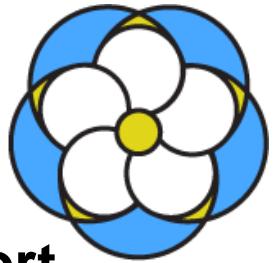


# St. Mary's Junior School



## SEN policy and information report

<b>Approved by:</b>	Governing board	<b>Date:</b> 13/12/18
<b>Last reviewed on:</b>	13/12/18	
<b>Next review due by:</b>	16/12/19	

### Contents

1. Aims.....	1
2. Legislation and guidance .....	2
3. Definitions .....	3
4. Roles and responsibilities .....	3
5. SEN information report.....	4
6. Monitoring arrangements .....	15
7. Safeguarding.....	8
8. Links with other policies and documents .....	15

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### Introduction

St. Mary's junior school as part of the aims agreed by The Norfolk Local Offer provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create a barrier to learning.

Our school is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, Parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities to achieve their full potential.

### 1. Aims

Our SEN policy and information report aims to:

The staff at St. Mary's Junior School aim to work together as a team to overcome all barriers to learning for all children. We recognise that children with Special Educational Needs are only a small part of this. We support the ethos of Inclusive Schooling, and believe that education should be available to all.

The aims of this policy support the aims of the school and the fundamental principles of the Code of Practice (2015) and the Special Needs and Disability Act (2001)

- *to create an environment that meets the special educational needs of each child;*
- *to ensure that the special educational needs of children are identified, assessed and provided for;*
- *to make clear the expectations of all partners in the process;*

- *to identify the roles and responsibilities of staff in providing for children's special educational needs;*
- *to enable all children to have full access to all elements of the school curriculum;*
- *to ensure that parents are able to play their part in supporting their child's education;*
- *to ensure that our children have a voice in this process.*
- *To build on greater integration of education, health and social care to meet the needs of children and families in line with the proposals in Every Child Matters.*

## **Educational inclusion**

At St.Mary's Junior School we aim to offer excellence to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- *have different educational and behavioural needs and aspirations;*
- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *Need a range of different teaching approaches and experiences.*
- *Each individual has an entitlement to equality of opportunity and equality of regard (Norfolk Curriculum Policy Statement)*

Teachers respond to children's needs by:

- *providing support for children who need help with communication, language and literacy;*
- *planning to develop children's understanding through the use of all available senses and experiences;*
- *planning for children's full participation in learning, and in physical and practical activities;*
- *helping children to manage their behaviour and to take part in learning effectively and safely;*
- *Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*
- *Identifying the needs of pupils with SEND as early as possible.*

## **Our Ethos/Vision:**

***Raising aspirations and a love for learning through courage, resilience, positive relationships and God's love.***

At St. Mary's Junior School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of every one within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our community.

## **2. Legislation and guidance**

*St Mary's Junior School:*

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

At our school we use the definition for SEN and disability from the SEND Code of Practice (2015). Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCO:

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The SEN Governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school.

## **4.3 The Principal**

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class through providing quality first teaching.
- Ensuring individual learning/behaviour plans and the class provision map are regularly updated and evaluated.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Make appropriate provision to overcome all barriers to learning and ensure all pupils with SEND have full access to the National Curriculum.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Work with Parents to gain a better understanding of their child, and involve them in all stages of their education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Ensuring they follow this SEN policy.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 5.2 Identifying pupils with SEN and assessing their needs

At our school we use the definition for SEN and disability from the SEND Code of Practice (2015).

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognize the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. It is also important to identify the full range of needs, not simply the primary need of the pupil. The Code of Practice (2015) refers to four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health difficulties**
- **Sensory and/ or Physical Needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## St Mary's Church of England Junior School SEND Profile 2018-2019 (Autumn 2018)

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>School</u>
Pupils on roll	58	57	51	51	215
SEN	12	11	11	9	43
% SEN	21%	19%	22%	18%	20%
EHCP	0	0	0	0	0
SEN Support	12	11	11	9	43
Number of SEN boys	8	10	8	5	31
Number of SEN girls	4	1	3	4	12
% of SEN boys	67%	91%	73%	56%	72%
% of SEN girls	33%	9%	27%	44%	28%
No of SEN on PP	5	0	4	2	11
% of SEN on PP	42%	0%	36%	22%	26%

Categories of Main Need		Year 3	Year 4	Year 5	Year 6	Total
Communication	Com/Int	0	2	1	2	5
Cognition/Learning	Gog/L	5	1	1	5	12
Social Emotional	SMEH	2	3	4	3	12
Physical /Sensory	Phy/Sen	0	0	0	0	0
SEN Support no specialist assessment		5	4	5	0	14
<u>National Average</u>				<u>St Mary's C of E Junior School</u>		
SEN	14.6%			SEN		20%
Statements/EHCP	2.9%			Statements/EHCP		0%

