



Five Lanes CE Primary School

SEND INFORMATION REPORT

Introduction

At Five Lanes Primary School, we are committed to ensuring that every child feels valued, included and supported to achieve their full potential. Our vision of "Firm Foundations for Learning and Flourishing" underpins all aspects of school life and reflects our commitment to providing an inclusive environment where every pupil can succeed.

Our core values of Trust, Respect and Compassion guide our relationships with pupils, families and the wider community. We recognise and celebrate the individuality of every child and are committed to removing barriers to learning so that all pupils can participate fully in school life.

In accordance with the Children and Families Act 2014, the SEND Code of Practice: 0-25 Years (2015) and the Equality Act 2010, we work closely with pupils, parents, carers and external agencies to identify needs early and provide effective support.

This report should be read alongside:

- Five Lanes Primary School SEND Policy
- Five Lanes Primary School Accessibility Plan
- Five Lanes Primary School Safeguarding and Child Protection Policy
- Five Lanes Primary School Equality Information and Objectives
- [Wiltshire Local Offer](#)
- [SEND Code of Practice: 0-25 Years \(2014\)](#)

What types of SEND does the school provide for?

Five Lanes Primary School supports pupils across the four broad areas of need identified within the SEND Code of Practice:

Cognition and Learning	Specific Learning Difficulties including dyslexia and dyscalculia Moderate Learning Difficulties Severe Learning Difficulties
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech and language difficulties
Social, Emotional and Mental Health	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment and regulation needs
Physical and/or Sensory	Hearing Impairments Visual Impairments Multi-sensory Impairments Physical Impairments Developmental Co-ordination Disorder (DCD – Dyspraxia)

Who is responsible for SEND provision?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is: Jessica Steel

The SENDCo coordinates SEND provision throughout the school and works closely with pupils, families, staff and external agencies to ensure appropriate support is provided.

Key responsibilities include:

- Co-ordinating SEND provision.
- Supporting staff in identifying and meeting pupils' needs.
- Monitoring the progress of pupils with SEND.
- Maintaining the SEND register.
- Liaising with families and external professionals.
- Coordinating referrals and specialist support.
- Supporting transition arrangements.
- Ensuring statutory duties are fulfilled.

The Governor with responsibility for SEND is: Sarah Devine

The SEND Governor works with school leaders to monitor the effectiveness of SEND provision and ensure that statutory responsibilities are met.

Wiltshire Local Offer

Wiltshire Council provides a [SEND Local Offer](#) which gives information about services, support, resources and opportunities available to children and young people with SEND and their families.

The Local Offer includes information about:

- Education provision
- Health services
- Social care support
- Education, Health and Care Plans (EHCPs)
- Preparing for adulthood
- Family support services

The SENDCo can support families in accessing services available through the Local Offer.

How will Five Lanes Primary School support my child to achieve their potential?

At Five Lanes Primary School, inclusion is central to our vision of providing firm foundations for learning and flourishing.

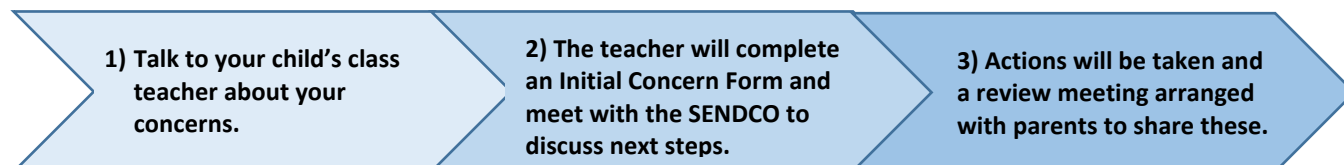
Guided by our values of Trust, Respect and Compassion, we aim to ensure that all pupils:

- Feel safe, valued and included.
- Access high-quality learning opportunities.
- Develop confidence, resilience and independence.
- Achieve ambitious outcomes.
- Participate fully in the wider life of the school.

In line with the SEND Code of Practice, every teacher is responsible and accountable for the progress and development of all pupils in their class, including those who require additional support. High-quality adaptive teaching is the first response to meeting pupils' needs. Teachers have high expectations for all learners and adapt teaching, resources and learning environments to support success.

Where a child requires support that is additional to or different from that ordinarily available, they may receive targeted intervention through the school's graduated approach.

What should I do if I think my child has SEND?



If you have concerns about your child's progress, learning, behaviour or wellbeing, your first point of contact should be their class teacher.

