



Lodge Lane Infant School SEN Information report Updated Sept 25.

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A note from our SENCO

Mrs Leggett is our SENCO across Lodge Lane, Garrick Green and Arden Grove Infant Schools.

We are very committed to supporting all our children with SEND at Lodge Lane in the best way we possible can. We treat all children as individuals and work closely with families to ensure they receive the support they need in order for them to have the most positive start to their education.



What is a SEN Information Report?

- This report is written to help children and their families understand the provision we offer those children with special educational needs and or disability (SEND)
- We have a legal requirement to share information with you
- We must review it and publish annually
- This requirement is set out in the SEN Code of Practice which can be found here: [SEN Code of Practice](#)
- We have worked with our families to ensure this information is clear and hope you find the information you are looking for within. We welcome your feedback and thank you for reading.



Areas of SEND in our school

At our school, we pride ourselves on equal opportunity for all. No matter what barriers to learning the children may face, we work together with the child, their family and teaching team to ensure they make good progress and are able to enjoy every aspect of school life.

We have 176 children on roll. 7% are on SEN support and a further 5% have an EHCP. This compares to the National figures where 14.2% of children are at SEN Support and 5.3% have an EHCP plan.

Here are the percentages of primary needs in each area of SEND. (please note that pupils may have secondary needs that are NOT represented in the data)

Area of Need	Percentage
Communication and Interaction (including speech and language)	52%
Cognition and learning	33%
Social, emotional and mental health	5%
Physical and sensory	10%

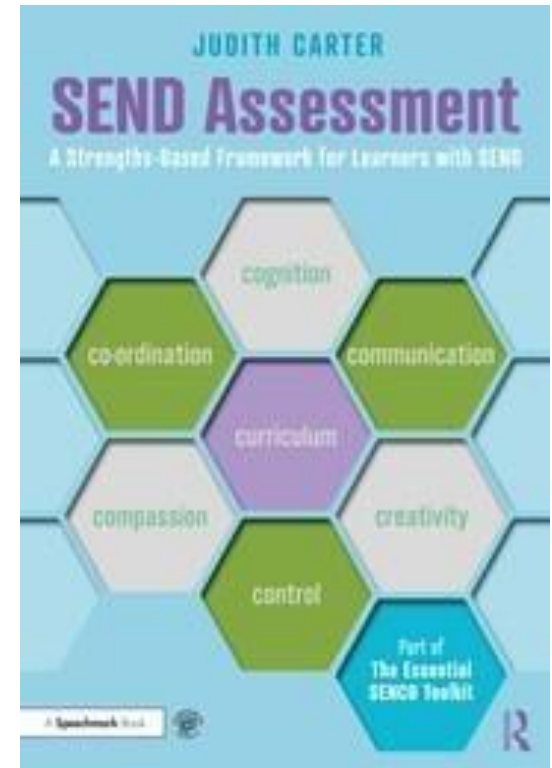


What to do if you have concerns that your child has SEN

- **Our classroom teachers always welcome open and supportive conversations around a child's progress in any area of the curriculum. They are the primary point of contact and can be reached via email through the school office:**
- **office@lodge.lane.norfolk.sch.uk**
- **They are also available at the end of the school day for a short discussions or to arrange a more formal meeting.**
- **The SENCO Mrs Leggett also warmly welcomes communication with families and can also be contacted via email: senco@lodge.lane.norfolk.sch.uk**

How do we identify children with SEND and ensure they make progress?

- We use the Graduated Approach of Assess, Plan, Do, Review to identify potential SEN and then track our pupil's individual learning needs.
- We use various methods of assessment: - Teacher knowledge • 7Cs • ongoing daily formative assessment • Summative assessment • Information from families • Pupil's own views • Reports from external professionals • SENCO monitoring of reasonable adjustments and specific SEN assessments • INDES
- ALL children's progress in the core subjects is recorded on SIMS which enables us to monitor progress and make comparisons with other schools' whole school and SEND data.
- Once a child is identified as having SEND we assess every term using the 7Cs approach to help identify pupil strengths and barriers to learning. *(If you click on the book to the right you will find more information)*
- The 7Cs provides a language of assessment that we can all use. We talk about each skill with the children and together agree strengths and areas for development. This helps us plan next steps and interventions. We are able to monitor the impact of SEN provision as the 7Cs helps us capture small steps of progress.





