

Heather Avenue Infant School's Contribution to Norfolk's Local Offer
SEN Information Report and Policy 2019-2020

At Heather Avenue Infant School we are committed to ensuring that all learners have access to high quality learning opportunities, and for those who are at risk of not learning, we will intervene and support their needs. We are part of the Wensum Trust and work in partnership with all our Trust schools.

What have parents and carers said about our school and our staff?	We support lots of children with additional needs and pride ourselves on the progress all our children make. Some comments from our Guardians include: <ul style="list-style-type: none">• 'Our child has had a peaceful and happy time at Heather Avenue.'• 'You have taken a child with complex problems, who could not read, write or even hold a pen. He is now a fantastically brainy child with grades above expectation.'• 'You have helped our child through the bad and the good, often going above the call of duty.'• 'Thank you for making us realise that our child has an amazing brain locked inside – it just took an amazing set of teachers to find the right key'
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Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Local Offer is where Norfolk sets out what is available for 0-25 year olds with SEN. For more information about the Norfolk Local Offer please look at the Norfolk County Council Children's Services website at www.norfolk.gov.uk/SEND

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 policy for pupils with SEN. Our school website can be found at www.heatheravenue.co.uk. The information published must be updated annually and be in line with the Code of Practice. The required information is set out in the SEN regulations which can be found in the Special Educational Needs and Disability Regulations 2014 at www.gov.uk/dfes

At Heather Avenue we are committed to working together with all members of our school community. This information report has been produced with 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:

- Head Teacher – Stacey Coleman
- Special Educational Needs & Disability Coordinator (SENCO) – Anna Barker
- Chair of Governors – Ruth Lilley
- Parent support Advisor – Leigh Muff

Norfolk SEND Partnership offer information and advice to children, young people and parents/carers about special educational needs and disabilities (SEND).

<http://www.norfolksendpartnershipiass.org.uk/>

Family Voice off support to families with children with SEND

<http://www.familyvoice.org.uk/>

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If you would like any information on courses or support offered surrounding SEND please speak to Mrs Barker or Mrs Muff.

<p>Definition of a Special Educational Need (SEN) and Disability</p>	<p>‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.’ <i>Special Educational Needs - Code of Practice: 0-25 years</i></p> <p>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’.</p> <p>The Equality Act 2010 definition of disability is: “A person has a disability for the purpose of this Act if (s)he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day-to-day activities” <i>Section 1(1) Disability Discrimination Act 1995</i></p> <p>This definition of disability in the Equality Act includes children with long-term health conditions such as diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Children may, therefore, be covered by both SEN and disability legislation.</p> <p>Learners can fall behind in school for lots of reasons; they may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn, they may have English an additional language, they may be worried about different things that distract them from learning or they have a social or emotional need arising from a situation at home which impacts on their development.</p> <p>At Heather Avenue Infant School we are committed to ensuring that all learners have access to all learning opportunities, and for those who are at risk of not learning or who might have social, emotional or mental health needs, we will intervene.</p> <p>This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision or a disability will be identified as having SEN.</p> <p>We endeavour to ensure that learners with SEN engage alongside their peers in all activities/learning opportunities on offer and where necessary we will adapt the curriculum and learning environment.</p>
<p>Areas of Need (See Appendix 1 for more information)</p>	<p>There are four broad areas of need:</p> <ol style="list-style-type: none"> 1. Communication and Interaction 2. Learning and Cognition

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	<p>3. Social, Emotional and Mental Health</p> <p>4. Physical and Sensory</p> <p>At Heather Avenue Infant School, we understand that the purpose of identification is to work out what action we need to take to support a pupil, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.</p>
<p>SEN profile of our school</p>	<p>Based on our SEND profile in July 2019, 14.4% of children in the school were identified as having SEND and 9 % of those with SEND, had an Education Health and Care Plan. In September July 2019:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 29 % of children with SEND were identified with needs linked to Cognition and Learning <input type="checkbox"/> 38% of children with SEND were identified with needs linked to Communication and Interaction <input type="checkbox"/> 9% of children with SEND were identified with needs linked to Physical and Sensory needs <input type="checkbox"/> 24% of children with SEND were identified with needs linked to Social, Emotional or Mental Health needs <p>At present the school has no special admission arrangements in respect of pupils with SEN. This is because Heather Avenue Infant School aims to make ‘reasonable adjustment’ to meet the needs of all children. We meet the admissions guidance from Norfolk County Council.</p>
<p>Who is the SENco?</p>	<p>Mrs Barker. Mrs Barker is based in the Nurture Classroom on a Monday, Tuesday and Wednesday. She can be contacted on (01603) 426438. If you would like to discuss your child’s progress/needs please contact her to arrange a time.</p>
<p>How do we identify if a child has a Special Educational Need? (SEN)</p>	<p>At Heather Avenue Infant School the identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. We assess pupils’ levels of attainment on entry and use information from previous settings to support assessments.</p> <p>These will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"> • 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 <p>We will also consider areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.</p> <p>We will also consider whether a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.</p> <p>At Heather Avenue Infant School our first response to limited progress is high quality</p>

