

For more information, these websites and addresses may be of use
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) Norfolk Local Offer

http://www.norfolk.gov.uk/childrens_services/special_educational_needs_and_disabilities/index.htm

This tells you about the support and services on offer in Norfolk for children and young people with SEND.

<http://www.ace-ed.org.uk/>

The Advisory Centre for Education (ACE) is a national charity that provides advice and information to parents and carers on a wide range of school based issues including exclusion, admissions, special education needs, bullying and attendance.

<http://www.ipsea.org.uk/>

(Independent Panel for Special Education Advice)

SEND, A GUIDE FOR PARENTS

<https://www.gov.uk/children-with-special-educational-needs>

Search for SEND Guide for Parents

SEN CODE OF PRACTICE

<https://www.gov.uk/children-with-special-educational-needs>

Search for SEND Code of Practice

SEND PARTNERSHIP

www.norfolksendpartnershiass.org.uk

Information and support for parents with children who have special educational needs.

FAMILY VOICE

www.familyvoice.org.uk

Family Voice aims to represent families of children with special and additional needs, providing a liaison point for statutory and voluntary agencies within Norfolk.

STAFF

Headteacher
Richard Boyce

Special Educational Needs and Disability
Co-ordinator (SENDCo)
Jane Ward

Special Educational Needs and Disability
Governor
Alex McNulty

Educational Psychologist
Judith Carter
from Willow Tree Learning

STRUCTURE OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY EDUCATION

- 1) **SCHOOL BASED INTERVENTION.**
A child's difficulty will be identified and addressed by the teacher and SENCO.
- 2) **OUTSIDE AGENCY ADVICE SOUGHT**
Recommendations made will be implemented.



A PARENTS' GUIDE
TO
SPECIAL
EDUCATIONAL
NEEDS
AND
DISABILITY
(S.E.N.D)

ASSESSMENTS

Every school is obliged to follow the Code of Practice which is published by the [Department for Education](#). This code sets out the stages and responsibilities of those involved with meeting the needs of children with special needs.

Special Educational Needs and Disability (S.E.N.D)

The term "Special Educational Needs and Disability" encompasses a wide range of physical and/or learning differences, difficulties including dyslexia, dyspraxia, behavioural difficulties, emotional problems and developmental delay. The degree of difficulty experienced varies from slight problems to severe difficulties.

WHAT'S INVOLVED

If a child has a difficulty e.g. with numeracy, literacy, behaviour and, despite normal differentiation within the classroom, makes little progress, then the teacher will seek the Special Needs and Disability Co-ordinator's (SENDCO) advice. Similarly, if a child has physical difficulties, then adaptations will be made in school to accommodate their needs.

Sometimes it is necessary to involve the SENDCO further. She will carry out further assessments to investigate the child's difficulty at a more 'in depth' level. A copy of any report is discussed with the parents and teacher to suggest targets and actions to achieve them. (We follow the Assess/Plan/Do/Review model). If it is felt appropriate, the child will be added to our School's Special Educational Needs and Disability register. This is an 'in house' register which ensures the child's needs are monitored closely.

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGISTER

If the child's progress continues to cause concern, then the SENDCO will may need to call in an outside agency such as an Educational Psychologist or a Speech Therapist, to carry out further assessments. Again, parents are contacted and invited to meet with these professionals and a report is sent home.

STEPS TO SUCCESS INDIVIDUAL EDUCATION PLANS

Some children on the Special Educational Needs and Disability Register will have a 'Steps to Success' Individual Education Plan (IEP) where targets and actions are set out to address the child's difficulty. These IEP's are reviewed termly. The class teacher will meet with parents and the child to agree on targets to be set. This is a useful exercise as progress will be better if we all work together.

EDUCATION, HEALTH AND CARE PLANS

If the child has significant difficulty and makes little progress despite normal differentiation, intervention in school, involvement from outside agencies and the child meets the criteria for an Education, Care and Health plan (EHCP), a referral for Statutory Assessment may be undertaken. The Local Authority will carry out an assessment for an Education, Care and Health plan if they agree that the criteria are met. This assessment may result in the child being issued an ECHP.

SPROWSTON SCHOOLS SEN CLUSTER

Falcon Junior is part of the Sprowston SEND Cluster of schools. The SENDCOs and Head teachers meet at least termly to discuss SEND issues and have the opportunity to share knowledge and get advice on SEND matters. The CLUSTER has a shared SEND policy which can be accessed on the school website.

PARTNERSHIP NEWS

Each term Norfolk SEND Partnership publishes 'Partnership News', a newsletter containing information about Special Educational Needs and Disability issues and organisations that may be of use to parents.

(Norfolk SEND Partnership office 01603 704070) - website: see overleaf.

AND FINALLY....

At Falcon, we strive for a good working partnership between school and home. Please contact the class teacher or SENDCO if you have any concerns about your child.

For more information about SEND at Falcon, please see our school website (School information, SEND).