Headteacher: Mrs Corrina Peachment

part of Evolution Academy Trust
Progress through Partnership

Ambition – Collaboration – Responsibility

SEND Information Report for Parents and Carers 2026 - 2027



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SENDCo: Corrina Peachment 01603 620877

Assistant SENDCo: Daniel Rush 01603 620877

Email: office@wensumjunior.org.uk

Welcome to the SEND Information Report for Wensum Junior School.



At Wensum Junior School, we aim to create an inclusive culture that recognises all our children as individuals. We are proactive in supporting and celebrating the diversity of culture, experiences, skills and knowledge of our children as well as their backgrounds. This will ensure all children have the best possible chance to make progress and reach their potential.

The SEND Information Report details the range of support and provision available for children with SEND and how these children are identified. This report is regularly reviewed along with provision and may change as a result of staff availability, changes in policy and budget.

What did OFSTED say about Wensum's inclusive practice?

Since the last inspection, Leaders have established an inclusive culture that permeates all areas of school life.

Leaders carefully identify pupils' needs when they join the school. The proportion of disadvantaged pupils is well above the national average. Leaders' actions and their use of pupil premium funding make sure disadvantaged pupils thrive academically and personally. Leaders monitor how well teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). They further refine the curriculum in light of this evaluation. The school has innovated the curriculum for some pupils with complex barriers to learning. This work nurtures pupils' social skills and resilience. Most pupils with SEND achieve and attend well. Leaders continue to tackle attendance and achievement barriers for a small minority of pupils.

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School Contacts

Headteacher: Corrina Peachment – head@wensumjunior.org.uk
Working hours Mon-Fri (term-time only)

SENDCo: Corrina Peachment & Daniel Rush – office@wensumjunior.org.uk
Working hours Mon-Fri (term-time only)

SEND Governor: Liz Ferguson – office@wensumjunior.org.uk
Working hours Mon-Fri (term-time only)

To contact anyone above, please call 01603 620877

What is SEND?

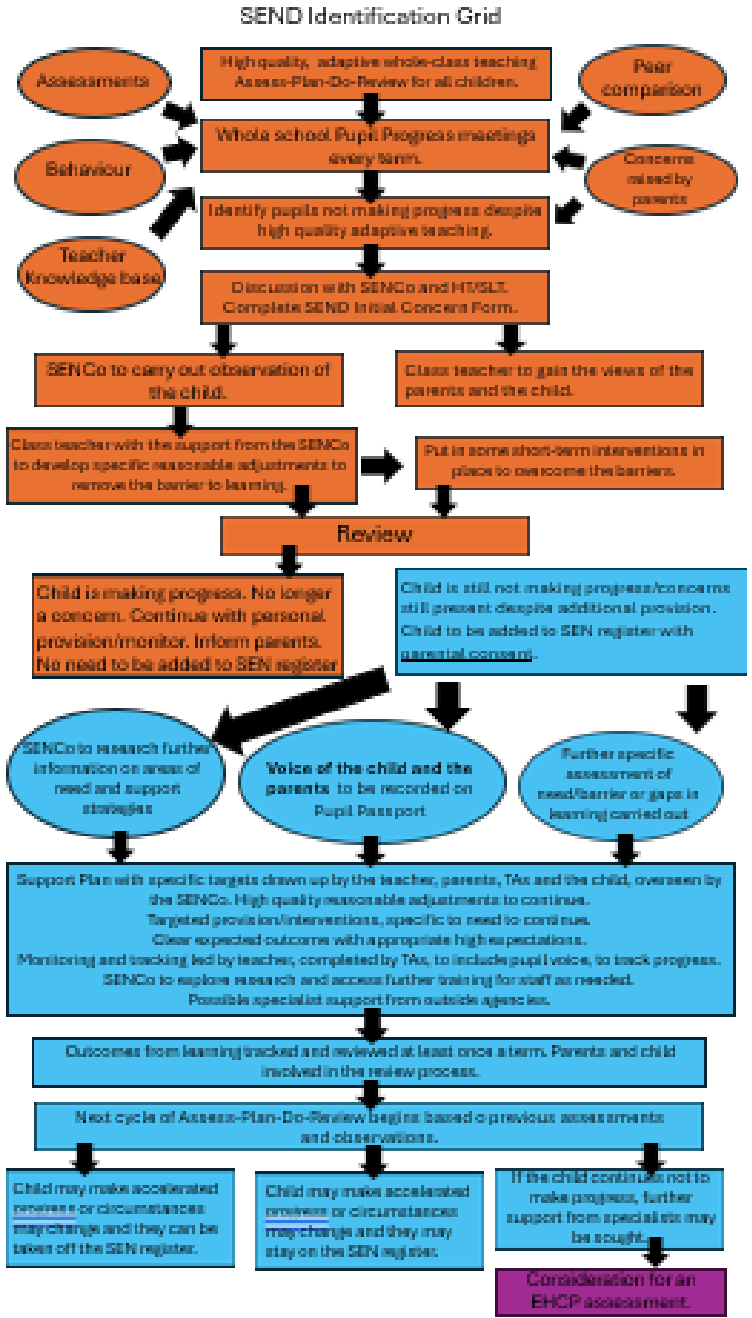
The Code of Practice defines SEND as:

"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 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 child is identified as having SEND, we will provide provision that is in addition to, and different from, the school's curriculum. This provision will support the child's need, with the intention of overcoming their barriers to learning, enabling learning and progress to continue.



