

**Special Educational Needs**  
**(SEN) Information Report for Woodland View Junior School**  
**2024 – 2025**

**Part of the Norfolk Local Offer for Learners with SEN**

**Introduction:**

At Woodland View Junior School, we are committed to working together with all members of our school community and cluster.

**SEN Contacts:**

|                         |  |
|-------------------------|--|
| SENCO:                  | Heallen Payne (National SENCO Award 2017)  |
| SEN Governor:           | June Sewell  |
| Head of School:         | Heallen Payne  |
| Executive Head Teacher: | Heidi Jordan   |
| School office:          | <a href="mailto:office@woodlandview.norfolk.sch.uk">office@woodlandview.norfolk.sch.uk</a> |
| Phone Number:           | 01603 898292   |

A link to the Norfolk Local Offer is on the school website under Key Information – SEN.

**This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This is an SEN information report – not an SEN-D information report. The adaptations offered to disabled learners are within the schools Accessibility Plan.

**This Information Report was written in October 2024**

Parents, Governors and staff have worked collaboratively on this document.

**To be reviewed: October 2025**

## **Our Approach to Teaching Learners with SEN:**

At Woodland View 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 backgrounds, interests, experience, knowledge and skills. Further details about our admissions policy can be found [here](#).

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.

Our School Improvement and Development Plan (SIDP) is about developing learning for all and details plans for Continued Professional Development (CPD) opportunities for all staff. Please see our [SDIP](#) for more information about our current priorities.

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 assess to ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

Information within this report links to our school's [SEN Policy](#).

## **What is SEN?**

The Code of Practice defines SEN as:

**“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 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.”**

All of our children are unique and interpret things in different ways. Some may need work that is 'additional to' and 'different from' the work planned by the teacher in order to achieve their full potential. These are the children we identify as having a

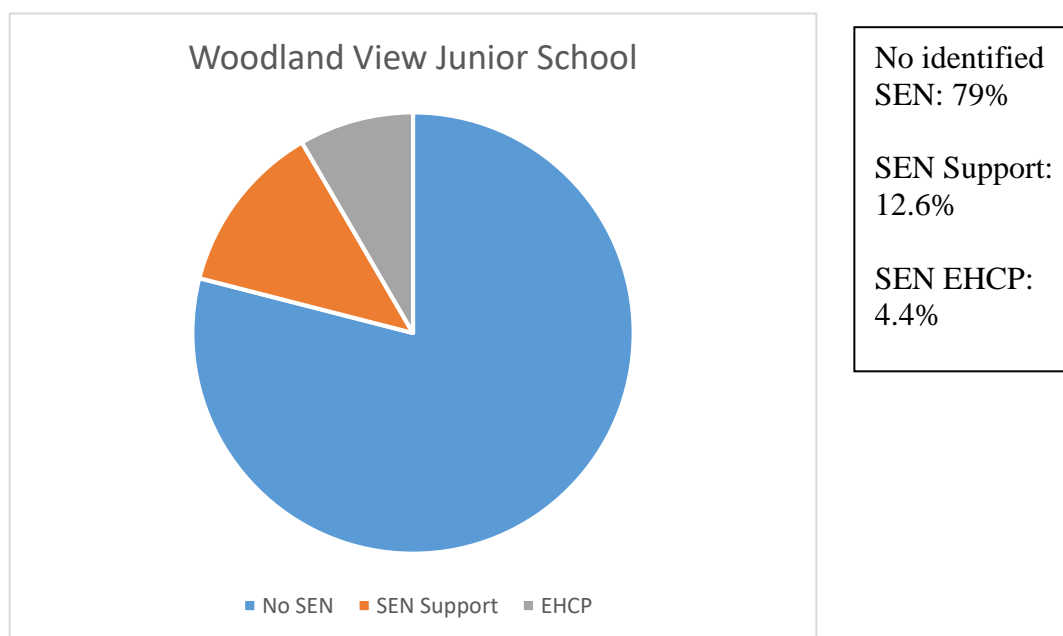
SEN need. For the current school year, we have 21% (30 pupils out of 143 on our current school register) of children identified as having SEN.

There are four main barriers to learning experienced by children with SEN at school. They are:

- **Cognition and Learning**
  - For example, children experience difficulties generally keeping up with lessons or making progress in reading, writing or maths.
- **Communication and Interaction**
  - For example, children may find it hard to understand language, make letter sounds, have trouble expressing themselves or find it hard to play or work with their friends.
- **Social, Emotional and Mental Health**
  - For example, they may be struggling with anxiety or depression, they may be finding it hard to deal with the loss of a significant adult in their life or they may be finding it hard to mix with others.
- **Physical Needs**
  - For example, a visual or hearing impairment, a physical disability or a medical condition which means they need support to access learning.

These difficulties can be barriers to learning. As a school, we assess **all** children to identify their strengths and needs and how we can best support them.

