



SEN Information Report for Angel Road Infant and Junior School 2018-19: Part of the Norfolk Local Offer for learners with SEN-D

Introduction

Welcome to Angel Road Infant and Junior School SEN Information Report which is part of the Norfolk Local offer for learners with Special Education Needs (SEN). We are also now part of the Diversa Trust. All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information is updated annually. The required information is set out in the SEN regulations which can be found [here](#)

The Angel Road schools are committed to working together with all members of our schools community and within the cluster. This SEN Information Report has been produced and shared with all members of the school community including school staff, pupils, parents/carers and governors. We welcome any feedback and involvement on our offer. The best people to contact from September 2018 are:

Mrs Lucie Farley: Assistant Headteacher/SENCo

Muur de Roberts: SEN Governor

Mr Chris Read: Head teacher

If you have any specific questions about the Norfolk Local Offer please go [here](#)

If you feel that your child may have SEN please speak to the Class Teacher or contact Mrs Farley on 01603 425494 or 427113. Alternatively email Mrs Farley at:

senco@angelroadinfant.norfolk.sch.uk.

Our Vision

At Angel Road our motto is 'Happy, Healthy, Aiming High!'

We aim to:

- Provide a curriculum that the children enjoy and inspires them to develop interests and ambitions.
- Promote a caring, secure and happy atmosphere for adults and children where team work and friendships are valued.
- Create an inclusive school where behaviour and attitudes help children learn.
- Help children, families and staff make healthy choices to support their well-being.
- Support parents to help their children learn and develop.
- Ensure high quality teaching, helping children to reach high standards and gain an understanding of the world around them.

Matching the curriculum to a child's needs

All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.

Assessment for learning

This is an integral part of teaching and learning at Angel Road. When a pupil seems to have more difficulty than others during the school day, adjustments must be made for this in terms of the activities, presentation, teaching styles, timing etc of lessons and social times. In most cases, this on-going formative assessment should allow all children to achieve the concept or skill being aimed for. Where it does not, strategies or resources that are '*additional to and different from*' must be identified that will allow the child to access the curriculum: Special Educational Needs Provision.

Our approach to teaching learners with SEN

At Angel Road we strive to support all children to achieve at school and to meet their individual needs. We aim to help all learners reach their full potential and we are committed to our responsibility towards the identification and assessment of special educational needs.

At Angel Road we offer a range of extra provision to support children as well as excellent general teaching practice, making reasonable adjustments to support learning where necessary.

What is SEN and SEND?

At different times in their school life a child or young person may have a special education need. The Code of Practice describes SEN as:

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

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or***
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”***

The Equality Act 2010 definition of disability is:

“A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.” Section 1(1) Disability Discrimination Act 1995

This includes children with long term health conditions such as Asthma, Diabetes, Epilepsy and Cancer. Children and young people who suffer from these conditions would not necessarily have SEN, but there is a definite overlap between disabled children and young people and those with SEN. Therefore, children and young people may be covered by both SEN and disability legislation.

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

Changes to SEND

From the 1st of September 2014 a new Code of Practice has been in place for SEND.

SEN comes under four headings;

- a. Communication and Interaction
- b. Learning and Cognition
- c. Social, Emotional and Mental Health
- d. Physical and Sensory

All children identified with SEN will now be recorded as being in one of those categories.

Our SEN profile for 2018– 2019 shows that we have 18% of children identified as having SEN, and less than 1.5% of those are children with statements or Educational Health Care Plans.

6.1% of children identified as having SEN linked to Cognition and Learning

3.9% linked to Communication and Interaction

7% linked to Social, Emotional and Mental Health

0.3% linked to Physical and Sensory

Education Health Care Plan

From September 2014 children who would have previously been given a statement of Special Educational Needs, now will be put forward for an Education Health and Care Plan.

“A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.” SEND Code of Practice (January 2015).

An Educational Health and Care Plan is very similar to the previous statement of Special Educational Needs. The main difference is that the support is now from 0-25 years of age for all children who attain one of the plans. Furthermore, an Educational Health and Care Plan works with all agencies meeting with the parents/carers and child. For further information go to [here](#)

An Educational Health and Care Plan's level of support would be appropriate for children whose learning needs are severe, complex and lifelong and who as a consequence need more hours of support in school. If a child has a Statement or Educational Health and Care Plan these will be formally reviewed annually or as the child's needs change.

