



Dereham Church of England Junior Academy

Special Educational Needs and Disability Policy

Policy Type:	Trust Policy
Date Issued by MAT:	20/02/2023
Approved By:	Trust Board (Standards and Strategic Development Committee)
Approval Date:	23/01/2023
Review Date:	January 2024
Person Responsible:	Deputy Chief Executive Officer

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
5	Roles and responsibilities	Individual learning plans, which are in addition to or different from typical curriculum provision	November 2019
6	Staff training	It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'.	November 2019
3	Our Christian Ethos and Values	Standard Trust wording added	January 2023
3	Overall Accountabilities and Roles	Standard Trust wording added	January 2023
3		Trust Reference to Inclusion Statement removed	January 2023
4	What is a Special Education Need?	Definition of Special Educational Needs updated	January 2023
4	Aims and Objectives of the SEND Policy are:	Aims and Objectives of the SEND Policy updated	January 2023
6	Roles and Responsibilities	Evidence for progress monitoring of all pupils with SEND updated	January 2023
Throughout	Throughout	Reference to Learning Plans included	January 2023
6	Voice of the Pupil	Updates to Voice of the Pupil section	January 2023
7	Monitoring	Update to Monitoring section	January 2023
7	Review Schedule	Review schedule updated from 3-yearly to annual review	January 2023

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Head Teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report (see Appendix 1)

From 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice will be in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

This Policy document takes account of the Equality Act 2010 and the regulations under the Children and Families Bill September 2014

Policy Statement

All pupils in the DNEAT family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential. Dereham Church of England Junior Academy believes that:

- All pupils with SEND are entitled to a broad and balanced curriculum.
- Pupils’ learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils using Quality First teaching.
- All staff will use their “best endeavours” to meet the pupil’s needs.
- Parents/Carers play an important role in each Academy supporting their pupils.
- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils should be educated in a happy, caring and stimulating environment where everyone feels valued and able to achieve the best that they can.

What is a Special Educational Need?

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning that requires provision that is in addition to or different from others
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Code of practice September 2014)

What is Disability?

The Equality Act 2010 definition 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 definition of disability in the Equalities 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.

Aims and Objectives of the SEND Policy are

- That all pupils access an ambitious curriculum.
- To provide quality first teaching.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain the high levels of satisfaction and participation from pupils, parents and carers.
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocations and choice of interventions is leading to good learning outcomes.
- To promote pupils' self-esteem and emotional wellbeing to help them form and maintain worthwhile relationships based on respect from themselves and others.
- To provide continuing professional development so that staff will feel they have the expertise to meet the pupil's needs.
- To work in a cooperative partnership with the Local Authority and other outside agencies to ensure a multi-professional approach is utilised for the best interests of vulnerable learners.

Whole Academy strategies to support pupils with SEND

- Pupils will have access to Quality First teaching - examples to be referenced within the SEN Information Report. Class and subject teachers may be supported, where appropriate by teaching assistants or other experts who provide individual or group support dependent on the identified needs of the learner.
- The four-part graduated response introduced in the Code of Practice 2014 will be utilised to identify those pupils who need additional SEND Support. The graduated response is an ongoing cycle of assess, plan, do, and review.
- Those pupils who have 'significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' may have either a Statement of Special Educational Needs (prior to September 2014) or an Education, Health and Care plan (post September 2014). These pupils will have an Annual Review.

Roles & Responsibilities

All staff at Dereham Church of England Junior Academy have responsibility for implementing this policy and to maximising the achievements and opportunity of all pupils with SEND and vulnerable learners.

The Headteacher is responsible for ensuring the policy is implemented consistently and effectively. The progress and strategic decision which ensure pupil's reach their potential is the key responsibility of the Headteacher.

Progress of all pupils with SEND and vulnerable learners will be demonstrated through:

- Analysis of attainment and progress data
- Analysis of progress through the 7Cs
- Consideration of the whole academy provision map
- Pupil progress meetings with individual teachers
- Individual learning plans, which are in addition to or different from typical curriculum provision
- Regular meetings with the Special Educational Needs Coordinator (SENCO)
- Discussions with parents/carers and pupils.

The Headteacher must ensure that the Academy publishes an Academy SEND Information Report (appendix 1) on its website as set out in the Code of Practice.

The Headteacher and local governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO).

This person will complete the following tasks in order to fulfil the Code of Practice 2014:

- Identify pupils with a special educational need and those who are disabled and those with a medical need
- Develop a Provision Map which evidences provision that is 'additional to or different' from the curriculum for all pupils with SEN in the Academy.
- Coordinate provision for pupils with SEND.
- Liaise and advise class and subject teachers as necessary.

