



Lantern ACADEMY

‘Where every child will shine.’

Special Educational Needs and Disability Information Report 2023 - 2024

Approved by: Governors

Review Date: June 2025

SEN Information Report 2023-24

Lantern Academy is a maintained primary school and nursery supporting children from 3-11yrs and has 138 pupils on roll. Our school motto 'Where every child will shine' is at the heart of everything we do and believe. Our aim is for all children to be happy, confident learners who achieve their full potential. We ensure that the needs of all children are promptly assessed and addressed. These include those with all levels of special educational needs (SEND), pupils with English as a second language and disadvantaged pupils.

Our SENDCo is Emma Pritchett. She can be contacted by phone on 01952 386961 or by email on emma.pritchett1@lct.education

The report is based on the requirements set out in:

- [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#)
- [Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice](#)
- [Section 69 of the Children and Families Act 2014](#)

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What kind of needs are currently provided for at Lantern Academy?

Lantern Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction. For example: Autism Spectrum Disorder and Speech and Language difficulties

- Social, Emotional and Mental Health difficulties. For example: Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs. For example: hearing impairments.
- Cognition and Learning. For example: dyslexia and Developmental Coordination Disorder

How do you identify if my child needs extra help?

All our staff within the school are trained to identify if a child has any specific additional needs. When teachers are concerned, they will consult with parents and ask for their views then liaise with our SENDCo (Emma Pritchett) who will complete an initial assessment to identify what barriers there are to learning and which areas your child is struggling with. If it is decided that your child requires extra help, staff will work closely together to plan a programme of support to meet your child's needs. Your child's progress will be regularly reviewed, and appropriate action taken. Where such discussions take place, parents will be consulted and asked for their views.

The process outlined above will be evidenced on a Learning Plan using Insight and will be reviewed termly and relevant staff will discuss the progress your child has made with you and any further action required during your termly Parents Consultation. In some circumstances, where expected progress has not been made, we will look to plan more support or look at advice from external agencies such as an Educational Psychologist, our Learning Support Advisory Teacher, behaviour support etc.

Who can I contact if I have any questions or concerns about my child?

Your child's class teacher should always be your first point of contact; they will be able to answer most of the questions. However, if they cannot, they will talk to the relevant members of staff and contact you to discuss it further.

If you wish to talk about a more specific special need, then our SENCO (Emma Pritchett) can contact you to go through any issues.

How will I know if you are supporting my child and how is this communication continued?

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

We hold termly parents' consultations for all pupils, and this is an opportunity to talk to the class teacher about progress made. If your child has specific interventions through an Inclusive School Forum (ISF) plan or Education, Health and Care Plan (EHCP) this will also be reviewed annually with you, your child, the teacher and SENCo.

All children on the SEND register will have a Learning Plan via Insight. If, at any point, you wish to meet with the SENCO or class teacher, just let us know and we will arrange this as soon as possible.

How do you assess and review the child's progress towards outcomes?

We follow the graduated approach and the four-part cycle of assess, plan, do and review. All children who are formally on the SEND register will have a Learning Plan on Insight. This will detail their current targets and the interventions and provision provided to them.

This is reviewed on a termly basis and will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We evaluate the effectiveness of provision by:

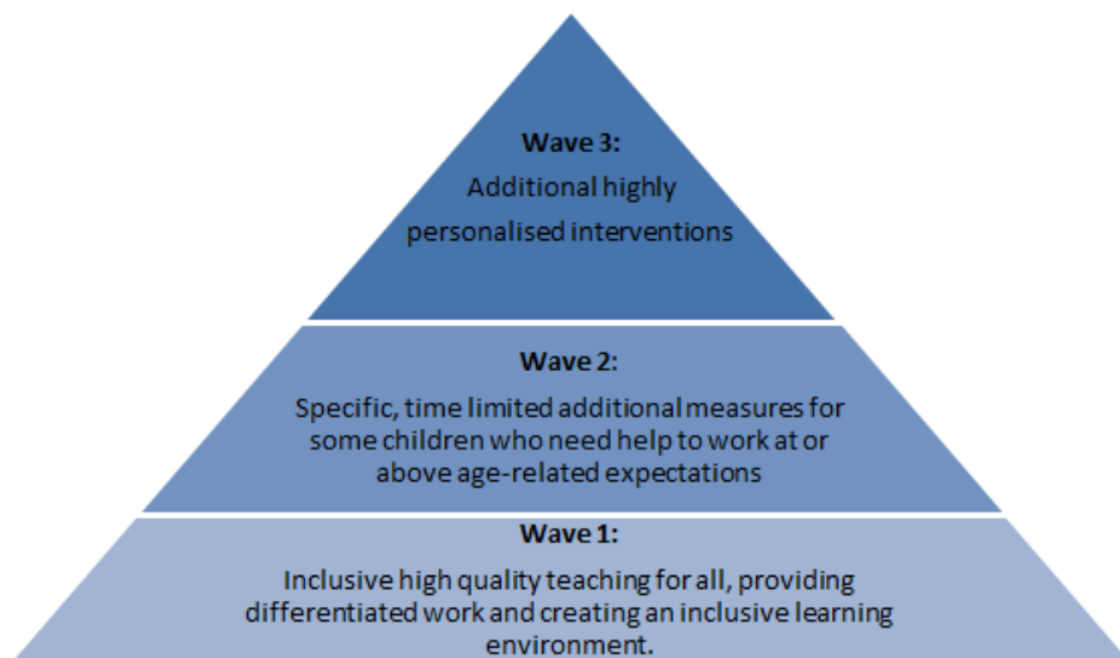
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a term – although this may be more regular if it is felt it is needed
- Using pupil questionnaires
- Holding annual reviews for pupils with EHC plans

