

Heather Avenue Infant School's Contribution to Norfolk's Local Offer **SEN Information Report and Policy 2023-2024**

At Heather Avenue Infant School we are committed to ensuring that all learners have fair and equal access to high quality learning opportunities, and for those who are at risk of not learning, we will intervene and support their needs to help them achieve. 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?	<p>We support many children with additional needs and take pride in the progress all our children make.</p> <p>Some comments from our parents include:</p> <ul style="list-style-type: none">• "Heather Avenue has been a wonderfully supportive school."• "The staff go above and beyond and are always caring and encouraging."• "Supportive teachers and easy communication between teachers and parents" <p>Some comments from our children are:</p> <ul style="list-style-type: none">• "I like playing with the teachers"• "I find it tricky doing things if I'm all alone but my teacher helps me"• "If I'm stuck I can stop, think of a solution and try again."
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Introduction

Welcome to our SEND (Special Educational Needs and Disabilities) information report which is part of the **Norfolk Local Offer** for learners with Special Educational Needs (SEN). The Local Offer is where Norfolk local authority sets out what provision and support 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](#).

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 contains a [SEND specific page](#) with information about our offer and provision for children with SEND. The information published must be accurate, updated annually and be fully compliant with the [SEND Code of Practice](#). The Code of Practice for Children with Special Educational Needs and Disabilities is a statutory document for schools under Part 3 of the Children and Families Act (2014)

At Heather Avenue we are committed to working together with 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 to share your feedback are:

- Head Teacher – **Stacey Coleman**, head@heatheravenue.norfolk.sch.uk
- Special Educational Needs & Disability Coordinator (SENDCO) – **Louise Stevens**, senco@heatheravenue.norfolk.sch.uk
- Chair of Governors and SEN Governor – **Sarah Smith**, ssmith3vry@nsix.org.uk
- Parent Support Advisor – **Leigh Muff**, office@heatheravenue.norfolk.sch.uk

Norfolk SENDIASS (Special Educational Needs and Disabilities Advisory & Support Service) offer information and advice to children, young people and parents/carers about special educational needs and disabilities (SEND). They can be contacted as follows:

Website: <https://www.norfolksendiass.org.uk/>, Email: norfolksendiass@norfolk.gov.uk
Telephone: 01603 704070

Family Voice Norfolk is the parent carer forum for Norfolk. Family Voice work with (not for) the local authority, health and social services to improve services for children and young people with special educational needs and/or disabilities and their families.

Website: <http://www.familyvoice.org.uk/> Email: membership@familyvoice.org.uk
Telephone: 07950302937 Facebook: search for 'Family Voice Norfolk'

If you would like any information on courses or support for parents of children with SEND or the support available to families please contact Mrs Stevens on senco@heatheravenue.norfolk.sch.uk or Mrs Muff on office@heatheravenue.norfolk.sch.uk

Definition of a Special Educational Need (SEN) and Disability	<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>Children might 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 as an additional language, they may be worried about 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. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision or a disability will be identified as having SEND.</p>
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	<p>We endeavour to ensure that learners with SEND 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 3. Social, Emotional and Mental Health 4. Physical and Sensory <p>At Heather Avenue Infant School, we aim to identify a child's need to help us to decide what actions we need to take to support a pupil, not to fit a pupil into a category or to give them a label or diagnosis. In practice, individual children or young people often have needs that mix across all these areas and needs may change over time.</p>
<p>SEN profile of our school</p>	<p>Based on our SEND profile in October 2023, 13.7% of our learners are identified as having SEND which is broadly in line with the national percentages. In addition, 6.8% of our learners have an EHCP (Education Health Care Plan) which is slightly above the national average of 4.3%</p> <ul style="list-style-type: none"> ■ 6% of our children with SEND were identified with needs linked to Cognition and Learning ■ 75% of our children with SEND were identified with needs linked to Communication and Interaction ■ 0% of our children with SEND were identified with needs linked to Physical and Sensory needs ■ 19% of our children with SEND were identified with needs linked to Social, Emotional or Mental Health needs <p>Please note that the data is categorised above according to the child's main presenting need but may have needs from the other areas in addition.</p> <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 adjustments to meet the needs of all children. We ensure our practice complies with the admissions guidance from Norfolk County Council which can be found here: https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions</p>
<p>Who is the SENco?</p>	<p>Mrs Stevens is in school on Tuesdays, Wednesdays and Thursdays. Mrs Stevens can be contacted on (01603) 426438 or senco@heatheravenue.norfolk.sch.uk if you have any questions about our provision or SEND arrangements.</p>
<p>How do we identify if a child has a Special Educational Need? (SEND)</p>	<p>At Heather Avenue Infant School the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We assess pupils' levels of attainment on their entry to school and use information from children's previous settings to support our knowledge and assessments.</p> <p>We use these assessments to identify pupils making less than the expected progress given their age and individual circumstances. This can be characterised by progress which:</p>

