Arden Grove Infant & Nursery School

SEND Information Report
2026-27

Part of the Norfolk Local Offer for Learners with SEND

To be reviewed: September 2027

We are part of... WENSUMTRUST

FOR CHILDREN, FAMILIES AND COMMUNITIES

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A note from our SENDCO

Mrs Shelley Leggett is the Senco across Arden Grove, Garrick Green and Lodge Lane Infant School

You can contact her on:
01603 404 553 or senco@ardengrove.norfolk.sch.uk

We are very committed to supporting all our SEND children at Arden Grove in the best way we possibly 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 an SEND information report?

- This report is written to help children and their families understand how we identify special educational needs (SEN) and the provision we offer to support those with SEN and/or disability (D).
- We have a legal requirement to share this information with you.
- We must review it and publish it 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 we hope you find the information you are looking for. We always welcome your feedback.

Vision – a Learning for All school







At Arden Grove Infant & Nursery School, we want **all** children to:

- **Enjoy learning** and be **excited to develop** new skills.
- **Learn** how to **think and talk about** their own **learning.**
- Become more **confident, motivated**, **resilient** and **compassionate.**
- Learn how to **form trusting and safe relationships** with others and be able to make **healthy and positive choices** with increasing independence.
- Know how important it is to understand **their own and other's feelings**, **views and values**, **showing care** and **respect** for themselves, their family and friends.
- Find ways to make a **positive contribution** to the community they live in.



Our Approach to Learning for All

- We are a school that understands that for every child to be successful, they need to feel they belong and we start by building strong and trusting relationships with each other.
- We provide a learning environment and curriculum based on children's unique starting points.
- We are a school that is happy, safe, caring and inclusive, striving to build positive relationships with parents, carers and the wider community.
- We are a school that values the development of every child by offering a broad and balanced curriculum that is enriched by exciting opportunities and experiences.

How we ensure our curriculum and teaching is accessible to all

Support Plans outline specific and personalised teaching adjustments, adaptations and interventions to support children with SEND in their learning.

Training and review

We are aware of the importance of training and professional development for all our staff. We ensure this takes place regularly. Our curriculum is regularly reviewed with welcomed input from all of our stakeholders.

Our SENCO works across 3 school sharing expertise and knowledge. We pride ourselves on getting it right for each child according to their unique starting points and stage of development.

Accessibility:

Adjustments are made to physical environment, written information and methods of recording information.

Education and Pastoral Assistants deployed carefully who support children with SEND whilst always promoting their independence.

Definition of SEND

The Code of Practice defines SEND 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:

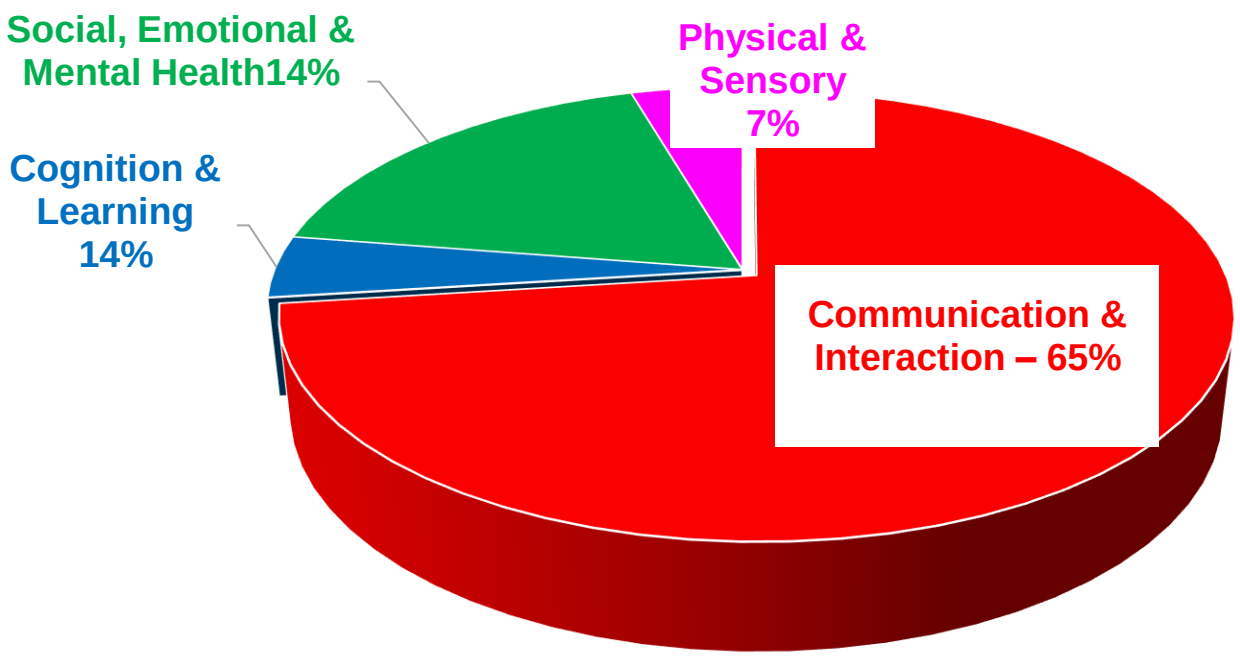
(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(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.'

