

Wicklewood Primary School and Nursery



Special Educational Needs Policy and Annual SEN Information Report

Responsible Person

The person for the updating of this policy is: The Headteacher

Review and Monitoring

This policy will be reviewed every year by the governing body.

Reviewed:

Signed: Holden Cook (Chair of Governors)

Date: Autumn 2023

Signed: Laurence Hughes (Headteacher)

Date: Autumn 2023

Next Review due: Autumn 2024

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Statement of Intent

At Wicklewood Primary School and Nursery, we are proud to be inclusive to all children who attend our setting with Special Educational Needs and Disabilities.

At our school, we want all of our children to meet their full potential by receiving the right amount of support and challenge. Sometimes children may need additional support to do well. We take a whole school approach to ensure that all children have the support and guidance they need. The school SEND Coordinator (SENDCo) oversees provision for all children with SEN by working closely with the Pastoral Team, school leaders, class teachers, parents and other professionals.

Contact Details

The SENDCo for Wicklewood Primary School is Ms Megan Stuart; from January 2024 she will be on maternity leave and the role will be covered by our Deputy Head Teacher, Mrs Tash Burr Wilby.

The SENDCo for Wicklewood Nursery is Karen Webb.

They can be contacted through the school office on 01953 602333 or office@wiklewood.norfolk.sch.uk

Legal Framework

This report has due regard to legislation including, but not limited to, the following:

- The Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

This report has due regard to the following guidance:

- DfE (2015) 'Special educational needs and disability code of practice: 0-25 years'

This report has due regard to the following [school policies](#):

- Accessibility plan
- Anti-bullying Policy
- Behaviour for Learning Policy
- Complaints Procedure
- Equalities Scheme
- Safeguarding Policy
- Supporting Pupils with Medical Conditions
- Teaching and Learning Policy

Roles and Responsibilities

The Governing Body

Our named Governor for SEND is Tamsin Robertson.

The Governing body will determine the school and Nursery's policy and general approach to the provision for children with special educational needs, maintaining a general oversight of the setting's work and report annually to parents on the school and Nursery's policy for pupils with special educational needs.

Head Teacher

Our Executive Head Teacher is Miss Louise Clements McLeod and our Head of School is Mr Laurence Hughes.

The Head Teacher has the responsibility for the day to day management of all aspects of the school work, including the provision for children with special educational needs and disability. The Head Teacher, with support from the SENDCo, will keep the governing body fully informed. The Head Teacher will work with the SENDCo and staff to ensure that the policy is put into practice.

SENDCo

The person responsible for co-ordinating the day-to-day SEND provision in Wicklewood Primary School is Ms Megan Stuart; covered by Mrs Tash Burr Wilby from January 2024 whilst she is on maternity leave.

Mrs Karen Webb is the SENDCo for Wicklewood Nursery.

They have responsibility for all pupils with Special Education Needs, including those with Education and Health Care Plans. They provide professional guidance to colleagues and work closely with staff, parents and other relevant professionals.

Class Teacher

Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with Special Educational Needs. Teachers are responsible for delivering Quality-First Teaching and, with the support of the SENDCO, ensuring that the provision and outcomes identified for pupils are fulfilled. For more information, please see [SEN Provision at Wicklewood Primary School](#).

Identifying and Assessing Pupils with SEN

According to the [SEND Code of Practice](#), a child or young person is classified as having SEN if they have:

“A significantly greater difficulty in learning than the majority of others of the same age”.

This means that a pupils’ needs **cannot** be met through whole-school systems, including most additional class interventions.

Pupils who are having difficulty in learning are identified primarily through observations from their class teacher and wider professionals working within the school. They may also be identified through attainment and progress tracking, attendance data and additional monitoring by the Pastoral Team. The key test for action is evidence that:

- current rates of progress are significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- Little or no progress despite the use of targeted teaching approaches
- Presenting persistent social, emotional and/or mental health difficulties.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access learning.

Whilst behavioural concerns can indicate a learning need that has not yet been identified, it does not automatically mean that a child has SEN.



Once difficulties have been identified and shared with the child’s class teacher, a process called The Graduated Approach begins which can be explained as the ‘Assess, Plan, Do, Review’ cycle.

(Image sourced from: www.suffolksendiass.co.uk)

To begin the **Assess** stage, the class teacher will complete a Pastoral Referral Form outlining their concerns and the strategies attempted already. The form will be shared with the Pastoral Team and combined with attainment and intervention assessment data to highlight what further support is needed. If necessary, the SENDCo will complete an observation of the pupil. Please see [Appendix One – Pastoral Referral Form](#).

Once a SEN need has been identified, the pupil will be added to our SEN/D register. The pupil and their parents are informed, and we gather their experiences and thoughts on a One Page Profile. Please see

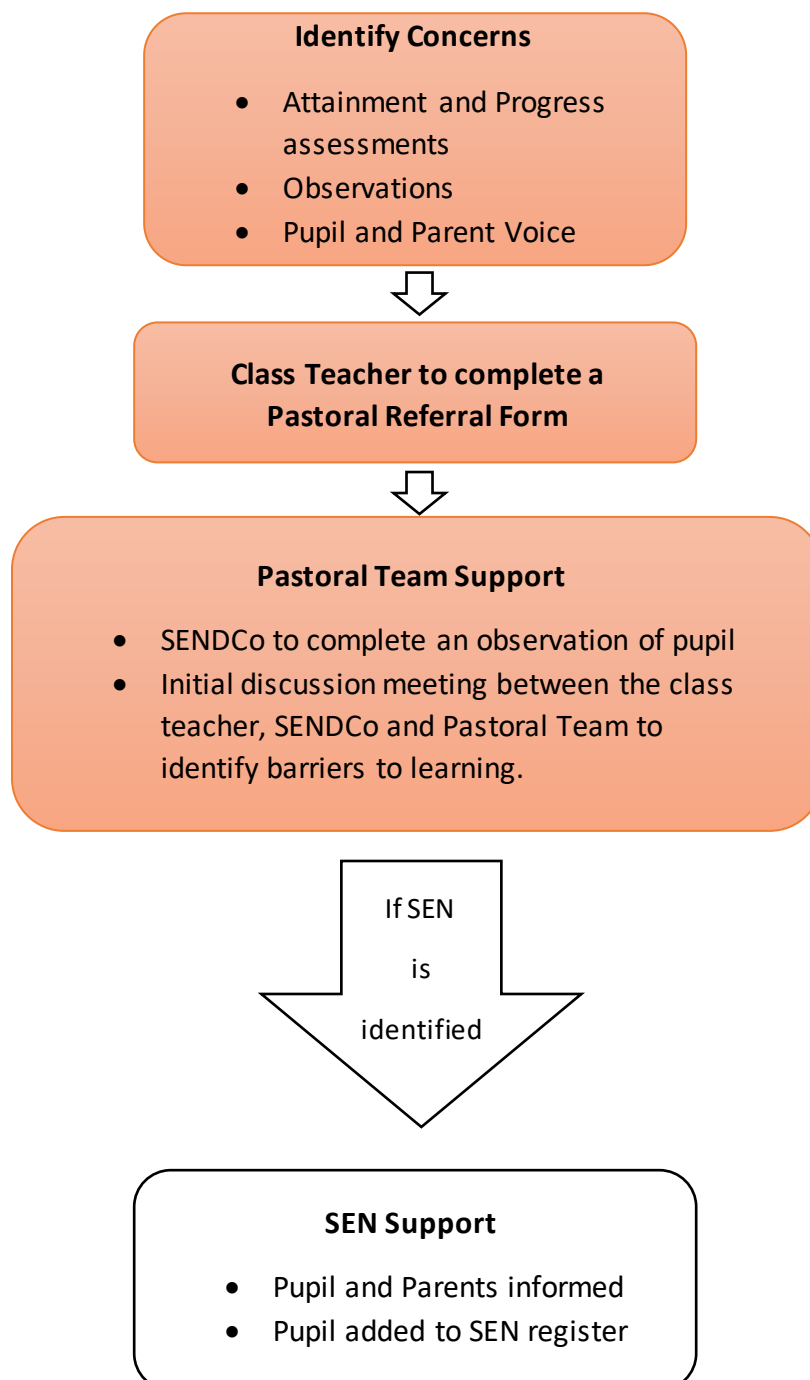
Appendix Two – One Page Profile Template.

Using all this information, appropriate targets are identified and added to an Individual Support Plan as part of the **Plan** stage. Please see [Appendix Three – Individual Support Plan Template](#). Additional provision is coordinated by the class teacher and SENDCo. For more information on the **Plan** and **Do** stages of the cycle, see [SEN Provision at Wicklewood Primary School](#).

In the **Review** stage of the cycle, One Page Profile targets are discussed, reviewed and updated in a discussion between the pupil, parents and class teacher. The Class Teacher and SENDCo will hold a SEND Review meeting to discuss provision, assessment and further training. One Page profile and SEND Review meetings occur termly although an Assess, Plan, Do, Review cycle may be much shorter.

Identification of SEN Flowchart

This flowchart demonstrates the process for initial identification of SEN at Wicklewood Primary School. It outlines the 'Assess Stage' of the Graduated Approach.



Identifying Pupils with Medical Need

Medical or physical impairments and disabilities are identified when a child enters our school roll or through notification by their parents and healthcare professionals. They are invited to attend a meeting to create an Individual Healthcare Plan (IHP). Medical professionals are invited if necessary and IHPs are updated annually.

For further information, please see our [Supporting Pupils with Medical Conditions Policy](#).

Education Health and Care Plan (EHCP)

An Education Health and Care Plan (EHCP) is a legal document written by the local authority. It is aimed at children and young people with high support needs that cannot be solely met through SEN support in school (outlined in [SEN Provision at Wicklewood Primary School](#)).

For more information on what an EHCP is, please watch the video below produced by the DfE:

<https://www.youtube.com/watch?v=ughC-a5RhAc&t=1s>

If a pupil has been identified as needing an EHCP, this will have been discussed during termly Individual Support Plan meetings, where SMART targets are set. Parents and pupils will meet with the SENDCo to discuss next steps including an application of an EHCP needs assessment. We strive to communicate with pupils and parents at all stages of a pupils' SEN journey in school and so an EHCP application should not be sudden or surprise decision.

When completing an application, the local authority will expect to see the provision your child receives and evidence of their progress. We would need to evidence that our school is unable to meet your child's needs and have sought specialist advice from outside agencies.

If you feel that your child needs an EHCP needs assessment

The first step is to contact the SENDCo directly to discuss the support in place, your child's progress and our schools planned next steps. In most cases, an EHCP application will be made through the school.

In the unusual circumstance where a school does not apply, parents can make a request for an EHCP assessment directly to the authority. **Please let our school know if you decide to make a parental request** as we will be contacted by the local authority to provide information.

More information on this by Norfolk County Council can be found [here](#).

SEN Provision at Wicklewood Primary School

High Quality Teaching

The [SEND Code of Practice](#) states that:

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.'

All teachers and learning support assistants receive regular additional training on high quality teaching. Teachers plan, structure and deliver high quality lessons based on each class's combination of individual needs and interests. At Wicklewood Primary School, we use mixed-ability pairings called 'Talk Partners' to support learning in all lessons although interventions and in-class support may mean that pupils work one-to-one or in small groups with an adult. Learning may be differentiated through:

- Learning Outcome
- Resources
- Task
- Questioning
- Support
- Pace

Expectations for the lesson, and instructions for tasks, are given verbally and visually. Teachers will check that all pupils have understood through questioning, observation and assessment.

Transitions between lessons for all children are supported through the use of visual timetables, verbal and visual warnings and predictable routines.

The effectiveness of this provision for pupils with and without SEN is monitored continually through formal and informal assessments. This will feed into future planning and support. It is shared with pupils and parents within parent meetings and pupil reports.

As a result of High Quality Teaching, **some children with specific special educational needs, such as dyslexia, may not need SEN support.** If a child is not making progress in high quality lessons, they are targeted for additional support through an adapted curriculum or learning environment. This is known as SEN Support.

SEN Support

Pupils with SEN may need further adaptations to support their learning and development. The support offered to children will depend on their area(s) of need and individual learning styles. The [SEND Code of Practice](#) categorises need into four broad areas. These are:

Areas of Need	Definition	Example Conditions
Cognition and Learning	Support may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including specific difficulties with one area of learning as well as moderate to severe difficulties, where children are likely to need support in all areas of the curriculum.	<ul style="list-style-type: none">• Concentration• Dyscalculia• Dyslexia• Dyspraxia• Memory• Motivation
Communication and Interaction	Children with Speech, Language and Communication Needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.	<ul style="list-style-type: none">• Autism• Speech and Language difficulties• Selective Mutism• Tourettes
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties which present in different ways. These include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse or physical symptoms that are medically unexplained.	<ul style="list-style-type: none">• ADHD• Autism• Anxiety• Trauma• Attachment Disorder• Selective Mutism
Sensory and/or Physical	Some children require special educational support because they have a disability which prevents them or hinders them from making use of the facilities generally provided. These can be age related and fluctuate over time.	<ul style="list-style-type: none">• Dyspraxia• Hearing Impairment• Sensory Processing• Visual Impairment• Mobility difficulties (including disabilities which affect movement)

Provision Map for Cognition and Learning		
Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Differentiated curriculum planning and work – ability groups, computer partners, discussion partners, pair share, flexible grouping • Differentiated delivery – simplified delivery, questioning, going back over points • Differentiated outcome – expecting different amounts of work • Differentiated tasks – modifying work or tasks for different abilities • Different learning styles – visual, auditory and kinaesthetic • Different resources – wordbooks, key word cards, phoneme mats & frames, maths resources, visual prompts and clues, alternatives to copy writing e.g. prints of SMARTS, reading rulers, number lines, coloured resources (e.g. paper) different fonts, font sizing. • Support- with TA or Teacher (Guided reading, extra individual readers) • Child to repeat back instructions • Seating arrangements to meet various needs • Classroom display • Visual timetables – with symbols • Use of writing frames • Key word wall and cards • Topic related word display • Chunking information to help with understanding • Extra praise or encouragement • Strategies to improve attention and concentration 	<ul style="list-style-type: none"> • Guided writing with a teacher or LSA • Guided Maths with a teacher or LSA • Handwriting intervention • Individual use of ICT programmes • Designated group support of One Page Profile targets for literacy and/or numeracy e.g. through additional phonic work, numeracy games etc. • Increasing range of specialist IT – Clicker 5, recording buttons, laptops/iPads • Specialised reading books e.g. Project X Code and Oxford Owl • Screening assessment tools. 	<ul style="list-style-type: none"> • Individual support in the delivery of core subjects • Individual support for One Page Profile targets for literacy and/or numeracy. • Provision of specialist technological equipment if required e.g. coloured keyboards, large roller mouse, text-to-speech software • Individual arrangements for exams – extra time, rest breaks, readers, scribe etc.

Communication and Interaction

Provision Map for Communication and Interaction		
Universal	Enhanced	Specialist
<p>Social Communication</p> <ul style="list-style-type: none"> • High Quality Teaching • Flexible teaching arrangements • Structured school and classroom routines • Differentiated curriculum delivery taking into account simplified language, minimal use of language. • Increased visual aids / modelling • Visual timetable • Use of symbols • Circle time activities • Social stories • Attention and listening activities 	<p>Social Communication</p> <ul style="list-style-type: none"> • Social skills group • Personalised Social stories • Access to calming area or designated work space • Playground monitoring by buddies, MTAs, teachers and LSAs • Visual prompt cards eg. stay on topic, 'now' and 'next' • Emotions cards and activities • Small group intervention 'games' • Increasing range of specialist IT – Clicker 5, recording buttons, laptops/iPads 	<p>Social Communication</p> <ul style="list-style-type: none"> • Individual timetable • Additional planning and arrangements for transition • Sensory Circuit intervention • Individual arrangements for SATs if necessary – extra time, rest breaks, readers, scribe etc • Emotion gauging individual work • 1:1 curriculum tasks with LSA support • Individual work place • Individualised programme of work • ELSA – Emotional Literacy Support Assistance
<p>Speech and Language</p> <ul style="list-style-type: none"> • Differentiated curriculum delivery e.g. simplified language or minimal use of language • Differentiated outputs e.g. pictorial representation rather than written work • Increased visual aids/modelling • Talking cards • WellComm assessment – EYFS / KS1 • WellComm games • Read Write Inc Phonics Programme • Availability of resources e.g. use of different coloured pens for different sections, visual aids, text size, braille. 	<p>Speech and Language</p> <ul style="list-style-type: none"> • Speech and language group support using Language Link resources • In class support to aid delivery of One Page Profile targets • Phonics support / interventions • Playground monitoring by buddies, MTAs, teachers and TAs • Language enrichment activities • Pre teaching of language for new topics • Increasing range of specialist technology – Clicker 5, recording buttons, laptops/iPads 	<p>Speech and Language</p> <ul style="list-style-type: none"> • Speech therapy sessions- delivered by a Speech Therapist and/or LSA • Individualised programme of work • Makaton signing where appropriate • Provision of specialist technological equipment

Social, Emotional and Mental Health

Provision Map for Social, Mental and Emotional health

Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Whole school behaviour policy promoting learning behaviour • Whole school/ class rules (as visual prompts) • Personal, Social, Health Education (PSHE)– enhancing self-esteem in whole class lessons • Buddies to help manage playtimes • Step on approach – staff trained • Boxall mental health assessments every term • Forest Schools • Teaching of relaxation techniques (e.g. mindfulness) 	<ul style="list-style-type: none"> • Social skills intervention e.g. turn taking, social stories, role play • Social skills support during playtimes • Monitoring in classroom and playground • Rewards for target behaviour. I.e. target book. • Opportunities for time out • Follow up discussions for unacceptable behaviours • Additional Forest School sessions • Specific Pastoral support from members of the pastoral and Senior Leadership Team • Personalised teaching of relaxation techniques 	<ul style="list-style-type: none"> • Time with Mental Health First Aid trained LSA. • Individual arrangements for exams – extra time, rest breaks, readers, scribe etc • Behaviour programme through a Pupil Support Plan (PSP) • LSA 1-1 support – used to support behaviours • Alternative arrangements at playtimes • Individualised timetable • ELSA – Emotional Literacy Support Assistance • Support from external agencies • Play Therapy • Attachment Intervention

Sensory and/or Physical

Provision Map for Sensory and or Physical

Universal	Enhanced	Specialist
<ul style="list-style-type: none"> • High Quality Teaching • Flexible teaching arrangements e.g. seating children so that they can see, make sure children with hearing and sight problems sit in appropriate place. • Flexible seating arrangements e.g. carpet spaces, cushions, wobbly (sensory) seats • Teacher aware of implications of sensory and physical impairment e.g. making sure a child can see the mouth of the person who is speaking • Availability of resources e.g. writing slopes, matt laminates, triangular pencil grips, left handed scissors, scissors with hand grips, use of coloured overlays and coloured worksheets, line guides, use of different coloured pens for different sections on the board, visual aids, fidget toys, text size, braille. • Access to drink / snack when needed • Regular physical activity e.g. Brain Breaks/Daily Mile 	<ul style="list-style-type: none"> • Fine Motor interventions in a small group • Gross Motor interventions in a small group • Sensory Circuit intervention • Coordination support work • Visual/auditory perception activities e.g., Phonic blending resources, phonic pots • Modified resources e.g. large print • LSA support within class and additional arrangements for transitions between learning environments • Increasing range of specialist IT – Clicker 5, recording buttons, laptops/iPads 	<ul style="list-style-type: none"> • Individual support in class to facilitate to curriculum access e.g. LSA or Teacher adapting learning materials, personal timetable • Individual speech therapy and language suggested by a Speech Therapist. • Individual handwriting /fine motor/keyboard skills • Provision of specialist technological equipment if required e.g. coloured keyboards, large roller mouse, text-to-speech software, braille-translation software and hearing loop technology • Individual arrangements for exams - extra time, rest breaks, readers, scribe etc • Provision of specialist equipment e.g. sensory aids, movement aids, playground equipment. • LSA to monitor safety and give discreet support as required e.g. physically impaired child or toileting difficulties • Movement group activities suggested by Physiotherapist/Occupational Therapist • Virtual School for Sensory support – observations and feedback.

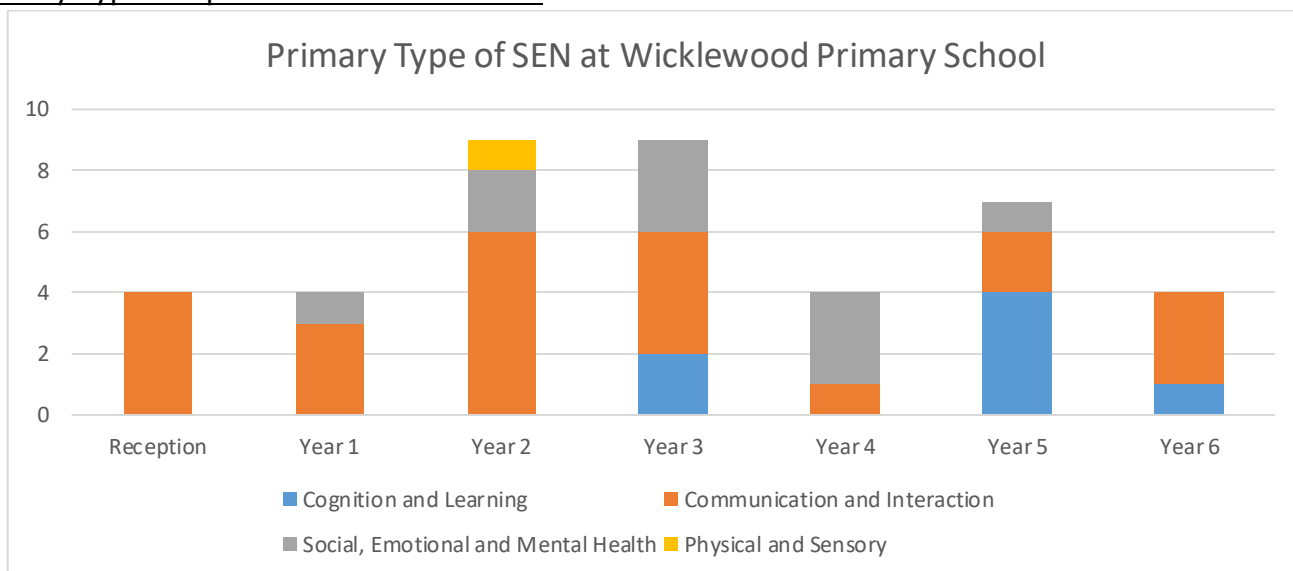
SEND Profile at Wicklewood Primary School: 2023 -2024

This academic year, 21.4% of our children receive extra support in their learning due to Special Educational Needs. This is an increase of nearly 3% from the end of last academic year and is representative of rising national and local figures. The increase is due to pupils transitioning into our school and existing pupils gaining SEN Support after increased specialist assessments. However, successful school transfers and clearer identification systems have contributed decreasing SEND support in some year groups.

SEN/D Register	Wiklewood Primary School	Norfolk Primary Overall	National Primary Overall
Total Pupils with SEND	21.4%	17.7%	16.0%
Total Pupils with EHCP	1.6%	2.6%	2.5%
Total Pupils at SEND Support	19.8%	15.1%	13.5%

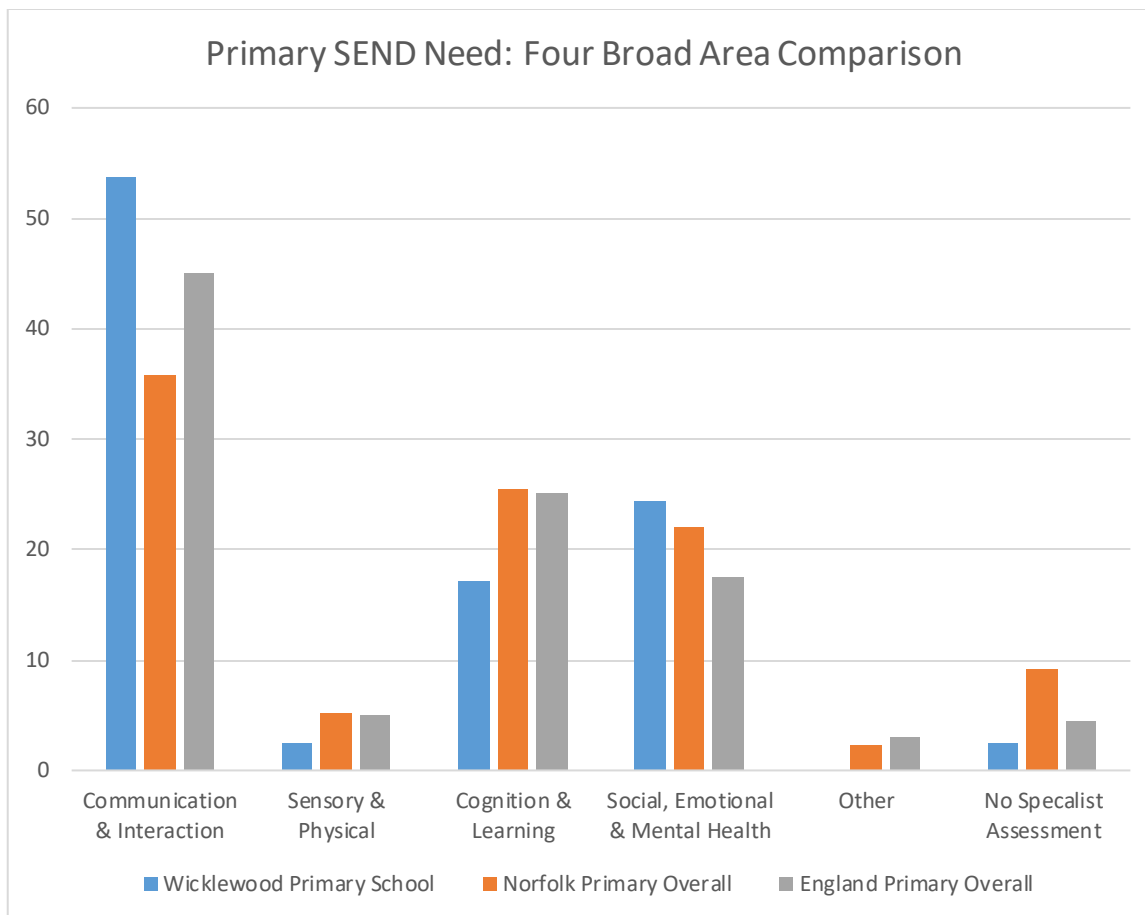
The data in the table above shows that we have a significantly higher percentage of children receiving SEND Support than Norfolk and National figures. However, it is worth noting that we have 11 EHCP applications currently in process within school or Norfolk County Council. If all applications are successful, our percentage of children at SEND Support would be 14.1% which is in line with Norfolk and National figures. It is anticipated that our percentage of children with SEND will decline with consistent High Quality Teaching, additional training and resourcing of SEND and increased referrals to specialist settings.

Primary Type of Special Educational Need



Commentary:

- The chart above is based on each pupil's primary need (main area of support) but it is important to note that some pupils may have secondary needs not recorded here.
- These figures show that Year 2, Year 3 and Year 5 have the highest percentage of children with SEND.
- The year groups receiving the highest proportion of support for SEN are Year 2, Year 3 and Year 4. This supports the statement above and reflects the needs of individual children while we collaborate with external specialists or process referrals.
- The largest area of need is Communication and Interaction which includes children with speech and language difficulties as well as specific interaction diagnosis s such as Autism. This links to our work across our federation and matches national statistics for SEND.
- The second largest area of need is Social, Emotional and Mental Health (SEMH). This is our highest expenditure for training and support. We have invested in Boxall SEMH assessment toolkits and training for staff. In addition, our Pastoral Team to support families directly affected by SEMH. We are directly working with Virtual Schools to support our provision for children impacted by trauma.



Commentary:

- The chart above is based on each pupil's primary need (main area of support) but it is important to note that some pupils may have secondary needs not recorded here.
- This graph shows that we have considerably higher percentages of children with Communication and Interaction as their primary need compared to Norfolk and National figures. This is indicative of our area of expertise within our federation.
- In addition, we have a higher percentage of children with Social, Emotional and Mental Health as their primary need compared to Norfolk and National figures. This is partially as a result of a high percentage of post-Looked After Children or children who have experienced trauma. As discussed above, this is an area of identified training and resourcing for this academic year.
- We have a lower percentage of children who have not received specialist assessment of their learning needs. A specialist assessment could include external specialists or informal assessments from specialists within school.
- We have a significantly lower percentage of children with Cognition and Learning as their primary difficulty.

Pupil and Carer Voice

Pupils with SEN and their families are at the heart of SEN practice at Wicklewood Primary School. We consult with pupils and parents through every step of the Assess, Plan, Do, Review cycles in addition to termly meetings between parents and class teachers. We encourage children with SEN and any parents to talk to us directly if they have a concern so that we can work together to find a solution and support every child.

Class teachers and the school SENDCo can be contacted through the school office using the details listed [here](#).

Pupil Voice

All pupils are supported to participate, understand and give views on our school SEN practice. This happens through questionnaires, surveys and the school council.

Pupils with SEN are supported to give their views and be involved in making decisions about their own support. This happens before and during One Page Profile meetings or EHCP annual review meetings. To support pupils, we use a range of resources to help them share views e.g. video, pictures, recording buttons and SEND specific apps.

Pupils with SEN are made aware of opportunities to participate in SEN communities outside of school such as SEND Youth Forums, SEND specific clubs or activities run by outside organisations. Information about these opportunities can be found on our school website or posted on Parent Hub.

Parent Carer Voice

If your child is on the SEN register, we will communicate with you about your child's needs and progress at least three additional times a year. If there are any changes or concerns regarding your child's learning or development, we will contact you for a further collaborative conversation.

We encourage parent carers of children with SEND to share their views and participate in our whole school offer and their child's individualised support program. Whilst class teachers and the school SENDCo can be contacted at any time during school hours through the school office, we also invite parent carers to give their views during:

- Review meetings
- Parent evenings
- One Page Profile meetings
- SEND meetings
- Pupil Support Plan meetings

Further opportunities to share parent carer views are given during questionnaires, parent governor meetings, home-school communication books and our online communication systems such as Parent Hub or Tapestry.

Expertise and Training

Staff

The school SENDCo, Ms Megan Stuart, is a qualified Primary Education Teacher and Designated Safeguarding Lead with an additional National Award for SEN Coordination. She attends regular training in current SEND practice and specific areas of need, including Mental Health. She works within the school Pastoral and Senior Leadership Team.

Our Deputy Head Teacher and covering SENDCo, Mrs Tash Burr Wilby, is a qualified Primary Education Teacher and has completed the National Professional Qualification in Senior Leadership. She works closely with Mrs Georgia Jones, who is the qualified Specialist Provision Lead. She has significant experience and training in neurodiversity, teaching and leading within mainstream and special educational needs settings. She is trained in a range of up to date specialist approaches, which inform the specialist provision curriculum and wider school support for SEND pupils.

All staff at Wicklewood Primary School receive formal and informal SEND training throughout the school year. Most recently, class teachers received training on Autism-Friendly Approaches, Trauma Informed Practice and moderation for Identification of Needs Descriptors for Educational Settings.

Accredited training courses are attended by specific members of staff in order to ensure that best practice is shared across the school. We have a wide selection of resources and training available to support the children. This includes but is not limited to:

- Emotional Literacy Support Assistants
- Zones of Regulation
- Forest Schools
- Boxall Profiling
- Screening Assessment Tools – Sandwell Maths Assessment and Dyslexia Portfolio
- Working Memory Intervention Program
- WellComm Speech and Language Assessment
- Communication Champion support for Speech and Language difficulties
- Early Help Assessment Plans (EHAP)
- A raft of specific medical training as dictated by Individual Healthcare Plans.

In addition to the list above, staff have expertise on a range of external tools to assess children with SEND in order to ensure that their needs can be met accurately. These tools include, but are not limited to:

- [Development Matters](#) – Curriculum Guidance for Early Years Foundation Stage
- [The Engagement Model](#) – Guidance for children working below the National Curriculum
- [Norfolk Assessment Pathways](#) – Alternative Curriculum for children with SEN in Norfolk

External Specialists

We work closely with a range of external professionals to seek advice or provide interventions for pupils with SEN and support their families. Some external agencies that are employed by the school are Play Therapists, Educational Psychologists and Speech and Language Therapists. However, we also work closely with:

- Local GP surgeries
- East Coast (NHS) Speech and Language Therapists
- Healthy Child NHS Program
- Virtual School SEND
- Norfolk Inclusion Team
- Occupational Therapists
- Virtual School Sensory Support
- Children and Adolescent Mental Health Services (CAMHS)
- Just One Norfolk
- Early Help
- Nelson's Journey Counselling
- Young Carers
- Independent Specialist Settings within the county

Further information about these agencies can be found through the Norfolk County Council Website.

Norfolk's Local Offer

Each county council has a Local Offer. This is published information all in one place, describing the provision or expected provision in an area for children with SEN and their families.

Further information on Norfolk's Local Offer and parental guides can be found [here](#).

SEN Funding

Specific funding, known as Element 3 funding, for pupils with SEN allows us to provide most of the facilities, equipment, resources and expertise needed to support our pupils. For a detailed explanation on how school's secure SEN funding and a further link to Wicklewood Primary School's funding allocation, please visit Norfolk County Council's website [here](#).

Wiklewood Primary School SEN Funding Allocations

For the academic school year 2022-2023 and 2023-2024, our SEN funding has provided:

- Specialist or one-to-one support for children with high SEN needs
- SEND-specific resources such as pencil grips, wobble cushions and ear defenders
- Educational Psychologist assessments
- A Play Therapist employed by the school
- Boxall, WellComm and Dyslexia screening assessment toolkits

During the academic year 2023-2024, we will also be investing in:

- Alternative Provision Opportunities

Facilities

Wicklewood Primary School is set on a large site with a car park for staff and parents as well as a separate play field and forest school area. The original school house, a two-storey building, contains our school office, meeting spaces and nurture room. The remaining school buildings are single-storey and all have direct access to a shared outside playground. The main school building houses a school hall, intervention space and a newly renovated school library. Each of the seven classrooms are spacious and undergoing current renovation. There is one disabled toilet available on site.

The site is not yet accessible for wheelchair-users and so the school are undertaking an application for a new school build.

For more information about how our school increases access to education for children with disabilities, please see our [Accessibility Plan](#).

Transitions for Pupils with SEN

Admission Arrangements

All admissions to the school are in line with [Norfolk County Council's Admission Policies](#). There is no differentiation made between pupils with, or without, special educational needs. Wicklewood Nursery have their own admission arrangements.

Joining Wicklewood Primary School

Pupils with SEN may require specific arrangements when transferring between phases of education or schools. We welcome all new pupils joining our school and invite them to a tour of the site. Pupils and parents are invited to share information about themselves and will be given information or opportunities to meet their new class teacher and other key adults. For pupils with SEN, we can work with families and external professionals to adapt our practice or include additional transition plans.

Leaving Wicklewood Primary School

For those children in Year 6 transitioning to a secondary school, we have a full program of transition with our feeder Secondary schools. We work with the secondary schools to provide additional support for children who could be vulnerable or particularly anxious during the period of transition. This may include additional visits to the schools in order to meet key members of staff and an additional opportunity to get to know the school buildings. These opportunities are provided based on the needs of individual children.

For children with SEN transitioning to another mainstream primary school or special education setting, we work closely with the new staff team to ensure that relevant information, plans and documentation are shared. The school SENDCo's will meet to create a plan for transition and additional support put in place. This may include supported visits to the new setting or key members of staff from the new school attending sessions at Wicklewood Primary School in order to get to know the child. Pupils with SEN and their families are fully included in this process and will be communicated with throughout.

Complaints

If you are not happy with the provision made available for your child, please contact your child's class teacher or discuss your concerns with the school SENDCo. They can be contacted through the school office using the contact details listed [here](#).

For further information on how to make a formal complaint, please see our [Complaints Procedure](#).

For free confidential and impartial information, advice and support, contact [Norfolk SEND Partnership](#) on:

Telephone	01603 704040
Email	sendpartnership.iass@norfolk.gov.uk
Website	https://www.norfolksendiass.org.uk/

Appendix One – Pastoral Referral Form

Referral to SENCO

Name of Pupil:

Year group:

Class teacher:

Today's date:

General areas of development causing concern (please highlight as many as apply)

Cognition and Learning,

Communication and Interaction

Social, Emotional and Mental Health,

Sensory and Physical Needs

Specific factors hindering the pupil's educational development (please highlight)

Learning Skills	Response to Teaching Style
Attention to task	Ability to work well in a group
Comprehension of tasks	Ability to take responsibility for own work
Completion of tasks	Motivation 1:1
Interest in tasks	Maintenance of motivation in group, class
Age appropriate skills	Working independently
Confidence in attempting task	Organisation of possessions
Gross/Fine motor skills	Asking for help
Social Skills	Subject Competence
Relationships with other pupils	Speaking (First language.....)
Relationships with adults	Listening
Attention seeking/withdrawn	Reading
Cooperation	Comprehension
Self control	Writing
Play times	Spelling
Regular attendance	Numeracy
Home/school cooperation	Other

Has the pupil had a recent eye test?

Has the pupil had a recent hearing test?

Any additional concerns:

What action would you like from the Pastoral Team?

Action taken (to be completed by the Pastoral Team)

What have you tried?

Cognition and Learning

Analysed assessment to identify gaps in learning?	Learning aids – learning mats, concrete aids, picture prompts etc
Identified preferred learning styles and differentiated accordingly?	Think, pair, share
Word banks, sentence starters, writing frames?	Use of drama, role play, discussions
Instructions – one or two parts, chunked	Provided visual support to promote independence?
Take up time	Seated the pupil appropriately?
Modelled example and example of finished product	Arranged peer/buddy support?
Offered alternative ways of recording?	Provided focussed support from support staff? One to one? Group (Wave 2)?
Recorded the impact/outcomes of any additional strategies you have employed?	Parent liaison

Communication and interaction

Individual visual timetable	Arranged peer/buddy support?
Seated with suitable role model	Provided focussed support from support staff? One to one? Group (Wave 2)?
Social stories	Take up time
Individual word banks	Parent liaison
Mentoring time – teacher/LSA	

Social, Emotional and Mental Health

Sitting at front near positive role model	Clear expectations and indication of support
Regular positive praise	Clear time limits
Low key interventions for minor behaviour eg eye contact, thumbs up	Reject behaviour not student
Regular routine	Clear choice paths
Tactically ignore minor behaviour issues	Class responsibilities
Prepare for change/ what is going to happen	Model fairness

Sensory and/or physical

Different coloured background to power points and IWBs	Pen grips
Modelled good handwriting	Wider ruled books
Tried writing slope	Pincer scissors, triangular pens etc
Enlarged versions of texts	Help with organisation
Seating near front	Teacher talking clearly and facing class
Use of laptops and ICT where appropriate	Support with changing if required
Larger equipment/different colours	
Transcripts of texts	

What specialist support have they already received?

Educational Psychologist	ELSA
Speech and Language Therapy	Family Support Plan
Occupational Therapy	PSP
Support organised outside of school:	Other:

Appendix Two – One Page Profile Template

What People Like About Me:

"Pupil quote."

- Two bullet points with combined teacher parent voice

Insert Photo

What I Find Tricky:

What I'm Good At:

How To Support Me:

Full Name
Year group and Class
One Page Profile

What is Important To Me:

- How I Am Supported:**
- Diagnosis
 - EHCP or SEN Support – area of need
 - Key Documents
 - Long Term Groups

How Can I Support Myself:

Individual Support Plan Diagnosis / Area of Need

INDEs	
Area of Need	Score
Physical Disability, Physical and Neurological Impairment, Medical, Independence and Sensory	
Hearing Impaired	
Visual Impaired	
Speech and Language	
Social Communication and Interaction	
Social, Emotional and Mental Health	
Learning and Cognition Difficulties	

Current Attainment	
Writing	
Reading	Reading Age:
Maths	

How I Am Supported	
Key Documents:	Groups:

Provision
Above that of the Teaching and Learning Policy and School Non-Negotiables

Autumn Term 2022	
Target <i>(Include Area of Need category from EHCP if applicable)</i>	Outcome (met/ not met)
1.	
2.	
3.	