SEN Information Report 2026-2027

Written: September 2026 To be reviewed: September 2027

This is a SEN Information Report – the adaptations offered to disabled learners are within the schools Accessibility plan.

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Woodland View Junior SEN Contact Information

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SEN Governor: June Sewell

Head of School: Heallen Payne



Executive Head Teacher: Heidi Jordan



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Phone Number: 01603 898292

At Woodland View



Our ethos of 'Achievement for All' ensures that each child can reach their full potential, recognising their unique skills and interests.

We are committed to fostering a community dedicated to the inclusion and success of all pupils, particularly those with Special Educational Needs (SEN).

We value the voices of our pupils and their families, involving them in the educational process.

Our focus on high-quality teaching and robust monitoring of learning allows us to adapt our methods to meet the diverse needs of our pupils.

We are actively working towards achieving the Dyslexia Quality Mark Year 1, reflecting our commitment to support learners with specific difficulties.

Through these efforts, we aim to create an inclusive environment where all children can make the best progress. Together, as a supportive community, we are dedicated to enhancing every child's educational experience.

What is SEN?

Special Educational Needs (SEN) is a used to describe children and young people who need extra help with learning.

The Code of Practice says a child has SEN if they have a learning difficulty or a disability that means they need special support.

This means that a child or young person may have; (a) much more trouble learning than most children their age, or (b) a disability that makes it hard for them to use the same school facilities as other children.

Every child is different and may understand things in their own way. Some children might need extra help or different types of work than what other children are doing in class. These are the children we think of as having SEN.

Recognising these needs allows teachers to help each child learn and do their best.

4 Broad Areas of Need

Special Educational Needs (SEN) encompass various challenges that can impact a child's learning in an educational setting. Pupils may experience difficulties in one or more of the following areas:



Cognition & Learning

Difficulties in understanding, processing, and retaining information. This may include areas such as:

Slow progress in reading, writing, and mathematics

Challenges in grasping concepts

Difficulty following instructions

Communication & Interaction

Difficulties in conveying and understanding communication, leading to:

Struggles with forming relationships

Participation challenges in group activities

Difficulty expressing thoughts and feelings

Social, Emotional, and Mental Health (SEMH)

Issues affecting emotional well-being and behaviour, which may manifest as:

Anxiety or depression

Behavioural difficulties

Challenges in interacting positively with peers

Physical &/or Sensory Needs

Challenges arising from physical disabilities or sensory impairments, including:

