Avondale Primary School

2026-2027

What kinds of special educational needs do we make provision for in school?

At Avondale we believe that all children should have access to an inclusive education that gives them the opportunity to achieve their personal potential.

We believe in high standards and expectations and affirm to our children that anything is possible.

At Avondale School we are on our 'Avondale Adventure'. Whilst on this adventure, the following values will be instilled and promoted in our children: Respect, Resilience, Kindness, Do your Best, Learning and Make the Right Choice.

How does our school know if your child needs extra help?

At Avondale Primary School we know when pupils need help if:

- If you tell us you think your child has a SEND we will discuss this with you and possibly carry out some diagnostic tests with your child. We will share what we discover with you and agree with you what we will do next and what you can do to help your child
- Concerns are raised by their class teacher
- Limited progress is being made
- There is a change in the pupil's behaviour.

Our in house assessments include: BPVS, Wellcomm, Physical Development baseline motor skills, YARC, Assessment of Reading and Comprehension, Dyslexia Screener, Dyscalculia Screener, Sandwell Numeracy Assessment, Talc, Ravens, Visual Perception, Visual Stress, Working Memory and Phab2. These assessments and screeners enable us to unpick a child's difficulties and ensure that we plan the appropriate strategies, targets and interventions necessary to ensure each child continues to make progress with their education. Where necessary school will request the support of professionals for further diagnostic information for individual children.

Who can you speak to at school if you think your child may have Special Educational Needs or a disability?

If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people:

- Your child's class teacher
- The Special Need co-ordinator (Mrs Stowe) or SENCa (Mrs Loftus)
- The Headteacher (Mrs V Brown)

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How do we know what progress your child is making and how will we keep you informed?

We constantly assess all children. This is not always in the form of formal tests, but can be verbally through one to one work, against standards and targets set for a particular lesson, day, week or longer. Talking with children about their work and life in school gives us fabulous information about how they are doing.

Monitoring progress is an integral part of teaching and learning at Avondale. All children are assessed and tracked termly throughout the school. This information is shared with the Headteacher and Senior Management Team.

Children with an Education, Health Care Plan will have a 'One Page Profile' which will outline their likes, dislikes, the best way to communicate with them and helpful strategies to support their learning. Alongside the 'One Page Profile' children will also be set individual educational targets linked to their specific area of needs on their Pupil passport. These targets will be reviewed termly and a copy of the new targets, as well as the evaluated targets will be sent home. You will be given the opportunity to discuss these targets, as well as your child's SEND needs at the 2 parents evening scheduled in the year. In addition to this the SENCo will also offer parents' evening slots or drop ins where your child's specific SEND can be discussed in more detail.

How will school support your child and how will the teaching be adapted to meet their needs?

At Avondale Primary School, we believe that every child deserves the very best chance to succeed. High-quality inclusive teaching sits at the heart of everything we do, and we're committed to helping your child reach their full potential.

We know that children learn in different ways and at different paces. That's why our teachers work hard to adapt their teaching to meet individual needs. This might mean changing the content we're teaching, adjusting the pace of lessons, trying different teaching styles, or thinking carefully about how children work together in groups. We also pay close attention to the learning environment itself, making sure every child feels comfortable and ready to learn.

Sometimes, children benefit from additional support through small group work outside the classroom. We offer a range of targeted interventions including language groups, memory skills development, visual perception activities, motor skills groups, Write Dance, IDL literacy support, ELSA (emotional literacy support) and Lego Therapy. It's important to know that these interventions aren't just for children with SEND; we use them flexibly to support any child who would benefit. Similarly, not every child with SEND will need every type of intervention. We carefully match the right support to each child's individual needs.

For children with SEND, we create a pupil passport. This is a working document that explains how we'll tailor the curriculum for your child, what specific support they'll receive, and the strategies that work best for them. We develop these plans in partnership with the child and you as parents/carers, and we review them regularly to make sure they're still meeting your child's needs.

We work proactively to ensure all children can access learning opportunities, whether that's in the classroom, on a school trip, or during after-school activities.

