SEN Information Report and Policy for

Drayton C of E VC Junior School 2026-27:

Part of the Norfolk Local Offer for Learners with SEN.

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND.) This document also serves as our SEN policy. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the 2014 SEN Code of Practice.

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

Name of SENCO: **Mrs Angela Lamb**

Name of Head: **Mr John Neenan**

Name of SEN Governor: **Ms Lucy Grace**

You can access the Norfolk Local Offer by clicking **here.** Alternatively, if you think your child may have SEN please speak to their class teacher or contact Mrs Lamb, the SENCO, on 01603 867504.

The Local Education Authority have a dedicated support line for school, parents and professional bodies to talk about any concerns around SEND.

TEL: 0333 313 7165

Our approach to teaching learners with SEN

At Drayton C of E Junior School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality, inclusive education 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. The curriculum extends beyond the academic and provides for learner's broader development enabling them to develop and discover their interests/talents. We monitor progress of all learners and staff continually assess progress to ensure that sufficient learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, observations, data tracking and pupil voice.

In our most recent Ofsted report, the Inspector concluded that,

'Pupils with special educational needs and/or disabilities (SEND) get the support they need. Staff are well trained to meet the needs of pupils with SEND.' - Ofsted October 2023

How We Identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions." p15/16

If a learner is identified as having SEN, we will ensure that provision that is ***'additional to or different from'*** the normal differentiated curriculum, intended to overcome the barrier to their learning is in place.

Learners can fall behind in school for many reasons. They may have been absent from school, or they may have attended lots of different schools and not had a consistent opportunity to learn. They may have English as an additional language (EAL). It might also be that they are worried about a variety of different things that distract them from learning. At Drayton C of E Junior School, we are committed to ensuring that all learners have access to the best learning opportunities, and for those who are at risk of not learning, we will intervene.

This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN. It is also important to note that children who have disabilities do not necessarily have SEN.

At the time of publication our SEN profile for 2026-27 is set out in the table below.

	Our School	**Our School %**	**National %**
Total pupils with SEN	68	18.8%	19.5%
Total pupils with EHCP	9	4.3%	5.3%
Total pupils at SEN support	59	14.5%	14.2%
	SEN SUPPORT	**EHCP**	**Year group total**
Year 3	17	2	19
Year 4	19	2	21
Year 5	15	2	17
Year 6	8	3	11

Of those children identified with SEN, their primary needs are categorised as follows:

42% **Cognition and Learning**

38% **Communication and Interaction**

44% **Social, emotional and mental health difficulties**

6% **Sensory and/or physical needs**

(It should be noted that many of our children have needs that fit into more than one of the above categories and that children's needs may change over time).

Funding for SEN

Drayton C of E Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum. The total amount of funding we will receive for 2026-2027 is £205,760. This funding is allocated towards the cost of support staff, resources and advice from external professionals.

In addition to this allocation, Element 3 funding is also allocated. This is the funding required to provide additional resources for high needs pupils. A pupil's needs are identified by submitting an INDES (Identification of Needs Descriptors in Educational Settings) which will determine if an Element 3 funding allocation is to be given. The amount of Element 3 Funding we will receive for 2026-2027 is £45,065.

Therefore the total amount of SEN funding for 2025-2026 is £245,825.

Assessing SEN

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Drayton C of E Junior School, we ensure that the assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available which include: discussions,

observations, work scrutiny and data tracking. We also use a range of nationally recognised assessment materials and screeners which the school has purchased.

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

Drayton C of E Junior School also receives support for 2026-27 from a list that includes:

- Educational Psychologists
- Access through Technology
- Inclusion Team
- Advisory Support Teachers (through Core Consultation process)
- Speech and Language Therapists
- Autistic Spectrum Disorder (ASD) Team
- Supporting Smiles
- Occupational Therapists
- CAMHS
- Dyslexia Outreach
- Medical Needs Team
- Play Therapy
- Virtual School
- Schools and Communities Team
- Just One Norfolk
- SEND and Inclusion Team
- Referral to Neurodevelopmental Service

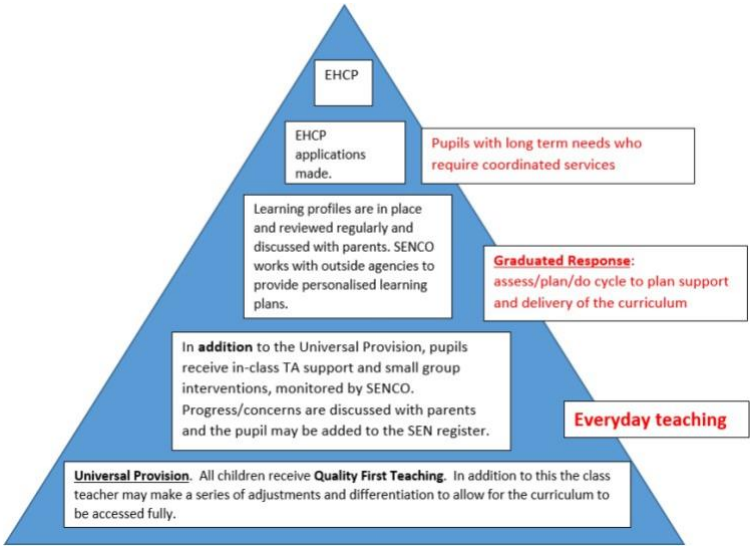
Dyslexia

If it is suspected that a child is displaying dyslexic traits then we will screen them with an assessment program and may offer additional support or intervention. We will monitor any impact using the 'assess, plan, do, review' cycle. If progress continues to stall and interventions do not seem to be addressing the barriers to learning then a referral may be made to Dyslexia Outreach Service who would be able to offer specialist advice and recommend teaching strategies.

The school is unable to fund a formal diagnosis of dyslexia.

What We Do to Support Learners with SEN

The following model shows the process of how we at Drayton C of E Junior School support learners with SEN.



Every teacher endeavours to provide 'Quality First Teaching' and is required to adapt the curriculum to ensure access to learning for all children in their class.
Our teachers will use various strategies to adapt access to the curriculum. This might include using:

- Visual timetables
- Social Stories
- Practical apparatus to support learning
- Teaching Interventions (such as IDL, Sound Discovery, Lego Therapy)
- Writing frames
- IPADS, laptops or other alternative recording devices
- Peer buddy systems such as co-operative learning groups
- Positive behaviour rewards system
- Coloured overlays/backgrounds/font type & size
- Sensory Circuits

If Quality First Teaching is not sufficient to remove barriers to learning, then the SENCO in consultation with parents and teachers may put the pupil on the SEN register and begin the 'assess, plan, do, review' process. The pupil will be given a **SEN Support Plan** which identifies their need and the provision that is being put in place to meet it. The SEN Support Plan is created by the class teacher in collaboration with the pupil, their parent/carer and the SENCO. Targets are added to the plan termly and reviewed at the end of each term by teachers, parents and pupils.

Each learner identified as having SEN, is entitled to support that is '***additional to or different from'*** a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the identified barrier to learning. This support is described on a provision map which details the interventions and actions that we undertake at Drayton C of E Junior School to support learners with SEN across the year groups. We modify the provision map regularly as our learners and their needs change. We use the Provision Expected at SEN Support (PEASS) guidance as a basis for our provision.

Our provision map is carefully monitored and used, alongside other data/information, to ensure that we assess the impact of these interventions on learning across the school. TAs also keep ongoing records of the progress of children within their intervention groups so that we can make changes/adaptions where necessary.

The majority of learners with SEN will have their needs meet within the classroom' however, there are occasions where despite appropriate assessment and provision, the child is not progressing sufficiently well and struggling to access learning. In this instance an EHCP (Educational Health Care Plan) may be issued by the local authority.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood (DfE Code of Practice). An EHC plan can be applied for by the school or parent. However, a request for assessment does not inevitably lead to the issuing of an EHCP. More detailed information regarding the EHCP process can be found on the Norfolk Local Offer.

At Drayton C of E Junior School, we aim to provide a curriculum that supports learners to develop their character, including their resilience, confidence and independence.

We also regularly meet with our colleagues in the cluster schools (as well as a wider network of schools through termly LA SENCO Network Meetings and SEND forums) so that we can learn from each other, share resources and demonstrate the effectiveness of what we offer for learners with SEN.

What We Do to Support Learners with Emotional and Mental Health Needs

Mental health and well-being is essential to the ability to learn and thrive in school. The SENCO has completed the Senior Mental Health Lead training and also 'Drawing and Talking' training. Emotional support is provided to all pupils but occasionally the emotional needs of a pupil become a barrier to learning which needs to be addressed. We have a range of interventions to do this within school but at times may need to employ additional outside agencies to deliver more specialist resources. The following table outlines our provision for pupils with social, emotional and mental health needs.

