



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

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The policy owner is:	Heather Avenue Infant School
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Signed by the Chair of the Local Governing Body:-	
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	

Introduction

Our SEND policy outlines the framework for Heather Avenue Infant School to meet its duties and obligations to provide a high quality education to all pupils, including pupils with special educational needs and / or disabilities.

Heather Avenue Infant School works with the Wensum Trust and Norfolk County Council within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Well planned transitions and preparation for the future
- Successful preparation for adulthood, including independent living and employment
- Ensuring this policy is understood and implemented consistently by all staff

All pupils with SEND must have their needs identified and addressed through a broad and balanced education. It is class teachers, the SENDCO and Senior leadership team's responsibility to ensure that this happens. We do this by adhering to the [SEND Code of Practice](#) (2014), detailing our [school provision and offer](#) on our website and ensuring we meet our responsibilities outlined in the [Norfolk SEND Local Offer](#).

Aims

We aim for all our children to become happy and confident learners. In order to do this, children need to be successful in their learning.

We do this by:

- continually assessing and monitoring children's learning in order to provide a range of carefully chosen, differentiated activities matched to the child's level
- fostering effective liaison within school, with parents and outside agencies in order to fully meet the individual needs of each child
- creating a fully inclusive school culture in which all members see themselves valued for the contribution they make
- raising the aspirations and expectations for all children with Special Educational Needs and Disabilities

Legal Framework and Compliance

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

- [Part 3 of the Children and Families Act 2014](#) (and related regulations) which sets out schools' responsibilities for pupils with SEND and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEND information report
- The Equality Act (2010), Section 20 which sets out schools' duties in ensuring reasonable adjustments for disabled people.

The guidance in the SEND Code of Practice covers in detail:

- Statutory duties for schools in identifying and assessing pupil need
- Definitions of the four identified areas of SEND
- Education Health Care Plans (EHC) including needs assessment requests, annual reviews and disagreement resolution
- Transition planning when moving between phases, key stages and classes
- Requirements for the Local Offer

Definitions

A pupil is described as having Special Educational Needs or Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 for other children or young people of the same age by mainstream schools

Roles and Responsibilities

SENDCO Roles and responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCO) at Heather Avenue Infant School is **Mrs Charlotte Waters**. Mrs Waters works Wednesday, Thursday and Friday and is in school on Thursdays and Fridays each week. She can be contacted by telephone: 01603 426438 or by email: senco@heatheravenue.norfolk.sch.uk

The SENDCO will:

- Hold or attain the National Professional Qualification for SENCOs (NPQ) within three years of beginning the SENDCO role.
- Work with the headteacher and named Governor for SEND to determine the strategic development of the SEND policy and provision in the school
- Work as part of the school senior leadership team (SLT) to evaluate and develop the special educational needs provision within the school

- Have day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils with SEND
- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Produce and update the school's Special Educational Needs and Disabilities Policy and the annual [SEND Information Report](#) for review by the Headteacher and Governing Body
- 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
- Ensure the school keeps the records of all pupils with SEND up to date

Governing Body roles and responsibilities:

The named SEND governor for Heather Avenue Infant School is [Mrs Sarah Smith](#). You can contact Mrs Smith by emailing ssmith3vry@nsix.org.uk.

The SEND governor will:

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

Headteacher roles and responsibilities:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this the school's plan for continuous professional development

- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching

Class teacher roles and responsibilities:

Class / subject teachers will:

- Plan and provide high quality teaching that is adaptive to meet pupil's needs through a graduated approach.
- Be responsible for the progress and development of every pupil in their class.
- Work closely with any education and pastoral leads and assistants or specialist staff to plan support and interventions for pupils with SEND and assess the impact of these on pupil progress
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupil themselves
- Use appropriate assessment to set targets which are ambitious
- Respond to the diverse learning needs of pupils in their class and strive to ensure that barriers to learning are identified and overcome
- Ensure all steps in this policy are adhered to for pupils they are responsible for.

Support staff roles and responsibilities:

Support staff will:

- Work under the direction of the Senior Leadership Team/SENDCO and Class teacher to ensure all steps in this policy are adhered to for pupils they are responsible for.

Types of SEND:

The [SEND Code of Practice 2014](#), pages 97-98, identifies four broad areas of SEND need. It states *"These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, 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."*

Heather Avenue Infant School currently provides additional and/or different provision across all four broad areas of need:

- **Communication and interaction**, for example problems communicating through speech, such as difficulties finding the correct language to express thoughts and ideas that they are having or difficulties and delays in understanding or responding to verbal cues from others. This can also include social and communication difficulties caused by autistic spectrum disorder.
- **Cognition and learning**, for example dyslexia, developmental coordination disorder (dyspraxia) or dyscalculia. Other children identified as having Cognition and Learning Needs may have more general learning difficulties or disabilities. These are known as global difficulties and include moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).
- **Social, emotional and mental health (SEMH) difficulties**, for example anxiety, attachment disorders or difficulties caused by trauma. Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may struggle with their attention and find it difficult to concentrate on tasks. For some children, their emotional needs may impact their learning.
- **Sensory and/or physical needs** Some examples of sensory and physical needs include hearing impairments or visual impairment which is defined as an eyesight problem that cannot be corrected with glasses, contact lenses, or surgery. Children with sensory processing difficulties may be [Sensory avoiders, or Sensory seekers](#). This can result in them avoiding certain experiences or becoming anxious or overwhelmed by sensory input. Sensory processing issues are particularly common among Autistic pupils, and providing a learning environment that meets these needs will enable pupils to learn more easily and improve wellbeing

Our approach to SEND Support:

To identify pupils with SEND, Heather Avenue Infant School will:

Assess each pupil's current skills and levels of attainment when they start school. This will build information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether the lack of

progress is due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

When deciding whether the pupil needs special educational provision, we will start with desired outcomes, including the expected progress and attainment, and the views 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible. We will follow the graduated approach and the four-part cycle of [assess, plan, do, review \(APDR\)](#)

Consulting and involving pupils and parents

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupil and parents/carers. These conversations will make sure that:

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

Notes on these early discussions will be added to the pupil's records on EduKey.

Parents and carers will be involved in discussions about their child's support, the Head teacher will decide if a pupil should be placed on to the school's SEND register

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis
- Listening to the child
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education Healthcare plans.

It is the responsibility of the Headteacher to decide if a pupil will be placed on the school SEND register.

Enhanced Specialist Provision (ESP) - Bumblebees

Enhanced Specialist Provision (ESP) refers to a dedicated support structure within a mainstream or special school setting designed to meet the complex needs of pupils with significant Special Educational Needs and Disabilities (SEND). ESPs offer targeted, high-level support from specialist staff, access to tailored resources, and individualised interventions that go beyond typical classroom differentiation. They aim to provide a more inclusive and accessible learning environment while allowing pupils to remain part of the wider school community. The ESP forms a key part of the school's SEND policy, ensuring that students with complex needs receive the appropriate support to thrive academically, socially, and emotionally. If we believe your child would benefit from having some support from our ESP classrooms, conversations will be had with Teacher/SENCo and parents and a plan will be put in place.

Staff Training

Our SENDCO is allocated 2 days a week to manage SEND provision at Heather Avenue Infant School.

We have a team of 15 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision. In the last academic year, staff have been trained in RWI, autism awareness, WellComm, EYFS Baseline, Sensory Circuits. In addition, some staff have received training specific to the needs of pupils in their class including Intensive Interaction, Attention Autism and the use of alternative and augmented communication (AAC). We have a member of staff who has trained to become an ELSA (Emotional Literacy Support Assistant).

The Wensum Trust Educational Psychologist, Rachel Wilson works with SENDCOs across the trust to support the strategic development of SEND.

We use the Wensum Trust appointed Speech and Language Therapist, Zoe Lown at [Communicate](#), to assess children where there are concerns about a child's speech and language development, alongside the NHS provision from the Norfolk Local Offer. Staff also work alongside outside professionals such as EPSS and Occupational Therapists.

Funding

Heather Avenue Infant School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils. Where identified and required, the school will apply for funding from the local authority's high needs funding block..

Local Offer

Heather Avenue Infant School will fully cooperate with the local authority and local partners in the development and review of the local offer.

External Support Services

The relevant class teacher or SENDCO, in consultation with parents, will consider seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum or Early Years Foundation Stage levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

Education, Health and Care (EHC) plans

Heather Avenue Infant School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan. The school will consider any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan, are fully aware of the pupil's needs and planned outcomes and the arrangements that are in place to meet them.

The school will request a re-assessment of an EHC plan within at least 6 months following an initial assessment, if a pupil's need significantly changes. The school will also cooperate with parent requests for an emergency annual review.

Reviewing an EHC plan

Heather Avenue Infant School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting
- Cooperate with the local authority during annual reviews
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting
- Ensure that a review of a pupil's EHC plan is undertaken within the local authority time frame for pupils transferring to another phase of education annually or on parental request.

SEND and Disability Tribunal

Heather Avenue Infant School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Complaints

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. 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 SENDD 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

Further Support for parents and carers of children with SEND

Parents, carers and family members of children with SEND are offered free, confidential and impartial advice and support from [Norfolk SENDIASS \(Special Educational Needs & Disabilities Information, Advice and Support Service\)](#). This includes advice on health and social care, as well as education. They can be contacted by phone 01603 704070 or email norfolksendiass@norfolk.gov.uk

Monitoring

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board before publication.

Appendices - please read this policy with reference to the following:

- Heather Avenue Infant School SEND Information Report (available on the school website: <https://www.wensumtrust.org.uk/heatheravenue/information/send>)
- Accessibility Plan

- Admissions Policy
- Positive Behaviour and Emotional Regulation Policy
- Bullying Policy
- Complaints Policy
- Equality Policy
- Equality Act 2010 Advice for Schools
- Reasonable Adjustments for Disabled Pupils 2012
- Safeguarding Policy
- Supporting Pupils at School with Medical Conditions 2014
- Special Educational Needs and Disability Code of Practice 2014
- GDPR and Data Protection Act 2018
- Keeping Children Safe in Education 2021