Avenue Junior School Information Report for Pupils with Special Educational Needs and Disabilities (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 and Disabilities (SEND). The information required in this report is set out in the Special Educational Needs and Disability (SEND) Regulations 2014 here. This document intends to outline the framework for Avenue Junior School to meet its duties and obligations to provide a high quality of education for all its pupils, including pupils with SEND.

We hope that you find this document both useful and informative and would welcome feedback on what we can do to improve this further. Additionally, if you have any questions about the SEND offer at Avenue Junior School, please do not hesitate to contact us.

Policy Originator	Daniel Lowe – SEND and Assistant Head of School
Governors Responsible for SEND	Donna Garratt and Maria Conti
Status	Statutory
Date Published	October 2026
Next Review	October 2027

Inclusion at Avenue Junior School

At Avenue Junior School, equality of opportunity is at the heart of everything we do. We are committed to ensuring that all children, including those with Special Educational Needs and Disabilities (SEND), make the best possible progress, achieve their full potential, and thrive within a caring, supportive, and inclusive environment.

As a proud School of Sanctuary, we strive to create a welcoming community where every child and family feels valued, respected, and able to belong. We celebrate diversity and work in partnership with pupils, families, staff, and external professionals to ensure that every child can participate fully in school life and experience success.

Through our curriculum and wider school community, we aim to develop:

- Confidence, enthusiasm, and high aspirations for the future.
- Compassion, care, and empathy for themselves, others, and the wider world.
- Pride in their achievements and a strong sense of identity.
- Resilience and the skills needed to navigate an ever-changing world.
- Creativity, curiosity, and a love of learning.

With high-quality literature at the heart of our broad and enriching curriculum, children develop the knowledge, skills, and understanding needed to become successful learners and confident individuals.

Our Commitment to Children with SEND

We are committed to raising the aspirations of all pupils, including those with SEND, ensuring that every child receives the support they need to succeed. To maximise the impact of our SEND provision and secure positive outcomes for our pupils, we:

- Identify pupils who may have Special Educational Needs at the earliest opportunity and promptly put appropriate support in place.
- Assess, plan, implement, and review provision regularly to ensure that support remains effective and responsive to individual needs.
- Work in accordance with the SEND Code of Practice (2015) and the Children and Families Act (2014).
- Adopt a whole-child approach, taking account of educational, social, emotional, physical, and mental health needs.
- Employ a qualified Special Educational Needs Coordinator (SENDCo) who works closely with the Senior Leadership Team, Inclusion Team, pastoral staff, families, pupils, and external agencies.
- Support and empower staff to identify and meet pupils' needs through high-quality professional development, advice, and guidance.
- Collaborate effectively with education, health, and social care professionals to ensure coordinated and joined-up support where required.
- Build strong partnerships with parents and carers, recognising them as key partners in their child's education.
- Use person-centred approaches to ensure that children and young people are involved in decisions about the support they receive.
- Maintain a clear focus on achieving positive outcomes and enabling pupils to become confident, independent, and successful learners.

This report forms part of Norfolk's SEND Local Offer, which brings together information on the support, services and provision available for children and young people with special educational needs and disabilities across Norfolk. For more information about Norfolk's Local Offer, please visit: SEND Local Offer - Norfolk County Council

What does SEND mean?

SEND stands for Special Educational Needs and Disabilities. A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them. This provision is additional to or different from that ordinarily available to children of the same age. SEND encompasses a wide range of needs and may affect a child's ability to learn, communicate, interact with others, or access the curriculum.

A child does not need a formal diagnosis to be identified as having SEND. While some children may have diagnosed conditions, others may simply require additional support to achieve their potential without undergoing a formal assessment or receiving a diagnosis.

The Special Educational Needs and Disability Code of Practice (2015) states that a child or young person 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 them from making use of educational facilities generally provided for others of the same age in mainstream schools or educational settings.

When a learner is identified as having SEND, we provide support that is additional to or different from the high-quality, inclusive teaching available to all pupils. This support is tailored to individual needs and aims to reduce barriers to learning, enabling each child to make progress and achieve their full potential.

What types of SEND do we support at Avenue Junior School?

We are proud to be an inclusive school that supports all children with SEND. We recognise that children's needs can change over time and that some children may experience difficulties across more than one area of need.

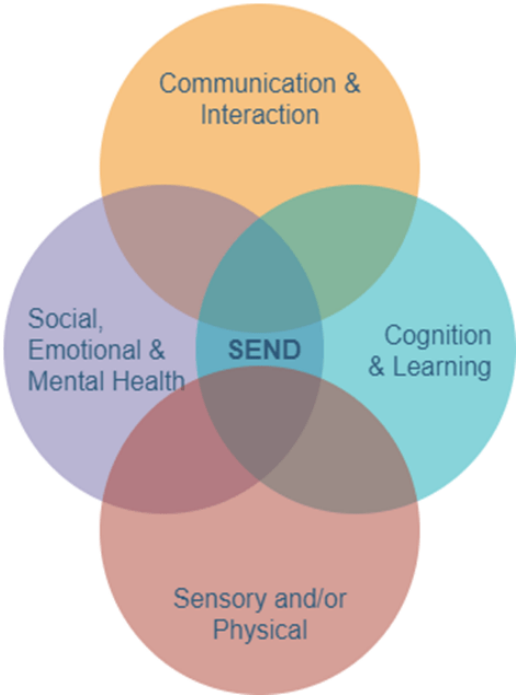
The SEND Code of Practice identifies four different categories of SEND:

Communication and Interaction (C&I)

Children and young people with speech, language and communication needs (SLCN) may experience difficulties communicating with others. This may include challenges with understanding language, expressing themselves, processing information, or understanding and using the social rules of communication. This area of need includes many autistic children and young people.

Cognition and Learning (C&L)

Children with cognition and learning needs may learn at a slower pace than their peers and may require additional support to access learning and make progress. This area includes children with specific learning difficulties (SpLD), such as dyslexia and dyscalculia, as well as those with moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties, or developmental delay.



Social, Emotional and Mental Health (SEMH)

Children and young people may experience a range of social, emotional and mental health difficulties that affect their ability to learn and engage with school life. These difficulties can present in different ways, including becoming withdrawn, experiencing anxiety, finding it difficult to regulate emotions, or displaying challenging behaviours. In some cases, attendance may also be affected. This area of need may include children with attention deficit hyperactivity disorder (ADHD), anxiety disorders, depression, attachment difficulties, or eating disorders.

Sensory and/or Physical Needs (S/P)

Some children require special educational provision because they have a disability or sensory need that affects their access to learning. This may include visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), developmental coordination disorder (DCD/dyspraxia), physical disabilities, or sensory processing differences.

Medical Needs

We also support children with medical needs, including conditions such as epilepsy, diabetes, severe allergies, and other long-term health conditions. Where a pupil has a medical need, we work closely with families and healthcare professionals to ensure that appropriate support is in place. Educational provision will be planned and delivered in coordination with the pupil's Individual Healthcare Plan (IHCP), where required.

We follow the statutory guidance for supporting pupils with medical conditions at school and ensure that staff receive appropriate training where necessary to support individual pupils safely and effectively. Further information can be found in our Medical Needs Policy.

SEND Stages – SEND Support, Monitoring, EHCP

We maintain a register of pupils identified as having Special Educational Needs and Disabilities (SEND) to ensure their needs are understood and appropriate support is provided. Pupils are included on the SEND register when they experience significantly greater difficulties in learning than their peers and require provision that is additional to or different from that ordinarily available. Placement on the register is always undertaken in partnership with parents/carers and, where appropriate, the child.



