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Special Educational Needs
(SEN) Information Report for Woodland View Junior School
2020 - 2021

Part of the Norfolk Local Offer for Learners with SEND

Introduction:

At Woodland View Junior School, we are committed to working together with all members of our school community and cluster.

SEN Contacts:

SENCO/Head of School: Heallen Payne (National SENCO Award 2017)
Assistant SENCO: Lily Engall
SEN Governor: Lily Engall
Executive Head Teacher: Heidi Jordan

A link to the Norfolk Local Offer is on the school website under Key Information - SEN.

This is an SEN information report - not an SEN-D information report. The adaptations offered to disabled learners are with the schools Access Plan.

Our Approach to Teaching Learners with SEN:

In line with the current SEND Code of Practice (a link to this document is on the last page) the school adopts a child centred approach when putting in place support for pupils who may have barriers to learning. Parents and carers play a crucial role in the process of supporting their child and we believe this partnership is essential.

What is SEN?

All of our children are unique and interpret things in different ways. Some may need work that is 'additional to' and 'different from' the work planned by the teacher in order to achieve their full potential. These are the children we identify as having a SEN need. For the current school year, we have 19.7% (30 pupils out of 152 on our current school register) of children identified as having SEN.

There are four main barriers to learning experienced by children with SEN at school. They are:

- **Cognition and Learning**
 - For example, children may for example experience difficulties generally keeping up with lessons or making progress in reading, writing or maths.
- **Communication and Interaction**
 - For example, children may find it hard to understand language, make letter sounds, have trouble expressing themselves or find it hard to play or work with their friends.
- **Social, Emotional and Mental Health**
 - For example, they may be struggling with anxiety or depression, they may be finding it hard to deal with the loss of a significant adult in their life or they may be finding it hard to mix with others.
- **Physical Needs**
 - For example, a visual or hearing impairment, a physical disability or a medical condition which means they need support to access learning.

These difficulties can be barriers to learning. As a school, we assess **all** children to identify their strengths and needs and how we can best support them.

2% of pupils in our school have an Education, Health and Care Plan

7.9% of pupils in our school need support with communication and interaction

10.5% of pupils in our school need support with cognition and learning

4.6% of pupils in our school need support with Social, Emotional and Mental Health

3.3% of pupils in our school have physical and sensory needs

Some children fall in to more than one category as they have more than one area of need.

What is SEN support?

SEN support describes the additional help that assists children to access the curriculum.

This might include:

- Extra help in the classroom
- Small group or one-to-one learning
- Support from specialists such as speech and language therapists

We will work with you, as parents, when agreeing what support we will provide and what it will achieve through our cycle of Assess, Plan, Do, Review - actions are recorded in a Learning Support Plan.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap tops or other recording devices as communication aids
- Specific resources e.g. numicon
- Peer buddy systems
- Positive behaviour rewards system
- Small group tasks
- 1-2-1 support
- Coloured overlays

Marvellous Me is used across the school to inform parents of the learning that is happening in the classroom, share successes and positive news!

Currently in Year 3 and 4 we run a nurture provision one afternoon a week and for Year 5 and 6 we run a Lego Therapy provision once a week.