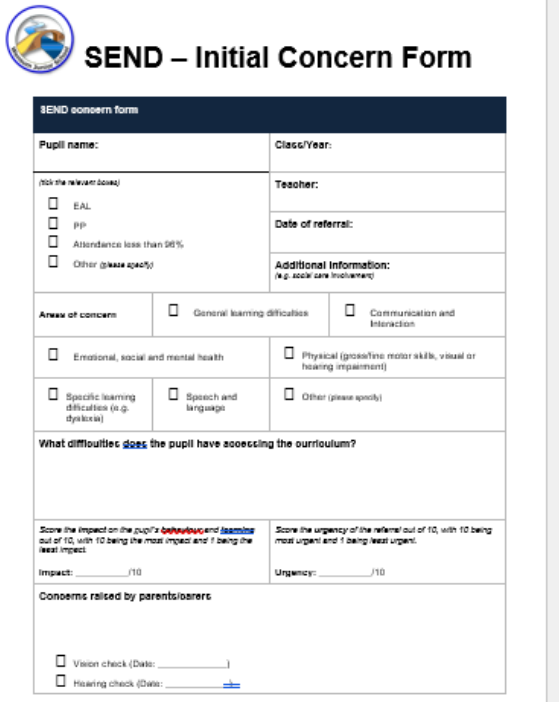
How do we identify the Special Educational Needs of our Children?



Initial Stage

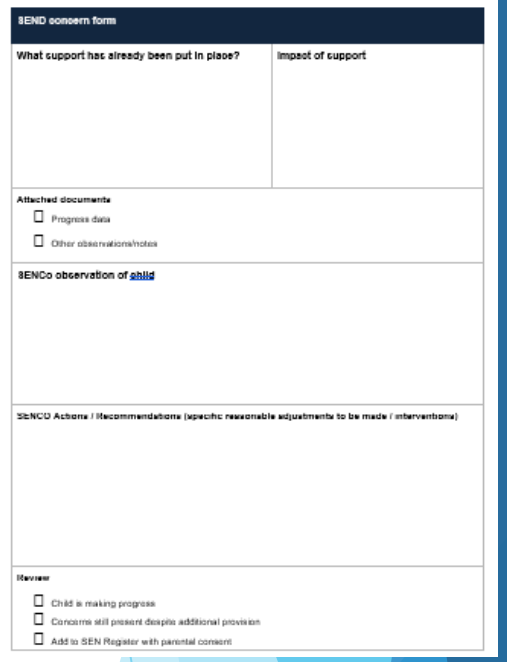
SEN Support

EHCP



SEND – Initial Concern Form

SEND concern form	
Pupil name:	Class/Year:
(tick the relevant boxes) ☐ EAL ☐ PP ☐ Attendance less than 96% ☐ Other (please specify)	Teacher:
	Date of referral:
	Additional information: (e.g. social care involvement)
Areas of concern	☐ General learning difficulties ☐ Communication and interaction
☐ Emotional, social and mental health	☐ Physical (gross/fine motor skills, visual or hearing impairment)
☐ Specific learning difficulties (e.g. dyslexia)	☐ Speech and language ☐ Other (please specify)
What difficulties does the pupil have accessing the curriculum?	
Score the impact on the pupil's behaviour and learning out of 10, with 10 being the most impact and 1 being the least impact. Impact: _____/10	Score the urgency of the referral out of 10, with 10 being most urgent and 1 being least urgent. Urgency: _____/10
Concerns raised by parents/carers ☐ Vision check (Date: _____) ☐ Hearing check (Date: _____)	



SEND concern form	
What support has already been put in place?	Impact of support
Attached documents ☐ Progress data ☐ Other observations/notes	
SENCo observation of child	
SENCO Actions / Recommendations (specific reasonable adjustments to be made / interventions)	
Review ☐ Child is making progress ☐ Concerns still present despite additional provision ☐ Add to SEN Register with parental consent	



Our SEND Profile

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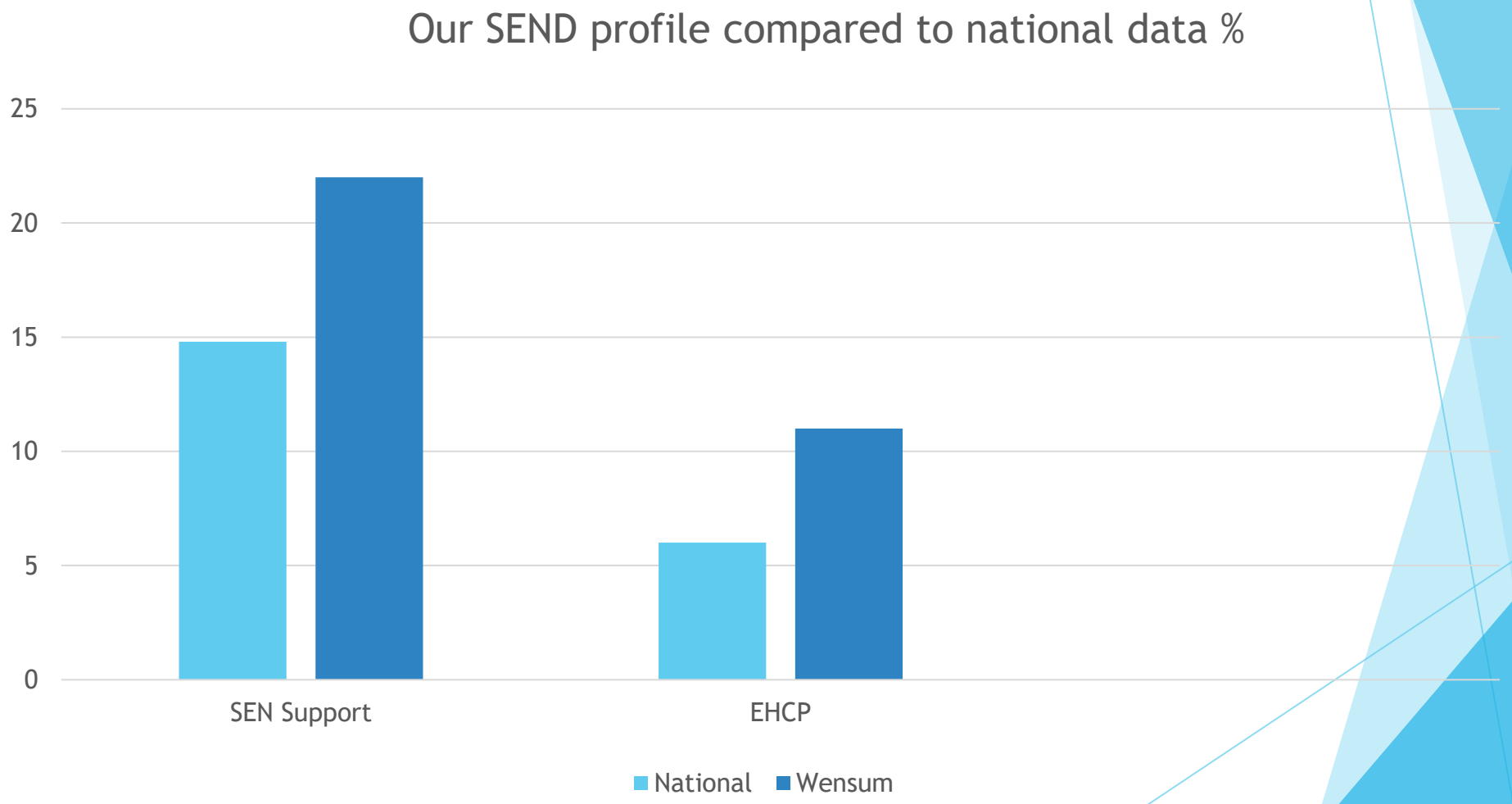
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Summary