Once a pupil has been identified as having SEND, we follow the graduated approach: Assess, Plan, Do and Review. This cyclical process ensures that support is tailored to individual needs, regularly monitored and adapted to secure the best possible outcomes.

ASSESS

We gather information from a range of sources, including parents/carers, the child, school staff and any external professionals involved. Observations, assessments and progress data help us identify the child's strengths, needs and any barriers to learning, participation or wellbeing.

PLAN

We work with parents/carers, the pupil and relevant staff to plan support that addresses identified needs. This may include reasonable adjustments, adapted teaching approaches, additional classroom support or targeted interventions. Clear outcomes and review arrangements are agreed to ensure progress can be monitored.

DO

The agreed support is implemented and may include classroom adaptations, specialist resources, assistive technology or targeted interventions. The class teacher remains responsible for the pupil's learning and progress, working closely with support staff and other professionals as required.

REVIEW

Support is reviewed regularly, and at least termly, to evaluate progress towards agreed outcomes. Reviews involve the child, parents/carers, class teacher and SENDCo, and may take place through formal meetings or ongoing discussions. The review considers what has worked well, any ongoing concerns and whether changes to provision are needed. Where appropriate, a new cycle of Assess, Plan, Do, Review is initiated to ensure support continues to meet the child's needs.

Most pupils on our SEND register are identified as receiving SEND Support. For these pupils, a personalised SEND Support Plan is developed and reviewed using the graduated approach of Assess, Plan, Do, Review process highlighted above.

Monitoring – Some pupils may experience emerging difficulties with learning or progress that do not yet meet the threshold for SEND Support. In these circumstances, pupils may be placed on SEND Monitoring to ensure that concerns are identified, tracked and addressed at an early stage. A clear record of pupils on SEND Monitoring is maintained to support ongoing assessment, review and decision-making. Pupils on SEND Monitoring are not considered to be on the SEND Register and do not have a formal SEND Support Plan.

As part of SEND Monitoring, we use our Quality First Teaching (QFT) document to identify and implement targeted classroom strategies and adjustments, rather than creating a bespoke SEND support plan. These adaptations are designed to remove barriers to learning, promote progress and support pupils to achieve outcomes in line with their peers.

The impact of these strategies is still reviewed through the Assess, Plan, Do, Review cycle, in partnership with parents/carers. Where sufficient progress is made, strategies may continue as part of high-quality classroom practice without the need for additional SEND support. Where concerns remain despite this targeted monitoring and adaptation, we will discuss next steps with parents/carers and consider whether a formal SEND Support Plan is required.

At Avenue Junior School our SEND provision is informed by the Norfolk Inclusive Practice Framework (NIPF), which sets out the inclusive practice and support expected in mainstream educational settings across Norfolk. This replaces the previous Provision Expected and SEN Support (PEaSS) guidance and is now the county's single framework for inclusive practice in mainstream schools.

For further information, please visit:

- Norfolk Inclusive Practice Framework (NIPF)
- Norfolk SEND Local Offer: Inclusive Practice Framework

Education, Health and Care Plans - Some children and young people have needs that are more complex and require support that is additional to that ordinarily available through SEN Support. In these circumstances, a statutory assessment may be requested to determine whether an Education, Health and Care Plan (EHCP) is required.



An EHCP is a legal document that describes a child or young person's special educational needs, the outcomes they are working towards, and the provision required to support them across education, health and social care. Children with an EHCP continue to receive support within school, with provision tailored to meet their individual needs and enable them to achieve the best possible outcomes.

Further information about Education, Health and Care Plans can be found here.

Medical Needs – A medical condition or disability does not automatically mean that a child has special educational needs. However, where a child requires provision that is additional to or different from that ordinarily available to their peers in order to access learning, they may be identified as having SEND and included on the school's SEND register.

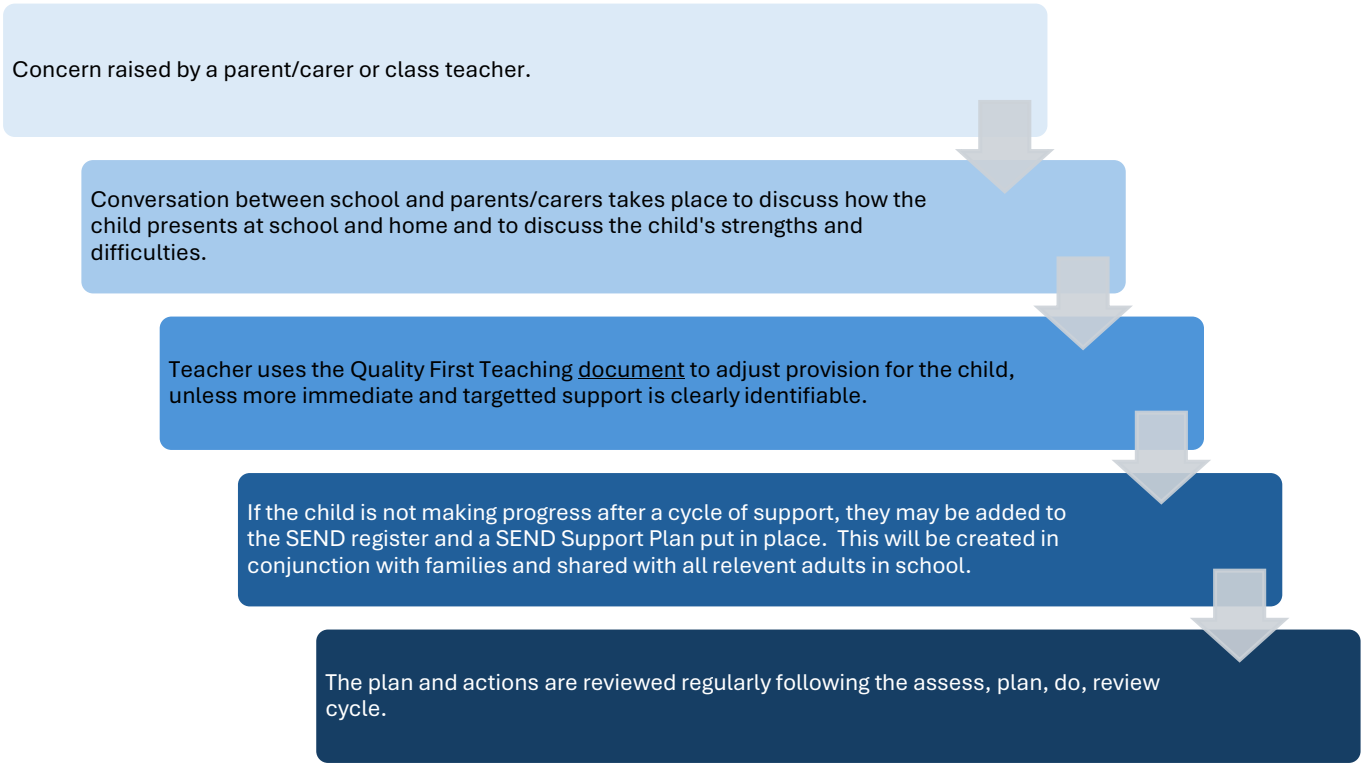
Children with SEND may or may not have an Education, Health and Care Plan (EHCP) and may receive support from a range of external professionals and specialist services, depending on their individual needs.

How does the school identify and assess pupils with SEND?

All teachers at Avenue Junior School are responsible for teaching and supporting pupils with SEND, and staff recognise the importance of early identification and intervention.

When pupils join Avenue Junior School, we work closely with families, previous schools or settings, and any involved professionals to gather information and ensure appropriate support is planned and in place from the outset. Where children join us with previously identified SEND, we will review all available information and continue appropriate support whilst establishing whether SEND provision remains required.

Throughout a child's time at school, we regularly monitor their progress and attainment. Assessment information is reviewed by class teachers, the SENDCo and the Senior Leadership Team. Where concerns arise about a child, we follow a stepped approach to identify needs, assess barriers to learning, and determine the most appropriate support. The route to identifying these needs typically follows the steps outlined below:



Where appropriate, we may use additional screening and assessment tools to better understand a pupil's strengths and areas of need. These provide valuable information to help inform provision but do not, in themselves, constitute a diagnosis of SEND.

We recognise that SEND exists on a continuum and that some pupils may require specialist support. Where necessary, we work with external professionals, including Speech and Language Therapists, Educational Psychologists, Specialist Support Services and CAMHS, to ensure children receive the most appropriate support for their needs. Occasionally we may also advise families to speak with a GP for a medical referral.

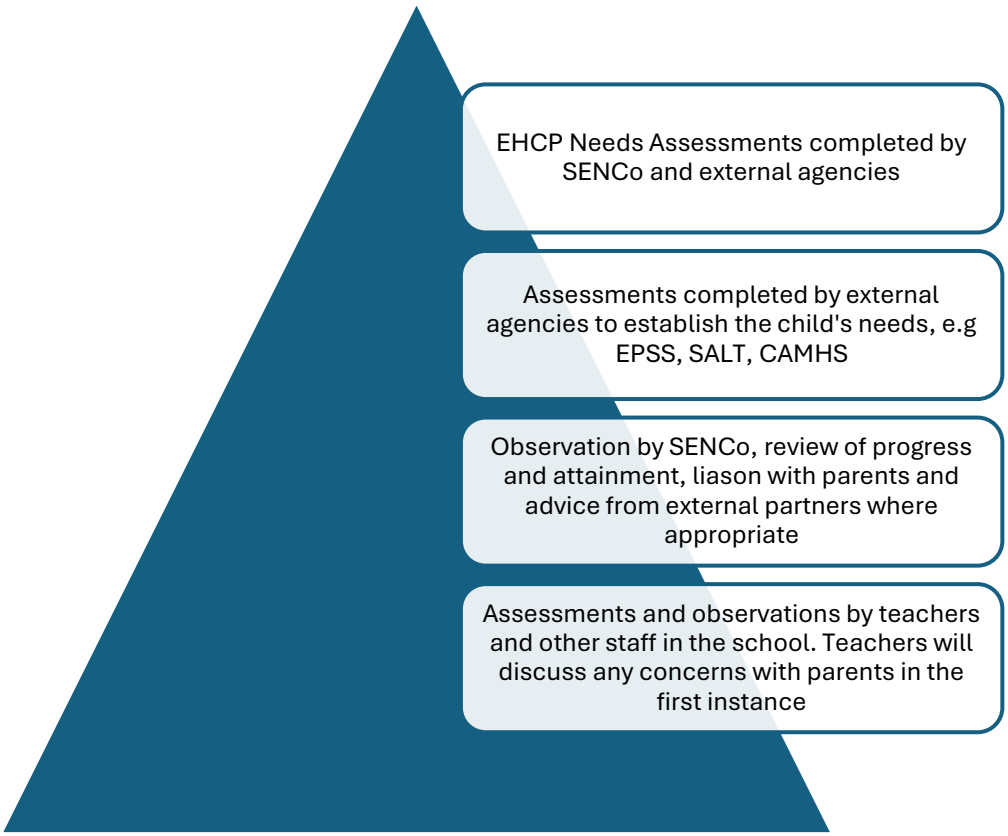
Some children and young people will remain on the SEND register throughout their time at Avenue Junior School. For others, SEND support may be needed for a shorter period as their needs change or barriers to learning are successfully addressed. We regularly review the needs of all pupils on the SEND register to ensure that provision remains appropriate, effective and responsive to their individual needs. We always consider whether there are any underlying difficulties or contributing factors when a concern is raised.

We recognise that children may require additional support for a variety of reasons and that not all pupils experiencing difficulties have Special Educational Needs. Factors such as extended absence, adverse childhood experiences, emotional wellbeing, medical conditions, changes in family circumstances, English as an Additional Language (EAL), or other barriers to learning may affect a child's ability to make progress.

We are committed to providing appropriate support for any pupil who may be vulnerable to underachievement. However, a pupil will only be identified as having SEND and placed on the school's SEND register where they have a learning difficulty or disability that requires special educational provision that is additional to, or different from, that ordinarily available to children of the same age.

In line with the SEND Code of Practice (2015), slow progress or low attainment alone does not necessarily indicate that a child has SEND, nor do difficulties arising solely from English as an Additional Language. Similarly, persistent disruptive or withdrawn behaviour may be an indicator of an unmet need but does not automatically mean that a child has SEND.

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



How does the school make provision for pupils with SEND?

The majority of pupils with SEND have their needs met through high-quality inclusive teaching, often referred to as Quality First Teaching. This may include:

- Adapting teaching approaches to meet different learning needs and learning styles.
- Personalised learning arrangements and reasonable adjustments.
- Targeted classroom strategies and interventions to support learning and engagement.

Our Quality First Teaching Document provides staff with a range of evidence-informed strategies to support pupils who may be experiencing barriers to learning. Provision is always tailored to the individual needs of the child and is informed by the Norfolk Inclusive Practice Framework (NIPF), which outlines Norfolk's expectations for inclusive practice and SEND support across all educational settings

If a child continues to experience difficulties in making progress despite a range of Quality First Teaching strategies being implemented, the class teacher and SENCO may, in partnership with parents/carers, decide that more specific and targeted support is required. At this stage, the child may be identified as requiring SEND Support, and the class teacher will follow the graduated approach of Assess, Plan, Do, Review. This process draws upon all available information about the child, including the views of the child, family, school staff and any relevant professionals, to determine the most appropriate support and provision.

What are Education Health and Care Plans (EHCPs)?

Where a child continues to experience significant difficulties despite appropriate SEND Support being in place, or where they have complex needs that require provision beyond that ordinarily available in school, the school and/or parents/carers may request an Education, Health and Care (EHC) needs assessment.

An Education, Health and Care Plan (EHCP) is intended for children and young people with complex special educational needs and disabilities who require a higher level of support. Following an EHC needs assessment, the local authority may issue an EHCP, which identifies the child's educational, health and social care needs, the outcomes being sought, and the provision required to support them. An EHCP is a legally binding document that sets out how education, health and care services will work together to meet the child's needs.

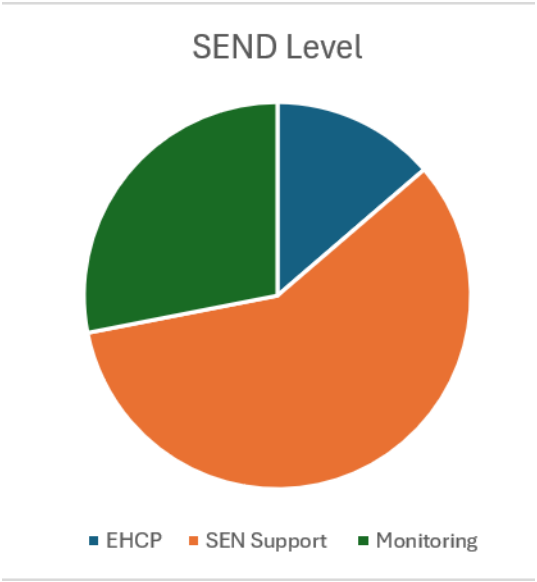
Norfolk County Council is responsible for carrying out EHC needs assessments and issuing EHCPs where appropriate under the Children and Families Act 2014. Further information about the assessment process and EHCPs can be found on the Norfolk County Council website: Education, Health and Care (EHC) Plans.

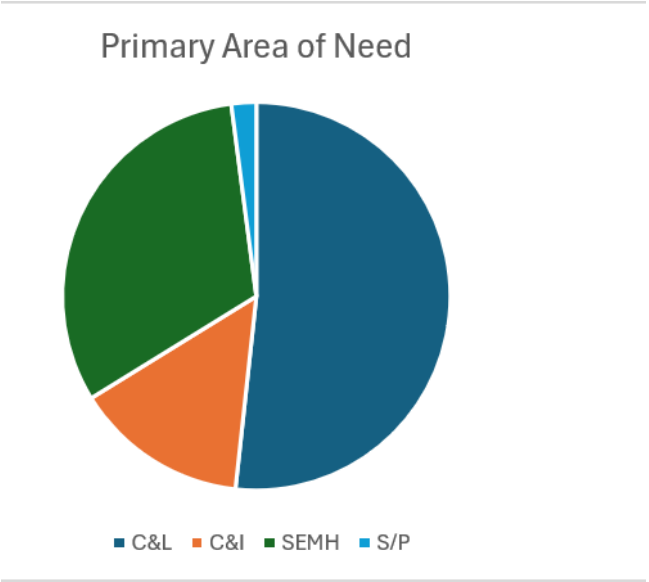
In some cases, Norfolk County Council may decide not to carry out an EHC needs assessment or not to issue an EHCP following assessment. Parents/carers and young people have the right to seek independent mediation and, where appropriate, appeal decisions to the First-tier Tribunal (Special Educational Needs and Disability). Further information is available on the Norfolk County Council website: Mediation and Tribunals.

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

	EHCP	SEN Support	Monitoring	C&L	C&I	SEMH	S/P
Year 3	3	15	21	21	0	15	3
Year 4	7	21	4	19	8	5	0
Year 5	5	22	4	15	8	8	0
Year 6	5	27	12	21	5	18	0
Total	21	85	41	75	21	46	3

The percentage of pupils at Avenue Junior School identified as having SEND (either SEN Support or an EHCP) is 23.3%, which is higher than the national average for primary schools of 20.8%. Of the school's 450 pupils, 18.8% are receiving SEN Support, compared to the national average of 14.8%. The 20 pupils with an Education, Health and Care Plan (EHCP) represent 4.4% of the total school population, which is slightly below the national average of 6.0%.





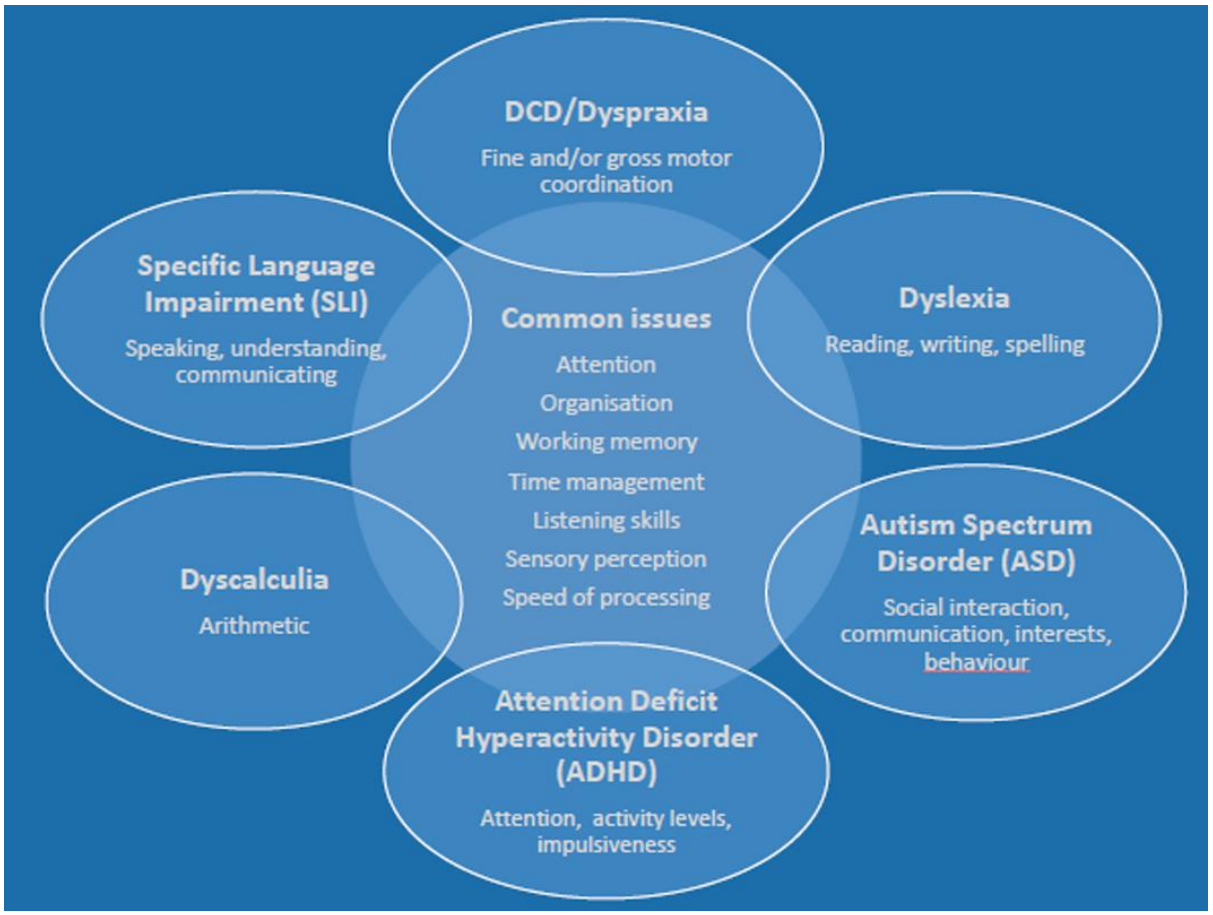
Of the 146 children currently identified on the school's SEND register (ECHP, SEN Support and SEN Monitoring), SEN Support represents the largest group (58.2%).

As in previous years, Cognition and Learning remains the most frequently identified primary area of need, followed by Social, Emotional and Mental Health (SEMH) needs. However, these figures relate only to pupils' primary identified need and do not capture the complexity of many children's profiles, where additional secondary and tertiary needs may also be present.

Understanding neurodiversity and Specific Learning Difficulties

Specific Learning Difficulties (SpLD) is an umbrella term used to describe a range of learning differences that can affect the way individuals acquire, process and retain information. These differences may impact areas such as literacy, numeracy, memory, organisation, coordination and information processing. Specific Learning Difficulties occur across the full range of intellectual ability and can vary considerably in their presentation and impact.

At Avenue Junior School, we recognise and celebrate neurodiversity within our school community and understand that every child has a unique profile of strengths and needs. We recognise that learning differences are often not immediately visible and that children may experience more than one co-occurring difficulty or area of need, as illustrated in the diagram below:



Every child with a Specific Learning Difficulty (SpLD) will have a unique profile of strengths and needs. Their experiences and outcomes are influenced by a range of factors, including their individual pattern of learning differences, abilities, interests, background and opportunities.