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teaching targeted at their areas for development. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, will assess whether the child has SEN. While gathering evidence, including the views of the pupil and their parents, we will put in place extra teaching or other interventions to secure better progress, where required. The pupil's response to such support can help identify their particular needs. Please see Appendix 2 for our 'Procedure for Identifying whether a child has Special Educational Needs'

We also understand that slow progress and low attainment do not necessarily mean that a child has SEN and we do not automatically record a child as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

We have access to a variety of assessment methods at Heather Avenue, including:

- The Boxall Profile
- WellComm
- The British Picture Vocabulary Scale
- Salford Reading Test
- Young's Spelling Test
- Talk Boost Assessment
- Sounds Discovery Assessment
- Catch-Up Numeracy/Literacy Assessment
- Rising Stars Maths Assessment
- Big Writing
- Classroom Monitor

We can also seek advice from other professionals in supporting a child with SEN including:

- Educational Psychologists
- Time for You counsellors
- Occupational Therapists
- School to School Support
- Speech and Language Therapists
- Dyslexia outreach teachers

As an outcome to the assessments we will identify targets that will become part of their Pupil Learning Plan. These targets will be reviewed on a half termly basis with parents and the pupil.

Heather Avenue Infant School is part of "The Wensum Trust". In 2019-20 we are employing the services of a Speech and Language Therapist who will be working in school on a half-termly basis. We are also employing an Educational Psychology Service who can offer a variety of professionals to come into school to assess and work with specific pupils. We can also seek support and advice from our school's Parent Support Advisor, Children's Services and paediatricians for families of children with SEN.

Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan details the SEN provision a child/young person will receive from 0-25 years of age. An Educational Health and Care Plan works with all agencies meeting with the parents/carers and child. The school, parents, pupil and the local authority work together to determine the nature of the child's needs and assess whether an EHCP is necessary for the child to be able to access the relevant

	curriculum on offer.
Parents Involvement	<p>As a school we see learning as a partnership between teachers, pupils and parents. We will involve you in supporting your child's learning, ensuring that you are:</p> <ul style="list-style-type: none"> • kept informed about the support your child is getting • involved in setting their targets • involved in reviewing their progress • planning next steps for them. <p>We will also involve your child, ensuring that they have the opportunity to review their progress and plan their next steps, where appropriate.</p>
Heather Avenue's approach to teaching young people with SEN and how the school adapts the curriculum	<p>Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Heather Avenue Infant School strive to ensure staff continually access professional development. The Teachers standards are available at www.education.gov.uk.</p> <p>Our teachers will use various strategies to adapt access to the curriculum; this might include using:</p> <ul style="list-style-type: none"> ➤ Visual timetables ➤ iPads computers or alternative recording devices ➤ Peer support systems ➤ Nurture provision ➤ Differentiated work ➤ Quiet work space <p>Some pupils may benefit from additional interventions. These are delivered by trained Teaching Assistants and overseen by the Class Teacher and SENCO. Some of the interventions we use are:</p> <ul style="list-style-type: none"> • Talk Boost • Read Write Inc Booster and Interventions • Nessy (Support for pupils with Dyslexic tendencies) • Catch Up Literacy • Catch Up Numeracy • Speech and Language targeted work
Training of staff	<p>At Heather Avenue Infant School we have highly trained staff to support learners with SEN. Two of our teachers have completed the SEN accreditation course. Our Teaching Assistants have accessed training linked to a variety of Special Needs including Dyslexia, ADHD, Autism and Speech and Language Needs. As a school, if we require additional support for a pupil we will engage with outside agencies as appropriate – this will always be done in conjunction with parents/carers where appropriate. Some of the agencies that we work closely with include:.</p> <ul style="list-style-type: none"> • Educational Psychologists – They observe children at work and a play and suggest strategies/resources that can support the pupil. • Speech and Language Therapists – They work one to one with pupils, identifying areas where support is required. <p>Working as part of the Wensum Trust allows us opportunities to jointly commission training for identified staff.</p>

