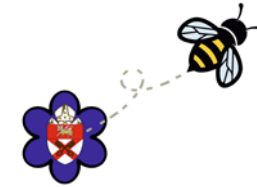




Celebrate



Collaborate



Pollinate



Burneston Church of England Voluntary Aided Primary School Special Educational Needs & Disability (SEND) Information Report *February 2022*

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 here](#)

The North Yorkshire local offer can be found at:

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

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.

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 [here](#) 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? What is the SENCo's name and how can I contact them?

- ❖ **Mrs Sophie Tennant is the Special Educational Needs Coordinator (SENCO).** She is a part time teacher and works Wednesday, Thursday and Friday each week. Mrs Sophie Tennant 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, via Class Dojo or through the school office on **01677 423183**.

The SENCO is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure high quality provision for all pupils with SEND.
- Ensuring that you as a parent are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND List (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible
- Ensuring adequate records are kept detailing the support that each child is receiving.
- Supporting Class Teachers with developing, sharing and discussing Individual Provision Maps (IPMs) as well as reviewing these with parents half termly to ensure provision is effective and up to date.
- Attending Local Authority network meetings and attending regular CPD opportunities to ensure SEN knowledge is current and comprehensive.

❖ **Mrs Claire Robinson is the SEN Governor** and is available via email at admin@burneston.n-yorks.sch.uk or through the school office on **01677 423183**.

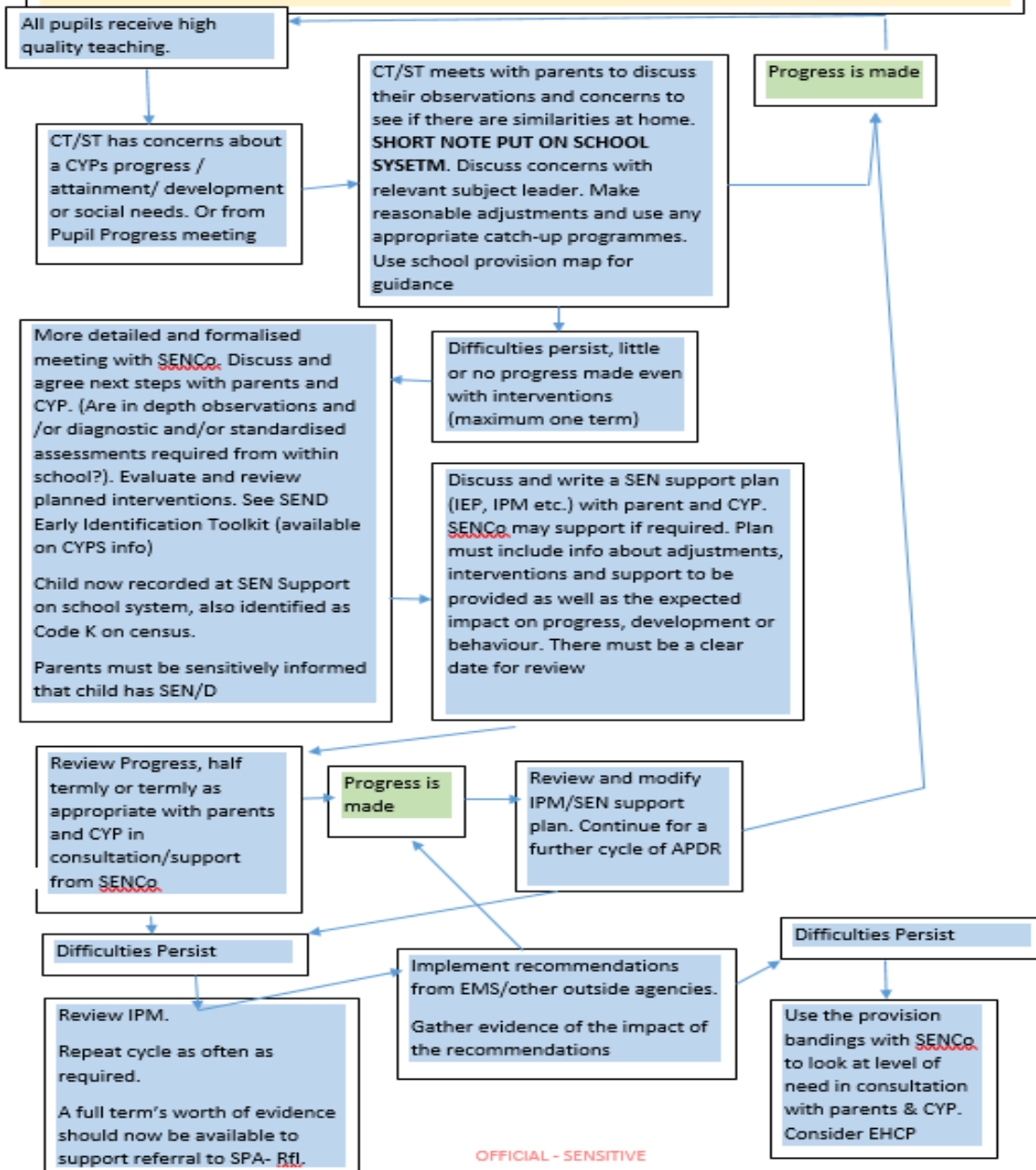
The SEN Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of the provision in place for pupils identified with SEND

All teachers will provide an inclusive and engaging curriculum for **all** through high quality teaching, differentiated planning, a purposeful environment, a variety of resources and effective Teaching Assistant support.

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).

Flowchart for **Teachers** to ensure initial concerns are addressed using the 'Assess, Plan, Do and Review' graduated response.



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

We believe that parents and/or carers should be treated as an equal partner in their child's education. We aim to do this through ensuring:

- Regular communication between parents and teachers through Class Dojo or face to face at the gate at the beginning and end of the day
- Appointments to speak with the Class Teacher/SENCO/Headteacher at greater length can be arranged easily and within 24 hours where possible.
- 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.
- Review meetings for IPMs will take place half termly or as close to every 6 weeks as possible. This will involve the Class Teacher and parents but may also include the child and SENCO if desired. Meetings may be face to face, virtual or over the phone depending on parental preference.
- Regular review meetings will be planned when an external professional is involved with the child. This is an opportunity for parents, teachers, SENCO and any other professionals working with the child to share their views on the impact of the provision in place and think about any next steps.
- Information about the interventions in place will be discussed with the parent prior to it starting and any information about its impact will be made available prior to review meetings if requested.

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?

- School council
- School questionnaires
- Children invited into meetings with parents to review their IPM outcomes.
- 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.
- 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.
- Each child identified with SEND will have a SEN Chronology document. This document summarises the support that this child has had since being identified with a specific need. This document can be used to support referrals to external agencies, as well as provide information towards an Education, Health and Care Assessment Request (EHCAR). This is also a useful document to move with the child to secondary school as this helps to ensure a smooth and effective transition for children between different phases of their education.

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?

When a child is identified with SEND a 'Chronology of SEN' document is started which details level of need and provision over time – this document will be used for all transitions.

- For some children with SEND, the transition between classes in September can be an unsettling and anxious time. We ensure that parents and pupils, where appropriate, are invited to a transition meeting during the summer term. The programme of transition will be discussed as well as any concerns that the parents or the child might have. The current class teacher, new class teacher and SENCO will all be present at this meeting.
- Transition for a child with SEND could involve creating social stories, which can be shared at home to prepare the child for any changes, spending valuable time with their new teacher or with a small group of pupils who will move with them and spending time in their new environment.
- Transition from pre-school settings to Reception at Burneston Primary School is a key point of transition for both children with SEND and their parents. We work closely with all pre-school settings to ensure a thorough transition and can arrange additional transition days if necessary. If external professionals are already working with the child then meetings will be arranged to liaise with them and parents will be involved throughout the transition process to ensure strong links between home and school are nurtured from the beginning.
- Transition to secondary school is a key point of transition and the year 6 children take part in many different transition activities towards the end of the summer term. For children with SEND, it may also be appropriate to arrange a transition meeting where key members of staff from their new school will attend as well as parents. At this meeting, SEN Chronology documents, and any further information from professionals working with the child, can be shared as well discussing and creating an effective transition for the child. Further visits to their new school may be arranged as part of this.

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

- All pupils will receive high quality teaching
- Planning will be appropriately differentiated to meet the needs of all pupils and, in some cases, children can receive a personalised curriculum where recommended by external professionals
- Support staff within the classroom will be used effectively to support where necessary
- Pupils may be working in mixed ability groups where the pupil receives peer support or they could be working in a small guided group with a TA to support and this will depend on the activity.
- Some pupils with SEND may benefit from pre-teaching where the TA takes the child for 10 minutes to teach them the key concepts and vocabulary for the next lesson.
- Task cards, Now and Next boards and other specific resources may also be provided so that a pupil with SEND can work independently within a whole class setting.
- Some pupils with SEND participate in interventions to support them in making progress towards their outcomes. These do not take place during core lessons, which enables the flexibility for teachers and highly skilled Teaching Assistants to deliver them. All parents are consulted and permission is gained before a pupil starts an intervention. The impact of any intervention will be discussed at review meetings.
- The SENCo conducts learning walks, books scrutinies and collects pupil voice throughout the year as part of a robust monitoring schedule to assess high quality teaching and SEN provision across the school.

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

- The whole school provision map outlines the strategies and resources available to support all pupils in school, including those with SEND. This can be found [here](#) or a paper copy is available from the SENCO. The strategies and resources offered and used to support specific children along with their effectiveness will be discussed in meetings with parents.
- There are many resources available in the classrooms to support children with SEND. However, we also make these resources available to all children so that the classroom environment is inclusive. For example, we provide ear defenders, pencil grips, coloured overlays/rulers and dyslexia friendly resources.
- Some children with SEND may also benefit from a workstation where they can work independently with minimal distractions.
- Quiet reading/reflective areas are in each classroom
- Sensory boxes may be created.
- The school has created a dedicated nurture room that all children, including SEND, can access. Children are able to access this during lesson times or break times with an adult as part of their provision. It is set out as a calming environment where children can work on their own or in small groups, as well as a place to have time to talk.
- Some children may benefit from a personalised curriculum or personalized timetable, recommended and created by outside professional support. The children will still work within the classroom with the other children but will have tasks and activities tailored to their needs in specific subject areas.

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?

- Regular CPD (continual professional development) is provided for teachers and support staff on SEND either on training days or as twilights. Regular up to date information and training videos are also posted regularly on the staff SEN TEAMS channel.
- All staff are provided with opportunities to attend CPD courses from external providers in a variety of subject areas to ensure that they have the confidence to provide both in class support and interventions.
- 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 professionals, such as members of the HUB team, Arete Learning Trust, Speech and Language Therapists and Occupational Therapists offer advice and support to school staff.

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

The SENCo has developed a rigorous monitoring schedule which includes:

- 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 or 'coffee mornings'

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.***

12. How do you 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.

- The school embraces a positive behavior management system, based on Paul Dix, which supports the emotional and social development of all pupils.
- Pupils are involved at all stages of additional support and discussion, as appropriate, if they are on the SEND register.
- Intervention groups can include Time to Talk, Socially Speaking, Lego Therapy and nurture groups based on Compass Phoenix resources.
- Designated nurture room in school which pupils can use 1:1 or in small groups.
- Collaboration with the HUBs or external agencies, such as Arete Learning Trust, for specific advice and training.
- Discussions with vulnerable pupils and their parents about personal pastoral support arrangements.
- Children able to raise issues through school council and pupil questionnaires or interviews.
- The school follows a comprehensive PSHE curriculum from Kapow, which meets the statutory requirements from September 2020 and covers social and emotional development across all years from Reception to Year 6.
- School staff are aware of the Compass Phoenix referral pathway and access their online training throughout the year. The SENCo has completed all levels of Compass Phoenix training.
- The SENCo has completed the accredited Emotional First Aid Training.

13. How does the School 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?

- The school works collaboratively with the following as appropriate to each individual case:
 - Educational psychologist
 - Localised HUBs (a group of professionals specialising in a variety of special educational needs)
 - Speech and Language therapists
 - Occupational Therapists
 - Compass Phoenix
 - CAMHS (Children and Adolescent Mental Health Service)
 - Early Help (a collaborative approach to support young people and their families)
- The school will provide parents with the contact details for SENDIASS, an impartial support service for parents and carers of children with Special Educational Needs. More information is available at: <http://sendiassnorthyorkshire.co.uk/>
- In the event of a referral to Social Care, designated school personnel will work closely alongside parents and other professionals to support the family.
 - Designated Safeguarding Lead: Suzy Smart (Head Teacher)
 - Deputy Designated Safeguarding Lead: Sophie Tennant (SENCo & Class Teacher)

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

- The Class teacher, SENCO and Head Teacher will always be available to discuss any concerns about the child or the provision they are receiving.
- Parent voice is sought at the end of each Assess, Plan, Do, Review (APDR) cycle as part of the IPM review process. Parent voice is also gathered formally in the Summer Term through parent questionnaires or 'coffee morning' discussions.
- Parents are involved at every stage of the APDR cycle, being invited to telephone or face to face meetings as part of the half-termly IPM creation and review process. Parents are therefore able to ask questions and review the provision in place regularly throughout the school year.
- However, if parents wish to follow a formal complaints process, please refer the school's complaints procedure document for further information.

Additional Information for pupils with disabilities

- The arrangements for the admission of disabled pupils – *please see admissions policy*
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils – *please see Single Equality Scheme*
- The facilities provided to help disabled pupils access your school – *please see accessibility plan*

Please contact the school office for a copy of the accessibility plan

A Glossary of Terms or abbreviations can be found as part of the Special Education Needs and Disability (SEND) Policy – a link to which is at the top of this document.