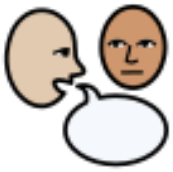
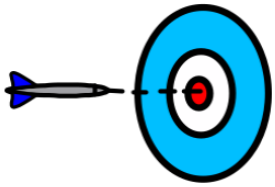
George White Junior School

SEND Information Report and Policy 2026/2027

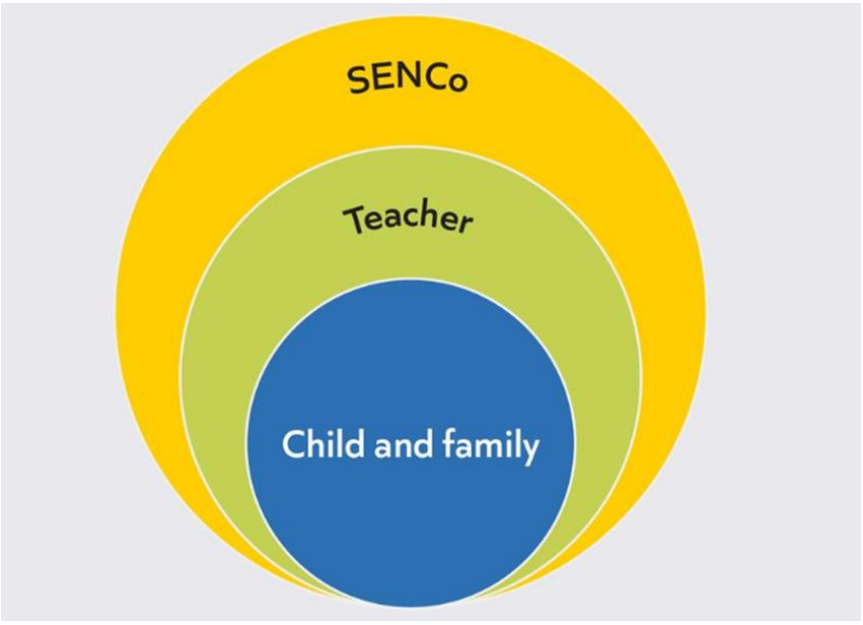
Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special educational needs or Disability (SEND).

The report outlines the provision for children with SEND within our school. This document also incorporates the school SEN policy, which outlines how we deliver the provision in line with the school values, visions and structures.

This report aligns with the SEND Code of Practice 2015

Who to contact 	At George White we value all members of our school community. Our offer has been produced with pupils, parents and carers, TRUSTEES, and members of staff. We would welcome your comments and feedback on our information report, so please do contact us. The best people to contact are: • Holly Greenwood (SENCo / Assistant Head) • Samantha Petchey (Partnership Head) If you think your child may need additional support in school please speak to their **Class Teacher** in the **first instance.** The class teacher will share this information with the SENCO **Holly Greenwood**, 01603 425515/ hgreenwood@istnorfolk.co.uk
Aims and objectives of this Policy 	• To be an inclusive school • To reach high levels of achievement for all • To ensure the identification of all pupils requiring SEND provision as early as possible in their school career • To meet individual needs through a wide range of provision • To attain high levels of satisfaction and participation from pupils, parent and carers • To share a common vision and understanding with all stakeholders • To give transparent resourcing to SEND

	• To provide curriculum access for all • To work towards inclusion in partnership with other agencies and schools • To achieve a level of staff expertise to meet pupil need We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.
Inclusion 	We believe at George White, that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, area of difficulty, prior attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners: • Learners with special educational needs • Learners who are disabled • Those who are looked after by the local authority • Any learners who are at risk of disaffection and exclusion • Any learners who are underachieving against their academic potential • LGBTQ+ • Minority ethnic and faith groups, travelers, asylum seekers and refugees • Learners who need support to learn English as an additional language (EAL) At George White Junior School, we aim to identify children's needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential. This policy seeks to explain our school offer to pupils with special educational needs, and to support them in removing barriers to their learning and reaching their academic potential. George White Junior School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We believe in a **learner centered approach** to support, where we work in partnership with the parents/carers and other agencies.
Legal framework 	This document is written with reference to: • Children and families act 2014 • Special educational needs and disability regulations 2014 • SEND code of practice 2015 • Equality Act 2010 • Statutory Guidance on supporting pupils with medical

