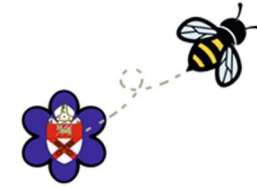




*Celebrate*



*Collaborate*



*Pollinate*



## **Burneston Church of England Voluntary Aided Primary School Special Educational Needs & Disability (SEND) Information Report *September 2024***

This SEN information report sets out what we can offer as a school to pupils with Special Educational Needs. It details how we implement our SEN policy within the school, provides named contacts for parents with questions or concerns and shows the school's contribution to the local offer set out by the Local Authority. It also highlights the broad and balanced curriculum provided in each year and explains how the curriculum is adapted or made accessible for pupils with SEN.

This information is updated annually and available on our website.

The SEN policy can be found on our school website or by asking for a copy in the office.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND--local-offer>

- ❖ **Mrs Sophie Tennant is the Special Educational Needs Coordinator (SENCO).** She is a part time teacher and works Monday and Tuesday each week. She was awarded the National Award for SEN Coordination (NASENCO) in December 2016 and completed a Masters in Inclusive Education in November 2020. She is available to contact at school via email at [stennant@burneston.n-yorks.sch.uk](mailto:stennant@burneston.n-yorks.sch.uk), via Class Dojo or through the school office on 01677 423183.
- ❖ **Mrs Claire Robinson is the SEN Governor** and is available via email at [admin@burneston.n-yorks.sch.uk](mailto:admin@burneston.n-yorks.sch.uk) or through the school office on 01677 423183.

# 1. What kinds of SEN are provided for in your school?

**All** children are welcomed at Burneston CE Primary School and the teaching staff work closely together to provide an inclusive, broad and engaging curriculum for **all**.

Although a small school, the teaching and support staff are experienced and are committed to regular continual professional development (CPD) for a wide range of special educational needs.

## **Definition of Special Education Needs (SEN):**

pupils have a learning difficulty 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The SEN Code of Practice 2014 identifies four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

We have a wide range of strategies and resources to support **all** pupils and those with additional needs across the 4 broad areas. These are detailed in our Whole School Provision Map that is available on the school website or from the school office.

If a child already identified with SEND were to start the school, including those with an EHCP, parents would be invited into school along with representatives from the previous school and any agencies involved so that the appropriate strategies can be put into place prior to the child starting school.

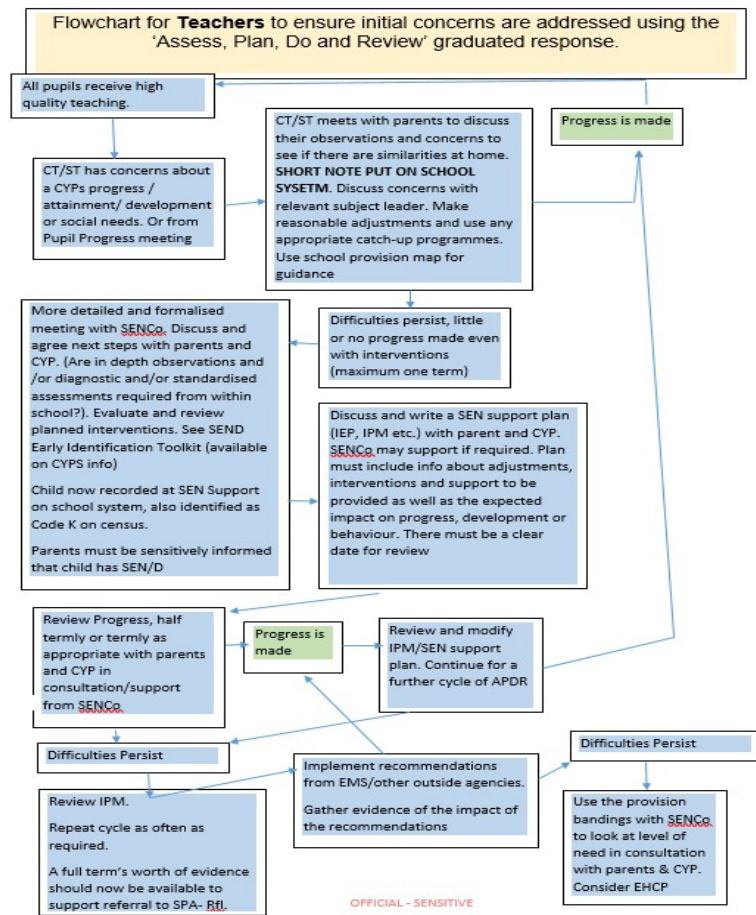
## 2. What policies do you have for identifying children and young people with SEN? How do you assess their needs?

