FLEET WOOD LANE SCHOOL

Fleet Wood Lane School

SEN Information Report

2026-27

Special Educational Needs and Disabilities (SEND) Information Report

What is a SEN Information Report?
A Special Educational Needs (SEN) Information Report should help children, young people and their families understand the support and provision available to children and young people with special educational needs and/or disability (SEND) in a school.

The Children and Families Act 2014 sets out in law that all children, young people and their families can access the right support and provision to meet their needs. The SEN Information Report should therefore help families to make good choices about what provision and support is best for their child. Throughout the duration of a school placement, the SEN Information Report should continue to be a source of information about how the setting implements its SEND Policy.

Our SEN Information Report should answer all the questions that you may have about how we meet the needs of our pupils with special educational needs and/or disabilities.

What is a 'Special Educational Need' (SEN)?
A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

According to the SEND Code of Practice 2015:
'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

What is a disability?
A Disability is a long-term health condition which causes a difficulty or barrier to learn or to access the curriculum.

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.'

Who do I speak to if I think my child has special educational needs and/or a disability or if they already have been identified as having SEND?

Please contact the school if you feel your child may have special educational needs. We welcome honest discussions and want the best for your child just as you do. Your first point of contact should be the class teacher. Then the SENCO may become involved in advising the best way forward. Class teachers will also liaise with the SENCo if they have any concerns about your child.

What is a SENCo?
The SENCo is responsible for anything relating to 'Special Educational Needs and Disabilities' (SEND) within the school. They make sure that any special educational needs are identified and that the right support is put in place to help our pupils. Other duties include:

- Supporting staff
- Supporting parents/carers
- Making referrals to Outside Agencies
- Linking with Outside Agencies, gathering advice and making sure that it is put in place
- Providing the correct help and equipment for pupils
- Linking with other schools to support transitions
- Linking with the SEND Team at the Local Authority

Who is the SENCo at Fleet Wood Lane?
Our Special Educational Needs Coordinator (SENCo) in school is Mrs Sarah King.
Our SEND Governor is Mrs Colleen Shaw. Both can be contacted via the school office by email (enquiries@fleetwoodlane.lincs.sch.uk) or telephone (01406 423351).

What is a SEND Register?
This is a list of all the pupils in the school and within classes who have special educational needs (SEN) and/or a disability. This makes it easier for the SENCo and staff to monitor those pupils who need extra help.

If your child is placed on the SEND Register, then they will start to receive extra help. This will be set out on an Individual Education Plan (IEP) so that you can see what help your child is receiving and how often.

Some pupils with significant needs will always be on the SEND Register because they will always need help. Other pupils may only need help for a short amount of time and if they no longer need any help, then they will be removed from the SEND Register in discussion with parents/carers.

What Types of SEN does the school provide for?
Fleet Wood Lane School aims to welcome all children and families into our school community, including those with a wide range of Special Educational Needs and Disabilities.

Our school currently provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorders
	Speech and Language difficulties
Cognition and learning	Specific Learning Difficulties, including Dyslexia, Dyspraxia, Dyscalculia
	Moderate Learning Difficulties
	Severe Learning Difficulties
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or physical	Hearing Impairments
	Visual Impairments
	Multi-Sensory Impairments
	Physical Impairments

