



SEND Policy and SEN Information Report for

Avenue Junior School 2017-18

Part of the Norfolk Local Offer for Learners with SEND



Introduction

Welcome to Avenue Junior School's SEN Policy and Information report which forms part of the Norfolk Local Offer for Learners with Special Educational Needs (SEN). All governing bodies of mainstream 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 or the proprietor's policy for pupils with SEN. The information must be updated annually. The required information is set out in the Special Educational Needs and Disability (SEND) Regulations 2014 [here](#).

At Avenue Junior School, we are committed to working together with all members of our school community. This information report has been developed with pupils, parents/carers, staff and governors. We welcome your feedback and future involvement in the review of our offer, so please contact us. The best people to contact are:



Debbie Dismore –
Headteacher



Mike Hooper –
Deputy Head



Dawn Jones - SENCO



Lauren Sherwood –
Parent Support Advisor

Debbie Dismore	Headteacher	head@avenuejunior.norfolk.sch.uk
Dawn Jones	SENCO	senco@avenuejunior.norfolk.sch.uk
Sian Jones	SEN Governor	office@avenuejunior.norfolk.sch.uk
Mike Hooper	Deputy Headteacher	deputy@avenuejunior.norfolk.sch.uk
Lauren Sherwood	Parent Support Advisor	lsherwood6nrb@nsix.org.uk
Katherine Morley	CNS Cluster SENDCO	sendco@colmaninfant.norfolk.sch.uk

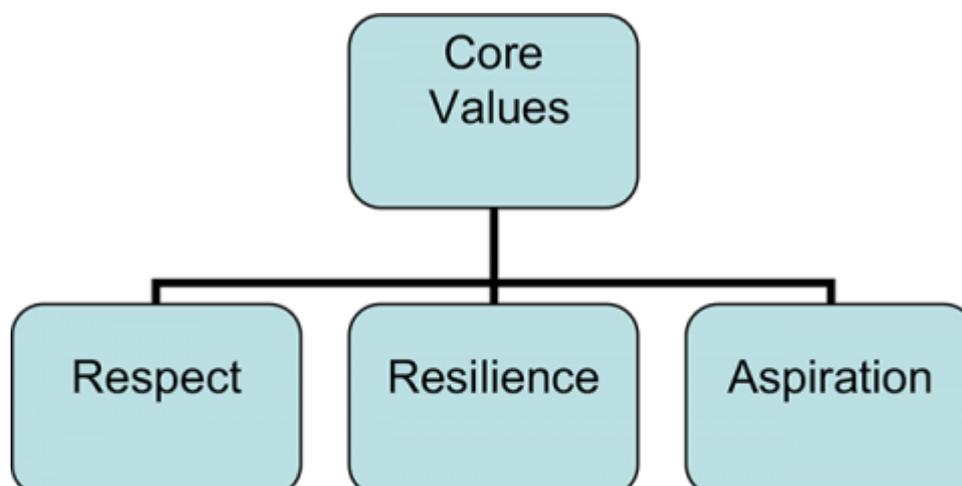
If you have any specific questions about the Norfolk Local Offer, please visit Norfolk County Council’s SEND Local Offer by clicking [here](#). Alternatively, if you think your child may have SEN, please speak to their class teacher in the first instance or contact Carrie Miller, our SENCO, via the school office.

Our Approach to Teaching Learners with SEN

At Avenue Junior School, we value: **Learning for all.**

Inclusion is at heart of our aims and values at Avenue Junior School. Norfolk Children’s Services defines inclusion as *‘the process of taking the necessary steps to to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life’*.

We endeavour to provide equality of opportunity for all of our pupils and to create a culture of inclusivity for all, regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability, etc. We work to respond to the needs of individual pupils and take into consideration pupils’ cultures, faiths, family backgrounds, interests, experience, knowledge and skills.