The class teacher will:

- Listen carefully to your concerns.
- Share observations and assessment information.
- Discuss any existing support.
- Agree appropriate next steps.

Where concerns remain, the class teacher may consult the SENDCo and complete an Initial Concern Form. Appropriate support strategies will then be planned, implemented and reviewed.

Parents and carers are involved at every stage of the process and their views are highly valued.

Where appropriate, the SENDCo can initiate Wiltshire's Needs Led Approach towards neurodevelopmental assessment for Autism and/or ADHD if considered appropriate.

Who else is available to support parents?

SENDCo

Jessica Steel is available in school on Friday mornings.

Headteacher

Miss Chalker is available to meet with parents and can provide:

- Family support
- Advice and guidance
- Signposting to services

External Organisations

[Wiltshire Local Offer Parenting Courses](#) - Wiltshire Local Offer offers a range of courses for parents of children with SEND to help learn more about their child's additional needs and how to support them at home.

[Wiltshire Parent Carers Council](#) – a parent-led organisation which represents and supports families and young people with a wide range of SEND.

[SENDIASS](#) – offers free and confidential advice to parents, carers and young people between 0 – 25 with SEND to help make informed decisions about local services, education rights and processes involved in education, health and care plans.

How does the school identify children with SEND?

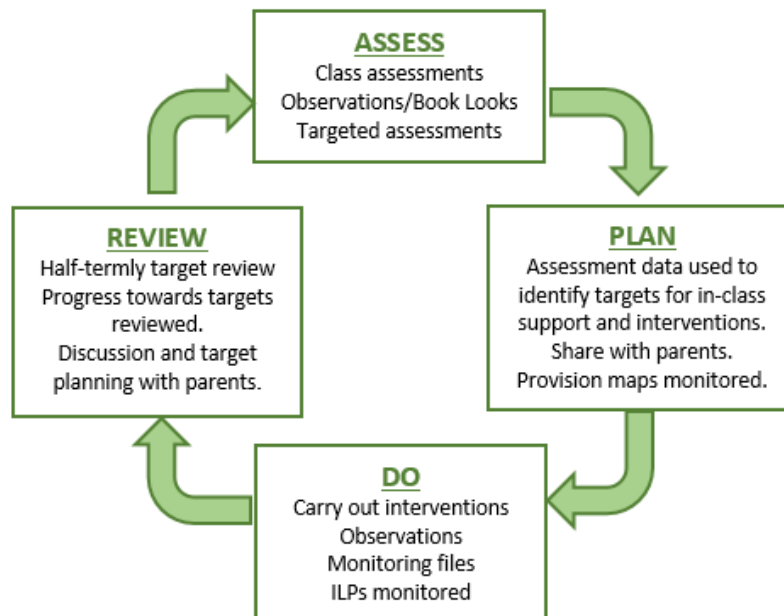
Children may be identified as having SEND through:

- Discussions with parents and carers.
- Information from previous schools or early year's settings.
- Ongoing teacher assessment.
- Progress monitoring.
- Concerns raised by staff.
- Advice from external professionals.
- Medical diagnoses.

Identification is an ongoing process and is based on evidence gathered over time. Decisions are always made in partnership with parents and carers.

How does the school support children with SEND?

Five Lanes Primary School follows the graduated approach outlined within the SEND Code of Practice, ensuring that support is carefully planned, implemented, reviewed and refined through a cycle of **Assess, Plan, Do, Review**.



Provision is delivered through four graduated tiers of support, ranging from universal classroom provision to specialist support. The level of support provided is determined by individual needs and reviewed regularly in partnership with families.

Tier 1: Universal provision for all children

All pupils receive:

- High-quality adaptive teaching.
- Appropriate scaffolding and support.
- Inclusive classroom practice.
- Access to a broad and balanced curriculum.

Tier 2: Personalised Universal Provision

Where concerns arise, additional classroom strategies may include:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Small group and one-to-one teaching in specific areas requiring further support. Initial check-ins Sound/Word mats Planning/writing frames Key word spelling bookmark Verbal rehearsal of ideas and sentences Physical resources in Maths Visuals to reinforce learning Additional time Task chunkers Assistive software to support alternative ways of recording.	Visual timetable Social stories Personal Workstation Privacy screen Structured routines and pre-warning of changes Use of visuals and physical resources to support language. Instructions in short, simple sentences. Delivery slowed and repeated to support processing. Talk partners Pre-warning of transitions and changes to routine	Explicit praise Prioritise for class jobs Movement & brain breaks Low pressure strategies i.e. whiteboards for answers Quiet or calm zone Start or end of day check-ins Task chunkers Visual timer to aid transitions Initial check-ins to support transition from class to independent work Wobble cushion Resistance band around chair legs	Sensory profiling Careful consideration of seating Pencil grips Visuals to reinforce learning Exit cards Sensory learning aids Ear defenders Isolation screens Coloured pages in book Whiteboard set to colour/not white Wobble cushion Resistance band

Tier 3: SEND Support

Where a pupil requires provision that is additional to or different from that ordinarily available, they may be identified for additional interventions that take place outside the classroom. Interventions are evidence-based, structured and children's progress is carefully assessed and monitored throughout the teaching block. We use the following interventions to support the four areas of SEND need:

Cognition and Learning	
Reading	Little Wandle phonics intervention Reading Fluency & Comprehension small group Precision Teaching
Spelling	Multi-sensory spelling practice of tricky/unknown words Precision Teaching for spelling
Maths	Number Stacks intervention Different year group White Rose Maths TA-led small group sessions based on class learning and marking Times Tables Rock Stars
Communication and Interaction	
Social relationships and interactions	ELSA Social stories Comic strip conversations to support social situations Personalised behaviour plans
Speech and Language	Talk Boost Colourful Semantics Pre-teach key vocabulary sessions Individual one-to-one speech and language for specialist targets
Social, Emotional and Mental Health	
Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder	Exit cards for movement breaks Personalised behaviour plans Task chart to break down and tick off learning activities Now/Next visuals
Attachment, early childhood adversity, emotional and social difficulties	ELSA TA Check-ins
Excessive worries and difficulties regulating emotions	ELSA TA Check-ins
Bereavement	ELSA TA Check-ins
Sensory/Physical	
Sensory	Exit cards for sensory breaks Sensory learning aids: weighted blanket, wobble cushion, resistance band, ear defenders, privacy screen Sensory Circuits
Physical	Support as determined by relevant qualified professionals Exit card for rest breaks Write From The Start handwriting program Assistive technology i.e. a laptop to support longer writing

If a child continues to require an intervention for more than two terms, the class teacher will discuss this with the SENDCO who will carry out further assessments. In discussion with parents, the child may be placed on the SEND register and an Individual Support Plan written with personalised targets and support identified.

These plans are reviewed with parents at least three times each year.

Tier 4: Specialist Support

Where additional specialist advice is required, a My Support Plan may be implemented.

Specialist services may include:

Cognition & Learning	Communication & Interaction	Social, Emotional and Mental Health	Sensory/Physical
Educational Psychologist Specialist SEN Service Surgery C+L Specialist SEN Service Assessment	Speech and Language Specialist SEN Service Surgery C+I Educational Psychologist	SEMH Inclusion Advisory Teacher Wiltshire Wellbeing Service CAMHS	Integrated Therapies Visual Impairment Service Paediatrician Audiology

Parents are always involved before referrals are made.

Education, Health and Care Plans (EHCPs)

Where a pupil continues to experience significant difficulties despite receiving sustained support and specialist involvement, the school may request an Education, Health and Care Needs Assessment (EHCNA) through Wiltshire Council.

Where an EHCP is issued:

- Outcomes are reviewed annually.
- Progress towards outcomes is monitored regularly.
- Parents, pupils and professionals contribute to planning and reviewing provision.

More information about Educations, Health and Care Plans, as well as guidance on how parents can apply for a Needs Assessment, can be found on the [Wiltshire Local Offer EHCNA page](#).

How are children involved in their education?

At Five Lanes Primary School, we value the views, wishes and feelings of all children. Pupils are encouraged to contribute to decisions about their learning, support and wellbeing through:

- Discussions with staff
- SEND review meetings
- Annual Reviews
- One Page Profiles
- Target-setting activities
- Wellbeing check-ins
- School council and pupil surveys

The views, wishes and feelings of pupils are considered when planning provision, setting outcomes and reviewing progress. Through our values of Trust, Respect and Compassion, we aim to ensure that every child feels heard, valued and empowered to contribute to decisions about their education.

How will I be informed about my child's progress?

Parents and carers are partners in their child's education and are kept informed through:

- Parents' evenings.
- Annual reports.
- SEND review meetings where necessary.
- Annual Reviews for pupils with EHCPs.
- Ongoing communication with school staff.

We encourage open and ongoing communication between home and school.