	Social, Emotional, Mental Health		Total	Communication & Interaction		Total	Cognition & Learning		Total	Sensory & Physical		Total
	Male	Female		Male	Female		Male	Female		Male	Female	
Year 3 7 children	2	1	3	2	0	2	1	1	2	0	0	0
Year 4 4 children	1	1	2	0	0	0	0	2	2	0	0	0
Year 5 10 children	3	0	3	2	2	4	2	2	4	0	0	0
Year 6 children	0	1	1	4	1	5	1	1	2	0	0	0
Total 29 children	9			11			10			0		

This year, to date, there are 30 children on the SEND Register. This forms approximately 22% of the school population. These figures are based on the primary needs of the children (some may have secondary needs too).

School and National Figures



What are the categories of SEND that we support?

Four areas of need are detailed in the SEND Code of Practice and are the SEND needs we support at Wensum Junior School

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- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- **Social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

- **Sensory and/or physical needs**

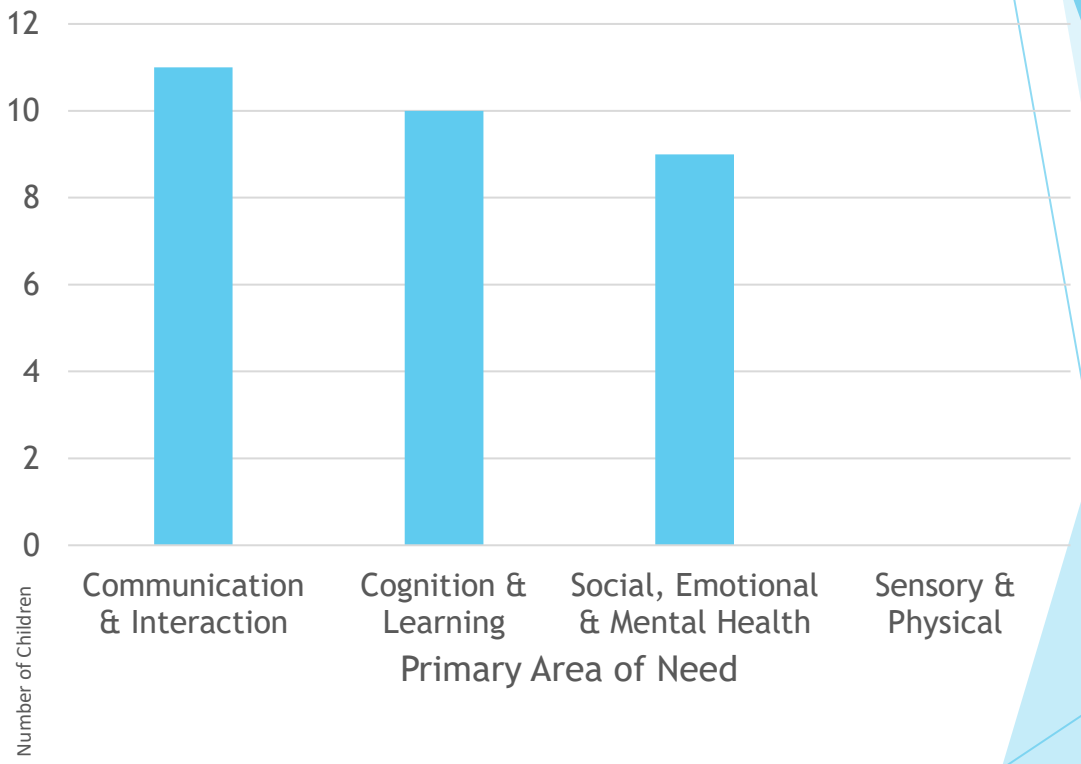
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.



SEND Profile

We currently have 30 (22%) children on the SEND Register (When our universal offer is not quite enough children will then receive additional SEN support through an APDR support plan). We also have 15 children with EHCP's:

- 11 children have been identified as having SEND linked to Communication and Interaction (8% of the school)
- 10 children have been identified as having SEND linked to Cognition and Learning (7.3% of the school)
- 9 children have been identified as having SEND linked to SEMH (6.6% of the school)
- 0 children have been identified as having SEND linked to Physical/Sensory needs (0% of the school)



These figures are based on the primary needs of the children. Some may have secondary needs too.