	conditions 2017 • Local Authority SEND local offer
Accessibility 	Please refer to the school's Accessibility Plan. The school comprises of one building with the majority of rooms on one level. There are no mainstream classes upstairs. All areas in the main school are accessible by wheelchair and there is a ramp to get into the main entrance and into the small hall. There is a designated disabled parking bay near the rear school entrance There is a disabled toilet within a separate bathroom If you have any specific queries or concerns regarding accessibility to the school site, then please contact the main school office in the first instance.
Management of SEND within the school  Holly has QTS and PGCE and is currently enrolled on the NPQSENCO	**The SENCo (Holly Greenwood) is responsible for:** • Overseeing the day-day operation of this policy • Co-ordinating provision for children with special educational needs • Liaising with and advising teachers • Managing SEND Teaching Assistants • Reporting to the trustees and the head teacher • Overseeing the records on all children with SEN • Liaising with parents of children with SEN (in conjunction with class teachers) • Contributing to the in-service training of staff • Liaising with external agencies including the LA's support and the child educational psychology practice, health and social services, and voluntary bodies 
Other professionals that	We may suggest working in conjunction with other professionals from

may support your child 	a range of agencies some of which are listed below. • Speech and language • Cahmns • Local authority inclusion teams • Educational Psychologist • Occupational Psychologist • Physiotherapists • Mental health school team • School and communities • Early Help
Our Approach to teaching learners with SEND GEORGE WHITE JUNIOR SCHOOL	At George White, we want all adults and children to participate in learning. We celebrate all members of our community. Our aim is to create a welcoming environment and an inclusive culture, which includes being responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. **'All different, All Equal, All learning'** We aim to work together - parents, staff, trustees and pupils - for the benefit of *all* those who come to our school, including those with additional needs. We value high quality teaching for all learners, and actively monitor teaching and learning in the school. We monitor the progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes termly pupil progress meetings.
Identifying SEN 	At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows: **"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:** **a) has a significantly greater difficulty in learning than the majority of others the same age, or** **b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.** Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching and a differentiated curriculum, it ***may*** be that the child has SEN. If a child is identified as having SEN, it is our job to offer them something additional or different to the normal

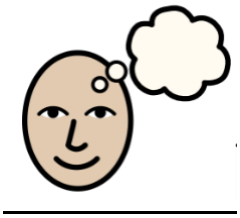
	differentiated/scaffolded curriculum. Any extra or additional provision is designed to overcome the barrier to their learning. There can be a many reasons for learners not making expected progress. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. This does ***not*** mean that ***all*** vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision additional to, or different from other learners will be identified as having SEN, this can include 'looked after' children. Class teachers, support staff, parents/carers and children themselves may be the first to notice a difficulty with learning. In accordance with the Code of Practice, we believe that identifying need at the earliest point and then making effective provision, will improve long-term outcomes for the child. The school uses a number of indicators to help use to assess whether a child has SEN, here are just some: • Regular pupil progress meetings with Senior Leadership Team which involve looking at progress and attainment • Discussions with the SENCo • Performance in class and within assessments • Parental or child concerns • Information from previous schools For some learners, we may want to seek advice from specialist teams. Our cluster buys into a package of support from the Child and Educational Psychology Practice (CEPP) and through this service, the school can request assessments, consultations, training and advice. We also work closely with the Inclusion Team who have advisors specialised in all areas of need.
<u>Dyslexia</u>	**George White Junior School hold the Dyslexia Quality Mark** All staff at George White have been trained to be dyslexia aware and are vigilant about looking for the signs. If children are identified as showing traits of dyslexia, we can adapt our practice to support

