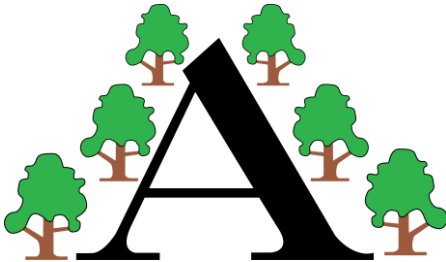


# Special Educational Needs and Disabilities (SEND) Information Report for The Avenue Infant School



<b>Approved by:</b>	Mr Stewart Miller Chair of Governors	<b>Date:</b> 3 <sup>rd</sup> December 2025
<b>Last reviewed on:</b>	November 2025	
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## Contents

Contents .....	2
1. What types of SEN does the school provide for? .....	3
2. Which staff will support my child, and what training have they had? .....	3
3. What should I do if I think my child has SEN?.....	4
4. How will the school know if my child needs SEN support? .....	5
5. How will the school measure my child’s progress? .....	5
6. How will I be involved in decisions made about my child’s education?.....	6
7. How will my child be involved in decisions made about their education? .....	6
8. How will the school adapt its teaching for my child? .....	7
9. How will the school evaluate whether the support in place is helping my child? .....	8
10. How will the school resources be secured for my child? .....	9
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEN? ....	9
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	9
13. How does the school support pupils with disabilities?.....	9
14. How will the school support my child’s mental health and emotional and social development? .....	10
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	10
16. What support is in place for looked-after and previously looked-after children with SEN?.....	10
17. What should I do if I have a complaint about my child’s SEN support? .....	11
18. What support is available for me and my family? .....	11
19. Glossary.....	12

**All staff at The Avenue Infant school share responsibility for maximising achievement of all pupils and making individual arrangements accordingly. The school have worked to promote positive working relationships with families and external professionals that support the children within our school.**

If you want to know more about our arrangements for SEND, please read our [SEND Policy](#) which can be found on our website.

## 1. What types of SEN does the school provide for?

Our school currently provides additional and/or different provision for a range of needs:

Communication and Interaction	for example, autism, speech and language difficulties
Cognition and Learning	including general and/or specific learning difficulties for example dyslexia, global delay
Social, Emotional and Mental Health	for example, attention deficit hyperactivity disorder (ADHD), anxiety, attachment
Sensory and Physical	For example, hearing impairments, visual impairments, sensory processing difficulties, epilepsy

## Our school context

Number of pupils on roll	Pupils registered as having Send	% of Sen Pupils	Pupils with an EHCP	% of EHCP pupils
165	41	25%	14	8%

SEND Percentage according to Primary need:

Cognition and Learning	Communication and Interaction	Physical and /or sensory	Social, Emotional and Mental Health
2%	16%	2%	4%

## 2. Which staff will support my child, and what training have they had?

Our SENCO is Louise Lucas

Louise is a qualified teacher and has over 20 years' experience. She has 10 years' experience in the SENCO role. She achieved the National Award in Special Educational Needs Co-ordination in 2015. She is allocated 3 days a week to manage SEN provision. Our SENCO actively engages in local opportunities to share best practices and keeps abreast of current and local initiatives and policies to support with SEND. She is part of a local Partnership group who regularly roll out training across all 4 areas of need. The SENCO will share this training with staff at school.

The school make best use of the local Specialist Provision outreach Teams, Rowan Gate and Maplefields, who have delivered training to all staff in the school.

Our recent training includes Purposeful play from Jogo, Visual structure training and Tacpac training from Rowan Gate, Attachment training from Maplefields, Colourful semantics training from Hunsbury Park and we are due to have sensory processing training from Blossom OT at the start of the new year.

Additionally, we complete Whole staff SEND training throughout the year as well as regular SEND updates shared within staff meetings to ensure staff are up to date and well equipped to support all pupils.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Social services and other local authority (LA)-provided support services
- › Voluntary sector organisations
- › Maplefields Outreach
- › Rowan Gate Outreach
- › Specialist support services

## 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher.

They will communicate with our SENCO, Louise Lucas, who will be in touch to discuss your concerns.

