



Lodge Lane Infant School
Lodge Lane, Old Catton, Norwich
Norfolk NR6 7HL

www.wensumtrust.org.uk/lodgelane

01603 413946

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SEN Information Report for Lodge Lane Infant School 2020-21

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published will be updated annually.

At Lodge Lane Infant School we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SEN Governor: Heidi Potter via office@lodgelane.norfolk.sch.uk

SENCO: Jo Daubney senco@lodgelane.norfolk.sch.uk

If you think your child may have SEN please speak to their Class Teacher or contact Jo Daubney our SENCO.

Our Approach to Teaching Learners with SEN

At Lodge Lane infant School we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continually form assessments to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, where discussions on individual pupil progress are held between the Class Teacher and the Head Teacher.

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How We Identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) **have a significantly greater difficulty in learning than the majority of others of the same age:**

or

- (b) **have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

If a learner is identified as having SEN, we will offer provision that is ‘additional to’ or ‘different from’ the normal differentiated curriculum, intending to overcome the barrier to their learning.

Learners can need support in school for lots of reasons. They may have been absent from school, or, they may have attended lots of different schools and not had a consistent opportunity to learn. This is particularly pertinent in the current climate. They may not speak English very well or at all, or they may be worried about different things that distract them from learning. At Lodge Lane we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

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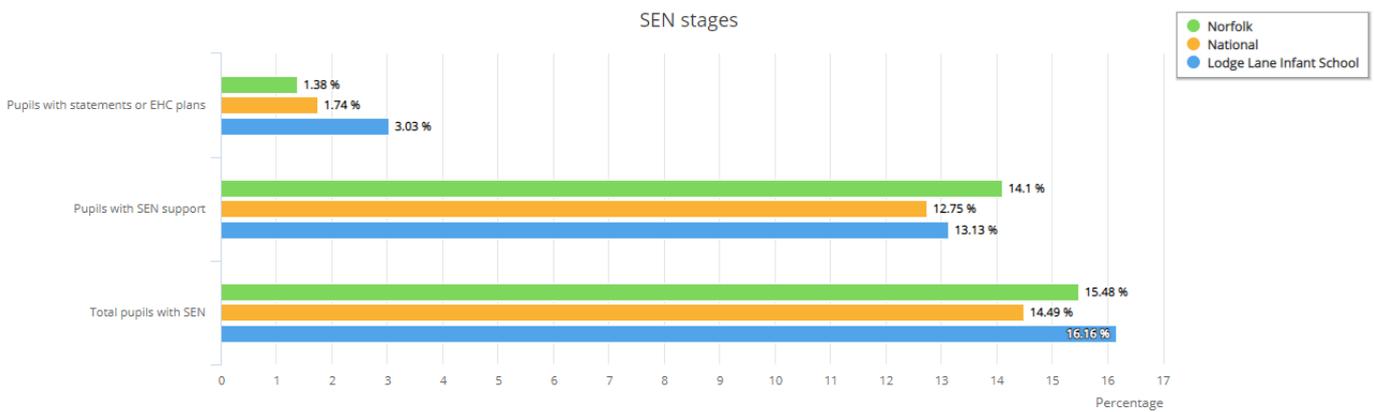


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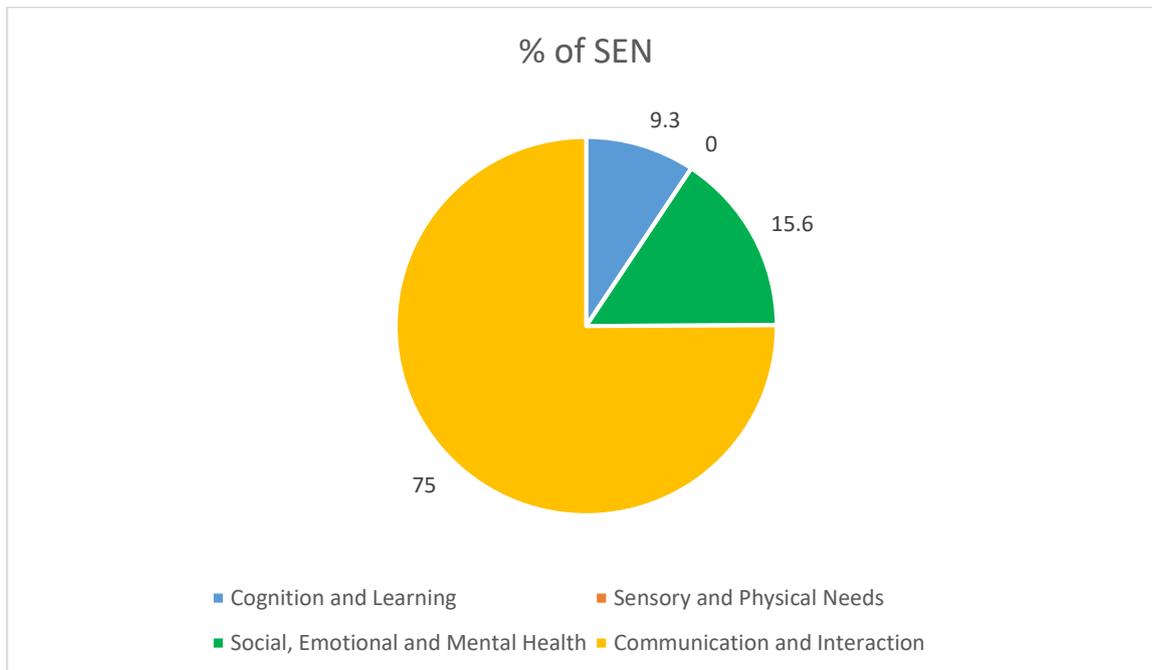
What kind of SEN do we currently support at Lodge Lane?