Only those with a learning difficulty or disability that requires support which is 'additional to or different from' high quality class teaching, universal adaptations and routine intervention will be designated as having SEND.

Areas of SEND in our school

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



We provide for all kinds of SEND included within the broad areas of need outlined in the SEND Code of Practice:

Communication and Interaction: This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning: This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Social, Emotional and Mental Health Difficulties: This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties: This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Our current SEND profile shows 9.7% of all pupils are identified with SEND. This compares with 20.8% nationally (14.8 SEN Support + 6% EHCP). Currently **5.5%** of pupils on our school SEND Register have an EHCP and **4.2%** are at the stage of SEN Support.

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

- There is no one exact process to identify a special educational need as each individual learner is unique. We monitor **all** children's progress by holding termly pupil progress meetings.

- Identification begins with monitoring progress across the curriculum from each child's individual starting points. Where we notice that a child's isn't progressing as we would expect in any area, this is followed up with observations and discussions by the class teacher, and parents/carers and then the SENCO. We have a robust process that we follow for identifying children that may have SEN. We understand that children don't necessarily make progress in neat little steps and it is important to note that a lack of progress at any point in time can be due to a range of different reasons and doesn't automatically mean that a child has a special educational need.

- **All** children's progress in the core subjects is recorded on our central system, which enables us to monitor progress and make comparisons with other schools' whole school and SEND data. We may use different assessment formats for different children to make sure they are matched correctly to each child's stage of development.

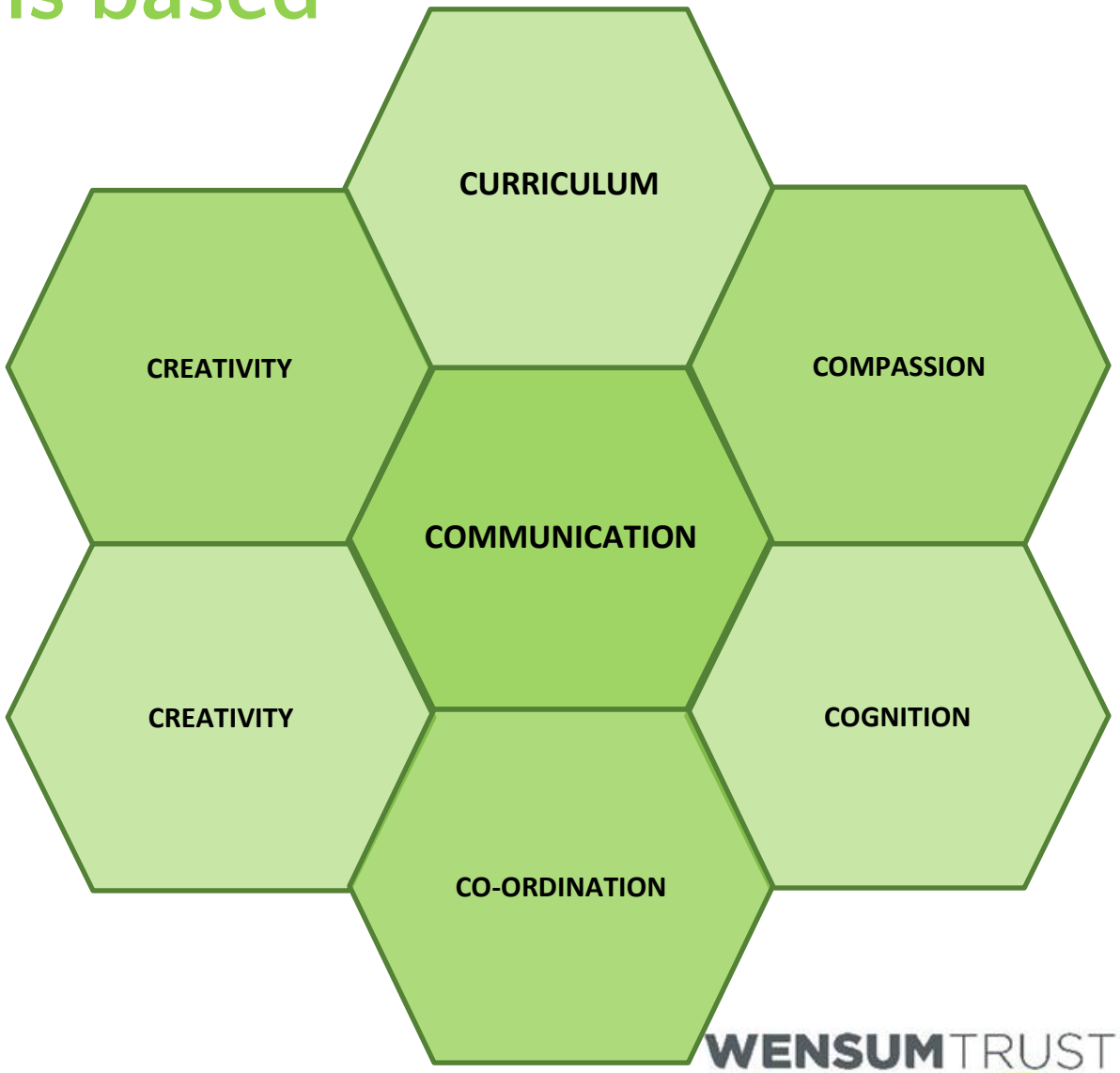
- We use the **Graduated Approach** of **Assess, Plan, Do, Review** to identify SEN and then track our pupil's individual learning journey.