Difficulties with mobility

Challenges with the environment

Need for specific adaptations or assistive devices

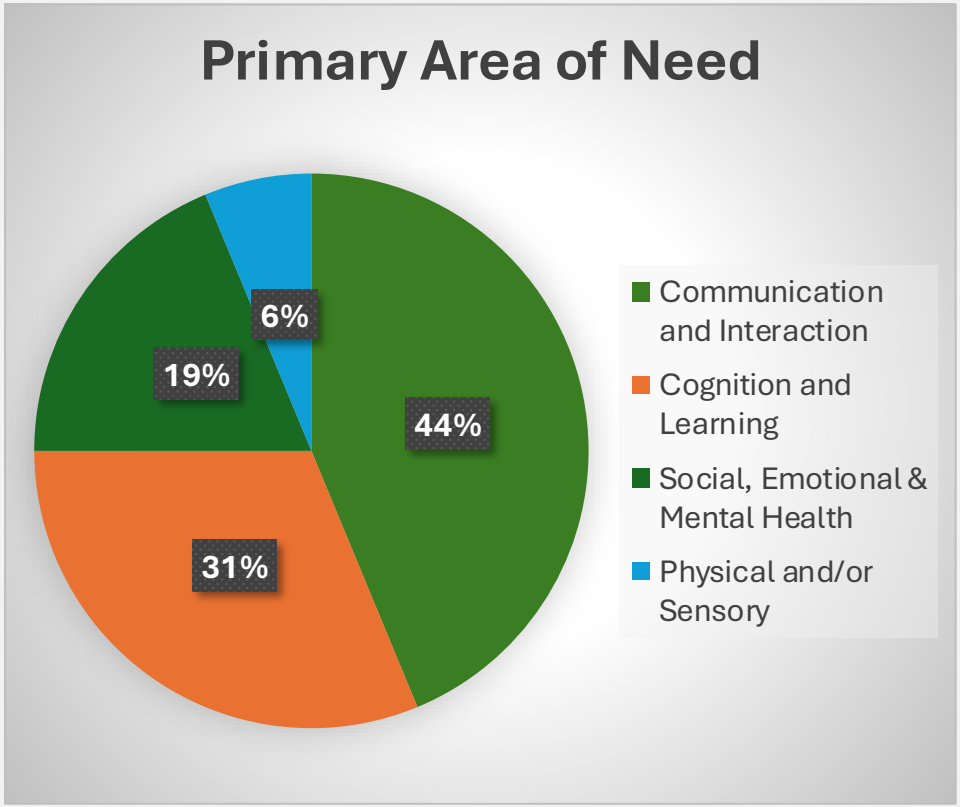
Our SEN Profile 2026-2027

The National Picture

As of January 2025 for Primary schools only

SEN in primary schools 19.5%

EHCP's in primary schools 4.1%

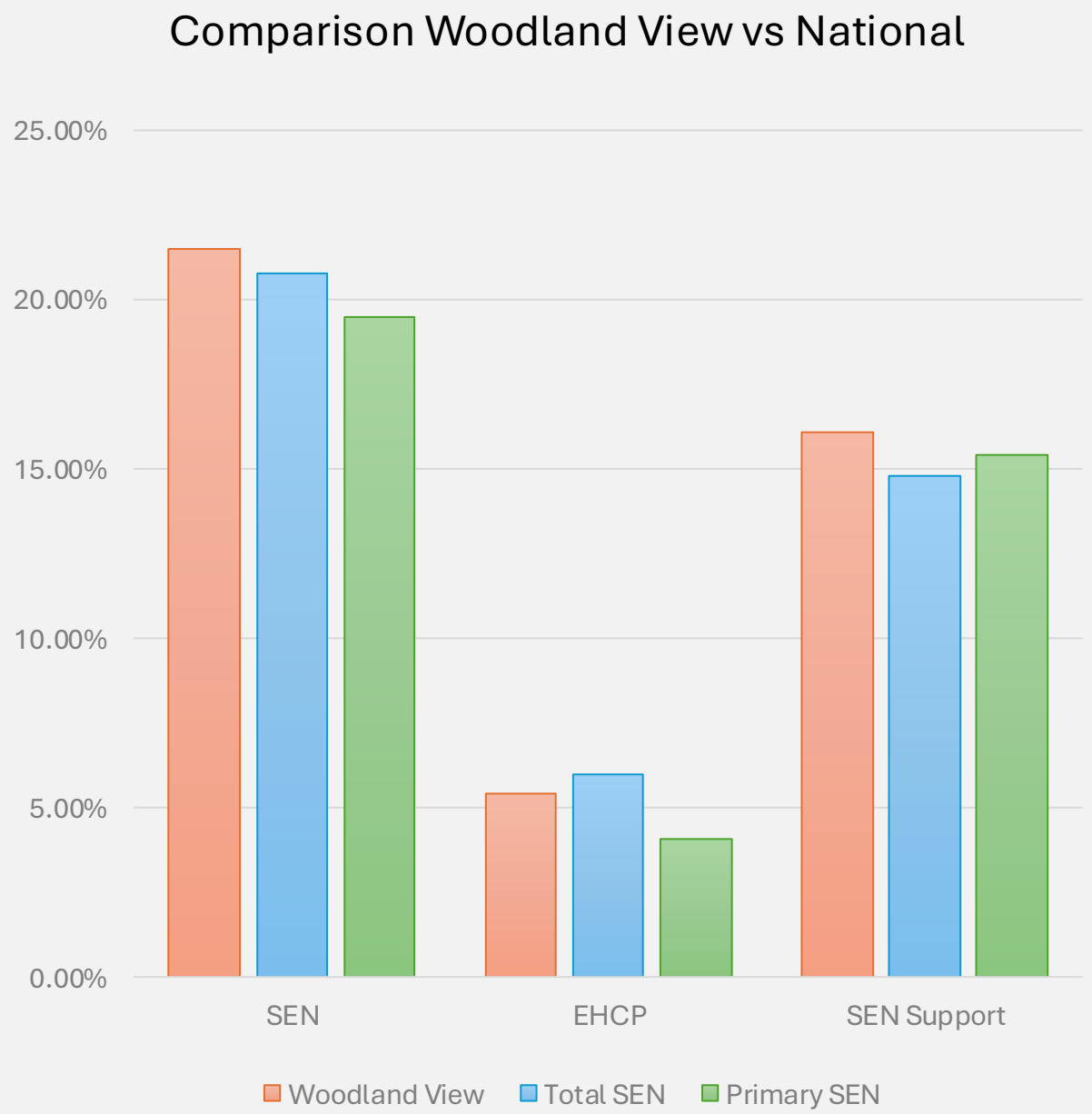


The pie chart shows the primary need only and some children may have need in more than one area.

We currently have 32 pupils on the SEND register in Year 3 to Year 6. This is 21.5% of the school.

There are 8 pupil with an Education, Health and Care Plan (EHCP) this is 5.4% of the school. 24 pupils with SEND support.

The National Picture comparison



Identifying Special Education Needs

In accordance with the SEN Code of Practice, a Special Educational Need (SEN) is defined as: “a child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age.” Identifying SEN within our school involves a thorough review of various information sources, recognising that different factors may lead to a learner falling behind.

