Angel Road Infant School and Nursery

2026 - 2027
SEN Information Report and SEN Policy

Part of the Norfolk Local Offer for Children with SEN

Updated September 2026

Welcome to our SEN information report and SEN Policy, which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEN). All governing bodies of maintained schools and maintained nursery schools have a legal duty to publish this information on their website. The information report is designed to be read alongside our Angel Road Accessibility Plan, Angel Road Single Equality Scheme and Supporting Pupils with Medical Conditions policy.

This document will be updated annually.

The full Norfolk SEND Local Offer can be found here –

SEN Local Offer - Norfolk County Council

At Angel Road Infant School and Nursery we are committed to working together with all members of our school community. We would welcome feedback and future involvement in the review of our offer, so please do contact us.

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Evolution Academy Trust
Progress through Partnership

What is Our Approach to Teaching Learners with SEN?

The vision of our school family is one of excellence in every way for every single child. We aim to create an inclusive culture in our school and to be responsive to the diversity of children's backgrounds, interests, experience, knowledge, skills and abilities.

We value children as individuals and want them to make informed choices and to become independent thinkers. We encourage and develop high self-esteem and self-confidence in children. Through high quality teaching, which can support learners with a wide range of needs and abilities, we strive to create a positive and stimulating learning environment with a broad and balanced curriculum, relevant to each individual and enriched with a wide range of experiences to enable every child to aim high.

We monitor the progress of learners, and staff continually assess, ensuring that learning is taking place. Our whole-school system for monitoring includes regular pupil progress meetings, teacher-SENCO meetings and discussion across the whole staff team.

Our **School Improvement and Development Plan** gives details about developing learning for all members of our community. A copy of the plan is available upon request.

Where do we receive Funding for SEN from?

Angel Road Infant School and Nursery receives funding directly to the school from the Local Authority to support the needs of learners with SEN. This is described in a SEN memorandum. The amount of funding received for the financial year 2025/2026 was £230,414 in total (£87,813 SEN funding and £142,601 Element 3 High Needs Top-Up funding).

The Local Authority uses a relationships-based approach with individual schools that links needs assessment, (INDES), the school's Graduated Provision Map (GPM), self-evaluation of a setting's preparedness to meet need (IPSEF), and 'assess, plan, do, review' approach to child-level provision. Funding is considered for the whole school, considering particular cohorts and individuals within the school, to ensure that schools are adequately and appropriately funded to meet the needs of children with high-level SEN. This means individual children will not be funded by bands as they have been in previous Element 3 funding arrangements.

Angel Road is a member of the Evolution Academy Trust (EAT). EAT schools are working together to improve learning for all. We are able to share resources, training and moderate provision for learners with SEN

What is a Special Educational Need?

At different times in their school career, a child or young person may have a special educational need. The Department for Education Code of Practice (2015) states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age: or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

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 have lower attainment in school for many of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all. They may be worried about different things that distract them from learning. At Angel Road we are committed to ensuring that all children have access to learning opportunities, and for those who are at risk of not making expected progress, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

The picture of SEN at Angel Road:

Our SEN profile for the beginning of the Autumn term 2026 is as follows:
22.2% of children are identified as having SEN.
5.4 % have an Education, Health and Care Plan.

Of the children identified as having Special Educational Needs or Disability:
78 SEN is linked to Communication and Interaction
0% SEN is linked to Cognition and Learning
15% SEN is linked to Social, Emotional and Mental Health
6% SEN is linked to Physical and/or Sensory needs

Types of SEN provided for at Angel Road

The types of SEND that we provide for at Angel Road include:

- Speech and Language Difficulties
- Social, Emotional and Mental Health Difficulties
- Autistic Spectrum Conditions
- Learning Difficulties
- Medical Conditions (including Physical Disabilities)
- Attention Deficit Hyperactivity Disorder
- Complex Difficulties
- Moderate Learning Difficulties
- Physical & Sensory Needs

How Do We identify SEN?

At Angel Road Infant School and Nursery, pupils are identified as having special educational needs through a variety of ways including the following:

- Liaison with pre-school/nursery or previous school
- Child performing below age expected standards
- Concerns raised by a parent/carer
- Concerns raised by the child themselves
- Concerns raised by teaching staff
- Liaison with external agencies: for example, Speech and Language Therapists, Social Workers, Educational Psychologists and Specialist Teachers
- Health diagnosis through a paediatrician or consultant

Assessing SEN at Angel Road Infant School & Nursery

Class teachers, support staff, parents/carers and learners themselves will be the first to notice a difficulty with learning. At Angel Road we ensure that assessment of educational need, directly involves the learner, their parents/carers and their teacher. In the first instance we will monitor a child in the classroom to try to work out clearly what the need is. The child may then receive some small group teaching to see if targeted support can help them overcome their difficulties. In many cases this is enough to help boost a child's learning. If difficulties persist then we may involve other professionals from beyond school (see below) to assess and offer advice and support. The Special Educational Needs Coordinator (SENCO) will also support with the

identification of barriers to learning. We have a range of assessment tools available, and will talk to you about them as appropriate to your child's needs.