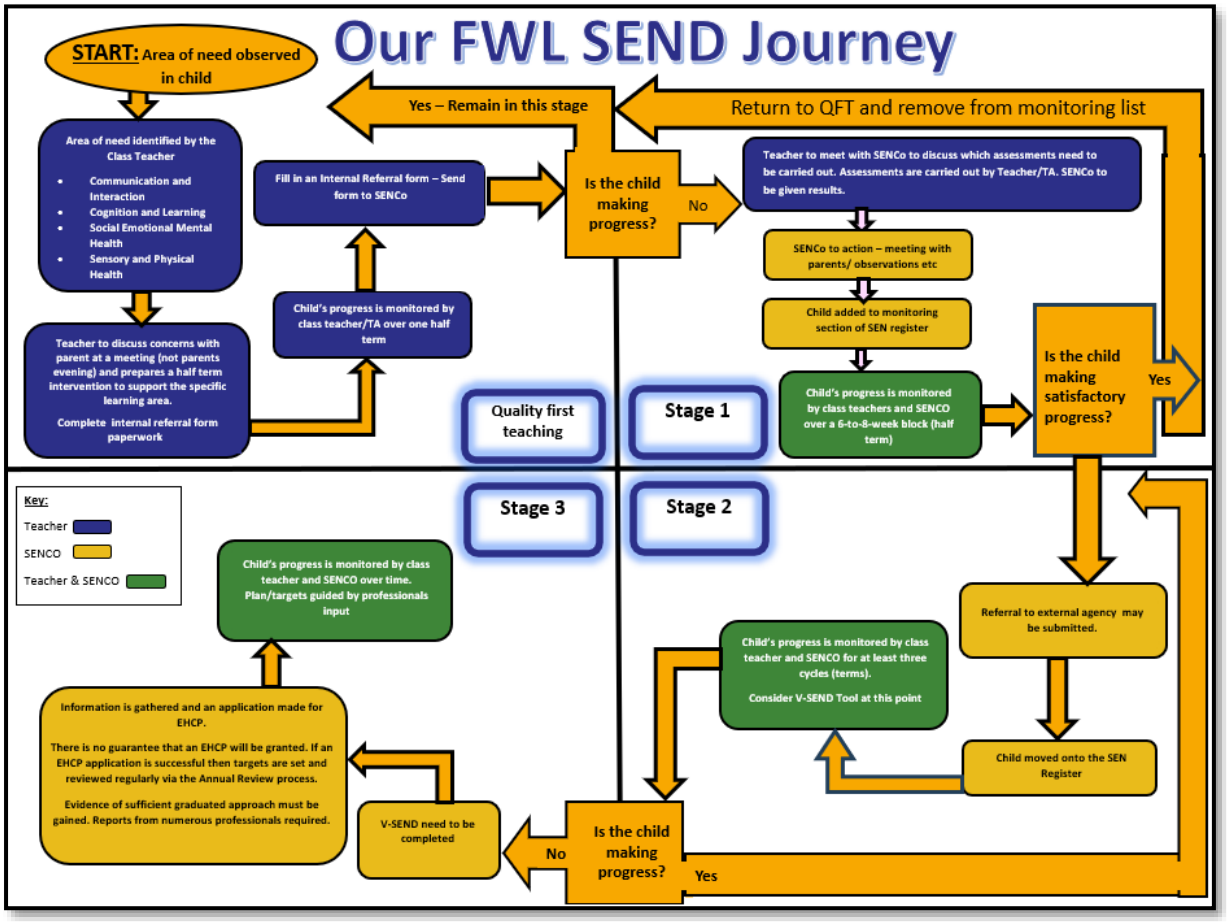
This list is not exhaustive, and we recognise that all children are individuals with unique personalities, whether or not they have a diagnosed SEN or disability. We will seek to identify and provide support for children with SEN, including seeking alternative or specialist provision where it is needed.

How does our school identify if children need extra help?

These are just some of the ways:

- Liaison with parents/carers prior to the child starting school
- Liaison with other schools prior to the child transferring to our school
- Assessment of learning in class or Specialist Teacher Assessments
- Reviews of child's attainment and progress which indicates if the child is performing below age related expectations
- Concerns raised by parents taken into account
- Concerns raised by teachers in school
- Liaison with external agencies
- Health diagnosis through a paediatrician

We use this flowchart to help us when identifying if any children need extra help:



How will school support my child?
Who will support my child in school?

- The SENCo oversees all support and achievement of any child requiring additional support across the whole school.
- The class teacher will oversee, plan and assess your child's learning and work with each child with SEND in class.
- A teacher or a learning support assistant (LSA) or the SENCo will work with your child either individually or as part of a group in class as well as during intervention sessions.

The class teacher will meet with parents at least on a termly basis, this could be as part of parents' evening, to discuss your child's achievement, needs, support and next steps.

For further information, the SENCo is available to discuss support in more detail.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCo will discuss the child's needs and what support who be appropriate.
- Different children will require different levels of support in order to close the gap between expected levels.
- This will be through on-going discussions with parents.

What training and experience does our staff have to ensure good progress of SEND pupils?