- Manage teaching assistants employed specifically to support pupils with SEND.
- Oversee the records of pupils with SEND
- Identify and then contribute to in-service training for staff within the school.
- In conjunction with the class/subject teacher liaise with the parents/carers.
- Coordinate the Annual Review for pupils with Education Health and Care plans.
- Monitor the Academy's system of Learning Plans or Pupil Passports.
- Liaise with the Academy Governors, keeping the link Governor up-to-date with key national and academy-based issues.
- Attend meetings or training specific to the role of SENCO as appropriate.
- Liaise with visiting professionals who support the vulnerable learner.

The Class or subject teacher will in consultation with the SENCO

- Agree which pupils are vulnerable learners and those who may have SEN or are disabled or have a medical need.
- Identify which pupils are underachieving and need to have access to additional interventions but do not necessarily have SEN.
- Identify which pupils require additional support due to their special needs and therefore need a Learning Plan or Pupil Passport.
- Secure good teaching outcomes by providing quality first teaching and reasonable adjustments as a standard classroom technique.
- Ensure pupils have access to appropriate support, including resources, to ensure the barriers to learning are reduced.

Staff training

All staffing appointments to support pupils with SEND and vulnerable learners will be carried out in accordance with Equal Opportunities legislation, employment law, safer recruitment and best practice. It is an expectation that all SENCOs will have or study for the 'National Award in SEN Co-ordination'. Staff training will be offered as needs are identified.

Partnership with Parents / Carers

In line with the Code of Practice 2014 Parents/Carers are vital partners in the pupil's journey through their Academy life. There will be regular parents/carers consultation events which will bring the two parties together to ensure that their pupil's reaches their potential.

The Code of Practice very much places the parents/carers and their child at the centre of the support and ensures their voices and opinions are heard in the partnership with the Academy. Parents/Carers are encouraged to speak directly to their child's class or subject teacher if any need arises.

Voice of the Pupil

The Academy recognises the emphasis placed on educational establishments to ensure that pupils are consulted where appropriate, are part of the monitoring of progress and are involved in decisions around their education.

To achieve this the Academy will encourage pupils to express their views about their learning, help them to identify their own targets and needs and be part of the graduated response.

Monitoring

The impact of this policy will be monitored through regular review and feedback from staff, children and parents/carers.

The outcome of this monitoring will be reported to Governors and will impact on future development of associated policies and practice.

Review

The policy will be reviewed annually or earlier if relevant.

Links to Other Policies

- Behaviour Policy
- Inclusion Policy
- Accessibility Policy
- Safeguarding Policy
- Complaints Policy
- PSHE Policy
- E-Safety & ICT Acceptable Use Policy
- Harassment & Discrimination including Racial Abuse Policy

SEND Information Report
Dereham Church of England Junior Academy
September 2022-July 2023

Part of the Norfolk Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and disabilities (SEND.) All governing bodies of maintained schools, maintained nursery schools and Academies have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

This Special Educational Needs and Disabilities (SEND) information report is designed to help parents have a greater understanding of Dereham Junior Academy's approach to pupils with SEND. At Dereham Church of England Junior Academy we are committed to working together with all members of our Academy community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SENDCO - Kelly Carter



Headteacher - Kelly Scott



Chair of Governors - Jaime Mallett
SEND Governor- Jaime Mallett

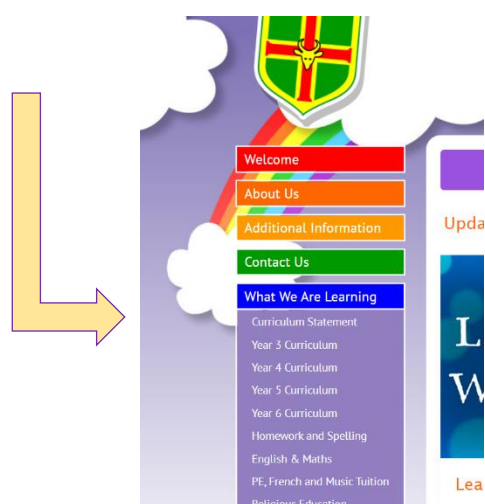
If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions, which can be found on the Norfolk County Council web site:
<https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support>

Alternatively, if you think your child may have SEND please speak to their Class Teacher or contact Kelly Carter our SENCO on 01362 693876