What services can be accessed to support my child?

Specialist services provided directly through school and Local Authority funding include:

- Educational Psychologist
- Specialist Learning Support Teacher
- Social, Emotional & Mental Health Adviser
- SEN & Inclusion Team
- Norfolk Steps Team
- School & Communities Team
- SENDIASS
- EPSS Autism team
- Dyslexia Outreach Service
- Access Through Technology
- Attendance Support Officer
- Children's Services
- Specialist Outreach Advisory Service (SOAS)
- SRB (Specialist Resource Base) outreach support; short-term and long-term placements

Other services are provided to schools by the NHS include:

- Speech and Language services
- Children and adolescent mental health service (CAMHS)
- Just One Norfolk/Just One Number
- Norfolk Healthy Child Service
- Occupational Therapy
- Physiotherapy
- Mental Health Support Team

The SENCO will coordinate these services on behalf of the school and provide up-to-date information about school progress and key events to other services involved in supporting your child. Information sharing among the team working with your child is key to their ongoing success. If your child is working with services beyond school it is useful for us to know so that we can support your child effectively both in school and by providing useful information to support a holistic understanding of your child.

Supporting Children with SEN at Angel Road

Each learner identified as having SEN, is entitled to support that is **'additional to or different from'** a typically differentiated curriculum. Provision for every

child is based on their particular needs, is flexible and will change over time. Quality First Teaching underpins all teaching at Angel Road. Provision will be designed to support learning and emotional wellbeing. Provisions across the school are identified on a graduated provision map, which is modified regularly, according to the needs of learners.

The SENCO also works closely with other SENCOs in our trust to review and share practice and provision.

In school, the class teacher will take responsibility for the daily provision for your child, supported and advised by the SENCO where necessary. Children's needs will be specifically targeted and outcomes identified. Where SEN involves behaviour, a specific, positive behaviour support plan will be drawn up. Your child will then be added to our Special Needs Register, which will allow us to carefully monitor their needs and progress.

Our aim is to make your child as independent in their learning as possible. Providing scaffolds and making adaptations to learning tasks is part of usual classroom practice and will be extended to support your child. Such adaptations may include: changes to the curriculum, planning, resources, group size, time and outcomes. Some may have a degree of additional adult support at points through the school day.

It may be that your child needs some specialist equipment or resources; we will work with colleagues from the NHS and outside agencies to provide these. These may be provided from the school budget, from health colleagues or through specialist partners. Each case will be individual.

Visits from external professionals are subject to government health and safety guidelines for safe practice. Where on-site visits are not possible, remote appointments will be offered wherever available, via on-line, virtual platforms.

What SEN training and experience do staff have at Angel Road?

We have a range of expertise to support your child's learning, emotional, mental and social development. These include:

- Speech and language support including Little Link, Speechlink and Infant Language Link
- Read Write Inc
- Fine and gross motor skills development
- Social communication programmes
- Pastoral support at a variety of levels, including ELSA (Emotional Literacy Support Assistants) and Hamish & Milo
- Precision Teaching

We have staff who are trained in:

- Autism Awareness
- Trauma Informed Practice
- Emotional Literacy Support Assistance (ELSA)
- Early Communication
- Norfolk Steps
- Zones of Regulation

Further training will be accessed according to the needs of children in school.

Medical training to support pupils with medical care plans is organised as needed. Where children require an individual medical health care plan, it is the responsibility of the parent/carer to provide up-to-date medical information for the school.

What happens if we cannot meet a child's SEN needs?

There are a very small number of children where we are unable to meet their needs through the interventions described above, or from the budget provided by the school. In these cases a referral for an Education, Health and Care Plan may be necessary. This will allow the option of specialist placements in the future. We will take advice from other professionals and involve you fully in the discussions.
If we feel that your child fits the criteria and may benefit from an alternative specialist placement we will discuss this fully with you and other professionals.

Extra-Curricular Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. Details of what is offered can be found on our website or by asking at the school office.
We are committed to making reasonable adjustments to ensure participation for all so please contact us to discuss specific requirements.
office@angelroadschools.org.uk

Monitoring Your Child.

Your class teacher is available to share day to day information with you. Where information is more sensitive or private in nature then please make an appointment to speak to the teacher, which may be a phone call meeting. Please contact the school office at office@angelroadschools.org.uk

Parent Teacher meetings, take place each term and you will be offered an opportunity to discuss your child's end of year report in the summer term. The SENCO also offers parent/carer meetings termly.