At Avenue Junior School, we recognise the importance of understanding the whole child rather than focusing solely on a diagnosis or label. While identification can help us understand and support a child's needs, effective support is based on an individual's strengths, areas for development, interests and aspirations. By taking this personalised approach, we can help children to develop confidence, achieve success and reach their full potential.

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

At Avenue Junior School, the progress of all pupils is carefully monitored and reviewed on a regular basis. Teachers use ongoing assessment, together with a review of attainment and progress data, to identify achievements, emerging needs and next steps in learning.

Each term, class teachers meet with members of the Senior Leadership Team to discuss the progress of every pupil through a structured Pupil Progress Review process. These meetings celebrate achievements, identify any barriers to learning and help to ensure that appropriate support is in place.

For pupils receiving SEND Support, parents/carers are invited to termly review meetings with the class teacher. These meetings form part of the graduated approach and provide an opportunity to evaluate the effectiveness of current provision and plan next steps. During these reviews we will:

- Celebrate strengths and achievements;
- Review progress towards agreed outcomes and targets;
- Identify any areas requiring further support;
- Agree appropriate provision and strategies;
- Discuss how parents/carers can support learning at home; and
- Agree any actions and responsibilities for the pupil, family, school and other professionals involved.

Where additional advice, assessment or specialist support is required, the school may consult with a range of professionals and services. These may include:

- The SENCO;
- Educational Psychology and Specialist Support (EPSS);
- Speech and Language Therapy;
- Physiotherapy Services;
- Hearing Support Services;
- Sensory Support Services;
- School Counselling Services;
- Neurodevelopmental Services;
- School Nursing Services; and
- Child and Adolescent Mental Health Services (CAMHS).

Assessment information, including baseline measures and the impact of targeted interventions, may also be used to inform decisions about support and future provision.

In addition to reviewing the progress of individual pupils, the effectiveness of SEND provision across the school is monitored regularly by the SENCO, Senior Leadership Team and Governors. This includes the analysis of pupil outcomes, attendance, behaviour, intervention impact, pupil voice, parent feedback and SEND provision mapping. Monitoring activities such as learning walks, work scrutiny and provision reviews help us to evaluate the quality and impact of SEND support and identify priorities for further development.

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

At Avenue Junior School, we are committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum. We make reasonable adjustments to teaching, learning and the environment so that pupils with SEND can participate fully in school life and achieve their potential.

High-quality, inclusive teaching is the foundation of our approach. Teachers are responsible for the progress and development of all pupils in their class and adapt teaching, resources and learning activities to meet individual needs. This is supported by the SENCO, specialist staff and, where appropriate, external professionals.

Adjustments and support may include:

- visual supports, such as visual timetables, prompts and models;
- practical and multi-sensory learning approaches;
- adapted resources, including enlarged text, symbols, audio formats or assistive technology;
- specialist equipment and resources;
- personalised or modified timetables;
- structured support for organisation, communication and independence;
- sensory adaptations and access to regulation spaces;
- movement breaks and sensory strategies;
- now-and-next boards and other communication supports;
- targeted interventions delivered individually or in small groups;
- adaptations to the physical environment, including accessible facilities and equipment where required.

The school has access to a range of specialist equipment and resources to support pupils with SEND. These may include assistive technology, visual communication resources, sensory equipment, adapted furniture, writing aids, specialist intervention materials and resources recommended by external professionals. Where required, we work with specialist services to identify and access appropriate equipment to support a child's learning, independence and participation in school life.

At Avenue Junior School, all classrooms follow an inclusive classroom approach, designed to remove barriers to participation and learning from the outset. This approach recognises that children learn in different ways and incorporates evidence-informed strategies that benefit all learners, including those who are neurodivergent or have identified SEND.
Where additional expertise is needed, we work closely with parents/carers and may seek advice from external services, such as Educational Psychology and Specialist Support (EPSS), Speech and Language Therapy, Health Services and other specialist professionals, to help ensure that provision is tailored to a child's individual strengths and needs.
Further information can be found in the school's Accessibility Plan and Quality First Teaching Document.

What other provision is available for my child?

The Provision Map on the school website sets out the range of support and interventions that may be available for pupils with additional needs. Support is delivered by teachers and support staff and is tailored to the individual strengths, needs and outcomes identified for each child.

Where a pupil requires support beyond that ordinarily available through classroom provision, the school may seek involvement from a range of specialist services. These may include:

- Educational Psychology and Specialist Support (EPSS);
- Speech and Language Therapy Services;
- Occupational Therapy Services;
- Specialist Social, Emotional and Mental Health (SEMH) Support;
- Autism and Neurodevelopmental Support Services;
- Access Through Technology Services;
- Sensory Support Services, including support for children with hearing or vision impairments;
- SEND and Inclusion Services;
- Specialist Outreach Services;
- School Nursing and Health Services; and
- Other Local Authority or NHS services, as appropriate

Where a pupil receives support from health or social care services, the SENCO works closely with professionals to coordinate provision and ensure a joined-up approach. Advice and recommendations from therapists, medical professionals, social workers and other agencies are considered when planning support and may be incorporated into SEND Support Plans, Individual Healthcare Plans and EHCP provision where appropriate.

Any additional provision or intervention will be carefully planned through the graduated approach of Assess, Plan, Do, Review. Before introducing new support, staff will work with the child and their parents/carers to identify the intended outcomes and agree how success will be measured. Baseline information may be gathered so that the impact of the provision can be evaluated over time.

Children, parents/carers and school staff are actively involved in reviewing progress and the effectiveness of support. For pupils receiving SEND Support, this will usually take place through termly SEND review meetings and updates to the child's SEND Support Plan. These reviews help us to celebrate achievements, consider next steps and ensure that provision remains appropriate to the child's needs.

For pupils with an Education, Health and Care Plan (EHCP), progress is monitored and discussed regularly throughout the year in the same way. In addition, the EHCP is reviewed formally at least annually, with the child, parents/carers, school staff and relevant professionals contributing to the review process.

Enhanced Provision

In addition to the support available through our mainstream provision, Avenue Junior School hosts an Enhanced SEND Provision (ESP) called Acorns. Acorns provides a specialist learning environment for a small number of pupils on roll at our school whose complex needs require a more personalised approach than can ordinarily be provided within a mainstream classroom.

The provision is registered with the Department for Education and offers highly individualised support within a structured, nurturing and low-arousal environment. A high adult-to-pupil ratio enables children to receive personalised teaching, targeted support and opportunities to develop independence, communication and self-regulation skills.

Teaching within Acorns is tailored to each pupil's individual strengths and needs. Staff use a range of evidence-informed approaches, including visual supports, structured routines, multisensory learning opportunities and adapted teaching strategies. Pupils are supported to develop their emotional regulation through consistent approaches, including the Zones of Regulation framework, access to sensory supports and the use of calm and safe spaces.



The Acorns curriculum is highly personalised and draws upon elements of the National Curriculum alongside other appropriate frameworks and approaches. Learning, progress and attainment are closely linked to individual SEND outcomes and, where applicable, the outcomes specified within a pupil's Education, Health and Care Plan (EHCP). Assessment systems are designed to recognise and celebrate small but meaningful steps of progress across academic learning, communication, independence, self-care, social development and emotional regulation.