### 5.3 Consulting and involving pupils and parents

We believe in a person- centred approach to information gathering and the cycle of *Assess, Plan, Do and Review*. Where possible target setting/review meetings are planned to coincide with Parents' evenings. Targets are shared with pupils and successes celebrated.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Parents, pupils and teaching staff can use the Norfolk Local Offer ([www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)) to find out what other learning opportunities are available in the local area. There is a link to The Norfolk Local Offer via the school website.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part cycle of *assess, plan, do and review* with the pupil at the heart of the process.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Assess:**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

**Plan:**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behavior that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

**Do:**

The class teacher remains responsible for working with the pupil on a daily basis. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher as appropriate.

**Review:**

The plan including the impact of the support and interventions will be reviewed on an ongoing regular basis, by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of the next steps or where successful, the removal of the pupil from SEN Support.

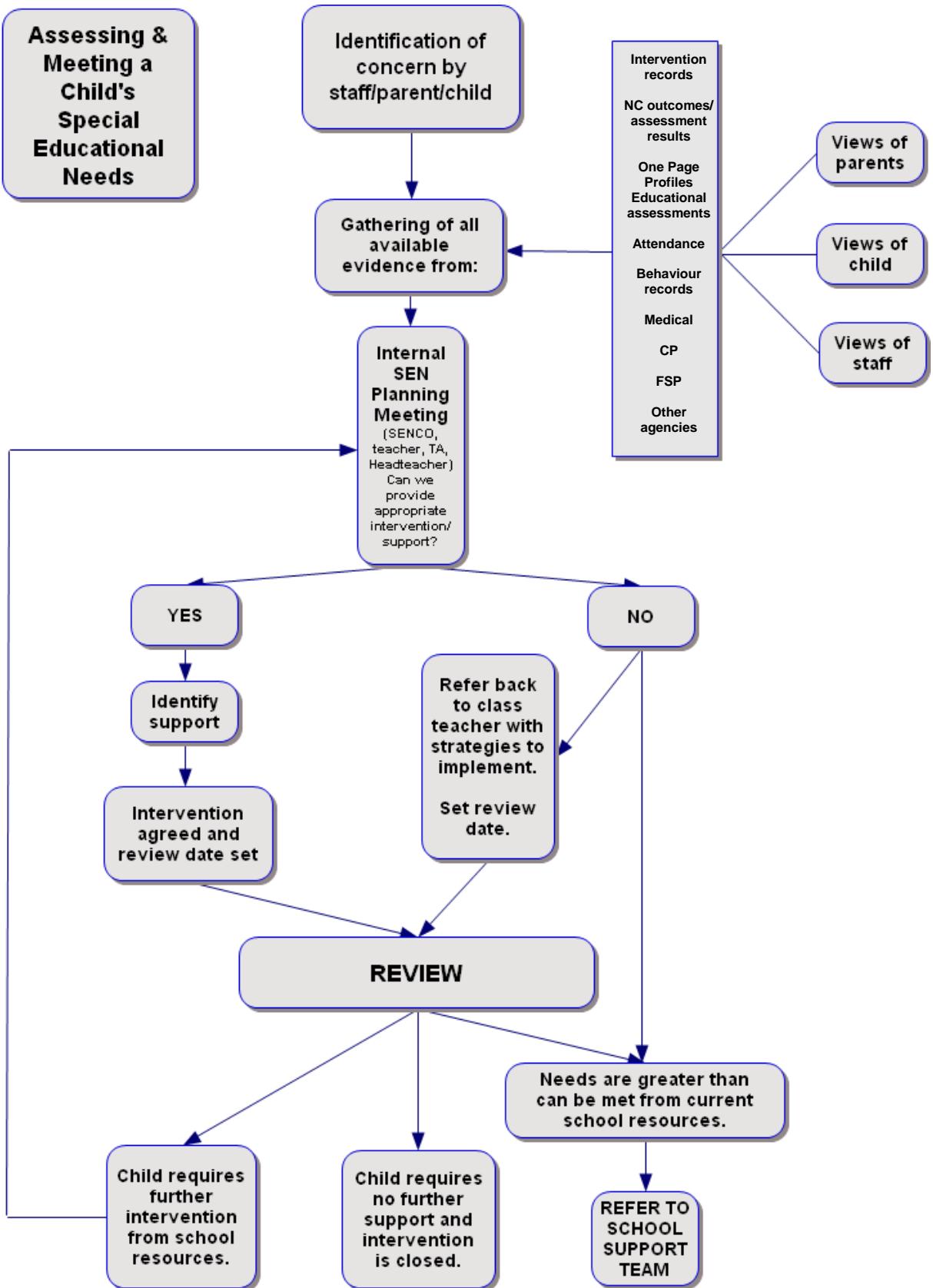
**Referral for an Education, Health and Care Plan**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that which can be provided from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health, Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs.

