



## Falcon Junior SEN Information Report 2020-2021

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 and maintained nursery schools and the proprietors of academy 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 SEN. The information published must be updated annually. The required information is set out in SEN regulations and is summarised in the government's SEND Code of Practice (pages 106-7).

At Falcon Junior School, we are committed to working together with all members of our school community. This local offer has been produced with 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.

The best people to contact (via the school office) are:

- Mr Edward Savage, Headteacher
- Mrs Isabel Stubbs, SEND Governor
- Mrs Sharon Wagstaff, SEND Co-ordinator

Norfolk County Council's website has more information about Norfolk's SEND Local Offer. Alternatively, if you think your child may have SEND please speak to their Class Teacher.

## **Areas of need:**

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with autistic spectrum disorders (ASD), including Asperger's Syndrome are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

## Assessing SEND at Falcon Junior School:

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole. In addition to the governing body, the school's Headteacher and the SEND Co-ordinator, all other members of staff have important responsibilities.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. The school's system for observing and assessing the progress of individual children will also identify areas where a child may not be progressing as expected. At Falcon Junior School we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. Under these circumstances, teachers may need to consult the SEND Co-ordinator to consider what else might be done. This review may identify that the pupil requires help over and above that which is normally available within class. The key test of the need for action is evidence that current rates of progress are inadequate.

The SEND Co-ordinator will also support with the identification of barriers to learning which may mean carrying out further assessment of the child's strengths and difficulties in school. We have a range of assessment tools available:

- Test Of Memory and Learning
- British Picture Vocabulary Scale
- Raven Progress Matrices
- Salford Sentence Reading
- Salford Single Word Spelling Assessment
- Single Word Reading Test
- Phonological Assessment Battery
- Sandwell Early Numeracy assessment

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer *website*: [Norfolk's SEND Local Offer](#) as well as using private companies.

Falcon Junior School has access to support from various services including:

- Educational Psychologist
- Speech and Language Therapist
- Parent Support Advisor
- School Nursing Service (Just one Number)
- Virtual School Sensory Support
- Point One (Mental health)
- School to School Support
- Occupational Therapy (Often reports give advice on specialist equipment to purchase and ideas of how we can support children who have physical difficulties.)
- Learning Outreach
- Dyslexia Outreach
- Nelson's Journey

## Reviewing Progress:

Once a child has been identified as needing extra support / provision the class teacher with support from the SEND Co-ordinator will write an Assess Plan Do Review (APDR) record. In this the child's needs will be outlined in consultation with parents and the learner. Areas of need will be identified and a plan will be put in place on how best to address those needs, either through different provision, targeted intervention or specialised equipment. Each term the targets will be reviewed, and the impact of the provision / intervention will be assessed.

An APDR looks like this and will be shared with parents.

### Assess Plan Do Review (APDR) sheet



Pupil's name:

Class:

Date:

Delete as appropriate: EHCP ~~request~~ for EHCP / SEN support / monitoring

Views of pupil obtained: YES /NO

View of parents obtained: YES/NO

#### Assess

Young person's needs/barriers to learning.

Views of the parents

Current level of attainment and progress

Reading:

Writing:

Maths:

Reading Age:

#### Plan

Support to be put in place:

## **Additional support for children:**

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. National Teachers' Standards detail the expectations on all teachers, and we at Falcon Junior School are proud of our teachers and their development.

Below are some examples of how we adapt our curriculum and learning environment to support all learners:

Accelerated Reader

Assessment

Differentiated curriculum, delivery, groups, planning and work.

Displays & Working Wall

Modelling

Next step marking

Pre and post teaching

Pupil Asset tracking

Questioning

Reading/ Spelling/ tests

Seating Plans

Times Tables Rockstars

Visual aids & resources

Visual timetable

Vocabulary displayed

Writing frames

Catch up maths intervention to target misconceptions

In class TA

Librarians

Multi-sensory

Numicon

Nurture Group

Sound Discovery

Y6 maths sets

Phonic teaching

ATT ICT

Coloured overlays, reading rulers and exercise books

Differentiated homework

Norfolk Assessment Pathways

Nurture Talk 1:1

Behaviour and reward charts

Sensory circuits

SIBs (Siblings with additional needs support group)

Project X reading intervention

Flash Academy EAL intervention

Ipads and laptops

Buddy system

## **Education, Health and Care Plan (EHCP):**

If a child has significant difficulty despite normal differentiation, intervention in school, involvement from outside agencies, and the child meets the criteria for an Education, Care and Health Plan (EHCP), then a referral for statutory assessment will be made to the Local Authority. Parents can request an assessment for an EHCP themselves, as can their GP. The Local Authority will issue an EHCP if it agrees that the eligibility criteria have been met.

EHCPs are reviewed regularly to ensure that the provision outlined in the Plan is being provided and to track the child's progress against specific outcomes.