We strive to achieve high quality first teaching for all learners and actively monitor teaching and learning throughout the school. For more information on our approach, please see the Teaching and Learning Policy in school.

At Avenue Junior, we aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We closely monitor the progress of all learners ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings as well as staff engaging in mentoring and supervision. Parents and carers can discuss their child's progress at any point in the year by making an appointment with the teacher.

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a)

have a significantly greater difficulty in learning than the majority of others of the same age: or

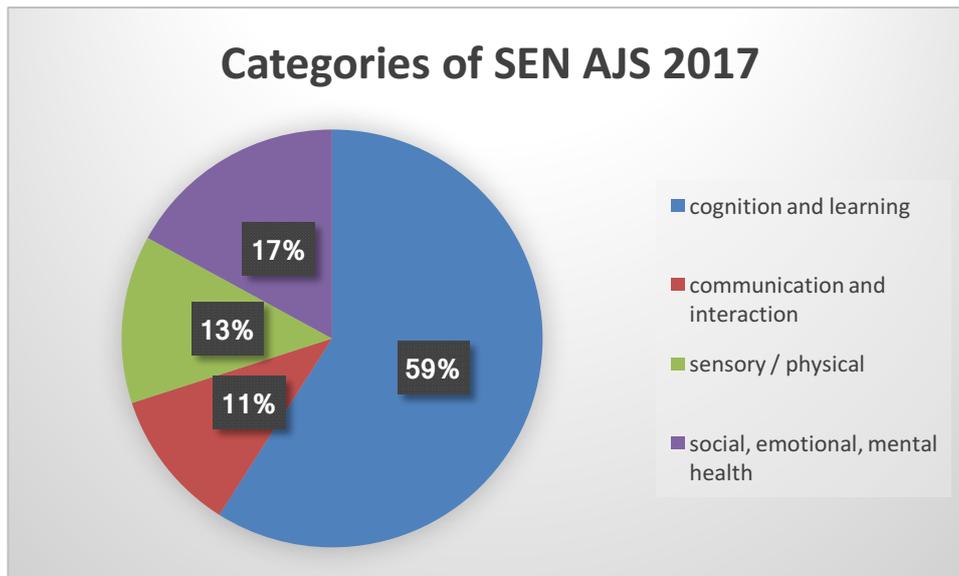
(b)

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

If a learner is identified as having SEN, we will provide support that is ‘additional to or different from’ the normal differentiated curriculum and is intended to overcome or remove the barrier to their learning.

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 not speak English very well or at all, they may be worried about different things that distract them from learning. At Avenue Junior School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for September 2017 shows that we have 13% of children identified as having SEN, and 0.2% of those have an EHCP.



The bar chart above shows the proportion of children within the different categories of SEN at the current time. The chart shows the primary area of need (for some children there may be multiple areas).

Assessing SEN at Avenue Junior School

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Avenue Junior School we ensure that assessment of educational needs directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available, and our updated tool kit for 2017-18, which we share with the CNS cluster of schools is available on request from Katherine Morley, Cluster SENDCO: sendco@colmaninfant.norfolk.sch.uk

For some learners we may want to seek advice from specialist teams. In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer [website](#).

Avenue Junior School, as part of the CNS Cluster, have also commissioned for April 2017-18 support from:

Educational Psychologist & Specialist Support Teacher – 21 days a year

S2S Support (a school to school support service for children with SEND organised by the Norfolk special schools.)

We also employ 24.5 FTE Learning Support Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO.

In addition, we access LA funded support (Core Support) from:

- Disability Co-ordinator
- Access Through Technology (ATT)

- Virtual School for Sensory Support (VSSS)

What we do to support learners with SEN at Avenue Junior School

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, as does the new SEND Code of Practice and we at Avenue Junior School are proud of our teachers and their development. The [teachers' standards](#) and new SENDCOP are available [here](#).

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- ipads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at Avenue Junior School to support learners with SEN across the year groups. We modify the provision map regularly, and it changes every year (sometimes within the school year), as our learners and their needs change. The provision map for 2017-18 is available from the school upon request.

At Avenue Junior School we share the provision map with our colleagues in the CNS Cluster so we can learn from each other, and demonstrate what we offer for learners with SEN. We are also able to promote consistent practice across all the schools in our cluster, ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

Avenue Junior School receives funding directly to the school from the local authority to support the needs of learners with SEN. This is described in an SEN memorandum. The amount of funding we received for 2017-18 is £134,250.

The CNS cluster of schools also receives funding from the local authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

All schools in the CNS cluster have signed a governance agreement which helps us work together. We have written our Cluster policy for SEN which is available on request from the school office.

The CNS Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEN. If you would like any further information on SEN in the CNS cluster please contact our co-ordinator: sendco@colmaninfant.norfolk.sch.uk

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Avenue Junior School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step.



Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner will agree what they expect to be different following this intervention. A baseline will also be recorded which can be used to compare the impact of the provision.

Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has a Statement of SEN or an Education Health and Care Plan (EHC plan,) the same termly review conversations will take place, but the Statement or EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work and we are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are also part of the CNS cluster moderation group so can ensure that our judgements stand up to scrutiny. Our school and cluster data is also monitored by the local authority and Ofsted.

Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Avenue Junior School in 2017-18 we are offering a range of additional clubs and activities. All learners have the same opportunity to access extra-curricular activities.

There are a range of lunchtime activity clubs, after school clubs and holiday activities. For more information please speak to the office staff or PSA.

We are committed to making reasonable adjustments to ensure participation for all, so please contact the school to discuss specific requirements.

All staff at Avenue Junior School have training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers which includes 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.'

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.”

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act, the protected characteristics or duties on public bodies, please click [here](#).

If you are worried your child is being bullied

Children with special educational needs can be vulnerable to bullying. Avenue Junior takes all incidents of bullying very seriously and its approaches are explained in the

[anti-bullying policy](#). Please contact a member of staff as soon as possible if you are worried your child may be bullied.

Useful contacts for further information and advice about anti-bullying:

www.childline.org.uk/Bullying

www.kidscape.org.uk

www.anti-bullyingalliance.org.uk

www.kidpower.org

The county employs a senior educational psychologist lead on anti-bullying called Rita Adair. She can be contacted at rita.adair@norfolk.gov.uk

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. Avenue Junior School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. Moving classes will be discussed with you and your child at their summer term parent consultation meeting or earlier if your child has specific needs regarding transition and change. Transition to secondary schools will be discussed in the summer term of their Year 5 to ensure time for planning and preparation.

Have your say

Avenue Junior School is a community school and we are committed to shaping and developing provision for all of our learners, ensuring achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective it needs the views of all parents/carers, learners, governors and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN. Contact the SENCO for further information.

Useful links

[Norfolk Local Offer](#)

[Cluster SEND Handbook](#)

[Norfolk SEND Partnership](#)

[Department for Education](#)

[Autism Anglia](#)

[Shine](#)

[CAMHS](#)

[Ormiston Point 1](#)

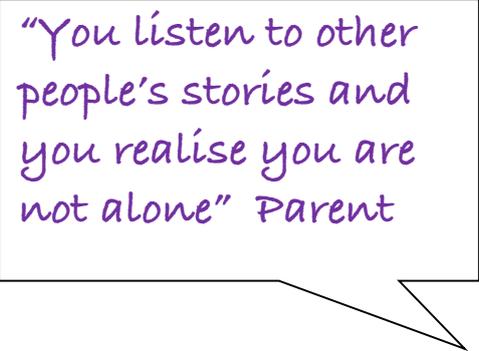
[Riding for the disabled](#)

[Hamlet Centre](#)

[Nelsons journey](#)

[Indigo Dyslexia Centre](#)

[Young carers](#)



"You listen to other people's stories and you realise you are not alone" Parent