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<p>Evaluating the effectiveness of provision for learners with SEN.</p> <p>Assessing and reviewing progress of pupils.</p>	<p>Monitoring is an integral part of teaching and leadership at Heather Avenue Infant School. The SENCO monitors the provision for all pupils with SEN. We follow the 'assess, plan, do, review' model.</p> <p>Every term we have a Pupil Progress meeting where the class teacher reviews their pupils' progress with the Head teacher and the SENCO. Provision for pupils with SEN is reviewed to see if it has made an impact upon their learning. If their gap in attainment has narrowed then we decide whether the additional support is required any more. If the attainment gap has not narrowed then alternative provision/advice is sought for that pupil.</p> <p>Effectiveness of interventions are evaluated by comparing the baseline assessment a pupil receives to current achievement. The Senior Management team monitor which interventions are effective and adapts them when necessary</p> <p>In addition to this, parents/carers and children are involved in the Learning Plan process, which is evaluated and reviewed every half-term with a meeting with both the parents and children. These allow us to evaluate the impact that the additional support is having for learners with SEN and identify what is working effectively.</p> <p>Parents receive details about their child's progress at Annual Reviews (if they have an EHCP), Parents Evenings and through their school reports.</p>
<p>Preparing for the next step</p>	<p>Transition is part of life for all learners. This can be transition from pre-school to a new class in school, having a new teacher, moving on to a new school or mid-year entry from another school. Heather Avenue Infant School is committed to working in partnership with children, families and other provides to ensure positive transitions occur.</p> <p>Planning for transition is part of our provision for all children and especially for those learners with SEN. Moving classes will be planned to take account of all children's needs. Transition to junior schools will be discussed in the summer term with the relevant SENCOs and teachers from junior school.</p>
<p>How we support the improvement of social and emotional development</p>	<p>At Heather Avenue Infant School we take bullying very seriously and believe everyone has the right to feel safe and respected. Please see our Anti-Bullying Policy for further information.</p> <p>A Nurture group is run by the SENCO on Monday, Tuesday and Wednesday afternoons, for children who struggle with social relationships and behaviour. The aim of which is to encourage healthy, supportive friendships.</p> <p>We have a very active school council who discuss all issues relating to school including developing friendships and supporting peers.</p>
<p>Have your say</p>	<p>We are keen to develop provision for all our learners, ensuring achievement for all. This SEND report declares our annual offer to learners with SEN, but to be effective it needs the views of parents/ carers, learners, governors and staff. So please engage with our annual process to 'assess, plan, do and review' for SEN. In the event of a complaint, an open dialogue between parents and staff is encouraged, with the aim that any issues can be resolved. Ultimately, if necessary, parents can follow the formal complaints procedure set out in the school brochure and website.</p>

Reviewed: September 2019

Next Review: September 2020

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Appendix 1 (taken from *Special Educational Needs - Code of Practice: 0-25 years*)

Broad areas of need

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may 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, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing

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difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Appendix 2

Procedure for Identifying whether a child has Special Educational Needs

Pupil Enters School/Class

Step 1:

On entry complete a baseline assessment with the child/children. This assessment and/or transition information shows that the pupil is not making expected rates of progress/significantly low attainment.

Step 2:

High quality teaching – clear differentiation and Assessment for Learning.

Step 3:

Regular assessments from the Class teacher shows that the child is/children are still not making expected rates of progress (half termly).

Step 4:

Informal evidence gathering and assessment – Class Teacher/SENCO begins to involve parents and pupil. Start to fill in a Cause for Concern form.

Step 5:

Interventions or extra teaching put into place by the Class Teacher/as a result of pupil progress meeting.

Step 6:

Assess impact of Intervention/extra teaching. Repeat this twice.

Step 7:

Take Cause for Concern form to the SENCO with evidence of what has already been tried.

Step 8: Assess

Teacher completes a Literacy/Maths Assessment (e.g Salford Reading Assessment) with the child.

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Step 9: Plan

The child goes on the SEN register at SEN Support. Class Teacher creates a Pupil personalised learning plan with the Pupil and Parents. Agree SMART targets and get this signed by Class Teacher, Parents and Pupil.

Step 10: Do

Teacher plans time to complete Pupil personalised learning plan. Teacher plans activities for the TA/CA or Teacher to focus on these targets. Evidence this in Pupil's file and work.

Step 11: Review

At least half termly, review the Pupil personalised learning plan with Pupil and Parents and set new targets.

Step 12:

Complete the Assess, Plan, Do, Review cycle at least 4 more times.

Step 13:

If children fail to make progress on the Pupil personalised learning plan targets discuss next steps with the SENCO. With Parents agreement, possible referral to outside agencies (for example Educational Psychologist, Sensory Support, Speech and Language etc...)

Step 14:

Recommendations from the reports are built into the Pupil personalised learning plan Assess, Plan, Do, Review cycle.

Step 15:

Complete the Assess, Plan, Do, Review cycle at least 6 more times.

Step 16:

If the child continues to fail to make progress or attainment is not raised discuss next steps with the SENCO. With Parents involvement, possibly refer for an Educational, Health and Care Plan.

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