



# Avenue Junior School Information Report for Pupils with Special Educational Needs and Disabilities (SEND)

## *Part of the Norfolk Local Offer for Learners with SEND*

### Introduction

Welcome to Avenue Junior School's SEND Information report, which forms part of the Norfolk Local Offer for Learners with Special Educational Needs (SEN). The information required in this report is set out in the Special Educational Needs and Disability (SEND) Regulations 2015 [here](#). We hope that you find this a useful and informative document, and would welcome feedback on what we can do to improve it further.

<b>Policy Originator</b>	Liz Williams
<b>Governor Responsible</b>	Deborah Ilott
<b>Status</b>	Statutory
<b>Ratified on</b>	Awaiting approval from GB
<b>Review period</b>	Annual

At Avenue Junior School equality of opportunity is a reality for our children and we work to ensure all pupils make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment. We are proud to be a School of Sanctuary and strive to be a welcoming and inclusive school where all members of the community share our values.

Through working in partnership with our whole school community we will deliver a curriculum that fosters in children:

- Confidence and enthusiasm; they have happy memories of challenging and exciting learning and high aspirations for their future
- Compassion, care and empathy; they value the world, their school and each other
- A sense of pride in themselves and their achievements and a strong belief in their own identity
- Coping skills for life in an ever changing world
- Creative thinking, imagination and curiosity

With literature at the heart of our exciting, broad and rich curriculum, children will develop the knowledge, skills and understanding to be successful in their learning journey.

This report gives detail as to how we make this a reality for all our children and shows how we support children with Special Educational Needs (SEN) and Disabilities (D).

We endeavour to raise the aspirations of all our pupils, including those with SEND. To ensure our SEND provision has maximum impact and secures good progress for our children we:

- Swiftly identify pupils who may have special educational needs
- Provide relevant support and monitor the impact of this regularly, adjusting as necessary
- Work within the guidance provided in the SEND Code of Practice 2015 and the Children and Families Act 2014
- Follow a whole pupil approach to the provision of support
- Provide a Special Educational Needs Coordinator who will work with the Senior Leadership Team, Pastoral Team, Inclusion Lead, external agencies, families and children
- Provide support and advice for all staff working with pupils to identify special educational needs and provide appropriate support and adaptations
- Ensure collaboration between Education, Health and Social Care services when needed
- Form close partnerships between parents, all school staff and child using person-centred approaches
- Ensure a focus on outcomes for children

This report forms part of **Norfolk's Local Offer**, a 'one-stop shop' for all the information you may need about special educational needs and disabilities support and provision across Norfolk. For more information about Norfolk's Local Offer please visit

[www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)

**A family friendly version of this information is available on our website or from the school office.**

## What does SEND mean?

SEND stands for Special Educational Needs and Disabilities and means when a child has a learning difficulty or disability where special educational provision is needed. This provision is additional to or different from that provided generally for children of the same age. SEND can cover a broad spectrum of difficulty and/or disability. At different times in their school career, a child or young person may have a special educational need. According to the SEN Code of Practice (2014) a child has SEND if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

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

## What kinds of SEND does Avenue Junior School cater for?

Avenue Junior school is a mainstream Junior school. We pride ourselves on being an inclusive school that caters for children with SEND. We recognise that children's needs may change over time and can be co-occurring. The Code of Practice identifies four different categories of SEND, which help us to identify what actions we need to take to support a child with SEND. At Avenue Junior School we provide provision for children with a range of needs across these areas. The categories are:

- **Communication and interaction** e.g. speech, language and communication needs (SLCN) or autism spectrum disorder (ASD)
- **Cognition and learning** e.g. specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia, dyscalculia and global developmental delay
- **Social, emotional and mental health difficulties (SEMH)** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder or anxiety
- **Sensory and/or physical needs** e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), dyspraxia or sensory processing disorders

We also cater for **Medical needs** e.g. epilepsy, sickle cell anaemia, diabetes, heart-defects or allergies and where pupils have medical needs we will plan and deliver education provision in a coordinated way with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with a medical condition. Please see our [Medical Needs Policy](#) and the [Administration of Medication Policy](#) for more information.

## SEND Stages

In school we have a list of the children with SEND, known as our SEND register, which enables us to ensure that we understand and cater for each child's needs. Children are placed on this register where they have a significantly greater difficulty in learning than their peers and where additional or different provision is required. A child is only ever added to our SEND register in consultation with parents/carers and where appropriate with the child themselves.

Within our SEND register we have different stages of support, which reflect the differing levels of need. Once a pupil has been identified as having SEN, a four-part cycle is followed, known as the **graduated approach**. This means that we ensure our SEND provision is tailored to meet each child's individual needs and evolves to ensure the best possible provision and achieve positive outcomes.

**ASSESS** – We consider all the information from discussions with parents / carers, the child, class teacher and specialists. We will look at information from observations and assessments. We will also identify the child's strengths.

**PLAN** – We start to identify potential barriers to learning and plan appropriate support strategies to help overcome them. This may involve a combination of adjustments and in-class support available from within our core offer and/or targeted intervention aimed at removing the barrier(s). This is recorded through an individual SEND Support Plan which remains an ongoing, active document. This is shared with all those who work with the child to ensure a consistent approach.

**DO** – This is providing the support – extra assistance for learning, learning aids/tools or targeted intervention, etc. as set out in the SEND Support Plan.

**REVIEW** – At regular intervals (at least termly) we measure the impact of the support and consider if changes need to be made. All those involved – the child, parents/carers, teacher and SENDCo contribute to the review either formally through a review meeting or informally through discussion. We usually reflect on: What's going well? What's not going well? What do we need to do next? If necessary, a new cycle of Assess, Plan, Do, Review can begin

The stages of support are ...

**SEN Support (K)** - This is the stage for most of our children with SEND. Children will be receiving extra or different help from that provided as part of the school's usual curriculum and there will be a plan in place for this support. There may be advice or support from outside specialists. The majority of children with SEND will have their needs met within the core offer of additional support provided by local mainstream schools.





**EHCP (C)** – Children who are not making sufficient progress or with a higher level of need may require an EHCP (Education, Health and Care Plan) to secure the best possible outcomes for them. They will continue to receive support in school but the EHCP will set out the child's needs and support across education, health and social care.

Further information about an EHCP can be found on Norfolk's Local Offer website: [EHC needs assessment and plans - Norfolk County Council](#)

**Medical needs or Disability (M)** – A medical need or disability does not necessarily mean a child will have SEN needs but where additional or different support is needed they will be included on our SEND register. Children may or may not have an EHCP and/or involvement from outside specialists.

### How does the school identify and assess pupils with SEND?

All of our teachers teach children with SEND and our staff recognise the importance of identifying SEND early. At Avenue Junior School when children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting and to put this in place for when they start.

Where SEND needs are identified during a child's time at our school, the route to identifying these needs normally follows the below pattern:

Concern raised by a parent/carer or class teacher

Conversation between school and parents/carers takes place to discuss how the child presents at school and home and to discuss the child's strengths and difficulties.

Teacher uses the Quality First Teaching document to adjust provision for the child.

If the child is not making progress after a cycle of support they may be added to the SEND register and a SEND plan put in place. It is shared with the adults working with the child and parents.

The plan and actions are reviewed regularly following the assess, plan do, review cycle.

- We assess each pupil's skills and levels of attainment when they first come to the school and this builds on the information we have received from the child's previous setting
- We continue to assess children on a termly basis throughout their education, the data from these assessments is reviewed by the Senior Leadership Team. Any children who are working significantly below the expected level, make limited progress or make accelerated progress / are Gifted & Talented (G&T) may be highlighted to the SENCO for monitoring
- Sometimes we may use additional assessments to help us identify their areas for development, these assessments are useful indicators but are not the same a diagnosis of SEND
- We recognise that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. This can involve professionals external to the school, such as Speech and Language Therapy, Educational Psychology and Specialist Support (EPSS) and the Children and Adolescents Mental Health Service (CAMHS) or we may advise you to speak to your GP for a medical referral.

For some children SEND will be ongoing and they will remain on our SEND register throughout their time with us. For other children they may only need to be on our SEND register for a shorter period of time. We will review every child's SEND needs on a regular basis to ensure we are providing the best possible support and are identifying where needs have changed. We always consider whether there are any underlying difficulties or contributing factors when a concern is raised.

