

# Wensum Junior School's SEND Information Report

2020 - 2021



## **Part of the Norfolk Local Offer for Learners with Special Educational Needs and Disabilities (SEND)**

Welcome to our SEND Information Report (Also known as the School Local Offer) which is part of the Norfolk Local Offer for learners with Special Educational Needs and/or Disabilities (SEND). All schools have a legal duty to publish information on their website about the implementation of their policy for pupils with SEND. This information will be updated annually. **To view Norfolk's Local SEN Offer, please use the link below** <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

### **Our Approach to Teaching Learners with SEND:**

At Wensum Junior School we are committed to working together with all members of the school community to meet the needs (academic, social, emotional, behavioural and physical) of our children. Our aim is that all pupils, and those with Special Educational Needs and/or Disabilities (SEND), will have the opportunity to reach their full potential and make excellent progress in a positive and stimulating environment.

At different times in their school life a child may have a Special Educational Need. The Code of Practice defines SEN as follows:

**“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- a. Have a significantly greater difficulty in learning than the majority of others of the same age, or**
- b. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Our SEND profile at Wensum Junior School for 2020-2021 shows that we currently have 34% of children identified as having SEND, and 18% of these children with SEND have an Education Health and Care Plan (EHCP).

Our children with SEND is made up of the following groups:

- 54% linked to Cognitive and Learning
- 10% linked to Communication and Interaction
- 2% linked to Physical and Sensory.
- 34% Social, emotional and mental health needs.

There can be many reasons for learners to need additional support with their learning. These may include absences from school, moving schools, English as an Additional Language (EAL) or other worries which can be a barrier to their learning. We understand that children who experience these barriers to learning are vulnerable. If your child is not making expected progress, despite quality first teaching, it *may* be that they do have a Special Educational Need (SEN).

### **Our School Offer:**

The purpose of this Information Report is to enable parents and carers to see more clearly what is available for children at Wensum Junior School.

It takes the form of answers to questions that are frequently asked by parents and carers.

If you would like any further information, please refer to the contacts section at the end of the document.

*The glossary at the end explains some of the references and terms you will come across as you read.*

<b>How does Wensum Junior School know if children need extra help?</b>	<ul style="list-style-type: none"><li>• Throughout the year the children's progress is monitored against age related expectations, Norfolk Assessment Pathway and for some children individual targets and/or specific assessment related to a specific difficulty. Teachers are quick to notice and raise any concerns.</li><li>• If a child's lack of progress or their well-being, safety or behaviour becomes a barrier to their learning then this will be addressed.</li><li>• Teachers will discuss their concerns with the SENDCo and also with you, the parents/ carers.</li></ul>
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<p><b>What should I do if I think my child may have a Special Educational Need?</b></p>	<ul style="list-style-type: none"> <li>• There is an ‘open door’ policy at Wensum Junior School, if you have any concerns about the progress of your child you can arrange to speak to the class teacher at the end of the day. You don’t have to wait until the Parent’s/Carer’s Meetings.</li> <li>• Alternatively, you can make an appointment to see the SENDCo, Mrs Jo Wells.</li> </ul>
<p><b>What support is available <i>in addition</i> to the learning in the classroom?</b></p>	<ul style="list-style-type: none"> <li>• If your child is identified as having needs ‘<i>additional to and different from</i>’ those of the class, then extra support will be required. Interventions (activities outside the classroom, or extra support within the classroom) may be suggested. This will be discussed with you and a Learning Plan with targets will be put into place for your child.</li> <li>• We have a skilled team of TAs who work with individuals or small groups on these interventions to provide the extra support needed by children with SEND.</li> <li>• This year our team will provide some of the following interventions: individual and group activities in Pokémon Class, Thrive, Sound Discovery, Rapid Phonics, Memory Magic and therapy with our counsellor from the Benjamin Foundation. Small groups for number work are also planned, using mathematics manipulatives to support the learning process.</li> <li>• In class we use Clicker 8, Lexia and Nessy to support on an individual level those children for whom the process of reading, writing and spelling is difficult.</li> </ul>
<p><b>How will <u>Staff</u> know what progress my child is making?</b></p>	<ul style="list-style-type: none"> <li>• Whether in class or during extra interventions, your child’s progress is the responsibility of their class teacher. This will also be monitored by the Teacher/TA working with them and overseen by the SENDCo.</li> <li>• At the start of any intervention a baseline assessment will be completed to give us a starting level for your child. This will help us to identify gaps, plan and deliver the program and monitor their learning. School has implemented the use of NAPs to ensure small steps progress are continually monitored, and accurate next steps are planned for.</li> <li>• All interventions are recorded on a school Provision Map. This allows us to share and promote consistent good practice.</li> </ul>

**How will I know what progress my child is making?**

- Your child's Learning Plan will be updated each term and shared with you.
- Progress will also be discussed more formally with you at our half termly Parent/Carer meetings.
- At other times, you are always welcome to discuss your child's progress informally with your class teacher.

**What support is there available for my child's overall well-being?**

- We are a school that values the social and emotional development of each child. We focus on this development through Assemblies, THRIVE circle time discussions, and by embedding THRIVE philosophies throughout our school.
- If it is appropriate, your child may be invited to be part of Pokémon class. In this class children are supported with individual learning targets. This class supports children emotionally through Thrive, zones of regulation and with a range of techniques such as meditation and sensory play. Fine motor skills are improved via Hand Gym and Sensory Circuits supports gross motor skills and self-regulation. Toast and talk everyday encourages communication and teaches the children how to have positive and meaningful conversations with their peers and adults alike.
- School employs a Family Support Worker to support children and their families, sometimes giving strategies that can be developed at home and in school.

