



SEND Information Report
Dereham Church of England Junior Academy
September 2023-July 2024

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 – Grant King
SEND Governor- Gemma Starling

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

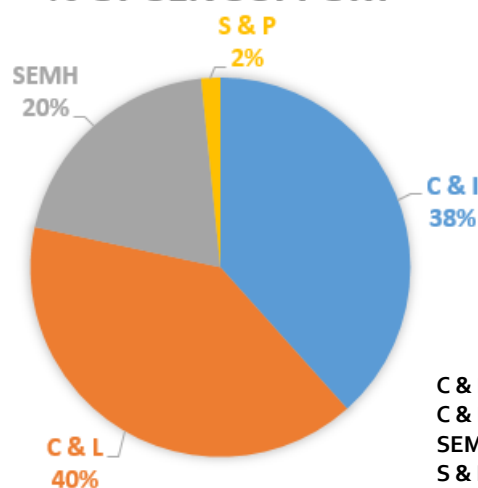
Your child will not be removed from the SEN record without first discussing this with you.

Our SEND profile for the start of 2023-24 shows that we have 70 children identified on our SEND record:

61 pupils are receiving SEN support (14.7%)

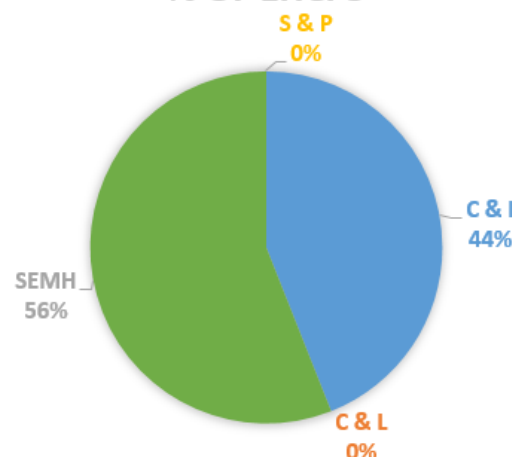
9 have an Education, Health and Care Plan (2.2%)

% OF SEN SUPPORT



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

% OF EHCPS





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.

Here are some examples:



Individual work stations



Individualised emotional check ins



Specialist equipment such as wobble cushions, weighted pads & fidget tools



Our **provision menu** describes in more detail the interventions, monitoring and actions that we undertake at Dereham Church of England Junior Academy to support learners with SEND across the year groups in each area of need. This includes red coloured links to the Norfolk Provision Expected at SEN Support (PEaSS) document. We modify the provision menu regularly, and it changes every year, as our learners and their needs change. Staff reference this menu regularly and update termly for individual learners. It is also shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the Academy.

Our full provision menu for 2023-24 is available on our website.

Please see a sample page below:



Dereham Church of England Junior Academy

Provision Menu September 2023- July 2024

SEN Area Of Need	TEACHER TWEAKS			RESOURCES			INTERVENTIONS			KEEP MONITORING			EXTERNAL AGENCIES		
	Level 1: Universal entitlement/ High Quality teaching												Autumn Spring Summer		
	A u	S p	S u	Level 2: Specific, additional and time-limited interventions			A u	S p	S u	A u	S p	S u			
Communication and Interaction	3.1.2-1 Using appropriate levels of language – simplifying when needed.			3.2.2-22 Instructions set out clearly with the use of prompts and reminders to support learners e.g. first/ next			3.2.2-10 Social stories & comic strip conversations			One page profile targets			3.2.2- SENCO 7 School 2 school		
	3.1.2-2 Use of paraphrasing and reframing by adults and pupils			3.1.2-10 3.2.2-18 Visual & kinaesthetic cues			3.1.2- SENCO 2 Junior language link intervention			7Cs			3.1.2- SENCO 5 1:1 Speech and language therapy		
	SEN teacher toolkit guides			3.1.2-14 Word mats/ talking mats/flashcards/ key vocabulary prompts			3.1.2- SENCO 7 Individual programme based on targets set by Speech and Language therapists			3.1.2- SENCO 1 Language Link screener/ progress measures			3.1.2- SENCO 9 Speech, Language & communication SRB outreach/ placement		
	3.1.2-4 Regular check-ins			3.2.2-22 Clear timetabling including use of visual timetable			3.2.2-23 Daily/ weekly sessions around key vocabulary and language (e.g. use of BLANKS/ word aware)			3.1.2- SENCO 1 Speech sound screener			3.2.2- SENCO 2 ASD Team		
	3.1.2-9 Opportunities to talk/ verbalise thinking			3.2.2-19 Voice recording devices such as talking tins, voice memo			3.1.2-12 Pre teaching of key vocabulary			SENCo assessments (e.g. BPVS)			3.2.2- SENCO 2 Educational Psychologists		
	3.1.2-8 Discussion, role play and modelling prior to writing.			3.2.2-20 Laptops/ chrome books			Colourful semantics			Blanks half termly screener			Advisory Learning Support teacher		
	3.1.2-11 Focus on key vocabulary for topic						3.2.2- SENCO 6 Building blocks for communication			Use of NAPs tracker			3.1.2- SENCO 4 Access Through technology		
							3.2.2- SENCO 6 Socially speaking			PIXL assessments			Neurodevelopmental Service		
										Book look					
										Pupil voice					
										Observations					
										INDES					



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 2022 -2023 was £152,144.

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.

- Q** Children say...
- Q** "Adults here check in with me and see how I'm getting on and if I need some help."
- Q** "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."
- Q** Parents say...
- Q** "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."
- Q** "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 2023-24 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 210 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:

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 'toy 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.norfolksendiaass.org.uk/>

Parent Partnership

www.dfe.gov.uk

Reviewed September 2023