Further information about EHCP plans can be found via the SEND Local Offer:

[www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

or by contacting the Parent Partnership Service on: 01603 704070



## 5.5 Supporting pupil transitions

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. We have structured transition arrangements to ensure that all children transfer smoothly and positively. Extra transition arrangements can be

made on an individual basis for those that may need additional support. We work closely with the SENDCOs from transfer schools to ensure all SEND pupils obtain the support and provision needed.

We will share information with the teacher, school, and, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Year 3 staff and the SENDCo visit feeder schools during the summer term to receive detailed information of children joining the school in September with particular reference to children with SEN, detailing their difficulties and additional provision they currently receive. Children about to transfer visit the junior school in the summer term to meet class teachers and are shown around the school.

Early in the summer term the SENDCo meets with the staff of the High schools to hand over SEN records of pupils transferring in September and to discuss individual pupil's specific needs. Where appropriate an individual transition package is arranged to assist the change between phases.

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated or scaffolded for individual pupils as required to support their learning outcomes.

We will provide interventions which include, but are not limited to:

- Sound Discovery
- Catch-up
- Precision Words and Adapted Precision Words
- Wave 3 maths
- Accelerated Reader

## **5.7 Adaptations to the curriculum and learning environment:**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the cluster.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

The school has an Accessibility Plan for pupils with a disability in order to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Increase the physical accessibility of school premises for children with a disability
- Improve the delivery of information to children with a disability that is provided in writing to children who are not disabled.

## Accessibility Plan

At St Mary's C of E Junior School Academy we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within the school.

The Governing Body will fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4):

- Not to treat disabled pupils less favorably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not as a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Disability as defined by the DDA is

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

St Mary's Church of England Junior Academy site has worked hard to improve access to all parts of the building by:

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils in an appropriate format.

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and support, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using evidence based interventions

The Principal and SENDCo oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate around individual pupils, from external support services.

### **Supporting Pupils at School with Medical Conditions**

The school recognizes that pupils with medical conditions should be properly supported, so that they have full access to education, including school trips and PE. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010 and with Supporting Pupils at School with Medical Conditions (DFE August 2017). Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip/residential. Specific staff have training to support particular needs, e.g managing diabetes and epilepsy. The school secretary is responsible for the administration of medicines and health care plans/protocols.

### **5.8 Additional support for learning**

We have 9 teaching assistants who are trained to deliver interventions such as those listed under 5.6. Further training of staff, and support therefore provided, can be found under 5.9.

We work with the following agencies to provide support for pupils with SEN:

- Educational psychology and Specialist Support
- Speech and Language Therapy
- Occupational Health
- Respectrum Advisory Services
- Behaviour Support Services / School 2 School (S2S)
- Health Service
- Child and Adolescent Mental Health Service (CAMHS)
- Virtual Schools
- Sensory Support
- Willow Tree Learning

## **5.9 Expertise and training of staff**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. Training needs are identified in response to the needs of pupils currently on the SEN register.

We recognise the need to train all our staff on SEND issues and this is monitored and included as part of CPD in school.

We have a team of 9 teaching assistants, including 1 higher level teaching assistant (HLTAs) who are all trained to deliver SEN provision.

Staff have been trained in:

- Sound Discovery
- Catch-up
- Precision Words and Adapted Precision Words
- Wave 3 maths
- Accelerated Reader
- Numicon
- Step-up and Step-on
- Growth Mindset
- Cooperative learning and cognition
- Positive handling
- PATHS
- Diabetes training
- Pivotal behavior strategies

We use specialist staff for:

- Nurture
- FSPs
- Pastoral
- Dyslexia screening
- SEND assessments
- Diabetes support

## **5.10 Securing equipment and facilities/ allocation of resources**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

St Mary's Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. The Principal, with the SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs. In addition to this, the school is required to bid annually for 'high-needs' funding. This funding is for learners who require support that exceeds that available to the school.

The Principal informs the governing body of how the funding allocated to support special educational needs has been employed.

## **5.11 Evaluating the effectiveness of SEN provision**

The Principal and the SLT regularly monitor and evaluate the quality of provision for all pupils. SEND provision and interventions are recorded on an individual learning plan and a class provision map. These are updated by the class teacher and are monitored by the SENDCo. The Principal will keep governors informed of the progress of pupils with special educational needs.