At Avondale Primary School, we have an inclusion base called Discovery Den that provides dedicated support for children in Early Years Foundation Stage (EYFS) and Year 1. Discovery Den is a dedicated space within our mainstream school that supports children and young people with additional needs. Our base currently supports

children who either have an Education, Health and Care (EHC) plan or who are currently going through the assessment process for one.

Children access Discovery Den when the mainstream classroom environment is too overwhelming for them, or when they require a more bespoke curriculum to meet their individual needs. Class teachers, alongside the SENCo, decide through observations and assessments if a child would benefit from being in the inclusion base. Parents are involved in the decision-making when we feel that time in the inclusion base is needed, establishing a clear line of communication early on.

Some children spend most of the day in Discovery Den, whilst others are able to access some lessons within their mainstream class. All children join their mainstream classes for certain activities to maintain strong links with their peers and ensure they feel part of the whole school community. Discovery Den is staffed by a qualified teacher in the morning, supported by teaching assistants with a higher ratio of staff to pupils. This enables us to provide specialist support tailored to each child's specific requirements. Pupils' needs change over time, and we help them move towards spending more time in mainstream classes as soon as they're ready.

How are decisions made about the type and how much support my child will receive?

Avondale Primary has a budget for SEND which is allocated each financial year. This money is used to provide additional support or resources for SEND pupils. Additional provision will be made available if reviews and assessments identify that your child is not making the progress we would expect. The types of support available may include support from a teaching assistant, specialist input from either an advisory teacher (SEND Support Service) or Educational Psychologist, or specialist software. Sometimes specialist equipment is needed to support a child's learning and we are happy to source and provide this through liaison with specialist teams. We then train our staff up in the usage of this equipment. At other times support is provided through additional personnel and we have a very strong record of employing high quality staff to support children through their time of need. These resources often have most effect when used between a number of children and this may be how they are deployed.

Having identified the need and what we think is the best way to support this we will talk with parents about the plan and take their views about decisions. Our Special Educational Needs Co-ordinator, the class teacher, support staff, senior staff in school and the Governing body will all work together on how best to provide the support and all views will be taken into account in this area

If, following discussion with yourself and the SENCo, it is agreed that the school cannot meet your child's needs through existing resources an application may be made to the local authority for an Education, Health and Care Plan (EHC). Further information about this process can be found on the Blackburn with Darwen Local Offer website.

How will school help you to support your child's learning?

School operates an open door policy where parents are welcome to arrange meetings with their child's class teacher to discuss their concerns. We will constantly work with you to suggest ways to support your child in school. We can give you lots of tips and help if you feel unsure about anything – but you have a big responsibility here too.

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Being interested and involved in your child's learning and in school life is the first step and one of the biggest steps towards this.

We actively encourage you as a parent to be involved with your child's learning. The class teacher or SENCO may suggest ways you can support your child with their individual targets at home, alongside homework activities. Over the year we also offer various parents meetings to clarify end of year expectations, phonics and maths sessions etc as well as the termly parents' evening.

What specialist services and expertise are available through school?

We work closely with and have access to the following agencies to support your child's needs:

- Speech and Language therapist
- Physiotherapists and Occupational Therapists
- School Nurse
- Advisory teachers from the SEND Support Service
- Educational Psychologist
- Children's Services
- Child and Adolescent Mental Health services (CAMHS)
- Barnardo's

Avondale employ our own speech therapist who works in school once a fortnight. She works with selected children who school staff have identified as having speech concerns which are impacting upon their learning.

School also employs two highly experienced specialist support assistants who work with small groups or individually with pupils who have specific learning needs.

How are staff in school supported to work with children with SEND and what training do they receive?

Mrs Stowe has a Post Graduate Certificate in Education in Inclusion and SEN, has undertaken The National Award for SEN coordination and is a Specialist Leader of Education for SEND.

School ensures there is regular opportunities for teaching and support staff to access training to improve their professional development. This training can be generic or specific depending on the needs of the school and children. The aim of any training is to ensure all children are given the best opportunities and experiences whilst at Avondale school. If a child in school has a medical need then any staff supporting that child are given specific training from an NHS professional. All staff have undertaken trauma informed training.

We have over 20 trained first aiders across school and regular medical updates are received.

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How will school ensure that your child is included in all activities?