Our Approach to Teaching Learners with SEND

At Dereham Church of England Junior Academy we ensure all pupils have full access to a broad curriculum. We want all adults and children to participate in learning and we celebrate all members of our community. We create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. You can see information about our curriculum by looking on our website under 'What we are learning' or click on the image below:



We aim to create a learning environment which is flexible enough to meet the needs of all learners in our school community. We monitor the progress of all learners and staff continually assess ensuring that learning is taking place and embedding into long term memory. We ensure all children learn more and remember more and that they make progress from their starting points. We use checking for understanding as an integral part of lessons and use formative and summative assessments to inform teaching and ensure next steps are planned for. Staff also meet with senior leaders for pupil progress meetings after each formal assessment cycle.

At Dereham Church of England Junior Academy, we value:

Learning for all.

How we identify SEND

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

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory Academy age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Academies or mainstream post-16 institutions."**

If a learner is identified as having SEND in our school, they will be placed upon our **SEND record**.

What is the SEND record?

This is a list of all the children at our school who have Special Educational Needs (SEN) and/or disability. These children are monitored carefully to make sure they are receiving relevant and effective provision that is additional to current whole class support.

Why might my child be on the SEND record?

Any child on the SEND record have been identified as having additional needs; this could be due to difficulties in a particular area and/or sustained barriers to learning. A child is identified as having additional needs following discussions with class teacher, frequent observations of the child, tracking of assessments and a review of the impact of current support strategies.

What does this mean for my child?

If your child is placed on the SEND record, they will start to receive help that is different from or additional to whole class provision. Staff at the school will work together to make sure support is in place for your child that meets their individual needs and enables them to access learning at an appropriate level. Your child will be part of a cycle known as 'Assess, Plan, Do, Review'. This means they will be provided with a One Page Profile (OPP). This profile outlines your child's strengths and difficulties, as well as providing individual targets and linked strategies or interventions. These are reviewed termly and adjusted accordingly. An example can be seen on the next page.

If needed, additional support from other agencies and professionals will be sought. You will always be notified before this takes place.

Here is an example of a pupil's One Page Profile:

My One Page Profile:

XXX

EHCP - C & L/ C & I/ SEMH



What people appreciate about me (my strengths):

I am good at sports (Curriculum - PE and Sports)
I am good at drawing (Creativity - Making things)
I am good using technology (Curriculum - Computing)

What is important to me:

My friends XXXX
My family
Playing at the park

My Targets:

1. I can identify the first and next step that I need to take in order to successfully complete 4 out of 5 tasks.

This links to the following 7C: Cognition - Working memory

At the moment, I think I'm:

1

2

3

4

5

My teacher thinks I'm:

1

2

3

4

5

Strategies to support me with this:

- Broken down verbal instructions with visual prompts
- Staff to ask me to tell them my first step
- Use of a task planner/ first and next board

2. 80% of the time, I can begin my 'starter' tasks in English and Maths within 5 minutes and attempt at least two questions I am not sure of.

This links to the following 7C: Control - Independence/Resilience

At the moment, I think I'm:

1

2

3

4

5

My teacher thinks I'm:

1

2

3

4

5

Strategies to support me with this:

- An adult will provide me with a checklist of my expected outcomes (e.g. in 10 minutes, I need to complete 2 maths games and 6 questions on the worksheet).
- Starter tasks will link to a learning programme that recall key facts e.g. 1 minute Maths/Rapid recall/spelling shed/ numbots/SNIP spelling programme/ RWI

- 1 = I can't do this at all yet even with support
2 = I am beginning to do this with help
3 = I am able to do this some of the time with help if needed
4 = I can usually do this but may need some reminders
5 = I can do this confidently without any reminders

Will my child always be on the SEN record?

This depends on the individual child. As part of the 'Assess, Plan, Do, Review' cycle your child will be monitored carefully. A decision on whether they remain on the record is made following consideration of a number of factors, such as:

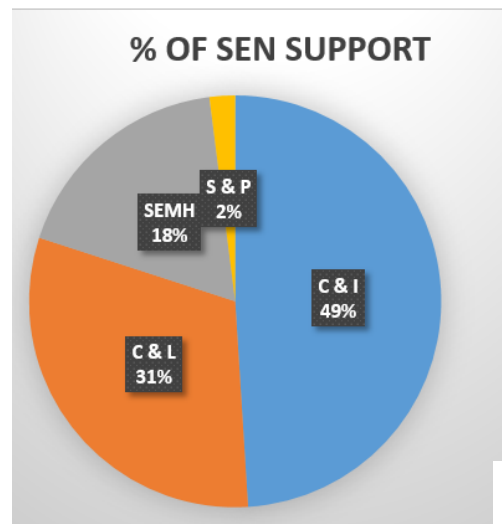
- Level of support (whether they continue to require provision that is additional to or different from that available for the whole class)
- Academic progress
- Engagement in learning

Your child will not be removed from the SEN record without first discussing this with you.

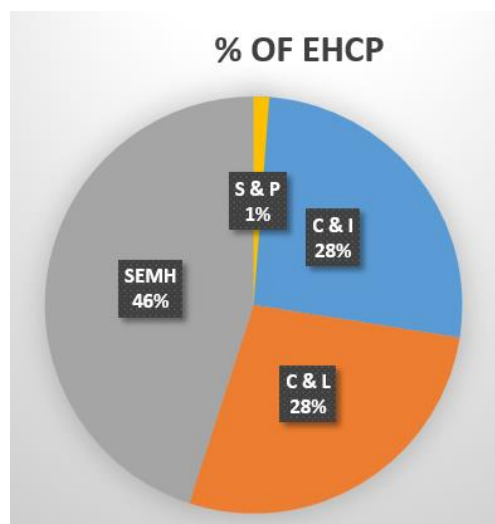
Our SEND profile for the start of 2022-23 shows that we have 62 children identified on our SEND record:

51 pupils are receiving SEN support (12.5%)

11 have an Education, Health and Care Plan (2.7%)



C & I = Communication & Interaction
C & L = Cognition & Learning
SEM H = Social, emotional & Mental health
S & P = Sensory and/or physical



Assessing SEND

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Dereham Church of England Junior Academy we ensure that assessment of educational needs, directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available within the school which our SENCo, Kelly Carter, and other staff members administer.

Identified pupils across the school complete baseline assessments in September. These assessments include reading (Salford and/or PiXL reading speed), spelling (High frequency word screener) and Language skills (Language link). Some Year 3 pupils are also assessed in September for their phonic knowledge (Read, write, Inc). This identifies very early on the children who would benefit from Literacy interventions. Any child who scores lower than their chronological age is re-tested in January. This also happens again in June. This means that we are able to track progress over time to see if the gap is closing and whether interventions are having the impact they should.

Where there is limited progress and concerns are raised around possible wider barriers to learning, pupils are assessed on their underlying abilities using the BPVS and Digit Span. This can help identify next steps such as adjustments that can take place in the classroom, interventions that need to take place and further assessments required such as dyslexia screening, Language assessment using Junior Language Link, phonological assessment and maths assessment.

If the barrier to learning is more of a social / emotional one, class teachers refer to either the lower or upper school pastoral support worker. They may undertake some work with the pupil including a THRIVE assessment and a 6 week block of sessions. They may also offer pastoral sessions with a focus around self-esteem, positive relationships or other identified areas.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services but many have to be commissioned from our Academy budget. We have access to services universally provided by Norfolk County Council also. These include:

- Educational Psychologist assessment and advice.
- S2S advice and outreach support
- SRB advice and outreach support and work
- Attendance Officers
- CAMHS (Child & Adolescent Mental Health Service)
- ATT, Access through technology services. (Profession or medical referral only)
- ASD specialist support assistant team.
- Medical needs Team
- Virtual Academy for Sensory support, to support pupils with hearing/visual Impairment
- Children's Therapy Team (Speech & Language/Occupational/physiotherapy therapy)

What we do to Support Learners with SEND

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations of all teachers, and we at Dereham Church of England Junior Academy are proud of our Teachers and their development. The Teacher standards can be found at

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

Our Teachers will use various inclusive strategies to adapt access to the curriculum. They make use of the 'teacher tweaks' and 'resources' section of our provision menu to ensure quality teaching is on offer to all.

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. The range of support is described on a provision menu, which although does not detail the individual learner names, describes the interventions, monitoring and actions that we undertake at Dereham Church of England Junior Academy to support learners with SEND across the year groups. We modify the provision menu regularly, and it changes every year, as our learners and their needs change. The provision menu for 2022-23 is available on our website or by clicking the image below:

Dereham Church of England Junior Academy Provision Menu September 2022- July 2023					
SEN Area of Need	TEACHER TWEAKS	RESOURCES	INTERVENTIONS	KEEP MONITORING	EXTERNAL AGENCIES
Cognition and Learning	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
	<ul style="list-style-type: none"> Differentiated curriculum planning through outcomes and activities SEN teacher toolkit guides Working walls/ modelling In class support from TA Small guided group & pair work Clear & explicit objectives 	<ul style="list-style-type: none"> Dyslexia friendly tools Use of alternative methods of recording as required, including technological devices such as laptops & voice memo Coloured IWB screens appropriate font & sizing reading windows writing frames Barrington Stoke dictionaries Talking tins Visual aids Word mats Task planners 	<ul style="list-style-type: none"> EQE therapies TT Rockstars Number stads programme Number sense Plus 1 Maths Nurture Precision teaching Booster groups in all year groups Literacy/ Maths Spelling shed Small Read, Write (SG) groups in Years 3 & 4 French start RWI in Years 5 & 6 SNIP/ IRTW spelling programme Pre-teach sessions of core skills Early reading/ Euse phonological awareness activities 1:1 reading Small group adapted Reading masters Working memory small group activities 	<ul style="list-style-type: none"> One page profile targets 7Cs Salford Reading assessment Single word spelling test High frequency word screening Numeracy assessment Use of NAPs tracker EQE assessments Books Pupil voice Observations INDES 	<ul style="list-style-type: none"> School 2 School SENCO assessments Educational Psychologist Advisory Learning Support Teacher Learning and Cognition SRB outreach/ placement Dyslexia outreach Access Through technology
	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
Communication and Interaction	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
	<ul style="list-style-type: none"> Using appropriate levels of language - simplifying when needed Use of paraphrasing and rephrasing by adults and pupils Discussion, role play and modelling prior to writing Regular check ins Opportunities to talk/ verbalise thinking SEN teacher toolkit guides Focus on key vocabulary for topic 	<ul style="list-style-type: none"> Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next Visual & kinesthetic cues Word mats/ talking mats/ flashcards/ key vocabulary prompts Clear timetabling including use of visual timetable Pre-teaching of key vocabulary Voice recording devices such as talking tins, voice memo Laptops/ chrome books 	<ul style="list-style-type: none"> Social stories & comic strip conversations Junior language link intervention Individual programme based on targets set by Speech and Language therapists Daily sessions around key vocabulary and language (e.g. use of BLANNA word aware) Pre-teaching of key vocabulary Colourful semantics Collating books for communication Socially speaking 	<ul style="list-style-type: none"> One page profile targets 7Cs Language Link screening/ progress measures Speech, Language & communication SRB outreach/ placement Speech sound screener Books Pupil voice Observations Blank half termly screener SENCO Advisory Learning assessments (e.g. BPVS) INDES 	<ul style="list-style-type: none"> School 2 school targets 1:1 Speech and language therapy Speech, Language & communication SRB outreach/ placement ASD Team Educational Psychologists Advisory Learning Support teacher Access through technology
	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
Social, Emotional and Mental Health	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
	<ul style="list-style-type: none"> Reminders of School weekly values House points Class learning forum Class collective worship Restorative approaches Growth mind set classroom approach Meet and greet at the beginning/ end of each day Soft start SEN teacher toolkit guides 	<ul style="list-style-type: none"> Behaviour rewards & individual reward systems Tokens Emotional thermometers Non-verbal signals e.g. coloured cards Worry box/monster Calming tools such as breathing cards and stress balls Use of a transitional item Fidget tools Golden tickets 	<ul style="list-style-type: none"> Individual meet and greet and handover with parents/ guardians THrive Access to pastoral workers (1:1/ small group/ check ins) Additional transition work e.g. moving on/ TITAN primary Social stories and comic strip conversations Support intervention Plans Feelings and wishes work Building blocks for communication One page profiles and targets Check ins with identified key staff Mindfulness & brain calmer activities Doses of regulation Socially speaking 	<ul style="list-style-type: none"> INDES One page profile targets 7Cs Strengths & difficulties Questionnaire Me and my feelings tracker Boat Feelings and wishes Pupil voice Observations 	<ul style="list-style-type: none"> School 2 School Point 1 Paddy Weller, Life Coach CAIMs Nelson's Journey Young Carers Transforming lives for good ASD team TITAN
	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
Physical and Sensory	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	
	<ul style="list-style-type: none"> Up to date Medical awareness and training for children with short and long term health conditions Reduction of contrast on whiteboards to support pupils with visual stress Staff awareness of hearing and visual impairments Seating arrangements SEN teacher toolkit guide/ Sensory diet reference sheet 	<ul style="list-style-type: none"> Access to specialist equipment such as: <ul style="list-style-type: none"> writing slopers, coloured overlays, fidget toys, wobble cushions Thera putty resistance bands Adapted P.E. equipment Use of laptop/ touch typing programme from Access Through Technology Sensory diet 	<ul style="list-style-type: none"> Individual care plans Speed up! Handwriting programme for individuals Write from the start Individual programmes set by occupational therapists, physiotherapists and other health care professionals, such as Fitts or hand gym activities 1:1 hearing/ visual sensory support sessions South Warwickshire motor skills small group programme Individual support plan targets Sensory Audit 	<ul style="list-style-type: none"> Individual support plan targets 7Cs INDES Pupil voice Observations Movement Battery ABC Occupational Therapy Pre-referral screener 	<ul style="list-style-type: none"> Advice and input from Sensory support Support from the school nursing team Occupational Therapist/ Physiotherapist Healthcare professionals e.g. Eslipsey Access through technology
	Wave 1: Universal entitlement/ high Quality teaching	Wave 2: Specific, additional and time-limited interventions	Wave 3: Targeted provision/ highly tailored interventions	Autism SEN Summer	