Glossary of Terms:

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

ATT – Access Through Technology

BSP – Behaviour Support Plan

CAMHS – Child & Adolescent Mental Health Service

C&L – Cognition & Learning

C&I – Communication & Interaction

EHCP – Education & Health Care Plan

ELSA – Emotional Literacy Support Assistant

EP – Educational Psychologist

EYFS – Early Years Foundation Stage

HI – Hearing Impairment

LAC – Looked After Child

LP – Learning Plan

MLD – Moderate Learning Difficulties

MSI – Multi-Sensory Impairment

ODD – Oppositional Defiance Disorder

PDA – Pathological Demand Avoidance

PD – Physical Disabilities

PD – Professional Development

PEP – Personal Education Plan

PMLD – Profound & Multiple Learning Difficulties

PP – Pupil Premium

QFT – Quality First Teaching

SEMH – Social, Emotional & Mental Health

SEND – Special Educational Needs

SENDCo – Special Educational Needs & Disability Co-ordinator

SEND – Special Educational Needs & Disabilities

SLCN – Speech, Language & Communication Needs

SLD – Severe Learning Difficulties

SPD – Sensory Processing Disorder

SpLD – Specific Learning Difficulties

SST – Specialist Support Teacher

TA – Teaching Assistants

VI – Visual Impairment

VS – Virtual School for LAC

Our approach to teaching pupils with special educational needs

At Wensum Junior School we are committed to working with all members of our school community. We aim to create an inclusive culture that recognises all our children as individuals. All teachers are responsible for ensuring that all children make progress, including those with SEND. All staff have high expectations for all learners, and all learners have opportunities to reach the same end points. Teaching builds upon what the children already know.

Quality First Teaching (QFT)

- **A style of teaching that emphasises high quality, inclusive teaching for all pupils in a class**.

What will you see in the classroom?

- Adaptive teaching
- Strategies to support SEND pupils' learning in class
- Ongoing formative assessment
- Modelling tasks and activities
- Scaffolding work by using templates
- Staff supporting pupils in lessons
- Use of resources to support their knowledge and understanding
- Targeted questioning
- Pre-teaching of new learning and vocabulary
- Use of seating plans and movement breaks
- Resources such as fiddle toys, writing slopes and pencil grips



Our approach to teaching pupils with special educational needs

Targeted Interventions:

Where a teacher identifies a specific learning need or a gap in learning, that is specific to a child, they may put a targeted intervention in place for the child.

What does this look like in school?

- Same day or next day intervention
- Carried out by the class teacher or teaching assistant
- Inside or outside the classroom
- Takes place regularly and for several weeks
- 1:1 or in a small group
- Focuses on specific targets
- Progress reviewed by teacher
- Use of specific resources



Our approach to teaching pupils with special educational needs



Individual Support

Some children may need individual support at some point along their educational journey. This may have to be bespoke to meet their needs.

This may be:

- A specific 1:1 intervention programme, for example, Precision Teaching or a Speech and Language programme
- Targets to work on at school and at home. Known as a Support Plan
- Support from an external professional like an Educational Psychologist (EP) or a Specialist Support Teacher (SST)
- Specific resources
- Through an Education, Health & Care Plan (EHCP)
- Some children may need SEMH support and this can be provided through 1:1 weekly sessions with our Emotional Literacy Support Assistant (ELSA), DESTY trained staff or as a result of Therapeutic Story Writing.

ELSA support

Education DESTY

Therapeutic Storywriting

Our approach to teaching pupils with special educational needs

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Cognition and Learning

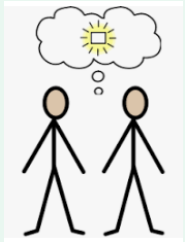
Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Reading and Spelling • Learning new information and concepts • Working with numbers • Working memory • Concentration • Specific diagnosis, e.g. dyslexia, dyscalculia • Organisational skills 	✓ Quality First Teaching ✓ Broad & balanced curriculum ✓ Century Curriculum ✓ Adult support ✓ Scaffolding ✓ Modelling ✓ Movement breaks ✓ Visual aids / checklist ✓ Multi-sensory approach ✓ Arrangements for testing	✓ Clear, short instructions ✓ Technology, e.g. Talking Tin, Clicker ✓ Celebrating mistakes ✓ Questioning ✓ Seating plan ✓ Working Walls	➢ Precision Teaching ➢ RWI interventions ➢ Pixl Interventions ➢ Pre-teaching ➢ Follow up teaching ➢ Same day/next day interventions ➢ Memory games ➢ Coloured overlays ➢ Assistive technology: text-to-speech ➢ Access Through Technology ➢ Referrals to services ➢ Specific Resources ➢ Therapy dog (Reading) ➢ BPVS Screener	Norfolk Educational Psychology (EPSS) Dyslexia Outreach British Dyslexia Association School 2 School Service Cognition and Learning SRBs Educational Psychologist (EP) Specialist Support Teacher (SST)

Our approach to teaching pupils with special educational needs

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Communication and Interaction				
Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Using language (expressive) • Understanding language (receptive) • Understanding how to communicate socially with other people • Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome • Speech sound disorders/delay • Stammering • Attention & listening • Selective Mutism	✓ Quality First Teaching ✓ Adult support ✓ Scaffolding ✓ Modelling ✓ Movement breaks ✓ Visual aids ✓ Visual timetables ✓ Clear and consistent routines ✓ Specific resources ✓ Thinking time ✓ PEC cards ✓ Choice board	✓ Clear, short instructions ✓ Recording devices ✓ Sand timer ✓ Celebrating mistakes ✓ Questioning ✓ Opportunities for speaking ✓ Paired work 	➢ Referrals to Speech & Language specialists ➢ Referrals to special support ➢ Speech and Language programmes ➢ ELSA ➢ Social stories ➢ Lunchtime Club ➢ CFS Club (Community Sports Foundation) ➢ Enhanced transition	Norfolk Educational Psychology (EPSS) School 2 School Service Speech and Language Therapy Speech and Language SRBs