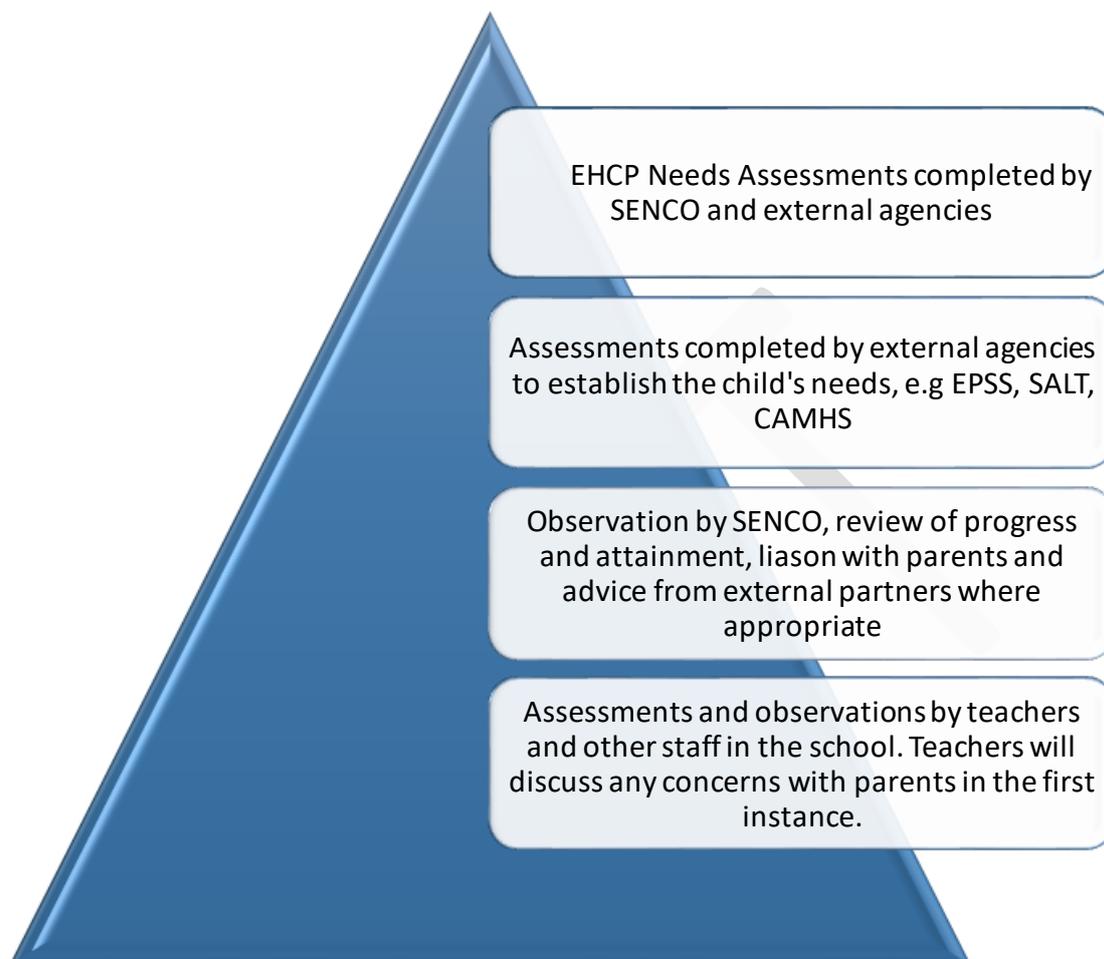
Not all children for whom a concern is raised will require SEN Support, all children are different and may need additional support for a variety of reasons. We recognise that a range of factors such as extended absence, traumatic events or disruption in their life can impact a child's capacity to learn and we are committed to ensuring that all children have access to learning opportunities so that they can achieve their potential. We act to provide additional support for all those at risk of not progressing. This does not mean that all vulnerable children have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN and will be placed on the School's SEN Support Register.

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.' (CoP, p96)

The range of different tools to help identify and assess pupils with SEND are summarised in the diagram below:



For further information, please see our [Assessment Policy](#)

## How does the school make provision for pupils with SEND, whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of Quality First Teaching. This may include:

- adopting different approaches to meet different learning styles
- personalised learning arrangements
- specific class-based interventions to support their learning

Our [Quality First Teaching Document](#) is a useful guide for the types of strategies a teacher may use to support a child who is struggling to make progress.

If a child continues to struggle to make progress after a range of Quality First Teaching Strategies have been trialled, the teacher and SENCO may decide to trial some targeted interventions. The interventions commonly used at Avenue Junior School are detailed in our

[Provision Map](#). From this point the Teacher will follow the [Graduated Approach](#) of Assess, Plan, Do, Review and consider everything known about the pupil to determine the support needed to meet their needs.

## What are Education Health and Care Plans (EHCPs)?

Where the school has done everything it can to meet the needs of a child and they are still not making progress or a child has complex needs, the school or parents may consider requesting an Education, Health and Care assessment.

An education, health and care (EHC) plan is for children who have complex special educational needs and disabilities and who need more support than is available through special educational needs support. It identifies educational, health and social needs and sets out the additional support to meet those needs. An EHCP is a legal document that specifies how services will work together to meet needs and achieve agreed outcomes. Local Authorities are responsible for carrying out EHC needs assessments under the Children and Families Act 2014

The process for requesting an EHCP assessment is detailed on Norfolk County Council's [website](#).

If granted, the EHCP includes a comprehensive support plan that details the child's targets and what support will be put in place to assist them in achieving those targets. An EHCP will also provide a level of additional funding to support the school in meeting the child's needs.

Sometimes EHCP requests are not agreed by the local authority. In these instances, parents can decide to go through mediation. This is the first step in appealing a decision not to assess for or issue an EHCP.

In Norfolk, the mediation service is delivered by KIDS SEN Mediation Service. You can contact this independent organisation:

By telephone: 03330 062 835

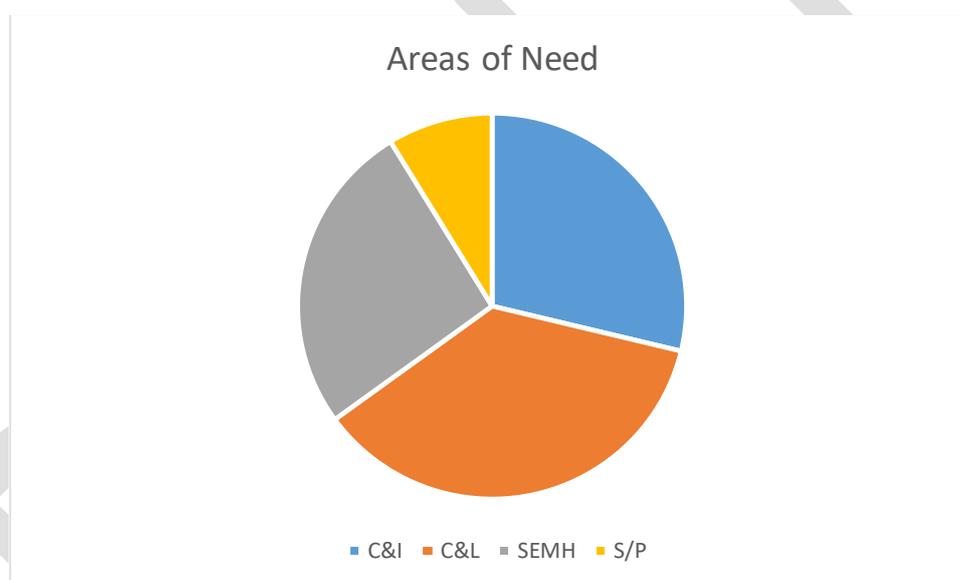
By email: [senmediation@kids.org.uk](mailto:senmediation@kids.org.uk)

## How many pupils with SEND are there at Avenue Junior School?

The following table shows the number of pupils on the SEND register in September 2021.

	EHCP	SEN Support	High Needs Funding	Monitoring	C&I	C&L	SEMH	S/P
Year 3	0	13	0	9	5	3	3	2
Year 4	0	19	5	3	8	10	5	1
Year 5	2	16	2	11	5	5	7	4
Year 6	3	17	1	6	5	11	6	0
<b>Total</b>	<b>5</b>	<b>65</b>	<b>8</b>	<b>29</b>	<b>23</b>	<b>29</b>	<b>21</b>	<b>7</b>

The percentage of children with SEND at Avenue Junior school is 16.9% which is above the national average of 15.9%. The number of children with an EHCP is 1% which is below the national average of 3.7%.

