushions Movement breaks Sensory circuits Specialist equipment provided by OT.

HOW DO WE SUPPORT SOCIAL, EMOTIONAL, MENTAL HEALTH AND WELLBEING AT FOUNDRY LANE?



We recognise the rising challenges children experience and how the COVID pandemic has impacted on our children. Recent reports from CAMHS states that 1 in 6 children experience mental Health difficulties.

We have taken many steps to support our children at Foundry Lane. In 2023, we became a Thrive approach school. All staff are trained in relational approaches to support the children's wellbeing and our Learning Support Assistants have completed Emotional Coaching training to help children recognise and understand their emotions.

Where children are experiencing emotional difficulties, they can be referred to one of our two Emotional Literacy Support Assistants where they can learn strategies to manage their feelings.

The SENDCo works closely with the Mental Health in Schools Team, a CAMHS initiative, and can make referrals to work with the MHST practitioner. We are allocated 2 open spaces to work with the team. The MHST will support children and families who do not meet the CAMHS criteria.

Jacqui Dowdell, our Parent Partnership Coordinator, runs a range of courses and workshops for parents to help them with strategies to support Mental Health within the family home. These cover subjects like anxiety and anger.



ACCESSIBILITY

Foundry Lane school consists of two, large 2 storey buildings set within extensive grounds: 3 playgrounds, a green field, a school garden and a pond.

Both buildings provide non-stepped access to the ground floor rooms and have lifts to help access the top floors for those who cannot use stairs.

The school hall is fitted with a hearing loop to help anyone with a hearing impairment.

Disabled toilets and changing facilities are available in each building.

Where necessary, we will seek guidance and support from the Occupational Therapist to ensure children with complex physical needs have access to specialist equipment they need and to make further adaptations where required. Where possible, reasonable adjustments will be made to ensure children can fully access the curriculum and school activities.



SCHOOL TRIPS AND EXTRA CURRICULAR ACTIVITIES

We are proud of the range of opportunities offered to all children at Foundry Lane. Every year group organises school visits to enhance the children's learning.

We also offer a range of extra-curricular activities, both during and after school.



Butser Farm

Where appropriate and possible, we will make reasonable adjustments for children with SEND.

Every effort will be made to ensure that all children can fully participate in school trips. We will work with you to assess the trip and consider ways to minimise the risks posed and organise any access arrangements.

Parental support on trips is always valued and appreciated.

We prepare the children ahead of the day for the changes in their routine and to make the day as predictable as possible. Where appropriate, we will share our resources so you can help prepare your child ahead of the day.



Hook Court Study Centre

Where can you get more information or support?



CONCERNS

From time to time, you may have concerns about the SEND provision for your child. We are an open door school and welcome discussions to resolve your concerns.

We recommend that you follow our complaints policy and first talk with the class teacher. If the matter is not resolved, please talk to one of the Assistant Heads:

Miss Ervine for Inclusion

Mrs Phillips for Teaching and Learning

Miss Loftus for Teaching and Learning

Of course at any time, you may want to raise your concerns with Mr Taylor, our Headteacher

Please email: admin@foundrylaneprimary.co.uk

Or phone 023 8077 4814

Add flow diagram from complaints policy + link to the policy