Places within Acorns are available only to pupils on roll at Avenue Junior School. Pupils accessing the provision typically have complex needs, including significant difficulties in the areas of Communication and Interaction and Cognition and Learning, and require a highly personalised curriculum and enhanced levels of support.

Further information about Acorns can be found on our website: Acorns - Avenue Junior School.

What extra-curricular activities are available for pupils with SEND?

At Avenue Junior School, we are committed to ensuring that all pupils have equal opportunities to participate in the wider life of the school. We believe that extracurricular activities, educational visits and enrichment opportunities play an important role in developing children's confidence, independence, wellbeing and social relationships.



We offer a range of clubs, activities and enrichment opportunities throughout the year, and we endeavour to make reasonable adjustments so that pupils with SEND can access these alongside their peers. If a child requires additional support to participate, we will work closely with parents/carers and relevant staff to identify and implement appropriate adjustments.

In addition to after-school clubs, pupils have opportunities to take part in educational visits, swimming lessons and residential experiences. We are committed to ensuring that these activities are accessible to all pupils wherever reasonably possible. Where a child has additional needs, we will work in partnership with parents/carers and, where appropriate, external professionals to plan any necessary adjustments, assess potential risks and ensure appropriate support is in place.

Our approach is underpinned by the principles of inclusion and equality. We recognise our duties under the Equality Act 2010, including the requirement to make reasonable adjustments for disabled pupils and to ensure that no child is disadvantaged because of a protected characteristic. We are committed to removing barriers to participation and enabling all pupils to engage fully in school life.

What support is available for improving the emotional and social development of pupils with SEND?

At Avenue Junior School, we recognise that positive emotional wellbeing is fundamental to learning, development and achievement. We are committed to creating a nurturing, inclusive environment where children feel safe, valued and understood. All staff are trained in approaches that support emotional wellbeing and self-regulation. We use the Zones of Regulation framework to help children develop an understanding of their emotions, recognise how they are feeling and learn strategies to manage and regulate their responses.

Developing pupils' social and emotional skills is embedded throughout school life. We encourage children to express their views, build resilience, manage friendships and develop confidence and self-esteem through supportive relationships with trusted adults and peers. Where a child requires additional support, a range of targeted interventions and pastoral support may be available, including:

- Targeted emotional wellbeing and self-regulation programmes;
- Social skills groups;
- Therapeutic play-based interventions;
- Lego Therapy;
- Nurture and connection-based approaches;
- Support from a trusted adult;
- Pastoral mentoring;
- Early Help support;
- Forest School programmes; and
- Other personalised interventions identified through the graduated approach.

Much of our pastoral support is delivered as part of everyday school life by staff within year groups. Additionally, we have a dedicated pastoral team, including two Pastoral Workers and a Family Engagement Officer, who provide targeted support for pupils experiencing additional social, emotional or mental health difficulties. The team works closely with children, families and external agencies to ensure appropriate support is available when needed.

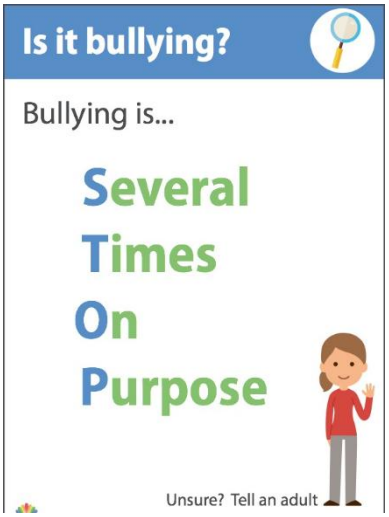
Some members of staff have undertaken additional specialist training in areas such as children's mental health, emotional wellbeing and bereavement support. We also offer targeted support for vulnerable groups of pupils, including young carers and those experiencing significant life events or emotional challenges.

We are committed to promoting positive behaviour through a relational and restorative approach. Our Behaviour Policy and Anti-Bullying Policy set out how we support all pupils to feel safe, respected and included within our school community.

What happens if my child is being bullied?

At Avenue Junior School, we are committed to creating a safe, inclusive and respectful environment where every child feels valued and able to thrive. We recognise that some children with SEND may be more vulnerable to bullying, including difficulties with friendships, social communication, understanding social situations or reporting concerns.

We take all incidents of bullying seriously and act promptly to investigate and resolve concerns. Through our curriculum, assemblies, pastoral support and everyday interactions, we actively promote kindness, respect, acceptance of difference and positive relationships.



Staff work closely with pupils to help them develop social skills, emotional literacy, self-advocacy and confidence. Additional support may be provided where needed to help children build friendships, understand social situations and develop strategies for staying safe.

If concerns about bullying arise, we encourage pupils and parents/carers to speak to a member of staff as soon as possible. We will listen carefully, work in partnership with families and take appropriate action to ensure that all children feel safe and supported. Details of our approach can be found in our Anti-Bullying Policy.

Useful sources of advice and support include:

- Childline - Bullying Advice
- Kidscape
- Anti-Bullying Alliance

We want every child to feel safe, included and respected, and we are committed to working together with pupils, families and staff to prevent bullying.

How can I raise a concern or complaint about the SEND provision at the school?

At Avenue Junior School, we believe that positive relationships and open communication between home and school are essential to supporting children with SEND effectively. We encourage parents/carers to contact us as soon as possible if they have a question, concern or suggestion about their child's education or SEND provision.

In the first instance, parents/carers should speak to their child's class teacher, as they have day-to-day responsibility for the learning and wellbeing of all pupils in their class, including those with SEND. Many concerns can be resolved quickly through discussion and partnership working.

If further support is required, parents/carers may wish to contact the SENCO, who has strategic responsibility for coordinating SEND provision across the school and can provide additional advice and support. The SENCO will work alongside families, teachers and, where appropriate, external professionals to review concerns and identify appropriate next steps.

We are committed to listening to the views of children and their families and to working collaboratively to find solutions whenever concerns arise. We take all concerns seriously and will make every effort to resolve issues promptly, fairly and transparently.

If a parent/carer remains dissatisfied after discussing their concerns with the class teacher and SENCO, they may follow the school's formal Complaints Procedure. Details of this procedure are available on the school website - HCF Complaints Procedure 2024-26. Parents/carers can also access independent information, advice and support through Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service), which provides free, confidential and impartial advice on SEND-related matters.

By working together with families, we aim to ensure that every child receives the support they need to achieve their full potential and have a positive experience of school.

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

There is a wide range of support available for children and young people with SEND and their families across Norfolk.

The Norfolk SEND Local Offer brings together information about education, health and social care services for children and young people aged 0-25 with SEND. It includes information about local support services, specialist provision, parent support groups, leisure activities, financial support and guidance for families. The Local Offer is available at Norfolk SEND Local Offer.

Parents and carers can also access free, confidential and impartial advice through Norfolk SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). SENDIASS provides information and support on topics including SEN Support, Education, Health and Care Plans (EHCPs), annual reviews, mediation, transport, school meetings and SEND-related concerns.

- Telephone: 01603 70407
- Email: norfolksendiass@norfolk.gov.uk
- Website: Norfolk SENDIASS

Families can access SEND guidance and support through the Norfolk County Council website - SEND advice and support - Norfolk County Council. Further guidance can be sought from the SEND and Inclusion Support Line. This is an support service for both parents/carers and professionals. Further details can be found here - SEND and inclusion support line - Norfolk County Council. The direct number for the SEND and Inclusion Team is 0333 313 7165

Parents may also wish to connect with Family Voice Norfolk, the county's Parent Carer Forum. Family Voice Norfolk is an independent organisation run by parents and carers of children and young people with SEND. It provides opportunities for families to share experiences, influence local services and access information and support from other parents with lived experience of SEND.