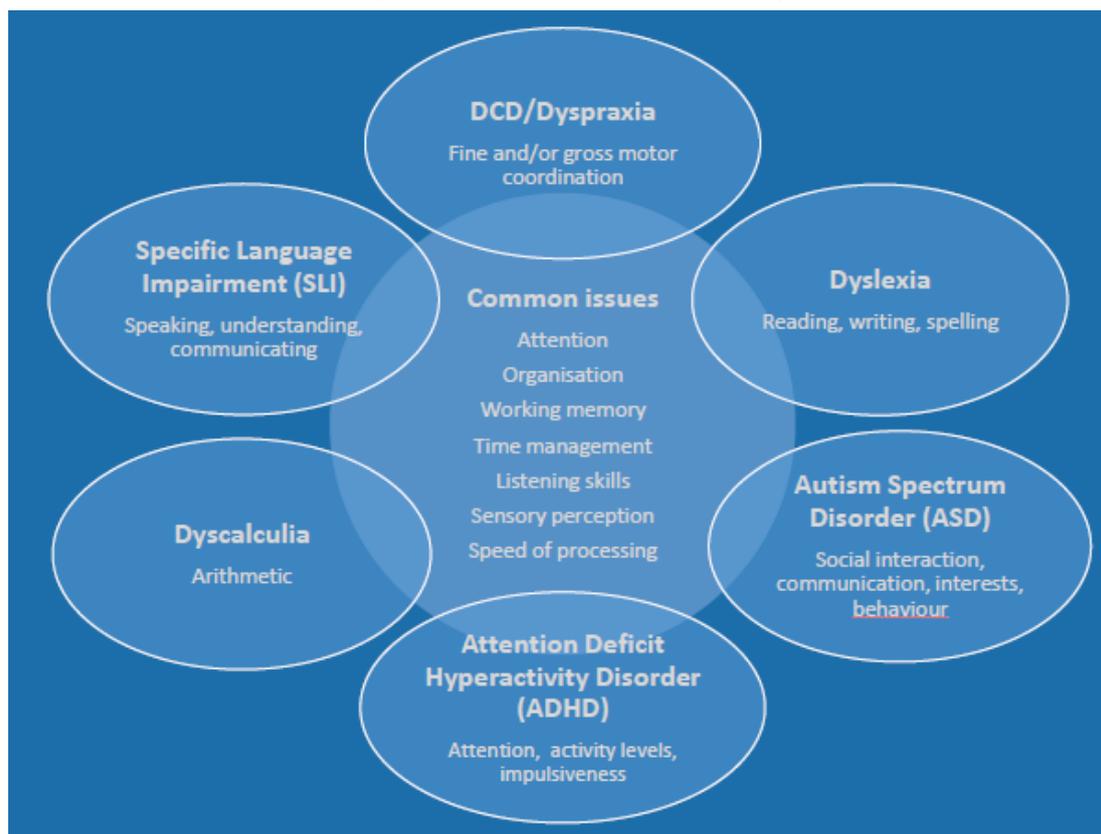


The most predominant need at our school is cognition and learning but we have several pupils with whose needs fall into one or more of the four broad areas.

## What does Neurodiversity mean?

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 areas of development, 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.

## What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

All pupils' progress is reviewed regularly at Avenue Junior School. We will review entry data and re-assess all children termly. Class teachers meet termly with Senior Leadership Team for Pupil Progress Reviews for every child in the school, during which achievements are celebrated, areas for development are identified and targets are set. For pupils on the SEND register there will also be termly meetings with parents and class teachers to review and update the child's SEND Support Plan.

These reviews are used to:

- discuss what is working well and areas for development
- review the pupil's progress towards their goals and longer term outcomes

- discuss and agree clear targets
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed targets and the responsibilities of the parent, the pupil, the school and other agencies

On occasion some additional advice or assessment is sought from:

- SENCO
- Baseline and end of intervention cycle assessments
- Education Psychology and Specialist Support (EPSS)
- Speech and Language Therapy Service
- Physiotherapy Service
- Hearing Impaired Service
- Sensory Support Service
- Counsellor
- Neurodevelopmental Service
- School Nursing Service
- Child and Adolescent Mental Health Service

For further information on identification, assessment and review for pupils with SEND please see our [Graduated Approach Document](#). Please also see a blank template for an [SEN Support Plan](#).

## How does the school adapt the curriculum and learning environment for pupils with SEND?

We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are able to access learning.

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 (2015) and at Avenue Junior School we are proud of our teachers and their development.

Teachers will be supported by the SENCO to plan and differentiate learning to meet the needs of pupils with SEND. This may also involve working with external agencies such as Speech and Language Therapy Service or Educational Psychology and Specialist Support. For example, we might need to provide or alter:

- Visual or kinaesthetic resources to support learning, i.e. Widgit visual aids, concrete objects etc.
- Large text, symbols, audio, coloured paper, overlays and braille
- Layout of the classroom
- Specialist resources to support individual pupils
- Individual timetables
- Individual quiet-time spaces
- Now and next boards
- Small group interventions
- 1:1 support
- ICT support

- Ramps, specialist lighting or adapted toilets

Please also see our [Accessibility Plan](#) and [Quality First Teaching Document](#).

## What other provision is available to my child?

Our Provision Map details the type of support we might offer to children with additional needs.

Some of the support is delivered by Learning Support Assistants but we might also commission services from:

- Educational Psychologist & Specialist Support Teacher. This includes access to: Social, Emotional and Mental Health Specialist Support Teachers, Speech & Language Therapists, Occupational Therapists, Clinical Psychologists and ASD Outreach Practitioners
- S2S Support (a school to school support service for children with SEND organised by the Norfolk Special Schools)
- Benjamin Foundation Inclusion Project
- Play Therapy

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

- Disability Co-ordinator
- Access Through Technology Team
- Virtual School for Sensory Support
- EPSS Core Consultation Pilot Project
- ECCH – Speech and Language Therapy Service

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 SEND Support Plan 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.

## What extra-curricular activities are available for pupils with SEN?

All learners should have the same opportunity to access extra-curricular activities. At Avenue Junior School we offer a range of additional clubs and activities. All learners have the same opportunity to access these. There are a range of lunchtime activity clubs, after school clubs and holiday activities. For more information please speak to the office staff.

The school also provides opportunities for regular school trips, swimming and an annual residential trip for year 6 pupils. We will involve the parents in the risk assessments for these trips should their child have substantial needs.

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.'

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

## **What support is available for improving the emotional and social development of pupils with SEN?**

At Avenue Junior School are staff are trained on utilising Zones of Emotional Regulation to support children in recognising their emotions and learning to regulate their behaviour. We encourage children to reflect on their feelings and wishes and work with them to rectify difficulties that occur throughout their day.

Additionally, all of the adults in our setting receive Emotion Coaching training to enable them to effectively support children with social, emotional and mental health difficulties and challenging behaviour.

We also support children in managing their relationships, interacting appropriately and developing self-esteem.

For children requiring additional support with emotional and social development the following may be provided:

- Pastoral pick-ups
- ELSA
- Connections sessions
- Play therapy
- Lego Therapy
- Individual visual timetables to support pupils during transition periods
- Special time with particular adults
- Early Help service
- PATHS
- Pets as Therapy

We are acutely aware that several children will have additional anxieties related to Covid-19. We have a team of 3 pastoral workers and our Parental Support Advisor to support children who are struggling. This team have all had bereavement training and can provide support to children who are suffering bereavement because of Covid-19 or other reasons.

At Avenue Junior School we have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school.

See please see our [Behaviour Policy](#) , [Equality Policy](#), [Positive Handling Policy](#) , [Safeguarding Policy](#) and [Anti-Bullying Policy](#)

## What happens if my child is being bullied?

Children with special educational needs can be vulnerable to bullying. Avenue Junior School 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.

These are some useful contacts for further information and advice about bullying:

[www.childline.org.uk/Bullying](http://www.childline.org.uk/Bullying)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

## What are the arrangements for parents raising concerns or making a complaint about the SEN/D provision at the school?

We encourage parents to contact the school about their concerns, as soon as possible. If you have something to ask us or tell us, please contact the class teacher or the SENCO in the first instance.

Please see our [Complaints Procedure](#) for further information on how to make a formal complaint.

## What local support, outside of school, is there for the parents of pupils with SEND?

The Norfolk SEND Local Offer sets out in one place information about provision that is available in Education, Health and Social Care for children and young people who have special educational needs and disabilities (SEND). It includes information on support in education, special needs services that can help children, young people and their families and parent support networks, groups and organisations



You can view the whole SEND Local Offer at [www.norfolk.gov.uk/send](http://www.norfolk.gov.uk/send)

In addition, Norfolk SENDIASS provides free and impartial information, advice and support for children, young people, parents and carers.

[Norfolk SEND Partnership Home Page \(norfolksendiass.org.uk\)](http://norfolksendiass.org.uk)

You can contact this independent organisation here:

Telephone: 01603 704070

Email: [sendpartnership.iass@norfolk.gov.uk](mailto:sendpartnership.iass@norfolk.gov.uk)

## What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school?

All children and young people with SEND and their families may be particularly anxious about changing class or school. We work with families and our partner organisations to make sure changes are planned and well managed.

