Field Lane Junior Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Information Report

Approved by: School Governing Board	**Ratified:** October 2026
Last reviewed: September 2026	**Next Review due by:** October 2027
Reviewed by: Senior Leadership Team	

This information report has been prepared by our SENDCo and approved by the School Governing Board in October 2026 for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the school's SEN policy.

Field Lane JI &N makes provision for the following kinds of SEN	We deliver inclusive, high quality teaching to every learner, adapting the curriculum to cater for and meet the specific needs of each learner. We provide provision for learners who are considered in need of SEND support, signified by a K code, and those in receipt of an Educational Health Care Plan, signified with an E code. The range of special educational needs fall under the 4 Broad Areas of Need, as set out in the Special Educational Needs Code of Practice 2015: • Communication and Interaction (C&I) • Cognition and Learning (C&L) • Social, Emotional and Mental Health (SEMH) • Physical and/or Sensory needs (S&P) We provide additional and/or different provisions for a range of needs within these broad categories. For example, we have learners who have specific identifiable or diagnosed needs such as Autism; Attention Deficit Hyperactivity Disorder; specific learning difficulties, such as dyslexia; mental health difficulties; learning difficulties such as Moderate Learning Difficulties; visual impairments and/or hearing impairments and speech language and communication needs.
Field Lane JI &N identifies and assesses SEN by:	Ensuring all teachers are responsible for identifying learners with Special Educational Needs and, in collaboration with the learners and their parents/carers, and the SENDCo, will ensure that those learners requiring different or additional support are identified at an early stage. The progress of all our learners is closely monitored. Staff at Field Lane continually assess and evaluate the impact of teaching on all learners. Assessment data enables the identification of learners making less than expected progress. When thinking of progress this may also include progress in areas other than attainment, for example, social needs. Through this teaching, staff will identify those whose progress: • is significantly slower than that of their peers • fails to match or better the learner's previous rate of progress

	• fails to close the attainment gap between the learner and their peers In line with the SEND Code of Practice, the school uses the graduated approach through a system of assess, plan, do, review to establish if SEND needs are underlying. This begins with the class teacher using quality first teaching strategies to their day-to-day teaching using the Kirklees High Quality Teaching Toolkit. Where strategies do not appear to be having the desired impact, different intervention models will be explored and the Kirklees Graduated Response Toolkit will be used. The views and wishes of the learner and parents/carers will be included when determining the need for special educational provision. The school may decide, in collaboration with the parent/carer, to place a learner on the SEND register as SEND Support.
Field Lane JI & N supports SEN in accordance with its policy framework which is set out at:	Relevant policies are listed below which outline our approach, at Field Lane J,I & N School, to SEND: • Accessibility Plan • Trust Equality Information and Objectives • Trust Intimate Care Policy • Trust SEND Policy • Trust Supporting Pupils with Medical Conditions The policies listed above show Field Lane JI & N School's approach to: • Assessing and review the progress of learners with SEND • Teaching learners with SEND; Adapting the curriculum and learning environment for learners with SEND • Making decisions on additional support in relation to learners with SEND • Ensuring inclusion of learners with SEND with learners without such needs across all school activities • Supporting the emotional, social and mental development of learners with SEND • Evaluating the effectiveness of our provision for our learners with SEND
Field Lane JI & N SENCO's details are:	Name: Ms Francesca Dobson Telephone: 01924 326378 Email: francesca.dobson@fieldlaneschool.co.uk
Field Lane JI & N staff have been trained and have expertise in the following areas:	Our SENDCo and Assistant Headteacher, Ms Dobson, has previous experience which consists of 10 years working within primary schools as a teacher, SENDCo and Designated Safeguarding Lead. Ms Dobson joined the school in September 2024 as SENDCo and Deputy DSL.

