



SEN-D Information Report for Angel Road Infant and Nursery School 2020-21: Part of the Norfolk Local Offer for learners with SEN-D

Introduction

Welcome to Angel Road Infant and Nursery School SEN Information Report which is part of the Norfolk Local offer for learners with Special Education Needs and Disabilities (SEN-D). We are also part of the Evolution Academy 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](#)

Angel Road Infant and Nursery school is committed to working together with all members of our school community and within the cluster. This SEN-D 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 2020 are:

Mrs Lucie Farley: Assistant Headteacher/Inclusion Manager (SENDSCO) for Angel Road Federation

Hanna Koren-Furre: SEN-D Governor

Lindsay Moody: Head of School

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

If you feel that your child may have SEN-D please speak to the Class Teacher or contact Mrs Farley on 01603 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:

To create a thriving and diverse learning community, so that children are empowered to have ambitious and responsible aspirations for themselves, others and their world.

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-D

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](#)

Barriers to Learning

SEN-D comes under four headings;

- a. Communication and Interaction
- b. Learning and Cognition
- c. Social, Emotional and Mental Health
- d. Physical and Sensory (SEND often comes under this heading)

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

At Angel Road Infant and Nursery our SEN profile for 2020– 2021 shows that we have 16.9% of children identified as having SEN, and 1.5% of those are children with Educational Health Care Plans.

1.5% of children identified as having SEN linked to Cognition and Learning

9.4% linked to Communication and Interaction

3.8% linked to Social, Emotional and Mental Health

2.3% linked to Physical and Sensory

Education Health Care Plan

Education Health and Care Plans are there to support children with high level needs, who often need extra adult support during the school day.

“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 a clearly structured plan which lists a child's barriers to their learning and clearly states provision expected and outcomes to be achieved. It can stay with a child until they are 25 years old. 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 an 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

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

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.

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/room leaders 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/room leader, 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, Room Leaders, Teaching 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. Mrs Farley 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.

The Nursery

In our Nursery, the Room Leaders are trained to understand and support a range of different needs. Due to a child's development, the staff are constantly observing and recording the children's progress. If the Room Leaders become concerned about a child's development, they will discuss the child's barriers with Mrs Farley. Mrs Farley will then observe and/or offer guidance and support to see how best to overcome these barriers. We are aware in our cohort of children speech, language and communication is a particular barrier to our children's learning, therefore we are part of Communication Champions, a Norfolk initiative to develop speech, language and communication in the Early Years. Our Nursery staff are trained in Wellcomm, a well-recognised intervention, as Early Intervention is extremely important.

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-D. 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. Our current focus is Communication and Interaction and Social, Emotional and Mental Health as a reflection of the needs of our children during this pandemic.

Due to Covid 19 not all interventions are able to run at the moment.

Provision Map for Infant school children

Barrier to Learning	Wave 1	Wave 2	Wave 3
Learning and Cognition	Equality Policy First Quality Teaching Classroom teaching assistant Guided Reading Read Write Inc	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 Wellcomm Visual Timetables	Talkboost	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	ELSA PSA	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 Phase Leader/Room Leader. Each child on the SEN-D 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. It also tracks the interventions a child has against the barrier to their learning.

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
- EPSS – Norfolk’s Educational Psychologist Service

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- Sensory Support Service for children with visual or hearing needs
 - Speech and Language Therapy – East Coast Community Healthcare (ECCH) (provided by Health but paid for by the Local Authority).
 - Specialist support teachers e.g. Dyslexia
 - School to School Support – teachers who offer advice from Complex Needs Schools
 - CAMHS - Point 1
 - CAMHS - Mary Chapman House
 - Benjamin Foundation (as part of the Inclusion project)
 - Just One Norfolk – e.g. School Nursing Service
 - Occupational Therapy Service
 - Access Through Technology – organisation which offers technology support for children with a health diagnosis
 - Community Children’s Services – e.g. community paediatrician

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 an 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
- Dyspraxia
- Autism Spectrum Disorders
- ADHD
- Mental Health Champions
- Primary Inclusion Champions
- Lego Therapy
- Read, Write Inc

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- ELKLAN Speech and Language
 - Talkboost – speech, language and communication intervention
 - ELSA – Emotional Literacy Support Assistant
 - Wellcomm - speech, language and communication intervention

Furthermore, Mrs Farley has completed the National SEN Qualification and also attends the Willow Tree Learning Essential SENCO Network and Evolution Academy Trust SENCO Network, ensuring our schools knowledge and understanding of SEND is completely up to date. In our Nursery, Mrs Yallop and Mrs Amiss are completing the Early Years Provider SENCO course.

Pastoral Support

There may be a need to support the family around a child who has SEN-D. At Angel Road Infant and Nursery School we have a parent support adviser, Miss Blythe, who is available to offer support and help for families. We also have two trained ELSAs (Emotional Literacy Support Assistants) who can offer extra help to children.

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. In Key Stage 1 this will be in Writing, Reading and Maths. In Reception and Nursery the staff use the EYFS Statutory Framework – Foundation Years.

Children with special educational needs often make progress in other areas under the four categories. We also assess and monitor some children using scaling tools. The main model we use for tracking SEN progress is the assess, plan, do, review model. We assess what a child's barrier to their learning is, then we plan the way we will support them, we do something to support them and then we review how it is working. Before any additional provision is made to help a child, the staff working with the child agree what outcome they expect following the intervention. 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 an EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education.

Funding for SEN

Angel Road Infant and Nursery receives 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 Evolution Academy Trust Finance Team, 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.)

We also apply to the Local Authority for top up funding for children with high level needs who need significant extra support and those children with EHCPs.

Clubs are not active due to Covid 19

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.

Not all transition has been possible due to Covid 19

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 (SENDCo) 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 home or pre-school settings and the Infant School. Therefore we have a number of transition days which take place during the summer term. The Reception teachers will contact pre-school settings and if there are any concerns around a child

being supported, Mrs Farley will make contact with the pre-school setting and the parents/carers prior to September. If your child currently attends our Nursery, Mrs Farley may also be involved in their transition throughout the summer term.

For our Year 2 children moving up to the Junior School, we also plan a range of activities allowing them to familiarise themselves with the school and staff. We often provide transition booklets to offer extra reassurance. Furthermore Year 2 and 3 staff meeting during the summer term to discuss all children, class arrangements and any other information that may be important.

When moving classes within school, information will be shared to the new class teacher in advance and a 'handover' planning meeting will take place with the new teacher. All student passports will be shared with the new teacher.

Questions, concerns and queries

If you are unhappy with the SEN provision your child receives, please speak to your child's class teacher or Mrs Farley in the first instance. After that please refer to the school's complaints policy which is available on the school's website or from the school office should you require a paper copy.

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 Infant School: <http://www.angelroadinfant.norfolk.sch.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