Our approach to teaching pupils with special educational needs

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Social, Emotional and Mental Health				
Possible needs/difficulties	Provision		Specific Interventions and Support	External Support
• Forming and maintaining relationships • Bereavement • Attitudes to attainment • Attendance • Self-esteem • Life outside school • Withdrawn/isolated • Anxiety • Behaviours that pose a risk to themselves or others • Disorders such as ADHD, ODD, ADD • Attachment • Eating disorder • Low self-esteem	✓ Quality First Teaching ✓ RSHE/PSHE curriculum ✓ Adult support ✓ Nurture activities ✓ Positive behaviour approach ✓ Clear expectations ✓ Now and Next boards ✓ House points ✓ Stickers ✓ 'Soft' starts ✓ Wishes and feelings ✓ Mood trackers ✓ Emotion cards ✓ The Den ✓ Weighted blanket	✓ Mindfulness ✓ Breathing techniques ✓ Wobble feet, cushion, band ✓ Mental Health Week ✓ Anti-Bullying Week ✓ Online safety ✓ Assemblies ✓ School Council ✓ Responsibilities 	➢ ELSA ➢ Sensory intervention ➢ Enhanced transition ➢ Positive behaviour plans ➢ Social stories ➢ Lego therapy approach ➢ Referrals to Ormiston Families ➢ EHAP plans with specialist support ➢ Reward charts ➢ Individual timetables ➢ Sensory Circuits ➢ DESTY ➢ Therapeutic Story Writing	Norfolk Educational Psychology (EPSS) School 2 School Service Norfolk SEMH SRBs Norfolk Early Help CAHMS Ormiston Point 1 Just One Number Norfolk Inclusion/Medical Team Nelson's Journey ADHD Norfolk Mental Health Team.

Our approach to teaching pupils with special educational needs

Sensory and/or Physical Needs			
Possible needs/difficulties	Provision	Specific Interventions and Support	External Support
•Visual impairment •Hearing impairment •Gross motor difficulties •Fine motor difficulties •Self-organisation for daily living •Diagnosed conditions such as cerebral palsy, dyspraxia 	✓ Quality First Teaching ✓ RSHE/PSHE curriculum ✓ Adult support ✓ Nurturing school ethos and an approach that values diversity and encourages awareness and respect ✓ Specific resources, furniture and equipment ✓ Large text ✓ Accessible toilets available ✓ Modified test papers as required ✓ Assemblies ✓ Left-hand seating and equipment	➢ Physio programmes ➢ Sensory circuits ➢ Dough disco ➢ Referrals to specialists ➢ Handwriting programme ➢ Fine/gross motor interventions (CSF Community Sports Foundation) ➢ Access Through Technology (ATT) ➢ Care Plans ➢ Risk Assessments	Norfolk Educational Psychology (EPSS) School 2 School Service Norfolk SEMH SRBs Norfolk Early Help Just One Number Norfolk Inclusion/Medical Team Virtual School Sensory Support (VSSS) SENSI (LAC) Access Through Technology Occupational Therapists

Our approach to teaching pupils with special educational needs

SEND and EAL

"Identifying and assessing SEND for young children whose first language is not English requires particular care" (SEND Code of Practice, 2015)

At Wensum Junior School we will look at all areas of learning and progress for any child who is considered to have SEND.

We will identify if the learning difficulties are due to the child's limitations in their English language or if this could be due to SEND (or both).

We will work closely with Norfolk's EAL team from the Virtual School when necessary for support and advice.

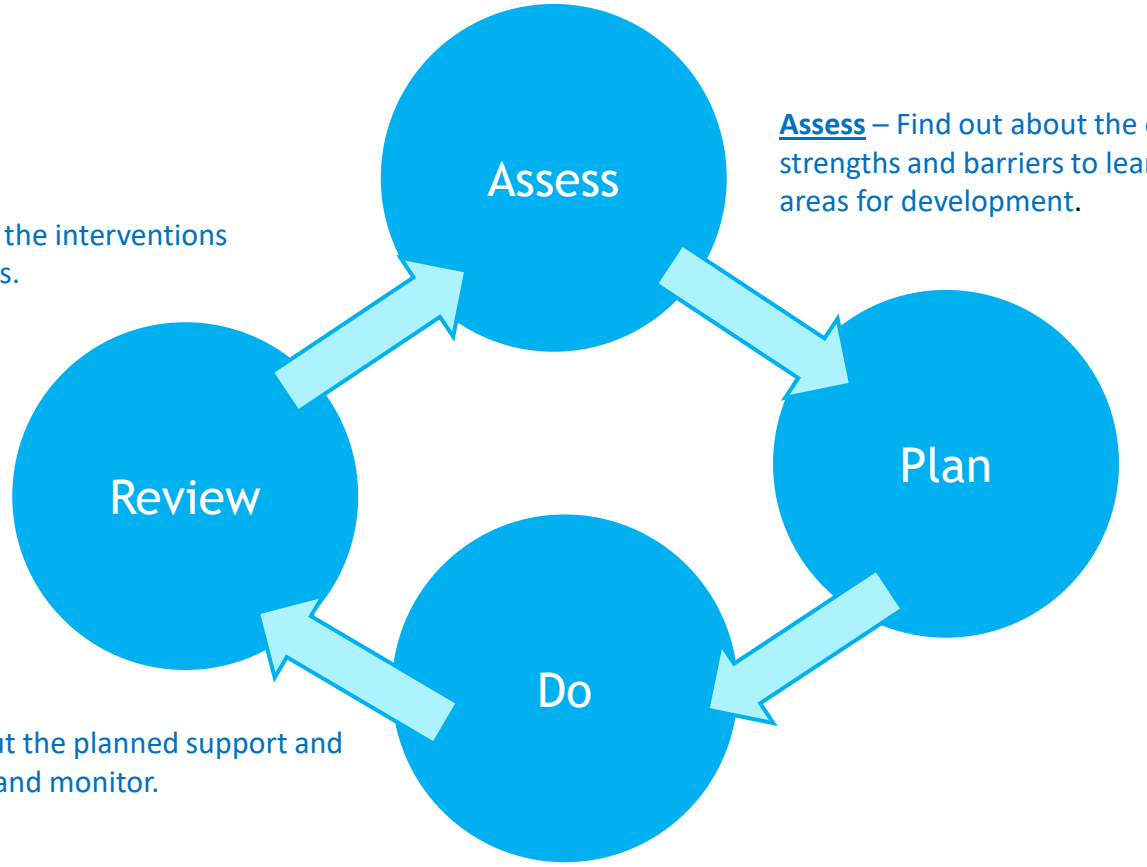
Children with limitations to English only are not SEND.



