



Lovers' Lane Primary and Nursery School



SEN Report 2024-2025

1. What kind of Special Educational Needs does the school make provision for?

At Lovers' Lane Primary and Nursery School, we believe that all children, including those with Special Educational Needs (SEN), should be encouraged and expected to achieve the best they can in order to help them reach their full potential. We believe that this is best done in a supportive, caring context where children feel safe and happy.

The four broad 'areas of need' recognised by Nottinghamshire Local Authority are:

- ☐ Cognition and Learning – specific, moderate and severe learning difficulties
- ☐ Social, Emotional and Mental Health
- ☐ Communication and Interaction – speech, language and communication needs and ASD
- ☐ Sensory and Physical Needs – visual impairment, multi-sensory impairment, physical disability and hearing impairment

a) Class teacher input via Quality First Teaching.

For your child this would mean:

- ☐ That the teacher has the highest possible expectations for your child and all pupils in their class
- ☐ That all teaching is built on what the pupil already knows, can do and can understand
- ☐ That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical learning
- ☐ That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn

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- ☐ Your child's teacher will have checked carefully on your child's progress and will have decided that your child has gaps in their understanding/learning and needs extra support to help them make the best possible progress
- ☐ Whole school strategies used for all children: Take 5 breathing, Mental Health Ambassadors, Graduated Response Procedures, Emotions coaching and School and Family Support (SAFS) using the Notts Pathway for Provision

Specific group work – intervention that may be:

- ☐ Run in the classroom
- ☐ Run by a teacher or a teaching assistant (TA) out of the classroom

b) Specialist support offered by outside agencies

- ☐ Local Authority central services, such as the Schools and Families Specialist Services (SFSS), Early Years Support. The Educational Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need)
- ☐ Healthy Families support through the School Nurse
- ☐ Speech and Language therapy
- ☐ Outside agencies such as Behaviour Support Team (SBAP)
- ☐ 1-1 counselling and nurture groups using the CASY service
- ☐ Early Help Unit
- ☐ CAMHS (Child and Adolescent Mental Health Service)

What could happen?

- ☐ You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. Newark Springboard team or an Educational Psychologist. This referral involves a synopsis of your child's needs being taken to a working body of professional people called a 'Springboard' and requesting relevant professionals for support. These referral systems take place termly. If support is

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then allocated, it may help the school and you to understand your child's particular needs better and be able to support them more effectively in school

- ☐ The specialist professional will work with your child's class teacher for a limited period of time to understand their needs more fully and make recommendations as to the ways your child is given support
- ☐ Staff also have the opportunity, alongside the SENCO, to receive a 'surgery' to support children with the School and Family Support Services (SFSS). The provider will depend on the area of need and aims to provide CPD for staff in order to support the child in class.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

The Head Teacher, Governors, SENCo and staff work as a team to monitor results and progress of children. There are regular meetings to discuss the results and progress made and discussions are made to focus on specific children and their needs. If you have concerns about your child's progress, you should speak to your class teacher initially. Monitoring of children is done daily, during and in reflection of lessons by the teachers. Lessons are adapted and challenges set to support the needs of all children, including those with SEN. Identification of children who need more support in areas are made by teachers, with support of the SENCo, through a whole school process under the 'areas of need'. A cycle of assess, plan, do and review is then followed. Provision and interventions are then provided in accordance to the schools graduated response where the children are monitored half termly as to the success of these interventions and provision,

If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Coordinator (SENCo) Mrs. Amy Graham. The SEND Governor is Max Geldard.

They can be contacted via the school office on 01636 683353 in order to make an appointment. Alternatively, email contact on: agraham@loverslane.notts.sch.uk

3 a) How does the school evaluate the effectiveness of its provision for pupils with Special Educational Needs?

The children are monitored through our tracking system and half termly pupil progress meetings with the Head Teacher/SLT and teachers for reading, writing and maths. Interventions are monitored each half term to show progress and effectiveness of the intervention through conversations with all adults involved by the SENCo.

