



Burneston Church of England Voluntary Aided Primary School

SEN Information Report

May 2020



Our SEN information report outlines details for parents / carers of children who have special educational needs or a disability (SEND) and all those involved in supporting children with additional needs. This information outlines the support and provision you can expect to receive, if you choose **Burneston Primary School** for your child. Please read alongside our Inclusion Policy which can also be found on our website.

What kinds of SEN does Burneston school provide for?

All children are welcome in our school and we have experience in supporting children with a wide range of needs. A child is defined as having special educational needs (SEN) if

- They have a significantly greater difficulty in learning than the majority of others of the same age
- They 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 (SEND: Mainstream Guidance September 2017)

Special educational needs and provision can be broadly characterised within four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical

We have expertise in all these areas of need and appropriate support is put into place to ensure the best possible outcomes for all our children. Our school can also provide support for children with behavioural difficulties but this does not necessarily mean that a child or young person with challenging behaviour has SEN.

Who is responsible at Burneston for supporting children with SEN?

Mrs Lisa Oakeley is our qualified and experienced SENCO who can be contacted by email: loakeley@burneston.n-yorks.sch.uk or by telephone: 01677 423183

The Senco is responsible for :

- Coordinating all support and developing the school's Inclusion policy to ensure all children get a consistent, high quality response that meets their needs.
- Ensuring that both you and your child are involved in their learning, reviewing progress and celebrating successes

- Liaising with external agencies who may be involved in supporting your child's learning as well as providing specialist support and training for the team working with your child

Mrs Liz Wilson is our SEN governor who can be contacted by email : admin@burneston.n-yorks.sch.uk or by telephone: 01677 423183

The SEN governor is responsible for making sure that the necessary support for any child attending Burneston who has SEN is in place by liaising with the SENCO and reporting back to the governors.

What policies do we have for identifying children and young people with SEN and how do we assess their needs?

At Burneston we have adopted the Graduated Approach, a process using the " Assess, Plan, Do and Review" system to identify and support children with SEN.

If you or your child's teacher thinks your child may have SEN, we will work closely with you and your child to observe and assess what may be causing difficulties. We will share with you what the school will do to support you and your child every step of the way. We work in close partnership with parents, carers and children to gain as full a picture as possible of your child's strengths and challenges. Class teachers and the SENCO are available to discuss any concerns or issues and you can request a meeting at a suitable time.

We have a range of assessments which can be used within the school to help identify any specific difficulties your child may be experiencing. For example:

- The Diagnostic Reading Analysis and Salford Reading test can help identify difficulties with reading fluency, decoding and fluency
- The Visual Assessment can help assess whether your child might benefit from using a coloured overlay / paper
- PIRA/PUMA tests can help pinpoint areas of difficulty for some children

We also use assessments where your thoughts and experiences help to form a picture of the difficulties your child may be experiencing such as The Dyslexia and Dyscalculia checklists and the Neurodiversity checklist and we work closely with other professionals to ensure rapid identification and appropriate support are offered to your child.

We have regular staff meetings where the whole school team discuss the children's progress, both academically and socially and emotionally. We are committed to identifying any children in our care who may be experiencing difficulties or challenges. One of our strengths is that we are a small school with a dedicated team who know our children well.

What is our approach to teaching children with SEN at Burneston?

Burneston is an inclusive school and we make and take every opportunity to ensure all our children can access and engage with our curriculum. We work closely with you and your child to aim to meet their needs in the best way possible by using a range of support:

- **Class teacher input via excellent targeted classroom teaching (also known as quality first teaching):**

For your child this would mean:

- The teacher has the highest possible expectations for your child and sees them as a valued member of our school

- The teaching for your child is underpinned by strong pedagogical knowledge and builds on what your child already knows, can do and understand
- Children have correctly tailored scaffolding to maximize their learning ranging from small adjustments like sitting close to the teacher to a more significant modification such as using an ICT program to support extended writing.
- Activities are carefully differentiated for example: recording or presenting work in different ways, using specialised resources, work set with differing challenges and outcomes
- A teaching approach will be used which will help remove any barriers to learning your child may have. By working with your child's own unique learning style they will be supported to become actively involved in their learning. This may involve the use of physical resources such as maths equipment or ICT support.
- Specific strategies (which may be suggested by the senco or outside staff) will be used to modify the learning environment and adapt teaching to support your child's learning where specific barriers to learning have been identified.
- Your child's teacher will carefully monitor your child's progress to identify any gaps in their understanding and learning and provide extra support to help them make the best possible progress.
- The use of teaching assistants, working closely with the teacher to provide additional scaffolding and support the development of the skills needed to enable independent learning. This might take the form of additional or different resources, breaking a task down into smaller chunks, providing writing frames, visual supports and continued work using manipulatives

- **Interventions**

For your child this could mean:

- Small group work for children identified by the class teacher as needing some extra support in order to accelerate their progress, where specific gaps in the understanding of a subject or an area of learning have been identified. This small group work is planned by the teacher to provide the opportunity to practise and consolidate learning.
- Precision teaching for individual children to meet the needs of a child who is having difficulty acquiring specific skills
- Specialist evidence based intervention programs. These can be small group work or individual programs which have been recommended by the SENCO or other professionals working with your child with specific targets to help your child make progress. They are delivered by a member of staff who has been specifically trained to lead the program.
- Interventions created by drawing on the experience of our staff and the knowledge of our children, for example a nurture group
- For the children with more complex needs, more personalised support may be required. For example, children may require sensory breaks in a quiet area or a more structured lunchtime supported by an adult. We have a fantastic outdoor area which includes a wild life area and pond as well as well-loved school pets to help children relax and centre themselves so they are ready to learn.

How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

At Burneston if your child is identified by the class teacher / SENCO, in partnership with yourself, as needing more specialist input in addition to quality first teaching and specific group work the school will ask your permission to complete a referral to SPA (single point of access). This multi - disciplinary panel will consider your child's needs and refer your child to an external agency for support. These agencies include:

- Enhanced Mainstream Schools with specialist teachers in the four areas of need
- Prevention Service (which has a team of Family Outreach Workers who can support you at home)
- The Healthy Child Practitioner team
- Sensory Physical Medical Service (for children with a hearing or visual need)
- Speech and language support
- Educational Psychologist support
- Outreach team for Autism
- CAMHS (support for children with mental health challenges)
- Compass Buzz (Emotional and mental health support)
- School nurse
- Occupational Therapy
- Physiotherapy
- Young carers
- Early help

This support is available for children with specific barriers to learning that cannot be overcome with quality first teaching and intervention groups.

Should a child still be making limited progress, and the gap between him/her and their peers is continuing to widen, we would discuss with you the possibility of submitting an Education Health and Care Assessment Request. We would involve you fully in this process and you could also be supported in this process by Jane Clark, from the Special Educational Needs Information and Advice Support Services SENDIASS which provides confidential and impartial information advice and support to the parents and carers of children with SEN and they can be contacted on 08450349469. In addition Independent Parental Supporters can offer impartial advice and support, attending meetings, putting you in touch with support groups and assisting with paperwork and they can be contacted on 07825454386.

What specialist support can Burneston offer children with SEN?

The School is part of the Swaledale Teaching Alliance and the SENCO keeps up to date by attending Senco network meetings run by the alliance and the NYCC . There is an ongoing programme of new training opportunities for all teachers and teaching assistants. We are proud of our team of skilled and highly dedicated teaching assistants and we are able to run a range of intervention programmes including:

- 1stclass@number
- success@arithmetic
- Theodorescu and speed up handwriting programmes
- Socially speaking, Time to talk social interaction programmes
- Lego Therapy

We have individual staff who have received specialist training including:

- Autism
- Dyslexia
- Diabetes awareness and management
- Deaf awareness
- Dyscalculia

and a whole school training program which has included:

- Deaf awareness
- Diabetes awareness
- Numicon
- Clicker
- Communication in print
- Compass Buzz

What sort of adaptations are made to the curriculum and learning environment at Burneston?