- 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 between a child and their peers.

We will also consider areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs to make a successful transition to adult life. 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.

At Heather Avenue Infant School our first response to concern about progress is high quality teaching targeted at the child's specific 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 may have 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 needs. Please see Appendix 2 for our 'Procedure for Identifying whether a child has Special Educational Needs'

Slow progress and low attainment do not necessarily mean that a child has SEND and we do not automatically record a child as having SEND based on progress.

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

- WellComm Early Years and Primary
- The British Picture Vocabulary Scale
- RWI (Read Write Inc) phonics assessments
- Power Maths assessments and end of unit checks
- Weekly writing task assessed by class teachers (KS1)
- Classroom Monitor for curriculum monitoring
- Cherry Garden assessment framework (via Tapestry)

We can also seek advice from, and work in partnership with, other professionals in supporting a child with SEND including:

- Educational psychologists
- Occupational therapists
- School to School support from specialist school settings
- Speech and language therapists
- Specialist support teachers
- Specialist Resource Base (SRB) teacher outreach visits
- Medical professionals such as health visitors, hospital consultants or dieticians

As an outcome to the assessments we will identify targets that will become part of their pupil learning plan. These targets are reviewed on a half termly basis with parents and the child.

Heather Avenue Infant School is part of The Wensum Trust. In 2023-2024 we continue to employ the services of a speech and language therapist who visits on a termly basis. We can also access an Educational Psychology service who can

	provide a variety of professionals to assess specific pupils where requested. We may also seek support and advice from our school's Parent Support Advisor, Mrs Muff.
What is an Education, Health and Care plan (EHCP)?	An Education, Health and Care Plan (EHCP) details the SEND 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, pupils and the local authority work together to determine the child's needs and assess whether an EHCP is required for the child to be able to access the relevant curriculum on offer. An EHCP coordinator will be assigned to the child's case to oversee this process and to keep you informed.
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 <p>We will also involve your child, ensuring that they can review their progress and plan their next steps, where appropriate and at their level. We use the 7C's model to help us identify your child's strengths as well as their targeted areas for support at school and at home.</p>
What is Heather Avenue's approach to teaching young people with SEN and how does the school adapt 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 strive to ensure staff continually access professional development. The Teachers Standards are available here.</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 or individualised work space <p>Some pupils may benefit from additional interventions. These are delivered by our 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"> • Read Write Inc phonic interventions • Speech and Language targeted work as advised by a speech therapist • Precision teaching • Attention Autism
Training of staff	At Heather Avenue Infant School we have highly trained staff to support learners with SEND. Our Teaching Assistants have accessed training linked to a variety of Special Educational Needs including hearing impairment, social and emotional needs including attachment styles, autism and speech and language needs. As a school, if we require additional support for a pupil we will engage with outside

