



SEN INFORMATION REPORT - Reviewed - September 2026

Who are the best people to talk to in this school about my child's Special Educational Needs?

If you have any concerns about your child, please make an appointment to speak to one of the following people:

Headteacher - Mrs Helen Dowsett 01536 710175 head@loddington.pdet.org.uk

SENCo - Mrs Beth Conaghan 01536 710175 senco@loddington.pdet.org.uk

SEND Governor - Laura Turner L.Turner@loddington.pdet.org.uk

What kind of Special Educational Needs provision is available for children at Loddington?

Loddington Primary School is an inclusive school that caters for diverse needs, ensuring that all children reach their potential. We offer a broad and balanced curriculum and have high expectations of all children. The Government define a child as having Special Educational Needs if they have a learning difficulty or disability which requires additional to or different from provision compared to the majority of their peers.

We offer provisions throughout school which cover the four broad areas of need - communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

Types of special educational needs and disabilities can include:

Communication & Interaction - Speech, language and communication needs, Autism spectrum disorder.

Cognition & Learning - Specific learning difficulty (SpLD), Dyslexia, Dyscalculia, Moderate learning difficulties, Global development delay.

Social, Emotional and Mental Health Difficulties - Attentional or hyperactivity difficulties, Low mood/anxiety, depression, Attachment disorders.

Sensory and/or Physical Needs - Visual Impairment (VI), Hearing Impairment (HI), Sensory needs.



How do we assess and identify children with Special Educational Needs?

We strive for early identification of special educational needs to ensure that the child is supported and their needs are being met. It is the responsibility of all members of teaching staff to ensure that each child is receiving quality first teaching, that learning is adapted and children's progress is closely monitored. The Special Educational Needs Co-ordinator (SENCo) is informed if class teachers feel additional support is required. Throughout school the following assessments take place:

- Initial assessments when a child transfers to our school and discussions with their previous school
- Baseline assessment as children enter Foundation Stage and identifying any areas of concern
- Ongoing formative assessments both during the day to day activities and at key points throughout the year
- Pupil progress meetings are held throughout the year, the Headteacher and SENCo hold these meetings with each class teacher to identify those children who are not making expected progress
- Children identified from pupil progress meetings as not making expected progress or working below expectations are carefully monitored, if they are not already on interventions.

Additional assessments may be carried out by the SENCo or by an external agency if a need has been identified and we need further clarification on the next steps needed to support the child.

The school follows the graduated approach - assess, plan, do, review. If a child is added to the SEN register, assessments will be carried out to establish starting points. A plan will then be put in place outlining targets and provision needed in order to support the child with making progress. At the end of the cycle, progress is reviewed and targets are evaluated. Next steps are considered and the cycle begins again.

If a child does not make progress through the graduated approach, school & parents will discuss next steps which may involve a request for statutory assessment. This may result in the Local Authority granting an Education, Health and Care Plan (EHCP). For further information on EHCPs, please see the link below.

<https://www.northnorthants.gov.uk/virtual-school/guidance-education-health-and-care-ehc-assessments-and-plans>



Making provision for pupils with Special Educational Needs

Children are supported in the classroom, initially through quality first teaching and adapted work.

In the classroom, provision that is additional to and different from, may include:

- coloured papered books/coloured acetate
- visual timetables
- now and next boards
- use of IT to support in lessons with read back software
- sensory breaks
- additional time to complete activities
- practical resources
- sensory/movement breaks

For children who need extra support in specific learning areas we run a range of interventions:

- Speech and Language therapy - working through targets set by a specialised Speech and Language Therapist and using other programmes focusing on speech sound production, language development and social skills.
- Daily individual programmes - eg 1:1 maths precision teaching, 1:1 phonics, Toe by Toe, daily reading, bucket time/sensory breaks.
- Social stories
- Social & emotional support - providing nurture at break time and lunch time, or at the start of the school day. This can include other strategies to support children in managing their feelings and behaviour.