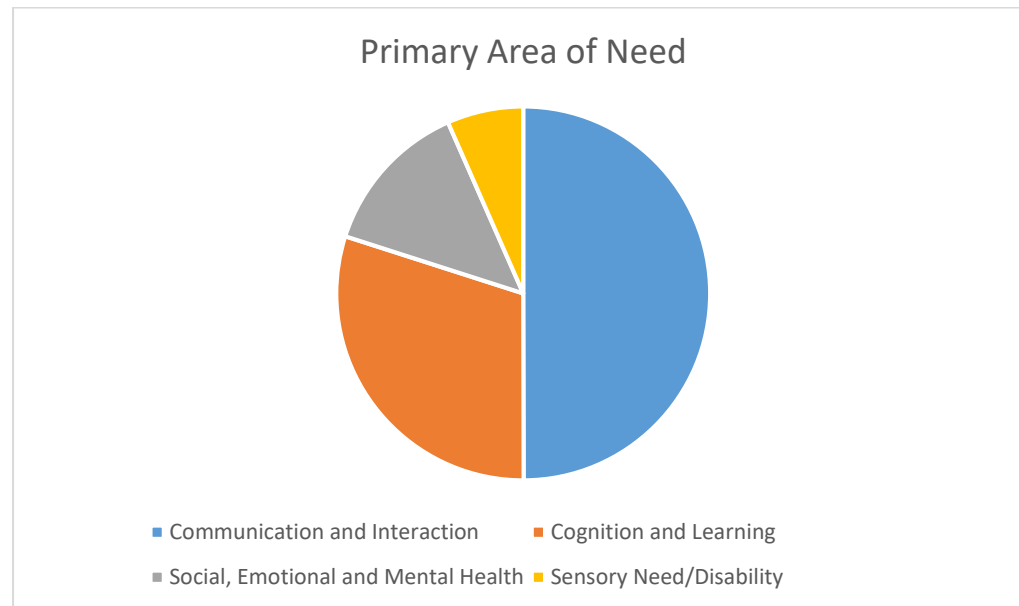
Our SEN profile for the beginning of the **autumn term 2024** is as follows:



The National Figure for SEND is 13.6% (school support)

The National Figure for EHCP is 4.8%

What are the Primary SEN needs of pupils at our school on the SEN Record in **September 2024**?



**What is SEN support?**

SEN support describes the additional help that assists children to access the curriculum.

This includes:

- A carefully designed curriculum that builds upon prior learning and explaining what is coming next
- Staff checking children understand what is being taught, including through the use of spaced retrieval tasks
- Extra help in the classroom to start on tasks and access resources
- Instructions being given in small chunks and being scribed or repeated
- Staff checking specific children know what they are doing within the lesson
- Staff checking children know what is expected from them
- Small group or one-to-one learning
- Keep Up or Catch Up sessions
- Support from specialists such as speech and language therapists

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, modelling, use of visualisers etc.
- Adapting our resources and staffing to meet the needs of the children to provide emotional and academic support.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Using technology to make the curriculum more accessible e.g. using talking tins, speech to text on I-pads, using photos as memory joggers.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Supporting children to transition from one activity to another e.g. using now/next boards, timers, giving 5 minute warnings, use of 1/2/3 to aid transition from one activity to another with chunked instructions.

We will work with you, as parents, when agreeing what support we will provide and what it will achieve through our cycle of Assess, Plan, Do, Review – actions are recorded in a Learning Support Plan. (Appendix A)

A glossary of terms used across Norfolk when referring to SEN needs can be found [here](#).

All staff regularly use Wishes and Feelings activities with pupils. Wishes and Feelings work can be undertaken for many reasons such as those who are feeling unhappy, in need of support with friends or self-esteem, or are suffering from the loss of a significant person in their life. If a child needs support and time to talk and explore feelings, we try our best to listen and support them – we will feedback to you the information your child has shared with us. We are also able to offer some specific interventions such as pastoral support sessions, Lego Therapy, ELSA (Emotional Literacy Support) and Drawing and Talking Therapy.

The actual support received will vary according to the needs of your child. Everyone who is identified as having SEN is entitled to support that is ‘additional to or different from’ what normally happens in the classroom.

Our [Medical Conditions Policy](#) has more information about how we support children with medical needs at Woodland View Junior School. If needed, we will work closely with families and the Inclusion Team to create bespoke re-integration plans that support pupils to re-join mainstream education over a period of 6 weeks. We are also in the fortunate position of being able to offer your child pastoral support and Mrs Kidd, our Family Support Advisor (FSA) is also on hand to help and support families. Mrs Kidd has completed Working on Worries training and can offer support to families through the delivery of parent led CBT (cognitive behaviour therapy) to support child anxiety worries.

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2011 detail the expectations on all teachers, and we at Woodland View Junior School are proud of our Teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- Coloured overlays
- Specific resources such as manipulative e.g. Numicon

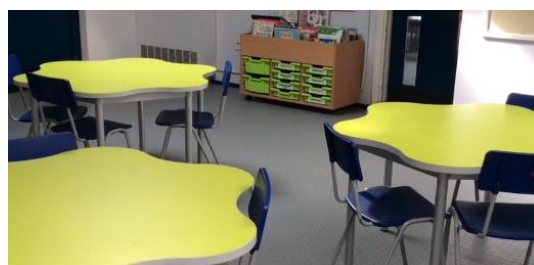
- I-pads or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Small group tasks
- 1-2-1 support when needed
- Withdrawing 1-2-1 support where appropriate to help develop independence
- Breaking activities down into smaller steps
- Adjusting seating positions in the classroom to support learning
- Adapting the curriculum content to meet the needs of your child
- Working with the SENCO to submit funding applications for adult support or to access specific resources
- Working with you to make any necessary Standard Assessment Tests (SATs) access arrangements

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ our normal curriculum offer. 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 that has been identified. This support is described on a provision map (appendix B), which although does not detail the individual learner names, describes the interventions and actions that we undertake at Woodland View Junior School to support learners with SEN across the year groups. We modify the provision map regularly and it changes every year as our learners and their needs change.

We employ well trained Teaching Assistants and Higher Level Teaching Assistants who deliver interventions to support learning at Woodland View Junior School. This academic year we have invested in training for the whole Teaching Assistant team to effectively support the learning of SEND pupils across the curriculum. During the training they will understand how SEND barriers to learning are manifested and strategies to use when working with SEND pupils to maximise their learning.

We are also in the fortunate position of being able to have access to a Family Support Advisor, Juliette Kidd, across the Spixworth Federation.

We have the space in school to run intervention, nurturing and pastoral sessions. Timetabling, learning outcomes and interventions are overseen by the SENCo and Head of School. How we use our spaces in school varies according to the needs of the children in our care. We continue to be in the fortunate position of being able to employ a member of staff to undertake pastoral work over lunchtimes and during 3 afternoons a week. Our pastoral support worker, Miss O’Connor, provides pupils with additional support for many reasons such as those who are feeling unhappy, in need of support with friends or self-esteem, or are suffering from the loss of a significant person in their life. If a child needs support and time to talk and explore feelings we try our best to listen and support them.



At Woodland View Junior School, we share SEN information with the Sprowston Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster ensuring equality of opportunity. Individual children's names are never used when information about our offer at Woodland View Junior School is discussed.

Our SEN work is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school. Regular meetings are held with the Governor responsible for SEN, June Sewell.

### **How are children's SEN needs identified?**

- Meetings between staff from previous schools help to share information and concerns
- Discussions with parents/carers
- Concerns raised by parents/carers
- Concerns raised by staff
- Your child is not making as much progress as we expect them to
- A medical diagnosis is made by Health Care professionals – where this is the case we follow the advice from medical teams to offer support and follow guidance from within our policy [Supporting Pupils with Medical Conditions](#)
- Your child may have an Education Health Care Plan (EHCP)

### **How can I raise a concern about my child?**

- Firstly, arrange to see your class teacher to talk through your concerns
- If appropriate, your class teacher will begin a cycle of assess, plan, do and review to begin to address any identified barriers to learning – this may be done in partnership with the school SENCO.
- If you have any questions following your meeting with the class teacher ring the school office and leave a message asking for the SENCO to call you back.

### **Listening to your child's views:**

- Wherever possible, children are involved in their own target setting.
- Every child on our SEN record works with an adult to create a one-page profile which is used to explore strengths and areas for development; this forms the front page of the learning support plan.
- The governors carry out regular surveys that include finding out about attitudes to learning and children's worries.
- The school council meets regularly and shares views, opinions and decisions with the staff team.
- Staff meet with all pupils to find out what pupils think about their learning in school; this is shared with parents at parent evenings.
- The school has an anti-bullying policy and takes part in the national anti-bullying week.
- We incorporate aspects from a SMILE project and PATHS (Promoting Alternative Thinking Strategies) approach as part of our PSHE curriculum to help pupils develop emotional literacy by becoming more confident and resilient as well as being able to effectively and safely express their emotions.
- Assemblies help pupils to explore the world in which they live.



- We are a Silver Rights Respecting School which means we actively teach children about their rights and the rights of others, we are currently working towards our Gold Award.
- We actively encourage all members of our community to embrace [our school values](#).

### **Listening to your views:**

- You can communicate with your child's class teacher on a daily basis when dropping them off in the morning or when collecting at the end of the day.
- You can call into the office, leave a phone message or send an email asking for the class teacher or SENCO to meet with you either formally or informally.
- You can contact the school office and arrange to meet with our governor for SEN.
- You can call in for a chat during 'book look' sessions which now take place in the week before your child's progress meeting.
- You can explore what is going well for your child and what could be even better for them at your child's progress meeting.
- You can respond to parent questionnaires which are sent out annually.
- At each progress meeting you will work with the class teacher to review your child's Learning Support Plan. (LSP)  
LSPs are not permanent. Children who, over time, may not need adaptations or support that is additional to or different from their peers will, in consultation with their parent/carer, be removed from our SEN record.
- You can attend parent/carer SENCO drop-in meetings for a cup of tea and a catch up.
- You can arrange to talk with our parent governors.

Your views are important and are used to help inform policies and reports.

### **Social Emotional and Mental Health:**

Where a child is struggling with social, emotional or mental health we may support them in school with pastoral support sessions, Lego Therapy or small group nurturing activities. If we feel more specialist support is needed, we will work with you to access external support services such as Just One Norfolk or Supporting Smiles (previously known as Point One). You can find out more about these services later in this document in the section which details the services we can access.

### **How are children with SEN assessed at Woodland View Junior School?**

The senior leadership team and subject leaders monitor the progress of pupils through monitoring days, staff and pupil surveys and by working with the school council.

We hold four progress meetings with children and parents/carers throughout the year and this information is used to form the basis of the end of year report. During these meetings Learning Support Plans are reviewed as part of the Assess, plan, do and review cycle, and new targets are agreed.

Staff teams meet with the Head of School and SENCO at least 3 times a year to discuss general progress. Assessment data is collected and stored on a Pupil Asset system which helps staff track progress, spot any unexpected results and work to



address them, as well as tracking pupils who may have other things that may be affecting their learning such as having English as a second language – we call this intersectionality. Intersectionality is where we are looking at things which may overlap to create a disadvantage.

Benchmarking helps us to consider how to use our resources to support high-quality teaching and the best education outcomes for your pupils. Benchmarking helps us to connect with other schools or trusts to discuss challenges and successes. To find out how we compare to other school please click [here](#).

We have a range of assessment tools available, which include diagnostic tests for reading, spelling, working memory, logic and self-esteem. For example:

- British Picture Vocabulary Scale (BPVS) – To assess understanding of receptive language, that is, how much they understand of vocabulary they hear
- Single Word Reading Test – This looks at decoding skills and knowledge of letter sounds
- New Salford Reading Test – This test how well children can read and how fluent they are
- Single Word Spelling Test – We use this to assess knowledge of letter sounds and combinations
- Sandwell Early Numeracy Test – Used to identify specific number skills that need to be developed
- Dyslexia Portfolio – this test identifies areas of difficulty in literacy learning.
- Visual Stress Assessment Pack – this assesses if there is any distortion to print that creates a barrier to learning.
- Neuro-diversity Checklist – to help recognise elements from a range of specific learning needs
- GL Emotional Literacy Assessment and Intervention – We use this to help pupils enhance their self-awareness, self-regulation, motivation, empathy and social skills.
- YARC (York Assessment of Reading for Comprehension) – we use this to explore reading behaviours, strengths and areas for development.

Whenever we are looking at the needs of a young person in our care and consider what we can do to support them we refer to the [Norfolk Provision Expected at School Support \(PEASS\) documents](#).

The SENCO has achieved the National SENCO award (2017) and all staff receive regular training up-dates according to the needs of pupils.

The SENCO has also successfully completed the Certificate of Competence in Educational Testing (2019).

### **Our approach to teaching learners with SEN:**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be personalised for individual pupils. We can also provide the following interventions:

### Communication and Interaction:

- **Lego Therapy**

This is a social development program that uses LEGO® activities to support the development of a wide range of social skills. It promotes social interaction, turn-taking skills, sharing, negotiating, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.

- **Structured Play**

Adult supervised activities to help children have positive interactions with others, this can be incorporated into our loose parts play.

### Cognition and Learning:

- **Numicon big Ideas**

Support for pupils in upper key stage two who are not meeting age expectations. The work covers 5 key areas: adding and subtracting, multiplying and dividing, fractions and working with fractions, decimals and percentages.

- **Plus One**

Individual support to secure the building blocks of number. Sessions focus on: Counting backwards and forwards, adding and subtracting to 10, introducing doubling and halving.

- **Power of Two**

Individual support to develop the building blocks of number and developing skills with mental calculations. The work focuses on: Number bonds to 10 - Doubling, halving, addition and subtraction, rounding, multiplying, dividing, fractions and worded problems and mental maths

- **Nessy**

Individual game-based learning with a range of levels from beginning phonics to advanced vocabulary. The program adapts to the needs of pupils and also provides explicit teaching of language concepts.

- **Word Wasp/Hornet**

This focuses on Word Articulation Spelling and Pronunciation. Students with speech problems benefit greatly because it teaches sounds and the phonic composition of words.

- **Toe by Toe**

This is designed for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexic difficulties. Toe By Toe is essentially a decoding book. It trains struggling readers to identify written text, easily and quickly. This enables them to convert letters and words into the appropriate sounds so they speak and pronounce them correctly every time.

- **Trugs**

A system built on synthetic phonics using 15 stages of development. 'Get it, match it, take it' card games practice, reinforce and consolidate reading. 'Use it' games develop sentence construction and increase vocabulary knowledge.

- **Memory Magic**

A short programme designed to help children discover how to support their working memory.

Social, Emotional and Mental Health:

- **Bespoke Pastoral Support**

Our pastoral support worker will work with you and your child to offer 1-2-1 or small group support depending on individual need.

- **Storm break**

A programme designed to support mental health through movement whilst developing coping strategies to thrive.

- **ELSA (Emotional Literacy Support Assistant)**

This helps to support emotional development and help children cope with life's challenges and to find solutions to problems they might have.

- **Drawing and Talking Therapy**

This is an attachment based therapeutic intervention designed to allow individuals to communicate emotions through a non-directed techniques.

Physical and Sensory Need:

- **Speech and Language**

We have internally developed resources which we can use, we also work closely with Speech and Language Therapists to ensure pupils receive the support they need.

- **Sensory Circuits**

Depending on the need of the child, we develop indoor and/or outdoor sensory circuits using a range of activities and physical apparatus.

- **ATT – Access Through Technology**

Where there is an official diagnosis that affects a child's ability to write we are able to access Local Authority support to help your child use technology effectively to access the curriculum.

- **Occupational Therapy**

When recommendations are made by the Occupational Therapy Team we try our best to carry them out. We are also able collect evidence for you to take to your GP to make referrals into this service.

Where pupils do not make progress despite support being put in place, interventions being followed and cycles of Assess, Plan, Do and Review being shared we will work

with you to explore the benefits of an [Education Health Care Plan \(EHCP\) application](#).

As part of our Accessibility Plan, we started the journey last academic year to becoming a Dyslexia Friendly School and aim to have achieved our Dyslexia Friendly School Award by the end of 2025. We have successfully completed Year 1 and have gained The Norfolk Dyslexia Quality Friendly School Quality Mark – Year 1.

**During the last academic year, various Woodland View Junior School staff accessed the following training related to additional needs:**

| Training:   | Staff:  |
|---|---|
| Harmful Sexual Behaviour and Developmental Trauma in Children and Young People. | C Perry, H Payne, J Utting, M Wooley, S White   |
| Understanding Epilepsy  | K O'Connor  |
| Epilepsy Training   | S Claxton, H Payne, N Owen, S Hill, A Redgrave, S Russell, A Engledow, M Newstead   |
| Epilepsy Emergency Medication Training  | M Newstead, A Engledow, A Redgrave, S Hill. S Russell   |
| ADHD Awareness  | S Wilson, K O'Connor,   |
| Autism Awareness  | C Perry   |
| Dyslexia Awareness  | H Payne, K O'Connor, N Owen, P Puddifoot, J Utting, J Patterson, F Jackson, A Redgrave, M Newstead, K Heley, S Claxton, R Whiles, S White, C Watson, P Gilham, C Read |
| Foundation to Drawing and Talking Therapy                                       | J Kidd  |
| An induction in the speech, language and communication needs                    | K O'Connor  |
| The SEND Code of Practice   | K O'Connor  |
| Effective Health and Safety for children with SEND and ASD                      | K O'Connor  |
| Diabetes Training   | H Payne, J Rust, K Peters, P Gilham, S Russell  |
| Mindfulness in the Classroom  | K O'Connor  |
| Overcoming Loneliness   | K O'Connor  |

|  |                     |
|--|---------------------|
| Dyscalculia Awareness                                    | K O'Connor          |
| Body Dysmorphic Disorder                                 | K O'Connor          |
| Understanding Self-Harm                                  | K O'Connor          |
| Understanding Low Mood and Depression                    | K O'Connor          |
| Understanding Anaphylaxis                                | K O'Connor          |
| Introduction to Young Carers                             | K O'Connor          |
| Future Action Rise Up Tutor                              | S White             |
| Future Action Trauma Informed PE teacher training course | S White, K O'Connor |
| Level 3 Dyslexia Awareness                               | H Payne             |

Please view Appendix C for training accessed 2020/21, 2021/22, 2022/23.