We are also able to provide adaptations to the learning environment and curriculum to help us meet the needs of children with SEN and this includes:

- changing the colours of interactive whiteboards
- providing a visual timetable in each class which is updated daily
- Use of Widgit symbols
- First and next boards / my steps to success
- paired work or small group teaching
- providing coloured overlays
- using coloured paper and work books
- social stories
- different styles of reading books

- use of ear defenders and privacy boards
- use of ICT to record ideas eg. Clicker program
- quiet areas within the classroom and outdoor area
- “chunking” learning into smaller sections
- writing scaffolds/frames/sentence starters
- use of practical resources such as Numicon
- Providing specialist pens and pencils and grips
- Soundproofing pencil pots etc. with fabric
- Opportunities to care for school animals

How is Burneston School accessible to children with SEN?

- The main building and outdoor areas are accessible to children with a physical disability or wheelchair.
- We have showering and resting facilities on site.
- After school clubs are accessible to all, and we will make any adaptations needed to ensure this
- All equipment used is accessible to all regardless of their needs, adaptations are used if required.
- Extra curricular activities, including school trips and residentials are accessible to all with teaching assistants accompanying children who need support

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

We provide a huge range of opportunities for all of our children, irrespective of gender, ethnicity, SEN or disability. Everyone is included and adaptations and modifications are made as needed. Our Christian ethos values all and appreciates everyone’s uniqueness – that we all have our own strengths and weaknesses. All our work at school reinforces this ethos. The views of all our children are listened to. We are a small school and there are many opportunities for all children, including those with SEN, to work with older and younger peers such as on whole school subject days where the children work in their houses.

How do we support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

We have clear behaviour and anti – bullying policies in our school and at Burneston we believe that all children have the right to feel safe and valued and it is only then that they are able to engage fully with their learning.

We have a nurture group which strives to boost self – esteem, confidence and emotional resilience and we employ a range of strategies such as worry boxes and peer and buddy mentoring to support our children.

At Burneston we believe that prevention is better than cure and we are pro - active in creating awareness of the different challenges we all

face through our PSHE curriculum and whole school assemblies eg. what it is like to be deaf, coping with diabetes. Children with SEN may require additional support in articulating their views and aspirations. Targeted work may be undertaken with the class teacher, or teaching assistant to help with this. Some children might find it difficult to express their views verbally; if this is the case then alternative methods are sought, for example by using visual prompts.

What arrangements do we have for consulting with parents of children with SEN and involving them in their child's education?

At Burneston we take parental concerns seriously and we strive to build good relationships with all parents. Your child's class teacher will always be willing to discuss any concerns you may have surrounding either progress, or any other aspect of your child's development and you can ask for an appointment to see them at any time. Mrs Oakeley our SENCO works closely with all class teachers and you can request that she attends a meeting with you both at any time, or you can request to see her for advice and support by arranging a meeting.

Communication with you about your child's education includes the following :

- Regular newsletters
- Termly curriculum newsletters outlining the topic and providing details about the planned learning
- Letters to inform you if your child has been selected to take part in an intervention – this will explain why your child has been selected and offer you an opportunity to discuss it further if required
- Twice yearly parent consultation evenings
- Termly review meetings (Learning conversations) to discuss Individual Provision Maps, celebrate successes and identify next steps
- Annual school report
- Ongoing opportunities to speak to your child's class teacher, SENCO , Designated Senior Lead Teacher or Head teacher as needed either by appointment or informally, for example on the playground before school
- Electronic communication using our class Dojo messaging system. All teachers can be messaged with this and we aim to get back to you the same day.
- Regular parent workshops to support your understanding of the curriculum and expectations

We recognise that as a parent of a child with SEN you may require additional communication between home and school to support your child's learning and progress. This can include:

- Regular email contact
- "Pat on the back" books
- Home school communication books

Parents are informed about any relevant training opportunities eg. through the dyslexia or Autism support teams and they are also signposted to relevant support networks:

What arrangements do we have in place to consult with young people with SEN and how do we involve them in their education?

Children with SEN are valued members of our school community and the views of our children are listened to. They are involved in setting and reviewing their own learning targets, as outlined on their individual provision maps. These documents are also shared and reviewed with you on a termly basis or more frequently if required.