What outside agencies can support my child?

The school works closely with a range of services including:

- Educational Psychology Service
- Specialist SEN Service (SSENS)
- Integrated Therapies: Occupational therapy and Physiotherapy
- Speech and Language Therapy
- Visual and Hearing Impairment Services
- School Nursing Service
- Wiltshire Wellbeing Service
- Child and Adolescent Mental Health Services (CAMHS)
- SEMH Inclusion Advisory Teachers and Support Assistants (Behaviour Support Service)
- Parent Support Services

The school can also access further specialist support through Equa Mead Learning Trust.

What training do staff receive?

Staff receive ongoing professional development to ensure they are able to meet the needs of all learners.

Recent training has included:

- Safeguarding
- Behaviour for learning
- Scaffolding strategies
- Adaptive teaching
- Precision Teaching
- Writing SMART targets for Individual Learning Plans
- SEMH Inclusion Support Advisor modelling and coaching

- Calmer Classrooms and Thermostat Approach through Behaviour Support Services
- Professional discussions with Educational Psychologist, SEMH Advisory Teachers and Specialist SEN Service colleagues regarding inclusive strategies to meet the needs of pupils in classes.

Training needs are reviewed regularly to ensure staff remain up to date with best practice.

How will my child be supported during transitions?

Carefully planned transition arrangements help children feel safe, confident and prepared.

This may include:

- Information-sharing meetings.
- Additional visits.
- Transition booklets.
- Enhanced transition programmes.
- Meetings with new staff and settings.

The SENDCo works closely with receiving schools to ensure information is transferred effectively.

Will my child be included in all aspects of school life?

In accordance with the Equality Act 2010, Five Lanes Primary School is committed to removing barriers to participation and promoting equality of opportunity. The school makes reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

Reasonable adjustments are made where required to ensure pupils with SEND can access:

- The curriculum.
- School trips and residential visits.
- Extra-curricular activities.
- School performances and events.
- Social opportunities within school.

Our goal is for every child to experience a genuine sense of belonging within our school community.

What if my child has medical needs?

Where a pupil has a medical condition, an Individual Healthcare Plan will be developed in partnership with parents and relevant professionals.

Staff receive appropriate training where required, and medicines are administered in accordance with the school's Medical Needs Policy.

What if I have a complaint?

We encourage concerns to be raised as early as possible so that they can be resolved positively.

The process is:

1. Speak to your child's class teacher.
2. Contact the SENDCo.
3. Raise the matter with the Headteacher.
4. Contact the SEND Governor.
5. Follow the school's Complaints Policy.

For pupils with EHCPs, parents also have the right to contact the Local Authority where appropriate.

At Five Lanes Primary School, we are committed to providing firm foundations for learning and flourishing for every child. Guided by our values of Trust, Respect and Compassion, we work collaboratively with families, staff and external professionals to create an inclusive environment where all pupils, including those with SEND, feel valued, supported and able to achieve their full potential.

Appendix 1: Five Lanes Primary School Provision

Tier 1 Universal Provision

All children at Five Lanes Primary School receive high quality teaching which supports the effective inclusion of all pupils in the class. This will include a range of teaching strategies using visual, auditory and kinesthetic activities alongside individual, partner and group work.

Through classroom observations, assessment data and discussions with parents, some children will be identified as requiring Tier 2 support.

Tier 2 Small Group and Personalised Universal Provision

Some children may be identified by their class teacher and parents as requiring additional in-class support. This will take place in small groups with either the class teacher or TA and sessions will have a clear focus and outcome to monitor progress. Additional support may be provided during lessons to aid learning during whole class teaching and activities.

Children who continue to make little progress will be referred to the SENDCO. The class teacher, with the support of parents will complete an **Initial Support Form** and move to **step 2** of the **Identification Process**.

The class teacher, with the support of the SENDCO, ensure provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles, move to Tier 3.

Tier 3 SEN Support: Individual Learning Plan

Some children may require sustained additional intervention to help them make progress – **4b** of the **Identification Process**. There are 4 main areas of need and the school have a range of tools to help identify these and the appropriate support.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Cognitive Assessment SSENS Assessment Materials Sounds Write Assessment	Primary School Communication Tracker Strengths & Difficulties Questionnaire	Strengths & Difficulties Questionnaire Thrive baseline assessment	Individual and Environmental sensory screeners
Sounds Write Intervention Reading Between the Lines Handwriting Number Stacks Fluency & Comprehension	Talk Boost ELSA/ELTA Lego Club Talkabout Forest School	Thrive ELSA/ELTA Wellbeing Workshops Forest School	Sensory Breaks Exit Cards Sensory Learning Aids Personalised support

The child is placed on the SEN register and interventions are provided by class teacher or TA. Progress towards individual targets is monitored through an **Individual Learning Plan** which is monitored and reviewed with parents.