You can also contact the SENCO by emailing the school office [Admin@theavenue-inf.northants.sch.uk](mailto:Admin@theavenue-inf.northants.sch.uk) or calling 01933 276366

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will discuss this with you and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling or having difficulty, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still having difficulties to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

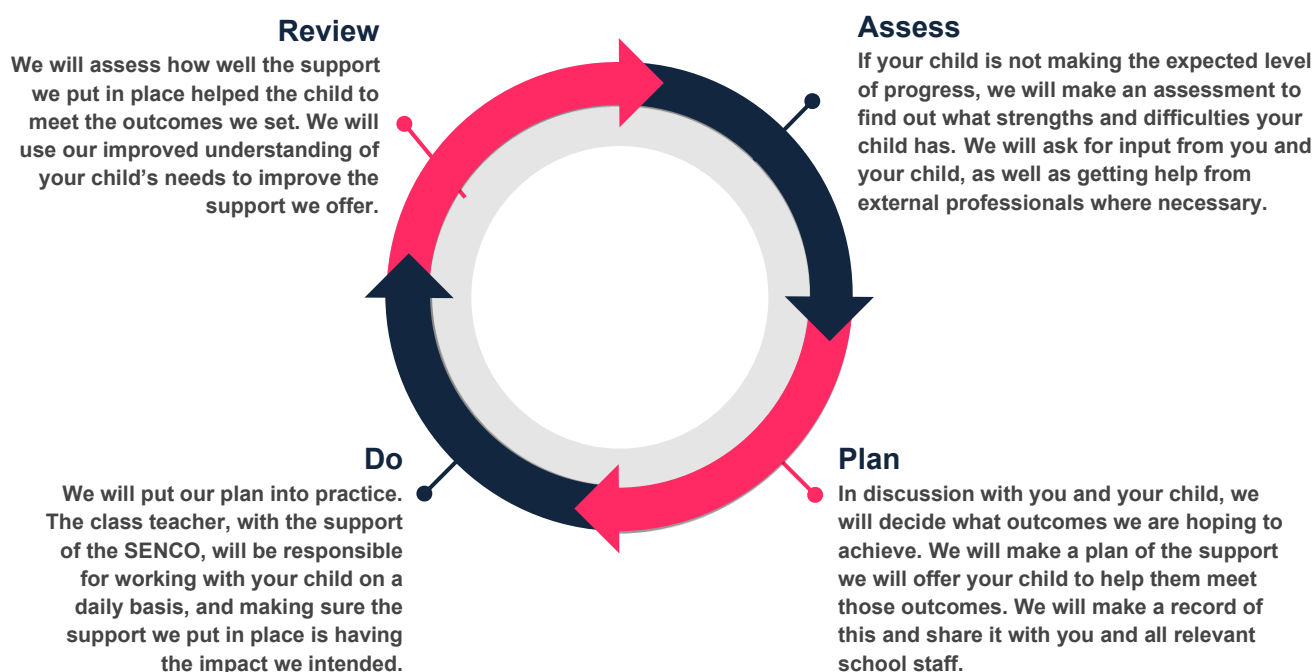
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with the class teacher to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. Parent voice and child voice are crucial in finding the best way to support your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please speak to your child's class teacher.

Your child's class/form teacher and the SENCO will meet you throughout the year to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The school actively source advice and information from outside agencies and regularly offer and encourage parents to access services. We offer online zooms and face to face relaxed coffee mornings/afternoons where parents have the opportunity to ask questions and access ideas and strategies for supporting at home too.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. Child voice is crucial, we are able to gain this through observation too. Sometimes (and with parent permission) we will ask your child to join us in the meeting, this gives an opportunity to celebrate progress.

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Some of the adaptations put into place to make sure all pupil's needs are met:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

We seek specialist advice where this is needed, for example, auxiliary aids such as hearing aids. To ensure staff are trained appropriately to use these aids effectively.

We also ensure that our environment is as accessible as it can be. Please see the link to the [accessibility policy](#).

We may also provide the following interventions:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Visual timetables Personal schedules Social stories Bucket Time TacPac Sensory relaxation space Access to resources such as weighted blankets, ear defenders Rowan Gate outreach and specialist support service to support staff Time to Talk Speech and language therapy Cued articulation Colourful Semantics Smaller supported group depending on need. Wellcomm Quiet lunchtime

<b>Cognition and learning</b>	Nessy Writing slope Visuals to support learning Colour overlays Chunking of tasks Access to, for example, talking tins, iPads Smaller supported group depending on need. Rowan Gate outreach and specialist support service to support staff 1:1 tutoring in phonics (Read Write Inc)
<b>Social, emotional and mental health</b>	Quiet/personalised workstation Sensory circuits or movement break Access to resources such as, wobble cushion, fidgets Listen and Do Primary Curriculum for behaviour activities Maplefields outreach to support staff Nurture groups Drawing and Talking Sand Play Protective behaviours Zones of regulation
<b>Sensory and/or physical</b>	Access to Teacher of the deaf Access to the sensory support team OT and Physio exercises.