abc	them in several ways including but not limited to: • Give children 'thinking time' to process information and respond appropriately • Make instructions short and simple. Break them down into small manageable steps • Explain and present information many times in various ways (pictures, flow charts, diagrams) • Ask children with dyslexia to repeat instructions so you can check their understanding • Display prompts and reminders about what to do, where to find things, useful words • Label equipment - always keep this in the same place, indicate items when mentioned • Provide desk-top mats/jotter inserts - alphabet, word banks, prompts and personal targets • Provide - and demonstrate how to use - practical aids (calculator, number/tables squares) • Use multi-sensory teaching approaches to ensure that information is absorbed and stored. • Limit writing demands and give plenty of time to complete written work. • Mark work in a positive way – mark only words that have been taught. **Charlotte Collison,** lead teacher (SRB) holds the level 3 dyslexia qualification.
Our SEN profile GEORGE WHITE JUNIOR SCHOOL	In **September 2026** our **SEN profile** shows that there are **29%** of children identified as having SEN and **27%** of those children have an Education, Health and Care plan. Of these pupils: **3%** have a main need of speech language and communication. **42%** have a main need of communication and interaction. **28%** have a main need of social, emotional, mental health **2%** have a main need of physical and sensory need **23%** have a main need of cognition and learning
What We Do to Support Learners with SEN	Every teacher is expected to adapt their teaching, classroom and resources to meet the needs of all children and to ensure that they make the best progress they can. Where possible, children with SEN will engage in all the activities of the school alongside those children who do not have SEN and reasonable adjustments will be made for this to happen.



If a learner is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This support is set out in a chart called a 'provision map'. The provision map will change every year as the learners and their needs change.

Supporting cognition and learning



Below is an non exclusive list of some of the ways George White Junior School supports cognition and learning.

In class support for individuals or small groups by a Teaching Assistant

- Structured interventions out of class e.g. Phonics, Maths, Speech Language and Communication, Precision Teaching in a range of different subject areas, Fresh Start, Rapid Reading
- 1:1 support out of class working on specific targets identified in a learning support plan
- Additional resources e.g. writing frames, Maths apparatus, laptop, word banks, visual timetables
- Additional support from the teacher in understanding tasks
- Additional training for staff to ensure that needs are being met

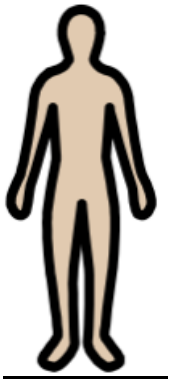
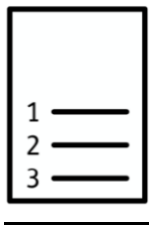
Supporting communication and interaction



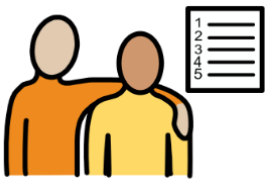
Below is an non exclusive list of some of the ways George White Junior School supports cognition and learning.

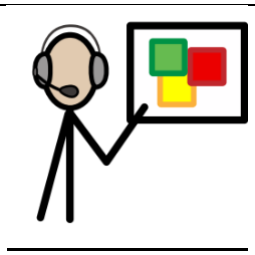
In class support for individuals or small groups by a Teaching Assistant

- Structured interventions out of class e.g. Phonics, Precision Teaching in a range of different subject areas, Fresh Start, ELSA
- 1:1 support out of class working on specific targets identified in a learning support plan
- An individualised speech and language programme
- Additional support from the teacher in understanding tasks
- Social skills interventions
- Additional resources e.g. writing frames, apparatus, laptop, word banks, visual timetables and widget scaffolds.
- Additional training for staff to ensure that needs are being met
- Language for thinking interventions
-

Supporting social, emotional, mental health 	The school has several groups operating for children who are experiencing social, emotional and mental health difficulties. Support includes but is not limited to: • Supported play provision • Time for You worker (Benjamin Foundation) • Support from the parent support advisor • Support through the Emotional Literacy programme or ELSA • Zones of Regulation • Play Therapy • Forest School • 1:1 support out of class working on specific targets identified in a learning support plan • Social skills interventions • Wishes and feelings check ins with a key adult • Additional resources e.g. social stories, sensory circuits, visual timetables, access to an identified calm and quiet area, individual work stations • Additional training for staff to ensure that needs are being met
Supporting physical or sensory needs 	The school comprises of one building with the majority of rooms on one level. There are no mainstream classes upstairs. All areas in the main school are accessible by wheelchair and there is a ramp to get into the main entrance and into the small hall. Further support includes: • disabled toilet within a separate bathroom • Intimate care plans which are highly individualised • Occupational therapy visits (if required) • Fine and gross motor skills interventions • Additional resources e.g. sensory circuits, visual timetables, access to an identified calm and quiet area, individual work stations • Additional training for staff to ensure that needs are being met
Learning support plans  	Every child with SEN will have a Learning Support Plan. The plans follow an 'assess, plan, do and review'cycle.  ***The Learning Support Plan (LSP) will contain:*** • Basic information about the child (date of birth, class etc.) • Strengths and successes

