

SEN Information Report for Old Catton Junior School and White Woman Lane Junior School 2024-25

Part of the Norfolk Local Offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN.) All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations which can be found in this section of our website.

At the Nebula Federation we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

SEN Governor - Ms Alice Ndiaye

SENCO - Mrs. R. Quiles-Richmond

Executive Deputy for SEND – Mrs Jenni Porter

Executive Head – Mrs Ashley Best- White

If you have specific questions about the Norfolk Local Offer please look at the Frequently Asked Questions. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact our SENCO at White Woman Lane School, 01603 419203.

Our Approach to Teaching Learners with SEN

In the Nebula Federation we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an

inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

Our school improvement plan is about developing learning for all and details are planned continued professional development (CPD) opportunities for all staff. If you would like a copy of our plan for 2020-21, please contact the school.

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 ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At the Nebula Federation, we value: **Learning for all.**

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. 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.”

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

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn.

They may not speak English very well or at all, they may be worried about different things that distract them from learning. In the Nebula Federation we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all children who have fallen behind in their learning have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2023-24 shows that we have 16.9% of children identified as having SEN, with 25.4% of those have an Education Health and Care Plan. 33.9% of children are identified as having primary SEN linked to Cognition and Learning; 39% Communication and Interaction; 3% linked to Physical and Sensory and 15.2% linked to Social, Emotional and Mental Health.

Assessing SEN at White Woman Lane Junior School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At White Woman Lane Junior School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available, and our updated tool kit for 2024-25, which we share within the Nebula Federation and within the Sprowston Cluster.

For some learners we may want to seek advice from specialist teams. In our school and federation 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 available here:

[Local Offer](#)

White Woman Lane Junior School are part of the Sprowston Cluster. Nebula Federation have commissioned support from:

- Educational Psychologist – as required
- Specialist Support Teacher for SEN – as required
- Schools and Communities Team – as required

- Play Therapy – weekly sessions
- Parent Support Advisor
- Charlie Charlie One – Selected Year 5 pupils
- Forest School – Selected Year 4 pupils
- Outdoor Learning – selected pupils across the school
- Nurture groups – selected pupils in each year group
- Parent-Led CBT
- 1:1 pastoral sessions
- Small group pastoral sessions
- Sensory circuits – selected pupils

We also employ full time and part time Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO and our pastoral manager.

What we do to Support Learners with SEN in the Nebula Federation?

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and within the Nebula Federation are proud of our teacher and their development. The Teacher standards are available [here](#).

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

- Visual timetables
- Writing frames
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Specialised writing equipment
- Short breaks

Each learner identified as having SEN, is entitled to support that is ‘additional to or different from’ a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that within the Nebula Federation 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.

In the Nebula Federation, we share the provision map with our colleagues in the Partnership 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 and partnership 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.

How accessible is the site

- The school is fully compliant with DDA requirements.
- The main building is on one level with easy access, double doors, wall handles and ramps.
- There is a disabled three toilet.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Before and after-school provision is accessible to all children, including those with SEN.
- In respect to pupils with English as an additional language we access support from the EAL advisor and follow their recommendations.
- Extra-curricular activities are accessible for children with SEN.
- The school has a large outside learning area.
- The school has an up to date accessibility plan which is considered each year and whenever there is building work.

Funding for SEN

White Woman Lane Junior is directly funded from the Local Authority to support the needs of learners with SEN. This is described in an SEN memorandum.

All schools in the Sprowston cluster have signed a governance agreement which helps us work together. We have written our Cluster Handbook/ policy for SEN which is available on our website.

The Sprowston Cluster of schools 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. If you would like any further information on SEN in the Sprowston cluster please refer to the cluster policy on our website.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within White Woman Lane.

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 and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

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

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Nebula Federation so all SENCOs 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. We also meet as part of the Nebula Federation to moderate pupil's work so we can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the Local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. Within Woman Lane we are offering a range of additional clubs and activities. These can be found on our website and in our newsletters.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the relevant SENCO to discuss specific requirements. Please email:

Senco@whitewomanlane.norfolk.sch.uk

deputysend@nebula.norfolk.sch.uk

All staff within the Nebula Federation have regular training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to

discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

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 ability to carry out normal day-to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click below;

<https://www.equalityhumanrights.com/en/corporate-reporting/equality-and-diversity/public-sectorequality-duty>

Preparing for the next step

Transition is a 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, training provider or moving in to employment. White Woman Lane is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation.

Have your say

White Woman Lane Junior is a community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners

with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff.

So please engage with our annual process to 'assess plan, do and review' provision for SEN.

Useful links

www.norfolk.gov.uk/SEN

www.dfe.gov.uk

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