**Specialist services that can support the school in collaboration with parents:**

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website. We can seek access to services including:

- Educational Psychologists to help us understand and support the needs of learners at our school – this work is bespoke to specific children.
- School Nursing Team
- Speech and Language Therapists
- Norfolk Early Help
- Supporting Smiles – previously named Point One (Mental Health)
- CAMHS (Child and Adolescent Mental Health Service)
- ATT – Access Through Technology
- S2S School-to-School support
- Autism Spectrum Disorder (ASD) Advanced Skills Team (AST)
- Diabetic nursing team
- Sensory Support Team
- Norfolk Just One Number
- Schools and Community Team
- Dyslexia Outreach Service
- The Inclusion Team
- Step On/ Step Up – behaviour support
- Norfolk Local Offer Website

### **Sharing good practice across the cluster:**

We share our provision mapping with colleagues in the Sprowston Cluster so that we can learn from each other. Our cluster has 15 schools within it. We are also able to promote consistent practice across 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. Termly informal reports for SEN are presented to the Governing Body, an annual SEN report is formally presented to the Governing Body in the summer term.

### **How do we know if our support is effective?**

Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model from the Code of Practice and ensure that parents/carers and children are involved in each step. A baseline will be recorded, this is used to review the impact of work undertaken to help reduce an identified barrier to learning and to monitor the impact of the provision.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at least termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Reviews can be built into the intervention itself, or it can be a formal meeting held at least once a term, where all involved will discuss progress and next steps to be taken. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHC plan will be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Successful interventions are shared with the Sprowston Cluster so all SENCO's in our cluster are able to select high quality provision.

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 Local Authority and Ofsted.

When looking at the progress made by children with SEN we may look at:

- How we are able to help them access the full curriculum
- Improvement in self-help and independence
- Improvement in social or personal skills
- Improvement in learning behaviours e.g. being willing / ready to learn
- Reducing or closing the attainment gap between the child and their peers

- Preventing the attainment gap from becoming wider
- Comparing progress against pupils with a similar baseline
- How progress for the child measures against progress the child has made in previous years

### **Other opportunities for Learning**

We are committed to supporting children to reach their potential. When needed we allow children to attend therapies which may take place off-site such as play therapy or SENSI therapy. We work hard with parents/carers and agencies to ensure pupils have the practical equipment they need such as clear signage; chairs provided by occupational health; rails, edges and curbs being marked and lighting being diffused.

All learners should have the same opportunity to access extracurricular activities. At Woodland View school we offer a range of clubs each term, a letter is sent home termly giving information about the clubs on offer.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children at Woodland View Junior School also go to a number of clubs outside school. The school council surveyed the children and the types of clubs they go to. These can be found below:

- Cubs
- Karate
- Rainbows
- Horse riding
- Swimming
- Football
- Gymnastics
- Dance

We are committed to making reasonable adjustments to ensure participation for all so please contact the leaders of each group to discuss specific requirements.

All staff at Woodland View have regular training on the Equality Act 2010.

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/her ability to carry out normal day to day activities.’**

Section 1 (1) Disability Discriminations 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. Please follow the link [here](#) to view our Federation Equality Objectives and Statement.

At Woodland View Junior School we recognise that children with SEN can be more likely to experience bullying. We also recognise that all children need support to develop their Personal, Social and Emotional skills.

Our curriculum has a clear emphasis on developing the whole child and is proactive in preventing bullying through:

### **Our school Values:**

Our **community** supports our children to accept new challenges and be resilient in the face of adversity; to have humour, a willingness to laugh and be graceful in difficult situations.

We will open doors to opportunity and eyes to possibility – unlocking curious minds with knowledge that will allow our children to achieve **excellence** and realise their ambitions.

We proudly insist upon **respect** for all as we walk with every child to seize their best **adventure**.

We do this because we **CARE**.



- Child Whispering (a whole school approach to developing a vocabulary around emotions)
- [Anti-bullying Policy](#)
- PSHE curriculum
- Philosophy sessions (weekly)
- Learning Circles (children supporting each other to develop behaviours for learning)
- Assembly content
- School Council including UN Rights of the Child work
- Mental Health awareness week
- Anti-bullying week
- Buddies (specifically used to support transition between schools)
- High level adult support where a need is identified

### **Accessibility in the school environment:**

- There is a disabled parking bay
- The school is on one level and is wheelchair accessible
- There is a toilet with disabled access
- The medical room is accessible
- Modifications can and have been made according to need

You can view our accessibility policy [here](#).

You can view our accessibility plan [here](#).

Other important policies which help all students access school, be included and be protected are our [Safeguarding Policy](#) and our [Behaviour Policy](#).

[Norfolk SEND Youth Forum](#) is a new opportunity for young people to share their experiences and work together to improve services for young people with Special Educational Needs and Disabilities.

### **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 another school. Woodland View is committed to working in partnership with families and other providers to make sure transitions are successful.

We liaise closely with our feeder schools to help children in the next stage of their education. Transition from infant school will be discussed during Year 2; Transition to secondary schools will be discussed during year 5 to ensure time for planning and preparation.

The SENCO for the Infant School, Heallen Payne, is also the SENCO across the Federation, this provides consistency with the Federation and ensures the needs of your child are clearly communicated from one setting to the next.

Our staff make contact with previous settings to find out more about the children joining our school so we can offer the right support as soon as possible. One-page profiles are used to help all staff gain an understanding of how our young people would like to be supported.

On our website you will find welcome videos, a tour of the school, class transition booklets and links to external support. You can access our transition information [here](#).

Once you decide you would like your child to join our school they will be invited to transition meetings and activities before the school year starts. Once school has started you will be invited to drop-in sessions with the class teacher and SENCO. We hold pupil review meetings at the end of September to discuss how your child is settling in and how they are coping with the socialising, the curriculum work and the setting.

## **Funding for SEN:**

Woodland View receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in a SEN memorandum – you can view our budget share [here](#). The notional amount of funding we received for 2023-2024 was £31,976

Schools are also able to apply to the Local Authority for ‘top up’ funding for learners who require support which exceeds that available to the school. Pupils with an Educational Health Care Plan (EHCP) are given additional funding to support the provision they need, in 2023-2024 we received £47,225 from EHCP (£10,014) and Element 3 Funding (£31,976). It is also possible to apply to the Local Authority for additional high-needs funding – this is agreed and allocated on a case by case basis.

The funding we received last year, **2023 – 2024**, was put towards funding the following support for pupils:

|  |
|--|
| 1-2-1 reading  |
| Fine motor skills and precision spelling                                       |
| Core Maths Skills  |
| Precision spelling   |
| Power of 2   |
| Plus One   |
| Word Hornet  |
| Little Wandle Phonics intervention   |
| Nessy licences   |
| SENCO Network  |
| Dyslexia Outreach Support  |
| EPSS contract  |
| Maths Seeds  |
| Test and screening forms   |
| Resource books – self-esteem, emotions   |
| Norfolk STEPS trainer Package  |
| WOW (Working on Worries) Sessions  |
| ELSA (Emotional Literacy)  |
| Social Stories   |
| SALT – speech and Language   |
| Supporting Transition  |
| Story Massage  |
| Supporting Medical Needs   |
| Dyslexia Awareness Training Y1   |
| Resources e.g. Pencil Grips, fidget tangles, hand strengtheners, jumbo pencils |
| 1-2-1 TA/MSA Support for lessons, break and lunch as needed                    |
| Writing Support  |
| ATT Preparation  |

|   |
|---|
| SEMH Support with pastoral worker       |
| Maths group                             |
| ATT (Access Through Technology) support |

Our SEN funding allocation for 2024-2025 is £37,105. For our anticipated provision map for this academic year please see Appendix B.

Woodland View Junior School is part of the Sprowston Cluster, which is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. The Cluster has a SEN Handbook containing useful information which can be found on our website [here](#).

### **What other services do we access?**

With the support of the governing body, the SENCO and Senior Leadership Team (SLT) work with staff across the school, parents/carers and children to access external support and expertise to ensure we can support children with a special educational need and their families. Examples of services we can access are listed below:

#### **Education Services:**

- Virtual School SEND - for advice, support and resources, they champion children with SEN.
- Virtual School Sensory Support - support to children who suffer sensory loss, their families and school.
- Virtual School Looked After Children - supporting children to thrive no matter where they are placed.
- Educational Psychology Specialist Support - helping to identify and assess difficulties/barriers and providing support to overcome them.
- Inclusion Team – support to schools to help include pupils within their setting.
- School 2 School Support Services – practical advice and support for mainstream settings from specialist teachers.

#### **Health Services:**

- Just One Norfolk – for advice and guidance on children’s health, wellbeing and development.
- Speech and Language Therapy Service – for advice with speech, language and communication needs, to help them communicate better.
- Mental Health Services, Supporting Smiles (previously Point One) – for assessment, support and therapeutic help by skilled professionals for children and young people who are experiencing mental health issues and emotional difficulties.

#### **Social Care Services:**

- Short Breaks – to help parents/carers access activities for children and young people aged 5-17 with disabilities.
- Early Help Hub – to access information, advice and guidance to prevent family worries escalating into bigger issues.
- EHAP – to access **information, advice and guidance to families as soon as there is a worry in a child's life**. This can be for children of any age up to 18

and also can help with the worries adults may have, such as finances and mental health, which may impact on the children.

### **Third Sector Services:**

- Carers Matter – to access specific support for young carers and families.
- CST – Community Schools Team

### **Have your say:**

Woodland View Junior School is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN information report summarises our annual offer to learners with SEN. Please engage with our annual process to ‘assess, plan, do and review’ provision for your child.

We welcome and encourage your feedback and future involvement in the review of this Information Report. Our annual review of this report will begin to take place in the Summer Term. If you want to take part, please telephone or email the office: 01603 898292 [office@woodlandview.norfolk.sch.uk](mailto:office@woodlandview.norfolk.sch.uk)

We do of course welcome feedback at any time during the academic year via the school office.

### **Complaints Procedure:**

If you have any concerns about the SEN provision made at our school then please contact your child’s class teacher in the first instance. After this initial contact it may be appropriate to arrange to discuss the issue with the SENCO, Head of School, Executive Head Teacher or SEN Governor. The policy for making a formal complaint can be found on our website. You can find a copy of our complaints policy [here](#). If you would like support to make a complaint you can seek assistance from our Family Support Advisor or a parent governor.

### **Useful Links:**

#### **The SEN Code of Practice**

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

This document explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

#### **Norfolk Local Offer**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life

**Norfolk SENDIASS**

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

Free information, impartial advice and support about Special Educational Needs

**The Equality Act**

<https://www.legislation.gov.uk/ukpga/2010/15/contents> (Equality Act 2010)

**Norfolk and Waveney Children's Speech and Language Therapy**

<https://www.justonenorfolk.nhs.uk/speech-language/>

**Just One Number: Children and young people's health services**

<https://www.justonenorfolk.nhs.uk/>

Contact number: 0300 300 0123

Health advice and support for children

**Norfolk Early Help:**

<https://www.norfolk.gov.uk/children-and-families/early-help-and-family-support>

Early Help is for children of any age (0-17) and their family. It's about getting information, advice and guidance to prevent family worries escalating into bigger issues.

**Supporting Smiles (previously Point 1):**

<https://communitydirectory.norfolk.gov.uk/Services/5057/Point-1>

Emotional wellbeing for infants, children and young people in Norfolk.

**Help for when things go wrong with SEN provision:**

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/education-and-learning/support-for-learning/special-educational-needs-sen-support/reaching-agreement-sen-support>

**Resources to help with transition:**

<https://www.schools.norfolk.gov.uk/pupil-needs/special-educational-needs-and-disabilities/send-transition-resources>

Information is also available on our **school website:**


<https://www.woodlandview.norfolk.sch.uk>

This Information Report links to our policies on:

- [SEN](#)
- [Accessibility](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions](#)

# Appendix A - Learning Support Plan (LSP)

## Steps to Success: Learning Support Plan 2024-25 Assess, Plan, Do, Review

|  |   |
|--|---|
| <p>Name:           DOB:</p> <p>Year Group:       Class:</p>  | <p>My picture:</p>  |
| <p>Primary Area of Need:</p> <p>Secondary Areas of Need:</p> |  <p>You can help and support me by:</p> |
| <p>My strengths:</p>   | <p>This has worked for me before:</p>   |
| <p>You also need to know: (Key documents)</p>                | <p>My goals and wishes for the future:</p>  |



## Steps to Success: Learning Support Plan 2024-25 Assess, Plan, Do, Review

Highlight relevant items for adjustments and support as they are used: Blue = autumn term, Green = new to spring term, Pink = new to summer term

⊕

|   | Cognition & Learning   | Communication & Interaction  | Social, Emotional & Mental Health  | Physical & or Sensory   |
|---|--|--|--|---|
| <b>2024-2025 Adjustments:</b><br>Tweaks to delivery   | <ul style="list-style-type: none"> <li>Alternative means of recording (voice recorder, type, film)</li> <li>Sufficient time for task</li> <li>Short 'bursts' of work</li> <li>Step by step instructions</li> <li>Visual prompts (video clip, model example, photos or picture cards)</li> <li>Pause to ask questions</li> <li>Structured choices</li> <li>Now &amp; next structure</li> </ul>  | <ul style="list-style-type: none"> <li>Use concise language and visual prompts or models</li> <li>Summarise key points</li> <li>Pre-teach key words</li> <li>Check out understanding by asking questions</li> <li>Explicit beginning and ending of task within agreed time limit</li> <li>Advanced warning of change</li> <li>Explain purpose of task</li> </ul> | <ul style="list-style-type: none"> <li>Agree start and finish time</li> <li>Make explicit task relevance</li> <li>Praise effort &amp; engagement</li> <li>Learner &amp; adult identifies success each day.</li> <li>Set own goal for the week</li> <li>Ask questions to encourage self-reflection</li> <li>Learner selects task order</li> <li>Share 'I can' statements</li> </ul> | <ul style="list-style-type: none"> <li>Adapt materials so more accessible</li> <li>Scaffold tasks so skills broken in to small steps</li> <li>Adapt working position</li> <li>Reduce environmental noise and sufficient light</li> <li>Complete sensory audit</li> <li>Pre-prepare resources to support access</li> </ul> |
| <b>Additional Adjustments:</b><br>Support:<br>Resources, equipment, additional adults             | <ul style="list-style-type: none"> <li>Staff add own information here.</li> <li>Electronic tablet, voice recorder, camera, laptop</li> <li>Cubes, counters, numicon</li> <li>Writing boards/slopes, pencil grips, triangular pens</li> <li>Post its, notebook, whiteboard,</li> <li>Sentence starters, word sheets, phonic cards, word mats</li> <li>Story books, TV programmes, websites</li> <li>Pre-learning / over-learning</li> </ul> | <ul style="list-style-type: none"> <li>Social stories</li> <li>Social scenario discussion cards</li> <li>Reading comprehension cards for discussion</li> <li>Story books, film clips</li> <li>Question sheets</li> <li>Word lists</li> <li>Socially Speaking activities and games</li> <li>My turn, Your turn games</li> <li>Phone conversations</li> </ul>      | <ul style="list-style-type: none"> <li>Weekly 'story' board recording daily successes</li> <li>Letter to my teacher/friend/self identifying highlights from week and next steps.</li> <li>Positive rewards programme e.g. stickers, chosen activity</li> <li>Visual timetable/now and next board</li> </ul>  | <ul style="list-style-type: none"> <li>Headphones or ear defenders</li> <li>Weighted cushion or blanket</li> <li>Inflatable ball, wedge cushion, Wobble board</li> <li>PE equipment e.g. skipping rope, ball, bean bag</li> <li>Accessible scissors, pencils, pens</li> <li>Provide sensory breaks</li> </ul>             |
| <b>Additional Support Interventions:</b><br>Individual/small group actions with targeted outcomes | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |

Steps to Success: Learning Support Plan 2024-25 Assess, Plan, Do, Review

|                             | Targets - Assess<br>Written as Targeted Outcomes | Steps to Success/Actions - Plan, Do<br>Remember: include Interventions | Outcome/Comments - Review             | Child/Parent Views -<br>Review |
|-----------------------------|--|--|---------------------------------------|--------------------------------|
| A<br>u<br>t<br>u<br>m<br>n  | 1.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
|                             | 2.   |  | Entry data:<br>Comment:               |                                |
|                             | 3.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
| S<br>P<br>r<br>i<br>n<br>g  | 1.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
|                             | 2.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
|                             | 3.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
| S<br>u<br>m<br>m<br>e<br>r  | 1.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
|                             | 2.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
|                             | 3.   |  | Entry data:<br>Exit data:<br>Comment: |                                |
| <b>ASSESS - Next Steps:</b> |  |  |                                       |                                |

