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Foundry Lane Primary School
SEND Information Report 2026-2027

Reviewed: September 2026
Next Review: September 2027

Welcome
At Foundry Lane Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment where every child is valued and encouraged to achieve their full potential. We recognise that children learn in different ways and may require varying levels of support throughout their educational journey.
We believe that high-quality teaching, strong partnerships with families, and early identification of need are fundamental to ensuring positive outcomes for pupils with Special Educational Needs and Disabilities (SEND). Our aim is to ensure that all children, regardless of their starting point, can participate fully in school life, develop confidence and independence, and prepare successfully for the next stage of education.
This report explains how SEND is identified, supported and reviewed at Foundry Lane Primary School and how families can work alongside us to support their child.

Contact Information
SENDCo: Ms E Ervine
Telephone: 02380774814
Email: senco@foundrylaneprimary.co.uk
Parents and carers are encouraged to contact the school if they have concerns regarding their child's learning, development or wellbeing.

What Types of SEND Does the School Support?
We support pupils with a wide range of needs, including those identified within the four broad areas described in the SEND Code of Practice.

Communication and Interaction
- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication difficulties

Cognition and Learning
- Moderate Learning Difficulties
- Specific Learning Difficulties such as Dyslexia

- Difficulties with literacy and numeracy
- Learning delays

Social, Emotional and Mental Health

- Anxiety
- Emotional regulation difficulties
- Attachment needs
- Behaviour linked to underlying need
- Mental health challenges

Sensory and/or Physical Needs

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions
- Sensory processing differences

How Do We Identify Children with SEND?

Children may be identified through:

- Ongoing teacher assessments and observations
- Information from nursery or previous schools
- Discussions with parents and carers
- Pupil progress reviews
- Screening assessments
- Medical information
- Advice from external agencies
- Concerns raised by parents, pupils or staff

Early identification allows support to be put in place as quickly as possible.

What Should Parents Do If They Have Concerns?

If you have concerns about your child's learning, development or wellbeing:

1. Speak to your child's class teacher.
2. Arrange a meeting with the SENDCo if concerns continue.
3. Work with the school to identify strengths, needs and possible support strategies.
4. Participate in review meetings and planning discussions.

Parents know their children best, and we value their views throughout the process.

How Does Foundry Lane Support Children with SEND?

Universal Support

All children benefit from high-quality teaching and inclusive classroom practice, including:

- Adaptive teaching
- Clear routines and expectations
- Visual supports
- Scaffolded learning opportunities
- Practical learning experiences
- Positive behaviour strategies
- Consideration of individual learning styles

Targeted Support

Some children may receive additional support through:

- Small group interventions
- Targeted literacy and numeracy programmes
- Speech and language activities
- Social skills groups
- Emotional wellbeing support
- Precision teaching
- Pre-teaching and overlearning activities

Individualised Support

Where required, support may include:

- Individual SEND Support Plans
- Personalised outcomes and targets
- Specialist resources
- Enhanced adult support
- Sensory regulation strategies
- External specialist involvement

The Graduated Approach

When a child requires SEND Support, we follow the cycle:

Assess

We identify strengths, needs and barriers to learning.

Plan

Appropriate support and outcomes are agreed with parents and the child.

Do

Support is implemented by school staff.

Review

Progress and impact are reviewed regularly.
This cycle ensures support remains effective and responsive to changing needs.

How Is Progress Monitored?
Children's progress is monitored through:

- Daily classroom assessment
- Termly pupil progress meetings
- Review of intervention outcomes
- SEND support plan reviews
- Observations and pupil discussions
- Parent feedback
- Attendance and wellbeing information

Support may be adjusted according to progress and emerging needs.

How Are Parents Involved?
We believe successful outcomes are achieved through strong partnership working.
Parents and carers can expect:

- Regular communication with staff
- Parents' evenings
- SEND review meetings
- Opportunities to contribute to support plans
- Involvement in setting outcomes and next steps
- Advice regarding support strategies at home

How Are Children Involved?
At Foundry Lane Primary School, children's views are central to decision-making.
Children are encouraged to:

- Discuss their strengths and interests
- Share what helps them learn
- Contribute to reviews
- Help set personal targets
- Develop confidence in expressing their needs

Supporting Social, Emotional and Mental Health
We recognise that emotional wellbeing is essential for learning.
Support may include:

- Nurture-based approaches
- Emotional literacy activities

- Pastoral support
- Emotional regulation strategies
- Wellbeing interventions
- Mental health support services where appropriate

The school promotes positive relationships, kindness, resilience and inclusion.

Working with Specialist Services

Where additional expertise is required, we may seek advice from:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- CAMHS
- Autism Outreach Services
- Southampton Inclusion Services
- Specialist Teacher Advisers

Parents are fully involved in referrals and planning.

Accessibility

Foundry Lane Primary School is committed to meeting its responsibilities under the Equality Act 2010. We aim to:

- Improve access to the curriculum
- Improve access to information
- Improve physical access to the school environment
- Ensure pupils can participate fully in school life

Further information can be found in the school's Accessibility Plan.

Transition Arrangements

Starting School

We work closely with nurseries and pre-school settings to ensure a smooth transition into Reception.

Moving Between Classes

Information is shared carefully between staff, and enhanced transition arrangements are provided where necessary.

Moving to Secondary School

Additional support may include:

- Extra visits
- Transition booklets
- Meetings with receiving schools
- Opportunities to meet key staff
- SEND information sharing

Education, Health and Care Plans (EHCPs)
For pupils with an EHCP:
- Provision is delivered in line with the agreed plan.
- Outcomes are monitored regularly.
- Annual Reviews are held.
- Pupils, parents and professionals contribute to planning and review discussions.

Staff Training
Our staff undertake ongoing professional development to strengthen SEND practice.
Training may include:
- Autism awareness and support
- Speech and language development
- Dyslexia-friendly approaches
- Trauma-informed practice
- SEMH support
- Inclusion and adaptive teaching
- Safeguarding and wellbeing

Funding
SEND provision is funded through:
- The school's delegated budget
- Notional SEND funding
- Additional funding allocated through EHCP arrangements where applicable

Resources are allocated according to identified need.

Complaints
If you have concerns about SEND provision:
1. Speak to your child's class teacher.
2. Contact the SENDCo.
3. Contact the Headteacher.
4. Follow the school's Complaints Procedure if concerns remain unresolved.

We will always seek to resolve concerns through open and constructive dialogue.

Southampton SEND Local Offer
The Southampton SEND Local Offer provides information about education, health and social care services available to children and young people with SEND and their families.
Parents may also access independent advice and support through SENDIASS.

Our Commitment
At Foundry Lane Primary School, we are committed to creating a culture where every child feels safe, valued and able to succeed. Through high-quality teaching, inclusive practice and strong partnerships with families, we aim to ensure that all pupils, including those with SEND, develop the knowledge, skills and confidence needed to flourish both in school and beyond.