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Regular book look's and lesson observations/lesson visits will be carried out by the Senior Leadership Team to ensure the needs of all children are met and that the quality of teaching and learning is high.

Those children that are on the Special Education Needs register will have a SEND Support Plan which could have targets set by the class teacher and SENCo to match their needs. SMART targets will be set and designed to accelerate learning and close the gaps. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made to ensure progression. Parents/carers are part of this process.

The progress of children with an Educational Health Care (EHC) plan will be formally reviewed at an annual review with all adults involved with the child's education.

The SENCo will also check that your child is making good progress within any individual work and in any group they take part in.

b) How will the school and I know how my child is doing and how will the school help me to support the learning?

The class teacher is regularly available to discuss progress with or any concerns parents may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with parents with the professional directly involved, or where this is not possible, in a report.

Personal progress targets on SEND Support Plans will be reviewed with parental involvement every term as well as the parent/carer evenings held in the autumn and spring term for all children.

Home Learning is adjusted as needed to the child's individual requirements and shared with parents. A home/school agreement of the school's expectations are shared with the children and parents each academic year.

c) What is the schools approach to teaching pupils with special educational needs?

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

Support staff, under the direction of the class teacher, also make adaptations to support the needs of your child where necessary.

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Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

d) How will the curriculum and learning be matched to my child's needs?

The Head Teacher and the SENCo will discuss all the information they have about SEND in the school, including:

- ☐ The children getting extra support already
- ☐ The children needing extra support
- ☐ The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of a SEND pupil on a SEND support plan including the Pathways to Provision. The Notts Pathways to Provision is used half termly with the SENCo and Safeguarding/attendance officer to ensure all highlighted pupils throughout school are monitored closely. This identifies all support given to specific children/families within school, is reviewed half termly and changes made as needed, so that the needs of all children are met, and resources are deployed as effectively as possible.

e) How are decisions made about the type and amount of support my child will receive?

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- ☐ The children needing extra support
- ☐ The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. Involvement by the class teacher and the parent is also made through discussions.

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f) How will my child be included in activities outside the classroom, including school trips?

- ☐ The school is fully compliant to the requirements needed set by NCC
- ☐ The school is on a single level with easy access and ramps
- ☐ Each building has a disabled toilet
- ☐ We ensure where ever possible that equipment used is accessible to all children regardless of their needs
- ☐ Before and after school provision is accessible to all children, including those with SEND
- ☐ Extra-curricular activities are accessible for children with SEND

g) What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

However, for those children who find aspects of this difficult we offer:

- ☐ Lunchtime and playtime support through planned activities and groups where necessary
- ☐ Nurture group provision where required
- ☐ Individual mentoring/coaching with an adult
- ☐ External support with CASY counselling

If your child still needs extra support, with your permission the SENCo will access further support through the Early Help Assessment Form (EHAF) or Small Steps process. This will then allow us to gain outside support, dependent on age of the child, to either the Children's Centre or Family Services.

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We ensure that different aspects of the Pupils Voice are heard on a termly basis including questions regarding the issues in school through the School Council meetings.

4. Who is the school's Special Education Needs Co-ordinator (SENCo) and what are their contact details?

The school SENCO is Mrs Amy Graham. She can be contacted via the school office on 01636 683353 or by email – agraham@loverslane.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?

The SENCo's job is to support the class teacher in planning for children with SEND. All teachers have training as and when required to needs. Some staff are trained for positive handling and training workshops are offered within Newark Town for needs that arise throughout the academic year.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and anxiety related needs.

We have trained ambassadors for mental health as well as a whole school approach to Take 5 – a breathing strategy.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Visual team, hearing team and Fountaindale.

b) What specialist services and expertise are available or accessed by the school?