	• Barriers to learning • Plan based on initial assessment, a plan for what we are going to do, and outline of how we will do it and a review (Assess, Plan, Do and Review) • Parent and pupil voice • Next steps
What happens if support is not effective or if additional support is required?	Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: • speech & language therapy services • school to school support and support from specialist resource bases • occupational therapist • physiotherapist • a specialist learning support teacher or educational psychologist • health services such as a pediatrician • mental health services such as Point One • voluntary charity organisations, such as Nelson's Journey, Break • support from the cluster. • Top up funding from the local authority • other children's services support e.g. social care The school also hosts a Cognition and Learning Specialist Resource Base (SRB) This is a separate specialist unit that supplies out-reach and in-house provision for children with learning and cognitive difficulties, using delegated funding allocated by the local authority. The school must submit a referral to panel if it is felt that this would provide effective support for any child. Where there is evidence that, despite the school taking relevant and purposeful action to identify, assess and meet the special education needs of the child or young person, the child or young person has not made expected progress an application for an assessment for an *Education, Health and Care plan* may be necessary. Either the school or the parent can request an assessment and there are specific criteria which must be adhered to when considering when an assessment is appropriate. Further information about Education, Health and Care plans can be found within the Norfolk Local Offer at: https://www.norfolk.gov.uk/children-and-families/send-local-offer/support-for-learning/education- health-and-care-ehc-plans

Education, Care and Health Plans 	An EHCP will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not inevitably lead to an EHCP. The purpose of an EHCP is as follows: • to establish and secure the best possible outcomes across education, health and social care based on the child or young person's needs and aspirations • as they get older to prepare them for adulthood • to specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes • to secure the special educational provision assessed as being necessary to meet the SEN of the child or young person EHCPs must be reviewed annually. The SENCO will organise these reviews and liaise with parents and children to invite the appropriate personnel. The aim of the review will be to: • Assess the pupil's progress in relation to the objectives on the EHCP • Review the provision made to meet the pupil's need as identified in the EHCP • Consider the appropriateness of the existing EHCP in relation to the pupil's • performance during the year, and whether to cease, continue, or amend it if appropriate to set new objectives for the coming year • Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.
Record keeping 	For all pupils on the SEN register, a file is kept to record the steps taken to meet the child's individual needs. Records will be kept securely and are accessible to parents and carers on request. The records notes from meetings, the learning support plan, information and reports from other agencies e.g. Educational Psychologist, speech and language.
Training for staff	Continuing professional development is provided for staff in the area of SEN in accordance with the needs of learners currently on the SEN register. Training included:



- Writing effective LSPs
- Precision teaching
- Inclusive practice
- Maximizing teaching assistant performance
- Emotional Literacy Support
- Trauma informed schools
- Dyslexia and Dyscalculia support
- Process for identifying SEND and graduated approach
- Lego therapy
- Sensory circuits
- Adaptive teaching
- Memory fix

Equipment and facilities



There can be occasions when children in provision need additional equipment to ensure they can access the curriculum and thrive. In the majority of cases this is suggested by the local authority in section F of children's EHCPs. In this case schools will liaise with the local authority for additional resources and support, this may include asking for additional funding via a costed provision document.

Partnership with parents

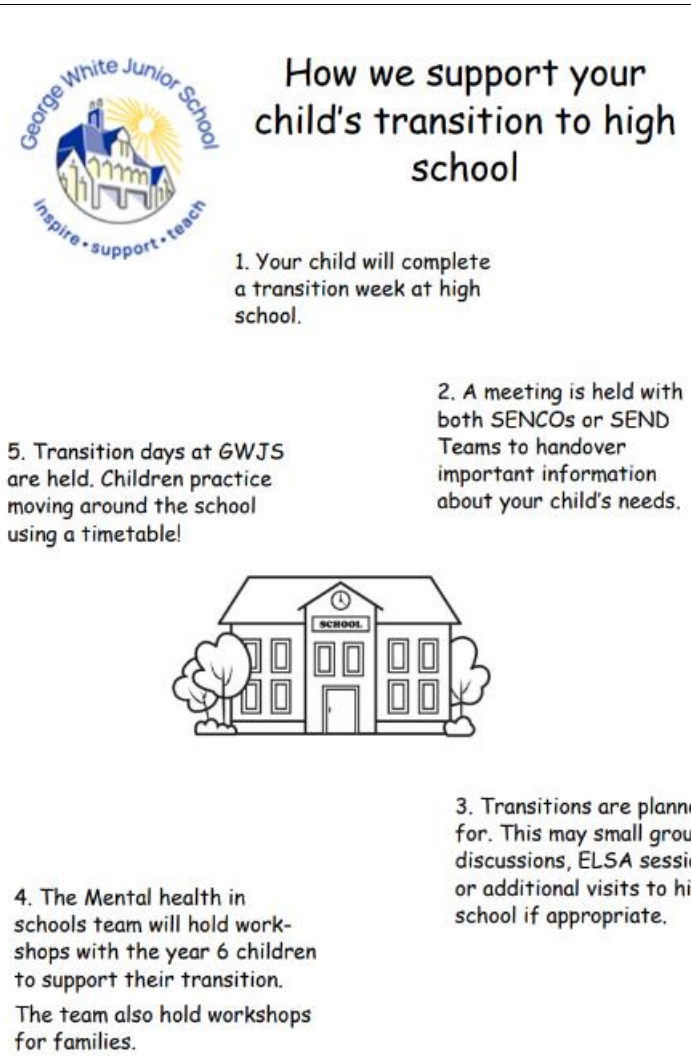


The school aims to work in close partnership with parents and carers. Please contact your child's class teacher or the SENCO, Holly Greenwood, if you would like to discuss any issues to do with SEN.

We aim to in partnership with parents of children with SEN in the following ways

- giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education.
- ensuring all parents and carers have appropriate communication aids and access
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need

	• allowing parents and carers opportunities to discuss ways in which they and the school can help their child • agreeing targets for the child with parents • making parents and carers aware of the Norfolk SEND partnership service who offer advice to children and their parents/carers about SEND including the process of applying for EHCP assessment. Click on the logo for further details
Pupil voice 	We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to: • state their views about their education and learning • identify their own needs (self-assessment and self-evaluation, Assessment for learning) • contribute ideas to setting of targets and how they feel they can be best supported • self-review their progress and set new targets
Transition in school 	George White Junior School inspire • support • teach **How we support your child's transition to their next year** 1. Your child's current teacher will meet with your child's new teacher to discuss ways in which your child likes to be supported. 2. Your child's new teacher will spend time with them. This may be sharing a story, playing Lego or coming to visit in their current class. This has been carefully planned to meet the individual needs of your child 3. Your child will have a move up day or days where they will spend time in their new class with their new teacher and support staff. 4. Visual resources are given to your child in order to support them in getting to know their new teacher. You may wish to look over this in the holidays in preparation for September.  SEND meetings are held with teachers and the SENCO to share LSP and EHCP documents. The SENCO at George White Junior School is Holly Greenwood.

Transition to other placements 	
If you are not happy with the SEN provision that is being offered to your child 	We want all children to feel happy and well supported to reach their potential whilst at George White. If you have any concerns regarding SEN provision, we advise all parents to speak to a member of staff about any concerns they might have. If you have concerns around SEN provision for your child, please speak to the class teacher and arrange a meeting with the SENCO to try to address any issues. If you still feel that your concerns have not been resolved, please follow the school's complaints procedure which can be found on the Clarion Inclusive Trust website.
Useful contacts	Norfolk Local Offer- SEND Local Offer - Norfolk County Council Just One Norfolk- Health Advice & Support for Children & Families

	SENDIASS- Norfolk SENDIASS Home Page Norfolk SEND Network- SEND resources - Norfolk SEN Network Family Voice Norfolk- Links – Family Voice Norfolk
	Written by Holly Greenwood September 2026