



# Special Educational Needs Information Report

*September 2020*

**Agreed: September 2014**  
**Reviewed: September 2020**  
**Next renewal: September 2021**

**Signed:**

**Position:**

**Date:**

## **‘Moving forward as community.’**

*Our vision for Lodge Primary School is .....*

A school that works in partnership with the local community.

A place where each individual is respected and understood.

An environment where everyone is encouraged and supported in achieving their potential.

*Together we.....*

Provide an atmosphere which promotes understanding, empathy, respect and harmony.

Provide everyone with a strong sense of self worth.

Recognize and value the differences in everybody.

Work together to ensure everyone meets their full potential.

Ensure the opinion of everyone is valued and considered.

Support and care for each other.

All Sandwell maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) are supported to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of pupils with a SEND being met in a mainstream setting wherever possible.

### **1. What is Sandwell local authority’s Local Offer?**

- Clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- Sandwell’s response to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

**The Local Offer simply aims to pull information about available services into one place and make it clear and accessible for you and your family.**

### **2. Where can I find information about Sandwell’s Local offer?**

To access Sandwell LA’s Local Offer please visit:

<http://www.sandwell.gov.uk/send>

### 3. What is the SEND Information Report?

Lodge Primary School's SEN Information Report is a statement of the aims, principles and strategies to ensure the effective and efficient provision for all children at Lodge Primary School including those with Special Educational Needs and Disabilities (SEND) as outlined in the revised Special Educational Needs and Disability Code of Practice, September 2014. This report is Lodge Primary School's contribution to the Local Offer and should be read in conjunction with Sandwell local authority's Local Offer.

Lodge Primary School works closely with children and their parents/carers to ensure a fully inclusive access to our education.

### 4. Who are the best people to talk at Lodge Primary School if I am concerned about my child's progress?

If you or your child has any concerns we encourage you to make come into school at the end of the school day initially speak to your child's class teacher however; **it is important that you are given time to explain and discuss your concerns fully** or make an appointment, as we feel that a partnership between school and home is essential in supporting you and your child. In the first instance, you can contact your child's class teacher.

If you are still concerned that your child is still not making progress and you wish to discuss the provision for your child you should speak to our SENCO, Mrs Beverley Munn. Mrs Munn is available at the beginning and end of most days.

Mrs Munn can be contacted by telephone on: 0121 553 2389

Or by email: [mailbox@lodge.sandwell.sch.uk](mailto:mailbox@lodge.sandwell.sch.uk)

Mrs Munn under the direction of the Head Teacher is responsible for daily implementation of our SEN Information Report. Advising and training staff on SEND issues. Updating the SEND register on a regular basis. Putting in place with the Head Teacher and Leadership team provisions to meet all pupil needs that is monitored and evaluated. Liaising and supporting parents, external agencies. Ordering, deploying and updating resources. Leading and managing other staff in school. Considering with parents holding a Community Assessment meeting with external agencies to decide if a request to the LA for an EHC Plan is appropriate. Organising Annual Reviews for those children on an EHC Plan.

If the issues are serious or urgent please contact school immediately and speak to our Head teacher Mrs Lisa Gillam.

Lodge Primary School's SEND Governor is Dr Margaret Jeavons. She meets with the SENCO and attends termly Curriculum and Standards Committees to discuss provision, standards, progress and any issues that need to be addressed. She can be contacted about any issues regarding the school.

## 5. How does Lodge Primary School know if my child needs extra help?

As a parent/carer you can expect that:

### **Universal Offer – *Lodge Primary School provides for all children.***

- We welcome you and your child to our school and we invite you to discuss your child's needs before they start school.
- We encourage you to familiarise yourself with our policies and approaches to learning.
- Our teachers and support staff who teach your child have had professional development and training so that they know about how children learn including those children who have difficulty in learning.
- Our school provides a variety of teaching and learning programmes to meet the individual learning needs of each child.
- We accurately assess the level at which your child is learning, this informs what and how we teach.
- Our teachers differentiate (plan tasks for children at different stages of learning in the same class) so that your child is given work to do at an appropriate level where they can complete a task independently or with little support.
- We use a range of resources, strategies and teaching methods to take account of any barriers to learning, this may include offsite educational visits.
- We will keep you informed about how your child is progressing termly and through a written annual report detailing progress. Additionally we will invite you in to school if we feel new issues present themselves. If you or your child has any concerns we encourage you to make an appointment, as we feel that a partnership between school and home is essential in supporting you and your child.
- The school will put in place a range of short term, small group or individual programmes (interventions) that may help your child to 'catch up'.
- School will inform you if your child needs a more intensive or individualised level of intervention in order to make progress in their learning.
- We will signpost you to support, advice and any extra- curricular activities that may be available.

**SEN Support Offer – Lodge Primary School's offer for those children who are not making expected progress.**

The Department for Education provides us with funding to support children with SEND. The amount of funding means that most children's need for support and interventions can be met without the need for an Education, Health and Care Plan (EHC Plan).

If your child has a Special Educational Need or a Disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs and hear your views.
- Make an assessment of your child's learning so we know which skills they need to learn next and explain what new strategies and support could be put in place.
- The Special Educational Needs Coordinator (SENCO), Mrs Munn will support and advise teachers as well as support staff so that your child can learn in the best way.
- Have a range of programmes to help children who need extra support e.g. to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Work with and seek advice from an outside agency such as educational psychologist, advisory teacher, speech and language therapist or health colleague to support your child's progress.
- Tell you how to get in touch with Sandwell SEND IASS who can offer advice and support.
- Talk to you if we think we need to consider holding a Community Assessment meeting. This meeting can be held at a venue of your choice. School will invite all the agencies who have been involved in offering advice and support about your child's progress plus any agency you would like to invite. At this meeting everyone will discuss with you the support your child needs and listen to your views. At the end of this meeting there will be a decision made about whether your child can make progress using Lodge Primary School's additional support offer or if there should be a request to the LA for an EHC Plan.

**Education, Health and Care Plan (EHC Plan) – Lodge Primary School may seek an EHC Plan in order to provide additional support for children with severe and complex needs.**

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHC Plan. If the LA agrees to begin the process; an EHC Plan takes 20 weeks to complete. Your child will continue to be supported from Lodge Primary School's SEN Support Offer while the EHC Plan is completed.
- The EHC Plan will specify what sort of provision your child will need in order to access the curriculum and make progress.

- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child.
- Many children who need an EHC Plan will be educated in a mainstream school, but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the EHC Plan is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the EHC Plan.

## **6. How will Lodge Primary School support and make sure the curriculum is matched to my child's needs?**

The National Curriculum, September 2014, emphasises the importance of providing effective learning opportunities for all pupils.

Lodge Primary School strives to be fully inclusive:-

- Providing a broad and balanced curriculum to all pupils, with the opportunity to join in all the activities of the school.
- Using different teaching strategies according to pupils' needs.
- Promoting an inclusive ethos.
- Having high expectations and setting suitable targets for all children.

All Class teachers, the SENCO and support staff carry out an ongoing process of assessment, planning and review that recognises strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making required progress and at half termly Pupil Progress meetings a class Provision Map is put in place to meet group and individual needs and an Individual Provision Map to meet individual needs for those children who have SEND.

Class teachers plan lessons according to specific needs of all groups of children in their class and will ensure you child's needs are met

At Lodge Primary School we follow a graduated approach to identification, assessment, and provision as required by the Code of Practice. Children are referred to the SENCO by the class teacher, a pre-school worker or the child's parents. The class teacher will discuss these concerns with the SENCO. The SENCO may arrange for an assessment of your child's needs to take place. The school has whole school Provision Map for intervention programmes.

The waves of Intervention are as follows:-

Wave I – inclusive quality first teaching for all.

Wave II – additional interventions which offer short-term extra help to accelerate key points of learning. This is provided in small groups targeted and time limited. Entry and exit data are integral to the interventions.

