

# North Walsham Junior, Infant and Nursery SEND Information Report 2017-8



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## ***Our SEND Information Report:***



- aims to show how we support students with Special Educational Needs and Disabilities (SEND). See the school website for our SEND policy. <http://www.nwjun-infsfed.com/>



- is updated each year and has been written with the help of pupils, teachers, parents and governors.



- is part of Norfolk's Local Offer, which shows what is available to support SEND in Norfolk. To find out more, [CLICK HERE](#).

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## Who to contact in school about SEND:



*Class teachers*



*Inclusion Leader (Jenny Wyant)* [inclusion@northwalsham-inf.norfolk.sch.uk](mailto:inclusion@northwalsham-inf.norfolk.sch.uk)



*Deputy Head teacher Mrs Finch* [deputy@northwalsham-inf.norfolk.sch.uk](mailto:deputy@northwalsham-inf.norfolk.sch.uk)



*Headteacher Mrs Read* [head@northwalsham-inf.norfolk.sch.uk](mailto:head@northwalsham-inf.norfolk.sch.uk)



*SEND Governor (Mrs Steph Scott)* (Contact via school office)



## ***At NWJIS we value and promote:***

An inclusive learning culture so that **all** children, including those with SEND, can participate in all aspects of school life and reach their full potential. The school website has a copy of our improvement plan. Click to read it here: <http://www.nwjun-infsfed.com/>

## ***What are SEND?***

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.

## ***This may mean children either:***

- a) Have a significantly greater difficulty in learning than the majority of others 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...

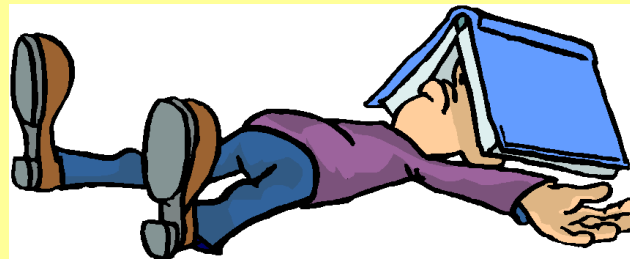
***Our job is to provide a child with SEND with something 'extra' that is 'different from' or 'additional to' the normal curriculum to try to overcome their barrier to learning.***

## ***Why do children fall behind?***

- Absence from school
- Moving schools often
- Not speaking English very well
- Having worries or illnesses that distract their learning

**Not all vulnerable learners have SEN.**

Only those with a learning difficulty that requires special educational provision will be identified as having SEN and we aim to provide them with the same opportunities as Non-SEN children.



## ***NWJIS SEND profile June 2018:***

NWIS & Nursery – 5% of children with SEND. (1 with an EHCP)

NWJS – 13% of children with SEND. (4 with an EHCP)

<b>TYPES OF SEND</b>	<b>% OF SCHOOL SEND</b>	<b>% OF NORFOLK SEND</b>	<b>% OF NATIONAL SEND (based on DfE 2016 figs)</b>
<b>COMMUNICATION &amp; INTERACTION</b>	27%	33	26
<b>COGNITION &amp; LEARNING</b>	46%	33	43
<b>SOCIAL, EMOTIONAL MENTAL HEALTH</b>	24%	27	17
<b>SENSORY &amp; PHYSICAL</b>	4%	10	10

**If we think your child should be placed on the SEN register, we'll talk with you first about this and any special provision made for them.**

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# ***Who identifies children with SEND?***



- Parents, Class Teachers, Teaching Assistants and the children themselves are key to identifying difficulties with learning. Experienced staff undergo training to ensure their skills are updated.



- Our Inclusion Leader.

Other professionals outside school may also help us identify a child's needs.



These include:

**Speech and language therapists**  
**Educational Psychologists**  
**School Nursing Team**  
**Norfolk Early Help Team**



**Point 1**  
**Virtual school**  
**School 2 School**

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# Who supports children with SEND at NWJISN?

Class  
teachers



TAs and  
HLTAs

Inclusion  
Leader  
Mrs Wyant



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Head  
teacher  
Mrs Read



Deputy  
Head  
teacher  
Mrs Finch



SEND  
Governor

## ***How we support our learners:***



### **Quality 1<sup>st</sup> teaching and Differentiation:**

Every teacher adapts the curriculum to ensure all children in their class can access learning. Curriculum information letters are emailed to parents to inform about topics being taught each half term.

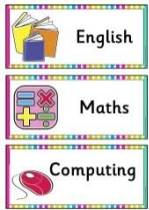
### **Pupil Progress Meetings:**



A conversation between your child and their teacher about how he/she is doing at school. These happen termly. A report is sent home to years 1-6.