We have a whole range of class trips to extend our curriculum beyond what we can offer within school. This can range from very local trips using our school minibus to our residential trips. All classes arrange trips around particular areas of their curriculum, and we also welcome many visitors into school to supplement what we do. The Friends of Avondale raise money that often goes to subsidise the cost of trips, and we try to keep costs as low as possible but we may ask for contributions to ensure that the trip can go ahead. No child is prevented from going on a trip through non-payment, but the trip may not be possible without contributions from parents and carers. Activities and school trips are available to all children, a risk assessment is always carried out and procedures put in place to ensure your child can take part. Individual risk assessments may be necessary for some pupils and the ratio of pupils with SEND may be higher than the national guidelines.

School runs a huge range of extra-curricular clubs for both infants and juniors, these include a whole range of sporting clubs, music activities, art and many others. The majority of these clubs are run voluntarily by members of staff, but some are run by external providers and do require a payment. If your child is passionate about a club, but can't attend for financial reasons please come and talk with us. If a pupil requires additional support to ensure that they can access the extra-curricular activities, then this can be provided for by school.

The facilities in school enable all pupils to be able to fully access all parts of the school including the ICT suite, the hall and the gym, which are all up a flight of steps.

How will school support your child's overall well-being?

The well-being of your child is central to the ethos of our school. Should you have any concerns about your child we would encourage you to speak to the class teacher, the Pupil well-being co-ordinator (Mrs Wright) or the Headteacher (Mrs Brown) in ensure that any issues may be addressed.

Our pupil wellbeing co-ordinator is passionate about supporting individual children, groups that may being having difficulties getting along and helping parents who may be having a tough time. We have three trained ELSAs (Emotional Literacy Support Assistants) who work one to one with individual children to support their emotional needs. We have developed and extended our wellbeing and nurturing area of school so it is a distinct and welcoming area. We usually have whole school assemblies each week with themes that extend their understanding of how to be happy and succeed in our school. We celebrate children's achievements at assembly every Friday. Star of the week is given out for every class and platinum awards are given for exceptional work, acts of kindness etc.

Our nurturing group usually meet every day with experienced and very committed support staff and children are welcomed into this as and when they need it.

If your child has a specific medical need then a Health Care plan will be prepared, in consultation with you and appropriate practitioners, usually be the school nurse. For further information, please look at our Medical Policy on our website.

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All children are taught about bullying, friendship and staying safe (including e-safety) through PSHE, Circle Time and Collective Worship. In every class there is a 'worry box' for children to share their problems, anonymously if they choose to do so. The school has designated people to deal with issues regarding safeguarding and child protection.

How accessible is school both indoors and outdoors?

- We have three lifts in school, ensuring wheelchair access is available to all levels
- Classrooms are well-appointed and are aesthetically calm
- Avondale promotes dyslexic friendly classrooms and all teachers are trained on how to ensure this
- We have an accessible toilet, with a changing area and shower located on the ground floor.

For further information please look at our Accessibility Plan on our website.

How will school prepare and support your child when joining our school or transferring to a new one?

All children starting in Reception Class are invited to visit the school for induction sessions prior to starting school. Ordinarily, there are weekly pre-school library sessions for 3 weeks during the summer term before children start school and there is a reception open morning where parents and children are also encouraged to stay for lunch. There is a Parent's Meeting before the children start and several parental workshops in the Autumn / Spring term. Contact is made with all feeder nurseries and where possible visits are carried out.

We have good relationships with the high schools in the area. Your child will have the opportunity to visit their new school before they leave us. For those pupils who we feel may have difficulties with transition to high school we have an extended transition period where the pupils are taken for additional hours to their new school. We will ensure that any information about your child, including those with SEND, will be discussed with someone from their High School before your child finishes in Year 6. If any child leaves school before Year 6 we will be happy to discuss their needs with the new school.

Who can you contact for further information?

If you have any concerns relating to the school's provision, please speak to the Headteacher (Mrs Brown) or the SENCO (Mrs S Stowe). The formal complaints procedure can be accessed through our website. The governing body has one designated SEND governor; Mr C Hill, who is responsible for reviewing practice and supporting the SENCo.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk