



Special Educational Needs and Disability (SEN & D) Information Report

5/1/2023

In line with the SEN & D Code of Practice 2015, schools have a duty to publish information on their website about the implementation of the policy for Special Educational Needs and Disability. Within this document, we hope you will find information about the provision in place at The Avenue School for children with SEN & D.

Our vision for children with SEN & D

At The Avenue Primary School, we aim to inspire, nurture and challenge our children to achieve their full potential by enabling them to learn with enthusiasm, develop their creativity, discover their talents and do their best. We believe that all children should make progress regardless of their SEND.

<i>Who's who and what do we do?</i>	<p>Class teachers have the responsibility for the achievement and progress of all children in their class. Class teachers are available in the playground after school or may be contacted via the school office</p> <p>Mr Nolan is the Special Educational Needs Coordinator. His role is to monitor and coordinate provision, provide advice and liaise with parents and outside agencies. He may be contacted in the first instance via email or through the school office.</p> <p>Miss Woffenden is currently on maternity leave but will resume her SENCO duties after maternity leave. Miss Thomas is the headteacher who has ultimate responsibility for SEND.</p> <p>Sue Fulbrooke is the governor with responsibility for SEND.</p> <p>We have a team of around 19 teaching assistants who are trained to deliver a range of interventions and support programmes. Some of our TAs work in the classroom directly with the children while others may deliver intervention.</p> <p>We have three trained Elsa's at The Avenue School. One TA is trained in delivering intervention for Speech and Language needs. Seven are trained in Team Teach.</p> <p>We have a Behaviour Support TA who is on-call to respond to any children struggling with their emotions during the school day.</p>
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<p>How does the school know if my child needs extra help?</p>	<p>Class teachers evaluate their lessons and consider whether children are making expected progress throughout the lesson.</p> <p>Children are assessed each term and their attainment and progress is monitored by their teacher, the Key Stage leader, the SENCo and the headteacher. All children are discussed at Pupil Progress Meetings (PPM) once a long term. Further action is planned where a child is not keeping up.</p> <p>If a class teacher has concerns about a child, he or she will contact parents to discuss. Should concerns continue, the class teacher will discuss these with the SENCo. Concerns may be raised by parents with the class teacher.</p> <p><i>‘Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN...Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.’ SEND Code of Practice, January 2015</i></p>
<p>How does the school assess my child's SEND?</p>	<p>If there have been ongoing concerns about a child's progress and/or development, the class teacher will consult with parents and the SENCo.</p> <p>The Senco can then complete relevant referrals or suggest interventions based on the Assess, Plan, Do, Review cycle.</p> <p>Some other assessment may be carried out to try to pinpoint the cause of any difficulty. This may involve reading, spelling, numeracy or vocabulary tests.</p> <p>An observation may be carried out in class.</p> <p>If necessary, the child may be added to the SEN Register at the 'SEN Support' level. A One Page Profile and SEN Support Passport will be completed by the class teacher and parents will be consulted.</p> <p>In response to individual needs, a 'My Support Plan' may be written, so that progress can be closely monitored and additional support put into place as necessary. Parents will be consulted and kept informed.</p> <p>Should the class teacher or SENCo have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs.</p> <p>Whilst most children will have their SEN needs met at 'SEN Support' level, a small number may require an Education, Health and Care Assessment to determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes.</p>

	Children who have an Education, Health and Care Plan (EHCP) are also party to the graduated response and we recognise that needs may change and are alert to responding to this.
<i>What should a parent do if they think their child has Special Educational needs?</i>	<p>In the first instance, parents/carers are encouraged to contact their child's class teacher. The teacher is responsible for the learning of the children in his or her class and is best placed to discuss concerns. There are also a number of strategies that a teacher can put in place within the classroom to support.</p> <p>If concerns persist, parents/carers are able to contact the SENCo, or Head teacher, Miss Thomas through the school office.</p> <p>We pride ourselves on building positive relationships with parents and carers. We are open and honest with parents/carers and believe that this fosters excellent cooperation which is undoubtedly in the best interests of the children at our school. We would much rather hear about any worries however minor they may seem.</p>
<i>How will the curriculum and learning</i>	<p>High quality teaching, differentiated for groups or for individuals is the first step in supporting pupils who have or may not have SEN</p> <p>Using assessment outcomes, challenging but achievable targets are set for each child.</p> <p>Where necessary, specific resources and strategies are used to support children both individually and in groups, for example laptops, visual timetable, writing frames, pencil grips.</p> <p>Classroom environments are stimulating as well as supportive; they are resourced to meet the needs of children with different learning styles. Some children need less distraction and may use a workstation at times.</p> <p>Specialist equipment and aides may be necessary and are provided as required.</p> <p>Please see The Avenue's provision outlined in the school offer at the end of this report.</p>
<i>How will The Avenue Primary School support my child?</i>	<p>The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.</p> <p>Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Work, when needed, is personalised and tailored to groups and individuals.</p> <p>There is a whole-school rewards scheme which is accessible to all pupils. Teachers closely monitor the progress of individuals in order to target weaknesses.</p>