### **Small group & focussed work:**

Some children (including SEN) need this to support their reading, writing or maths. Some need 1-1 tutoring with adults.



**Resources to aid learning:**

eg: writing frames, pencil grips, overlays, netbooks, visual timetables, adapted furniture. This means all children can access classroom learning



**Nurture support :**

For those who need someone to talk to or confidence boosting. We always consult with you before offering this support. Staff also offer 'Thrive' sessions (a social, emotional & mental health support programme.)



**Reward systems:**

To promote positive attitudes and behaviour and motivate learners eg: class Dojos, housepoints, class tokens, Star book. Parents are connected to the Dojo system and message the teacher through this.



## **Lunchtime support:**

To enable those who struggle with crowds, noise or managing their own behaviour to access play opportunities.



## **Transition support:**

We want to help learners move successfully through the next stage of their education. We will talk about this with you and your child in the summer term before. Plans will be put in place to ensure smooth transition.

Planning for High School will begin in the summer term of year 5 and we have strong links with our local High Schools.



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## ***Staff Expertise:***

Teaching staff have regular CPD, including weekly updates on SEND issues. Weekly staff meetings are also held between TAs and Inclusion Leader . This year, staff training has included:

*MATHS AND LITERACY BEHAVIOUR MANAGEMENT  
DYSLEXIA AWARENESS AND STRATEGIES TO SUPPORT IN CLASSROOM  
SUPPORTING PRACTICAL MATHS*

**Remember, if we can't help in school, we can call on outside professionals too.**

**[Follow the link back to page 9.](#)**





## ***What do the children think?***

Twice every year we ask our SEND children what they think of our school...

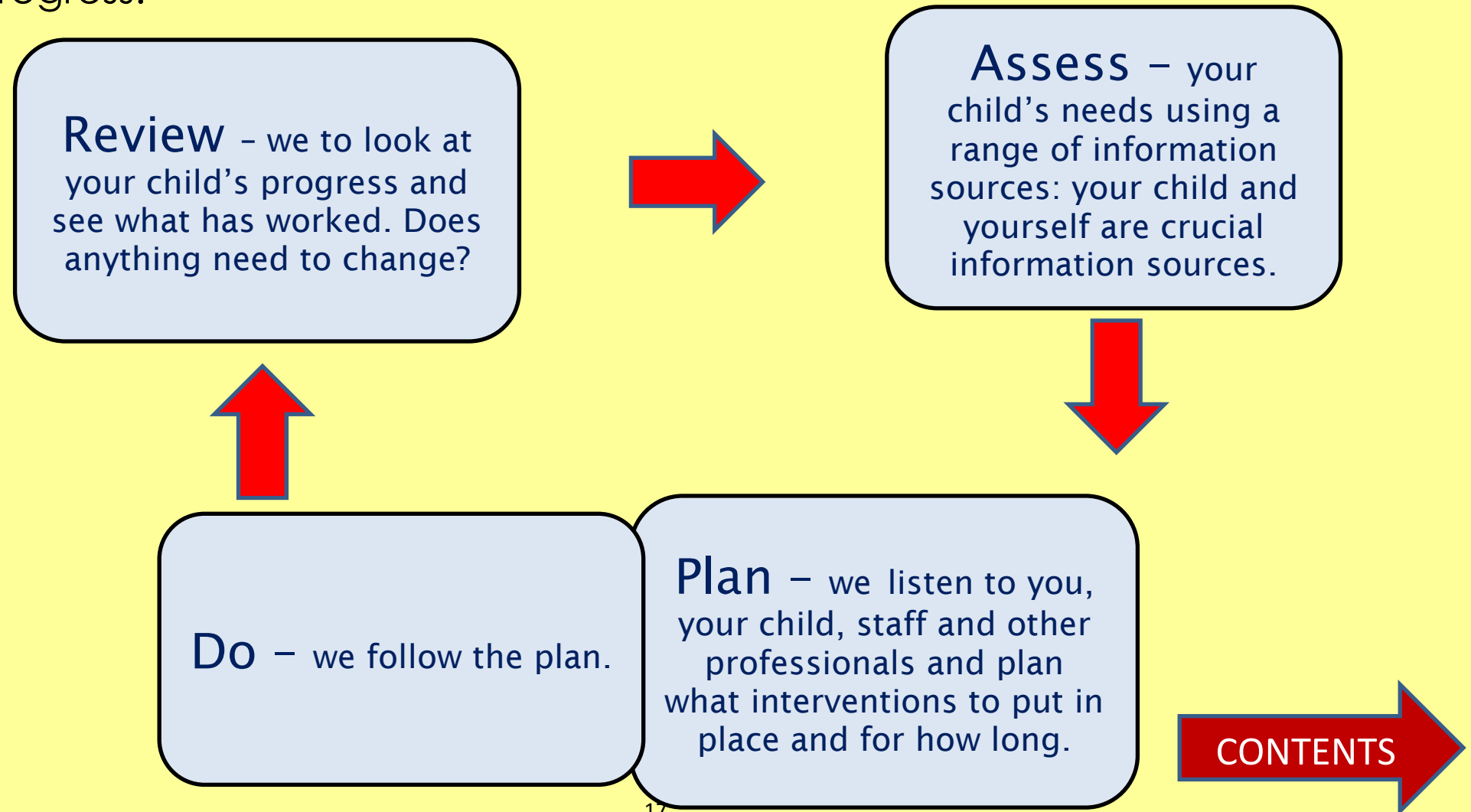
- 100% of them feel that adults in school care about them.
- 95% of children feel safe in school all the time.
- 95% of children enjoy coming to school.
- 100% of children with SEND feel they get the help they need in lessons.