	She brings a range of knowledge and experience to the role and has continued her own professional development to ensure strategies and policies are up to date. This academic year, Mrs Makda will offer pastoral support for learners who are encountering emotional difficulties or providing a sanctuary for learners who find social times challenging.Mrs Makda will be undertaking her ELSA (Emotional Literacy Support Assistant) training, and is readily available for learners who wish to discuss issues and concerns – this can be long- or short-term support. Teaching staff receive ongoing CPD which includes: ● Implementing the EEF's 'Five-a-day' principle to support SEND ● PIVATS assessment ● High Quality Teaching to meet SEND needs ● Target setting for individual plans ● Supporting the needs of learners with Autism and ADHD Our Educational Teaching Assistants (ETA's), deliver small group English and Maths interventions and support learners in lessons. They also receive a programme of training throughout the year delivered by our SENDCo and relevant external agencies. This ensures that all staff are trained and confident in supporting the specific needs of our learners. Areas of training include: ● Understanding Autism ● Understanding ADHD ● Adverse Childhood Experiences (ACEs) ● Safeguarding ● Understanding PIVATs ● Portage Early Years SEN Training ● Complex Communications and Interactions
Field Lane JI & N will secure equipment and facilities for learners with SEND by:	We receive funding from the Education and Skills Funding Agency for all learners in our school. This funding includes money we can use to support SEND learners in our setting. The Headteacher determines the allocation of the budget for SEND needs. Monies are used to support the training needs and resource needs for SEND at Field Lane JI & N School.

Field Lane JI & N aims to involve the parents and learners with SEND in the education of the learner and will do so by:	It is vital that we have early discussions with parents/carers and learners when identifying whether special educational provision is needed, focusing on the learner's strengths, presenting difficulties and strategies to support the learner's specific needs. We work collaboratively to ensure that next steps and actions to be taken are clear to everyone involved. We value the parents/carers views as vital to the success of the outcomes for our learners. Through the school's assessment and reporting systems, parents / carers will be kept regularly informed about the learner's progress. In line with the Code of Practice, we make contact 3 times per year to update parents/carers for learners who have SEND plans. Progress may also be discussed at each learner's parents evening and class teachers are regularly at the classroom doors at the end of each day or in the playgrounds should you wish to discuss any concerns. Parents/carers are encouraged to contact Ms Dobson, SENDCo, and appointments can be made in order to discuss the learner's needs at any time, if you require. These are in addition to regular points of contact e.g. Individual Assess Plan Do Review (I-APDR) meetings and Annual Reviews for those with Educational Health Care Plans.
Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	As a parent/carer of a learner with SEND, concerns or complaints regarding SEND provision should initially be discussed with the SENDCo and class teacher. Following this, if necessary, concerns can be raised with a member of the Senior Leadership Team. The complaints procedure can be found on the school website.
Field Lane JI & N works with other agencies to support learners with SEND and their families by:	Field Lane JI & N School works with external agencies where appropriate by using the referral process. The referral process takes place when a learner's specific needs have been identified and more support or resources are required to meet their individual needs. Parents / carers may also be asked to attend planning meetings with external agencies. The external agencies listed support some of our learners at Field Lane JI & N School: • Speech and Language Therapists • Complex Communication and Interaction Service • Cognition and Learning Service • School Nursing Team • Children's Continence Team • Visual Impairment Team • Hearing Impairment Team

	• CAMHS • Educational Psychology • MHST (Mental Health Support Team) • Early Years SEN Team • Physiotherapy • Occupational Therapy Specialist outreach teachers and external agencies update the SENDCo on any changes or additions to provision and to support target setting for our learners with SEND.
Field Lane JI & N acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at: Information and Advice | Kirklees SEND Local Offer (kirkleeslocaloffer.org.uk)	
The school works on transition arrangements for learners joining or leaving the school by:	When transitioning to Year 7, the class teacher and SENDCo will meet to discuss those learners who require additional transition visits. Our SENDCo will meet with the SENDCo's at all the Secondary schools in order to pass on all paperwork for learners with SEND and discuss the provision required to ensure our learner's needs are met. All local secondary schools offer transition days for all learners entering Year 7. However, additional days are always planned for learners with SEND. Parents of learners with SEND are invited to accompany their child on these additional visits. Any learner who has anxiety about moving on to secondary school will work with the ELSA to address these issues. When learners are joining Field Lane JI & N School, our SENDCo will visit the learner at their previous setting; this may be a nursery, another school or a home visit. The SENDCo will also meet with the learner's parents, this may be a meeting or during additional transition visits.
The Local Offer produced by the Kirklees Local Authority is available at:	https://www.kirkleeslocaloffer.org.uk/