If your child is identified as needing specific outcomes and targets to boost their learning or an individual positive behaviour support plan, this will be discussed and reviewed with you at regular intervals.

For children with an Education, Health and Care plan (EHCP) you will have regular contact with the SENCO and class teacher and other professionals as appropriate. The Norfolk County Council EHCP Coordinator for Angel Road is Natalie De'Ath. One meeting will be a more formal annual review meeting.

Monitoring Impact of Provision across the School.

Monitoring progress and impact is an integral part of teaching and leadership at Angel Road. The impact of interventions is regularly reviewed following the 'Graduated Response', 'Assess, Plan, Do, Review' model. Before an intervention is put in place, an outcome will be agreed and a baseline recorded, which can be used to ascertain the impact.

The SENCO collates the impact data of interventions, to ensure we are only using interventions that work. Progress data of all learners is collated across the school and monitored by teachers, senior leaders and EAT. County moderation also occurs to ensure that our judgments stand up to scrutiny. Our school data is also monitored by the Local Authority and Ofsted.

How do we involve children with SEN in their learning?

All children with SEN are included in planning for provision for their SEN that is appropriate to their age. This will include sharing specific targets with them, asking what helps them to learn at school and involving them in decisions about extra support that could be available to them.
We use the Norfolk 'Feelings and Wishes' tools to help children to express their emotions about school.

How do we support the parents of children with SEN?

The SENCO, Rachel Barker, and Assistant SENCO, Alex Knight, are available to support parents. Rachel is available for appointments: please call 01603 427113 or email r.barker@angelroadschools.org.uk Rachel is usually on the school gate in the afternoons.

Our Pastoral Support Team, Heather Blythe and Alice Bird, are available to support parents with a range of issues – attending appointments, filling out forms and family support. Heather and Alice are often on the school gates in the mornings and afternoons and can be contacted via the school office 01603 427113 office@angelroadschools.org.uk

Transition

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Angel Road Infant School and Nursery is committed to working in partnership with children, families and other professionals to ensure transition is positive.
For every child transition will look slightly different to meet their particular needs and we will plan accordingly, but in all cases:

- We will talk to you and your child about what will happen
- We will ensure full and clear information is passed on to other professionals
- We will develop resources such as transition books if this is appropriate
- In Nursery and Reception a staggered entry system is in place, with home visits, meetings for parents and induction visits for children
- In year 6 children have transition days to high school; extra days can be arranged for children who require further support. Staff from other schools will also be invited to meet your child at school
- Where children have an EHC plan, the receiving school will be invited to work in conjunction with us, to develop a transition plan.

For further details about Education Health and Care Plans and what Norfolk County Council offers, please look at the Local SEND Offer website:
SEND Local Offer - Norfolk County Council

Disability

The Equality Act 2010 legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a projected characteristic defined In the Equality Act and to make 'reasonable adjustments'.

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 (her) ability to carry out normal day to day activities."

The definitions of disability In the Equality Act include children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Access

- Angel Road Infant School & Nursery is a single storey building and wheelchair accessible
- Disabled parking spaces are available
- We have disabled access toilets that are large enough to accommodate changing
- We ensure that the learning environment is fully accessible and inclusive for all learners

How do we support children who are looked after by the Local Authority and have SEN?

The school has a Designated Teacher for LAC, they will liaise and work closely with The Virtual School for Children in Care. This would include attending, leading and contributing to PEP (Personal Education Plan) meetings, in order to make sure that looked after children are receiving the best possible support, including for their SEN if applicable.

The Designated Teacher for Children in Care at Angel Road is Karen Long.

What happens if I am unhappy about the provision for my child?

If you feel that your child is not receiving appropriate provision for their special educational needs, there is a procedure in place for you to complain about this. This is set out in our Complaints Policy.

Is Angel Road the Setting For Your Child?

If you are considering applying for a place at Angel Road Infant School and Nursery, and your child has SEN, then the first action to take is to telephone or email the school and arrange an initial meeting with the SENCO.

Useful Contacts

www.justonenorfolk.nhs.uk
Children and Young People Health Services: 0300 300 0123

Norfolk SENDIASS Home Page

Parents and carers of children and young people with SEND – Family Voice Norfolk

SEND Local Offer - Norfolk County Council

www.dfe.gov.uk

https://www.asdhelpinghands.org.uk/

https://www.autism-anglia.org.uk/

https://www.nansa.org.uk/sensational-families/

www.legislation.gov.uk/ukpga/2010/15/contents
(Equality Act)

www.gov.uk/government/publications/SEN-code-of-practice-0-to-25
(Code of Practice 0-25 years)