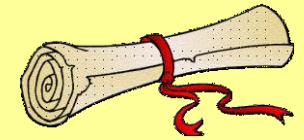


## ***Assess, Plan, Do, Review***

We follow a cycle of assess, plan, do, review to monitor your child's progress.



## ***How is support recorded ?***



### **Provision maps:**

All intervention given is recorded here. Teachers review all intervention at least termly.

### **EHCPS :**

These are awarded by the Local Authority. If your child has one it MUST be reviewed annually; the school organizes this and you and your child's views will be sought. Click link for more information about EHCPS: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

### **Care Plan:**

If your child has a specific health need, they will have a written plan which is updated annually. The SENDCo will work with parents when writing and reviewing these.



## **Risk Management plan:**

These are written to help keep children safe in school. We will contact you if your child needs one.



## **Learning Passports:**

A record of your child's SEND and the support they are being given, including any special equipment they made need. They are written with your child and you and are updated termly. Our Website shows an example passport. Go to the SEN section, under Pupil Support.



<http://www.nwjun-infsfed.com/>

## **What progress do our SEND children make?**

Across both the Infant and Junior Schools, our SEND children achieve broadly the same progress as other children - who are all maintaining good progress in reading, writing and maths. In some cases, SEND children make greater progress.

## Attendance:

SEND attendance is also in line with the rest of the school, again sometimes better. This will help them make good progress.

## [Anti-Bullying and listening to your child:](#)

We take bullying very seriously at NWJISN and are aware that children with SEND can be vulnerable to unkind remarks or deeds. Please visit our website <http://www.nwjun-infsfed.com/> and see our ***Behaviour for Learning policy***, which includes information on the school's zero tolerance approach to bullying.

**Pupil Surveys:** ~ each year, SEND children are asked for their views about the support they are given here.

**Smile box:** (Infants) & **Worries/Suggestion Box** (Juniors): children may make suggestions or raise concerns about school (anonymously if they wish.)

**School council** – democratically elected pupils represent the views of their classmates.

## ***Funding for SEND:***

The school receives money from the Local Authority to support the needs of SEND learners. This is called the SEND memorandum.

This money is spent on staffing, training for staff, resources for children and the purchasing of expertise from other professionals.

In addition, we can apply to the Virtual School for ‘Top Up’ funding for learners with an EHCP. Schools can make applications to the Early Years Funding team in very special cases.



## **Additional provision**



**After-school clubs:** There are many other opportunities for learning & having fun. The school newsletters list what is happening each term. Newsletters are emailed to parents & posted on the website

<http://www.nwjun-infsfed.com/>



## **LAC & SEND:**

All looked after children will have termly LAC reviews to update their Personal Education Plan (PEP). Any LAC children who also have SEN will be given a Learning Passport, which will be reviewed regularly at LAC meetings. LAC have access to the Virtual School for support and funding.



## ***Admissions arrangements:***

Children with statements / EHCPs are placed by the Local Authority and have priority when places are allocated.

Applications are welcome from all children, including those with SEND. All other children (SEND or not) are treated equally.

## ***How will we know if we cannot meet a child's needs?***

If a child's needs cannot be met without significantly impacting upon the efficient education of others, we would need to consult with parents and other professionals about alternative provision.

*(Updated June 2018)*

## **Other useful information:**

[www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

[www.bdadyslexia.org.uk/](http://www.bdadyslexia.org.uk/)

[www.norfolkparentpartnership.org.uk](http://www.norfolkparentpartnership.org.uk)

<https://www.autism-anglia.org.uk/>

<http://www.norfolkcommunityhealthandcare.nhs.uk/> (access to Starfish – support for Learning disabilities)

[www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)