We evaluate the effectiveness and impact of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals and individual targets each term
- Analysis of pupil tracking data and test results
- Progress against national data and based on their age and starting points.
- Reviewing the impact of interventions after 6 weeks
- Using and encouraging Parent feedback
- Pupil voice, and work
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

At St. Mary's junior school we are committed to giving all of our children every opportunity to achieve their best; where we value diversity and equality of opportunity. The achievement, attitude and well being of every pupil matters and inclusion is the responsibility of everyone within our school. We respect the unique contribution which every pupil can make to our school community.

At St. Mary's junior school we aim to ensure that all children benefit as fully as possible from all aspects of school life, recognising that children with special educational needs have particular strengths which can be fostered in extracurricular activities and school clubs.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Eaton Vale, Kingswood, Derbyshire, Bawdsy Manor and France.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Equality Act 2010 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.'

#### **Admissions:**

The admission arrangements for all pupils are in accordance with national legislation; Including the SEND Code of Practice, (2015), and the Equality Act 2010. This includes children with any level of SEND; those with EHCPs and those without.

Please refer to the information contained on our school website.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pastoral support work is provided for identified children.
- Pupils with SEN are encouraged to be part of the school council and to take on Prefect roles.
- Pupils with SEN are also encouraged to be part of lunchtime clubs and the school choir to promote teamwork/building friendships etc.

- Pupils with an identified social and emotional need have specific access to the school's Nurture group.
- All staff are trained in delivering the PATHS programme.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

Where pupils have higher levels of need, and cannot be met by the school alone; and with parental permission, the school may seek advice from external agencies, in meeting pupils' SEN needs and supporting their families. These agencies include:

- Educational psychology and Specialist Support
- Speech and Language Therapy
- Occupational Health
- Respectrum Advisory Services
- Behaviour Support Services / School 2 School (S2S)
- Health Service
- Social Care
- Child and Adolescent Mental Health Service (CAMHS)
- Sensory support
- Virtual Schools
- Willow Tree Learning
- Diocesan support

### **5.15 Complaints about SEN provision.**

We urge Parents/Carers with any concerns regarding the SEN Policy or the provision made for their child at St. Mary's junior school to speak to us as soon as possible.

Complaints about SEN provision in our school should be made to the Class Teacher or the SENDCO in the first instance. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Principal. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### ***Useful links:***

- [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)
- Parent Partnership
- [www.dfe.gov.uk](http://www.dfe.gov.uk)
- [www.familyvoice.org.uk](http://www.familyvoice.org.uk)

### **5.17 We welcome your feedback**

<b>SENCOP:</b>	Mrs Ewa Parker	<b>email:</b> <a href="mailto:office@st-marys.norfolk.sch.uk">office@st-marys.norfolk.sch.uk</a>
<b>Principal:</b>	Ms Aziza Cranmer	<b>email:</b> <a href="mailto:head@st-marys.norfolk.sch.uk">head@st-marys.norfolk.sch.uk</a>
<b>SEND Governor:</b>	Reverend Heather Wilcox	<b>email:</b> <a href="mailto:rev.heather@btconnect.com">rev.heather@btconnect.com</a>

If your child is not on our SEND Register but you think that they may have special educational needs or a disability, please speak to their Class Teacher or contact the school SENDCo on 01508 530459 or the email above.

### **5.18 The local offer**

Our contribution to the local offer is: School SEN Information Report. (2018/19)  
[www.stmarysjunior.co.uk](http://www.stmarysjunior.co.uk)

Our local authority's local offer is published here: [www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)

### **6. Monitoring arrangements**

This policy and information report will be reviewed by governors **annually**. It will also be updated if any changes to the information are made during the academic year.

It will be approved by the governing board annually.

### **7. Safeguarding and Child Protection**

If you have any safeguarding or child protection concerns about a pupil, or if you feel a child is at risk you should immediately contact one of our Designated Safeguarding Leads:

Primary DSL:	Mrs Kirman	<a href="mailto:J.Kirman@st-marys.norfolk.sch.uk">J.Kirman@st-marys.norfolk.sch.uk</a>
Deputy DSL:	Mrs Dale	<a href="mailto:T.Dale@st-marys.norfolk.sch.uk">T.Dale@st-marys.norfolk.sch.uk</a>

After-school club DSLs: Tracey Dale and Hannah Maher

### **8. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Discipline and Behaviour
- Safeguarding
- Equality information and objectives
- Supporting pupils with medical conditions
- Teaching and Learning
- Marking