	<p>agencies as appropriate – this will be done in conjunction with parents/carers. Some of the agencies that we work closely with include:</p> <ul style="list-style-type: none"> • Educational psychologists, who will observe children and suggest strategies/resources that can support the pupil. • Specialist teachers, who will work with teachers and children to provide additional strategies to support them in class • Speech and language therapists, who usually 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 staff across Trust schools, where needed.</p>
<p>How does the school evaluate the effectiveness of provision for learners with SEN?</p> <p><i>Assessing and reviewing progress of pupils.</i></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 SEND. We follow the 'assess, plan, do, review' (APDR) model, meaning all interventions stem from thorough assessment of the child's individual needs.</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 essential to 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 SEND and identify what is working effectively.</p> <p>Parents will receive details about their child's progress at Annual Reviews (if they have an EHCP), parent consultation evenings and through their school reports.</p>
<p>Preparing for the next step</p>	<p>Transition is part of life for all learners and we recognise that this can be a challenging time for children with SEND. Transition can mean a child moving from preschool 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 education settings to ensure positive transitions occur.</p> <p>Planning for transition is part of our provision for all children and especially for those learners with SEND. 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. Our Reception class staff work closely with local pre-school and nursery settings in order to prepare new Reception pupils for their start to school life. The staff also work closely with parents and carers to get to know your child and family as well as possible before they start school.</p>
<p>How we support the improvement of social and</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>

emotional development	<p>We follow the PATHs curriculum in all our classes which explains their different emotions and feelings to the children and celebrates the ways in which we are all different. Each class has a 'Pupil of the Day' every day and is given an opportunity to share with their class the things that they like about themselves and to hear compliments from their peers, teachers and from home to help build self-esteem.</p> <p>We have a very active school council who discuss all issues relating to school including developing friendships and supporting peers.</p>
Have your say	<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 SEND, but to be effective it needs the views of parents/ carers, learners, governors and staff. So please speak to Mrs Stevens or your child's class teacher if you have a question, comment or concern or if you would like to find out more about our SEND provision at Heather Avenue Infant School.</p> <p>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 our Complaints Policy which can be found here: School Policies - Wensum Trust or available from the School Office on request.</p>

Reviewed: October 2023

Next Review: October 2024

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 rehabilitation support. Children and young people with an MSI have a combination of vision and hearing 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, incorporating the Assess, Plan, Do, Review (APDR) Cycle

Step 1:

Baseline assessment completed with the child. Assessment shows that the child is not making the expected rate of progress.

Step 2:

High quality teaching in place with clear adaptive learning using Assessment for Learning strategies.

Step 3:

Regular assessments from the class teacher shows that the child is still not making the expected rates of progress (at least half termly).

Step 4:

Informal evidence gathering and assessment – Class Teacher/SENCO speaks to the child and their parents/carers to explore the child's progress at home and school.

Step 5:

Interventions or extra support may be put into place by the class teacher as a result of pupil progress meetings.

Step 6:

Assess impact of Intervention/extra teaching. Repeat steps 3-6 twice, at least half termly, gathering evidence of the impact of the interventions and support.

Step 7:

Review with SENCO of evidence of interventions and provision.

Step 8: Assess

Teacher/SENCO complete and analyse assessments.

Step 9: Plan

The child is entered on the SEN register at SEN Support. Class Teacher creates an individual learning plan using the 7C's format with the child and their parents/carers. Once targets are agreed, this should be signed by the class teacher, child and their parents/carers.

Step 10: Do

Teacher plans time for the child to work towards completing the targets of their individual learning plan. Teacher plans activities for the TA/CA or Teacher to focus on these targets. Relevant evidence kept in the pupil's file and updated on the individual learning plan at review point (Step 11).

Step 11: Review

At least half termly, review the individual learning plan with the child and their parents/carers 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 after 5 cycles of Assess, Plan, Do, Review process, discuss next steps with the SENCO. With parental agreement, consider referral to outside agencies (for example Educational Psychologist, Specialist Support Teacher, Speech and Language etc)

Step 14:

Recommendations from the reports are built into the child's individual learning plan Assess, Plan, Do, Review cycle.

Step 15:

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

Step 16:

If the child continues to not make progress or attainment is not raised, discuss next steps with the SENCO. With Parental agreement, involvement, consider referring for an Educational, Health and Care Plan.