### Transition guide table:

	<b>Additional arrangements for children with SEN/D(examples)</b>
<b>First joining the school</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Transition meeting with the previous setting</li> <li>• Transition plan created</li> </ul>
<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• Contact the School SENCO to share information about the support given to the child</li> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting when possible</li> </ul>
<b>When moving groups/forms/classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings held within school with the new class teacher</li> <li>• Work with child to prepare for the next class through transition books, transition program, visual supports and visits to the new classroom</li> </ul>
<b>Junior to Secondary Transition</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Transition workshops for the children</li> <li>• SENCO liaises with the Secondary School SENCO</li> <li>• Transition visits when appropriate</li> <li>• Transition meetings for families hosted in-school</li> <li>• Transition meetings for families hosted by external agencies</li> </ul>

For more information please see our [Admissions Policy](#).

## What support is available for children who are Looked After by the Local Authority and have SEND?

At Avenue Junior School the Designated Teacher for Looked After and Previously Looked after children is the Head Teacher, Mike Hooper.

The Designated Teacher will conduct regular training for staff on how best to support Looked After Children.

The progress of Looked After Children is monitored very closely and discussed in depth at every Pupil Progress Review Meeting. If a child is Looked After and has SEND then they will also have a termly SEN Support Plan meeting.

The attendance of Looked After Children is also closely monitored.

For children who are Looked After and have SEND, staff working with them will ensure that their Personal Education Plan (PEP) reflects other plans such as their SEN Support Plan or

EHCP. SEND information will feed into any meetings with the Local Authority to discuss the child.

At Avenue Junior School we will take all possible steps to avoid excluding children, including those who are Looked After and/or have SEND. Staff will work closely with parents, carers and pupils to optimise the chances of every pupil succeeding; exclusion, whether fixed-term or permanent will be used as a last resort. Permanent exclusion would only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

For more information please see our [Exclusions Policy](#).

## **What training do staff at the school receive to support children with SEND?**

Staff at Avenue Junior School receive regular training from the SENCO and from outside providers which covers all aspects of SEND. In addition to this a training need may be identified to help our staff better support specific children, in this instance we will commission the relevant training offered by the Local Authority.

Some of our Teaching Assistants have also received Emotional Literacy Support Assistants training (ELSA) so that they can provide 1:1 intervention to our most vulnerable children.

Furthermore, all of our staff have received Emotion Coaching training to support them in managing challenging behaviour in the classroom and in deescalating situations.

Numerous members of our support staff have received training specific to supporting children with Autism Spectrum Disorder (ASD) and can utilise relevant strategies for these children.

## **What happens if my child needs to be restrained?**

Staff at Avenue Junior School are trained in Norfolk Steps de-escalation techniques to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy and ensure their action is reasonable and proportionate. Any parents wishing to view this policy may do so on the website or request a hard copy from the office.

For more information, please see our [Positive Handling Policy](#).

## **How are children consulted about their provision?**

At Avenue Junior School we always consider the views of the child and the family when organising provision. We will do this by:

- Having termly SEN Support Plan meetings to review progress and agree new targets with parents and children

- Consulting with children when organising their individual timetables and regular check-ins to review provision.
- Having communication boxes in each classroom so children can share their feelings with their teacher
- Conducting surveys for children and families to share their views about the school, e.g school dinners, the new curriculum
- Having a School Council with representatives from each year group to provide us with pupil voice.

## How is SEN funding used to support pupils with SEND?

Avenue Junior School receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in the SEN memorandum. The notional funding we receive for the 2021 - 2022 financial year is £130,170.

If a child has an EHCP or an exceptionally high level of need, we can apply to the Local Authority for additional funding via a banding application system. However, the school must fund the first £6,000 of any additional support for each pupil. So far in the 2021-22 financial year, we received an additional £23,121 to support specific pupils through top-up funding.