We gather data from previous educational settings, insights from teachers, parental feedback, and the learner’s own perspective. To further bolster our identification process, we utilise screening tools, including the Boxall Profile, Dyslexia Profile, and Sandwell. These assessments are effective in identifying conditions such as dyslexia and social, emotional, and mental health needs. Our practice is also guided by the Norfolk Identification of Needs Descriptors in Educational Settings (INDES), which provides a structured approach to understanding the diverse needs of our learners. This comprehensive process ensures that those requiring special educational provision are correctly identified and supported.

What is SEN support?

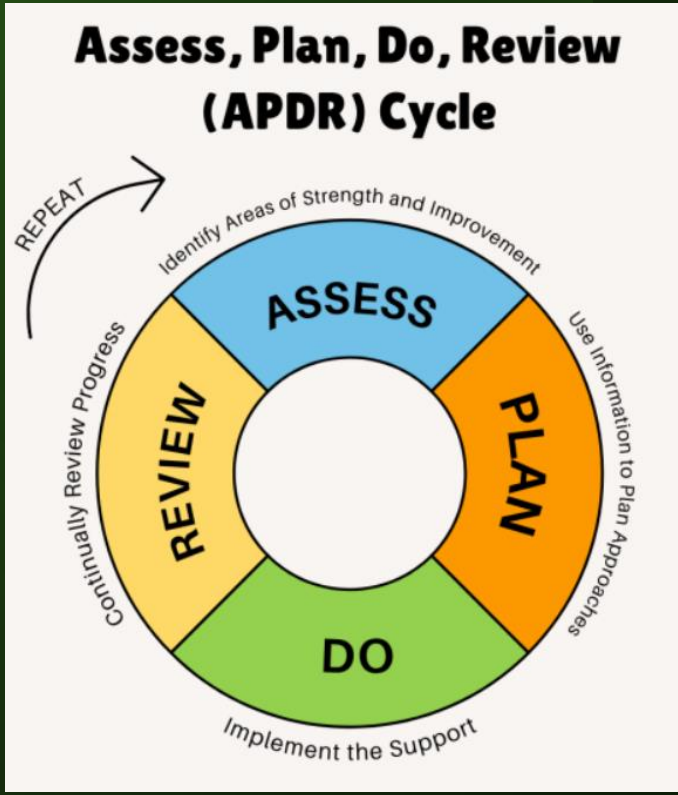
SEN Support is the support that is put in place to support a child who has SEN.

