

## **Norfolk SEND Support**

### **SENDIASS**

If you would like to discuss your child's needs with someone who is trained and impartial you can contact SENDIASS (SEND Information and Advice Support Services) on 01603 704707.

They offer information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

They are a free, dedicated, confidential and impartial service based in Norwich. Staff are independently trained in SEND.

## **Our Primary Trust SEND Team**

### **SENDCo - Teresa Menday**

[t.menday@westnorfolkacademiestrust.co.uk](mailto:t.menday@westnorfolkacademiestrust.co.uk)

07511 220373

### **Assistant SENDCo - Darren Furzey**

[d.furzey@westnorfolkacademiestrust.co.uk](mailto:d.furzey@westnorfolkacademiestrust.co.uk)

### **SEND Administrator - Georgie Harris**

[g.harris@wnat.co.uk](mailto:g.harris@wnat.co.uk)

## **Our Local Offer**

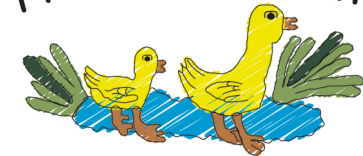
At our school, there is a shared expectation that responsibility for the provision of pupils with SEND is an integral part of whole school provision and all pupils, regardless of their specific needs, should be offered inclusive quality teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community.

As a school, we assess all children to identify their strengths and needs and how they can best be supported.

All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children.

At Heacham Infant & Nursery School, support is offered in a graduated approach, taking the form of a four-part cycle, assess – plan – do – review. We recognise that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. This differentiation may involve modifying learning objectives, teaching styles and access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress the class teacher will make a referral to the SENCO who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported.

# Heacham Infant



## and Nursery School

## **Information about Special Educational Needs and Disabilities (SEND)**

## **For Parents and Carers at Heacham Infant & Nursery School**



**In our school we have access to a wide range of outside agency services including:**

- Speech and Language
- Educational Psychology
- Advisory Learning Support Teacher
- Autism Support Team
- Social, Emotional and Mental Health Team (SEMH)
- School 2 School Support
- Access to Technology
- Pandora Project
- Early Help
- Specialist Resource Bases (SRB's)

We work closely with Occupational Therapist and Physiotherapist and make adjustments to classrooms and timetables to accommodate their recommendations.

**Parent partnership is essential and we will include your voice and your child's voice, in everything that involves supporting your child.**



**What are Special Educational Needs (SEN)?**

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

**What are learning difficulties?**

**A learning difficulty can be:**

- Speech, language and communication needs
- Moderate learning difficulties
- Profound and multiple learning difficulties
- Specific learning difficulties, such as dyslexia

**Learning can be affected by:**

- Behavioural, emotional and social difficulties
- Emotional traumatic experiences (ACES)
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Oppositional Defiance Disorder (ODD)
- Pathological Demand Avoidance (PDA)



**What are disabilities?**

A child or young person has a disability if they have a physical or mental impairment that has a substantial or long-term effect on their ability to carry out normal day-to-day activities. Research suggests that about six to seven percent of children are disabled.

Children and young people with the most complex needs will require specialist services. They will require support with their health, education or physical, intellectual, emotional, social or behavioural development, due to disabilities.

**Disabilities can include:**

- Multiple and complex health needs or chronic illness
- Sensory impairment such as hearing loss, visual impairment or deaf-blindness
- A significant and long term learning disability
- A physical disability
- Autistic spectrum disorder
- A severe communication disorder
- A significant preschool developmental delay
- Chromosome disorders

**A learning disability is a range of difficulties that will affect someone their whole life.**