Additional information about support available to families, including Short Breaks, Family Hubs, financial support, parent carer assessments, support groups and activities for children and young people with SEND, can be found through the Norfolk SEND Local Offer.

Supporting Transition for Pupils with SEND

We recognise that periods of transition can be exciting but also challenging for children and young people, particularly those with SEND. We work closely with pupils, families, previous settings and receiving schools to ensure that transitions are carefully planned and well supported.

The level of support provided will be tailored to the individual needs of the child. For some pupils, a standard transition process may be sufficient, while others may benefit from a more personalised or enhanced transition programme. For children with EHCP's it is common place for their to be specific guidance around transition periods.

Transition Stage	Examples of Additional Arrangements for Pupils with SEND
Joining Avenue Junior School	- Timely transfer of records and SEND information - Contact with parents/carers and previous settings where appropriate - Liaison with professionals involved in supporting the child - Individual transition plans where required - Visits to the school and opportunities to meet key members of staff
Moving Between Classes	- Transition meetings between current and new class teachers - Sharing of successful strategies, provision and support plans - Transition books, social stories and visual supports - Visits to the new classroom and opportunities to meet new adults - Enhanced transition arrangements for pupils who may benefit from additional preparation
Moving to Another School	- Timely transfer of records and SEND documentation - Liaison between SENCOs to share information about the child's strengths, needs and support arrangements - Transition meetings with the receiving school where appropriate - Additional support for the pupil and family during the transition process
Transition to Secondary School	- Early liaison between the Avenue Junior School SENCO and receiving secondary school SENCO - Timely transfer of records and SEND documentation - Transition workshops and preparation activities for pupils - Additional transition visits where appropriate - Transition meetings involving pupils, families and professionals • Personalised transition resources and enhanced transition arrangements for pupils requiring additional support

What support is available for children who are looked after by the Local Authority and have SEND?

We recognise that children who are looked after by the Local Authority, and those who have previously been looked after, may face additional barriers to learning and wellbeing. We are committed to ensuring that these pupils receive the support they need to achieve positive educational and personal outcomes.

At Avenue Junior School, the Designated Teacher for Looked After and Previously Looked After Children is Susanna Manrique. The Designated Teacher works closely with teaching staff, the SENCO, families, social workers, Virtual School staff and other professionals to ensure that children's needs are identified and supported effectively.

The progress, attendance, wellbeing and wider development of looked after children are monitored carefully through regular review processes. Their progress is discussed as part of our termly Pupil Progress Reviews, enabling us to identify strengths, celebrate achievements and respond quickly to any emerging needs.

Where a looked after child also has SEND, support is coordinated through both their SEND and care planning arrangements. This includes:

- termly SEND review meetings and SEND Support Plans;
- coordinated support through an Education, Health and Care Plan (EHCP), where applicable;
- regular review and monitoring of progress and wellbeing;
- close communication between school, families, social care and other professionals;
- personalised support to address identified barriers to learning, participation and achievement.

The child's Personal Education Plan (PEP) is used alongside any SEND Support Plan or EHCP to ensure that support is joined up, outcomes are aligned and all professionals are working towards shared goals. SEND information and progress updates contribute to PEP reviews and discussions with the Local Authority and other agencies involved in supporting the child.

Suspension and Exclusion

At Avenue Junior School, we are committed to creating an inclusive environment in which all pupils, including those with SEND, can succeed and thrive. We recognise that behaviour is a form of communication and seek to understand and address the underlying factors that may influence a child's behaviour, including any unmet special educational needs, disabilities, social, emotional or mental health needs.

Where difficulties arise, we work closely with pupils, parents/carers and, where appropriate, external professionals to identify effective strategies and provide appropriate support. This may include reasonable adjustments, pastoral support, SEND provision and targeted interventions to help pupils engage successfully with learning and school life.

Our aim is always to avoid the need for suspension or exclusion wherever possible. However, there may be occasions where a suspension is necessary, or in exceptional circumstances a permanent exclusion may be considered. Any decision will be made in accordance with statutory guidance, taking account of the individual circumstances of the pupil and any relevant SEND or additional needs.

A permanent exclusion would only be considered as a last resort in response to a serious breach, or persistent breaches, of the school's Behaviour Policy, where allowing the pupil to remain in school would seriously affect the education, welfare or safety of the pupil or others within the school community.

Further information can be found in our Behaviour Policy and Suspensions and Exclusions Policy, available on the school website.

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

We are committed to developing staff knowledge and expertise so that children with SEND receive high-quality, inclusive support. All teaching and support staff receive regular SEND training through staff meetings, professional development opportunities, specialist services and guidance from the SENCO.

Recent areas of training have included:

- Adaptive Teaching and Inclusive Classroom Practice;
- Supporting Communication and Language through visuals and dual coding.
- Declarative Language Approaches;
- Sensory Processing and Self-Regulation;
- Zones of Regulation;
- Emotion Coaching;
- Lego Therapy

Training priorities are reviewed regularly and form part of the school's ongoing professional development programme. Where a specific need is identified for an individual pupil or group of pupils, additional specialist training may be sought from the Local Authority, health professionals or other external agencies to ensure staff have the knowledge and skills required to provide effective support.

Staff are also trained in Norfolk STEPS, which promotes positive relationships, early intervention, prevention and de-escalation strategies to support pupils whose behaviour may be affected by communication, learning, sensory or emotional needs. A small number of designated staff have received additional training in the safe use of physical intervention, which would only ever be used as a last resort to prevent harm to a child or others.

Several members of staff have undertaken specialist training to deliver targeted interventions such as Colourful Semantics and Attention Autism. Staff across the school also access training and guidance in areas such as autism, speech and language development, emotional wellbeing and specific learning difficulties, enabling them to adapt their practice to meet the diverse needs of learners.

What happens if my child needs to be restrained?

Our priority at school is to maintain a safe, supportive and inclusive environment for all pupils. Staff are trained to use a range of preventative and de-escalation strategies to support children who may become distressed, dysregulated or present behaviour that could place themselves or others at risk.

All staff receive training in Norfolk STEPS, which promotes positive relationships, emotional regulation, early intervention and de-escalation. We have trained Norfolk STEPS Tutors within the school who provide ongoing guidance and support to staff in responding to individual pupils' needs.

On rare occasions, it may be necessary for staff to use physical intervention to prevent a child from causing harm to themselves or others, causing serious damage to property, or where there is a significant risk to safety. Specific training is delivered to staff to ensure that they can intervene confidently and in a way that minimises harm to both adults and children. Any intervention will always be reasonable, proportionate and necessary and carried out in accordance with the school's Restrictive Intervention and Safe Touch Policy and relevant statutory guidance.

Where physical intervention is used:

- the least restrictive approach appropriate to the situation will be used;
- the child's dignity and wellbeing will remain a priority;
- the incident will be recorded and reviewed;
- parents/carers will be informed as soon as possible, usually on the same day; and
- the school will consider whether any adjustments to support, provision or risk management arrangements are required to help prevent future incidents.

We recognise that behaviour is often a form of communication and seek to understand the underlying causes of distress or dysregulation. Following any significant incident, staff will work with the child, parents/carers and, where appropriate, other professionals to identify strategies that can support the child's wellbeing and reduce the likelihood of similar situations occurring in the future.

How are children consulted about their provision?

At Avenue Junior School, we believe that children should be actively involved in decisions about their education and support. We are committed to listening to pupils' views, understanding their experiences and ensuring that their voices are considered when planning, delivering and reviewing SEND provision.