These interventions are part of our contribution to Northamptonshire's local offer.

On occasions if the level of need is high, it might be necessary for a 1:1 adult or to be part of a smaller group with supporting adults.

## 9. How will the school evaluate whether the support in place is helping my child?

Personal learning plans (PLP's) are developed by class teachers for children with funding, EHCP's and for some children on the SEN register.

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets on their PLP each term
- Reviewing the impact of interventions
- Monitoring by the SENCO

- › Holding an annual review (if they have an Education, Health and Care (EHC) Plan)
- › Parent and pupil voice

The SENCO will provide parents with support if they wish to make a request for statutory assessment for an EHCP. The SENCO will gather information and make observations as requested by the EHCP Team.

The Avenue Infant School regularly works with outreach support such as Rowan Gate and Maplefields. In these circumstances written consent will be sought by the SENCO to make the relevant referrals and then observations can be made to aid the information gathering process.

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Our aim is to ensure that there are no barriers to pupils with SEN participating and enjoying the same activities as other pupils in our school:

- Activities and visits are available for all.
- Risk assessments are carried out and, where appropriate, are discussed with parents, and procedures are put in place to enable all children to participate where possible.
- If it is deemed appropriate that an intensive level of 1:1 support is needed, a parent or carer may be asked to accompany their child during a specific visit or activity.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

No child will be refused on the basis of their special educational need. In line with the Equality Act 2010. We will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see admission policy for our school as agreed by The Local Authority).

## 13. How does the school support pupils with disabilities?

All reasonable steps are taken to ensure that disabled pupils can access the curriculum offer in line with their peers. We seek specialist advice and training so that adjustments are effectively used and monitored.

We ensure our facilities help disabled children across the school. Please also see our school [accessibility plan](#).

## 14. How will the school support my child's mental health, and emotional and social development?

Our school ethos is that 'everyone should have a sense of belonging in our school'. We strongly believe that wellbeing is key to how a child can learn and succeed. We provide robust PSHE teaching and all staff are able to use mindfulness strategies with all children to support regulation.

We also provide support for pupils to progress in their emotional and social development in the following ways:

- › We provide extra pastoral support
- › We run different nurture clubs for pupils who need extra support with social or emotional development
- › We have a 'zero tolerance' approach to bullying.
- › Pupils with SEN are encouraged to be part of the school council
- › Zones of Regulation and Emotion Coaching in use across the school

## 15. What support will be available for my child as they transition between classes or settings?

### Between years

To help pupils with SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENCO of the junior/new school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Visits to the new setting
- › Receiving a photo booklet about the new school

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Pupils who are in care in the Local Authority have the same rights as all pupils in our school. However, we recognise that they may have additional needs due to previous life experience, such as: attachment difficulties, early neglect, separation and loss, trauma and multiple placement moves. These barriers can affect both educational outcomes and personal, social and emotional development.

Additional barriers, such as placement instability, extended time out of a school setting, unmet needs (emotional, mental and physical) can all have an impact on the progress of a pupil who is in the care of the Local Authority. We therefore ensure we work closely with the pupil's, carer, social worker and virtual school to ensure that the provision being made available is suitable and meets their needs.

Our Designated Teacher for LAC is Helen Morrall [head@theavenue-inf.northants-ecl.gov.uk](mailto:head@theavenue-inf.northants-ecl.gov.uk)

The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every term
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the Local Authority's Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions. (See the school's Designated Teacher policy).

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- › Admission
- › Exclusion
- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. For contact details of the disagreement resolution and mediation services please contact the school.

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look [Local Offer](#) North Northamptonshire Council publishes information about the local offer on their website:

Our local Special Educational Needs and Disabilities Information, Advice and Support (SEND IASS) services can be found using the link [SEND IASS](#)

National charities that offer information and support to families of children with SEN are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

Local services and charities providing information and support to families of children with SEN are:

- › [Educational Psychology Service](#)
- › [Educational Inclusion Partnership](#)
- › [Parent Partnership Service](#)
- › [Virtual School for Looked After Children](#)
- › [Specialist SEND Support Services](#)
- › Early Help Team [Northamptonshire Children's Trust](#)
- › [Maplefields Outreach Service](#)
- › [JOGO Behaviour Support](#)
- › [Rowan Gate Outreach Service](#)
- › [Child and Adolescent Mental Health Service](#)
- › [SEND Support Service](#)
- › [Enfold - Autism support in Northamptonshire](#)
- › [Young Minds](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN

- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local Offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages