



SEND Policy and SEN Information Report for

Avenue Junior School 2018-19

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 if you are interested in getting involved. The best people to contact are:



Debbie Dismore
Headteacher



Mike Hooper
Deputy Head



Dawn Jones
SENCO



Lauren Gislam
PSA

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 Gislam	Parent Support Advisor	psa@avenuejunior.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](#).

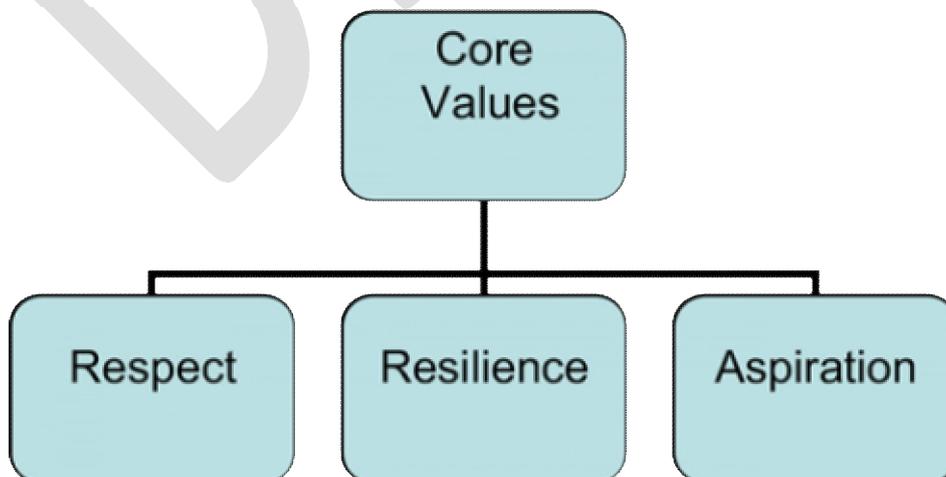
Alternatively, if you think your child may have SEN, please speak to their class teacher in the first instance or contact Dawn Jones, our SENCO, by email or phone (01603 441034).

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 to ensure 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 class 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 or different from’ the normal differentiated curriculum. This additional support 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.

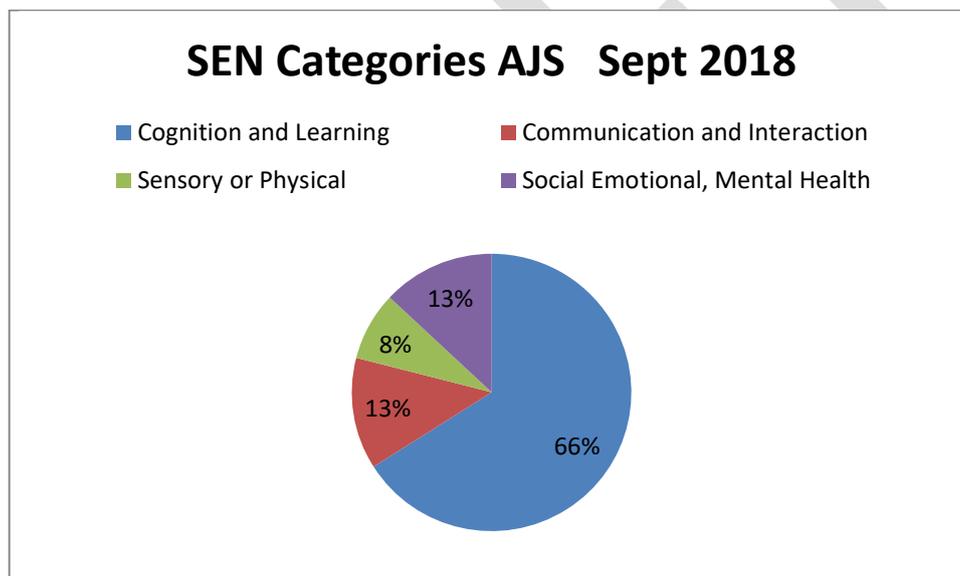
Types of SEN

There are four broad areas of SEN need:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (S/P)

Our SEN profile for September 2018 shows that 14.79% of our children are currently identified as having SEN. This is broadly in line with a national average of 14.6% and a Norfolk average of 14.9% (Census data, January 2018). Of these, 0.83% of our children currently have an Education and Health Care Plan (EHCP). This figure is below that of the national average (2.9%) and the average for Norfolk schools (3.10%).

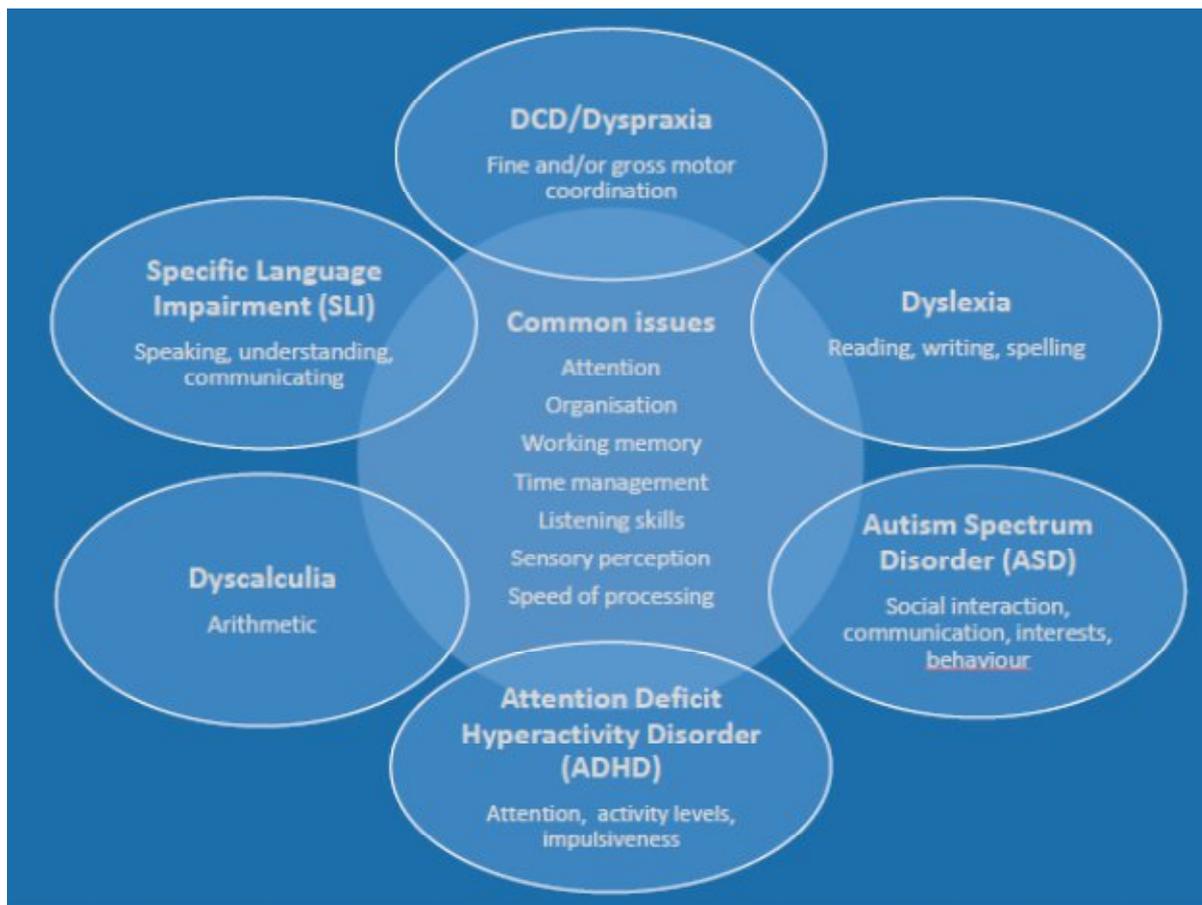
A breakdown of the type of need by SEN category is shown in the pie chart below.



Neurodiversity

Specific Learning Difficulties (SPLD) is an overarching term for a number of associated learning difficulties. They may affect the way that information is learned and processed, and can affect literacy, memory, coordination and the manipulation of letters and numbers. These differences can appear across the ranges of ability and with varying degrees of severity or significance.

At Avenue Junior School we recognise that learners are 'neurodiverse' and individuals do not simply fall into one category of need. Learning difficulties are often hidden and a pupil may have more than one co-occurring difficulty, as shown in the diagram below.



The profile of individuals with SPLD is affected by a range of factors, including the cluster of learning differences that they experience, their ability, background and opportunities. Therefore, an individual should be supported in a way that not only meets the needs of their particular weaknesses, but also develops their strengths and abilities. Focussing on a particular label can be misleading and counter-productive; focussing on the specific needs, talents, desires and aspirations of the individual is likely to lead to far greater success.

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/carers 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 initial screening and assessment tools available for this purpose.

For some learners we may want to seek advice from external specialist teams. In our school 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 have also commissioned for April 2018-19 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 the:

- Disability Co-ordinator
- Access Through Technology
- Virtual School for Sensory Support

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 (SEND COP) and we at Avenue Junior School are proud of our teachers and their development. The [teachers' standards](#) and [SEND COP](#) are available by clicking on the links underlined.

Our teachers will use various strategies to adapt access to the curriculum to suit the needs of individual learners. This might include using:

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

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. The support available is described on a whole school [provision map](#), which although it 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. Provision maps with named learners are reviewed termly by the SENCO and these are based on assessment and progress data for the term. The whole school [provision map](#) for 2018-19 is available via this link and is also on the school website.

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.

Learning Passports

Our learning passports are 'one-page profiles' which show the strengths of, and challenges faced by, the individual learner. They explicitly identify the strategies that teachers will use in class on a daily basis to differentiate support. We use the templates from the '[Sheff Kids](#)' website, so that children can personalise their profile to reflect their interests. Teachers write the Learning Passports at the start of the year, in consultation with both children and parents. They are updated annually (or whenever new information becomes available e.g. from parents, external specialist reports or assessments).



We add one additional section to the passport:

'What I find tricky,' so that children can clearly identify the challenges and barriers to learning that they face.

Target Sheets

Children with identified SEN will also have an individual termly plan called a Target Sheet. Targets are set in consultation with both children and parents. Progress towards the targets set is reviewed on a termly basis. There are usually between two and four 'small-step' targets set for children to achieve. The Target Sheet explains the support that will be put into place to help children achieve them. The Target Sheets are reviewed and monitored termly by the SENCO.

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 notional amount of funding we received for 2018-19 is £127,196.

Funding arrangements for SEN have recently changed in Norfolk. Previously, the school requested 'top-up' funding from Clusters. From September 2018 schools will instead request 'top-up' funding direct from Norfolk County Council. We are encouraged to use a needs led approach to top-up funding allocation.

Please follow this link to find further information regarding [SEN funding arrangements](#) on the Norfolk local offer.

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 an Education Health and Care Plan (EHC plan,) the same termly review conversations will take place, EHC plan will also be formally reviewed annually.

The SENCO collates the impact data on the 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. 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 2018-19 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.

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

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 that 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 information 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.

Complaints

If you are concerned for any reason, please talk to the class teacher and the SENCo at an early stage. If you continue to have concerns, please refer to the school website (under 'Policies') for details of our complaints procedure.

Useful links

Please also visit our [school website](#), which has further information that you may find useful. Click on 'About Us' and then 'SEND' to find some links and resources.

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