## **Emotional Support for Children:**

At Falcon Junior we have a strong pastoral team. Mr Walpole and Mrs Wimhurst work in our Nurture Team to support children who may be experiencing emotional difficulties including bereavement, friendship issues, anxieties and difficulties at home. We have a dedicated Nurture Room which is a safe place for children to go to. We also have a Parent Support Worker who works closely with families within the home setting and is able to signpost them to further support.

Falcon Junior also has robust safeguarding procedures and clear [positive behaviour](#) and [anti-bullying policies](#), which can be found on our school website.

## **Arrangements for disabled pupils:**

At Falcon Junior, when necessary, adaptations are made to the school environment and the curriculum so that all children are able to access the curriculum and the social aspects of school life. Some children may need specialist resources and/or technology to support their learning. Staff access training in the use of more specialist equipment which your child may require and the children learn how to use resources to maximise their potential within the school environment.

Our [Accessibility Plan](#) can be found on our school website.

## **Expertise and Training of staff:**

Our school improvement and development plan (SIDP) is about developing learning for all and details are planned for continued professional development (CPD) opportunities for all staff. Our SIDP for 2020-21 can be found on our website: [\*Falcon Junior School SIDP\*](#).

Teachers and teaching assistants are expected to attend relevant local authority training courses and also receive appropriate in-house training. The SEND Co-ordinator attends the Essential Skills SEND Forum termly meetings, Local Authority SEND Forums and Cluster SEN meetings as well as selected local authority training courses. Relevant information from training is shared with other staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress

includes regular pupil progress meetings, and staff members engage in regular meetings with the SEND Co-ordinator to discuss provision maps and APDRs.

## **Funding for SEND:**

Falcon Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The Headteacher is responsible for allocating the SEND budget.

If additional funds are required to provide specific support for a child then the SEND Co-ordinator would apply for High Needs Funding from the Local Authority. This fund can be applied for termly.

Children with an EHCP will also be placed in a Band according to the level of their need and the Local Authority will allocate additional funding for that child.

## **Arrangements for Dealing with Complaints:**

A parent or carer who is unhappy with any aspect of his/her child's SEND provision should speak to the class teacher in the first instance. To resolve the situation as quickly as possible we will follow the process set out in our school's complaints procedure, available on our website: [Falcon Junior School policies](#).

Where appropriate, our SEND Co-ordinator will be informed of concerns and involved in the resolution process. If the complaint is not resolved, the Headteacher should be consulted and the Chair of Governors will be informed if a solution is still not found. A parent may complain either via Education, Health or Social Care. Norfolk Children's Services complaints procedure is available here: [Children's Services' complaints](#).

If a parent considers the school has not resolved the complaint satisfactorily, s/he can contact the Director of Children's Services.

## **Transitions:**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Our school is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition visits to Falcon Junior School from our feeder schools take place in the summer term and various activities are undertaken so that the new intake children feel comfortable and less nervous about coming to our school in September. Each child is assigned a 'buddy' who supports them during their first year. The Assistant Headteacher of Lower School and the SEND Co-ordinator visits the feeder schools and discusses the Year 2 children transferring to Falcon Junior School with their teachers and SEND Co-ordinators.

For all children in the school, we have a transition day in the summer term when each class spends the day with their next year's teacher. Moving classes is discussed with parents at the summer term review meeting. During the summer term prospective teachers confer with present teachers about the progress of each child, so that in September children's needs continue to be addressed and new targets set. For some children with SEND, Transition books are made so that the child has pictures of the school to look at over the summer break to help them get used to the upcoming change. A few children have the opportunity to have a 'trial run' the day before the children return in September. This enables them to know where their peg is and their seat in the classroom so they know where to go on the following day.

For children with an EHCP, transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Extra transition visits can be arranged in the summer term for children as appropriate. We work closely with our high school colleagues to ensure a smooth transition for all. We have contact with Year 7 teachers from the high schools in the summer term and discuss those children transferring from our schools so that the new teachers have good information about each pupil's learning needs.

All the secondary schools in our locality arrange a date when Year 6 children can visit for a day as a 'taster' session. Extra sessions can be arranged for children with SEND.

## **Useful links and contacts:**

SEND Co-ordinator – Mrs Sharon Wagstaff: [sendco@falcon.norfolk.sch.uk](mailto:sendco@falcon.norfolk.sch.uk)

SEN Governor (Isabel Stubbs) : [office@falcon.norfolk.sch.uk](mailto:office@falcon.norfolk.sch.uk)

Falcon Junior School's website: <http://www.falcon.norfolk.sch.uk/>

Norfolk's SEND Local Offer: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk SEND Partnership: <http://www.norfolksendpartnershiass.org.uk/>

Family Voice Norfolk: <http://www.familyvoice.org.uk/>

Department for Education: <http://www.gov.uk/government/organisations/department-for-education>

SEND guide for parents and carers: <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND easy read guide for children: <https://www.gov.uk/government/publications/send-support-easy-read-guide-for-children-and-young-people>