



SEND Local Offer for Howard Junior School 2016-17

Introduction

Welcome to our SEND information report which is part of the [Norfolk Local Offer](#) for learners with Special Educational Needs and Disabilities (SEND).

At Howard Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with disabilities have Special Educational Needs, and not all pupils with SEN meet the definition of disability, but this document covers all of these pupils.

The specific objective of our SEND provision is to identify children with SEND and ensure that their needs are met.

At Howard Junior School we are committed to working together with all members of our school 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:

Mr Gregory Hill Head teacher and SEN & Disability Coordinator

Mrs Geraldine Jaz Rainbow Room SEND Manager

Our Approach to Teaching Learners with SEN

At Howard Junior School we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more 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. For more information on our approach please see our teaching and learning policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assessing ensuring learning is taking place. Our whole school system for monitoring

progress includes regular pupil progress meetings, and staff engage in coaching and observation monitoring.

How we identify SEND

At different times during their learning journey, a child may have a special educational need. The Code of Practice (2014) 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 school 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 schools or mainstream post-16 institutions. “**

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome barriers to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Howard Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Assessing SEN at Howard Junior School

Class Teachers, support staff, parent/carers and the learner themselves will be the first to notice a difficulty with learning. At Howard Junior School we ensure that the assessment of educational needs directly involves the learner, their parents/carers and of course their Teacher. The Special Educational Needs & Disability Coordinator (SENDSCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services.

What we do to Support Learners with SEN at Howard Junior School

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers Standards 2012 detail the expectations on all teachers, and we at Howard Junior School nurture teacher professional development and achievement.

Our staff use various strategies to adapt the curriculum, this might include using:

- Visual Timetables
- Writing Frames
- iPads, laptops or other devices
- Peer support
- Positive behaviour reward system, Gold cards

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. This support is described on a provision map, which although does not detail the individual learners names, describes the interventions and actions that we undertake at Howard Junior School to support learners with SEND across year groups. We modify the Provision Map regularly, and it changes every year, as our learners and their needs change.

At Howard Junior School we share our provision map with our colleagues in our cluster so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity.

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

Funding for SEN

Howard Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

Our cluster of schools also receive funding from the Local Authority which is described as 'top up' funding for learners who require support that exceeds that available in the school.

All schools in the cluster are committed to working together to improve learning for all and we are able to share resources, training and moderate provision for learners with SEND.

How do we find out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within Howard Junior School. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. Before any additional provision is selected to help a pupil, the SENDCO, Teacher and Parent/Carer 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.

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

The SENDCO collates the impact data of interventions, to ensure that we are only using interventions that are successful for our learners.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the Cluster, Local Authority and Ofsted.

The Impact of our SEND Provision

Please note that the achievement of SEND pupils tends to vary more than those without SEND. This is because they have a wide range of needs and also because they are a smaller group. Being a smaller group means that variations have a bigger effect on the data for the group as a whole. As a result of the funding we receive, and how we use it, SEND pupils achieve well. Overall they make similar progress to other pupils in the school. This was the case for nearly all year groups. Where their achievement varies, individual pupils are identified and interventions put in place in order for them to make at least similar progress to others.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Howard Junior School we offer a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all.

All staff at Howard Junior School have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined on the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of a 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 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.

Preparing for the next step

Transition is part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to a new school. Howard Junior School 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, including those with SEND. Moving classes will be discussed with you and your child during the summer term. Transition to secondary schools will be discussed early in Year 6, to ensure time for planning and preparation.

Have your say

Howard Junior School is always open to feedback. Together we can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.