How do we identify children with SEND and ensure they make progress?

- **There is not one exact process to identify a learning need as each individual learner is unique. Identification begins with observations and discussions by the class teacher, the parents and the SENDCO. Some of the other methods we use are: in-school diagnostic assessments for reading, maths, phonics, vocabulary, working memory, logic, and self-esteem.**
- **Professionals we have access to include, but are not exclusive to: private speech and language therapist, specialist learning support teachers, educational psychologist, family support worker, ASD and SEMH specialists and the School and Community Team**
- **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. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.**



How do we identify children with SEND and ensure they make progress?

- **If a child is identified as having SEND we will with their family identify areas of strength and areas for development using the 7Cs language.**
- **Teachers use this information to decide upon teaching adjustments and necessary interventions.**
- **Some adjustments can be made through quality first teaching in the classroom ensuring inclusivity for all. There may need to be some more targeted support in the classroom and then, at times, more specialist or personalised interventions.**
- **All information is shared termly with families either via email/phone or in person dependant on individual preference.**



Education, Health Care Plan

In some cases a child's needs cannot be met through reasonable adjustments and the core provision given to all. In these circumstances we would work with families to decide upon the best course of action and may request an Education, Health Care needs assessment. We support families throughout the entire process.

If a child already has an EHCP when they come to us, we ensure all staff working with the child are aware of needs and all requirements laid out in the plan. An annual review will be held at the school with the child and family at the forefront to review progress and required provision.

Click here for information on the EHCP process in Norfolk: [EHCP Norfolk](#)

Click here for information on support and advice available in Norfolk: [Norfolk SENDIASS](#)

Norfolk EHCP Family advice line: 01603 679 183



How do we ensure our teaching and curriculum is inclusive and accessible to all?

- **Adaptive teaching – high quality teaching ensuring SEND support is delivered in all classrooms.**
- **Extra support for children that need something additional or extra.**
- **SEN support plans in place for all children on our SEND register – they are reviewed termly in conjunction with class teachers and parents.**
- **EHCPS are in place where necessary to outline the support a child requires.**
- **External services – e.g. Speech and language, Educational Psychologists, Social and Emotional support teachers.**
- **Educational and Pastoral Assistants employed to support children throughout school and where the need is highest.**



Our expertise and training

- Our school SENCO is completing the national Professional Qualification for Senco's
- They also attend half-termly network meetings with Wensum Trust colleagues led by Rachel Wilson who is the Trust Educational Psychologist.
- In addition to all of the above our SENCO also attends many training sessions provided by The Learning and SEND Inclusion team at Norfolk County Council.
- Teachers and Educational and Pastoral Assistants attend regular training sessions around successful provision for SEND pupils
- Teachers and Educational and Pastoral Assistants attend external professional development training regularly.
- 2025 teacher and EPA training thus far: Wise about Words, 7C's, PEaSS; making reasonable adjustments, emotion coaching, graduated approach – universal provision, STEP Lead Practitioner, WellComm.

How we spend SEND funding

Additional adult support

Educational psychologists and specialist teachers

Training

Desty

Resources and equipment

Neli Intervention

Speech and language specialist

Nurture support

Lego therapy

Access to enhanced specialist support room



Enhanced Specialist Provision – Butterfly room – (based at Lodge Lane Infant school)

- We work as a team of 3 schools sharing an Executive Headteacher – Sarah Waterfield and SENCo – these schools are Garrick Green, Lodge Lane and Arden Grove.
- Through working closely together we have developed an Enhanced Specialist Provision room that is designed to meet the needs of our most complex children across the 3 schools. This room is known as Butterfly Room and is based at Lodge Lane Infant School.
- The children that access Butterfly Room need a very individual curriculum that is additional to and different from what we can offer them at a universal level through adaptive teaching.