- Our SENCo is Mrs Sarah King.
- She is a qualified teacher and is the school's Assistant Headteacher. She has a strong interest in ensuring children with SEN are supported in mainstream schools. She was awarded her NPQSENCO in September 2026. She attends termly briefings for SENCo's run by LCC and also attends local cluster meetings with local SENCo's.
- All of our teachers receive in-house SEN training, and are supported by the SENCo to meet the needs of pupils who have SEN. This includes training on teaching children with Autism Spectrum Disorders, Social, Emotional and Mental Health difficulties as well as specific learning difficulties such as Dyslexia.
- LSA's have qualifications and expertise to enable them to deal with Autism, Speech and Language and dyslexia as well specific programmes targeting phonics, reading or calculation. Some of our LSA's also have individual qualifications including ELSA and ELKAN training.
- We work closely with any external agencies that we feel are relevant to individual children's needs within our school including: GPs, school nurse, BOSS, CAMHS, Healthy Mind, WTT, community paediatricians, speech and language therapists, Specialist Teaching Team and Educational Psychologists.

How are the School Governors involved and what are their responsibilities?

- The SENCo reports to the Governors termly to inform them about the achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. They also report to the Governors to keep them all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support and challenge they need in order to achieve.

What support will there be for my child's social and emotional well-being?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore, this would be the parents' first point of contact. If further support is required, the class teacher will liaise with the SENCo for further advice and support.
- We work closely with any external agencies that we feel are relevant to individual children's needs within our school including; GPs, school nurse, BOSS, CAMHS, Healthy Mind, WTT, community paediatricians, speech and language therapists and Educational Psychologists.

How will the curriculum be matched to my child's needs?

- All learning is planned and taught at an appropriate level to accurately match each child's individual needs. In a lesson there would be a number of different levels of learning, and, on occasions this can be individually differentiated.
- Our school aims to give all our pupils equal access to the curriculum at their own level, involving them in all experiences and activities that will engage them in their learning. Some pupils may need extra adult guidance to enable them to be included.

What opportunities will there be for me to discuss my child's achievement?

- Parents are very welcome to come in at any time to make an appointment to meet with either the class teacher or SENCo to discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore, we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on at least a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that your child will achieve the targets by the time it is reviewed.
- If your child has complex SEND they may have an Education Health Care Plan which means that a formal meeting will take place annually to discuss your child's achievement and a report will be written.

How does the school know how well my child is doing?

- As a school we measure children's achievement in learning against national age-related expectations.
- The class teacher will continually assess each child's strengths and any areas where further support or challenge is needed. As a school, we track children's progress from entry in Foundation Stage to the end KS2 using a variety of methods including national curriculum levels, standardised scores and reading and spelling ages.
- Children who are not making expected progress are identified through daily assessment for learning in class as well as regular pupil progress meetings (PPMs) which take place between the class teachers, head teacher and SENCo.

- As a result of PPMs, children may receive extra challenge or support but this does not always mean they will require to be on the SEN register. However, some children may need support that is so different from and additional to other children that they would need to be added to the SEN register and support with a bespoke IEP.
- When the child's IEP is reviewed, progress is measured against each target. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does may progress.

How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views or concerns on all aspects of school life these can be brought to the School Council or to a teacher.
- IEPs are always shared with the children. Pupil Profiles are created annually and updated as needed throughout the year to reflect and capture children's views.
- Children have targets linked to their SEND areas of need to which they contribute and are involved in reviewing these and setting next steps.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and school visits. Some children may need additional support to ensure that this is successful.
- Risk assessments can help to identify, plan for and support a children's needs in both in school and when on a school visit away from school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit our school prior to starting when they will meet some children in their class and be shown around the school.
- A transition programme is planned for pupils joining the school in Foundation Stage and meetings with pre-school placements are arranged to discuss individual children.
- When children are preparing to leave us for a new school to go to secondary education our partner secondary schools run specifically tailored programmes to aid transition for the more vulnerable pupils.
- When pupils join our schools or leave to transfer to another school at any other time the schools will liaise closely with the school they are joining from or going to.
- We work closely with other schools and pre-schools to ensure when a child leaves or joins that all relevant paperwork is passed on and all needs are discussed and understood.

Who can I contact for further information?

- You could look at our SEN policy on our website, you may also want to see our Equality, Accessibility, Behaviour, Bullying, Attendance and Medicine Policies that are also available on our website.

- Contact our school office on 01406 423351 and arrange a meeting with the SENCo, Mrs Sarah King.

- The Local Authority Website also offers further information: https://www.lincolnshire.gov.uk/send-local-offer