



**SEND Information Report for
Falcon Junior School
2016-17**

**Our contribution to the
Norfolk Local Offer
for
Learners with SEND**

**Approved by Governors
November 2016**

Section	Page
1. Introduction	2
2. Our approach to teaching learners with SEND	3
3. How we identify SEND	4
4. Assessing SEND at Falcon Junior School	7
5. What we do to support learners with SEND	8
6. Funding for SEND	11
7. How we find out if support is effective	11
8. Other opportunities for learning	13
9. Preparing for the next step	13
10. Useful links	14
11. Have your say	15
Appendix 1 – Assessment tools	
Appendix 2 – Provision to overcome barriers to learning	

1. Introduction

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:

- Mrs Jane Ward, SEND Co-ordinator
- Mr Richard Boyce, Headteacher
- Mr Alex McAnulty, SEND Governor

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 or contact Mrs Ward, our SEND Co-ordinator, on 01603 441417.

2. Our approach to teaching learners with SEND

At Falcon Junior School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We believe in having close links between homes and school and invite parents into school for many events across the year such as learning cafes and observing maths lessons. We strive to ensure parents know what their children are learning and how they can support them at home. Every child has a home-school diary where parents and teachers can write comments about successes, concerns, medical appointments or any other information which the teacher or parent needs to know. We welcome parent participation in school and are very grateful for the many parents who volunteer to help, for example to hear readers or to go on school trips.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We have a highly skilled teaching staff with a lot of expertise who keep up to date with relevant training courses.

Examples of SEND training and experience at Falcon Junior School

Mrs Wimbhurst and Mrs Tate run our nurture group that provides children with behaviour and emotional support. They have attended ZAP assertiveness training and restorative justice training as well as several other SEND courses including: drawing and talking therapy; using the Boxall profile for diagnosis of behaviour; and, helping the bereaved child. Mr Walpole also supports this nurture work with one-to-one drawing and talking sessions.

Mrs Ward (SENDSCO) has an OCR diploma in teaching children with specific learning difficulties. She is TRACKS trained so can deliver an alternative spelling intervention with Year 6. She has been SENDSCO for many years and has undertaken training on many different SEND topics including supporting children with autism, speech and language difficulties, and bereavement. Mrs Ward is experienced at carrying out detailed assessments on children who are not making age-expected progress, despite mainstream interventions. These assessments identify the child's individual strengths and weaknesses, enabling more focused teaching and interventions, and supporting further assessment by outside agencies where appropriate.

Mrs Harmer, Assistant Headteacher for our Lower School, has completed SENDSCO training.

Our teaching assistants are trained to deliver particular learning support and interventions such as Sound Discovery and Catch-Up. Most have an NVQ level 3 qualification and some have completed 'Outstanding Teaching Assistant' courses.

For more information on our approach please see our teaching and learning policy on our website: [*Falcon website*](#).

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 2015-18 can be found on our website: [Falcon website](#).

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 and selected local authority training courses, and shares relevant information to other staff.

SEND training and networking undertaken in 2015-16 includes:

- Essential SENDCO Network (termly meetings)
- Sprowston SENDCO Cluster (termly meetings)
- Maths for children with visual impairment (autumn term)
- Reading for children with visual impairment (autumn term)
- 'Effects of separation and divorce on children' (summer term)
- Managing the child with PDA in the school environment (spring term)
- Clicker 6 training for two Teaching Assistants
- Acorn tree PCS SEND exhibition and seminars (June 16)
- SENCO Network Annual Conference: 'Supporting children with social, emotional and mental health difficulties' (July 16)
- Visual Stress Awareness Conference (July 16)
- Working Memory Problems (Whole Staff training)
- Case Studies & The Simple View of Reading (Whole Staff Training)

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 coaching and supervision.

At Falcon Junior School we value learning for all.

3. How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

'A child or young person has SEN 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.'

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. We will work closely with the child and parents, and involve them in the relevant SEND provision, its outcomes and review.

Learners can fall behind in school for lots of reasons. They may have been absent from school for example due to medical conditions, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things which distract them from learning. At Falcon Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those children with a learning difficulty that requires special educational provision are identified as having SEN.

In October 2016, of a school population of 372 children, 12% (45 children) were identified as having SEND. 1.9% of children with SEND in school (7 children) had either a Statement or an Education Health and Care Plan. *(NB. The number of children identified may change over the course of the academic year.)* The national figure for SEN in 2016 is now 14.4% (2.8% of all pupils have Statements or EHCPs and 11.6% of all pupils have SEND support).

Of the 45 children identified as having SEND:

- 13 children had SEND relating primarily to physical and sensory needs
- 12 children had SEND relating primarily to cognition and learning
- 13 children had SEND relating primarily to communication and interaction
- 7 children had SEND relating primarily to social, mental and emotional health

National Statistics

- The total number of Statements and EHC plans continues to increase, now 256,315
- There were 24,655 new EHC plans in 2015
- Of the new EHC plans, 59% were produced within the statutory 20 weeks timescales. In the Eastern region this was 47.5% (lowest performing region)
- 18.2% of Statements were converted to EHC plans by January 2015

For more information on national data go to:

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

Definitions of SEND categories

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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4. Assessing SEND at Falcon Junior School

Roles and responsibilities

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 the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

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, updated for 2016-17, which we share with our cluster of schools, see appendix 1.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. 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 such as Willowtree Learning.

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

- Educational Psychologist
- Speech and Language Therapist
- Parent Support Advisor
- School Nursing Service
- 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.)

For children who have an Education, Health and Care plan (EHCP), provision can be made at school for services that are bought-in by parents via the personal budget, for example, the speech and language therapist undertaking a programme of work.

We also employ well trained teaching assistants who deliver the interventions in the provision map as co-ordinated by our SEND Co-ordinator and Assistant Headteachers. We have experience of working with multi-disciplinary teams to support children with complex needs to bring together expert advice and guidance to ensure each child's educational, health and care needs are met. Our Medical Conditions Policy has more information about how we support children with medical issues: [Falcon website](#).

5. What we do to support learners with SEND

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.

Our teachers will use various strategies to adapt access to the curriculum so that there is differentiation in the classroom for all children and this is documented in each teacher's plans. Strategies might include using:

- Visual timetables
- Writing frames
- iPads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward systems

If the teacher is concerned about a child's progress after a period of time of differentiation then the SEND Co-ordinator's advice will be sought. If necessary, further investigation will be implemented. In some cases a detailed assessment of the child's strengths and weaknesses will be carried out by the SEND Co-ordinator. The SEND Co-ordinator and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to local authority support services for one-off or occasional advice on strategies or equipment

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and to overcome the barrier to learning identified. Our experienced staff team works with each individual learner to identify barriers to learning and the type of action that is required to remove or overcome these barriers. Tailored learning programmes are developed with each learner, focusing on their needs and strengths, thus enabling them to access the curriculum. This range of support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Falcon Junior School to support learners with SEND across the year groups. We modify the provision map regularly as our learners and their needs change.

We follow the 'Assess, Plan, Do, and Review' model and always value the views of parents and the child in this process. We meet at least termly to discuss an Individual Education Plan (IEP) with everyone at the first meeting agreeing the barriers to learning and targets to be set. At subsequent meetings the child's progress is discussed and targets amended. Copies of targets are shared with parents so they can work with the school to best support the child. In addition to these meetings, there are the termly parent evenings where parents meet with the class teacher to discuss progress.

The class teacher will breakdown the IEP targets into smaller targets which can be achieved within a period of two to three weeks, and record these on 'Steps to Success' progress sheets. These smaller, achievable targets help the child to see the progress they are making which boosts self-esteem. Through achieving all of the smaller targets the aim is that the child will have achieved the targets on their IEP by the next meeting.

At Falcon Junior School, we have a Nurture Group to provide additional support to children to develop confidence and other social skills and to help them to better understand and manage their emotions and resulting behaviour. We have several staff trained in this field and find this a particularly successful intervention. We employ (alongside our feeder Infant

schools) a Parent Support Advisor from the Benjamin Foundation to provide support for families where needed. Our Cluster has appointed two SEMH (Social, Emotional and Mental Health) workers who can provide support for families.