**How can Wensum Junior school support my child's medical or physical needs?**

- The Staff at Wensum Junior School have experience of supporting children with a variety of physical and medical needs. These include severe allergies, visual impairments, ASD and ADHD.
- Details of pupils' medical and physical needs are kept on a register by the School Office and shared with class teachers. These are regularly updated.
- If your child has a severe allergy the whole school staff will be aware of it. Epi-pen training is received from a trained Nurse where appropriate.
- In these cases, a detailed Care Plan will be drawn up, in consultation with you, and any other relevant professionals, to ensure your child is safe.
- When appropriate, training will be undertaken to enable us to support your child's physical or medical need.
- The school has facilities to make it accessible to all, including a disabled toilet, ramps, and a hearing loop system can be put into a classroom.

**What happens if my child needs more help than you can provide in school?**

- At times it is necessary to consult with external agencies to receive more specialised advice to support your child. At Nelson Infant School we have good relationships and communication with many such agencies.
- Nelson Infant School works with EPSS, which gives us regular access to an Educational Psychologist and an Advisory Support Teacher. We also access a Child Support Team and Speech and Language Therapists (SALT). If we feel your child would benefit from the specialist support of any of these professionals, we will discuss it with you and make a referral. They will come into school, observe your child and talk with you. They write a report following any assessment which will include suggestions on how to further help your child in school and at home.

**How will the curriculum *in class* be adapted to support my child?**

- Whether your child has SEND or not, the class teacher, supported by a Teaching Assistant (TA), is responsible for planning lessons and differentiated plans to the individual needs of the children. Quality first teaching in class will provide activities appropriate to their level or learning. Planning is targeted to the specific needs of individual children.
- Teachers and TAs work together to provide a combination of whole class, small group and individual support within lessons.
- Teachers use many different strategies to adapt access to the curriculum. These might include visual timetables, IT programmes and Software such as Lexia, Nessy and Clicker 8. Sensory checklists and aids, for example ear defenders, pencil grips, fidget toys, chew toys. We use precision teaching in class to support reading and spelling as well as a range of techniques from whole school training on supporting communication friendly classrooms.

**So which specialist services and expertise can be accessed by the school?**

These are some of the specialists and agencies which the school has used and can use to support your child when appropriate:

- Educational Psychologist
- Advisory Support Teacher
- Speech & Language Therapist
- Parent partnership
- School Nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Occupational Therapist
- The Short Stay School
- Physiotherapist
- School 2 School Support (Advice from Specialist Schools)
- Traveller Support
- The Virtual School (Support for children with a Sensory Loss)
- Access Through Technology (Providing Equipment to support children to communicate and learn)
- Autism Support
- Behaviour Support
- Social Services
- Benjamin Foundation
- Dyslexia Outreach

**How will my child be included in extra curriculum activities and school trips?**

- The school carries out risk assessments for all children including those with SEND before any school trip.
- Our policy is to include all children unless there is a risk to their safety and/or the safety of others. Parent or carers may be asked to attend if necessary.
- All children learn outdoors and have music sessions as part of our REAL curriculum.
- Wherever possible, all children will be able to access after school clubs within the limits of spaces available.

**How will Wensum Junior School prepare my child for joining the school and/or transition to other schools?**

- Before your child arrives with us the staff will read all available files and reports about your child and note any special needs or concerns. They will liaise with you to make the start of school as smooth as possible.
- When transferring to a new school we will contact them and discuss your child with the new teacher. If your child has SEN or a medical or a physical additional need, then this too will be discussed with the new teacher and the SENDCo (with your permission). All school records will be passed on.
- We are committed to working with parents/carers to plan transition. Some of the ways we support children with transition include: extra class/school visits, social stories, transition booklets containing photos, and meetings with the next teacher.

**Have your say...**

This local offer has been produced for pupils, parents, carers, governors and members of staff.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

**Contacts:**

Head teacher – Mrs Victoria McConnell  
SENDCo – Mrs Jo Wells

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**Date written: Dec 2020****Date on website: Dec 2020****Date of next review: Dec 2021****Glossary:**

**EHCP** - Education Health and Care Plan

**Interventions** - Additional learning activities which take place within the classroom or in a smaller space outside the classroom, which support children with SEND.

**Provision Map** - This describes the Interventions and actions that we undertake at Nelson Infant school to support learners with SEND across the year groups. We modify the provision map regularly as it changes every year.

**SEND** – Special Educational Needs or Disabilities. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEND:

- Communication and interaction – for example, where children and young people have speech, language and communication barriers which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, need extra support with organisation and memory skills, or have a specific barrier to learning affecting one particular part of their learning performance, such as in literacy or numeracy.
- Social, emotional and mental health – for example, where children and young people need extra support in managing their relationships with other people, are withdrawn, or if they exhibit distressed behaviours that may hinder their and other children’s learning, or that have an impact on their own health and wellbeing.
- Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

**SENDCo/SENCo** - Special Educational Needs and Disabilities Co-ordinator - A SENDCO is a qualified teacher in a school who has responsibility for co-ordinating SEND provision. They have to have qualified with the National Award for SENDCos within 3 years of taking up the post.

**TAs** - Teaching Assistants.

**EPSS** - Educational Psychology and Specialist Support

**NAPS** - Norfolk Assessment Pathway Steps

**RWI** - Read Write Inc phonics program