



## SEND Local Offer for Howard Junior School 2018 – 19

### **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 Education 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, Trustees and members of staff. We would like to 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	Headteacher
Mr James McBurney	SEN and Disability Co-ordinator
Miss Faye Short	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 responsive to the diversity of children's background, 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 and continually assess to ensure 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 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 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 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 and Disability Co-ordinator (SENDCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from the specialist teams. In our school 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 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.

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.

## **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 the 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 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 Trustees. Our school data is also monitored by the 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. Year after year, SEND pupils at Howard make better progress than other groups; and better progress than SEND pupils in similar schools. 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 has regular training on the Equality Act 2010. This legislation places specific duties to 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'.

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 the 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 part of our provision for all learners, including those with SEND. Moving classes will be discussed with children in 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 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, staff and trustees.