We gather pupil voice in a variety of ways, including:

- involving children in termly SEND review meetings where appropriate;
- discussing progress, strengths, interests and aspirations when reviewing SEND Support Plans and EHCP outcomes;
- consulting with pupils when planning individual support, interventions and personalised timetables;
- regular check-ins with trusted adults to review how support is working and identify any changes that may be needed;
- classroom communication systems and opportunities for children to share their thoughts, feelings and concerns;
- pupil surveys and questionnaires;
- whole-school consultation activities through our Smart School Council programme.

Smart School Council provides all pupils with regular opportunities to share their views, contribute ideas and influence aspects of school life. While this is not SEND-specific, it ensures that the voices of children with SEND are represented alongside those of their peers and helps us gather feedback on issues that matter to all pupils.

We recognise that children communicate their views in different ways. Where needed, staff use visual supports, prompts, structured conversations or alternative communication methods to help pupils express their opinions and contribute meaningfully to decisions about their education and wellbeing.

We value the views of children and work in partnership with families to ensure that support is shaped around each child's individual strengths, needs, interests and aspirations.

How is SEN funding used to support pupils with SEND?

Avenue Junior School receives funding from the Local Authority and central government to upport pupils with special educational needs and disabilities (SEND). For the 2026-2027 financial year, the school's notional SEND budget is £290,778. In addition, the school receives £134,544 of High Needs (top-up) funding to support pupils with the most complex levels of need. This information is detailed below:

BUDGET SHARE FOR THE FINANCIAL YEAR 2026/2027

(included in budget share)

Avenue Junior School		**Locn**	**EB1246**
			£
SEN Budget			**425,314**
I01 - Funds Delegated by the LA			
1.2 Basic Per-Pupil Entitlement	Basic School Allocation - primary £81.20 per pupil, KS3 £113.61per pupil and KS4 £128.08 per pupil.	Notional	**37,677**
1.3 Lump Sum	Basic School Allocation £9,153 per-school	Notional	**9,153**
1.9 Deprivation		Notional	**73,563**
1.10 Low Cost High Incidence SEN		Notional	**170,377**
1.13 Specialist Resource Base/Deaf Resource Base		Additionally allocated	**0**
Please note, for any SRB children on roll at the school in the October census, the first £4,000 is included in the BPPE and pupil-led factors. Please see Budget Share Guidance Part 1, section 13 for a worked example.			
I01 SEN TOTAL			**290,770**
I03 - SEN Funding			
3.1 High Needs Top-Up Funding (SRB/DRB) - Subject to review of occupancy level		Additionally allocated	**0**
3.2 AP & Inclusion Funding		Additionally allocated	**0**
3.3 High Needs Support & Top Up Funding (SEND E3 Funding)			
	2025/26 (Prior Yr) Cohort E3 Funding Adjustments	Paid	
	Summer Term 26 Planned Cohort E3 Allocation	Paid	**63,155**
	AutumnTerm 26 Planned Cohort E3 Allocation		**0**
	AutumnTerm 26 Planned Cohort E3 Allocation	Paid	**40,794**
	Spring Term 27 Planned Cohort E3 Allocation	Unallocated	**30,595**
3.3 High Needs Support & Top Up Funding (SEND E3 Funding) Planned Allocation (Unallocated) Total			**30,595**
3.3 High Needs Support & Top Up Funding (SEND E3 Funding) Paid Allocation Total			**103,949**
3.3 High Needs Support & Top Up Funding (SEND E3 Funding) Paid Allocation & Planned Total			**134,544**

Schools are expected to use their available resources to provide appropriate support for pupils with SEND through high-quality teaching, reasonable adjustments, targeted interventions and specialist provision. This funding helps the school to provide additional staffing, resources, training, interventions and support programmes for pupils with identified needs.

For pupils with more complex needs, the Local Authority may allocate additional High Needs (top-up) funding. In Norfolk, this funding is determined by the level of need and provision required, rather than solely by whether a child has an Education, Health and Care Plan (EHCP). Schools are expected to contribute the first £6,000 of additional SEND provision for eligible pupils before top-up funding is accessed.

The school carefully monitors how SEND funding is used to ensure that resources are deployed effectively and help pupils achieve positive educational, social and emotional outcomes.

For further information regarding SEND funding arrangements, please click here.

How can I contact the school about my child?

We value strong partnerships between home and school and encourage parents/carers to contact us whenever they have a question, concern or information they would like to share. Open and regular communication helps us work together to support every child's learning, wellbeing and development.

In the first instance, parents/carers are encouraged to contact their child's class teacher, who is responsible for their day-to-day education and wellbeing. There are a number of ways to communicate with school:

- **Face-to-face conversations** at appropriate times before or after the school day;
- **Class Dojo**, our school-wide communication platform, which allows parents/carers to communicate with teachers, receive school updates and celebrate children's achievements;
- **Telephone calls**, which can be arranged through the school office. Staff will endeavour to respond as soon as possible, although this may not always be on the same day for non-urgent matters;
- **Email** via the school office, which will be forwarded to the appropriate member of staff; and
- **Home-School Communication Books**, where these form part of a child's SEND Support Plan or individual provision arrangements.

Parents/carers of pupils with SEND are also encouraged to attend termly review meetings and to maintain regular contact with the class teacher and SENCO where appropriate. We recognise the importance of effective communication and will make reasonable adjustments where required to ensure that all families can access information and contribute to discussions about their child's education.

Who is the SENCO and what is their role?

The Special Educational Needs Coordinator (SENCO) is responsible for overseeing SEND provision across the school and is a member of the Senior Leadership Team. The SENCO is also a qualified teacher and is working towards the statutory SENCO qualification (NPQSENCO). They work closely with school leaders, governors, teachers, support staff, families and external professionals to ensure that pupils with SEND receive the support they need to achieve their potential.

The SENCO plays a key role in promoting an inclusive culture and ensuring that the needs of pupils with SEND are considered across all aspects of school life. Their responsibilities include:

- working with the Headteacher, Senior Leadership Team and SEND Governor to lead the strategic development of SEND provision across the school;
- coordinating and monitoring the effectiveness of SEND provision and support;
- advising and supporting staff to deliver high-quality, inclusive teaching and appropriate adaptations for pupils with SEND;
- supporting the graduated approach of Assess, Plan, Do, Review;
- working in partnership with parents/carers and pupils to ensure that support is person-centred and outcomes-focused;
- coordinating referrals to, and liaison with, external services and specialist professionals;
- advising on the effective deployment of resources and SEND funding;
- supporting smooth transitions between classes, schools and phases of education;
- ensuring that statutory duties relating to SEND, equality and accessibility are met;
- maintaining accurate and up-to-date SEND records; and
- championing the voice, inclusion, wellbeing and achievement of pupils with SEND.

At Avenue Junior School, we believe that supporting children with SEND is a shared responsibility. The SENCO works collaboratively with staff, families and other professionals to remove barriers to learning, promote inclusion and ensure that every child is supported to thrive.

The SENCO and Assistant Head of School (Curriculum) at Avenue Junior School is Daniel Lowe.



Contact Details:

Email: senco@avenuejunior.org
Phone: 01603 441034

Other Key Staff Include:

		
Michael Bunting Executive Headteacher exechead@heighamcf.org	**Mike Hooper** Head of School head@avenuejunior.org	**Susanna Manrique** Assistant Head of School (Wellbeing, Equity and Engagement) smanrique@heighamcf.org

		
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