- Once a child is identified as having SEN we place them on our SEND Register and continue to assess their progress at least once every term using the **7C's approach** to help identify pupil strengths and barriers to learning. We create a Support Plan, with families, to identify the areas we want to focus on and how we plan to do this.

7 C's – a strengths based approach

The 7Cs provides a language of assessment that we can all use. We talk with the children and their parents/carers and together we agree their strengths and areas for development. Using each child's individual strengths and areas for development, we set meaningful targets with clear outcomes. This helps us plan next steps and interventions. We are able to monitor the impact of SEN provision as the 7C's helps us capture small steps of progress.

Each area of the 7Cs shown opposite is broken down into more detailed skills. Once we have understood a child's learning profile in more detail, we work on removing the barriers to learning, trying hard to use their own unique strengths to help.



Step 1



- If any child is not making progress from their starting points, we work together to find out why. We think carefully about the child's current developmental level, their readiness for learning and what appropriate progress would look like.
- We agree on the best support to put in place to help them.
- Adapted teaching strategies and routine intervention, such as additional small group phonics sessions, will be provided for every child who needs support.
- The child may or may not have SEN. It may be that they have gaps in their knowledge and understanding, need a boost to their learning in a particular area or support to overcome an specific, short-term barrier to their learning.
- Staff who work most closely with the child will recommend support strategies. These will be discussed with the child and parents/carers so that clear outcomes can be identified.
- The child will receive support/intervention for a set amount of time and their progress will be monitored.

Step 2



If a child has received adapted teaching strategies and routine intervention & support appropriate for their needs, but they are still not making progress…

OR

there is some other evidence to suggest the child may have special educational needs then:

- Initial discussions will take place between class teacher, parent/carers and then the SENCO.
- The child's needs will be investigated further. We have a range of assessment tools and resources available in school to help us.
- If it is agreed that a child needs support which is **'additional to or different from'** the expected high quality class teaching, adaptations and routine intervention appropriate to their needs, next steps will be discussed with parents/carers & child. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to help measure the impact of the intervention.
- The child may be placed on the SEND Register as part of our SEN identification process to help record how we are supporting their needs.
- The class teacher will work with the child to put together a **Support Plan** which will set out targeted outcomes, how we will support these and how we will measure success. This plan will be discussed with all involved and reviewed at least once per term.

Step 3

If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Specialist Learning Support Teacher (SLST), Speech & Language Therapist (SALT), Child and Adolescent Mental Health Service (CAMHS), Schools and Community Team or School Nursing Team.

What do some of these services do?



Educational Psychologist (EP)

A person who is specially qualified to help investigate and identify any cognitive barriers to learning that children may be experiencing, such as being able to take in, remember, understand and manipulate information in order to learn successfully.

Speech & Language Therapist (SALT)

Speech & Language Therapists can assess, diagnose and work with children and young people, from birth to 19 years old, who have speech, language and communication needs or difficulties with eating, drinking and swallowing.

School Nursing Team

This team can support children, schools and families with a wide range of needs such as emotional wellbeing, healthy lifestyles e.g. sleep & healthy eating, transition when starting or moving school and carrying out hearing tests.

Step 4



Arden Grove Infant & Nursery School can receive funding directly to the school from the Government to support the needs of learners with SEND. This is described in a SEND Memorandum, as part of the school's allocated annual budget.

For learners who require the highest levels of support which goes beyond what is already in place within the school budget and provided that the school can demonstrate effective use of these resources, the school can apply to the Local Authority for support which may be given in the form of additional high needs funding.

At present we are using this funding to support children in our Enhanced Support Provision class based at Lodge Lane Infant school. Please see page … for further information on this provision.

Step 5



If a child continues to display high and complex levels of need, and this is having a negative impact on their ability to make progress, even with the support already in place, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.

The following web page within the Norfolk SEND Local Offer explains more:

Norfolk SEND Local Offer Education Health and Care Needs Assessment and Plans

Norfolk EHCP Family advice line: 01603 679 183

Norfolk SEND Information, Advice and Support Service (SENDIASS) also have a useful information page and booklet available for you to download:

Norfolk SENDIASS – An Overview of Education, Health & Care Plans

Assess, Plan Do, Review



Keeping the child at the heart of the process…

ASSESS

Use a wide variety of information to try to identify what the child's barriers to learning are and how best to support them.

- Data on attainment, progress, behaviour and attendance
- Teacher assessment and observation
- Parent views, pupil views – 7 C's
- Advice from external agencies
- Information from additional assessments

PLAN

Following discussion with parent/carer and child, make decisions about:

- What reasonable adjustments a class teacher should make to enable the child to access high quality teaching
- What support/intervention 'additional to or different from' high quality teaching should be in place
- The expected outcomes and how success will be measured

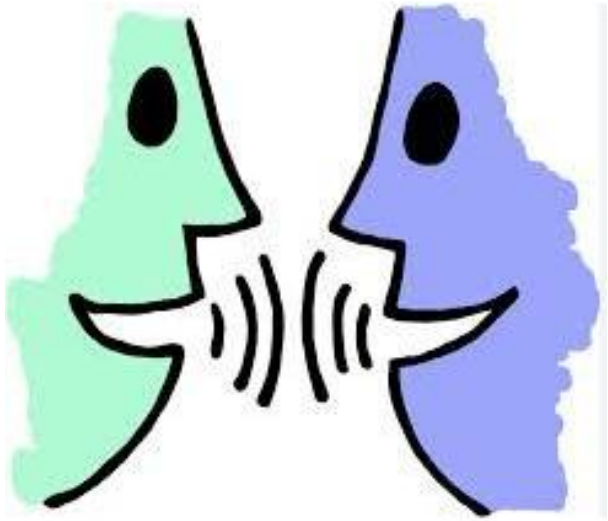
DO

Carry out the agreed methods of support and intervention.

- Implementation of strategies by class teachers and teaching assistants
- Monitoring and tracking of progress, both with specific support and intervention, as well as more generally
- Refine and revise planned support as understanding of what works for a particular pupil grows

Review

What to do if you are concerned your child may have SEN



Our classroom teachers always welcome open and supportive conversations about a child's progress in any area of the curriculum. Teachers also welcome conversations about a child's wellbeing and anything that is happening in their lives that may affect them in school. Teachers are the primary point of contact and can be reached via telephone or email through the school office:

01603 404 553 or office@ardengrove.norfolk.sch.uk

Teachers are also available at the end of the school day for short discussions or to arrange a meeting.

The SENCO, Mrs Leggett also warmly welcomes communication with families and can be contacted via telephone or email:

01603 404 553 or senco@ardengrove.norfolk.sch.uk

Just One Norfolk also has lots of helpful information about children's development, including speech, language & communication, sleep, toileting and behaviour:

Child Development & Additional Needs - https://www.justonenorfolk.nhs.uk/child-development-additional-needs/

Speech & Language - https://www.justonenorfolk.nhs.uk/speech-language/

How do we write a Support Plan?

- Together with their teacher and family, each child talks through and answers the questions you can see in these thought bubbles. It is very important that their voice is central to any planning.
- Next, with their family and teachers, children identify areas of strength and areas for development using the 7C's language.
- Teachers use this information to decide upon teaching adjustments and necessary interventions and set termly targets to work on.
- Plans are updated and all information is shared termly with families either via email/phone or in person dependant on individual preference.



How we spend SEND funding

- Additional adult support
- Assessment materials
- Educational psychologists and specialist teachers
- SRB Outreach & Placements
- Draw and Talk
- Training
- Enhances Support Provision – Butterfly Class at Lodge Lane infant School.
- Teaching aids and resources
- School and Community team
- Speech, language and communication sessions

Enhanced Support Provision – Butterfly Class – (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 Support Provision Class that is designed to meet the needs of our most complex children across the 3 schools. This room is known as Butterfly Class and is based at Lodge Lane Infant School.
- The children that access Butterfly Class need a very individual curriculum that is additional to and different from what we can offer them at a universal level through adaptive teaching.

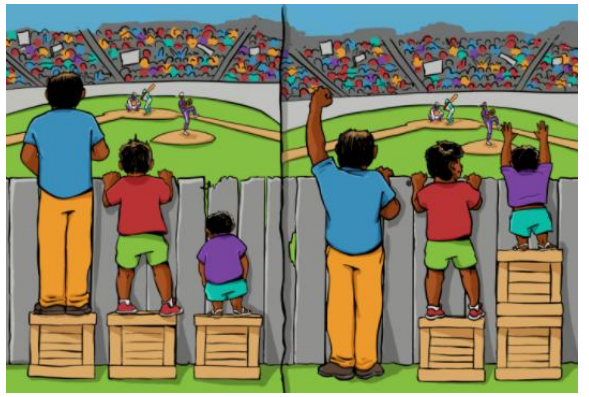
Enhanced Support Provision – Butterfly Class – (based at Lodge Lane Infant school)

- We believe that all children should be given the opportunity to flourish in the best environment possible for them. Our Butterfly Class 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 Class 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 Class. 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 Class is done in conjunction with parents.

How we ensure inclusivity throughout the school day

- **High quality teaching and an accessible curriculum for all children.** Planning and quality first teaching is adapted on a daily basis and is flexible and differentiated to meet the needs of **all** learners. Daily assessment of progress is reflected in how sessions are delivered and this allows for children to have further support if needed or to be moved on to the next aspect of learning as appropriate
- **Reasonable adjustments and adaptations are made by our skilled teachers and put in place by teachers and support staff.** Learners have access to a range of different resources, such as coloured paper, overlays, pencil grips, writing slopes, visual timetables, recording devices, i-Pads etc and these will help to form the basis of good quality first teaching.
- **Support Plans outline any additional and different personalised interventions the child may be accessing. These interventions are to help them overcome their barriers to learning.**
- **We work closely with a range of external services to meet individuals needs (for more information, click here).**
- **Some children will have an EHCP which is explicit in outlining the additional support the child is entitled to. We work with families to ensure the plan is working effectively for the child.**
- **Every classroom has a 'Regulation Station' - children are supported in the classroom to develop their ability to notice how their body is feeling, linking this to emotions they might be feeling and then identifying ways in which they can restore calm and self-regulation.**

Equality and Accessibility



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 may be 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.

For more information about the Equality Act and how it relates to children and young people, the protected characteristics or duties on public bodies, please click here.

Under the Equality Act 2010, all schools are required to have an Accessibility Plan which details how the school will:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

Achieving equality and accessibility for all doesn't mean doing the same thing for everyone as the above picture demonstrates.

Please find our current **Accessibility Plan** on our school website.

How we support Social, Emotional and Mental health needs

Supporting Our Code



Learning to put things right!

Make time to:

- **Calm and talk**
- **Clean up!**
- **Make up!**
- **Catch up or practice!**



Solving Problems

First Connect

Use **empathy** to show you **accept** their feelings and understand why they behaved in a particular way.

Remember:

Wonder Aloud about feelings a child cannot explain, or the meaning behind the behaviour

I wonder if...?

Label the Part being used.
Which part **should** have been used?

Did the action **Fill** or **Dip** from someone's '**bucket**'?

Then Correct

Calmly tell them the behaviour is **not acceptable**
Provide a **consequence**, without anger
Repair. "Let's make it right."
Do **we** need to make changes?

We are part of... WENSUMTRUST

The PLACE at Arden Grove

The Place is an additionally funded Specialist Resource Base (SRB) based in the grounds of Arden Grove Infant & Nursery School, that caters for children aged 5-7. We have two small classes of up to eight children, with high staffing ratios and access to dedicated specialist support.

At The PLACE at Arden we practise Playful Learning with Acceptance, Curiosity and Empathy. We understand that every child and therefore, every developing brain is different! Children learn through the many different experiences they have, alongside the warm and positive relationships they build with their parents or carers, their families and their teaching teams. All these experiences help little brains grow, so that children are able to get along with others and become curious, playful and enthusiastic learners.

We offer a continuous web of therapeutic approaches, supporting self-regulation (including PACE, Language of Parts, **Emotion Coaching** and **The Alert Program**) alongside educational support. This provides an environment and bespoke provision that helps children with complex social, emotional and mental health (SEMH) needs to feel safe and calm, so that they can begin to flourish.

Schools throughout Norfolk can refer children to The Place and this process is managed by the Local Authority with placement decisions being made by a dedicated panel. Children who attend The Place are kept on roll at their home school and can attend The Place for up to four terms. At the end of their time with us, we aim to support children's successful reintegration back to mainstream provision, in their home school.

Our Aims

- To enable children to return to mainstream education, better able to emotionally self-regulate and with improved emotional wellbeing.
- To work in partnership with home schools, helping them to better understand how to support children with complex Social, Emotional Mental Health (SEMH) needs and to be equipped to enable successful transitions for children coming back to mainstream provision.
- To have a clear and accessible pathway for accessing support for children within mainstream schools.
- To provide families of children with SEMH needs with access to appropriate support and strategies and to understand how best to support their children.
- For families, home schools and SEMH bases to work collaboratively with children to enable them to flourish and make progress within a mainstream school provision.

Find out more about **The Place** here: https://www.wensumtrust.org.uk/ardengrove/the-base

Our expertise and training

- Our School SENCO has completing the National Professional Qualification for Senco's (NPQSENCO)

- Our SENDCO also attends half-termly Trust SEND Network meetings with Rachel Wilson, Trust Educational Psychologist, as well as termly Local Authority SEND Forum meetings and termly SENCO Network meetings with Judith Carter, author of the 7C's approach.
- 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 Teaching Assistants attend regular training sessions around successful provision for SEND pupils.
- Teachers and Teaching assistants attend external professional development training regularly.
- 2026 teacher and EPA training thus far: Wise about Words, 7C's, adaptive teaching and making reasonable adjustments, emotion coaching, graduated approach – universal provision, STEP Lead Practitioner, The Moving Child, WellComm.

Professional support services we work with



Health

- Just One Norfolk
- Neuro development service
- Speech and Language therapy
- Occupational therapy



Education

- Virtual Sensory Support
- Educational psychologists
- Dyslexia outreach
- Specialist teachers
- School 2 School support
- Inclusion and SEND team
- SRB Outreach
- SRB Placements



Care

- Early Help
- Family Support Service
- Supporting Smiles
- Nelson's Journey

Linked 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

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.
Click on this icon and take a peek!

Norfolk SEND information and advice support service also offer impartial information and advice
Click here!

Norfolk Community Directory contains activities, services and groups to help all Norfolk residents live healthy, active and fulfilling lives.
Click here to find out more!

SEND Norfolk Local offer also has lots of information for young people with SEND aged 0-25yrs and their families
Click to take a look!

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 your child when they move on from Y2. This usually starts around Easter but again is dependant 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 families 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. Using this information, we work with the child and their family to develop a Support Plan, which is then shared with all staff. 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.

Ensuring pupil and family voice is heard



- **We understand and highly value 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 having 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 EduKey Provision Maps – our online system.**
- **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 at any time you feel unhappy about any aspect of your child's provision, it is important that you let us know.



So that we can work together to resolve the issue, please make an appointment to discuss your concerns with your child's class teacher and/or the SENDCO, 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 – they can be contacted on: head@ardengrove.norfolk.sch.uk

Should you wish to make a formal complaint, please refer to our school complaints procedure, which can be accessed on our website.

Arden Grove Infant & Nursery School

We hope you have found this SEND Information report helpful.

If you are not already part of our school community then please come and have a look around to see if our wonderfully warm, inclusive, supportive and achieving school is a good fit for your child.
You are most welcome to arrange a tour. Just go back to slide 3 to see contact details.

We look forward to meeting you soon!