	<p>We will inform parents/carers if a child is receiving intervention in school. We will monitor the impact of the intervention and assess accordingly. Interventions may be linked to phonics, reading, spelling, maths and much more.</p> <p>Some children write a one page profile alongside their teacher. This may include specific targets to work on in school and at home.</p> <p><i>In terms of Behaviour;</i></p> <p>We have a clear and consistent behaviour policy. We will inform you of any serious behaviour incidents. We monitor behaviour on a weekly basis. Some pupils need individualised rewards schemes. Some children may be supported at unstructured times.</p> <p><i>In terms of Attendance:</i></p> <p>We monitor attendance and lateness; if there is an issue you will be informed.</p> <p>Some students need support to make the transition to school in the morning and are supported with this through their in class support.</p> <p><i>In Class:</i></p> <p>We use a variety of strategies to work with children with social and emotional needs. Some children require access to Teaching Assistant support in lessons. This may be on an individual basis or as part of a small group. Teaching Assistants also work within a class and offer support in the form of prompts or further explanations as needed. Teachers use a variety of strategies to help children with focus and attention difficulties such as work stations, fiddle toys, timers and individual reward books. Teachers use strategies such as those in the "Support in Wiltshire for Autism" booklet. Teachers ensure that those children with visual impairments have access to appropriate resources. Teachers give careful consideration to groupings and seating within the classroom. All classrooms have visual timetables. Teachers may use the reports written by external professionals and advisory teachers to set strategies in class.</p> <p><i>In Terms of additional support:</i></p> <p>We have a parent support worker who offers support to some families.</p>
<i>How will I know how my child is doing?</i>	<p>We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly. The class teacher will meet parents/carers of children with SEND at least on a termly basis (this could be as part of parent's evening) to discuss your child's needs, support and progress. Progress is also monitored through the Home/School diary which has sections for parents and teachers to communicate both positive and negative aspects of a</p>

	<p>child's performance. Parents/Carers are encouraged to complete the diary on a daily basis to record home reading as well.</p> <p>Parents/Carers also receive a written report from school in term 4 alongside short reports in terms 2 and 6.</p> <ul style="list-style-type: none"> - Parents are able to log in to their child's reading account to see how they have been doing on the Accelerated Reader programme. - Parents can communicate via Class Dojo with teachers - Additionally, if a child is seen by an outside agency, parents/carers will be invited to contribute their views and receive a full copy of the report. - If a child has a My Support Plan, his or her progress will also be reviewed with the SENCo. <p>- Parents/carers are also welcome to make an appointment to meet with either the class teacher or SENCo and discuss how a child is getting on or to request a phone call.</p>
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Acorn Education Trust

Intervention Offer

Wave 1 – High-quality teaching

Wave 2 – short term, catch-up, booster intervention

Wave 3 – longer term intervention or more specialist support

Wave 4 – School or Trust Enhanced Provision or offsite Alternative Provision;