			£
<b>SEN Budget</b>			<b>130,070</b>
<b>I01 - Funds Delegated by the LA</b>			
<b>1.2 Basic Per-Pupil Entitlement</b>	Basic School Allocation £62.72 per-pupil	Notional	<b>28,977</b>
<b>1.3 Lump Sum</b>	Basic School Allocation £7,395.40 per-school	Notional	<b>7,395</b>
<b>1.10 Deprivation</b>		Notional	<b>35,405</b>
<b>1.11 Low Cost High Incidence SEN</b>		Notional	<b>35,172</b>
<b>1.14 Specialist Resource Base/Deaf Resource Base</b>		Additionally allocated	<b>0</b>
<b>I01 SEN TOTAL</b>			<b>106,949</b>
<b>I03 - SEN Funding</b>			
<b>3.1 High Needs Top-Up Funding (SRB/DRB) - Subject to review of occupancy level</b>		Additionally allocated	<b>0</b>
<b>3.2 High Needs Support Funding</b>		Additionally allocated	<b>11,002</b>
<b>3.3 High Needs Top-Up Funding</b>	Band 1 places at £1,350	Additionally allocated	<b>1,125</b>
	Band 2 places at £2,240	Additionally allocated	<b>0</b>
	Band 3 places at £4,044	Additionally allocated	<b>7,414</b>
<b>3.4 Exceptional Circumstances Funding</b>		Additionally allocated	<b>3,580</b>
<b>3.5 Inclusion and AP Funding</b>		Additionally allocated	<b>0</b>
<b>I03 SEN TOTAL</b>			<b>23,121</b>
<b>SEN Budget</b>			<b>130,070</b>

At present, most of our SEND funding is used to fund Teaching Assistant (TA) support in class, specialist support and assessment services (EPSS), delivery of targeted SEN interventions, purchase of SEN resources and training.

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

For more information on the type of provision available at Avenue Junior School please see our [Provision Map](#).

## How can I contact the school about my child?

We encourage parents to communicate with the school when they have a concern. In the first instance it is useful for parents to speak to their child's class teacher. This can be done by:

- Face to face communication (this is currently being limited because of our Covid-19 risk assessment).
- Class Dojo: this is a school-wide communication platform that allows you to send and receive messages from teachers and the Senior Leadership Team, follow your child's progress through the use of dojo points and follow news from the wider school on the home feed.
- Phone calls: teachers are able to call parents after school to discuss any concerns they may have. Please bear in mind that teachers are incredibly busy with marking, planning and preparation so may not be able to call you back on the same day for non-urgent matters
- Emails: you can email the school office with queries and these will be passed on to the relevant adults in the school.
- Home-school communication book: in some instances, children may have a home-school communication book included in their SEN Support Plan. Please bear in mind that this form of communication may be limited currently due to Covid-19

## Which members of staff do I need to know about?

The SENCO is a qualified teacher who has responsibility for SEND across the school. The SENCO has a National Award for Special Educational Needs Coordination (Post-Graduate) and is a fully qualified teacher. They work closely with the head teacher as part of the senior leadership team (SLT) and with the governing body as well as all teachers and support staff.

The SENCO will:

- Work with the head teacher, senior leadership team and SEND governor to determine the strategic development of the SEND provision in the school
- Have day-to-day responsibility for the co-ordination of SEND provision and monitoring of the impact and effectiveness of provision.
- Provide professional 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
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with children's future education providers to ensure both they and their parents are informed about options and a smooth transition is planned
- Work with the head teacher, senior leadership team and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Be a champion and advocate for pupils with SEND.



Rosie Amies is our SENCO, (currently covered by Liz Williams).

**Contact details:**

Email: [SENCO@avenuejunior.org](mailto:SENCO@avenuejunior.org)

Phone: 01603 441034

You can request a meeting with the SENCO by email or phone or in person.

**Other key people are:**

			
Debbie Dismore Executive Headteacher	Mike Hooper Head of School	Jake Rose-Brown Inclusion Lead	Lauren Gislam Family Support / Pastoral Support

Name	Role	Email
Debbie Dismore	Executive Headteacher	<a href="mailto:Executivehead@avenuejunior.org">Executivehead@avenuejunior.org</a>
Mike Hooper	Head of School	<a href="mailto:head@avenuejunior.org">head@avenuejunior.org</a>
Steve Chambers	Deputy Head of School	<a href="mailto:schambers@avenuejunior.org">schambers@avenuejunior.org</a>
Rosie Amies/Liz Williams	SENCO	<a href="mailto:senco@avenuejunior.org">senco@avenuejunior.org</a>
Margaret Bird	SEN Governor	<a href="mailto:office@avenuejunior.org">office@avenuejunior.org</a>
Lauren Gislam	Parent Support Advisor	<a href="mailto:psa@avenuejunior.org">psa@avenuejunior.org</a>
Jake Rose-Brown	Inclusion Lead	<a href="mailto:Jrose-brown@avenuejunior.org">Jrose-brown@avenuejunior.org</a>