Wave III – offers intensive targeted support when small group intervention fails to work.

Pupils requiring wave II and III level of support will usually have termly Individual Provision maps and targets and may also have additional advice/ support from Sandwell Inclusion Support service and other professionals.

## **6. What provisions does Lodge primary School put in place?**

# Lodge Primary School Provision Map



Broad Areas of Need	Wave 1	Wave 2	Wave 3
	Provision	Provision	Provision
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>Differentiated Curriculum</li> <li>Differentiated Delivery</li> <li>Differentiated Outcome</li> <li>Increased Visual Aids</li> <li>Visual Timetables</li> <li>Illustrated Dictionaries</li> <li>Use of Writing Frames</li> <li>Use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Booster /catch up groups</li> <li>Phonics Catch-Up – Letters &amp; Sounds/ RWI/ Freshstart</li> <li>Group Support in English and Maths</li> <li>Group Support in Numeracy</li> <li>Quick response English</li> <li>Quick response maths</li> <li>Wellcomm</li> <li>Talk Boost</li> <li>CLIC catch up</li> <li>INA support</li> <li>Hi Five</li> <li>SENNI</li> <li>Daily reading</li> </ul>	<ul style="list-style-type: none"> <li>Five Minute Box</li> <li>Five Minute Number Box</li> <li>1-1 Withdrawal</li> <li>1-1 In-Class Support</li> <li>Speech &amp; Language Intervention</li> <li>PECS</li> <li>Wellcomm</li> <li>Enable Plus</li> <li>BRP</li> <li>SULP</li> <li>Precision teaching</li> <li>TEACCH</li> </ul>
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>Flexible Teaching Arrangements</li> <li>Structured School and Class Resources</li> <li>Differentiated Curriculum Delivery</li> <li>Differentiated Outputs</li> <li>Increased Visual Aids</li> <li>Visual Timetables</li> <li>Use of Symbols and Pictures</li> <li>EAL</li> <li>Use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>Booster /catch up groups</li> <li>Phonics Catch-Up – Letters &amp; Sounds/RWI/ Freshstart</li> <li>Group Support in English and Maths</li> <li>Quick response English</li> <li>Quick response maths</li> <li>Wellcomm</li> <li>Talk Boost</li> <li>CLIC catch up</li> <li>INA support</li> </ul>	<ul style="list-style-type: none"> <li>Five Minute Box</li> <li>1-1 Withdrawal/ in class</li> <li>Speech &amp; Language Intervention</li> <li>PECS</li> <li>Wellcomm</li> <li>1-1 with Learning Mentor</li> <li>Makaton</li> <li>Enable Plus</li> <li>SULP</li> <li>TEACCH</li> <li>Makaton</li> </ul>
<b>Social, emotional and mental health difficulties</b>	<ul style="list-style-type: none"> <li>Whole School and Class Reward System</li> <li>Whole School and Class Rules</li> <li>Whole School Policy for Behaviour</li> <li>SEAL</li> <li>Circle Time</li> </ul>	<ul style="list-style-type: none"> <li>SEAL</li> <li>Circle of friends</li> <li>Anger management</li> </ul>	<ul style="list-style-type: none"> <li>Nurture</li> <li>1-1 with Learning Mentor</li> <li>Family Intervention</li> <li>Anger Management</li> <li>1-1 Withdrawal</li> <li>1-1 In-Class Support</li> <li>1-1 Behaviour Programme – Charts</li> </ul>
<b>Sensory &amp;/or Physical</b>	<ul style="list-style-type: none"> <li>Flexible Teaching Arrangements</li> <li>Teacher Awareness of Sensory &amp; Physical Impairment</li> <li>Availability of Resources</li> </ul>	<ul style="list-style-type: none"> <li>Write-Dance</li> <li>Sensory activities</li> <li>Sand therapy</li> </ul>	<ul style="list-style-type: none"> <li>1-1 Withdrawal</li> <li>PECS</li> <li>Physiotherapy exercises</li> <li>Use of Specific Resources or Equipment</li> </ul>





## **Provision Guidance**

### **Wave 2**

#### **Quick Response English and maths – KS1 and 2**

- Immediate intervention for children who need support to address any misconceptions or further practice on what has been covered in lessons.

#### **Booster Groups and catch up – KS1 and 2**

- Targeted children work in small groups.
- Focus specific to need.
- Can be to develop English or maths skills.

#### **Circle Time / PHSE – across school**

- Whole class and small group sessions where there is discussion
- Activities are designed to promote self-awareness, self-esteem etc.

#### **Anger Management – across school**

- Small group sessions to meet need of children with anger issues.
- Targeted support and strategies given to children.

#### **Write Dance – FS and KS1**

- A progressive music and movement programme for the development of pre writing and writing skills.
- It develops handwriting to music.
- Exercise are done in different materials e.g. the sand, mud or clay etc. on different surfaces in and out of the classroom.

#### **Daily Reading – across school**

- Staff read with children with a focus on fluency and accuracy when reading in a small group.
- Comprehension is a focus.

### **Phonics Catch Up- across school**

- This may be a programme called Letters and Sounds, RWI or Freshstart.
- Delivered in small groups to help children develop their phonics and enables children to go over sounds and work they have covered.

### **Wellcomm – across school**

- A speech and language toolkit which uses a traffic light approach.
- Helps to identify and target early speech and language difficulties.

### **Talk Boost – FS/KS1**

- Used after Wellcomm has been used.
- Delivered in a small group sessions two/ three times a week.

### **CLIC catch up – across school**

- Small group and 1:1 support to develop maths skills e.g. number facts and times tables

### **INA support – across school**

- Targeted support for those children who have limited English.
- Often small group or 1:1 support.
- Focus on speaking and listening skills through practical sessions.

### **Hi Five – Y5 and Y6**

- A reading and writing intervention that takes place over five sessions.
- Modelling of good reading and writing is developed.
- Usually delivered to small groups.

### **SENNI – KS1/LKS2**

- A maths intervention used to address misconceptions and develop understanding.
- Taught to small groups with similar needs.
- Focus is practical.

### **Circle of friends – across school**

- A small group activity for children who have difficulty making and keeping friends.
- Lots of oral activities take place.

### **Sensory activities- across school**

- Sessions where there is a focus on sensory activities designed often to meet individual needs with advice from professionals.

### **Sand/ Play therapy - across school**

- Use of sand based activities to develop talk
- Often delivered to small groups or 1:1
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### **Group support in English or maths - across school**

- Targeted group work
- Focus on addressing gaps and misconceptions or to extend and consolidate learning

## **Wave 3**

### **Five Minute Box – FS/ KS1**

- Delivered 1:1.
- Teaches basic skills for reading.
- Basic facts taught e.g. birthday.
- Daily progress recorded and shared with child.

### **Five Minute Number Box – FS/KS1**

- Delivered 1:1 for children who need to focus on basic maths skills.
- Linked to class work.
- It is multi-sensory.
- Daily progress is recorded and shared.

### **1:1 withdrawal / in class support- across school**

- In class or withdrawal from the catch by staff.
- Focus on addressing misconceptions and gaps.
- May be to meet targets set for an individual child.

### **Speech and Language intervention – across school**

- A programme set up by a Speech and Language therapy.
- Usually delivered on a regular basis.
- Developed in class.

### **SULP – KS1/KS2**

- A programme used to develop social language skills.
- Delivered in small groups.
- Usually once a week.

### **PECS –across school**

- An approach that uses pictures to develop communication skills.
- Pictures and verbal prompts are used initially then work focuses on simple sentence construction.

### **Enable/ Enable Plus – KS1/ LKS2**

- A reading programme for children used to develop self-esteem as well as reading skills.
- High frequency words are taught.
- Sentence construction is developed.

### **BRP – KS1**

- A programme for children who lack confidence in reading.
- Usually a 1:1 session with a repeated structure.
- Independent strategies are developed.