How do you listen to the pupils' views?

As part of our Assess, Plan, Do and Review process, we create a Pupil Passport with each child on the SEND register. This enables us to find out what works well for the child and their views about what they find difficult. We also complete regular Pupil Voice questionnaires using a sample across each year group. We then use the findings from this to help us with our provision.

How do you meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2015, we adopt a graduated response to SEND provision dependent on the individual child's needs. We use a three-tiered approach to classify educational needs which is illustrated below:



We believe the children learn best with the rest of their class. All children are taught by their class teacher and have various opportunities in the week to work with an adult and to work independently. We aim to provide additional support to enable the child to reach their potential but without developing a learned dependence upon an adult.

What interventions are available at Lantern Academy?

First and foremost, we believe that all children should have access to high-quality teaching in the classroom with their Class Teacher. All teachers are teachers of SEND and are responsible and accountable for the progress and development of all the pupils in their class.

If we feel a child needs additional support beyond the universal offer, the following interventions are available at Lantern Academy:

Maths and English	Speech and Language	Attention and Interaction	Social, Emotional and Mental Health	Sensory and Motor Skills
SNIP	Talk Boost	Attention Bucket	Small, focused group sessions	Sensory circuits
Little Wandle Catch-up	Wellcomm	Listen with Lucy	Social stories	Speed Up
Little Wandle	Pre/Post teach groups of		Drawing and	Write from the

SEND	targeted language	Socially Speaking	Talking	Start
Beat Dyslexia	Wonderful Words		ELSA	Occupational Therapy resource pack
Memory Group	ELKLAN		Sand Therapy	Cool Kids
Toe by toe	Black Sheep Press		Lego Build to Express	
Precision Teaching	Any specific 1:1 interventions planned by Speech and Language Therapists		Mental Health First Aiders	
Rapid Write				
Pre/Post teaching groups				

What adaptations are made to the curriculum for children with SEND?

All teachers have received training around adaptive teaching. Our curriculum adaptations vary depending on each individual child's needs. We make adaptations so that all children can access learning. These include:

- Chunking the lesson into small parts
- Work adapted to their needs
- Adapted resources eg. size of print, colour of paper
- Visual timetables
- Scaffolding such as: sentence starters; use of Widgit Software; knowledge organisers; and word banks.
- Providing visuals such as finger spacers
- Coloured overlays to help with reading
- Wobble cushions
- Adapted scissors
- Writing Slopes
- Different type pencils depending on finger grips

There are various strategies that teachers will use to ensure that the children are able to achieve the outcome for each lesson.

What training have staff received in relation to the needs of the pupils?

We have a team of 5 Teachers (including the Senior Leadership Team and the SENDCo), 7 Teaching Assistants and 2 Higher Level Teaching Assistants (HLTAS)

who are trained to deliver SEN provision.

In the last academic year, we have received training on the following:

- Makaton in our Early Years Foundation Stage;
- Dyslexia Awareness Training
- Little Wandle Phonics – catch up and keep up interventions;
- Speech and Language workshops by Shropshire Community Health – including Visuals; Attention and Listening; and Contrastive Pairs;
- Lego Therapy
- Future In Mind – Eating Disorders; Self-Harm; and Core Emotions;
- Emotional Literacy Support Assistants Supervision with the Educational Psychologist;
- Talk Boost – Early Years, Key Stage One and Key Stage Two;

The SENDCo regularly attends SEND network meetings with the Local Authority.

How are pupils with SEND supported in accessing sports and extra-curricular activities?

Lantern Academy prides itself on being a fully inclusive environment. All our extracurricular activities and school visits are available to all children, including our breakfast club. All pupils are encouraged to go on trips and to take part in sports days, school plays and any special workshops. No pupil is ever excluded from taking part in these activities because of their SEND. Our Accessibility Plan can be found on our website and there is also a link at the bottom of this report. This covers improving the physical environment to enable disabled pupils to take better advantage of education, facilities and services that we provide as well as improving the availability of accessible information to disabled pupils.

