

Watton Junior School
SEND Information Report 2024-2025

Publication Date: September 2024

Review Date: September 2025

At Clarion Corvus Trust we believe all children should have the opportunity to thrive and fulfil their potential.

This SEND Information Report describes the support available for identified children as and when appropriate.

This is subject to change depending on budgetary constraints and policy reviews.

Definition of SEN Terms

ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
C&L	Cognition and Learning
C&I	Communication and Interaction
DSL	Designated Safeguarding Leader
EHCP	Education and Health Care Plan
HI	Hearing Impairment
IEP	Individual Education Plan
LAC	Looked After Child
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
PD	Professional Development
PEP	Personal Education Plan
PMLD	Profound and Multiple Learning Difficulties
PSP	Personal Support Plan
PP+	Pupil Premium Plus

SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENDCO	Special Educational Needs and Disability Co-ordinator
SEND	Special Educational Needs and Disability
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
SPN	Sensory or Physical Needs
VI	Visual Impairment
VS	Virtual School for LAC children

[SEND terms explained simply - Norfolk County Council](#)

School Contact Information

If you wish to discuss our SEND provision further, please contact us:

Executive Head Teacher: Mrs Helen Kemp

(office@wattonwestfield.org)

Trust Primary SENDCo: Miss Bryony Best

(bbest@manorfield.org)

Based in school on Thursdays and Fridays

Assistant SENDCo: Miss Jessica Raine

(jeraine@wattonwestfield.org)

Based in school on Mondays and Tuesdays

SEND Governor: Miss Diane Bainbridge

(office@wattonwestfield.org)

- Please use this [link](#) to find our school policies including:
- SEND Policy
- Behaviour Policy

- Medical needs Policy
- Admissions Policy

What is SEND?

- Some of our children may require additional support to make progress at their own level.
- At different times, a child 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:

have a significantly greater difficulty in learning than the majority of others of the same age: or

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 child is identified as having SEND, we will work closely with the pupil and their parents to deliver provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Our SEND profile for 2024-2025

In the academic year 2024-25 so far, **27%** of children are identified as having SEND. This percentage is made up of the following groups:

- **61% - Cognition and Learning Need**
- **22% - Communication and Interaction Need**
- **17% - Social, Emotional and Mental Health Need**
- **0% - Physical and Sensory Need**

Many of our children have needs in more than one group, percentages show the primary need.

4.3% of our school population have an Educational and Health Care Plan

For national data, visit: <https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>

How do we identify the special educational needs of children?

- We look for progress that is significantly slower than peers
- We look for a change in rate of progress
- We talk to the child

- We talk to parents
- We talk to the class teacher and other staff
- We look at assessment data

Not all difficulties in learning mean there is a Special Educational Need.

There can be a many reasons such as:

- School absences
- Attending lots of different schools
- Difficulties with speaking English
- Worries or pressures

Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual differentiated curriculum will be identified as having SEND.

Once a child is identified as having SEND we follow an ASSESS-PLAN-DO & REVIEW cycle. This involves regular meetings with the child and parent to monitor and to assess and review progress and outcomes.

What is our Approach to Teaching Learners with SEND?

We aspire to unlock the full potential of every child within our school.

We believe that high quality teaching, tailored for individuals, is the first step to meet children's needs.

We strive for effective communication between staff, children with SEND, parents/carers and outside agencies.

We aim to create a learning environment which is flexible enough to meet the needs of all children, whilst also promoting independent learners

We value high quality teaching for all learners and actively monitor teaching and learning across the school.

We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality. See training for further details.

We ensure that all children in our school are equally valued by accessing a broad and balanced curriculum suitable for their needs and abilities

How do we assess and review children's progress?

SEND data trends are shared with Governors each term and reported to Trustees.

This SEN Information Report is updated annually.

Children, parents/carers, teaching and support staff are directly involved in the review progress. This review takes the form of a formal meeting held at least once a term, where the IEPs can be

reviewed and progress and next steps can be discussed. If a learner has an Education Health and Care Plan (EHCP), the same termly review conversations take place, as well as an annual formal review of the EHCP.

Data from assessments is compared against historic school data, in addition to comparisons with National statistics.

The SENDCO and assistant SENDCO track the attainment and progress of all children in Year 3 to Year 6 with special educational needs.

The results are reviewed by the class teacher and used to inform the 'assess, plan, do, review' cycle.

The school SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is termly in pupil progress meetings and is monitored by teachers, senior leaders and governors. Adaptations to interventions and additional support are made in light of this data.

Quality First Teaching

For your child, this would mean:

- That the teacher has the highest possible expectations for your child
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to support your child.
- Teachers will use guidance from Provision Expected at SEN Support ([PEaSS](#)) to meet children's needs
- That staff will let you know what your child is learning and use feedback to make comments about successes and concerns.
- Your child's progress is assessed, monitored and reviewed and any gaps in their understanding/learning will be identified and addressed through teaching and/or individual and group support.
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Targeted and Specialist Support

- Small group sessions may be run in the classroom or in sessions outside of whole class learning.
- The aims of the sessions may form part of a child's IEP (Individual Education Plan).
- Support groups will be assessed and monitored by the SENDCo and school leadership team.
- Parents/Carers are informed when their child is in a group and targets and progress are shared.
- Some children with identified SEND may receive individual support in some aspects of their education

- Individuals have access to resources to support their learning, for example sensory wedge cushions, ear defenders, coloured overlays.
- There will be regular meetings to discuss provision and progress between staff, parents/carers and children.
- Children are supported to attend trips and clubs through extra adult support, working with families and making adaptations to meet their needs.

Enhanced SEND Provision Class Cognition and Learning Needs

- There is one Enhanced SEND Provision (ESP) Class for Cognition and Learning Classes within our school (these are different to the Specialist Resource Bases at Watton Junior)
 - Years 3, 4, 5 and 6 – Hawking Class Led by Mrs Archdale
- Hawking Class follow a highly differentiated curriculum to meet the specific needs of the children.
- Children attend this class full time but may access some learning with other classes
- Children within these classes will have an identified special educational need and have an IEP or EHCP in place. Children meet specific entry/exit criteria. This class is not suitable for all children.
- The progress of children within these classes is carefully monitored by the leadership team, SENDCo, governors and local authority.
- Places in the Cognition and Learning Class are offered at the discretion of the headteacher and SENDCo.

Specialist Resource Base (SRB)

- Specialist resource bases (SRBs/bases) provide children and young people with the extra support they need within a mainstream school.

[Local Offer Information about Norfolk SRBs](#)

- At Watton Junior we have two SRBs:
 - Keller Class is a Learning and Cognition SRB – located in a large mobile on the Watton Junior School site.
 - Aldrin Class is part The Apollo Social, Emotion and Mental Health SRB – located in its own building on the Watton Junior School site

Specialist Resource Base (SRB)

Learning and Cognition (Keller Class)

- Specialist resources bases are local authority managed provision with a defined admissions criteria.

- The SRB offers short term provision and intervention and aims to work in partnership with the home school and parents / carers so that pupils will be able to return to mainstream education. Pupils will develop their cognition and learning skills focusing on reading, maths and writing.
- At capacity, we can work with a maximum of 10 children in KS2
- Children come to the Base for two terms. Pupils will stay on roll at their home school and attend their home school every week on a Wednesday.
- The admissions process for specialist resource bases (SRBs) is started by a child's current school with parental support and goes to a professional panel.
- A child does not need an Education, Health and Care Plan to access SRB places.
- For further information on SRBs please see the [local authority guidance](#) and our [school website](#).

Specialist Resource Base

Social, Emotional and Mental Health (Aldrin Class – KS2)

- Specialist resources bases are local authority managed provision with a defined admissions criteria.
- The SRB offers short term provision and intervention and aims to work in partnership with the home school and parents / carers so that pupils will be able to return to mainstream education. Pupils will develop their ability to emotionally self-regulate and have improved mental health.
- At capacity, we can work with a maximum of 8 children in KS2
- Children come to the Base for three terms. Pupils will stay on roll at their home school and attend their home school every week on a Wednesday.
- The admissions process for specialist resource bases (SRBs) is started by a child's current school with parental support and goes to a professional panel.
- A child does not need an Education, Health and Care Plan to access SRB places.
- For further information on SRBs please see the [local authority guidance](#) and our [school website](#).

Assess, plan, do, review cycle

Monitoring progress is an important part of teaching and leadership at Watton Junior School. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in the process

Assess

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, previous school or the pupil.
- Screening assessments indicate a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs
- Use of [INDES](#) framework to support identification of children's needs

Plan

- This involves discussing, planning and agreeing what will be put in place following the assessment. We work with children, parents and carers to identify specific teaching strategies, approaches and resources to help the child ([PEaSS](#)). Once support is agreed, it is recorded and shared in the form of a One Page Wonder and IEPs.

Do

This is when the support is implemented. This may include:

- Delivering high-quality differentiated teaching
- Delivering a personalised curriculum
- Providing additional resources.
- Working in a small intervention group

Review

- This is when the support is measured and the impact is assessed. children, parents and carers are included in the review process. At this stage it is decided what further support (if any) is needed. Notes and review comments are made on the IEPs.
- The school also uses a framework to evaluate its inclusive practice and provision. ([IPSEF](#))

One page wonders and Individual Education Plans (IEPs)

As part of the Assess, Plan, Do, Review process, information about the pupil is recorded on a One Page Wonder and IEP targets to help the child progress.

These are written with children, parents/carers and teacher.

They are monitored by the SENDCO and reviewed each term.

Support from specialist services

Our school values the opinion and advice of external agencies. Wherever possible we will accommodate the suggestions made by other professionals. Some of the specialist teams that we may work alongside include:

- Access Through Technology
- CAMHS - Child & Adolescent Mental Health Services
- Carers Matter
- Dyslexia Outreach Support
- Educational Psychology and Specialist Support (EPSS)
- Mental Health Support Team
- Nelson's Journey
- Norfolk & Waveney Children's Speech and Language Therapy (SaLT) Service
- Norfolk Early Help
- Paediatricians
- Physiotherapists
- Supporting Smiles (previously Point 1)
- Occupational Therapists
- School 2 School Support
- School Nursing Team (Just One Norfolk)
- Specialist Resource Bases
- Virtual School Sensory Support
- Young Carers

Cognition & Learning

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
<ul style="list-style-type: none"> •Reading and spelling •Learning new information and concepts •Working with numbers •Working memory •Concentration •children may have conditions with a specific diagnosis e.g. dyslexia •children may present with difficulties that do not have a specific title 	<ul style="list-style-type: none"> •Inclusive curriculum, delivery, planning and work •Displays & Working Walls •Help mats •Labelled Resources •Maths resource boxes •Numicon •Modelling •Personalised Learning •Overlearning •Questioning •Seating Plans •Printed instructions and checklists •Steps to Success Criteria •Visual aids & resources •Writing frames •Reading/ Spelling/ tests •Pupil PIXL tracking •Dyslexia friendly displays and whiteboard screens 	<ul style="list-style-type: none"> •Intervention groups (Number Sense, reading fluency, pathways to progress) •Targeted use of technology •Small Guided Groups – Reading, Writing and Maths •In-class LSA support •Memory Groups •Paired work/peer mentoring •Precision teaching 	<ul style="list-style-type: none"> •One to one teaching – phonics, reading, maths, writing •Bespoke timetables •Additional test time •ATT for technology support •Text to speech software •Clicker software •Coloured overlays, reading rulers and coloured exercise books •Pencil grips •Sloping writing desks •Differentiated homework •Pre and post teaching •Scribes •Enhanced transition •Meetings with new parents 	<p>Norfolk Educational Psychology</p> <p>Dyslexia Outreach</p> <p>British Dyslexia Association</p> <p>School 2 School Service</p> <p>Cognition and Learning SRBs</p>