Lego Therapy



Nurture Room



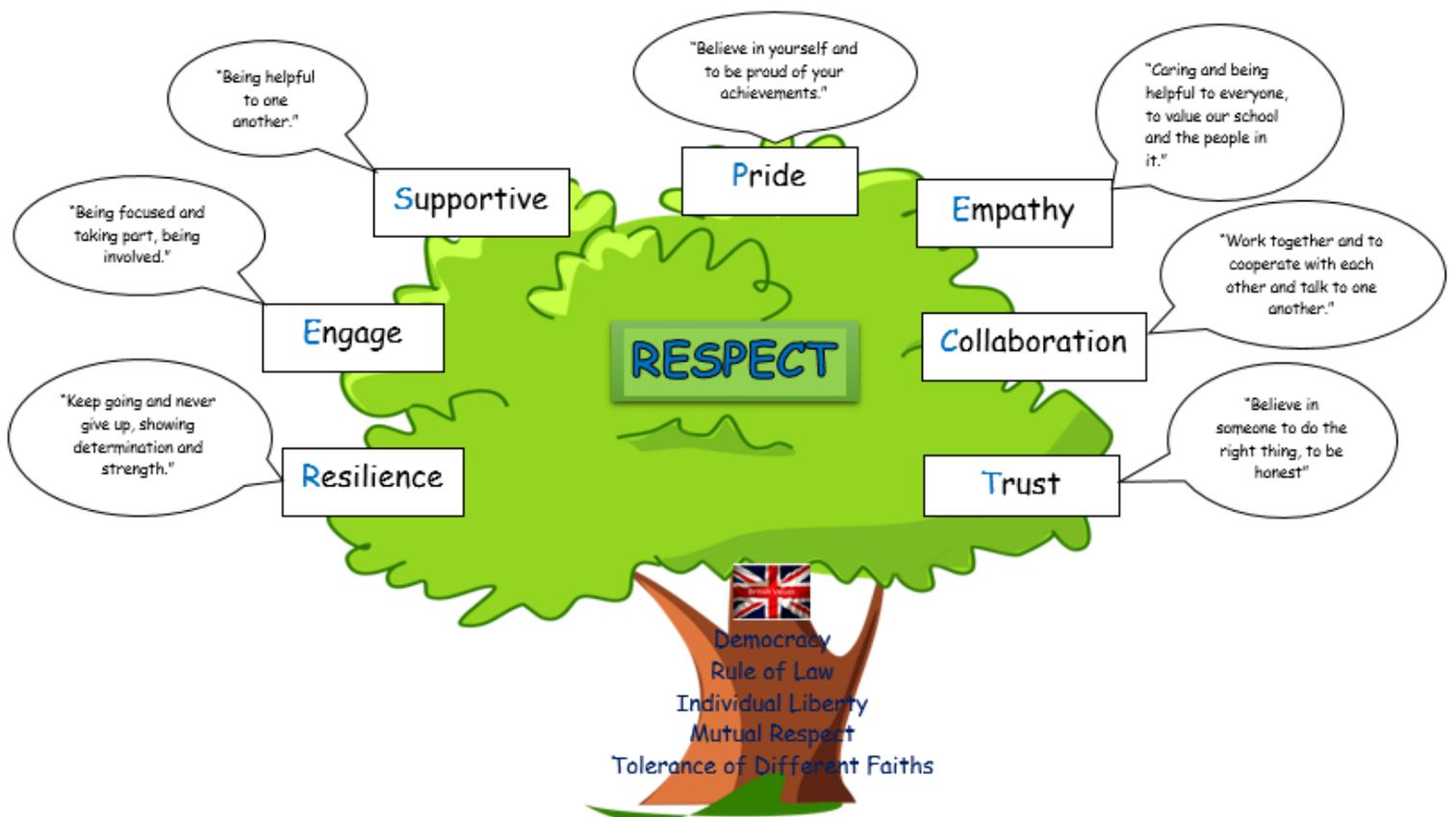
Pastoral Support

This year, despite COVID restrictions, we are in the fortunate position of being able to employ a member of staff to undertake pastoral work several afternoons a week. They pupils with additional support for many reasons such as those who are feeling unhappy, in need of support with friends or self-esteem, or are suffering from the loss of a significant person in their life. If a child needs support and time to talk and explore feelings we try our best to listen and support them.

The actual support received will vary according to the needs of your child. Everyone who is identified as having SEN is entitled to support that is 'additional to or different from' what normally happens in the classroom.

Our Medical Conditions Policy has more information about how we support children with medical needs at Woodland View Junior School.

Our provision map provides nurturing and social skills sessions for pupils who need these skills. To support inclusion, each half term the whole school focuses on a different school value, e.g. Autumn Term 1 focused on Resilience and engagement. Autumn Term 2 will focus on support and Pride.



How are children's SEN needs identified?

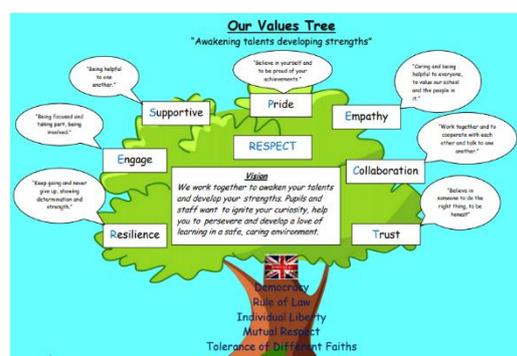
- Meetings between staff from previous schools
- Discussions with parents / carers
- Concerns raised by parents / carers
- Concerns raised by staff
- Your child is not making as much progress as we expect them to
- Medical diagnosis made by Health Care professionals

How can I raise a concern about my child?