How is Lantern Academy Accessible for children with additional physical needs?

Lantern Academy is across several levels with a variety of different staircases, we therefore have a stair climber mobility solution that can be used to move children up and downstairs safely. We have 1 disabled toilet which is located in the main school office.

To support access to learning, we will adapt our teaching approach to support any child's learning. For example, a change in seating in their class, using overlays to support their reading or visual or hearing aids to help them to learn.

What are the admission arrangements for children with SEND?

Children with an EHCP can make preferences for a mainstream and special school. Telford and Wrekin Local Authority will then consult with us to determine if we can

meet the needs of the child or if:

- The placement would be incompatible with the efficient education of the other children with whom your child would be educated, or
- The placement would be incompatible with the efficient use of resources

All pupils with an EHCP who name our school will be admitted before any other places are allocated. When we are oversubscribed, the priority of admission will be given to those with an EHCP first.

How do you encourage positive mental health and wellbeing?

At Lantern Academy, we aim to promote positive mental health for all members of our school. We provide a supportive and caring ethos at a universal level.

There may be times where children require additional support with their mental health. The SENDCo (Emma Pritchett), the Child and Family Support Officer (Kayleigh Vincent) and Mental Health Lead (Michelle Skidmore) will liaise and decide on next steps including the necessary support within school whilst also including the wishes of parents/carers.

If my child has medical needs, how will they be supported?

If you make us aware of any medical needs, we will work with you to gather as much information as possible. We will liaise with any medical professionals you are involved with to help us with advice and guidance. Depending on the medical need, some of our school staff may need additional training to support your child and we will try to accommodate this request in line with the medical professional advice. E.g., diabetes or EpiPen training, asthma etc. This may then form an Individual Health Care Plan. Please see our Medical Conditions Policy for further information.

We have access to the school nurse service (The Healthy Child Programme) where support and advice on how to make reasonable adjustments to medical needs can be sought.

How will you prepare my child when starting at Lantern Academy or moving on to another school?

If you are joining us from a nursery or another school, we ask that you contact us by calling 01952 386961 or emailing lanternacademy@lct.education so we can gather information about your child. We will then arrange induction visits and meetings to help you and your child prepare for this change, prior to your child starting at Lantern Academy.

We may ask to visit your child's current setting to enable us to have a greater understanding of the needs of your child and to make the transition as smooth as possible.

When your child moves onto another setting mid-year or for a secondary placement,

we will talk through any concerns you may have. We have many schools within our Trust as well as close links with many of the Telford and Wrekin schools in the area, especially our secondary schools.

Wherever possible, our secondary schools will come to visit Lantern Academy to meet your child and to gather as much information as possible from the class teacher and/or SENDCo, if required. You child will be given the opportunity to visit their new school and meet their teachers. All your child's paperwork will be securely passed on once they are at their new school following GDPR guidelines.

If you have any questions, please speak to your child's class teacher or pop into school for a chat.

What should I do if I have a complaint?

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. If the issue cannot be resolved, it may then be relevant to discuss the issue with the SENDCo (Emma Pritchett). If necessary, please arrange to speak to the SENDCo through the school office.

What specialist services and expertise are available or accessed by the school?

We have access to a wide range of services provided by the Local Authority and external partners. These include:

- Educational Psychologists
- [Learning Support Advisory Teachers](#)
- [Behaviour Support Advisory Teachers](#)
- [Speech and Language Therapy](#)
- [Occupational Therapy](#)
- [Midlands Partnership foundation Trust \(MPFT\) who provide Mental health services like BEE U, Kooth and Healios.](#)
- [Early Years SEND Support Team](#)
- [The Bridge Outreach – accessed by the Inclusive School Forum](#)

Further information of these services and other aspects of SEN support can be found at Telford and Wrekin's Local Offer.

Contact details of support services for parents:

- [Telford and Wrekin Local Offer](#)
- [Parents Opening Doors \(PODS\)](#)
- [Telford IASS](#)
- [Beam](#)

- [PEGS \(Child to parent abuse\)](#)
- [Telford Children's Autism Hub](#)

The SEND team can be contacted via the information below:

Email: SENDandInclusion@telford.gov.uk

Telephone: 01952 385399

Address:

Telford SEND Team
Darby House
Lawn Central
Telford
TF3 4JA

Links with other policies and documents

This information report also links to our policies:

SEND Policy
Accessibility plan
Equality Policy
Supporting pupils with medical conditions
Alternative Provision Policy

If you require a paper copy of any of our policies, please ask at the office.

Monitoring arrangements

This information report will be reviewed by Emma Pritchett (SENDCo) annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing body.