For a child or young person to be entered onto the SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, any child or young person on the SEND Register receives support that is **additional to and different from** that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including.

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher
- Collaborative working with external agencies
- Use of standardised assessments such as Elklan, GLR (Dyslexia Screening Test)
- Children or a young person that already have an Educational Health Care Plan (EHCP)

We strongly believe in **early identification** and the importance of putting additional support in place to support pupils as soon as an additional need is identified. We then follow a **Graduated Approach**, which follows the, '**Assess, Plan, Do, Review**' cycle to provide the additional support (see diagram below).



There is a process of constant review and therefore possible movement within the graduated approach. It is important the children are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a child or young person will necessarily be placed on the SEND register. These targeted children or young people will be closely monitored, and their progress tracked through our Initial Concern process. If a specific educational need is highlighted, a 'Individual Learning Plan' may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined

interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle, such that we are aware of the effectiveness of the provision made for our pupils with SEND and made alterations to best meet their needs and fulfil their potential accordingly.

Other agencies are involved, when necessary, e.g., speech and language therapy. Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representative- usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

**School Policies that are linked to the identification and assessment of SEND are:**

- SEND Policy
- Accessibility Plan
- Safeguarding Policy and procedures
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement

**Individual Learning Plans – ‘My Support Plan’**

Individual Learning Plans are created for all children or young people who are on the SEND register with a view that these are entirely working documents which are continually reviewed and follow the child or young person through their education, creating a holistic picture of the child and how best to support them. They are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome focused approach. When completing individual learning plans, we strive for targets to not only look at the term or year ahead (in the short/medium term), but also further into the child's future e.g., the next Key Stage (long term). This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils. Parents/carers will be supported to understand how they can promote these targets at home. The learning plans are very child centred and monitored and reviewed half termly / termly.

## **Special Educational Needs Policy Implementation**

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the SENDCo –Sophie Tennant.

Contact details: [stennant@burneston.n-yorks.sch.uk](mailto:stennant@burneston.n-yorks.sch.uk)

Telephone: 01677 423183

It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENDCo, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The school governor for SEND is: Claire Robinson.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Head Teacher, Suzy Smart, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

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

Burneston CE (VA) Primary School will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's or young person personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

- There is a Parent/Carer SEND leaflet for your key information and an initial point of reference.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Individual Learning Plans will be reviewed with your involvement each term as appropriate.
- Class Dojo is used to support communication with you when this has been agreed to be useful for you and your child.
- There are a number of parent/carers support groups such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service).
- Home-school books or photo diaries can be used as a form of contact and as a way for the children to share their day with parents.

#### 4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

Teachers, SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued in our school, and we feel their contributions to their own Individual Provision Maps is key to the pupil's success.

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child.

##### **Additional opportunities for pupil voice**

- School council
- School questionnaires
- Children invited into meetings with outside professionals and parents to enable them to express their views about their own experiences and progress. If children choose not to be a part of their meetings, they are encouraged to share their views in an alternative way, such as through a picture or through technology.
- A pupil voice questionnaire or interview conducted as part of the on-going monitoring schedule for SEND by SENCO and SEND Governor.



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

- Pupils with SEND will be assessed against the statements of the National Curriculum as all other pupils in school. All pupils' data is tracked in school using Insight and discussed at termly pupil progress meetings. In some rare circumstances, an alternative tracking system may be recommended by external professionals for individual children due to their specific needs. This will be discussed with parents as part of a review meeting.
- SEND pupil data is tracked, analysed and discussed termly as part of the SEN report to governors.
- Data is collected before and after any intervention to enable Class Teachers to track pupil progress and determine effectiveness of provision. This data may be quantitative, collected using intervention specific assessments such as IDL or Little Wandle or it could be qualitative and collected through classroom observation. We also assess SEMH needs using Boxall Profile and language and communication needs through Verbo.
- Parents will be invited to a meeting to review their child's progress towards the outcomes stated on the Individual Provision Map. This usually takes place half termly and where convenient can be incorporated into parent's evening appointments. If appropriate, external professionals who have been working with the child may also attend the meeting and contribute to assessing and reviewing as well as formulating new targets.
- Annual reviews, and interim reviews where needed, will take place for children EHCPs.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you 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?