How do we assess and review children's progress?

The Graduated Approach

Once a child has been identified as having SEND, we use the four-stage graduated approach to assess and review their progress. This helps us ensure their needs are being met. This cycle is a holistic approach and involves the child, parents and the school.



Assess – Find out about the child's strengths and barriers to learning. Identify areas for development.

Plan – Decide on the support needed to remove the barriers and plan the implementation.

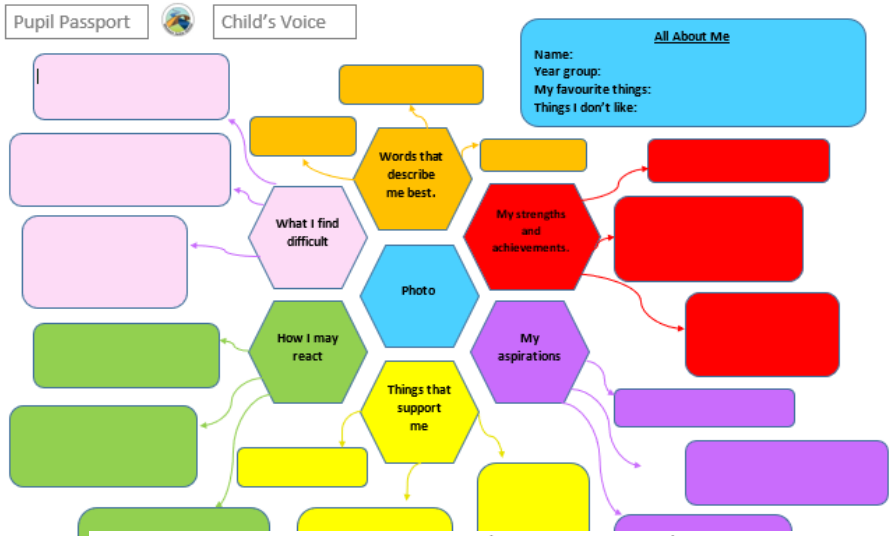
Do – Carry out the planned support and intervention and monitor.

Review – Evaluate the interventions and plan next steps.



One Page Profiles and Support Plans

The Pupil Passport is a vital child-centred document - a single page profile - designed to give staff a holistic view of a child's learning needs and personality. The child and parent/carer are actively involved in writing it. It is a "working document" to reflect the child's changing needs. As part of our Assess, Plan, Do, Review cycle, children on the SEND Register may have a Support Plan with specific targets, which are reviewed on a half-termly basis. Behaviour Support Plans may be implemented where appropriate to provide additional provision for children.



Positive Behaviour Management Plan

Name:	Class:	DOB:	Date:	Version of plan: Review Date:
_____'s Voice • What I enjoy: • What helps me: • What makes things harder: • What parts of the day are better/worse? • What lessons are better/worse? • How I would like adults to support me:			Any relevant background information: •	
Brief description of presenting difficult/dangerous behaviours: • •			Desired outcomes: •	
Possible triggers: • •			Strategies to support: •	
Behaviour process (The Wensum Way) Step 1: TA to use de-escalation techniques to manage behaviour (use script, reinforce school values, expectations and consequences) Step 2: TA to cover class so Teacher can manage behaviour Step 3: PSA/HLTA called to reinforce expectations and try to reset child Step 4: Call SLT for support Step 5: SLT to determine outcome			Agreed responses to challenging behaviour: 1) (Restorative conversations afterwards)	

Signature of plan co-ordinator..... Date .....

Signature of parent / carer..... Date .....

Signature of young person .....Date.....

Assess, Plan, Do, Review Form Cycle 1

Name:	Class:	Date: Review Date:

Universal Offer: Morning greeting, Clear routines on arrival and directed early morning tasks, speaking opportunities during learning time, visual timetable, QFT, modelling, questioning, adult support, seating plan, working walls, positive behaviour approach, clear expectations, clear lesson structure.

Areas of Need and links to Reports: (highlight as appropriate)

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health
- Physical & Sensory

Targets:

1.
2.
3.

Pupil Voice:

Parent Voice:

SMART targets	Intervention & support	Frequency	Who	Impact
1.				
2.				
3.				

Overall Progress:

Assessment Tools

We use a range of assessment tools to help use identify need and measure progress. Below are a list of the assessments available:

- Strengths and Difficulties Questionnaire (SDQ)
- Pixl Assessment and therapies (C&L)
- Pixl reading speed assessments (C&L)
- British Picture Vocabulary Scale - Vocabulary Understanding
- Salford Reading – Decoding Skills
- Sandwell Maths – Number Knowledge
- Speech, Language and Communication needs checklist
- Neurodiversity check lists



If further assessment is needed to support our children, we will use external professionals to complete more specialised assessments.

Education, Health and Care Plan (EHCP)

Where a child has specific SEND, they may benefit from an Education, Health and Care Plan.

"Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provisions in accordance with an EHC plan." (SEND Code of Practice, 2015)

The following people can request an Education, Health and Care needs assessment for a child:

- The child's parent
- A young person between the age of 16 and 25
- A person acting on behalf of a school.



Where a child has an EHCP, there will be an Annual Review which will evaluate the progress towards the targets set and discuss current provision and need. This review will take into account the views of the child, parents and any other professional involved with the child.

Further information can be found here:

Specialists and External Agencies

At Wensum Junior School, we value the support and advice we receive from a variety of external agencies. Following their involvement, we implement the suggestions and recommendations made into our practice and provision to support children.

Access Through Technology
Will provide equipment to support children to access the curriculum

Dyslexia Outreach
Provides Dyslexia friendly support and strategies

Early Help Hub
Support for families to prevent situations and worries escalating

Educational Psychologists (EPSS)
Will identify barriers to learning and underlying need, through assessments and observations

Inclusion Team
Advice and support for children who are finding it difficult to access mainstream provision

Just One Norfolk
Supports a range of health needs

Nelson's Journey
Supporting children and families with bereavement

Open Arms
Sensory assessments and strategies for home and school

Ormiston Families
Offering advice to school and families for children with mild-moderate mental health difficulties

Paediatricians
Health needs and Neurodevelopment concerns

Physiotherapists and Occupational Therapists
Specialist assessments & intervention for children with physical difficulties

Point 1 & CAHMS
Supporting children with their mental health

School 2 School
Expertise from specialist schools within Norfolk who offer training, support and advice for specific children

Speech & Language Therapists
Assessments, support and intervention for children with speech, language and communication difficulties

Virtual Schools
Support for Looked After Children, EAL and Sensory Support

Young Carers
Offering support for young people who have relative with an SEN or disability

What are our Roles and Responsibilities?

Headteacher: Mrs Corrina Peachment

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The Headteacher should:	The SENDCo should:
• Manage the day-to-day aspects of school life, including the support for children with SEND. • Oversee the work of the school SENDCo and class teachers to ensure that children's needs are met. • Ensure the school adopts a broad and balanced curriculum that includes all learners. • Make sure that the Governing Board is kept up-to-date about issues relating to SEND. • Appoint 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 pupils with SEND. • Support the SENDCo to ensure all duties from the Code of Practice are being fulfilled.	• Ensure staff are aware of the individual needs of the children and that reasonable adjustments are made so they can access the curriculum. • Advise staff on the Assess-Plan-Do-Review model and Norfolk PEaSS documents. • Coordinate all the support for children with special educational needs or disabilities (SEND). • Liaise with outside professionals to ensure appropriate support is in place. • Liaise with other schools about transition to and from the school. • Provide specialist support and training for teachers and support staff so that they can help children with SEND in the school to achieve the best progress possible. • Review the school's SEND policy and SEND Information Report. • Write a SEND report for governors. • Update the school's SEND records, ensuring that all the SEND needs of pupils are known and making sure that records of progress and needs are kept. • Manage the SEND budget and buy resources to meet individual needs. • Maintain the school's SEND Register. • Monitor Support Plans • Attend meetings and reviews.



What are our Roles and Responsibilities?

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The Class Teacher should:	The Teaching Assistant should:
• Monitor the progress of the children with SEND and plan any additional support they may need or make reasonable adjustments as required. • Use ongoing assessments to write and review Support Plans with parents/carers and pupils. • Plan and assess the impact of interventions following county guidance of Provision Expected at SEN Support (PEaSS). • Work with parents/carers, pastoral staff, the SENDCo and outside agencies to support each child's individual needs. • Discuss individual progress in termly Pupil Progress Meetings. • Ensure that the school's SEND Policy, SEND Information Report, Anti-Bullying Policy, Accessibility Policy, Behaviour Policy and Equality Policy are followed in their classroom and for all the pupils they teach with any SEND. • Attend SEND training as required.	• Work with, and as directed by the class teacher, to ensure the needs of children with SEND are being met. • Ensure children with SEND can access the curriculum. • Deliver high quality interventions and keep records as appropriate. • Liaise with the class teacher about the progress of the children they work with. • Pass intervention data to the SENDCo for monitoring every half term. • Observe and record achievements and concerns. • Support and encourage children to use and develop strategies that promote independence. • Support the implementation of strategies within the classroom. • Help children remain on task and focused on their learning tasks.



How do we involve our Children, Parents and Carers in their Education?

We understand the importance of working in partnership with parents/carers in order to achieve the best outcomes for our children. As a parent/carer of a child with SEND, you and your child will be involved in the following ways:

Parent/Carer are:	Child should:
• Invited to attend parent consultations twice a year, in addition to any other teacher meetings that may include reviewing Support Plans. • With the SENDCo, create a holistic view of their child (Child Passport), contribute to Support Plan, meetings and annual reviews. • Encouraged to communicate with teachers at the end of the school day, via the school email, contact book, or phone, as necessary. • Where relevant, meet with external professionals that are involved in supporting their child. • Invited to attend meetings with the SENDCo. • Asked to contribute to SEND documents, including the SEND Information Report.	• Contribute towards Support Plans, meetings and annual reviews as appropriate. • Share their views for their EHCP Annual Review. • Take part in interventions. • Use their resources as directed by the adults supporting them. • Talk to the adults about worries, concerns or how the adults can support and help them. • Take part in questionnaires as required. • Talk to the SENDCo about what's working well and suggest any improvements that need to be made.



What additional support is available for Children with SEND?

Access Arrangements

Children with SEND may benefit from, and be entitled to, extra support during tests. This could include having a reader or extra time. Any agreed support will be based on normal classroom practice and will be applied for/agreed by the school.

