

Welcome to the Sprowston Junior SEN Information Report 2024-2025



At Sprowston Junior School we believe in achievement for all, we are committed to working together with all members of our school community. 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, so that all pupils regardless of individual need make the best possible progress.

We value high quality teaching for all learners and actively monitor teaching and learning in 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; staff continually assess, plan, do and review ensuring that progress and learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.





Report contents



- [How do we identify when a child needs additional support?](#)
- [What is our approach to teaching learners with SEN-D?](#)
- [How do we identify the Special Educational Needs of pupils?](#)
- [What are the definitions of SEND?](#)
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How we identify SEND

- Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level.
- 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:

- have a significantly greater difficulty in learning than the majority of others of the same age: or
- 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-D, we will work closely with the pupil and their parents to provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.



Our Approach to Teaching Learners with SEN-D



- At Sprowston Junior School we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- We have effective management systems and procedures for SEN-D, taking into account the current Code of Practice (2014).
- We strive for effective communication between staff, children with SEN-D, parents of SEN-D children, and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child. Parents are invited to complete a [parent passport](#).
- We encourage children to take an increasingly active role in their termly review cycle, and all complete a [pupil passport](#) some children may have an [extended passport](#)
- We work within the Sprowston Cluster to develop provision and practice. Our [Cluster Handbook/ SEND policy](#) is available on our website.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality see details of [recent staff training](#).
- We ensure that consideration of SEN-D crosses all curriculum areas and all aspects of teaching and learning.
- For more details see the [Policies](#) section on our website – this will also link to other policies including accessibility, medical, safeguarding and behaviour and relationships.





Contents

Pupil & Parent Passports

The things people like and admire about me are...

Photo

What makes me happy

How I like to be supported

My Child

What is your child interested in outside of school?

Is there anything he/she has especially enjoyed at school?

Do you have any concerns about your child?

What is the best way for your child to get enthusiastic about learning?

What can we do to help your child make progress?

What has worked well in the past, with previous teachers?

Is there anything that has worried or upset your child that you would like us to know about?

What does your child find difficult?



Any other comments



Building and Working Together



Extended Pupil Passports

 <p>Sprowston Junior School Building and Working Together</p>	<p>Sprowston Junior School Assess, Plan, Do, Review</p>	
<p>NAME: _____ CLASS: _____ TERM: _____</p>		

Parent & Staff feedback

-

Where are we now?

Strengths

-

Needs

-

Outcomes

-

What do we want to happen?

-

What will we do?

-

SCORES	READING AGE	SPELLING AGE	AR	PITA READING	PITA WRITING	PITA MATHS
START OF YEAR						
DECEMBER						
MARCH						
JUNE						

<p>Child view: What I am going to do:</p>	<p>Child view: Has it worked:</p>
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Professionals Involved / Linked Documents

Evaluation - In this process – what have we learnt? What do we need to do next?

	Signature:	Date:
Child		
Parent		
Teacher		





Identifying the Special Educational Needs of pupils

- Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality first teaching targeted at specific areas of difficulty, it may be that the child has SEN-D. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.
- There can be a many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. Children who experience such barriers to learning are vulnerable, but this does not mean that all vulnerable learners have SEN-D. Only those with a learning difficulty that requires special educational provision 'additional to' or 'different from' the usual differentiated curricular will be identified as having SEN-D.
- Once a child is identified as having SEN-D we follow an ASSESS-PLAN-DO & REVIEW cycle. This involves regular meetings with child and parent to monitor and to assess and review progress and outcomes.



Definitions

Cognition and Learning Children might

- Learn at a slower pace
- Find the curriculum difficult
- Struggle with organisation and memory
- Have a specific difficulty in literacy or numeracy

Communication and Interaction Children might

- Struggle to talk or say what they want to
- Find it hard to understand what others are saying
- Find conversations and play confusing and challenging
- Have a diagnosis of ASD

Social, Emotional & Mental Health Difficulties Children might

- Find relationships difficult, appear withdrawn or isolated
- Behave in ways that affect their learning – eg being disruptive or challenging
- Do things that impact on their health and wellbeing
- Have underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Have disorders eg ADD, ADHD, Attachment Disorder that could negatively impact on their SEMH.

Sensory and / or Physical Children might have a disability such as

- A visual or hearing impairment, a physical difficulty

Some pupils may have SEN that covers more than one of these areas





Our SEN profile for 2024-2025

- We have 22% (Nationally Jan 2024 18.4%) of children identified as having SEN-D. This percentage is made up of the following groups:
- 23% (5%of school) are identified as having SEN-D linked to Cognition and Learning (including maths, reading, writing and spelling etc.)
- 36% (8%of school) are identified as having SEN-D linked to Communication and Interaction (including speech and language difficulties and problems with social interaction)
- 23% (5%of school) are identified as having SEN-D linked to Social, Emotional and Mental Health (including ADHD, ADD, Attachment Disorder, Eating Disorder, anxiety, depression and behavioural difficulties)
- 18% (4%of school) are identified as having SEN-D are linked to Physical and Sensory (including disabilities such as those affecting mobility, sight and hearing)
 - **Many of our pupils have needs in more than one group, percentages show the primary need.**
 - **This data may change over the year but was accurate in October 2024**
- 9% (Nationally 4.8%)of our school population have an Educational and Health Care Plan. (41% of total children identified as having SEN-D.)
- 13% (Nationally 13.6%) of our school population are classified as receiving SEN Support

We receive funding to support the needs of learners with SEN-D. The amount (SEN Notional) we are due to receive in 2024-2025 is £66,006.

We also receive Top Up funding from the Local Authority which is for learners who require support that exceeds that available to the school.





SEN Profile 2024-2025

SEN PROFILE



□ Cognition & Learning

■ Communication & Interaction

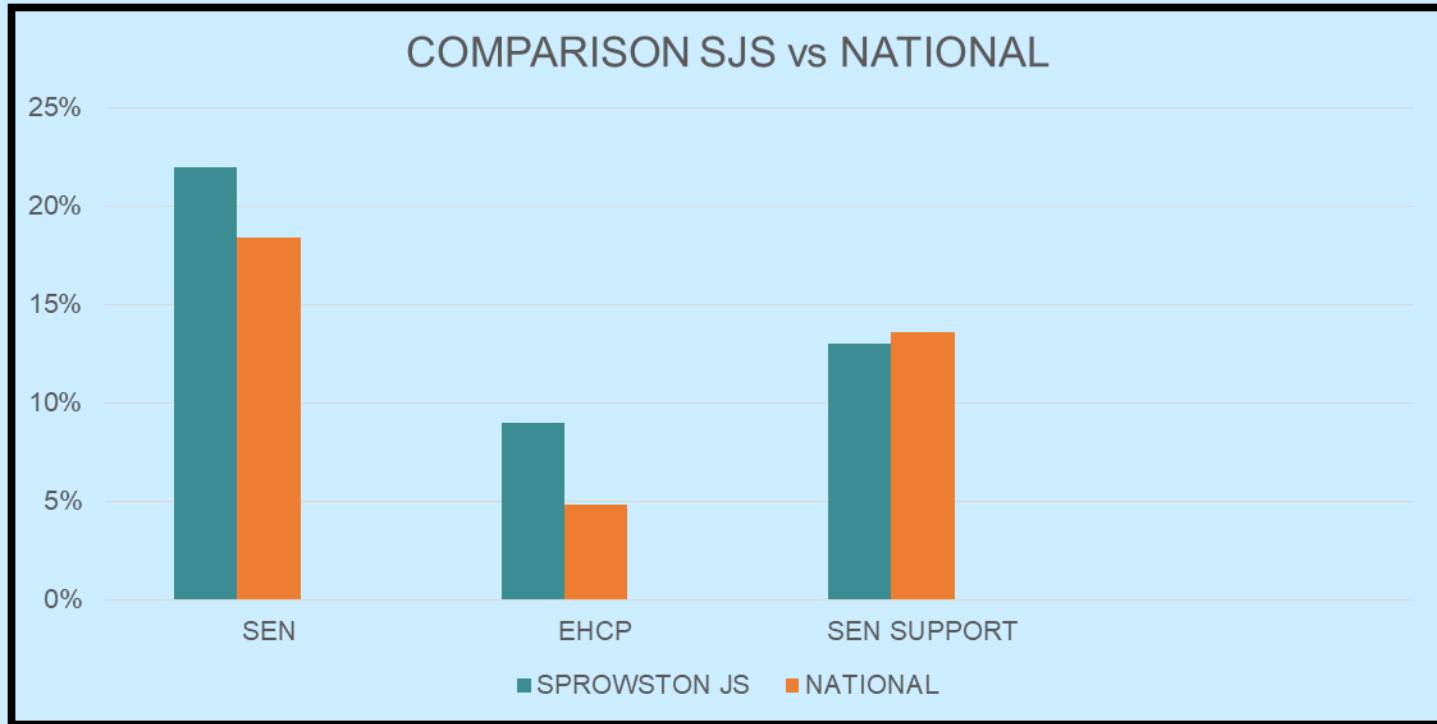
□ SEMH

■ Physical & Sensory





SEN Profile 2024-2025



- For national data visit

<https://www.gov.uk/government/collections/statistics-special-educational-needs-sen>





How we support SEN-D learners

- Quality first teaching by class teacher
- Targeted interventions
- Specified Individual support
- Specialist sessions run by outside agencies
- Cognition and Learning Support
- Communication and Interaction Support
- Social Emotional and Mental Health Support
- Sensory and Physical Support
- Assess – Plan – Do – Review
- EHCPs





Quality first teaching by class teacher



- For your child this would mean:
- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and can understand, your child will complete a pupil passport to show how they best learn.
- Different ways of teaching are in place so that your child is fully involved in learning in class, through challenge and reasonable adjustments.
- Specific strategies (which may be suggested by the SENCo or outside agencies) are in place to support children to learn
- That staff will let you know what your child is learning and use the Home-School Journal or Marvellous Me app to make comments about successes and concerns.
- Your child's progress is constantly assessed, monitored and reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets and interventions.
- The [policies](#) section of our website provides further details.





Targeted Interventions



- These may be run in the classroom or in sessions outside of whole class learning
- They may be delivered by a teacher or teaching assistant
- These are usually group sessions with specific targets to help them to make progress, targets are used in both group and class work
- Targets may form part of your child's pupil passport
- Interventions will be assessed and monitored by the school leadership team
- Parents are informed when their child is in intervention groups and targets and progress are shared
- Parents invited to attend sessions to share the aims and work of these groups and then support with follow up at home as required
- Pupils evaluate their work in groups after each session and as part of end of unit reviews





Individual Support

- Some pupils will follow 1-1 work; such as if the learner has an Education Health and Care Plan or if they have been assessed by outside agencies
- Children with Social and Emotional and Mental Health needs are supported by external programmes alongside those run by the school's team of pastoral TAs
- Individuals have access to aids and materials to support their learning eg wedge cushions, ear defenders etc
- There will be regular formal reviews and informal meetings to discuss provision and progress between staff, parents and pupils.



Sessions run by outside agencies

- This may be from services such as:
 - Access Through Technology
 - Alpha Inclusion
 - Benjamin Foundation – Time For You
 - CAMHS Child & Adolescent Mental Health Services
 - CEPP – the Child and Educational Psychology Service
 - Dyslexia Outreach Support
 - Educational Psychology & Specialist Support
 - Leeway / NIDAS
 - Learning and Cognition SRB Outreach
 - Nelsons Journey
 - Norfolk & Waveney Speech and Language Therapy Service
 - Norfolk Early Help
 - Norfolk Educational Psychology Service EPSS
 - Occupational Therapists
 - Ormiston Families
 - Paediatricians
 - Physiotherapists
 - School 2 School Support
 - School Nursing Team (Just One Number)
 - Virtual School Sensory Support
 - Young Carers / Carers Matters





ASSESS, PLAN, DO and REVIEW

- When providing support that is additional to or different from we engage in a four stage process: **ASSESS, PLAN, DO and REVIEW.**
- **Assess** – this involves taking into consideration all the information from discussions from parents or carers, the child, the teacher, support staff and a variety of assessments. Results are used to inform pupil progress meetings, reviews, reports and one page profiles. Data is used to measure and assess progress of pupils with SEND and shared and discussed with governors.
- **Plan** – this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded and will form part of the parent/ teacher consultations.
- **Do** – providing the support as set out in the plan.
- **Review** – measuring the impact and deciding whether changes to the support will be made. We will evaluate the effectiveness of any additional support. This will be ongoing
- Specific details of each level of support are given in our Provision Map - [Cognition & Learning](#), [Communication & Interaction](#), [Social Emotional & Mental Health Difficulties](#) and [Physical & Sensory](#)
- A list of our [Assessment tools](#) is given here.



[Continued](#)



→ ASSESS	→ PLAN	→ DO	→ REVIEW
Strengths?	Academic outcome?	Strategy?	Did the strategy work?
Barriers to learning?	Reading, writing or maths?	Individual, small group, whole class?	What was the progress?
Diagnostic assessment?	Wider outcome?	Questions, groupings, timings, cost, resources, bespoke or published?	Is it embedded?
	Communication, physical development, social skills, resilience or independence.	Communication with parent and pupil?	Remaining barriers?
			What next?



Cognition & Learning

Area of Need	Class	Group	1-1
<p>Cognition and Learning</p> 	<p>Accelerated Reader Adapted curriculum, delivery, groups, planning and work. Assessment CLIPs Displays & Working Wall Help Mats Labelled Resources Maths resource Boxes - Modelling Next step marking Online resources - MyMaths,, TT Rockstars, Parent workshops Personalised Learning. Picture dictionary Pre and post teaching Pupil Asset tracking Questioning Reading/ Spelling/ tests Seating Plans Steps to Success Criteria Visual aids & resources Visual timetable Vocabulary displayed Widgit Wordbanks Writing frames</p>	<p>Booster groups Catch up maths and literacy ICT (Numbershark Sumdog) G&T projects Guided Groups - Reading, Writing and Maths. Homework groups In class TA Librarians Memory Groups Multi-sensory Numicon Paired work/peer mentoring Pre and post teaching Ruth Miskin RWI Ruth Miskin Fresh Start</p>	<p>1-1 programmes 1-1 teaching - phonics, reading, maths, writing ACE Spelling dictionary Additional test time. ATT ICT Catch up maths and literacy Coloured overlays, reading rulers and exercise books Differentiated homework Dyslexia Outreach Norfolk Assessment Pathways Pre-teaching & Over Learning SATs arrangements Reading Challenge S2S support Scribes Sound Discovery Spelling Challenge SRB input (Outreach) SRB attendance</p> 

Communication & Interaction

Communication and Interaction

CLASS

Adaptions
 -delivery
 -pace
 -outcome
 -questioning
 -grouping
 -homework
 Buddies Y3/Y6
 Buddy Bus stop playtime
 Circle time/ SEAL
 Displays - visual - symbols (+EAL)
 Labelled resources with picture and name
 Next step marking
 Picture Dictionary
 Processing Time
 Routines
 School Council meetings
 Seating plans
 Simplified language
 Use of TA
 Visual timetable
 Visualiser
 Widgit symbols
 Writing frames

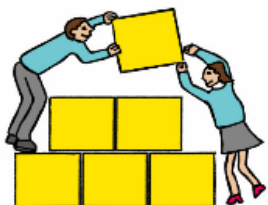
GROUP

Bi-lingual labels
 Class Chrome book time.
 Clicker
 In class TA support
 Memory work
 Pre-teaching
 Quiet space for Sp&L
 Reading Partners
 Small group EAL sessions
 Social Stories
 Speech and Language Group
 Widgit

1-1

meetings with new parents
 Transition - Y-Y KS-KS
 Additional test time
 ASD support
 ATT
 Comic Strip Conversations
 Clicker
 5 Point Scale
 Google translate
 Interpreters for parents meetings
 Lego therapy
 Norfolk Assessment Pathways
 TAs lunchtime support
 Talking tins
 S2S support
 Signing
 Social stories
 SRB input
 Speech and Language Therapist Support
 Taskboards
 Translated reports / letters
 Visual timetable/organiser
 Widgit

Sprowston Junior School



Building and Working Together



Social Emotional & Mental Health

Social, Emotional and Mental Health Difficulties



CLASS
 Anti-bullying activities
 Attendance stickers/ certificates
 Buddies Y3/Y6
 Celebration assemblies
 Circle Time
 Class Rules
 Family Lunch & Family Week
 Feel Good Friday
 Home-School Journal
 House Points
 Marvellous Me
 Mental Health Champions
 Mindfulness
 Norfolk Steps-Step On
 Parent Questionnaires
 Pastoral Rooms
 Playground Buddy Bus stop
 Pupil Questionnaires
 Rewards & Sanctions
 School Behaviour Policy
 School Council
 SEAL
 Seating plans
 Social Stories
 Transition activities Y2&Y6
 Use of TA
 Whole school, consistent approach STEP ON
 Zones of Regulation

GROUP
 Brainbox
 Breaktime play groups
 Circle of Friends
 Cookery - self esteem groups
 Cookie Sale
 Cycling proficiency
 Eco Team
 ELSA
 5 Point Scale
 Gardening groups
 In class TA support
 Librarians
 Lunch Games Club.
 Mindfulness Group
 Pastoral Rooms
 Pastoral Room lunchtime
 Pastoral TAs
 Playleaders
 Small group circle SEAL
 Sensory Circuits
 Social Stories
 Zones of Regulation

1-1
 Additional support for Transition Y-Y KS-KS
 Behaviour Logs / Support Plans
 Boxall assessments
 Comic Strip conversations
 Circle of Friends
 Early Help Support
 ELSA
 5 Point Scale
 Family Support Plans (FSPs EHAPs)
 Just One Number (Nursing)
 Lego therapy
 Mental Health Support Team
 Norfolk Steps Training
 Step Up
 Nurture Talk 1-1
 Playleaders lunchtime
 Reward charts
 Risk assessments / plans
 S2S support
 Sensory Circuits
 SRB referral
 Social Stories
 Supporting Smiles
 Time For You from Benjamin Foundation
 Working on Worries
 Work with Social Care
 Work with external agencies dependent on need
 Zones of Regulation



Sensory & Physical

Area of Need	Class	Group	1-1
<p>Sensory and Physical</p> 	<p>Coloured whiteboard Displays - readable font Flexible teaching arrangements Large Print Left handed equipment. Left handed seating Matt laminates for display Resources in class Seating plans - for sight, hearing and mobility Teacher aware (positioning) Water</p>	<p>2 Type Adapted Games at UEA Brain Gym Breaktime play - co-ordination group Handwriting groups In class TA support Modified Games Day OT intervention groups Overlays Sensory Circuits Sports Teams</p>	<p>Access through Technology Care plans Coloured whiteboards, paper & exercise books Ear defenders Enlarged work Equipment - scissors, slopes, pencils, cushions, blinds, chairs, footstools, blankets, overlays Exercises Magnifiers Medical support Modified equipment Movement Breaks Nursing support Pencil Grip Physio / OT and Sensory support advice Rocker Chair Screens for workstation Sensory Circuits 1-1 support in PE Trampoline Use of disabled toilet Writing Slope VSSS 1-1 support</p> 



Assessment used at Sprowston Junior

- Accelerated Reader – *Reading Comprehension*
- Boxall Profile - *SEMH*
- British Picture Vocabulary Scale - *Vocabulary Understanding*
- GL Emotional Literacy –*SEMH*
- NFER maths / reading – *Maths and Comprehension*
- PhAB – Phonological Assessment –**Battery** - *Phonics*
- Ravens Coloured Matrices – *Logic and Perception*
- Salford Reading – *Decoding Skills*
- Sandwell Maths – Number Knowledge
- SWRT Single Word Reading Test – *Decoding Skills*
- SWRT Single Word Level Spelling Test - *Spelling*
- Tomal Memory Test - *Memory*





EHCPs

- While the majority of learners with SEN-D will have their needs met in this way, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision with an Education, Health and Care Plan (EHCP).
- Where a child has an EHCP, there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.
- These pupils may receive additional funding to support their needs and school may buy in a range of services.
- Information about Norfolk EHCPs can be found [here](#)





Contents

Roles and Responsibilities

- The Class teacher
- Teaching Assistants
- Curriculum Co-ordinators
- The SENCo
- The Headteacher
- The SEN-D Governor
- Parents & Carers
- Pupils





The Class teacher



- Responsible for:
- Developing positive relationships
- Checking on the progress of your child and identifying, planning any additional help your child may need (this could be things like targeted work, interventions, additional support); adapting the curriculum to meet the needs of pupils with SEN-D
- Using ongoing assessments to write and reviewing Pupil Progress targets with parents each term and planning for the next term.
- Planning and assessing the impact of interventions following county guidance of [Provision Expected at SEN Support](#)
- Follow the guidelines in the SEN Policy and School Information Report
- Working with parents, other staff, SENCo and outside agencies to support your child's individual needs
- Attending reviews and meetings as requested and discussing pupils progress in termly Pupil Progress Meetings
- Ensuring that the school's SEN-D, Anti Bullying, Accessibility, Behaviour, Safeguarding, Medical Needs, LAC and Single Equality [Policies](#) are followed in their classroom and for all the pupils that teach with any SEN-D.





Teaching Assistants

- Teaching Assistants work with the class teacher to identify areas of support for students with SEN-D. They attend all in school [training](#) opportunities related to SEN-D. They plan with the classteacher

Their main priorities are to:

- Ensure positive relationships
- Support students to access the curriculum, encouraging pupils to think and act for themselves
- Keep students focused on learning activities during lessons, check their processing and understanding and support them to develop ownership of tasks
- Empower students to develop effective strategies that enable them to become independent learners.
- Support the implementation of differentiation and specialist support strategies in the classroom.
- Support students to use and then develop independence with resources such as ATT laptops, coloured overlays etc
- Observe and record achievements and concerns
- Attend reviews and meetings as requested
- Deliver small group interventions and extend this work into class





Curriculum Leads

- Co-ordinators are responsible for overseeing the provision of SEN in their subjects.

Their main priorities are to:

- Support students to access the curriculum of their subject
- Ensure resources are available to enable pupils with learning needs in the 4 areas of SEND.
- Empower students to develop effective strategies that enable them to become independent learners within their subject through targeted resources.
- Support the implementation of adaptive teaching methods and specialist support strategies in their subject.
- Analyse provision for SEND pupils during learning walks, book scrutinies and deep dives and feedback to all staff.
- Share appropriate training with other staff.
- Each curriculum lead has produced a document showing how SEND pupils are supported in their subject.



The SENCo

- Responsible for:
- Ensuring that all members of staff working with your child are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Advising staff on the development of a graduated approach using the Assess Plan Do and Review model see Norfolk PEASS documents
- Coordinating all the support for children with special educational needs or disabilities (SEN-D)
- Ensuring that families are
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning; liaising with other schools about transition to and from the school.
- Providing specialist support and [training](#) for teachers and support staff so that they can help children with SEN-D in the school to achieve the best progress possible.
- Developing and reviewing the school's SEN-D policy in line with Cluster Policy
- Writing a termly SEN-D report for governors
- Updating the school's SEN-D records, ensuring that all the SEN-D needs of pupils in this school are known and making sure that records of you child's progress and needs are kept.
- Managing SEN budget and buying resources to meet individual needs





The Headteacher

- Responsible for:
- The day to day management of all aspects of the school, this includes the support for children with SEN-D.
- The Headteacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEN-D.
- Appointing a designated teacher for looked after and previously looked after children who will then work with the SENCo and staff to promote educational achievement of LAC pupils with SEND.





The SEN-D Governor

- Responsible for:
- Making sure that the necessary support is given for any child who attends the school, who has SEN-D.
- Meeting regularly with the SENCo to evaluate the effectiveness of the School's work with SEN-D pupils and their families.
- Looking at school data to measure and assess the progress of pupils with SEND
- Raise awareness of SEND at governors meetings
- Review Policy and SIR





Parents and Carers

- Responsible for:
- Communicating with staff either in person or via The Home School Journal
- Attending Parents Evenings and Reviews
- Supporting Home Learning
- Meeting with external agency staff
- Sharing relevant information from outside agencies with staff





Pupils

- Responsible for:
- Completing Pupil Passport annually
- Discussing progress and reviewing Pupil Passport targets termly
- Completing any interventions
- Participating in School Council





Recent Training 1

To Support Cognition and Learning

- Accelerated Reader
- Catch Up Maths
- Catch Up Reading
- Clicker 8
- Co-operative Learning Interactive Patterns (CLIPs)
- Dyslexia Level 2
- Dyslexia support for Reading & Writing
- Food Hygiene – for cooking within DT curriculum
- OCR Level 4 -Certificate for Teachers of Learners with Specific Learning Difficulties (Dyslexia)
- *Precision Teaching*
- Questioning
- Ruth Miskin
- Sound Discovery
- *Spelling Apps & Strategies*
- Springboard Maths
- Working Memory Training

To Support Communication and Interaction

- Access Through Technology
laptop training
- Autism Champions
- Co-operative Learning Interactive Patterns (CLIPs)
- Speech and Language in the Classroom
- Supporting EAL in Literacy
- Supporting Learners with ASC
- Understanding Autism
- Understanding Speech and Language difficulties
- Widgit training

- *Within the past 3 years*

- *During Covid 19 staff engaged in many online or virtual training sessions*





Recent Training 2

To Support Social and Emotional and Mental Health

- Anti-Bullying Alliance All Together Training
- Attachment Theory
- Behaviours for Learning
- Certificate Course in the Theory and Practice of Nurture Groups
- *Domestic Violence Champions X2*
- *Emotion Coaching*
- *ELSA Emotional Literacy x4*
- Lego Therapy
- *Mental Health Champions x 3*
- *Mindfulness in the Classroom*
- Norfolk Steps – Step Up and Step On
- Nurtured Heart
- Nurture Talk
- Support for bereaved children
- *Trauma Informed Practices*
- *Working on Worries*

To Support Physical and Sensory

- *Access Through Technology laptop training*
- *Asthma / Epipen / Allergy*
- BSL Level 1
- BTEC Supporting Sensory Impaired Children
- *First Aid*
- Sensory Attachment Training
- Sensory Circuits training
- Sensory Processing Training
- Understanding ADHD
- Visual Stress

Our **SENCO** attends regular training,

- Willow Tree's Essential SENCo Network Termly Meetings
- Norfolk SEND Forums
- Sprowston Cluster SENCo Network

**Within the past 3 years*





Opportunities for Enrichment

- At Sprowston Junior School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all.
- For further information see our Equality and Accessibility [Policies](#) on our website.
- Club details are available from the school office or on the school website.
- A list of clubs and activities available in the Broadland area can be found [here](#)





Preparing for Next Steps



- Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEN-D. Consequently, we work closely with parents, children and staff of our Infant and High Schools to ensure these transitions run as smoothly as possible.
- Planning for transitions will take place in the Summer Term; arrangements for transition to our school and from Sprowston Junior School to Secondary School for pupils with SEN-D will be planned according to individual need, after consultation with parents and their schools. Our cluster high school is Sprowston Community Academy, details of their local offer can be accessed [here](https://sprowstoncommunityacademy.co.uk/learning/send). Via <https://sprowstoncommunityacademy.co.uk/learning/send>
- During Year 2 and Year 6, information – previously agreed with parents – will be shared with the SENCo at their previous or next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the old/new school will accompany the child on visits into our school or to their next school.
- Children new to the school are given a welcome pack including information about their new class. They are also allocated a school buddy.
- Some children moving to a new school year are also given an information sheet about their new class or new school as needed.





Useful Links



- The Norfolk Local Offer Web site

<https://www.norfolk.gov.uk/children-and-families/send-local-offer> contains full information of the services available to children, young people and their families.

- Local Offer for Children & Young People

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

- Regular SEN-D newsletters are available

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/about-the-local-offer/news-views-and-reviews/news/newsletters>

- Families can also receive support from Norfolk Information and Advice Support Service SENDIASS <http://www.norfolksendpartnershiassi.org.uk/index.html>

- Just One Norfolk Number The single point of access for all Norfolk Healthy Child Programme services.

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

- Norfolk Early Help If you are experiencing difficulties in your family or are worried about your children

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





Useful Links



- SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Policy for children with Medical Needs

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- Sprowston Junior School Help Your Child website links

<https://www.sprowstonjunior.norfolk.sch.uk/page/?title=Help+Your+Child&pid=35>

- Sprowston Junior School Policy Page

<https://www.sprowstonjunior.norfolk.sch.uk/page/?title=Policies&pid=20>

- Sprowston Junior School Ofsted Report

<https://www.sprowstonjunior.norfolk.sch.uk/page/?title=Ofsted+Report&pid=14>






Useful Links



- Asperger East Anglia, Charing Cross Centre 17-19 St John Maddermarket, Norwich NR2 1DN ☎ 01603 598940/620500
- Autism Education Trust 📄 www.autismeducationtrust.org.uk
- Benjamin Foundation 📄 www.benjaminfoundation.co.uk
- British Dyslexia Association 📄 www.bdadyslexia.org.uk
- Children and Adolescent Mental Health Service (CAMHS) 📄 www.norfolk.gov.uk/care-support-and-health/health-and-wellbeing/childrens-health-and-wellbeing/mental-health-camhs
- Down's Syndrome Association 📄 www.downs-syndrome.org.uk
- Dyslexia-SpLD Trust 📄 www.thedyslexia-spldtrust.org.uk
- Dyspraxia Foundation 📄 www.dyspraxiafoundation.org.uk
- Norfolk & Waveney Speech & Language Therapy [Speech and language therapy services - Norfolk County Council](#)
- Virtual School for Sensory Support (VSSS) <https://www.norfolk.gov.uk/education-and-learning/schools/virtual-school-sensory-support>





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⌵

Welcome to Norfolk SEND Local Offer website

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.

The website can help you:


- 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



Advice and support

Common concerns, local and national services, organisations and parent groups


[Get advice and support >](#)



Education

Support in education for children and young people with SEND


[Education and learning >](#)



Health and social care

Health and social care services for children and young people with SEND


[Health and social care support >](#)



Adult life

Planning ahead for adult life, independent living, training for work and getting a job


[Life from age 14-25 >](#)



About the SEND Local Offer

Who we are and what we do - policies and strategies, how we plan, commission and deliver services

[How we support Norfolk families >](#)



Guidance for education professionals

Visit our sister website for SEND guidance for education providers in Norfolk

[Schools and learning providers website >](#)





Contacts

If you wish to discuss our SEND provision further please contact us:-

- SENCO - Liz Clark
senco@sprowstonjunior.norfolk.sch.uk
- Head - Matt Walton
office@sprowstonjunior.norfolk.sch.uk
- SEND Governor - Hayley Stockwell
office@sprowstonjunior.norfolk.sch.uk

If you wish to make a complaint please see our
[Complaints Policy](#)





Sprowston Junior School

SEN Information Report for 2024-2025

Part of the Norfolk Local Offer for learners with Special Educational Needs (SEN-D)

October 2024- to be reviewed October 2025

Written after consultation with teachers, teaching assistants, parents and governors.

A brief version is available from the office or on our [website](#).

Please contact us if you would like a paper or adapted copy

