

**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](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](http://www.norfolksendpartnershiass.org.uk)

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

**STAFF**

Headteacher  
Richard Boyce

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

Special Educational Needs and Disability  
Governor  
Alex McAnulty

Educational Psychologists  
from Willow Tree Learning:  
Judith Carter and Margo Bristow

**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)

### **EDUCATION, HEALTH AND CARE PLANS**

If the 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, a referral for Statutory Assessment may be undertaken. The Local Authority will issue an Education, Care and Health plan if they agree that the criteria are met.

### **SPROWSTON SCHOOLS SEN CLUSTER**

Falcon Junior is part of the Sprowston SEND Cluster of schools. The SENCOs 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 SENCO if you have any concerns about your child.

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

### **ASSESSMENTS**

Sometimes it is necessary to involve the SENCO 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).

### **THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY REGISTER**

If the child's progress continues to cause concern, then the SENCO will may need to call in an outside agency e.g. Educational Psychologist, Speech Therapist, to carry out further assessments. Again, parents are contacted and invited to meet with these professionals and a report is sent home. At this stage, the child will be placed on the School's Special Educational Needs and Disability Register. This is to record the problem and put in to place suggested targets to work on and monitor progress.

### **STEPS TO SUCCESS INDIVIDUAL EDUCATION PLANS**

Most 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 usually set and reviewed termly, with parents and the child invited to meet with the class teacher to agree on targets to be set. This is a useful exercise as progress will be better if we all work together.

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 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 Co-ordinator's (SENCO) advice. Similarly, if a child has physical difficulties, then adaptations will be made in school to accommodate their needs.