



Special Educational Needs and Disabilities Information Report for 2019-20.

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

At Wensum Junior School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments on our offer, so please do contact us.

The best people to contact are: Headteacher – Ms V McConnell

Special Educational Needs and Disability Coordinator (SENDCo) –

Mrs J Wells

Our Approach

At Wensum Junior School our REAL (relevant, engaging, aspirational and lifelong) curriculum is differentiated to meet the needs of all learners. Our effective management systems and procedures for SEND, take into account the current Code of Practice (2015).

- Effective communication between teachers, children with SEND, parents and carers of SEND children, intervention group leaders and outside agencies.
- Parents' feeling and wishes in relation to their child's education is always facilitated and their expertise is welcomed.
- Person centred reviews are held to allow the where possible to take an active role in their review cycle.
- We work closely with schools within our academy to develop provision and best practice.
- High quality CPD is in place within our school to ensure that all staff are able to meet and manage the needs of our learners. The provision is regularly reviewed to ensure it is of the highest quality possible.
- An efficient review cycle allows us to monitor, review and plan for next steps of development.

- The SENDCo works closely with all staff to plan and deliver a curriculum which is accessible to all children.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2015 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

Children may require additional support for many different reasons, they may have poor attendance, or may not have experienced continuity or opportunities for learning through attendance at a variety of different schools. Children may need have English as an additional language. They may be experiencing a range of social and emotional needs which mean they are distracted from their learning.

In 2019- 2020 the SEND profile shows that we have 30% of children identified as having SEND.

This percentage is made up of the following groups:

54% are identified as having SEND linked to Cognition and Learning (including maths, reading, and writing)

11% are identified as having SEND linked to Communication and Interaction

(including ASD, speech and language difficulties and problems with social interaction)

1% are identified as having SEND linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)

34% are identified as having SEND linked to Social Emotional and Mental Health (SEMH) (which may include

ADHD, ADD, Attachment disorder, Eating disorder, anxiety and depression)

Raising concerns about a SEN need:

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs J Wells (SENDCo).

What support is available for children with a special educational need?

When a young person is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided.

What does this mean?

This means that high quality personalised teaching intended to overcome the barrier to their learning will be in place. This may include small group intervention for the learner in the class or out of the class dependent on the need.

We engage in a four-stage graduated process as set out in the Code of Practice: Assess, Plan, Do and Review.

Assess – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan - we identify the barriers to learning, intended outcomes and details what additional support that we will provide to help overcome barriers. Targets and support will be recorded on a Learning Plan and will be reviewed regularly as a part of the parent teacher consultation meetings.

Do – providing the support – extra assistance for learning and details of any equipment or adjustments that are required within the learning environment.

Review - measuring the impact of support provided and considering whether changes to that support need to be made. All those involved – learner, their parents or carers, teacher and SENDCo – contribute to this review. This stage then informs the next cycle, if necessary. Discussions between teachers and teaching assistants (TA's) to talk about the progress of learners are held daily, as well as termly Pupil Progress Meetings with SENDCo and members of senior leadership team.

Interventions are personalised to meet the needs of the learner and target the area of difficulty. Wherever possible this support will be provided within the class. These 'interventions' may be run by a teacher or a trained teaching assistant. The outcome and impact of the intervention or support is monitored carefully and progress is shared with parents and the learner. This includes support for social, emotional and mental health needs. We are a Thrive Hub

Additional support and guidance from external agencies may be sought such as the services of a Speech and Language Therapist.

For the majority of learners with SEND their needs are met with these reasonable adjustments and extra intervention in place, however for some learners their needs may require an Education

Health and Care (EHC) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

When considering granting a child with an Education and Health Care Plan and/or funding, the Local Authority may want to consider;

- Evidence that the school has responded appropriately to the requirements of the National Curriculum and SEND Code of Practice following the assess, plan, do, review cycles.
- Evidence provided by the child's school, parent/carers and other professionals where they have been involved with the child as to the nature, extent and cause of the child's learning difficulties.
- Evidence of action already taken by the child's school to meet and overcome these difficulties.
- Evidence of the rate and style of the child's progress.

Evidence from external agencies working with the child

. Education and Health Care Plans - Education and Health Care Plans are considered when it is established that a child may have a considerable need which requires ongoing additional support in order to learn and be the best that they can be. The likely process of this is as follows;

- With parental consent, the SENDCo may seek help from external agencies to gain a greater insight into the child's needs. This could include the help of; an Educational Psychologist, an Advisory Support Teacher, the School Nursing Team, a Speech and Language Therapist, an Occupational Therapist, the Community Paediatrician, the Children and Adolescent Mental Health Team (CAMHS), Unthank Family Centre or other local NHS or support services.
- Any given agency may choose to carry out further assessment or provide their own intervention to either investigate further or support the needs of the child. Often they liaise with parent/carers and school staff to ensure their expertise and ideas are shared, this may be in the form of a report, a phone call or a face to face meeting.
- In a meeting with parent/carers it may be discussed that a formal process of identification and support is needed. This would be the beginning process to apply for an Education, Health and Care Plan (EHCP). At this point the EHCP Co-ordinator for the cluster of schools will be informed and a meeting will take place with parent/carer's, the school and any appropriate outside agencies to look at how the school can offer a collaborative approach to meet the child's needs. At the meeting parent/carer's and professionals may suggest that additional funds are required and an application for this could be requested.

Where a child has an Education, Health and Care plan (EHCP), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parents or carers, and all other professionals involved with the child. This may happen earlier than a year if changes are thought to be necessary.

Opportunities within our REAL curriculum involve numerous trips

Wensum Junior School is committed to ensuring maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. We believe all learners are entitled to the same access to extra-curricular activities including school trips and after school clubs run within school. We are committed to making reasonable adjustments to ensure participation for all.

Preparing for Transition

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions are as seamless as possible.

We work closely with our local high schools including: City Academy, City of Norwich School, Hellesdon High School, Jane Austen School, Hewett High School and Ormiston Victory Academy, to ensure smooth transitions take place for every child when they leave in Year 6. We also work closely with our feeder Infant schools, including Nelson Infant School and Recreation Road Infant School to ensure a smooth transition for our new Year 3 pupils.

Transition days are put in place for all children and following discussions between the Inclusion Manager/SENDCos and teaching staff, additional sessions are put in place for vulnerable pupils and their families.

For some of our learners with Special Educational Needs and Disabilities alternative provision may be chosen. Parent/Carers, in discussion with their child may choose to attend a Specialist Resource Base (SRB) which caters for specific additional needs or a Special School, which will cater for moderate to complex needs. In both cases, parent/carers can state their wishes at any time during mid-year or annual reviews. The SENDCo will liaise with the cluster EHCP Co-ordinator and the child's Statement or Education and Health Care Plan will be amended as appropriate.

With any type of transition if Parent/Carers are not happy with a placement, appeal processes are in place through Norfolk admissions or Norfolk's SEND team.

Have your say

This report details our annual offer to learners with SEND. To be effective it needs the views of all: Parents/carers, learners, governors and staff. Please get in touch with our SENDCo at any time throughout the year to discuss any queries/suggestions that you may have.