Social Emotional and Mental Health		
Universal Provision	**Targeted Provision**	**Enhanced Provision**
Clear and consistent boundaries	Individual behaviour plan	ELSA
Positive reinforcement and praise	Home-school link book	
Rewards systems (house points etc.)	Lunchtime support	Risk assessment/care plan
Behaviour reward charts	Break time support	Lego therapy
Celebration assemblies	Visual prompts	Drawing and Talking
Jigsaw PSHE scheme	Social stories	Enhance transition
Adaptation to class layout	Lego therapy	Educational Psychology assessment
Structured class routines	Friendship skills intervention	GP referral
Worry box	5 point scale	CAMHs referral
Personalised work station		
Time out/brain breaks		
Online safety lessons		

How do we find out if the support is effective?

Monitoring progress is an integral part of teaching and leadership within Drayton C of E Junior School. Pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, and review' model and ensure that children and parents are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. This will be done in line with any outside agency reports/recommendations. A baseline assessment will also be completed, where possible, in order to consider the impact of the provision.

Children, parents and the teaching and support staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least twice a year (usually as part of whole school parent consultations), where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan), the same review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Interventions are often shared with the cluster so all SENCOs in our cluster are better able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors. Our school data is also monitored by the Local Authority and Ofsted.

In addition to data analysis, the SENCO undertakes observations and learning walks alongside 'pupil voice' sessions to ensure that pupils have the opportunity to evaluate the effectiveness of the support they receive.

Children who are looked after by the Local Authority who have SEN

It is widely recognised that children who are looked after by a local authority have poorer experiences of education and have lower than average attainment. At Drayton C of E Junior School we are committed to supporting all pupils, but particularly those who are Looked After. Often the support required is needed to address significant emotional needs and difficulties relating to trauma. We have qualified ELSA leaders to provide emotional support and the SENCO has received 'Drawing and Talking' training which is a resource used to address trauma. Teachers and SENCO collaborate regularly with social workers and other professionals within the Virtual School to ensure that our Looked After pupils with SEN achieve their potential and receive the emotional support they require.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Drayton C of E Junior School, in 2026-27, we offer a range of additional clubs and activities. Through our sports partnership and collaboration with other schools, we provide opportunities for children with SEND to take part in special PE days/activities organised for our cluster schools.

Accessibility

All staff at Drayton C of E Junior School adhere to the Equality Act 2010. This legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."
Section 1(1) Disability Discrimination Act 1995

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

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click **here.**

Preparing For the Next Step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school setting. Drayton C of E Junior School is committed to working in partnership with children, families, schools and other providers to ensure positive transitions occur.

Staff Professional Expertise and Development

The SENCO and Head teacher have both achieved the National SENCO Award. The SENCO is a Senior Mental Health Lead and she participates in termly SEND Forums. Two of our extremely experienced teaching assistants are ELSA trained. All staff are 'Step-On' trained and a significant number are also 'Step-Up' trained. Three of our teaching assistants are also Pastoral Leads. During the past year, all staff have received training on trauma and attachment. The majority of our TAs have completed training from Autism Education Trust.

Parental Engagement

Drayton C of E Junior School is actively involved in its local community. We will shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with the annual process to 'assess, plan, do and review' our provision for SEN.

There are also opportunities to attend SEN cafes.

Links to Policies

This policy should be read in conjunction with the following policies which can be accessed through the school website or requested from the school office.

*Accessibility Plan

*Safeguarding Policy

*Complaints Policy

*Behaviour Policy

*Supporting Children with Medical Conditions Policy

Making a Complaint

We want all children to feel happy and well supported in school. If there are concerns regarding SEN provision, parents should initially speak to the class teacher and then the SENCO in order to address any issues. If parents do not feel that their concerns have been resolved, they should follow the complaints procedure as outlined on the website. https://www.draytonjunior.norfolk.sch.uk/

If you would like to discuss any part of this policy, please contact Mrs. Angela Lamb at senco@draytonjunior.norfolk.sch.uk or by calling the school office on 01603 867504.

Last Reviewed: September 2026
Next Review: by November 2027

Useful links:

http://www.norfolk.gov.uk/children-and-families/send-local-offer

http://www.dfe.gov.uk

www.familyvoice.org.uk

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

https://www.norfolk.gov.uk/children-and-families/send-local-offer/health-and-social-care/health/health-services-in-norfolk/mental-health-services

http://www.thedyslexia-spldtrust.org.uk/

https://www.autism.org.uk/