School provision:

- ☐ Teachers responsible for teaching EAL groups/individuals
- ☐ Teachers and Teaching Assistants working with either individual children or small groups
- ☐ Teachers and Teaching Assistants offering support for children with emotional and social development

Local Authority Provision delivered in school:

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- ☐ Schools and Family Specialist Service
- ☐ Educational Psychologist Service
- ☐ Sensory Service for children with visual or hearing needs
- ☐ Parent partnership Service
- ☐ SALT (Speech and Language Therapy)
- ☐ Counselling services (CASY)

Health Provision delivered in school:

- ☐ Additional Speech and Language Therapy input to provide a higher level of service to the school
- ☐ Healthy Families Team - School Nurse
- ☐ Occupational Therapy
- ☐ Physiotherapy
- ☐ CAMHS

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

Lovers' Lane Primary School is supported by Fountaindale School where specific and specialist equipment can be used to aid children's access and enjoyment of the curriculum. We have a sensory room to support individual needs as well as an immersion room to enhance and support experiences through visual aids.

- ☐ The school is fully compliant to the requirements needed set by NCC
- ☐ The school is on a single level with easy access and ramps

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- ☐ Each building has a disabled toilet
- ☐ We ensure where ever possible that equipment used is accessible to all children regardless of their needs

7. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

Parents are involved at every step of their child's education. Parents are consulted as much as possible in person but letters/reports are also used to aid parent's knowledge or understanding of a recent visit or input towards their child. SEND Support Plans have targets that are regularly discussed with the parents and their input towards supporting these targets is noted. Parent/carer evenings are in the autumn and spring term to discuss learning. Termly written reports are provided by teachers to keep parents informed of learning and interventions their child (ren) are accessing.

8. What are the arrangements for consulting children with SEND and involving them in their education?

The children are involved where possible in monitoring their progress. Discussions are had with class teachers and parents about their input towards their targets through the SEND Support Plan.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

In the first instance discussions are made with the class teacher about the concern. If you feel this has not been appropriately dealt with parents can then discuss with the school SENCo concerns they have. If the parents feel further discussion is needed, then discussions can be held with the Head Teacher. Finally, a concern or complaint can be made in writing to the Governing Body who will be able to either meet with the parent or discuss through a governing body meeting the concern made.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body through regular meetings of the full governing body and sub committees discusses the needs of the children. The Head Teacher reports back to the governors how many children have SEND and how they are being supported. There is a specific SEND Governor who meets regularly with the SENCo to discuss information regarding day to day support of the children with SEND.

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11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Links to organisations can be found on our website regard to provision and outside provision through the Local Offer. The organisations can also ask us to distribute leaflets and display posters regarding information.

12. How will the school prepare my child to:

Join the school?

- i) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?
- ii) Prepare for adulthood and independent living?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- ☐ The SENCo will visit pre-school or home with the Foundation Stage Leader, when appropriate if your child has specific needs
- ☐ Your child will be able to visit our school and stay for a new starter's session.
- ☐ The SENCo will arrange/liase with any multiagency meetings appropriate to support you and your family

If your child is moving to another school:

- ☐ We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- ☐ We will make sure that all records about your child are passed on as soon as possible
- ☐ We will endeavour to make regular and planned transition visits to your child's new school with your child where appropriate.

When moving classes in school:

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- ☐ Information will be passed on to the new class teacher in advance and in every case a planning meeting will take place with the new teacher if required. SEND Support Plans will be shared with the new teacher and teaching assistants
- ☐ Transition time with new teacher at the end of the academic year

Transition to secondary school:

- ☐ Your child will participate in focused learning related to aspects of transition, to support their understanding of the changes ahead
- ☐ They will visit their school on several occasions through taster days in year 4 and 5 as well as have fixed transition days in year 6. If needed, extra visits will be arranged to support the needs of your child
- ☐ The Year 6 teacher and SENCo will meet with the staff at the secondary school to pass over information in order to support your child with transition needs.

Staff support children to become independent as part of our school ethos. We also focus on specific issues through our Learning Forum, theme days, circle time and Life Skills curriculum.

Where can I access further information?

Further information can be accessed through our website: www.loverslane.notts.sch.uk which also has links to the Local Offer and by contacting the Head Teacher, Miss Jenny Hodgkinson or SENCO, Mrs Amy Graham at school on 01636 683353

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