Communication and Interaction

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
<ul style="list-style-type: none"> •Understanding language (receptive language) •Using language (expressive language) •Understanding how to communicate socially with other people •Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay •Stammering •Selective mutism 	<ul style="list-style-type: none"> •PATHs •Inclusive teaching -delivery -pace -outcome -questioning -grouping •Displays – visual and symbols •Labelled resources with picture and name •Processing Time •Routines •Seating plans •Signing (if needed) •Simplified language •Use of LSA •Class visual timetable •Printed instructions and checklists 	<ul style="list-style-type: none"> •In class LSA support •Memory work •Overlearning •Quiet space for group work •Reading partners sessions •Speech and Language Group 	<ul style="list-style-type: none"> •Additional test time •ASD support •ATT •Clicker •Lego therapy •Signing •Social stories •Task boards •Now and next boards •Visual timetables •Meetings with new parents •Enhanced transition <p>Support to access clubs and trips</p>	<p>Norfolk Educational Psychology</p> <p>School 2 School Service</p> <p>Speech and Language Therapy – Just One Norfolk</p> <p>Speech and Language SRBs</p> <p>Autism Education Trust</p> <p>The Communication Trust</p> <p>Autism Anglia</p> <p>National Autistic Society</p>

Social, Emotional and Mental Health

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
<ul style="list-style-type: none"> •Forming and maintaining relationships •Bereavement •Attitudes to attainment •Attendance •Self-esteem •Life outside school •Difficulties maintaining focus and concentration •Trauma responses 	<ul style="list-style-type: none"> •Anti-bullying policy •Celebration assemblies •Circle Time •Class expectations •Class worry boxes •Class Dojo points •Norfolk Steps •Parent Questionnaires •Pupil Questionnaires •Rewards & Consequences •School Behaviour Policy •School Council •Seating plans •Social Stories •Use of TA <p>Whole class teaching of mindfulness techniques – such as breathing</p>	<ul style="list-style-type: none"> •Lunch club •Quiet eating space •Forest School groups •In class LSA support •Social Stories •Thrive groups •Young carers club •Lego therapy •Drawing and talking •Pets as therapy dog – reading with Rufus •Emotion identification support •Mindfulness and yoga groups •School and community team support •Mental Health Support Team groups 	<ul style="list-style-type: none"> •Personal behaviour support plans •Early Help Assessment and Plans (EHAPs) •Lego therapy •Norfolk Steps Training •Positive behaviour support plan •Reward charts •Risk assessments •Sensory Circuits •Social Stories •Enhanced transition •Meetings with new parents •Regulation stations •Support to access trips and clubs 	<p>Norfolk Educational Psychology</p> <p>School 2 School Service</p> <p>Norfolk SEMH SRBs</p> <p>Norfolk Early Help Support</p> <p>CAHMS</p> <p>Ormiston Point 1</p> <p>Just One Number</p> <p>Benjamin Foundation</p> <p>Norfolk Inclusion Team</p> <p>Nelson's Journey</p> <p>ADHD Norfolk</p> <p>Young Minds</p> <p>Anna Freud Centre</p> <p>Childline – kids</p>

Physical and Sensory

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
<ul style="list-style-type: none"> •Visual impairment •Hearing impairment •Gross motor difficulties •Fine motor difficulties •Self-organisation for daily living •Diagnosed conditions such as cerebral palsy, dyspraxia 	<ul style="list-style-type: none"> •Coloured whiteboard/books •Displays – readable font •Flexible teaching arrangements •Large Print •Left handed equipment •Left handed seating •Seating plans – for sight, hearing and mobility •Teacher aware (positioning) •Access to water •Ramps •Non slip flooring •Handrails •Clear walkways 	<ul style="list-style-type: none"> •Adapted games and resources in PE •Brain Breaks •Handwriting groups •In class LSA support •Sensory Circuits •Regulation stations 	<ul style="list-style-type: none"> •Enlarged texts •Braille •Hearing loop technology •Access through Technology •Health Care Plans •Coloured overlays, whiteboards, paper & exercise books •Ear defenders •Equipment – scissors, slopes, pencils, cushions, blinds, chairs, footstools •Magnifiers •Medical support •Movement Breaks •Pencil Grips •Physio / OT and Sensory support advice •Wobble cushions and pedals •Sensory Circuits •Soundfield/Radio Microphone •Use of disabled toilet •Enhanced transition •Support to access trips and clubs 	<p>Norfolk Educational Psychology</p> <p>School 2 School Service</p> <p>Virtual School Sensory Support (VSSS)</p> <p>SENSi</p> <p>Access Through Technology</p>

English as an Additional Language

Difficulties	Quality First Teaching	Targeted Intervention	Individual Support	External Support Agencies
<ul style="list-style-type: none"> •Can be new to the country or area •Limited exposure to English •Takes up to two years to develop conversational English •Can take five years to learn the English language skills needed for academic learning •Silent period up to 6 months •Gaps in vocabulary and understanding on going •Varied cultural background and experiences •May have experienced trauma or attachment difficulties •Different school experience in previous country •Difficulties with phonics (different sounds) 	<ul style="list-style-type: none"> •High expectations with language support •Planning aimed to support EAL •Use of visuals •Use of translation materials such as word mats •Praise effort to communicate but respect the right to be silent •Use of translation technology •Use of scaffolding to support learning tasks •Bilingual books •Repeat and revisit key vocabulary •Repetitive games and activities •Modelling •Use of gestures •Real life objects of reference •Encourage use of home language and celebrate this •Knowledge organisers •Recasting sentences •Group/paired work 	<ul style="list-style-type: none"> •Adapted resources •Grouped with confident learning partners •Pre-teaching vocabulary •Group language support interventions •DARTs activities •Barrier games •Opportunities to practice speaking and develop grammar skills •Speaking and listening activities •Visuals 	<ul style="list-style-type: none"> •EAL assessment framework •Clicker and other assistive technology •Individual language support interventions •Visuals 	<p>The Bell Foundation</p> <p>EAL Advisory Service</p>

Assessments

The following assessments are held within the Clarion Corvus Trust:

- Boxall Profile - *SEMH*
- *Cherry Garden Branch Maps*
- *THRIVE - SEMH*
- Salford Reading – *Decoding Skills*
- Sandwell Maths – *Number Knowledge*
- *Basic number screening*
- WELLCOMM Primary Toolkit - *Speech and Language*
- PIXL – *maths and reading*
- *Visual Stress Assessment*

Recent SEND Training

Norfolk Steps – Step Up and Step On Training delivered as whole staff refresher by lead professionals in school (Mrs Newby and Mrs Campbell) in September 2024.

Eating and drinking plan training delivered by Norfolk and Waveney SALT for staff working with specific pupils (September 2024)

Speech and language training resources shared termly by Sue Burnage and Karen Warnes (SALT TAs) to teachers.

Speech and Language modelling sessions delivered by Norfolk and Waveney SALT to specific staff as needed throughout the year.

Precision teaching delivered to all TAs by Dyslexia Outreach Service (January 2024)

Successful strategies at SEND Support delivered by Cathy Man – June 2024 (optional training for TAs and teachers)

SENDCO Training

- Willow Tree Essential SENCo Network 2023-24 delivered by Judith Carter
- SEND Forum delivered by Norfolk County Council delivered online termly.
- Supporting Children with Autism who Mask– Concept Training (March 2024)
- *Our SENCo holds the National SENCo qualification, NPQH and attends regular training through the local authority twilight sessions.*

Upcoming Training for 2024-25

- Specialist Resource Base lead teachers for learning and cognition and social, emotional, mental health to deliver training on whole class teaching and learning strategies to teachers (December 2024)
- Walk Thru SEND: Aim High and plan support training delivered by Jenny Kirk (Trust School Improvement Lead – September 2024)
- Live Modelling Walk Thru training delivered by Jenny Kirk (Trust School Improvement Lead – November 2024)
- Assistant SENDCo, Jessica Raine, completing NPQ for SENCOs starting October 2024 with Best Practice Network

Education Health and Care Plans (EHCPs)

For a very small number of children with significant and complex needs, a request will be made.

Before a request can be made the child has to have been supported through at least two 'Assess, Plan, Do, Review' cycles.

The local authority conduct an assessment of education, health and care needs.

This may result in an Education, Health and Care (EHC) plan for the child.

Where a child has an EHCP, there will be an annual review held in addition to the termly IEP review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

It is recommended that schools submit EHC request but families can make their own requests following the [linked information](#)

Further information about Norfolk EHCPs can be found [here](#)

How do we support children with medical needs?

- Children with medical needs may be provided with an Individual Health and Care Plan.
- This is written by medical professionals, parents/carers and if appropriate, the pupil themselves.
- To support children with specific medical needs, the curriculum is adapted to meet their needs or made accessible to them e.g. learning can be revisited, work can be sent home, equipment can be used to support access.
- Staff who volunteer to administer and supervise medications will complete formal first aid training. If needed, staff will undertake training in the use of specific medical procedures e.g. use of EpiPens, epilepsy.
- For more information on support for medical needs visit:
<https://www.schools.norfolk.gov.uk/pupil-needs/health-needs/medical-needs-service>
- [School medical needs policy](#)

For further details on administering medicine at school then please contact the office.

How do we keep children safe?

The safeguarding of our children is our utmost priority at Watton Junior School

Data shows that children with SEND are more vulnerable.

If you have concerns about a child you can contact one of our Designated Safeguarding Leaders (DSLs):

- Mrs Helen Kemp (Executive Head Teacher)
- Miss Bryony Best (SENDCo)
- Miss Jessica Raine (Assistant SENDCo)
- Mrs Sonja Warnes (Pupil Support Officer)
- Mrs Domini Newby (HLLSA – intervention lead)
- Diane Bainbridge is our safeguarding governor.

Our safeguarding policy can be found [here](#).

Alternatively, you could contact the Norfolk Children's Advice and Duty Service (the CADS team) on 0344 800 8020 or the NSPCC on 0800 800 5000.

Roles and responsibilities

The Class Teacher	Learning Support Assistants	The SENDCo
<p>Checking on the progress of your child.</p> <p>Identifying and planning additional help to meet the needs of your child.</p> <p>Using ongoing assessments to write and review Individual Education Plans (IEP) with parents/carers and children each term.</p> <p>Planning and delivering teaching and learning following local authority guidance of Provision Expected at SEN Support.</p> <p>Working with parents/carers, pastoral staff, SENDCo and outside agencies to support your child's individual needs.</p> <p>Discussing individual progress in termly Pupil Progress Meetings.</p> <p>Following all school policies</p>	<p>Supporting children to access the curriculum.</p> <p>Supporting children with their processing and understanding.</p> <p>Empowering children to develop their own learning strategies</p> <p>Supporting children to use and then develop independence with resources such as ATT laptops, coloured overlays etc.</p> <p>Observing and recording achievements and/or concerns.</p> <p>Attending reviews and meetings as appropriate.</p> <p>Delivering small group sessions and recording progress.</p>	<p>Ensuring that all relevant staff are aware of your child's individual needs and/or conditions</p> <p>Advising staff on the Assess Plan Do and Review model and Norfolk PEASS documents</p> <p>Coordinating the support for children with special educational needs or disabilities (SEND)</p> <p>Working with professionals to help support children's learning</p> <p>Working with other schools to support transition to/from a new school</p> <p>Providing support and training for school staff to help children with SEND achieve the best outcomes.</p> <p>Developing and reviewing the school's SEND Information Report.</p> <p>Working with the headteacher to keep School Governors and Trustees updated on SEND.</p> <p>Updating the school's SEND records</p> <p>Managing SEN budget with the head teacher and buying resources to meet individual needs.</p>

The Headteacher	The SEND Governor	Pastoral Team
<p>The day to day management of all aspects of the school, this includes the support for children with SEND.</p> <p>Overseeing the work of the school SENDCo and class teachers to ensure that your child's needs are met.</p> <p>Making sure that the Governors and Trustees are kept up to date about issues relating to SEND with support and guidance from SENDCo.</p> <p>Appointing a designated teacher for looked after and previously looked after children who will then work with the SENDCo and staff to promote educational achievement of LAC children with SEND.</p>	<p>Making sure that the necessary support is given for any child who attends the school, who has SEND.</p> <p>Meeting regularly with the SENDCo to evaluate the effectiveness of the school's work with SEND children and their families.</p> <p>Monitoring and reporting changes in SEND</p> <p>Raise awareness of SEND at governors meetings.</p> <p>Reviewing the School SEND Policy and School Information Report.</p>	<p>Pupil support officer available on site to support children.</p> <p>Thrive sessions delivered to small groups or individuals as needed.</p> <p>Weekly young carers and children of armed forces groups</p> <p>Daily lunch club available for specific children to have a quieter and supported social environment</p> <p>Links with the Mental Health Support Team, Daisy Programme and School and Communities Team</p> <p>Support for families – SEND Cafes and parent workshops</p>

Role of parent/carers

We work with parents and carers to get the best outcomes for children.

Here are some of the ways we work with parents and carers:

Parent/carers evenings with class teachers twice a year.

Early Help Assessment and Plan (EHAP) to support families

Regular school newsletters and updates.

Teachers contactable via Class Dojo

Meetings arranged for you with external agency professionals when required.

Informal meetings as necessary.

Review meetings to discuss and review SEND provision.

Annual review meetings for children with EHCPs.

Written report at the end of the academic year

Role of children

As a pupil with SEND needs at Watton Junior School, you will be supported to:

Contribute to your One Page Wonder so we can really get to know you, what you like and how you learn best.

Have your say about the help you are given in annual questionnaires.

Take part in small group activities to support your learning.

Use resources in the classroom to support your learning.

Celebrate your achievements and progress

Talk to adults in the school about any worries.

Take part in the school council.

Ask for help if you need it.

How has our school funding supported SEND provision?

- Watton Junior School receives funding directly from the Local Authority to support the needs of learners with SEND.
- SEND Funding for Autumn 2024 and Spring 2025 has already been allocated. Funding for April 2025 onwards is currently under review.
- Schools can request Unexpected Situations Support Funding directly from the Learning and SEND team by submitting an INDES (Identification of Needs Descriptors in Educational Settings) and an IPSEF (Inclusion and Provision self-evaluation framework). This is for children with complex needs who move to Norfolk or for any children whose complex needs change significantly.
- The Head Teacher and SENDCo discuss all the information they have about SEND in the school. It is then decided upon what resources, training and support is needed.

In the year 2024-25, we are due to receive £109,487 in notional funding. This is subject to change.

Details of our SEN finances can be accessed via the Norfolk Budget Share Tracker

<https://csapps.norfolk.gov.uk/BudgetShare/default.aspx>

How we spent SEND funding

Where we spent SEND funding in 2023-24:

18% Speech, language and communication provision

40% Cognition and learning provision

36% Social, emotional and mental health provision

3% Sensory and physical provision

3% Other (e.g. referrals to outreach services)

- We are currently working on a new costed provision map tool for 2024-25 SEND budget.
- Element 3 funding is used to support the needs of individual children. This may include additional adult support, access to specialist support, resources and alternative provision.

Opportunities for enrichment

We do our best to make sure that children with SEND can fully engage in all school activities. All staff observe the Equality Act 2010. This legislation means schools cannot 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:

- This definition of disability includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer.
- Children with disabilities do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.
- Children and young people may therefore be covered by both SEND and disability legislation (Section 1 (1) Disability Discrimination Act 1995). For further information see our [Equality Policy](#)

At Watton Junior School we believe all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. This could include

For further information about our school accessibility, please click [here](#)

Preparing for next steps

- Transition is a part of life for all learners
- This could be moving to a new class or moving to a new school.
- It is an important time for a child with SEND.
- We work closely with parents/carers, children and staff to ensure these transitions run as smoothly as possible.
- We follow the Norfolk School Admissions process and work with this service to support children joining our school or changing setting [Norfolk School Admissions](#)

How we support children leaving our school

- If your child is moving to another school we will contact the new school SENDCo and tell them how we support your child. We will make sure that all records about your child are passed on as soon as possible.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Watton Junior School has a very close relationship with Wayland Academy and work hard to support children feel confident about moving to high school.
- When moving classes within school, all SEND information will be passed on to the new class teacher in advance and teachers will discuss how to support your child best. We will arrange more visits (enhanced transition) for children with SEND where appropriate.

How we support children coming into our school

- Watton Junior School has a very close relationship with Watton Infant and Nursery School and work hard to support children feel confident about moving schools.
- Some children will have extra visits before they start and resources such as social stories and photos to help them (enhanced transition).
- If a child is joining from a different school then we will contact their previous school to learn more about the child and how we can support them.
- We will also speak to parents and carers and the child to learn more about them and help prepare a transition plan. This could include some visits and shorter sessions leading up to starting full time.
- We will use information from previous setting e.g. one page profiles and IEPs as part of the transition and review these with the child and family once the child has joined our setting.
- We work closely with children, families and schools (using questionnaires, SEND cafes, meetings) to help review our transition processes and develop our practice to best support children.

Support Services for Parents and Carers

Please see our [Trust SEND Padlet](#) for extra parent support information

- [Norfolk Family Information Service](#) - an information and signposting service for parents and carers
- [Just One Norfolk](#) – information about your child's health, wellbeing and development
- [Special Educational Needs and Disability Guide for Parents and Carers](#) -This guide explains how the system that supports children and young people with special educational needs and disability (SEND) works.
- [Council for Disabled Children](#) – information on the equality of opportunity for all children

- [NASEN](#) - the National Association for Special Educational Needs
- [Family Voice – for parents/carers of children with SEN](#) - We work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities (SEND) and their families.
- [Sibs –](#) support for people who grow up with or have grown up with a disabled brother or sister.
- [Carers Matter/Young Carers](#) - help for young people under the age of 18 who regularly look after a parent, grandparent or sibling who cannot manage without their support
- [Norfolk Early Help](#) - information, advice and guidance to families. We want to help as soon as difficulties start.

Norfolk SENDIASS

Norfolk SEND Partnership Information, Advice and Support Service (SENDIASS)

- A free, confidential and impartial information, advice and support service for parents/carers of children and young people with special educational needs and/or disability (SEND).
- This service is also offered directly to young people.
- [Website: Norfolk SENDIASS](#)
- [Phone: 01603 704070](#)
- [Email: norfolksendiass@norfolk.gov.uk](mailto:norfolksendiass@norfolk.gov.uk)
- Book an appointment online, over the phone or

face to face: [Book an Appointment | Norfolk SENDIASS](#)

Norfolk Local Offer

This Watton Junior School SEN Information Report for 2024-25 forms part of the Norfolk Local Offer for learners with Special Educational Needs (SEND).

The Norfolk Local Offer Web site

<https://www.norfolk.gov.uk/children-and-families/send-local-offer> contains full information of the services available to children, young people and their families.

Have your say

This SEND report shares our offer to learners with SEND.

We would love to hear your views on it to help us improve.

Please email [Miss Bryony Best](#) (SENDCo) to share your thoughts.

What can I do if I am not happy with the SEND provision for my child?

- Talk through your concerns and the support in place with the class teacher.
- If you are still concerned then please arrange a meeting with our SENDCo - Miss Bryony Best or Assistant SENDCo – Miss Jessica Raine by phoning the school office on 01953 881387.

If you wish to make a complaint about our SEND provision, please see our [Complaints Policy](#)