We recognise that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group. The children or young person will spend a day during the summer term with their new teacher/s. Teachers may also spend time with children or young person in their current class prior to September. Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. The period of transition depends on the individual needs of your child or young person.

When writing and reviewing EHC Plans there is always a focus on the longer term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners. Staff have also taken opportunities to visit and work closely with our partner secondary schools and local SEND schools to acquire a more in-depth knowledge of their routines, systems, and ethos. This also gives staff an opportunity to see what provision the schools have in place and how best to support your child for the transition into Year 7. Staff are willing to arrange and accompany children and/or parents/carers to their new school. Where possible, all involved staff will attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school.

## 7. What is your school's approach to teaching children and young people with SEN?

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Learning Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle (half termly)
  - Individual SMART targets
  - Differentiated learning
  - Multi-sensory activities
  - Data analysis through school tracking system
  - Pupil progress meetings with class teacher, SENDCo and senior leadership team.
  - Sharing between teachers to ensure a smooth transition.
- Individual Learning Plan meetings held termly between child/ young person, teacher, and parents/carers to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.
- Teachers and support staff working closely together.

## 8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Burneston has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress. Work is differentiated for different groups and individuals. Sometimes this is enough to ensure a child or young person is on track to reach their full potential, however sometimes an Individual Provision Map will be needed with individual 'SMART' targets and strategies to work towards achieving them. This will be put in place in discussion with parents/carers and where appropriate the child or young person. This would mean additional work with a child or young person on a small group or 1:1 basis to carry out specific interventions to support a child or young person to meet their individual targets. The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents. o Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life and can develop their Cultural Literacy.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils.

**Your child/ young person will receive:**

- Quality First Teaching.

**Your child/ young person may receive:**

- Specific small group work including targeted interventions
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes
- Individual targets and an Individual Learning Plan
  - Writing aids
  - Pre-teaching of new concepts to enhance learning
  - Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.
  - Tabletop resources

**The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND**

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors based on needs in the school.

**The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:**

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected
- Deciding what resources/training and support are needed

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., Makaton training.

- The SENCO has successfully achieved the National Award for SEN Coordination and has a Master's in Inclusive Education. She is also a Senior Leader of Education for SEND in the Swaledale Alliance, meaning that she provides school to school support as well as facilitates the SENCO Development Group and New to SENCO training. She also attends regular network meetings and development groups, as well as attending specific training courses, and this information is passed on to the teachers in staff meetings.
- The SEND Governor attends specialist training when it is available which is shared with the SENCO and subsequently the rest of the teaching staff.

### **External Agency Support**

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENDCo and the pupil's parents/carers.

A request for support from external services is likely to follow a decision taken by the SENDCo, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Below is a list of the services that the school most regularly work with:

- SEN Hubs
- Early Help
- Speech and Language Therapy team
- Arete Learning Trust
- Educational psychology team

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

### **Interventions**

The SENDCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- To provide effective intervention without the need for regular or on-going input from external agencies.

## **Targeted Mainstream Provision**

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

## **Use of Alternative Provision**

Alternative Provision is defined as ‘education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour’ (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

## **Supporting Pupils with their Emotional and Social Development**

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children’s/ young people’s needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis



## 10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

- Data analysis through Insight assessment system
- Data analysis of interventions looking at ratio gain/impact for each child
- Learning walks conducted by SENCO and SEND Governor
- Reports to governors
- Lesson observations alongside a book scrutiny and planning scrutiny
- SEND Action plan development
- Assessments against IPM outcomes
- Pupil voice questionnaires and interviews
- Parent voice questionnaires

## 11. 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?

- Burneston Primary School is an inclusive school and provides equal opportunities for all pupils.
- Where there is a school trip or activity organised which may prove difficult for a child with SEND, the parents will be consulted and a solution found. For example, extra adults or the child's parents will be invited on a trip.
- Pupils with SEN are represented at sporting events and on educational days (such as science or maths days) where a limited number of pupils can attend.
- SEN pupils are represented on the School Council
- ***Please see the SEN policy for further information on this.***

**Arrangements for Dealing with Complaints from Parents/Carers**

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website for further details).

**Admission Arrangements (also see admissions policy)**

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.