The class teacher, with the support of the SENDCO, ensures provision is in place and monitors progress towards targets. If little progress is made in at least 2 cycles move to Tier 4

Tier 4 Specialist Support: My Support Plan

A few children will require specialist interventions and recommendations to support them – **step 5** of the **Identification Process**. The SENDCO will discuss and gain permission from parents before referrals are made.

Cognition & Learning	Communication & Interaction	SEMH	Sensory/Physical
Specialist SEN Service C+L Educational Psychologist	Speech & Language Specialist SEN Service C+I	Wiltshire Wellbeing Service CAMHS SEMH Inclusion Advisor	Hearing Impairment Service Visual Impairment Service Integrated Therapies

A **My Support Plan** will be created to show how recommendations are being implemented.

A small number of children may require an **EHCP** and this application will be made in discussion with the SENDCO.

Appendix 2: Process of Identifying and Supporting Children with SEN

1) Class teacher/parent/SENDCO identifies pupil's needs from observation, discussion, assessment analysis. Need for Tier 2 additional support identified and carried out and monitored.

2) If little progress is made following [Tier 2](#) support, the class teacher meets with parents to discuss concerns, completes an **Initial Concern Form** and meets with SENDCO. Key areas of need are identified in relation to the Wiltshire GRSS key descriptors, strategies identified and next step actions agreed upon. The child is placed on the SENDCO **Monitoring List** and review meeting date is agreed upon.

3) Class teacher meets with SENDCO on review meeting date to share outcomes and decide next steps.

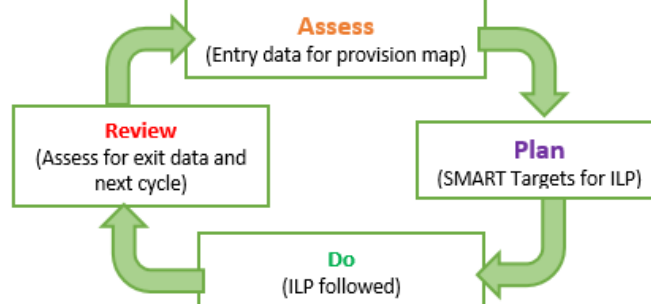
4a) If the child is beginning to make progress, [Tier 2](#) strategies will continue and child remains on **Monitoring List**.

Teacher to meet with parents and ensure strategies are in place.

4b) If the child is only making small amounts of progress, support through [Tier 3](#) intervention is required.

SENDCO and class teacher meet with parents to discuss placing child on SEN register and an **Individual Learning Plan** is created.

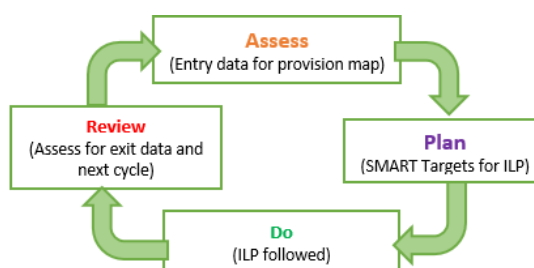
Teacher and SENDCO identify [Tier 3](#) provision and targets monitored through graduated cycles.



The class teacher will meet with parents 3 times per year to review the **Individual Learning Plan** and set new targets.

5) If little progress is made following at least 2 cycles, the SENDCO and parents meet to discuss and gain permission for referrals for [Tier 4](#) specialist advice and a **My Support Plan** is created to detail how their recommendations are being put in place to support the child.

The class teacher and SENDCO will monitor the [Tier 4](#) provision in place through graduated cycles.



The parents will continue to meet with the class teacher three times per year to discuss progress.

6) If the child continues to make limited progress after 3 cycles, the SENDCO may recommend applying to the Local Authority for an **Educational Health Care Needs Assessment (EHCNA)** which could lead to an **Educational Health Care Plan (EHCP)** if the Local Authority criteria are met. If provided, the needs of the child are then met through an SEND Lead Worker and the [Wiltshire Local Offer](#).

Parents can also make a request for an **EHCNA** following the process detailed in the Local Offer.