This support may happen in various ways, such as tailored teaching strategies, additional resources, or the use of specialised equipment. It is essential for ensuring that every child can learn in a manner that suits their needs.

For parents, SEN Support means collaborating with teachers and other professionals to develop an individualised plan that enhances their child's educational experience, creating a nurturing and inclusive environment.

A child is recognised as having SEN if they require something additional to or different from their peers

Assessing Learners with SEND



We use a graduated approach. This means that we follow a process of Assess, Plan, Do and Review.

Assess	Assess: when a child is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil.
Plan	Plan: together we make a plan about what actions need to be taken and what support needs to be put in place. A date is set for review.
Do	Do: the plan is put in place as agreed.
Review	Review: the impact of the provision for the pupil is evaluated and their voice listen to, so we know what is working for them. Next steps are established. The cycle may begin again.



What is an EHCP?

An EHCP, or Education, Health and Care Plan, is a special document designed to support children and young people with additional needs that cannot be met by the normal SEN Support available in school. The plan outlines a child's unique requirements, the support they need, and the goals they aim to achieve.

It is essential for parents to know that an EHCP is legally binding, meaning that the local authority (LA) is responsible for ensuring that the services and support outlined in the plan are provided, including the LA choosing the appropriate school placement for the child.

When a child is assessed and found to need an EHCP, it allows for a tailored approach to their education. The plan covers three key areas: education, health, and social care. This means that all professionals involved, including schools, health services, and local authorities, should work together to help your child reach their full potential.

EHCPs are reviewed annually to ensure that they continue to meet the child’s evolving needs. This annual review is an important opportunity for parents, teachers, and professionals to discuss the progress made and adjust the support as required. Staying engaged in this process is vital to ensure your child's needs are met effectively.

When to Request an EHC Need Assessment

An **Education, Health and Care (EHC) needs assessment** is a request made to understand a child's special educational needs better. Requesting an EHC needs assessment is a significant step and should be considered carefully.

It is appropriate to request an EHC needs assessment if your child has complex needs that are not being met by the usual support given in schools. This might include situations where a child has a medical condition, specific learning difficulties, or difficulties with communication that **significantly** impact their learning.

It is worth reflecting on whether other avenues have been explored before taking this step. Woodland View provides many forms of support and interventions that can help children thrive. Engaging with your child's teacher, special educational needs coordinator (SENCO) might provide alternative solutions that are less formal and equally effective.

Taking time to discuss these concerns with school staff may prove beneficial, as they can provide guidance based on their experience. While an EHC needs assessment can lead to more tailored support, it is a process that involves considerable time and resources as well as handing over the responsibility for school placements to the local authority. Therefore, it may be wise to explore all possible solutions first before deciding on this route.

Assessing Learners with SEND

At Woodland View Junior School, we aim to support all children, including those with Special Educational Needs and Disabilities (SEND). Here is how we assess their progress:



Senior Leadership Team and Subject Leaders: They monitor the progress of pupils through regular monitoring days, staff and pupil surveys, and collaboration with the school council.

Progress Meetings: We hold four important meetings each year with children and their parents or carers. Information from these meetings contributes to the end-of-year report. During these discussions, we review Learning Support Plans as part of the Assess, Plan, Do, and Review cycle, and we set new targets.

Regular Staff Meetings: Staff teams meet with the Head of School and SENCO at least three times a year to review general progress and discuss any concerns.

Data Collection: We gather assessment data on our Pupil Asset system. This helps us track progress, identify unexpected results, and address them. We also consider intersectionality, looking at factors that may overlap and create disadvantages, like having English as a second language.

Support Needs: Whenever we look at the needs of a young person in our care and consider how we can support them, we refer to the Norfolk Provision Expected at School Support (PEASS) documents.

Benchmarking: This process helps us optimise our resources for high-quality teaching and the best educational outcomes. We connect with other schools to share challenges and successes.

Diagnostic Assessment Tools for Learners with SEND

- British Picture Vocabulary Scale (BVPS) – assessing understanding of receptive language and vocabulary.
- Single Word Reading Test – assessing decoding skills and letter sounds.
- Single Word Spelling Test – assessing letter sounds and letter combinations.
- New Salford Reading Test – assess reading and fluency.
- Sandwell Early Numeracy Test – assessing specific numeracy skills.
- Dyslexia Portfolio – assesses difficulties in literacy.
- Visual Stress Assessment – assessing if there are any distortion to print that creates a barrier.
- Neurodiversity Checklist – to recognise a range of specific learning needs.
- Boxall Profile – assessing SEMH needs and behaviours for learning.
- WellComm – assessing speech & language.
- Talk Boost – assessing speech & language.
- York Assessment of Reading for Comprehension (YARC) – assessing reading behaviours, strengths and areas for development.

Our Approach to Teaching Learners with SEN



Our approach to teaching learners with Special Educational Needs (SEN) is based on the belief that every child has the right to succeed. Teachers are responsible and accountable for the progress and development of all pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN, and this will be personalised to meet the needs of each individual pupil. In addition to tailored teaching methods, we can also provide various interventions, which may include additional support sessions, focused group work, and the use of specialised resources, ensuring every child has the opportunity to thrive.

Adjustments to the curriculum and learning environment.

We use visual or adapted resources, like Numicon, to support learners.

We provide access to quiet spaces where learners can focus better on their learning.

Coloured overlays are available to help those who experience visual stress, especially learners with dyslexia.

We have supporting resources like sentence starters, word mats, and writing frames to make writing tasks easier.

We use dual coding techniques to help students understand and remember what they learn.

Our seating plans are designed to encourage engagement and help learners work together.

Move-and-sit cushions, fidget tools, and resistance bands to help them concentrate.

We also adjust tasks to match different ability levels and interests.

Assistive technology, like audiobooks and speech-to-text software, is available to support various learning styles.

Regular check-ins with students help us see how they are doing and adjust support when needed.

Practical equipment such as chairs provided by Occupational Therapy.

Clearly marked rails, curbs & edges.

Clear signage.

Diffused lighting.



Supporting Learners with Dyslexia

Dyslexia is a specific learning difficulty that affects reading, writing, and spelling abilities. It is characterised by difficulties in processing language, which can impact academic performance as well as organisational skills and fine motor abilities. Early identification and tailored support strategies are essential for helping children with dyslexia achieve their full potential in the classroom.

Early Identification

Teachers monitor progress through **regular pupil progress meetings**

Screening tools and classwork help identify **possible dyslexic learning profiles**

Support can begin without a formal diagnosis

External specialists may be consulted if needed

Inclusive Classroom Support

Pupils access a **broad and balanced curriculum**

Teaching uses **multi-sensory approaches**

Dyslexia-friendly strategies include:

Breaking instructions into **small steps**

Extra processing time

Visual timetables and scaffolds

Dyslexia-friendly fonts and layouts

Coloured overlays or paper

Targeted interventions and technology

Role of the SENCO

Advises staff on **support strategies and resources**

Supports **assessment and monitoring of progress**

Ensures staff receive **regular SEND training**

Working with Parents

Parents can raise concerns **at any time**

Support reviewed through **Assess – Plan – Do – Review**

Individual Learning Support Plans track progress and next steps

Our Interventions for Learners with SEN

Communication & Interaction	Cognition & Learning	Social, Emotional and Mental Health	Physical &/or Sensory
Lego Therapy	Numicon Breaking Barriers	Bespoke Pastoral Support	Sensory Circuits
Structured play	Little Wandle Phonics Catch-Up	Storm Break	Access Through Technology (ATT)
Talk Boost	Little Wandle SEND Programme	Emotional Literacy Support Assistant (ELSA)	Funky fingers
WellComm	Nessy	Lego Therapy	
Blanks Level	Catch Up Numeracy	Drawing & Talking Therapy	
Colourful Semantics	Memory Magic		

Each of the interventions are completed for a set period of time and assessed at regular intervals to check that progress is being made.

Interventions



Lego Therapy helps children build social skills through collaborative play with Lego bricks. This fun activity encourages teamwork and communication while improving language skills as well as focusing on social, emotional, and mental health, helping children express themselves and interact positively.

Structured Play offers children guided play sessions that support social development and learning. These sessions help children understand rules and gain confidence in their interactions with peers.

Talk Boost focuses on improving children's language skills through focused activities. It helps them understand and use language more effectively.

WellComm Big Book of Ideas is a resource that provides various activities and strategies to support speech and language development in young children. It encourages playful learning, making it easier for children to communicate and express themselves.

Numicon Breaking Barriers uses a multisensory approach to teach mathematical concepts, helping children grasp the fundamentals of numeracy.

Little Wandle Phonics Catch-Up is designed for those who need extra help in learning phonics, ensuring they acquire essential reading skills.

Little Wandle SEND Programme tailors phonics instruction to meet the needs of children with Special Educational Needs and Disabilities.

Interventions



Nessy is an engaging online resource that supports children with dyslexia through fun games aimed at improving reading and spelling. The programme adapts to the needs of the learner and also provides explicit teaching of language concepts.

Catch Up Numeracy provides one-to-one sessions to help children who struggle with maths, enabling them to understand key concepts.

Memory Magic enhances memory skills, enabling children to retain and recall information more effectively.

Blank Levels Intervention focuses on developing children's understanding of language through questioning techniques, helping them improve their conversational skills.

Colourful Semantics is a method that teaches children how to construct sentences using colour-coded visuals, aiding in clarity and understanding of complex language.

Bespoke Pastoral Support provides tailored 1:1 or small group emotional and social support for children, helping them to thrive in school.

Storm Break is a programme designed to support mental health through movement whilst developing coping strategies.

Interventions

Emotional Literacy Support Assistant (ELSA) offers emotional support through activities that develop children's emotional literacy in 1:1 sessions or group settings.

Drawing & Talking Therapy is a therapeutic intervention that allows children to explore their feelings through art, aiding in emotional expression.

Sensory Circuits are short activities designed to help children regulate their sensory needs, promoting focus and calmness.

Access Through Technology (ATT) where there is an official diagnosis that affects a child's ability to write we are able to access Local Authority support in using assistive technology to enhance learning.

Blank's Levels focuses on developing children's understanding of language through questioning techniques, helping them improve their conversational skills.

Colourful Semantics is a method that teaches children how to construct sentences using colour-coded visuals, aiding in clarity and understanding of complex language.



How we work with parents & carers of pupils with SEND



The views of parents and carers are important to us, and we will involve you in discussions regarding provision for your child's special educational needs and disabilities (SEND) both at the point of identification and during their termly review. We will discuss your child's progress and consider your perspectives when reviewing their provision.

Ways we involve parents of children with SEN

- SEND coffee mornings
- SEND Newsletter
- SEND surgeries with support from external agencies
- Parent meetings/evenings
- Parent survey
- The SENDCO is also available to address any concerns, ideas, or queries you may have
- Annual reviews of EHCP's
- Termly reviews of Learning Support Plans

Ways we involve learners with SEN in their education

- The wishes and feelings of children with SEND are central to our provision.
- We involve them in discussions about the support they receive in an age-appropriate manner.
- We gather their views as part of the termly review of their learning plan
- pupil surveys
- Children create their one page profile.
- Rights respecting school

What expertise and training do staff have to support learners with SEND?

All staff have completed Step On training.

Some support staff have completed ELSA training.

Some teaching assistants have training in maths interventions.

All staff have received epilepsy training.

Some teaching assistants have training in ADHD Awareness

Some teaching assistants have training in ASD Awareness

Staff have received training in Dyslexia Awareness

A member of support staff has received 'Foundation to Drawing and Talking Therapy' training.

Some staff have received train diabetes.

All staff have received training in phonics.

All staff have regular training on the Equality Act 2010

Community Adventure Respect Excellence

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.	School Nursing Team.	Speech and Language Therapy.	Norfolk Early Help.
Supporting Smiles (Mental health).	CAMHS (Child and Adolescent Mental Health Service).	ATT (Access Through Technology).	ASD Team.
Sensory Support Team.	Just One Norfolk.	Schools and Community Team.	Dyslexia Outreach Service.
The SEND & Inclusion Team.	Steps Team (Behaviour Support).	Norfolk Local Offer.	Virtual Schools.

Other Opportunities for Learning

External Therapy – when needed we allow children to attend therapies which may take place off-site such as play therapy or SENSI Therapy.

After school clubs – available to all children at Woodland View. A range of clubs are offered termly.

Educational trips & visits – All pupils are encouraged to attend the residential trip(s) and visits.

We are committed to making reasonable adjustments to ensure participation for all. No child is ever excluded from taking part in these activities because of their SEN or disability.



Norfolk Local Offer and SEND & Inclusion Line

The Norfolk Local Offer is a website for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

Link to the Norfolk Local Offer

SEND & Inclusion Line is for parents/carers and professionals. It supports with the following:

- How to access support for children and young people
- Information about how to support children and young people with SEND
- Advice and guidance for families and professionals seeking for support
- Advice, guidance and support for children at risk of imminent permanent exclusion
- Advice and guidance about when it is appropriate to request an education, health and care needs assessment

SEND & Inclusion support line number: **0333 313 7165**

Norfolk SENDIASS

(Norfolk SEND Information, Advice and Support Service)

Norfolk SENDIASS, is a statutory service providing free and impartial information, advice and support about special educational needs & disabilities (SEND) for children, young people, parents and carers.

They offer: information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

They are a free, statutory, confidential and impartial service.

They have a Steering Group that supports them in planning the services we offer across Norfolk, which includes parent/carers and representatives from local services, organisations and voluntary groups.

Norfolk SENDIASS Website.

Telephone: 01603 704070

How do we support learners with SEND during transitions?

Transition - infant school to junior school: Woodland View Junior will liaise with infant schools to discuss support needed and arrange visits ahead of main transition events as necessary.

Transition between year groups: Pupils will meet with their new teacher whenever possible, prior to the transition. Sessions are organised for all children to get to know their new children. A booklet is sent home for all pupils with pictures and details about their new class and the curriculum for the next year.

Transition - junior school to high school: Woodland View will liaise with secondary schools to discuss support needed and arrange visits ahead of main transition events as necessary. Some pupils will access additional transition events at their chosen secondary school.

Transition within the school day: we support transitions with the school day. Some pupils may need additional support to move around the school or if there are any changes of room or adult. We will discuss this with the pupil and parent to make sure we help in the appropriate way. This is supported by a visual timetable in every classroom.

Complaints Procedure

If you have any concerns about the SEN provision made at our school:

Contact your 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. You can find a copy of our complaints policy here.

If you would like support to make a complaint you can seek assistance from our Family Support Advisor or a parent governor.

Useful policies, articles & information

- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Special educational needs and disability code of practice
- Part 3 of the Children and Families Act 2014 – sets out schools responsibilities for pupils with SEND
- Admissions Arrangements – Admissions Policy
- The Special Educational Needs and Disability Regulations 2014
- Provision Expected at SEN Support (PEaSS)
- Accessibility Plan
- Equality Objectives Plan