Our current SEN profile for 2020-21 shows that we have:

- 16 % (32 pupils) identified as having SEN. Although this is higher than last year, the breakdown from Provision Map (Edukey) puts that in context and provides the relevant comparisons with local and national data. 3 % (6 pupils) have an Education and Health Care Plan



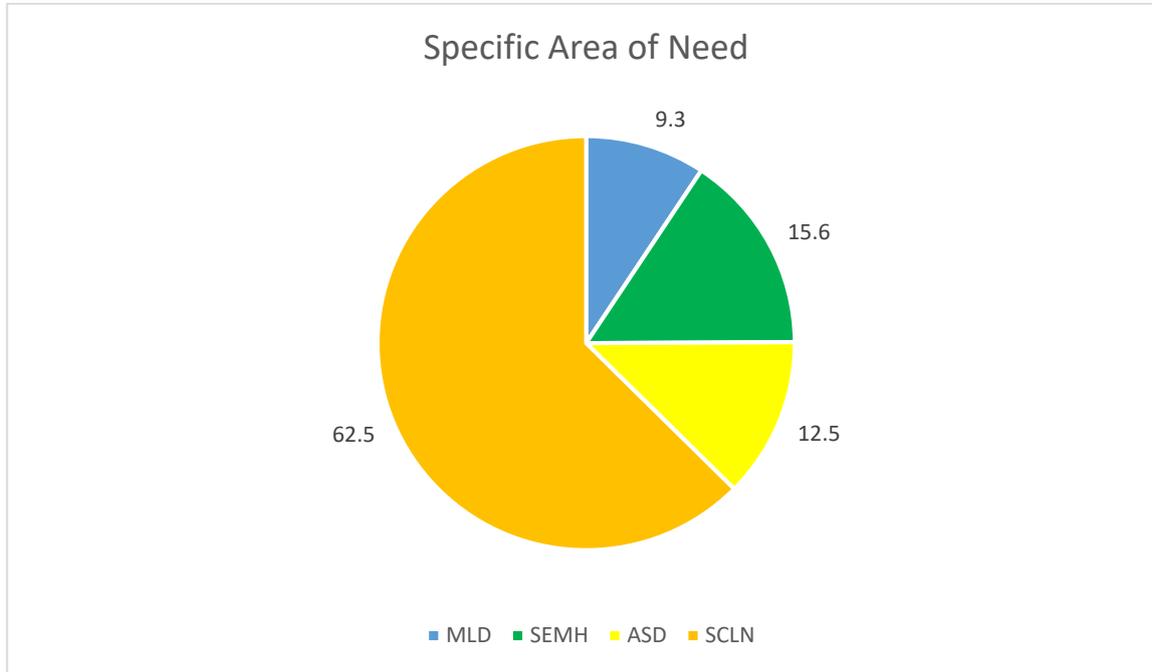
Graph to Show the % of children with each category of need (Based on Primary Need)



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Graph to show Specific Area of Need