Our annual reviews for children with an EHCP are child centered and all children are encouraged and supported to attend and express their views. We use a variety of approaches including pupil voice questionnaires and traffic light cards depending on what is most suitable for your child. Pupil views are also sought before starting an intervention programme and on the completion of a programme to help us measure progress as well as actively involving your child in their learning.

What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Can you explain what opportunities are available to enable school to work with parents and young people as part of this assessment and review?

- We use Target Tracker to assess and track all pupil progress. We use PIVATS to track the often smaller steps of progress of children who have SEN and to identify their next steps. For children not yet accessing the National Curriculum we use pre – key stage standards and for those below these standards we use P – scales.
- We meet termly with parents of children with SEN to hold Pupil Review Meetings (Learning Conversations)and more often, informally, as required. We encourage parents to prepare their thoughts and views in advance of the meeting and encourage the child to attend wherever possible, making sure they have the chance to complete their views before the meeting, in a format that is accessible to them. We will then work together with you and your child to decide on new targets and next steps for their Individual Provision Map (IPM).
- We ensure that all reports from external agencies are circulated to you, and where outside agencies are working with your child we will also meet together to discuss the impact of their input either as part of the IPM Learning Conversation outlined above or as required.
- Children with an Educational Healthcare Plan (EHCP) will have an annual meeting to discuss progress made towards outcomes and to ensure that it is still an accurate reflection of your child's needs. We will invite all those working with your child as well as yourselves seeking views and reports from all prior to the meeting. The minutes of the meeting will be distributed as quickly as possible to ensure it is an accurate reflection
- Case Histories are used to highlight strategies which have worked (and their impact) and strategies which have not worked (and why they don't work) for each child. These are typically updated annually or more often as required. It forms a very useful document for

new teachers to quickly get up to speed with the particular needs of children with SEN so learning time is not lost when a child moves into a new class. It also gives a concise account of your child's needs for any new professional working with your child.

How do we evaluate the effectiveness of the provision made for children and young people with SEN?

As outlined in other sections, we carefully monitor and track progress of children using Target Tracker , PIVATS , pre – key stage standards and, where necessary, P-scales. We also use individual provision maps which are reviewed after a term with parents and pupils, leading to new targets being set.

Observations (in class, in small groups and during 1:1 sessions), work scrutiny and pupil conferencing all form part of evaluating the effectiveness of provision, as well as feedback from you as parents and your child themselves. We recognise that work scrutiny provides a valuable measure of progress over time.

Specific intervention programmes often use a tight measure of progress and where possible these are used. Assessments help the teacher, pupil and parent to be aware of any specific areas of difficulty and they provide a baseline against which to measure progress.

What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do we ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

Transition between classes within school is carefully planned. Additional visits to see the new class and teacher are arranged where needed. Our SENCO can also accompany parents as they visit prospective schools.

Transition to a new school is also carefully planned. A member of staff from the relevant secondary school is always invited to Year 6 SEN reviews, and earlier if appropriate. We work closely with all our secondary schools, Ripon Grammar School, Bedale High school, Thirsk high school and Richmond School to ensure that transition for all pupils, and especially those with SEN, is smooth and handled correctly in order to reduce anxiety for yourself and your child. We tailor transition packages dependent on the needs and concerns of you and your child and it will always involve a discussion with you to decide together on the best approach. Transition packages usually take the form of additional visits, but their format may be different dependent upon the pupil and where appropriate we always ensure an appropriate member of staff accompanies your child. For example learning the life skills of travelling on a bus or using a cafeteria

Resources are provided and made to help support transition eg. A photo book of key staff and areas of the school

What are the arrangements for handling complaints from parents of children with SEN about the provision made?

Complaints about SEN follow the general complaints procedure. Please see your child's class teacher in the first instance, to see if your concerns can be immediately addressed.

Should there be no improvement, please do make an appointment to see either Mrs Oakeley (SENCO) or Mrs Suzy Smart (Headteacher). If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to Mrs Claire Smith (chair of governors) at the school.

Mrs Liz Wilson is also our SEN governor who can be contacted by email : admin@burneston.n-yorks.sch.uk or by telephone: 01677 423183
Mrs Lisa Oakeley SENCO can be contacted by email: loakeley@burneston.n-yorks.sch.uk or by telephone: 01677 423183