

**Fakenham Junior School**  
**Special Educational Needs and Disabilities Policy**  
**& SEND Information Report**  
**January 2025. Review January 2026.**

Welcome to our SEN Information Report and Policy which is part of the Norfolk Local Offer for learners with Special Educational Needs, Disabilities and Additional Needs.

All governing bodies of maintained schools, 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 bodies 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 Code of Practice 2014 regulations which can be found [here](#). There is also a parent's guide [here](#).

Our aim is for every child at Fakenham Junior School to reach their full potential. The staff at Fakenham Junior School aim to work together to address all barriers to learning for all children. We recognise that pupils are individuals with individual needs. We realise that some of our children may experience difficulties with their learning and other aspects of school life at some time during their education with us and we aim to provide support and resources to meet pupil's needs.

### **What is the definition of 'Special Educational Needs?'**

The *Special educational needs and disability code of practice: 0 to 25 years* states that "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 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 the educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

We aim to fulfil the principal aims of the *Special educational needs and disability code of practice: 0 to 25 years* which are-

- A child with SEND should have their needs met.
- The needs of children will normally be met in mainstream schools.
- The views of the child should be sought and taken into account if possible.
- Parents have a vital role to play in partnership with the school.
- Children with SEND should be given a broad, balanced and relevant education.

Arrangements for the admission of disabled pupils can be viewed in our Admissions Policy.

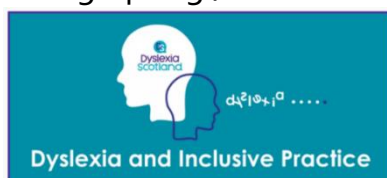
### **Who is responsible for Special Educational Needs provision at Fakenham Junior School?**

Your child's class teacher is the key person at school with responsibility for the education of your child. At the heart of the [Teacher Standards 2012](#), is the requirement for all teachers to "adapt teaching to respond to the strengths and needs of all pupils." Teachers must:

- know when and how to adapt teaching and learning appropriately using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learning, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

All teachers at Fakenham Junior School have regular updates on their training to enable them to provide for the needs of all pupils in their class. Five years ago we took part in 'Making sense of Autism' – raising awareness training run by Norfolk Educational Psychology & Specialist Support service (EPSS). New teachers have undertaken this training online as they join us.

Teachers and Teaching Assistants completed a course to learn about dyslexia during Spring / Summer 2020.



Teachers and Teaching Assistants had training about emotional and behavioural regulation called Zones of Regulation in 2022-23.



Dyslexia Outreach did some training in January 2024 with staff to learn about Precision Teaching.

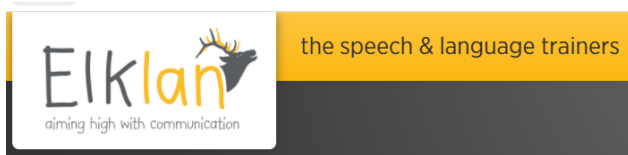
Teachers had training in the Autumn term of 2023 from the EPSS team focussing on making many different types of adjustments in lessons for pupils to improve access to all learning.



Teaching assistants have had training in October 2024 about Emotional Regulation and Sensory Circuits.

Teachers and Teaching Assistants had a 3 hour training session called Trauma and Attachment Aware Practice In January 2025.

The SENCO has successfully completed the ELKLAN Speech and Language for 5 – 11's in October 2020. The SENCo delivered training in January 2021, around the issues of speech and language learning using video clips recorded by the SENCO.



If the class teacher should need advice for a pupil in their class, they would seek this in the first instance from the SENDCo. The Special Needs and Disabilities Co-ordinator (SENDCo) for the school is Mrs Bates who can be contacted by phone on 01328 862188 and by email at [senco@fakenhamjunior.org.uk](mailto:senco@fakenhamjunior.org.uk)

In our school the key responsibilities of the SENDCo includes:

- Overseeing the day-to-day operation of the school's SEND policy.
- Maintaining an up-to-date register of children with SEND.
- Coordinating provision for children with special educational needs.
- Liaising with and advising other teachers.
- Overseeing the records of children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the training of staff.
- Liaising with external agencies.
- Managing financial and other resources in conjunction with the Head.
- Liaising with other senior leaders to examine the progress and attainment of children with special educational needs.

### ***SEND Governor***

Whilst the whole governing body are responsible for managing the implementation of this policy, particular responsibility is devolved to a member with specific interests in special educational needs. This named SEND Governor is Ms Emma Cobb, who can be contacted by email at [office@fakenhamjunior.org.uk](mailto:office@fakenhamjunior.org.uk)

The key responsibilities of the SEND governor include:

- Reporting issues relating to special educational needs to the governing body.
- Liaising with the SENDCo to oversee the day-to-day operation of the school's SEND policy.
- Oversee the reporting to parents of issues relating to the day-to-day operation of the school's SEND policy.

- Ensuring that a SEND report is presented to the Learning and Achievement governing committee.

## **How do we identify pupils with Special Educational Needs and how do we monitor their progress?**

*The Special educational needs and disability code of practice: 0 to 25 years* has defined the areas of SEND as: Cognition and Learning; Communication and Interaction; Physical and Sensory; and Social, Emotional and Mental Health. Our SEND profile for Autumn 2024 shows we have 17.4 % of children identified as having SEND, and 1.1% have an Education, Health and Care Plan (EHCP). This is increasing nationally and locally.

We recognise that early intervention is essential and that reviewing, and monitoring pupils' needs is a continuous process throughout a child's time at our school. We monitor all children regularly, from day-to-day learning through to termly and end-of-year assessments. As well as discussing pupils' progress within class and through any interventions provided, children whose progress is causing concern will also be discussed and alterations to their provision will put in place. For most children the class teacher identifies the first indications of special educational needs through monitoring of the child's performance.



Many children may need 'reasonable adjustments' made on a daily basis. These may, for example, include the use of ear defenders or a wobble cushion. See extra document for more examples.

Conversations between staff will begin the process of a graduated response (Assess, Plan, Do, Review). A pupil may benefit from extra support in class or an intervention separate from the whole class learning. A child at this stage may not be considered to have a Special Educational Need as the provision in place is standard practice by our teachers as part of Quality First Teaching.

Only those with a learning difficulty that requires special educational provision will be identified as having SEN. 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 or remove the barrier to their learning. Your child would now be considered to have a Special Educational Need and would be monitored under a category called **SEN Support**.

If your child continues to have difficulties following the short-term intervention detailed above, it may be that further intervention is needed. This will be discussed with you, the class teacher and possibly the SENDCo and plans will be drawn up for further provision.

### **What is our approach to teaching pupils with Special Educational Needs at Fakenham Junior School?**

Our aim is that every child at Fakenham Junior School will reach their full potential, whether they are deemed to have a Special Educational Need or not. We ensure that every child can be fully involved with all parts of the curriculum, including school trips and residential visits. To enable all pupils to be fully involved with the entire rich curriculum at our school we provide extra support through staffing, equipment like coloured overlays, seeking specialist advice, use of technology, or carry out child-specific risk assessments and liaise with parents. For year 6 children we check that they have the opportunity to do their best by applying for special access arrangements in the SATs.

Lessons are adapted to ensure all pupils can access the learning through carefully planned activities based on your child's needs, scaffolding of activities, specialist equipment, collaborative small group work and extra adult support. We believe that co-operative learning tasks enable all children to work together in some lessons. Our aim is for all children to feel included in their class as often as possible. At Fakenham Junior School, we work with children to develop their independence and resilience as learners; we seek to develop the independence and resilience of our pupils with Special Educational Needs too. This means that even when a pupil requires a high level of extra adult support we gradually build up the time in class where they are encouraged to work independently so they are able to be successful. In addition, it is likely that a child with Special Educational Needs will have extra

interventions which may take place out of the classroom. These interventions are often daily for a very short amount of time: giving lots of repetition and over learning opportunities and ensuring that your child does not miss out on the broader curriculum.

All staff provide emotional, mental and social support for all our pupils at Fakenham Junior School, but we are aware that pupils with extra needs maybe particularly susceptible to needing extra support in this area. Our Pastoral team has Mrs Denny and Ms Clements who work with individuals and groups who need extra support at any time as well as with parents. Our lunchtime nurture group, named 'Choices' is also a valuable source of support for some of our pupils at this less structured time of the day. Some pastoral work is carried out by the TA in the class as they already know the pupils well.

### **What type of extra support is available at Fakenham Junior School?**

All adults are alert to the possibility of bullying. Our Midday Supervisory Assistants (MSAs) work hard to talk to children about their play and to help them feel safe and secure. MSAs are part of our system for alerting teachers of bullying behaviour. All classes teach Personal, Social and Health education lessons which address friendship issues.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to the learning identified. Below details some of the provision at Fakenham Junior School:

Area of Need	Some of our Key Provision at Fakenham Junior School
Cognition and Learning	<ul style="list-style-type: none"><li>• <a href="#">Precision Teaching</a></li><li>• <a href="#">Toe by Toe phonics</a></li><li>• <a href="#">Read Write Inc</a></li><li>• <a href="#">Dyslexia Gold</a></li><li>• <a href="#">Reading, writing or maths small group intervention</a></li><li>• <a href="#">Maths intervention: Plus 1 or The Power of 2</a></li></ul>

Communication and Interaction	<ul style="list-style-type: none"> <li>• 1:1 or 2:1 targeted speech and language intervention</li> <li>• 'Choices' lunchtime nurture club</li> <li>• Visual Timetables</li> <li>• Social stories</li> </ul>
Physical and Sensory	<ul style="list-style-type: none"> <li>• 'Speed up' or 'Right from the Start' handwriting intervention</li> <li>• Resources to assist with physical need such as a writing slope or pencil grip</li> </ul>
Social, Mental and Emotional Health	<ul style="list-style-type: none"> <li>• 1:1 or group support with our Pastoral Support Staff</li> <li>• 1:1 or group support with our Teaching Assistant Support Staff</li> <li>• Desty Island</li> <li>• Sessions with the School and Communities team</li> </ul>

### What if my child is still not making progress even with this extra support?


Sometimes we employ specialists to come and make additional assessments of children to help us in choosing how to support each child with SEN.

A small percentage of children will need additional support to that provided by the category called SEN Support, and may benefit from an **Education, Health and Care Plan**. The majority of children and young people with SEN or disabilities will have their needs met within our school. An EHCP has been designed to provide the child with a plan to support them to move forward with their education and any related health and care issues. For more information see the [Norfolk Local Offer](#).

### How do we involve parents and pupils?






We aim to involve parents fully with their child's education. At least once a term the teacher and child will review their previous targets and create a new 'Learning Passport.'



 **Learning Passport**

Name \_\_\_\_\_ Class \_\_\_\_\_

I think I am good
I enjoy playing on m
I learn best when I
My teacher thinks I am good at
I would like to get better at

Name	DOB Age	Autumn 2023 LP 1	Date targets set: w/b	Date targets reviewed w/b	Met/ not met / partial
Area of special need	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory	
What I find tricky and area of need.	What I can do now.	What I need to do next.	What I will do to help me with this in school and home.	This is how I got on.	
					
Pupil signature	Parent signature		Teacher -		

This will be shared with parents and an opportunity will be given for parents to discuss how they can support their child with their targets. We encourage parents to stay in contact with the school beyond the termly pupil progress meetings. Teachers can be contacted via the school office for appointments or emailed directly to discuss provision for your child, how you can support them at home and the progress your child is making. When appropriate we will set up daily or weekly systems of contact with parents to ensure continuity between home and school.

We all need to recognise that pupils with special educational needs are themselves partners in their educational provision. Our 'learning passports' are designed to begin with a discussion with the child about themselves as a learner. Targets are shared with the child.

### Who else might be involved in my child's learning?

If appropriate the school will seek advice and support from a range of external agencies. These may include:

- School 2 School services
- Access through Technology
- Educational psychologist and specialist teachers
- Occupational Therapist
- Speech Therapist
- School health services including Specific medical support teams
- Dyslexia outreach services
- Autistic Spectrum Disorder School Support Team
- Virtual School
- Inclusion Team
- School and Communities Hub

### How do we monitor progress of pupils?

Monitoring progress is an integral part of teaching and learning within Fakenham Junior School. Staff, pupils and parents/carers 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 are kept informed at each stage.

Before any additional provision is selected to help a child a baseline assessment will be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff can be involved in the reviewing progress. If a learner has an Education, Health and Care Plan (EHCP), a termly review takes place, and the EHCP will be reviewed with associated professionals every 12 months.

Looked after children may also be on the SEN record. Additional meetings may be needed for them with Mr Mason who is the Looked After Child Lead.

### **Pupils with disabilities**

**Reasonable adjustments** are made for pupils with disabilities. Technological devices are used for pupils with severe hearing loss and a Teacher of the deaf has, in the past, been welcomed regularly to support pupils in school. Slopes can be used to access all buildings and there is space for disabled parking.

All pupils take part in PE, including swimming where reasonable adjustments are made specifically for each pupil that needs it. Extra adult time is provided for some pupils who need support with medical needs like diabetes and we have trained staff especially for this. Care plans are used for some children with conditions like epilepsy and shared with all staff to ensure consistent support.

### **How do we finance SEND provision at Fakenham Junior School?**

Fakenham Junior School is provided with a budget for the provision of SEND within the annual school budget. We use this money to provide teaching support throughout each year group as well as to provide support for children

who need additional 1-1 or small group support. Additional money, called Top up Funding may be applied for at some times in the year.

### **How do we ensure smooth transition for your child into, through and out of Fakenham Junior School?**

Transition starts early for pupils transferring from Fakenham Infant School to the Junior School. The SENDCos from both schools meet to discuss pupil needs early in the Spring term. Extra visits are arranged for pupils who might benefit from getting to know Fakenham Junior School at quieter times or in more detail. Teachers and support staff from Fakenham Junior School visit the children at the infant school to get to know them and meet with class teachers so key information can be shared. Extra visits to the Junior School can also be arranged for parents to discuss their child's needs and to get to know the setting and staff more fully before their child transfers in the September.

As children move through the school from year group to year group, transition meetings are held in the summer term in order to pass on information about each child to the new class teacher. During year 6 we work closely with the staff at the school to which they will be transferring for year 7. We will give the next school an early alert for all children with Special Educational Needs, pass on all relevant records, liaise between parents and the new school and arrange extra visits if necessary.

If a child transfers at a different point in their time with us we will undertake to make that transition as smooth as possible.

### **How will we know if this policy has been successful?**

The success of the implementation of the principles of this policy can be defined in a number of ways:

- Effective and useful systems for identification and assessment of pupils' needs.
- Accurate records for pupils with special educational needs.
- Learning Passports are clear and useful in practice. Education, Health and Care Plans are appropriately reviewed.
- Effective collaboration between members of teaching and non-teaching staff.

- Pupils with special educational needs are motivated, have high self-esteem and are making good progress.
- Training opportunities for all staff to ensure they have the confidence to support all the children's needs in the school.
- A good working partnership with parents who feel included and kept fully informed of developments.
- Good communication with external agencies.
- As far as is possible the principles of inclusion are evident and successful.
- Smooth transfer of records and provision from previous settings and from our school to another.

### **Where might I find further support and advice?**

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

Norfolk SEND Partnership [Norfolk SEND Partnership Home Page \(norfolksendiass.org.uk\)](http://norfolksendiass.org.uk)

The School Profile is on our website.

### **Related Policies**

- [Equalities Policy](#)
- [Safeguarding Policy](#)
- Teaching and learning policy
- [Behaviour policy](#)
- [Acceptable touch policy](#)
- Supporting pupils with medical needs policy
- Accessibility Plan
- [Admissions Policy](#)
- [Anti-bullying](#)

### **Complaints Procedure**

[Complaints and complaints - Norfolk County Council](#)

### **Review Arrangements**

This policy will be reviewed in January 2026 or earlier if circumstances change.