- 9.3 % (3 pupils) are considered to have a Moderate Learning Difficulty. This section is represented in Blue on the chart above, part of **Cognition and Learning**. We have no children currently identified as having a Specific Learning Difficulty although we do have children we are screening and monitoring. Due to the age of our children and the developmental stages they are still going through this is not untypical. We support children 'as if they had' a specific learning difficulty whilst we monitor their progress through KS1.
- 62.5 % (20 pupils) are identified as having SEN linked to a Speech Language and Communication Need. We know speech and language problems can underpin issues with classroom learning and SEMH issues and consequently have invested in a screening program and our own Speech and Language Therapist who visits several times a year.
- 12.5% (4 pupils) are identified as having SEN linked to ASD. This is above the Norfolk average and about the same as national. These sections make up the yellow part of the above chart, under the heading of **Communication and Interaction**
- 15.6% (5 pupils) are identified as having SEN linked to Social, Emotional & Mental Health Difficulties, this is slightly below the Norfolk and National figure but this may be because of our early identification and support for SLCN. This is the green section on the chart above.

Please note that children can have more than one area of need, where possible the primary area of need is identified. We do have children whose **secondary needs** relate to Sensory Impairments. They don't show on the chart above which captures primary need.

This profile is subject to change as pupils join and leave our school and as pupils' needs change.

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Identifying SEN at Lodge Lane Infant School

Class Teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Lodge Lane we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available, and our updated tool kit for 2020-21, which we share predominately with Garrick Green Infant School, includes diagnostic tests for language, reading, maths, spelling, vocabulary, working memory, logic and self esteem.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website.

As a school we have also commissioned support from the Education Psychology and Special Support team (EPSS). This provides us with access to Educational Psychologists, Clinical Psychologists, Specialist Support Teachers, the ASD team and the Social, emotional and mental health team for a range of needs. Additionally, we have commissioned support from a qualified Speech & Language Therapist, Sally Wynne, from SeaSalt. This service is able to carry out Speech & Language assessments for children and in turn provide targets and resources for both our school staff and parents to use. This is useful to have in the interim whilst children are awaiting an assessment from the NHS service (which has a very lengthy waiting list) and provides on going CPD for our TA team. All our Speech and Language support planned for and monitored by Sally is delivered by the child's class TA, which we believe is the most integrated way to provide initial discrete teaching and later to embed learning in a wider class context. Some children will have short term targets and make progress, these children do not appear on the SEN register.

What we do to Support Learners with SEN at Lodge Lane infant School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Lodge Lane are proud of our teaching team and their development. As part of our commitment to first quality teaching, we are continually engaging in training within the whole teaching team; please see the SENCo if you would like to know more about this.

Our Teachers will use various strategies to adapt access to the curriculum. *Examples* of this include using:

- Visual timetables
- Additional staff support with a range of evidence based interventions
- Logical consequences and judgement-free behavioural support
- Emotion Coaching approach
- Equipment to support sensory needs
- Social Stories
- Sensory breaks

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- Attention Autism program
- Precision teaching techniques
- PECs
- Fizzy Time OT programme
- Speech and Language Intervention
- Pre-teach and 'Can you still..?'

Each learner identified as having SEN, is entitled to support that is 'additional to' or 'different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to the learning identified. This support is described on a provision map, which describes the interventions and actions that we undertake at Lodge Lane to support learners with SEN across the year groups. We use the Norfolk PEaSS documents, which stands for Provision Expected at SEN Support, to check that we can provide a graduated approach.

Our new provision map is ready to share with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. We will also share an overview (without names) with the schools in our cluster, with whom we still work very closely as our children at Lodge Lane generally follow a pathway outside our Trust due to the location of the school. Our provision during the national lockdowns and 'bubbles' has had to look a little different from usual. One thing we have already discovered is that more children are requiring 1:1 support and group support interventions such as Project X and Talk Boost are still helpful, but less effective right now. Time out of school, and vastly different experiences of lockdown learning, have made group work challenging to access for some pupils. We also haven't been able to work across Bubbles for most of the year which has further restricted group work. We are currently working on our Recovery Curriculum and considering how to support all our learners. In the Summer term we can restart our Catch Up programme which was halted by lockdown 3.

Funding for SEN and Partnerships

Lodge Lane Infant School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum. The total amount of funding we receive for 2020-21 is **£98,117**.

As a Trust we work extremely closely as Primary SENCOs to share good practice but also training needs and therefore costs. We meet at least once a term to this end. We also share resources and data to help us plan strategically and secure cost savings where possible.

