

# SEN Information Report for Firside Junior School 2023-2024

## Introduction

Welcome to Firside Junior's SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). 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 SEN. The information published must be updated annually.

At Firside Junior School we are committed to working together with all members of our school community and The Wensum Trust. This SEN Information Report 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 contact us. The best people to contact are:

- Mrs J Harris – SENCO
- Mrs R Robinson – Headteacher
- Peter Balcombe – SEN Governor

If you have any specific questions about the Norfolk Local Offer please go to:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

If you feel that your child may have SEN please speak to the Class Teacher or contact Mrs Harris (SENCO) on 01603 426550.

## What is SEN and SEND?

At different periods during a child or young person's time in education, they might have a Special Educational Need.

***The Code of Practice describes SEN as:*** "A child or young person has a 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:

1. a) have a significantly greater difficulty in learning than the majority of others of the same age: or
2. 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."

***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." Section 1(1) Disability Discrimination Act 1995

This includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children and young people may be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

We are part of...

**WENSUM TRUST**

## How SEN is identified

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning. At Firside 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 and support their needs. However, this does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

## Changes to SEN

From the 1st of September 2014 (reviewed in April 2020) a new Code of Practice has been in place for SEND. SEN comes under four headings;

1. Communication and Interaction
2. Learning and Cognition
3. Social, Emotional and Mental Health
4. Physical and Sensory

All children identified with SEN will now be recorded as being in one of those categories, although many pupils will cross into more than one category.

Our SEN profile for 2023 – 2024 shows that:

**13%** of children are identified as having SEN

**2.5%** of children have Educational Health Care Plans.

**35%** of children identified as having SEN are linked to Cognition and Learning

**38%** of children identified as having SEN are linked to Communication and Interaction

**38%** of children identified as having SEN are linked to Social, Emotional and Mental Health

**10%** of children identified as having SEN are linked to Physical and Sensory

## Educational Health and Care Plan

From September 2014, A Statement of Special Educational Needs was replaced by an Education Health and Care Plan.

"A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan." SEN Code of Practice (2015)

This is likely to be where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to mainstream schools.

An Educational Health and Care Plan is very similar to the previous Statement of Special Educational Needs. The main difference is that the support is now from 0-25 years of age for all children who attain one of the plans.

Furthermore, an Educational Health and Care Plan works with all agencies meeting with the parents/carers and child.

We are part of...

**WENSUM TRUST**  


FOR CHILDREN, FAMILIES AND COMMUNITIES

## Our Approach to Learning

At Firside Junior School we are committed to providing the best education possible, to meet the needs of every pupil. We aim to do our best to help every child do his or her best, so that they may become the best they can be. We believe education should be concerned with every aspect of a child's development. We therefore provide a wide-ranging set of planned learning opportunities for them to experience. Our aim is to help every pupil to develop the ability to realise his, or her, aspirations, to acquire the attitudes, understanding and skills to become a successful learner, a confident individual and a responsible citizen and to overcome any barriers to learning.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on how we see teaching and learning view our teaching and learning statement.

At Firside Junior School we are continuously developing our teaching to provide the best learning opportunities for all, including staff, and these are all planned in detail within our school improvement plan.

Assessment for learning is an integral part of teaching and learning at Firside. When a pupil seems to have more difficulty than others during the school day, adjustments must be made for this in terms of the activities, presentation, teaching styles, timing etc of lessons and social times. In most cases, this on-going formative assessment should allow all children to achieve the concept or skill being aimed for. Where it does not, strategies or resources that are '*additional to and different from*' must be identified that will allow the child to access the curriculum: Special Educational Needs Provision.

At Firside Junior School we wish all children to:

- be enthusiastic and confident learners;
- aspire to do their best and make the most of their abilities;
- develop initiative and creativity;
- have self-respect, integrity and honesty;
- have respect, tolerance and consideration for other people;
- have a caring and responsible attitude, and to look after things.

## Assessment of SEN at Firside Junior School

Many people are involved in identifying a learner's difficulties. Class Teachers, Teaching Assistants, parent/carers and the learner themselves may all notice the problems a child might be experiencing towards their learning. At Firside Junior School our assessment procedures involve the child, their parent/carer and the Class Teacher. The SENCO (Special Educational Needs Co-ordinator) monitors and oversees all assessments to make sure that the correct provision is being found to overcome barriers to learning.