- Firstly, arrange to see your class teacher to talk through your concerns
- If appropriate, your class teacher will begin a cycle of assess, plan, do and review to being to address any identified barriers to learning - this may be done in partnership with the school SENCO.
- If you have any questions following your meeting with the class teacher ring the school office and leave a message asking for the SENCO to call you back.

Listening to your child's views:

- Wherever possible, children are involved in their own target setting.
- The governors carry out regular surveys that include finding out about attitudes to learning and children's worries.
- All children usually have access to the 'Talk Box' in the school library. Here children can raise concerns without speaking directly to an adult. When Covid restrictions are lifted this will be back in action.
- Traditionally the school council meets regularly; again this has been affected by Covid.
- Staff meet with all pupils to find out what pupils think about their learning in school; this is shared with parents at parent evenings.
- The school has an anti-bullying policy and takes part in the national anti-bullying week.
- We are a PATHs School and help pupils develop emotional literacy by promoting alternative thinking strategies.
- Picture News assemblies help pupils to explore the world in which they live.



How are children with SEN assessed at Woodland View?

We have a range of assessment tools available, which include diagnostic tests for reading, spelling, working memory, logic and self-esteem. For example:

- British Picture Vocabulary Scale (BPVS) - To assess understanding of receptive language, that is, how much they understand of vocabulary they hear
- Single Word Reading Test - This looks at decoding skills and knowledge of letter sounds
- New Salford Reading Test - This test how well children can read and how fluent they are
- Single Word Spelling Test - We use this to assess knowledge of letter sounds and combinations
- Digit Span Test - This tests children's short term auditory memory, that is, how much information that is heard can be retained
- Sandwell Early Numeracy Test - Used to identify specific number skills that need to be developed
- Tomal Test- this tests short term visual memory, that is, how much information that is seen can be retained
- Dyslexia Portfolio - this test identifies areas of difficulty in literacy learning.
- Visual Stress Assessment Pack - this assesses if there is any distortion to print that creates a barrier to learning.
- Neuro-diversity Checklist - to help recognise elements from a range of specific learning needs
- GL Emotional Literacy Assessment and Intervention - We use this to help pupils enhance their self-awareness, self-regulation, motivation, empathy and social skills.

The SENCO has achieved the National SENCO award (2017) and all staff receive regular training up-dates according to the needs of pupils.

The SENCO has also successfully completed the Certificate of Competence in Educational Testing (2019) and is registered with the British Psychological Society.

Specialist expertise is accessed, when required, by the school.

During the last academic year, various Woodland View Junior School staff accessed the following training related to additional needs:

- Cluster SENCO briefings
- Willow Tree SEN Network Meetings
- Assistive Technology Training - ATT Clicker 7 Training
- Managing Attendance
- Breaking the cycle of emotionally based school avoidance
- Supporting young people to break the cycle of self-harm
- Autism Awareness Diploma
- Nelson's Journey Covid-19 Child Bereavement Awareness Training
- Understanding Young Minds
- Adverse Childhood Experiences and Early Trauma
- An introduction to speech, language and communication
- Helping the Demand Avoidant (PDA) child in your class
- Promoting Resilience
- Meeting the Mental Health Needs of Pupils with SEND
- Understanding Anxiety
- An introduction to dyslexia and inclusive practice
- Online Safety
- Administration of medicine in schools
- Preventing bullying
- Overcoming loneliness

Specialist services that can support the school in collaboration with parents:

- **Educational Psychologists** to help us understand and support the needs of learners at our school - this work is bespoke to specific children and is provided as needed.
- Language and Communication support from the **East Coast NHS Speech Therapy Service**.
- **Norfolk Early Help**
- **School Nursing Service**
- **Point One** (Mental Health)
- **CAMHS** (Child and Adolescent Mental Health Service)
- **S2S School-to-School support**
- **Autism Spectrum Disorder (ASD) Advanced Skills Team (AST)**
- **Diabetic nursing team**
- **Sensory Support Team**
- **Dyslexia Outreach Service**
- **Norfolk Local Offer Website** has links to many services which families can access directly.