## Appendix B – Anticipated Provision Map September 2024

|  |
|--|
| <b>Provision/Interventions</b>   |
| 1-2-1 Reading  |
| Handwriting fine motor skills and Y6 precision spelling                            |
| Maths Core Skills – Mastering Number, Numicon Breaking Barriers, Numicon Big Ideas |
| Specialist resources e.g. shaped pencils, writing slopes, ear defenders            |
| Writing Support - intervention   |
| Multiplication key fact recall   |
| Precision spelling   |
| Little Wandle Phonics Rapid Catch-up   |
| Little Wandle Phonics SEN Programme  |
| Nessy licences   |
| Plus One   |
| Reading Fluency Project  |
| Handwriting fine motor skills  |
| Precision Spelling   |
| Times tables key facts   |
| Power of 2   |
| TA/MSA 1-2-1 support - x2 full time  |
| SENCO Network  |
| Dyslexia Outreach Support  |
| EPSS EP support  |
| S2S support  |
| Forms for testing/screening e.g. BVPS, Sandwell, Dyslexia, YARC                    |
| ELSA   |
| STEPS Training   |
| Memory Magic   |
| Drawing and Talking Therapy  |

## Appendix C:

### Staff Training 2022-2023

| Training:                                       | Staff:  |
|---|---|
| Mental Wellbeing in Young People                | All staff   |
| Epilepsy Awareness Training – Sept 22           | Ms Jordan, Mrs Payne  |
| Step On Training                                | All Staff   |
| Step Up Training                                | Mrs Payne, Mr White, Mrs Peters, Mr Noble, Mrs Hardiman, Miss O'Connor, Mrs Clark, Mrs Boulter  |
| SALT - Supporting Vocabulary                    | Mrs Whiles  |
| Intran Briefing                                 | Mrs Payne   |
| Willow Tree SENCO Network                       | Mrs Payne   |
| LA SEN Forum Meetings                           | Mrs Payne   |
| VNET Supporting Teaching Assistant Expertise    | All teaching assistants   |
| SALT Phonological Awareness                     | Miss Waller   |
| Dyslexia Outreach Vocabulary Training           | Miss Waller   |
| Dyslexia Outreach KS2 Writing Training          | Miss Waller   |
| IMP - LA INDES Moderation Panel (Feb, May)      | Mrs Payne   |
| Medical Needs Twilight                          | Mrs Payne   |
| Quality of Education Series - SEND by VNET      | Mrs Payne   |
| Element 3 Funding Workshop                      | Mrs Payne   |
| Enhancing Wellbeing through Physical Activity   | Mrs Payne   |
| ATT training                                    | Mrs Whiles, Mrs Patterson, Mrs Boulter, Mrs Hardiman  |
| Introduction to Gastrostomy devices in children | Mrs Patterson, Mrs Whiles, Ms Gilham, Mrs Peters, Mrs Boulter, Mr White, Miss Watson, Mrs Hardiman, Mr Read, Mrs Perry, Mrs Payne, Miss Claxton |
| Trauma Informed Schools Training                | All Woodland View staff.  |

## Staff Training 2021-2022

| <b>Training:</b>  | <b>Staff:</b>            |
|---|--------------------------|
| Neurodiversity and Quality First Teaching   | All teachers             |
| INDES/IPSEF training (Individual Needs Descriptors and Inclusion and Provision Self Evaluation Framework) | Mrs Payne                |
| LA (Local Authority) Core Consultation  | Mrs Payne<br>Miss Engall |
| SENCO Network   | Mrs Payne<br>Miss Engall |
| Narrowing the Disadvantaged Gap – Mark Rowlands   | Mrs Payne<br>Ms Jordan   |
| Emotional Regulation for Children and Young people  | Mrs Payne                |
| ADHD (Attention Deficit Hyperactivity Disorder) Awareness   | Mrs Payne                |
| SALT training – Stammering  | Mrs Payne                |
| SEND LA Forum   | Mrs Payne                |
| LINK Autism and Mental Health   | Mrs Payne                |
| SALT training – Understanding Language  | Mrs Payne                |
| SMHL (Senior Mental Health Lead) Training   | Mrs Payne                |

## Staff training 2020-2021

| <b>Training:</b>  | <b>Staff:</b>              |
|---|----------------------------|
| Mental Health Champion Training (Sept)                                      | Mrs Payne                  |
| Supporting Children and Young People with ADHD (Oct)                        | Mrs Payne                  |
| Mental Health First Aid Course (Nov)  | Miss O'Connor              |
| Trauma Informed Practice Workshop (Jan)                                     | Mrs Payne                  |
| Every teacher a teacher of SEND, Every leader a leader of SEND (Jan)        | Mrs Payne                  |
| Inclusion in Action – Exploring Inclusive Practices in Schools (Jan)        | Mrs Payne                  |
| Autism Awareness Training (Jan/Feb)   | Mrs Rust                   |
| SENCO Network   | Mrs Payne                  |
| Social Stories and Comic Strip Conversations                                | All staff                  |
| Understanding the difference between SEND and Disadvantage in schools (Mar) | Mrs Payne                  |
| Inclusive Education – SEND Gateway (Feb)                                    | Mrs Payne                  |
| Learning Disabilities - Starfish (Feb)                                      | Mrs Payne                  |
| The Engagement Model (Feb/Mar)  | Mrs Payne                  |
| Mental Health Champion Training (Mar)                                       | Miss O'Connor              |
| Social Story Training (Mar)   | All Teachers/TAs           |
| SEND Forum (Jan/April)  | Mrs Payne                  |
| Step On (May)   | All staff                  |
| Suicide Prevention Training   | Miss O'Connor              |
| Understanding the Importance of Attachment (June)                           | Mrs Payne                  |
| How to transition to the COVID-19 New Normal                                | Mrs Payne<br>Miss O'Connor |
| Emotional Regulation Training - August                                      | Mrs Payne                  |