We use a range of assessment tools to support our assessment.

Once a child has been assessed, various interventions and support are put in place so that the child can have the support necessary to progress and overcome their barriers to learning.

These include;

- 1:1 or small group tutoring
- Small group intervention in Mathematics and English
- Small group highly differentiated Mathematics and English teaching
- 1:1 support
- Support from the Pastoral Support Manager
- Spelling intervention
- Phonic intervention

We are part of...

**WENSUM TRUST**  


- Speech and language intervention
- Paired Reading
- Counselling via Time For You
- TalkBoost
- Precision Teaching interventions
- Clicker 8
- Memory Magic
- Lexplore

These interventions are planned by teachers and delivered by both Teachers and Teaching Assistants, as co-ordinated by our SENCO. Furthermore, many of our staff have experience and training in, Speech, Language and Communication, behavioural support, Norfolk Steps, Mental Health and Autism.

However, for some learners we might want to seek specialist support. We have access to services universally provided by Norfolk County Council, which are described in the Local Offer website available at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Furthermore, as a school we commission other specialist support from these agencies, such as;

- Educational Psychology (EPSS)
- Specialist Learning Support Teacher support(EPSS)
- ASD Team support (EPSS)
- SEA SALT Speech and Language Therapy
- Advisory Teachers
- Benjamin Foundation (Time For You)
- School 2 School Support
- Virtual School Sensory Support
- Inclusion team

### **What we do to Support Learners with SEN at Firside Junior School**

Firside strives to be an inclusive school and staff recognise that there is a continuum of special educational needs that should be reflected in a continuum of provision and breadth of study. It is understood that good practice in special needs is at the core of good teaching and learning.

- Children with SEND are given full access to the school's broad, balanced and relevant curriculum
- Early identification of SEND and subsequent monitoring will be a priority
- Every consideration will be given to the views of the parents/carers in decision making processes
- Children with SEND will be involved in on-going conversations to develop an understanding of their own learning, progress, support and targets
- Provision will be carefully planned in order to overcome a child's barriers to learning
- Learning Plans will be created between the class teacher, parents/carers and the child to identify strengths, weaknesses and effective strategies of support
- Information will be shared effectively with parents/carers, learning support staff and others teachers involved in curriculum delivery
- Furthermore, our learning support assistants work in classroom during English and Maths lessons to support the needs of all children

We are part of...

**WENSUM TRUST**



FOR CHILDREN, FAMILIES AND COMMUNITIES

In addition, every teacher is required to adapt the curriculum to guarantee access to learning for all children in their class, including support for physical activities, ensuring that all children are able to achieve the learning intentions of the lesson. This includes swimming lessons, where ensure there is sufficient support for all the needs of the children.

The Teacher Standards 2012 detail the expectations on all teachers, and we at Firside Junior School are proud of our teachers and their development. The Teacher Standards are available at:

<https://www.gov.uk/government/publications/teachers-standards>

Our teachers use various strategies to support all children in their class and adapt access to the curriculum for all, including;

- Visual timetables
- Writing frames
- Laptops
- Personal recorders
- Peer support
- Positive behaviour support
- Coloured resources
- Clicker 8

### **Additional Resources**

As a school, we believe it is important that every child has the opportunity to have resources which improve their learning. Therefore, with the support of Virtual School Sensory Support and Access Through Technology children may be provided with additional technology to support their learning.

Every learner, which we identify as having SEN, is entitled to a form of provision that is 'additional to or different from' a differentiated curriculum. The type of support that provision provides is dependent upon the learners' needs and what has been identified as needed to overcome their barrier to learning. This need is identified through our assessment toolkit. This provision is detailed and outlined on a provision map which is created annually describing the interventions and supported needed for all children anonymously with SEN.

The provision map is coordinated by the SENCO with input from the class teachers, once needs have been identified.

### **Social and Emotional Wellbeing of Learners at Firside**

At Firside we take bullying very seriously and believe everyone has the right to feel safe and respected. Please see our Anti-Bullying Policy for further information.

Furthermore, we have commissioned services from the Benjamin Foundation that run 1:1 time for children who need it for various reasons including lack of self-esteem and emotional support.

Extra support is given by teaching assistants and the SENCO as emotional and social wellbeing is important for all learners. The Deputy Head is the school Mental Health Champion.

As an inclusive school, Firside treats children who are looked after by the local authority the same as all other children, encouraging carers to come and participate in the support of the children they are looking after.

We are part of...

**WENSUM TRUST**  


FOR CHILDREN, FAMILIES AND COMMUNITIES

## **Funding for SEN at Firside Junior School**

Firside Junior School receives funding directly to the school from the Local Authority to support the needs of all learners with SEN.

As part of a Trust we work supportively together, organising joint training, sharing resources, monitoring of impact and provision for learners with SEN.

## **How do we Find Out if this Support is Effective?**

Monitoring is an integral part of teaching and leadership at Firside Junior School. The SENCO consistently monitors the provision for all children with SEN. We follow the 'assess, plan, do, review' model. Before any additional provision is provided the parents/carers are made aware either from the class teacher or SENCO. Once a term there is a Pupil Progress Meeting for SEN, which gives the class teacher an opportunity to discuss any child with SEN or any child raising concern of having SEN.

In addition to this, parents/carers and children are involved in the Learning Plan process, which is evaluated and reviewed every term with a meeting with both the parents and children. These allow us to evaluate the impact that the additional support is having for learners with SEN and identify what is working effectively.

Moreover, each intervention programme that is run is recorded, with progress noted and dated. A baseline is also recorded, which can be used to compare the impact of the provision. This information is monitored by the SENCO who identifies interventions that have worked effectively and those that have not.

Progress data of all learners is collected and assessed by the teachers, senior leaders and governors. Our school data is also monitored by the Local Authority, The Wensum Trust and Ofsted.

Parents receive details about their child's progress at Annual Reviews (if they have an EHCP), Parents Evenings and through their school reports.

Any complaints or concerns to do with SEN provision you can contact:

Class Teacher

Mrs Harris (SENCO)

## **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Firside Junior School we offer a range of additional clubs and activities.

These include;

- CSF – Football / netball / multi-sports
- West Norfolk and Dereham Sports Partnership sports events (including; KS2 Adapted Sports, Tag Rugby and Indoor Athletics)
- Football (Year 6, Year 5 and Girls, Y3 and 4 tournaments)
- Dance
- Netball
- Rock Steady
- Rock Notes
- Crochet Club

We are part of...

**WENSUM TRUST**  


FOR CHILDREN, FAMILIES AND COMMUNITIES

(If you feel that your child might have trouble accessing any of the above clubs, please contact the SENCO)  
All staff at Firside Junior School are aware of the Equality Act 2010. This legislation places explicit 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.'

## **Preparing for the Next Step**

Transition is part of life for every learner. However, sometimes those children with SEN may find it a little more difficult than others. That is why it is important that transition is made as smooth as possible for learners with SEN.

As a junior school, at Firside we know how important the transition phase is for children. That is why the communication we have in our cluster and Trust amongst the infant and high schools is so important.

Our SENCO visits both of our main feeder schools to discuss the transition of all their children with SEN, in preparation and extra visits can be organised so the children feel as comfortable and familiar with the school before the change in September.

Furthermore, the SENCO spends time with the SENCO department at our main high school which our children feed into, to discuss those children moving up and also discussing the opportunity for extra visits.

However, time is also given for class teachers to discuss those children moving into their class who are already in the school, allowing support and provision to smoothly continue with them as they make their way through the school.

Furthermore, any parents/carers who have concerns about their child's transition, is always welcome to come and discuss this with the SENCO by ringing 01603 426550.

## **Parent Support**

At Firside we are a community and we believe it is important to acknowledge that parents also need support. Therefore, we aim to offer a Parent Drop In Morning, which is open to all parents, whether your child has SEN or not, to discuss things happening in school and where you can be supported by other parents. We also have a Pastoral Support Manager who works with pupils and parents.

## **Have your say**

Firside Junior School believes in developing excellent provision for all learners. This annual report declares our annual offer to learners with SEN, but in order for it to be effective it needs the views of all members of our community, including parents/carers, children, governors and staff. Please support this by becoming party of the SEN Review group.

Useful links

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

Norfolk SENDIASS

<https://www.norfolksendiass.org.uk/>

*Reviewed November 2023*

We are part of...

**WENSUM TRUST**  


FOR CHILDREN, FAMILIES AND COMMUNITIES