Our provision menu is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

Funding for SEND

Dereham Church of England Junior Academy receives funding directly to the Academy from the Local Authority to support the needs of learners with SEND. This is described in an [SEND memorandum](#). The amount of funding we received for 2021 -22 was £153,953.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Dereham Church of England Junior Academy. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) the same review procedures take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Termly pupil progress meetings are held with class teachers to review and monitor identified pupils in more detail.

Progress data of all learners is collated by the whole Academy and monitored by Teachers, Senior Leaders and Governors. Our Academy data is also monitored by the Academy Trust and Ofsted.

Pupil and parent voice is also important in determining outcomes and next steps. This is built into our OPP process as well as through parent surveys and meetings.

Children say...

"Adults here check in with me and see how I'm getting on and if I need some help."

"It helps me when the teachers are flexible about how I complete my work. I like to be able to type and record my ideas by talking into the Chromebook."

Parents say...

"You have made a big impact on X's life. Without your help, it would be difficult to ensure he gets the support he needs in the future. Thanks."

"XX is now much more independent and confident doing different tasks."

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Dereham Church of England Junior Academy in 2022-23 we are offering a range of additional clubs and activities. These can be found on our Academy web page or by contacting our Academy Office. Around 25% of students currently attending our clubs are children on the SEN record.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All staff at Dereham Church of England Junior Academy work within the Equality Act 2010. This legislation places specific duties on Academies / Schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

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

Section 1(1) Disability Discrimination 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 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.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please follow this link

<https://www.gov.uk/equality-act-2010-guidance>

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class within the school, having a new teacher, or moving on to another setting, training provider or moving into employment. Dereham Church of England Junior Academy is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with the parents and child at their summer term review meeting and a personalised transition plan created to highlight strategies that will be implemented to support transition for all children with SEND. Transition to a secondary Academy of children with EHCPs will be discussed in the summer term of their Year 5,

to ensure time for planning and preparation. Transition from the infant feeder schools also takes place in the summer term, with a clear transition schedule and the following strategies in place:

- Additional visits before September.
- Provided tours of key areas within the school.
- Photos of important places, such as new classrooms, cloakrooms and play areas.
- Photos of key adults in school and the chance to meet them
- Sharing of information about our school (e.g. timings of school day, uniform etc.) through a social story booklet.
- Extra meetings with new class teacher and teaching assistants for getting to know you activities and questions.

Pupil voice-

My Transition Plan:



My key 'transition' person is:

What I'm looking forward to about next year:

I

What I'm worried about:

My Transition Plan:



	WHEN?	WHO?
SENCo to make initial contact to discuss pupil in current setting. Identify any key focus/ targets to work on prior to transition.		
Ask current school to complete a 'Pupil voice' transition plan.		
Arrange a visit with parents for after school tour to look around key areas of new setting: - Toilets - Classroom - Cloakroom		
Arrange a visit with key adults from current setting and identified key adult (TA?) from new setting. Attend small group 'stay and play' session. Play a couple of games & take photos for social story?		
Ask current school to complete an 'all about me' sorting activity to share with new class teacher via online meeting		
Q & A online chat with new class teacher.		
Attend 2 transition days in Summer term with existing classmates/ new cohort.		
Attend 2 summer school transfer days in September.		

Have your say

Dereham Church of England Junior Academy is part of the community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEND.

Useful links

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

Parent Partnership

www.dfe.gov.uk

Reviewed September 2022

APPENDIX 2

A Model of SEN provision