How SEN is identified at Angel Road

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

Learners can struggle to make progress for many reasons. They may have been absent from school, they may have attended many schools and not had a consistent opportunity for learning. Others may have EAL (English as an additional language) or may be worried or concerned about other issues, such as home life, that might distract them from their learning. At Angel Road we are committed to ensuring that all learners have access to learning opportunities, and for those who are risk at not learning, we will intervene and support their needs. However, this does not mean that all vulnerable learners have SEN. Only those children with a difficulty that effects their learning which requires special educational provision will be identified as having SEN.

At Angel Road children could be identified as having SEN through a variety of ways including the following:-

- Child performing significantly below age expected levels that require extra provision to be made.
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with a previous school
- Liaison with external agencies
- Health diagnosis through paediatrician

What should I do if I think my child may have special educational needs?

Your child's class teacher will meet with you formally at least twice a year, in order to discuss your child's progress and the support that they are receiving. Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.

If you have further concerns regarding your child's special educational needs having spoken to the class teacher, then please contact Mrs Farley. An appointment can be made with Mrs Farley through the school office or by email at senco@angelroadinfant.norfolk.sch.uk

Assessment of SEN

Many people are involved in identifying a learner's difficulties. Class Teachers, Learning Support Assistants, parent/carers and the learner themselves may all notice the problems a child might be experiencing towards their learning. At Angel Road our assessment procedures involve the child, their parent/carer and the Class Teacher. The Assistant Head Teacher for SEN monitors and oversees all assessments to make sure of that the correct provision is being found to overcome barriers to learning.

We use a range of assessment tools to support our assessment.

Additional Intervention at Angel Road

Once a child has been assessed, various interventions and support are put in place so that the child can have the support necessary to progress and overcome their barriers to learning. Depending on the child's barrier, depends on which intervention and support is most appropriate.

At Angel Road staff are experienced in working with a variety of areas in SEN. We offer small group or individual intervention programmes to help pupils make progress, alongside emotional and behavioural sessions promoting social skills and understanding. These groups may be run by a teacher or a teaching assistant and will take place either within the classroom or in a quiet area close by.

Provision Map

Barrier to Learning	Wave 1	Wave 2	Wave 3
Learning and Cognition	Equality Policy First Quality Teaching Classroom teaching assistant Guided Reading Booster groups 1:1 Support in Year 6 Mentoring in Year 6 Drop-in sessions in Year 6	Read Write Inc Sounds Discovery Nessy Pre-teaching Maths and English Interventions Sequential memory and syllables support Precision teaching	1:1 Reading 1:1 Spelling Support EHCPs S2S
Communication and Interaction	Equality Policy First Quality Teaching Classroom teaching assistant	Socially Speaking	EHCPs Targets from ECCH Teaching assistants trained to support children with EAL S2S
Social, Emotional and Mental health	Equality Policy First Quality Teaching Classroom teaching assistant	Zap Bullying Confident Angels Attention Autism	1:1 pastoral support EHCPs S2S SRB Outreach support
Physical and Sensory	Equality Policy First Quality Teaching Classroom teaching assistant	Soundfield	Fine Motor Skills Occupational Therapy

All interventions groups will be recorded on an intervention plan which is run by either Mrs Farley or the Year Leader. Each child on the SEND register will have a Student Passport in school, which follows them through their education at the Federation and highlights their needs and how we can best support them.

However, for some learners we might want to seek specialist support. We have access to services universally provided by Norfolk County Council, which are described in the Local Offer website available

at [http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_\(SEN\)/SEND_changes/Local_offer/index.htm](http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_(SEN)/SEND_changes/Local_offer/index.htm).

Some of the services we currently access are:

- Autism Support Service
- Educational Psychology Service
- Sensory Support Service for children with visual or hearing needs

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- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
 - Starfish (The Learning Disability Child and Adolescent Service)
 - Specialist support teachers e.g. Dyslexia
 - School to School Support

If a referral to an external agency is recommended, the forms will be completed in conjunction with parents/carers and then sent on to the relevant agency. Referrals may be recommended when a high level of support and intervention has been tried by the school over a period of time with limited progress being made. In some cases specialist advice may be sought immediately due to the nature of the concern e.g. a child with significant speech and language difficulties.

What expertise and training do the staff who support SEN children have?