The Sprowston Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. We have written our Cluster policy for SEN which is available on our website. If you would like any further information on SEN in the Sprowston Cluster please contact our CLUSTER SEN LEADS Liz Clarke or Emma Wyatt on senco@sprowstonjunior.norfolk.sch.uk or senco@sprowstoninfant.norfolk.sch.uk

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How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Lodge Lane Infant School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. We will agree what outcomes we want to achieve with parents and, where possible, the child. A baseline will also be recorded, which can be used to compare the impact of the provision. This 'baseline' may take many forms, depending on the need, ranging from a simple placement test in a phonics intervention such as Rapid Phonics, to an external assessment.

Children, parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review will be shared at a formal meeting held at least once a term, usually twice, where progress and next steps are discussed. Parents are invited to view their child's LSP or Pupil Passports online via a secure login. They can also message their child's teacher. If a learner has a Statement of SEN or an Education Health and Care Plan (EHCP), the same termly review conversations take place, but the Statement/EHC plan will also be formally reviewed annually. Parents will be invited to share their views prior to the meeting and the review document is a reflection of the views of all parties, including the child (where possible).

What is an EHCP?

An [EHC plan](#) is for under 25s with **complex** special educational needs and disabilities (SEND). Most children and young people with special educational needs (SEN) will have their needs met with [SEN Support](#) in a mainstream education setting. If you feel your child has complex special educational needs and disabilities please speak to your child's teacher and the SENCo. Typically, the school puts in a request for an EHCP assessment, but it is possible for parents to do so. We try hard to support the wishes of the parent and find what is best for the child together. If an EHC plan is approved for your child we will have yearly (half yearly in Reception) review meetings to monitor its effectiveness. Your child will have an EHCP coordinator from the local authority to support you and the school in this process. Our new EHCP coordinator is Sarah Edmonds.

How can we tell if what we are doing is effective?

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. The provision map is now undertaken using Edukey, which will enable us to review the outcomes of each provision, for each child and collectively, to help us really analyse whether what we are doing works for all pupils. We are continually auditing our provision to this end but the disruption caused by the Coronavirus has been (and still is) extensive. Nevertheless, our outcomes are hovering around 0; meaning that most children are still making the progress we would expect to see with the support provided. (Minus numbers mean less than expected progress, plus numbers mean accelerated progress.) Provision reviews are coming in with slightly higher progress measures than individual LSPs, which we believe is down to increased barriers that some of our SEN children have faced. To this end we are monitoring the numbers of SEN children attending

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school through the current lockdown (currently 53% in Lockdown 3) and targeting our live provision where children are not in school. (This data is from February 2021).

Edukey Provision Map also helps us compare need with provision, identify trends that may appear in vulnerable groups and ensure complete and comprehensive records are available for external professionals as well as in year and end of key stage transition. We have taken this step as a Trust so that we can work together to meet areas of need in terms of training and provision. Intervention data is shared with the Sprowston cluster and the Wensum Trust so all SENCOs in our cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the Sprowston Cluster and Wensum Trust moderation groups so can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Lodge Lane Infant School during 'normal' times we offer a range of additional clubs and activities for pupils. Parents are informed about these each half term when new sign up lists are issued. We have several School Council teams which we ensure are open to all children and we monitor these to make sure all groups of learners are represented. Unfortunately, so far this year Covid restrictions have impacted on our ability to provide this (for all pupils), due to the mixing it would entail between bubbles and staff. Trips are planned with inclusion and accessibility of all learners in mind.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO to discuss specific requirements.

All staff at Lodge Lane are aware of the school's Equality policy. This adheres to the legislation which places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act 2010 and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

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Preparing for the next step

Transition is a part of life for all learners. This can be a transition to a new class in school, having a new teacher, or moving on to another school. Lodge Lane Infant School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to Junior School will be discussed in the Autumn Term of their Year 2, to ensure time for planning and preparation. There is a specific SEN transfer meeting with the Junior School SENCOs so that continuity of support can be achieved.

Have your say

Lodge Lane Infant School serves our local community. We aim to shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN and if you can, come to our new SEN cafes (once a term) so that we can understand your needs and concerns better. These will restart as soon as circumstances allow.

Useful links:

Our Cluster SEND policy, and the following documents for Lodge Lane can all be found on the same section of our website as our Local Offer. They can provide further information.

- Accessibility Plan
- Admissions Policy
- Supporting pupils with Medical Conditions (See also <https://www.justonenorfolk.nhs.uk/>)
- Equality Policy
- Safeguarding Policy
- Behaviour and Discipline Policy

www.norfolk.gov.uk/SEN

<https://www.gov.uk/government/organisations/department-for-education>

www.norfolkparentpartnership.org.uk

<http://www.legislation.gov.uk/ukpga/2010/15/contents> (Equality Act 2010)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Code Of Practice:0-25 years)

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