



WHITE WOMAN  
LANE SCHOOL

**White Woman Lane School SEN  
Information Report 2025-26**

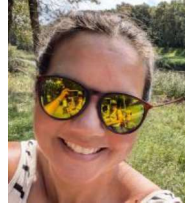
## Our School

### Our School Vision

At WWL the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

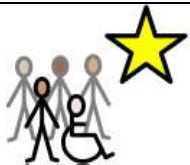


### Meet our SENDCO



The SENDCO is Mrs Quiles-Richmond

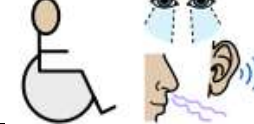
If you would like to contact Mrs Quiles-Richmond, please email [senco@whitewomanlane.norfolk.sch.uk](mailto:senco@whitewomanlane.norfolk.sch.uk) or ring the school at **01603419203**.



### Special Educational Needs

At WWL School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

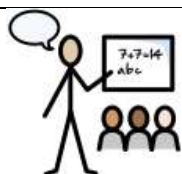
|                                                                                     |                                     |
|-------------------------------------------------------------------------------------|-------------------------------------|
|   | Cognition and Learning              |
|  | Communication and Interaction       |
|  | Social, Emotional and Mental Health |
|  | Sensory and Physical                |



### Identifying and Assessing Need

At WWL we work closely as a team and if staff have a concern about a child, they will discuss concerns with parents, the Senco and pastoral manager. A child will then be monitored and we may issue an Individualised Education Plan (IEP). If a child has come to us from a previous setting on the SEN register, the same process will take place where we monitor and decide if we need to issue an IEP.

IEPs are issued 3-4 times a year and will usually have 2-4 SMART targets on them. These targets are taken from any current professional reports, EHCPs, and teacher observations. The IEPs will also detail the universal provision the teacher and school have in place, as well as any extra provision for your child. IEPs are reviewed every 10-12 weeks and can be discussed within parent meetings. We appreciate any feedback from parents in helping shape the IEP. Parents may also approach the school with any concerns about their child's learning, which staff will monitor.



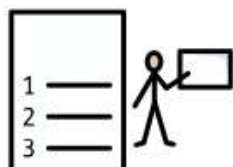
## Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom or provide support.

We use Provision Expected as SEN Support (PEaSS) to help inform us of what we can do within our setting to support our learners.

<https://www.schools.norfolk.gov.uk/article/29772/Provision-expected-at-SEN-support-PEaSS>

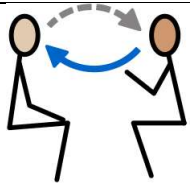


## Curriculum adaptations

|                      |               |                         |
|----------------------|---------------|-------------------------|
|                      |               |                         |
| Visual timetables    | Task boards   | Small group instruction |
|                      |               |                         |
| Assistive technology | Talk partners | Peer marking            |
|                      |               |                         |
| Self-assessment      | Word banks    | Positive behaviour      |
|                      |               |                         |
| Ear defenders        | Timers        | Explicit instruction    |

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when we feel it is appropriate.



## Parent Consultations

At WWL we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

Throughout the year we have parent engagement sessions with our Executive Deputy for SEND, Jenni Porter and School and Communities Team. We also hold parent cafes around various topics, in conjunction with other schools in the Sprowston cluster. Parents will also be given the opportunity to come to parent's meetings and discuss their child's progress. Parents are also encouraged to feedback to teachers about their child's IEP targets and how they are progressing. Mrs Quiles also is available to have phone or in-person meeting to discuss your child.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



## Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

During IEP reviews, staff will also speak with the child to get their views on how they are progressing towards their targets.

Pupils are given regular opportunities to:



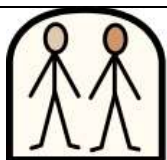
Self-assess how they are doing



Work collaboratively with peers



Feedback and Review to an adult on how they feel they are doing



## Outside Agencies

We work with the following agencies to provide support for children with SEND:

Nebula Pastoral Team  
Schools and Communities Team  
Educational Psychology and Support Service (EPSS)  
SEND and Inclusion  
Norfolk Inclusion  
Yes to Progress  
Speech and Language Therapy (SaLT)

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we



## Staff Training

will use recommendations to inform IEPs and provision within the classroom, where possible.

At White Woman Lane, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT), we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

|                                |                  |                       |                                       |
|--------------------------------|------------------|-----------------------|---------------------------------------|
|                                |                  |                       |                                       |
| Blanks Level Question          | Lego Therapy     | Zones of Regulation   | Motor Skills                          |
|                                |                  |                       |                                       |
| Autism                         | ADHD             | Phonics (catch-up)    | Deaf (hearing impairments, equipment) |
|                                |                  |                       |                                       |
| Specific Learning Difficulties | Sensory Circuits | Nurture support       | Speech and Language                   |
|                                |                  |                       |                                       |
| STEPS training - De-escalation | EAL training     | Reading for those who | Sensory needs                         |



|                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |          |  |
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|  <p><b>Transition Support</b></p> | <p><b><u>End of Year transition</u></b></p> <p>When children move up a year, we can provide some extra support for those that need it. This includes extra walk around in their new year group areas, speaking with their new teacher/TA and in some cases, a transition page to take home.</p> <p>We hold 1 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.</p> <p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p> <p>Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.</p> <p><b><u>Secondary Transition</u></b></p> <p>We liaise very closely with our partner schools to ensure that the transition from White Woman Lane to the secondary school is as smooth as possible. For certain children, their new schools may offer extra transition sessions. For some children, the school and communities team can run transition workshops within school.</p> <p><b><u>Mid-Year new starters</u></b></p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we encourage parents to contact the Senco to enable us to gain a greater understanding on the support we need to put in place.</p> |  |          |  |
|  <p><b>Clubs and Trips</b></p>  | <p>All our extra-curricular activities and school visits are available to all our children, including our wraparound care.</p> <p>All children are encouraged to go on our trips such as residentials, day trips and sporting activities.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains and prefects.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |          |  |
|                                 | <p>Your first point of contact is your child's class teacher, who can be contacted via school's number: <b>01603419203</b> or email: <a href="mailto:office@whitewomanlane.norfolk.sch.uk">office@whitewomanlane.norfolk.sch.uk</a></p> <p>You may also wish to contact the Senco, who can be reached via the school's number or by email: <a href="mailto:senco@whitewomanlane.norfolk.sch.uk">senco@whitewomanlane.norfolk.sch.uk</a></p> <p>If you are not satisfied that your concern has been addressed, then you may</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |          |  |

## Complaint Procedure

make an appointment to speak to the head of school or deputy head of school. You may also want to contact Jenni Porter, Executive Deputy for SEND.

If you are not happy with the response, then you may contact the governors through the school office.

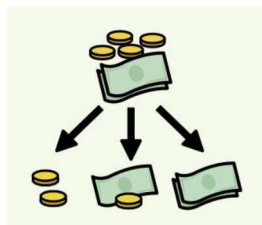
Sue Hill – Chair of Governors  
Alice Ndiaye – SEND Governor



## Norfolk Local Offer

The Norfolk Local Authority Local Offer can be found at <https://www.norfolk.gov.uk/article/40393/SEND-Local-Offer>

|                                 |                                                                                                                                                                 |                     |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| SENDIASS                        | <a href="https://www.norfolksendiass.org.uk/">https://www.norfolksendiass.org.uk/</a>                                                                           | 01603<br>704070     |
| Just One Norfolk                | <a href="https://www.justonenorfolk.nhs.uk/">https://www.justonenorfolk.nhs.uk/</a>                                                                             | 0300<br>300<br>0123 |
| ASD Helping Hands               | <a href="https://www.asdhelpinghands.org.uk/">https://www.asdhelpinghands.org.uk/</a>                                                                           | 01362<br>685860     |
| SEND and Inclusion Support Line | <a href="https://www.norfolk.gov.uk/article/69603/SEND-and-inclusion-support-line">https://www.norfolk.gov.uk/article/69603/SEND-and-inclusion-support-line</a> | 0333<br>313<br>7165 |



## SEND Budget allocation

White Woman Lane's SEND Budget share for the Financial Year 2024/25 was £189,061.