Who are the other people providing services to children with Special Educational Needs in school?

If we feel that additional support for children is needed, referrals to external agencies can be made, including Educational Psychologists from Mosaic, Speech and Language Therapists, Community Paediatrics, Dyslexia Specialist, School Nurse, CAHMS, JOGO, Specialist Support Service and Occupational Therapy.

How have you made the school accessible to children with Special Educational Needs?

All children, irrespective of any additional needs, are able to access all areas of the curriculum, lessons can be highly adapted where necessary to ensure



complete inclusion. Previously, children with additional needs have attended residentials and where necessary adaptations have been made to the activities to ensure they can access everything along with their peers. As a school, we have ensured that Wrap Around Care is inclusive - providing a range of activities. All children are able to attend any after school activities.

How are parents involved?

Involving parents is crucial to the process of supporting children within school. Once a specific need has been identified, parents are invited into school to discuss next steps with the SENCo and the child's class teacher. From this initial meeting, targets are set and these targets are reviewed six times a year. We offer meetings three times a year with parents to evaluate individual educational plan (IEP) targets and set new ones. In addition to this, an overview of targets are sent home to parents each time they are reviewed and amended. We will always discuss any concerns with parents as they arise.

Comments from parents:

'We really appreciate the support and how it will help XXXXXXXX.'

'It's amazing you can offer this support. We're really grateful.'

Consulting Young People

We always look for ways to involve children in their own learning. As children grow older, we involve them even more fully in their own target setting. We encourage them to discuss their strengths and areas they feel they need more support in, some of these ideas are reflected in each child's One Page Profile. Children's targets are discussed with them to ensure they understand the next steps needed in their learning. A SEN pupil voice is also carried out through the year, so that the children's viewpoints are taken into consideration with areas of improvement throughout the school.

How will you support my child when they are leaving this school or moving to another year?

To ensure that children feel comfortable and confident before starting school in Reception, a Year 6 pupil is assigned to be their buddy. The Year 6 children write a letter to their buddy and meet them on transition day. Alongside this, the children do come into school for two afternoons at the end of the summer



term, in addition to our transition morning, to ease them into routines and enable them to become familiar with the school environment.

If a child with additional needs is joining our school, we will arrange meetings between the SENCo, head teacher and parents to ensure that we meet the child's needs. Additional visits can be arranged to help the child feel settled and familiar with the new environment.

To support transition between moving into new year groups and across key stages, teachers have meetings to discuss individual children sharing relevant information and strategies that have worked well with each child throughout the year. Teachers complete transition forms to share all key information. Social stories can be used to further support children who will find the transition challenging.

When transferring to a new school, we want to ensure that all children are prepared for their transition. We have good links with the local Secondary Schools. When the Secondary Schools visit our school, all relevant information is shared and they will speak to the children who will be going to their school, so that each child will have a point of contact on their first visit. For those children who may need additional visits to a Secondary School, this can be arranged and the SENCo will liaise with the Secondary School SENCo to ensure that this is possible.

Training

JOGO Team Teach Training - September 2021

Behaviour Training - Jogo Spring 2021.

Behaviour & Classroom Management Training - PDET September 2022.

Identifying needs training - with Mosaic Educational Psychologist - Scheduled for October 2022.

Speech & Language Training & Occupational Therapy Training, completed Summer 2023 by three of our teaching assistants & disseminated to other members of staff.

Dyslexia training - 2023.

Supporting children with communication & interaction difficulties related to the Autistic Spectrum Disorder - October 2024.



Rowan Gate Outreach Training 2025-2026

Throughout school, the staff have a wealth of experience and training. Where a training need is identified, as a school, we are committed to ensuring the training gap is quickly addressed. If required, outside agencies will be contacted to provide further support for staff and children.

Local Offer

The link to Northamptonshire's local offer:

[North Northamptonshire SEND Local Offer](#)