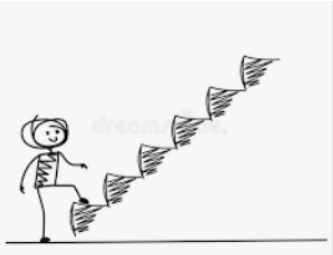
Extra-Curricular Activities

We have many opportunities for children to take part in extra-curricular activities and believe that all children should be entitled to this. We make reasonable adjustments to ensure participation from everyone. This may include organising specialist resources of equipment or arranging for an adult to support a child.

Medical Needs

Any child that has a medical need will have a care plan and/or a risk assessment. These are generally written by a medical professional and will be regularly reviewed. If a child is unable to attend school due to their medical condition, they will be referred to the medical needs team for support and advice.

Further advice can be found at:
https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/how-education-providers-support/medical-needs-education-provision



How do we prepare our children for their next steps?

part of Evolution Academy Trust
Progress through Partnership

Headteacher: Mrs Corrina Peachment

Ambition – Collaboration – Responsibility

Transition from Infant to Junior School

- Meetings between infant and junior staff to discuss children and their needs.
- Teacher/SENCo visits the children in their school setting.
- Children are invited into school in the summer term to become familiar with the school environment.
- Additional Transition visits for children with SEND.
- Parent and teacher meeting.

Transition within school

- Transition meetings between current and new teachers to discuss strategies used to support the child
- 'Move Up Day' in July
- Extra transition activities planned as required, including story swaps, visits to the classroom etc.
- Social stories and additional resources sent home over the summer as required
- Meeting between SENDCo and new class teachers to discuss provision and needs in September

Transition to a new school

- Transition conversation/meetings between SENDCos
- Visits to the school where possible
- 'Move Up Day' in July
- Records shared with the new school once the child has arrived
- Where possible and appropriate, new staff will visit the child's current setting

What SEND training have staff received?

Training for staff has included:

- ASD training
- Colourful Semantics
- RWI Training
- First Aid (TAs)
- SEN support and provision (Teachers)
- Behaviour Training
- Writing effective Support Plans
- Writing effective Behaviour Plans (BP)
- Writing smart targets
- Using Numicon in the classroom



What SEN support services are available for Parents/Carers?

Organisation	What do they do?	Contact details
Norfolk SENDIASS	Offer information advice and support about SEN and disabilities.	https://www.norfolksendiass.org.uk/ 01603 704070 norfolksendiass@norfolk.gov.uk
Just One Norfolk	Single point of access for all health information.	https://www.justonenorfolk.nhs.uk/ 0300 300 0123
Norfolk Early Help and Family Support	Providing a range of help and support for families and parents who are worried about their children.	https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support
Council for Disabled Children	Information for parents who have children with a physical disability,	https://councilfordisabledchildren.org.uk/
Ormiston Families	Providing a range of services to support mental health	https://www.ormiston.org/ Email: enquiries@ormistonfamilies.org.uk Telephone: 01473 724517
Family Voice	A parent/carer forum supporting families to be listened to.	https://www.familyvoice.org.uk/about-us/

How has the school used funding to support SEND provision?

This academic year, 2026-2027, we received £200,407

The notional funding has been used to support SEN in the following ways:

- To fund additional support staff
- To purchase additional resources
- Staff training and professional development

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What is the Norfolk Local Offer?

The Norfolk Local Offer contains information of the services available to children, young people and their families.

See their website for more information:
https://www.norfolk.gov.uk/children-and-families/send-local-offer

"Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their areas which have SEN or are disabled, including those who do not have Education, Health and Care Plans"

Wensum Junior School's SEND Information Report forms part of the Norfolk Local Offer for learners with SEND.

How do we keep our children safe?

Headteacher: Mrs Corrina Peachment

part of Evolution Academy Trust

Ambition – Collaboration – Responsibility

The safeguarding of our children is paramount at Wensum Junior School.

We know that children with complex special educational needs and/or disabilities are vulnerable and more likely to be victims of abuse.

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

- Mrs Corrina Peachment (Headteacher and Lead DSL): head@wensumjunior.org.uk
- Miss Glen (Parent Support Advisor and DSL): zglen@wensumjunior.org.uk
- Miss Carney (Assistant Headteacher and DDSL): office@wensumjunior.org.uk
- Mr Rush (Assistant SENCo): office@wensumjunior.org.uk
- Mr Wickens (Class Teacher and DDSL): office@wensumjunior.org.uk
- Mrs Miller-Hernandez (After School Club Manager and DSL): lmiller@wensumjunior.org.uk

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

Our Safeguarding and Child Protection Policy can be found here.



Links to School Policies

- Accessibility Plan
- Behaviour Policy
- Safeguarding and Child Protection Policy

Useful Links:

- Asperger East Anglia - https://www.asperger.org.uk
- Autism Educational Trust - https://www.autismeducationtrust.org.uk
- ASD Helping Hands - https://www.asdhelpinghands.org.uk
- Benjamin Foundation - https://benjaminfoundation.co.uk
- British Dyslexia Association - https://www.bdadyslexia.org.uk
- Down's Syndrome Association - www.downs-syndrome.org.uk
- Dyslexia-SpLD Trust - http://www.thedyslexia-spldtrust.org.uk
- Dyspraxia Foundation - https://dyspraxiafoundation.org.uk
- East Coast Community Healthcare (ECCH) www.ecch.org
- SEND Code of Practice - https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Have your say…

This SEND Information Report declares our annual offer to learners with SEND, but to be consistently effective it needs regular input from parents/carers, pupils, governors and staff.

Please do not hesitate to discuss your thoughts, opinions and ideas with us; we want to hear them!

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

We try our best to support all our children at Wensum Junior School. However, if you have any questions of concerns about the provision or support your child is receiving, please discuss this with the class teacher in the first instance.

If you are still concerned, it is advised that you arrange a meeting with the Mrs Peachment or Mr Rush.