Enhanced Specialist Provision – Butterfly Room

- We believe that all children should be given the opportunity to flourish in the best environment possible for them. Our Butterfly room approach allows the children to have a safe base from which to they can explore their world and begin their learning. We have ensured that Butterfly room is able to offer an environment that encourages exploration, calmness, sensory experiences and independence. The children benefit from having a quieter, less busy space so as not to be overwhelmed and have the opportunity to thrive.
- We use a combination of EHCP information, teacher and Senco observation and family engagement to determine what children may benefit from being in our Butterfly Room. It is a fluid model where children may access the room full time, part time, long term or for shorter periods dependant on need and how these needs change. All decisions about whether children could access Butterfly room is done in conjunction with parents.



Ensuring pupil and family voice is heard.

- **Our school knows the importance of working closely with children and their families in order to achieve the best possible outcomes and support for pupils.**
- **Families of children recorded as SEN have termly meetings (face to face or over phone depending on personal preference) with the SENCO in addition to whole school parents evenings.**
- **Pupils meet with their classroom teacher termly to discuss their thoughts, concerns and progress.**
- **All of the above is recorded on a pupil's learning support plan.**
- **Classroom teachers are always ready to listen to family's thoughts and can be spoken to at the end of any school day.**



What to do if you have concerns or a complaint

If families are unhappy with any aspect of provision, we strongly encourage you to share this with your child's class teacher and SENCO in the first instance. We will listen and work with you to try to reach a solution.

In the event you feel your concern has still not been resolved you may wish to speak to the head of school:

head@lodgelane.norfolk.sch.uk

Should you wish to make a formal complaint please follow the link on the final page of this document for more information on how to do so.



Support services for families of children with SEND



Just one Norfolk website has a wealth of information for families and a friendly voice at the end of the line to direct you to the right help. There are also lots of online learning courses if you are interested.



Norfolk SEND information and advice support service also offer impartial information and advice



Norfolk Community Directory contains activities, services and groups to help all Norfolk residents live healthy, active and fulfilling lives.



SEND Norfolk Local offer also has lots of information for young people with SEND aged 0-25yrs and their families

We are part of...



Professional support services we work with



Health – Just One Norfolk, neuro development service, speech and language services, occupational therapy



Education – virtual sensory support, educational psychologist, dyslexia outreach, specialist teachers, inclusion and SEND team



Care - Early help, School and Community Team, Nelsons Journey



How we support school to school transitions

- We are very aware that moving on to another school can be very daunting for all children but especially for many with SEND.
- We will work closely with whichever school you choose for you child when they move on from Y2. This usually starts around Easter but again is dependent on individual need.
- We tailor our transition strategy to best fit the needs of the individual child. This may include extra visits to the new school for familiarisation and orientation.
- We do lots of work in school to prepare children for their next steps and always ensure the next school has all of the detailed information they need in order to continue to support your child.
- We also always listen to family's ideas as to how to make this transition as smooth as possible for their child.
- For children who are new to us, we work closely with their previous school to ensure we have all the information we need to support the child. We offer as many orientation/familiarisation visits as the family would like. This could be led by a peer/peers, or member of staff. We also offer new children with SEND a staggered integration timetable if this is appropriate and supported by their family.
- Due to the fact that our transition strategy is bespoke, it is under constant review.



Policies

If you would like any further information on how we operate as a school, please see the school website or contact the school office for the below policies.

- Admissions policy
- Attendance policy
- Behaviour and Emotional Regulation policy
- Complaints policy
- Equality policy
- Medical conditions
- Safeguarding policy
- Send policy