### **Precision teaching – across school**

- A programme set up to meet individual needs.
- Accuracy and fluency towards mastery are developed.
- Session last ten minutes and is 1;1.

### **Makaton**

- A language programme using signs and symbols.
- The programme supports spoken language.

## **Nurture**

- Small groups of children work together to develop their social and emotional skills.
- Often children have missed early experiences.
- Lead by our Learning mentor.

## **1:1 with Learning mentor /Play therapist**

- Children are identified by their teacher.
- Focus is on emotional, social and mental health issues.

## **TEACCH**

- Use of a workstation, visual timetable etc. to develop independence, organisation, order, concept of finished and skills
- Focuses on strengths and supports weaknesses to enable maximum access and reduce stress

## **7. How will I know how my child is doing at Lodge Primary School?**

We believe that good quality communication with you is key to building effective relationships with families, which lead to long term benefits for all children's learning. We will meet with you to discuss your child's progress. In addition we may ask you to come in for further 'structured conversation' meetings where we listen to your views, plan additional support for your child, any support for yourselves and discuss any referrals to outside professionals. On a termly basis we will plan opportunities e.g. workshops for you to come into school to help you to develop and support your child in their learning. These opportunities will be shared in our weekly newsletter.

***You will always be kept informed of your child's needs and support.***

## **8. What support will there be for my child's overall well-being at Lodge Primary School?**

All staff at Lodge Primary School will support your child in their overall well-being. Our staff in school may have specific training to meet your child's needs. The school also employs a Learning Mentor, Mrs Amanda Mahoney who works on a daily basis with individuals and small groups to support social, emotional and behaviour needs across school. We deliver a Nurture group to KS1 children to meet their needs when needed. We might also seek support from other professionals to meet your child's needs. In the Autumn Term we base line all children whose parents have given permission with the

Strength and Difficulties questionnaire (SDQ) and set up intervention according to need.

**9. What training have the staff supporting children with SEND had or may they have?**

Lodge Primary School is committed to training and developing it's staff to meet the needs of children with SEND. The school staff have opportunities to attend specific courses which are relevant to the children they are supporting. We prepare thoroughly for any child coming to the school who has needs that we have not previously supported. The SENCO and other Leaders will lead Curriculum Development sessions for the staff on quality first teaching, Wave 1 and Wave 2 and Wave 3 provision.

**10. What specialist services or expertise are available or accessed by Lodge Primary School?**

The school has extensive arrangements for securing access to external support services for pupils with SEND. This may include liaison with other schools, other specialist provision provided by Sandwell Inclusion Support service, educational psychologists, health professionals, external agencies, professionals, educational welfare officers and Child and Adolescent Mental Health Services (CAMHS) etc.

**11. How will my child be included in activities outside the classroom, including school trips at Lodge Primary School?**

Lodge Primary School is a fully inclusive school, which ensures that all pupils achieve their potential. At Lodge we undertake our statutory equalities duties by making reasonable steps to ensure that every child is included in every aspect of school life. We believe that additional experiences, provided by offsite educational visits, enhance the learning and social experience of the child. As a parent you will be involved in the planning for these activities and trips. We will put in place the necessary risk assessments and individual risk assessments in conjunctions with you and outside agency professionals where appropriate

**12. How accessible is Lodge Primary School environment?**

Lodge Primary School is a level site with easy access to all areas both inside and outside for children with mobility and visual problems. There are disabled toilets and a shower facility. Ramps have been installed around the school for

easy access. We also promote accessibility by community language support and translation as well as interpreter support. We ensure that home school communications are clearly explained to you e.g. verbally or through translators. When needed we make adaptations to the environment for children with specific needs.

All reasonable adjustments are made at all times. In line with the Special Educational Needs and Disability Act 2014, the Children and Families Act, 2014 and the Disability Discrimination Act (1995), the Head Teacher and Governors have in place an Accessibility Plan and Disability Equality Policy

### **13. How will Lodge Primary School prepare and support my child to join, transfer to a new school or the next stage of education and life?**

At Lodge Primary School we recognise that transitions can be difficult for any child therefore we take steps to ensure that any transition is as smooth as possible.

Our school will ensure that all transfers in school and between schools are planned, monitored and supported to ensure the successful outcomes for children in line with the Local Offer. We will collaborate with all other support services and agencies involved with your child, with you and make joint planning arrangements.

### **14. How are the school resources allocated and matched to children at Lodge Primary School with SEND?**

Resources are allocated for Special Needs by the Finance Committee of the Governing Body. The SENCO with the head teacher is responsible for the use of these resources and the deployment of the designated support staff. The Governors use the school's budget allocated by the LA up to £6000 for all children and can add to this through seeking additional funding for individuals. All classes in school have allocated support staff time provided through our Universal Offer. Pupils are supported according to the level of their needs and the requirements of their EHC Plans through our SEN Support Offer and EHC Plans. We will always communicate with you about the level of support and the effectiveness of interventions termly. We strive to promote in partnership with you the independence of your child.

### **15. How can Parents/carers be involved at Lodge Primary School? Who can I contact for more information?**

The school promotes a partnership with parents. We hold termly parent meetings, new parents' visits, open mornings and workshop sessions. In addition we :

- Ensure all parents are aware of the school's arrangements for SEND.
- Inform all parents when a child is causing concern in our Universal Offer and offer the opportunity for discussion.
- Hold formal consultations between the SENCO, class teacher and parents to discuss the child's needs and approaches to addressing them.
- Hold regular consultations with all parents of children with SEND.
- Suggest Community Assessment meetings.
- Undertake Annual Reviews for children with EHC Plans.

We also at Lodge Primary School employ a full time Home Link Worker, Mrs Jinder Cheema to oversee our work with parents and carers. She will signpost parents of pupils with SEND to Sandwell SEND IASS for support.

### **16. What arrangements does Lodge Primary School make for consulting with young people with SEND?**

At Lodge Primary School we encourage pupils to participate in their learning and contribute their views by:-

- Being involved in their target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education – pupil voice.
- Encouraging independence.

### **17. How does Lodge Primary School involve other bodies in meeting the needs of children with SEND and in supporting their families?**

At Lodge Primary School we realise that working with a range of different services providers brings great strength to the lives of your child and your family. These services enhance the quality of our provision for all pupils but especially those with SEND. We make decisions based on current pupil



needs, this informs our developments and this drives as well as improves the quality of our provision. We will always work in partnership with you.

## **18. What can I do to help my child?**

There are lots of things you can do at home if your child needs extra help with their school work. Your involvement can make a big difference. Taking an interest in your child's work. Things you could do include:

- Reading a book or watching TV together.
- Helping with homework including planning time
- Playing games together
- Encouraging your child to follow special interests
- Creating a checklist to help your child get organised – give them responsibility
- Telling your child's teacher if you know a particular way of learning which works for your child.
- Attending parent workshops.

Make sure you talk to school if you are worried about anything.

At Lodge Primary School we will signpost parents and children to organisations and services that provide additional support. Please contact our SENCO Mrs Beverly Munn or our Home Link Worker Mrs Jinder Cheema for any information. In Sandwell there is Sandwell SEND IASS on telephone number: 0121 555 6939.

Useful websites where additional information can be found include:

Contact A Family ([www.cafamily.org.uk](http://www.cafamily.org.uk))

SENDirect ([www.sendirect.org.uk](http://www.sendirect.org.uk))

SEND Gateway ([www.sendgateway.org.uk](http://www.sendgateway.org.uk))

## **19. What do I do if I have a complaint?**

Any complaints regarding the SEN Information Report or the provision made for children with SEND should be addressed in the first instance to your child's class teacher. If you need further advice, you are welcome to arrange a meeting with the SENCO. If you feel your child's needs are still not being met you should make an appointment to see the Head Teacher. If, however, parents are still concerned they may contact the SEND Governor.

The SEN Information Report will be reviewed and updated annually. The SENCO will report termly to the SEND Governor with regards the effectiveness of the report.