Point-1 (This is a service from Ormiston Families which provides assessment and support by professionals for children and young people who are experiencing mental health and emotional problems.) have run two social and emotional resilience groups in the summer term at school. Last year, sixteen children were able to access this support. We have also been able to offer some Art therapy for a small number of children.

Looked after children

A looked after child (LAC) is considered to be in the care of the local authority. The child might be looked after by the local authority with their parents' consent or by a court order. They might live with mainstream foster carers, in a children's home, in supported living, with family members or connected people (e.g. friends or neighbours) or sometimes even with their birth parents. In school, the head teacher is the designated person responsible for looked after children. The child will have a Personal Education Plan (PEP) drawn up which ensures equal access to the curriculum. An application can be made to Pupil Premium Plus for funding to meet the child's needs both in and out of school.

Further information about many aspects of SEND and details of associated support groups is available at: [Norfolk's SEND Local Offer](#).

Falcon Junior School is a happy school with a reputation for caring and supportive interpersonal relationships. Our school's positive behaviour policy and underpinning values encourages friendship and inclusion. We are, however, aware that bullying exists in all schools. We do our very best to maintain an ethos which prevents it from happening. Issues which do arise are taken seriously and dealt with promptly and thoroughly. Our positive behaviour policy and our anti-bullying policy are available on our website: [Falcon website](#).

At Falcon Junior School we share the provision map with our colleagues in the Sprowston Cluster so we can learn from each other, and demonstrate what we offer for learners with SEND. We help to develop expertise by undertaking training opportunities where required for staff involved in SEND across our cluster. We aim to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with our governors who are able to ensure that we monitor the impact of these interventions on learning across the school. The provision map for 2016-17 is available in appendix 2.

Education, Health and Care plans

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.

6. 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 amount of funding we are budgeted to receive for 2016-17 is £110,788. The Headteacher is responsible for allocating the SEND budget.

The Sprowston Cluster of schools also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The total Sprowston Cluster SEND funding for 2016-17 is £ 334,083. We expect to receive £32,273 of this top-up funding from the Sprowston Cluster to support our children with SEND. All schools in the Sprowston Cluster have signed a governance agreement which helps us work together. The cluster policy for SEND is available on our website, [*Falcon website*](#).

The Sprowston Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. We held our first 'Cluster SEND Parent Information Event' in June 2016 which focussed on Reading. (This was repeated again for parents of younger children in July.) We hope to hold more of these in the future.

If you would like any further information on SEND in the Sprowston Cluster, please contact our Cluster SEND Co-ordinator:

Amanda Roper, Garrick Green Infant School, Old Catton, Norwich. Telephone: 01603 409078, or email: aroper7vrq@nsix.org.uk.

7. How we find out if support is effective

Monitoring progress is an integral part of teaching and leadership within Falcon Junior School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. A Cluster questionnaire is issued each year where the views of parents and children are sought about their experiences of SEND support in school. We follow the 'Assess, Plan, Do and Review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SEND Co-ordinator, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. This is in addition to the termly parents' evenings already in place for all children.

If a learner has a Statement or an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the Statement /EHCP will also be formally reviewed annually. (Current Statements of Educational Needs will be transferred to the EHCP over the next two years.) The SEND Co-ordinator can advise parents about purchasing services and managing personal budgets for children with EHCPs.

The SEND Co-ordinator meets regularly with the SEND governor to review overall progress of children with SEND and to discuss any other SEND issues.

The impact data of interventions is collated by the SEND Co-ordinator to ensure that we are using interventions that work. Intervention data is shared with the Sprowston Cluster so all SEND Co-ordinators in our Cluster are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. We also take part in moderation activities throughout the Sprowston Cluster of schools so we can ensure that our judgements are accurate. Our School and Cluster data is also monitored by the Local Authority and Ofsted.

Quotes from children with SEND

- *'My confidence has improved in Literacy because my writing skills have got better. In Maths, I couldn't do my times tables but now I know them!'*
- *'My reading has improved because I can now split words up. I enjoy reading now.'*
- *'Before I knew I was dyslexic, I used to feel frustrated but now I feel much better and have all the help I need.'*
- *'Mrs B and Miss L (teaching assistants) ask if I need help. They help me concentrate and understand.'*
- *'Now I can do my x sums and I have had Maths Monkey 2 or 3 times. I like having someone to help me if I get stuck.'*
- *'I would feel sad if Miss B wasn't helping me. She helps me with handwriting a lot, Sound Discovery, maths and my literacy. I feel better because I have Miss B and Mrs J.'*

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 instances. 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 website](#).

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.

8. Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Falcon Junior School in 2016-17 we are offering a range of additional clubs and activities. These can be found on our school's website: [Falcon website](#). In addition, a list of clubs and activities available in the Broadland area can be found at: [Broadland clubs and activities](#).

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Headteacher to discuss specific requirements. Please email: office@falcon.norfolk.sch.uk.

All staff members at Falcon Junior School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

'A person has a disability for the purposes of this Act if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information on the Equality Act, the protected characteristics and duties of schools, please see: [Equality Act 2010: advice for schools](#).

9. Preparing for the next step

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 in to 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 visits the feeder schools and discusses the Year 2 children transferring to Falcon Junior School with their teachers and SEND Co-ordinators.

Through these meetings we gather information about children's learning styles, strengths and difficulties, and who works well with whom, which enables us to get to know the children and informs our planning of lessons to help children to settle quickly in September.

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 children with a Statement or 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 high 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. For example, Sprowston High School has two extra transition visits for children who we consider need extra support, including most children with SEND. This enables the children to explore their new school further and meet support staff. Additionally, visits from learning support assistants from Sprowston High School are arranged so they can meet and work with those pupils with SEND in the latter part of the summer term. From previous experience, our transition plan at Falcon Junior School is very successful at ensuring a smooth transition for all.

10. Useful links

- 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.norfolksendpartnershipiass.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: http://www.westberksparentvoice.org.uk/images/BlogandEventDocs/FINAL_DRAFT_Easy_read_SEND_reforms_young_people_v11_1.pdf

11. Have your say

Falcon Junior School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Annually, we send out a Cluster SEND questionnaire to parents of children with SEND and also to the children themselves in order to gain their views. The School Council which is made up from two elected pupils from each class also discusses provision and opportunities for all pupils, including those with SEND, as and when appropriate.

However, we are always looking for parents to participate in reviewing and updating our SEND information report and therefore would welcome any engagement with our annual process to 'assess, plan, do and review' provision for SEND. You can express your interest in this by informing our Headteacher, contact details below.

And finally...

Falcon Junior School is an inclusive community that aims to support and welcome pupils with or without SEND. We aim to provide all pupils with SEND the same opportunities as others at school. For further enquiries or information about SEND provision at Falcon Junior School, please contact Richard Boyce, Headteacher by telephone: 01603 441417, or email: office@falcon.norfolk.sch.uk.

Report reviewed and approved by governing body in: November 2016.

To be reviewed annually; next review: November 2017.

Appendix 1

Assessment tools used at Falcon Junior School and across the Sprowston cluster of schools

- **British Picture Vocabulary Scale (BPVS)** – This assesses the child's understanding of receptive language, that is, how much they understand of vocabulary they hear
- **Single Word Reading Test** – Assesses decoding skills and knowledge of letter sounds
- **National Foundation for Educational Research (NFER) Reading Test** – Tests reading comprehension and fluency
- **New Salford Reading Test** – Tests reading comprehension and fluency
- **Single Word Spelling Test** – Assesses knowledge of letter sounds and combinations
- **Young's Parallel Spelling Test** – Assesses knowledge of letter sounds and combinations
- **Phonological Assessment Battery (PhAB)** – A series of tests which assess understanding of phonological knowledge including letter sounds and patterns
- **Digit Span Test** – This tests short term auditory memory, that is, how much information that is heard can be retained
- **Visual Sequential Picture Test** – Tests short term visual memory, that is, how much information that is seen can be retained
- **Raven's Coloured Progressive Matrices** – This tests logic and perception
- **TOMAL 2** – Tests memory and learning
- **Sandwell Numeracy Test** – Assesses children experiencing difficulty with numbers to ascertain strengths and weaknesses.

Appendix 2: Provision to overcome barriers to learning

At Falcon Junior School, we have a range of expertise at working with children with SEND. Our teaching assistants are well trained to deliver the interventions listed below under the supervision of our Special Educational Needs and Disabilities (SEND) Co-ordinator and Assistant Headteachers. We also have a Nurture Group programme which enables us to support children with emotional and/or behavioural needs. Below is a list of the interventions available in each year group when required.

Provision to overcome barriers to learning	Year 3	Year 4	Year 5	Year 6
Literacy Including reading, writing, spelling and handwriting	<ul style="list-style-type: none"> Lexia Computer Programme (spelling) Sound Discovery (spelling) Catch-up (reading) Writing intervention for targeted children Fine motor skills tasks for targeted children 	<ul style="list-style-type: none"> Lexia Computer Programme (spelling) Sound Discovery (spelling) Catch-up (reading) Writing intervention for targeted children 	<ul style="list-style-type: none"> Lexia Computer Programme (spelling) Sound Discovery (spelling) PAT spelling Catch-up (reading) Writing intervention for targeted children 	<ul style="list-style-type: none"> Lexia Computer Programme (spelling) TRACKS (reading/spelling) Handwriting group led by SENCO 2x week Accelerad/Acclewrite (reading/spelling) Writing intervention for targeted children
Numeracy	<ul style="list-style-type: none"> Wave 3 small group work Maths intervention for targeted children 	<ul style="list-style-type: none"> Wave 3 small group work Maths intervention for targeted children 	<ul style="list-style-type: none"> Springboard Maths Maths intervention for targeted children 	<ul style="list-style-type: none"> Springboard Maths Maths intervention for targeted children
Language	<ul style="list-style-type: none"> Individual programmes devised by Speech Therapist Talking Partners EAL – individual tuition when needed 	<ul style="list-style-type: none"> Individual programmes devised by Speech Therapist Talking Partners EAL – individual tuition when needed 	<ul style="list-style-type: none"> Individual programmes devised by Speech Therapist EAL – individual tuition when needed Clicker 5 programmes e.g. At School 	<ul style="list-style-type: none"> Individual programmes devised by Speech Therapist EAL – individual tuition when needed
Listening and attention	<ul style="list-style-type: none"> Small group work to develop auditory short term memory 			<ul style="list-style-type: none"> Small group work to develop auditory short term memory

Provision to overcome barriers to learning	Year 3	Year 4	Year 5	Year 6
Coordination/ Physical skills	<ul style="list-style-type: none"> • Provide sloping desk and wedge cushion when required for individuals • Assessment for Learning referrals – e.g. resulting in loan of a laptop following assessment for eligibility • Pencil grips / scissors • Fine motor skills groups in Year 3 (to develop manipulation and better pencil control) 			
Social Skills/Play	<ul style="list-style-type: none"> • Play Leaders (from Year 6) help in Lower School playground • Social stories when required with children identified as having ASD 		<ul style="list-style-type: none"> • Social stories when required with children identified as having ASD 	
Behaviour	<ul style="list-style-type: none"> • Individual programmes devised when appropriate and when money is available • Behaviour charts when deemed appropriate • Pupil Support Meetings held if necessary to monitor behaviour and set SMART targets to be reviewed frequently 			
Confidence/ Self-esteem	<ul style="list-style-type: none"> • One-to-one teaching assistant support for children with statements and, where appropriate, for other children with additional support needs • The Nest – Mrs Wimhurst and Mrs Tate to work with groups and individuals as referred by staff 			
Organisation	<ul style="list-style-type: none"> • Visual timetables for children identified as having ASD in classroom 			
Other	<ul style="list-style-type: none"> • Coloured overlays for children with Meares-Irlen Syndrome • Photocopying onto coloured paper for some children when needed • Learning materials having high colour contrast purchased for children with visual impairments 			