	What sort of intervention may be offered in Acorn schools?	Examples of programmes to support
Wave 1 Universal	<ul style="list-style-type: none"> • Seating plan • Reduced language for instructions + check-in • Communication-friendly classrooms • Visual timetables, visual prompts • Behaviour expectations displayed • Checklists • Reminders • Lists of key vocabulary provided • Small group work • Differentiated, high quality questioning • Pre and post teaching and learning • Writing slope, adapted exercise books (coloured or heavy lines), pencil grips • Models, scaffolds, sentence starters • Print-outs/handouts given • Homework clubs • Catch-up or booster groups • Rewards (group and individualised) • Fiddle items, wobble cushions, ear defenders, sensory items, calm box • Use of sand timers • Well-being/mental health programmes/PSHE 	<p>Pre-teaching to introduce new material and/or vocabulary prior to whole-class teaching.</p> <p>Post-learning – extra booster session where a child has not grasped learning in lesson and needs a bit more reinforcement before the next lesson.</p>
Wave 2 Targeted	<ul style="list-style-type: none"> • One Page Profiles • Speech and Language intervention • Maths intervention • Reading intervention • Spelling intervention • Emotional Literacy • Workstation • Playtime intervention • Morning nurture group/meet and greet • Behaviour Support in-class higher level • Fine motor intervention 	<p>Capture child voice and share strategies</p> <p>BLAST1 and BLAST2 or Talkboost, use of iCAN toolkit</p> <p>A Minute A Day maths, number shark, doodlemaths...</p> <p>A Minute A Day HFW or phonics, catch-up daily reading, PAT...</p> <p>Starspell, wordshark...</p> <p>Small group sessions (lego therapy, friendship groups, self-esteem, mindfulness, anger management)</p> <p>Individual desk in class away from distraction (sometimes with privacy screen)</p> <p>Supported small group at playtime to play structured games and learn social skills</p> <p>Either 1:1 or small group to make smooth start to the day. Happens before school starts.</p> <p>Proud book, menu of rewards, reward time, reflection diary, growth mindset</p> <p>Write From the Start, Speed Up, choice of pen or pencil (range to choose from)</p>
Wave 3 Targeted Plus	<ul style="list-style-type: none"> • Alternative ways of recording • Access arrangements for assessments • Speech and Language intervention (delivered by specialist TA) • Support for literacy • Support for numeracy • Emotional Literacy (delivered by specialist TA) • Behaviour support strategies involving out of class provision • Increased use of visuals/social stories • Referral to on-site mental health support • Observation by Acorn Behaviour Support TA and report of recommendations • Specialist equipment as recommended by advisory teachers 	<p>Talking tins, use of ipad/laptop, text to speech/speech to text, snaptype, modmath</p> <p>Extra time, reader, scribe, use of word processing, prompt (informally for internal exams (normal way of working), formal assessment required for external exams at secondary)</p> <p>Bespoke programme (sometimes designed by SaLT) delivered on 1:1, group sessions (attention and listening, vocabulary, comprehension, grammar)</p> <p>Coloured overlay, YARC assessment, 1:1 paired reading, ongoing access to literacy intervention</p> <p>Coloured overlay, Basic number assessment, 1:1 support, ongoing access to numeracy intervention</p> <p>Timetabled lessons of small group intervention focussing on basic literacy and/or numeracy.</p> <p>Ongoing 1:1 or small group emotional literacy work</p> <p>Safe space, time-out, sensory circuits, movement breaks, brain breaks, personalised risk assessment or de-escalation plan, access to quiet room for unstructured time, TEACCH strategies</p> <p>Now and next, help (traffic light) cards, equipment checklists, comic strip conversations, language jigs, social stories, emotions cards, emotions thermometers, 5 point scale, visual supports (such as basic form of a sentence)</p>
Wave 4 Enhanced targeted	<ul style="list-style-type: none"> • Individual Thrive assessment from Acorn Behaviour Support TA (licensed Thrive practitioner) • Intervention from Behaviour Support TA • Forest school • Link 2 • Referral for consultation with Acorn Educational Psychology • Referrals to outside agency • External AP providers 	<p>For implementation by school's staff or Thrive practitioner</p> <p>Six week blocks available</p> <p>Whole day provision one day a week run by Acorn PE staff and forest school trained leader</p> <p>Nurture base for primary age. Placements bespoke to child on a full or part time basis.</p> <p>Consultation sessions available to gain expert psychological advice.</p> <p>Use of LA and health outside agencies.</p> <p>We have used OnTrack, Project SEMH, WWT, LarkRise Farm, Equine therapy, Kandu arts, WASP, Stowford Farm, Play therapy</p>