Sharing good practice across the cluster:

We share our provision mapping with colleagues in the Sprowston Cluster so that we can learn from each other. Our cluster has 15 schools within it. We are also able to promote consistent practice across the schools in our cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. Termly informal reports for SEN are presented to the Governing Body, an annual SEN report is formally presented to the Governing Body in the summer term.

How do we know if our support is effective?

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model from the Code of Practice and ensure that parents/carers and children are involved in each step. A baseline will be recorded and will be used to review the impact of work undertaken to help reduce an identified barrier to learning.

This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where all involved will discuss progress and next steps to be taken. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHC plan will be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Successful interventions are shared with the Sprowston Cluster so all SENCO's 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. Our school data is also monitored by the Local Authority and Ofsted.

When looking at the progress made by children with SEN we may look at:

- How we are able to help them access the full curriculum
- Improvement in self-help and independence
- Improvement in social or personal skills
- Improvement in learning behaviours e.g. being willing / ready to learn
- Reducing or closing the attainment gap between the child and their peers
- Preventing the attainment gap from becoming wider
- Comparing progress against pupils with a similar baseline
- How progress for the child measures against progress the child has made in previous year

Other opportunities for Learning

All learners should have the same opportunity to access extra curricular activities. At Woodland View school we offer a range of clubs each term, a letter is sent home giving information about the clubs in a newsletter each term.

We are committed to making reasonable adjustments to ensure participation for all so please contact the leaders of each group to discuss specific requirements.

All staff at Woodland View have regular training on the Equality Act 2010.

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/her ability to carry out normal day to day activities.'

Section 1 (1) Disability Discriminations Act 1995

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.

Accessibility in the school environment:

- There is a disabled parking bay
- The school is on one level and is wheelchair accessible
- There is a toilet with disabled access
- The medical room is accessible
- Modifications can and have been made according to need

Preparing for the next step:

Transition is 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. Woodland View is committed to working in partnership with families and other providers to make sure transitions are successful. We liaise closely with our feeder schools to help children in the next stage of their education. Transition from infant school will be discussed during Year 2; Transition to secondary schools will be discussed during year 5 to ensure time for planning and preparation.

Funding for SEN:

Woodland View receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The amount of notional funding we have received for 2020 - 2021 is £42,894

The way national funding for SEN is received by schools has changed. We no longer receive cluster funding, we have received an additional £15,802 in Top-Up Funding. It is also possible to apply to the Local Authority for additional high-needs funding - this is agreed and allocated on a case by case basis.

All schools in the Sprowston cluster have signed a governance agreement which helps us to work together. We have written our Cluster policy for SEN which is available on our Woodland View Junior School website and is reviewed annually.

The Sprowston Cluster of schools are committed to working together to improve learning for all, and we are able to share some resources, training and moderate provision for learners with SEN.

Have your say:

Woodland View Junior School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN information report summarises our annual offer to learners with SEN. Please engage with our annual process to 'assess, plan, do and review' provision for your child.

We welcome and encourage your feedback and future involvement in the review of this Information Report. Our annual review of this report will begin to take place in the Summer Term. If you want to take part, please telephone or email the office: 01603 898292

office@woodlandview.norfolk.sch.uk

We do of course welcome feedback at any time during the academic year via the school office.

Complaints Procedure:

If you have any concerns about the SEN provision made at our school then please contact you child's class teacher in the first instance. After this initial contact it may be appropriate to arrange to discuss the issue with the SENCO, Head of School, Executive Head Teacher or SEN Governor. The policy for making a formal complaint can be found on our website.

Useful Links:

www.norfolk.gov.uk/SEN

www.norfolkparentpartnership.org.uk

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

<https://www.legislation.gov.uk/ukpga/2010/15/contents> (Equality Act 2010)

<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

East Coast Speech and Language Therapy:

<https://salt.ecch.org/>

Parent Advice Line: 01502 719830 (Wednesday 1-3pm)

Just One Number: Children and young people's health services

<https://www.justonenorfolk.nhs.uk/>

0300 300 0123

Norfolk Early Help:

<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Early help and family support.

Point 1:

<https://point-1.org.uk/>

Emotional wellbeing for infants, children and young people in Norfolk.

Information is also available on our school website:

<https://www.woodlandview.norfolk.sch.uk/sen>

Written: November 2020

Parents, Governors and staff have worked collaboratively on this document.

To be reviewed: November 2021