Training is on-going process at Angel Road to address the needs of all our children for whole staff and/or individuals. A number of members of staff across the federation have received training in supporting or delivering the following:

- Dyslexia
- Autism Spectrum Disorders
- Lego Therapy
- Anxiety
- Implementing phonics intervention programmes
- 1st class@number Maths intervention
- Sheringham Primary Teaching School – supporting teaching assistants
- ELKLAN Speech and Language
- Talkboost

Furthermore, Mrs Farley has completed the National SEN Qualification and also attends the Willow Tree Learning Essential SENCO Network, ensuring our schools knowledge and understanding of SEND is completely up to date.

In addition to this, we have a raising attainment team which supports children with extra phonics and maths support, as well as speech, language and communication difficulties.

Monitoring progress

Monitoring progress is an integral part of teaching and leadership at Angel Road. Staff, parents and pupils are involved in reviewing the progress of interventions and general learning of all children including those with SEN. Progress is reviewed formally every term and a level given in reading, writing and numeracy as well as progress in other areas as appropriate.

Children with special educational needs often make progress in other areas under the four categories. We also assess and monitor the children using scaling tools. These are then used to support the assess, plan, do, review model and before any additional provision is made to help a child the Assistant Head Teacher for SEN, teacher and often the teaching assistant agree what outcome they expect following the intervention. A baseline will be recorded using the scaling tool, which can be used to compare the impact of the extra provision. The Assistant Head Teacher for SEN collates the impact data of interventions to ensure that we are only using interventions that work. In addition we know that any extra support is helping pupils make progress if:

- The child is making progress academically against national/age expected levels
- The child's targets are being met.
- Verbal feedback from the teacher, parent/carer and child.

Children may move off of the SEN register when they have 'caught up' or made sufficient progress. Progress data of all learners is collated by the whole school and monitored by teachers, leaders and governors. Our school and cluster data is also monitored by the local authority and Ofsted. The progress of children with a statement of SEN/ EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education.

Funding for SEN

Both Angel Road schools receive funding directly to the school from the local authority to support the needs of learners of SEN. The Head Teacher decides on the budget for special educational needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Head Teacher alongside the leadership team discuss the allocation of funding based on all the information they have about SEN in the school, including:

- The children getting extra support already.
- The children needing extra support.
- The children who have been identified as not making as much progress as would be expected.
- Resources/training and support needed. (All resources/training and support are reviewed regularly and changes made as needed.)

Other learning opportunities

All children at Angel Road have the same access to extracurricular activities. Please contact the school office or visit either of the schools websites for more information on the range of clubs and activities. We are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extracurricular activities.

All children are included in all parts of the school curriculum and we aim for all children to be included on school visits/residential. We will provide the necessary support to ensure that this is successful. If necessary a risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities can be provided in school.

Transition

We recognise that 'moving on' can be difficult for all children, but especially for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school we will contact the new school's Special Educational Needs Co-ordinator (SENCo) and ensure they know about any special arrangements or support that need to be made for your child.

We try to ensure a smooth transition between the Infant and Junior schools and have a number of transition days taking place during the summer term. In addition to this some children may have additional visits to the Junior School or a transition book to help support them in their move. Year 2 and 3 staff meeting during the summer term to discuss all children, class arrangements and any other information that may be important.

In Year 6 the Assistant Head Teacher for SEN or teaching staff will discuss the specific needs of your child with the SENCo of their secondary school, as appropriate. Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in school.

When moving classes in school information will be passed on to the new class teacher in advance and a 'handover' planning meeting will take place with the new teacher. All IEP or pupil support plans will be handed over and shared with the new teacher.

Complaints procedure

If you have any reason to make a complaint about the SEN provision your child receives you can contact

- Class Teacher;
- Assistant Head Teacher for SEN – Mrs Lucie Farley

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- Head Teacher – Mr Chris Read

A complaints procedure is available on the school's website or from the school office.

Have your say

This SEN report shows our annual offer to learners with SEN at Angel Road. For it to be effective it needs the views of parents/carers, learners, governors and staff. If you have any comments on this please contact Mrs Farley at senco@angelroadinfant.norfolk.sch.uk

Links

Angel Road Junior School: <http://www.angelroadjunior.norfolk.sch.uk/>

Angel Road Infant School: <http://www.angelroadinfant.co.uk/>

Norfolk County Council – Special Educational Needs: <http://www.norfolk.gov.uk/sen>

Norfolk parent support partnership: <http://www.norfolkparentpartnership.org.uk/index.htm>

SEN code of practice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf