



## Burrough Green CE Primary School

### Special Educational Needs and Disabilities (SEND) – School Information Report

<b>Introduction</b>	<p>The aim of this report is to give parents information about how we support children’s learning in our school. Although we have tried to make the information as comprehensive as possible please come and talk to us if you have any questions about any aspect of our SEND provision. One of the guiding principles of our work with all children is to support them to become as independent as possible. Therefore, whilst much of the content here focusses on that support, parents and carers should be well aware that we aim to remove this support as soon as we can.</p>	
<b>Special Educational Needs and Disabilities Coordinator (SENCo)</b>	<p>The school SENCo is Mrs Esther Street.</p>	
<b>SEND Lead Governor</b>	<p>Mrs Jo Batting</p>	
<b>Accessibility</b>	<p>We are fortunate enough to have a new school building, built on a single level, with good wheelchair access throughout. We have a disabled toilet, a hearing induction loop in our hall, and a disabled parking space with a drop curb for easy access. We will, in addition, make any reasonable adjustment to our buildings or practices to ensure access and learning are successful for all.</p> <p>Burrough Green is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every person matter. Our ethos of values allows us to offer new opportunities to pupils who may have experienced previous difficulties. We take account of pupils’ varied life experiences and needs so that each child can be treated, encouraged and supported accordingly, whether inside or outside of the classroom.</p>	
<b>Associated policies available on website</b>	<p>Special Educational Needs and Disabilities Policy          Equalities Policy and Statement          Positive Behaviour Policy          Intimate care Policy          Teaching and Learning Policy</p>	<p>Click <a href="#">here</a> to access details about the Cambridgeshire County Council SEND Local Offer.</p>

<p><b>How are Burrough Green CE Primary School’s resources allocated and matched to pupils?</b>  <b>How are decisions made about how much support my child will receive?</b></p>	<p>We offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. The progress of every child in our school is assessed, monitored and reviewed in termly pupil progress meetings between class teachers and the Headteacher. Any child not making the progress we would expect is discussed with parents and support put in place. This may include changes to classroom approaches, the allocation of additional resources or the use of specific interventions. All the interventions at our school are delivered by trained staff. The provision of additional support is overseen by the class teachers and reviewed by the SENCo. The effectiveness of interventions is monitored by the use of assessments, which take place at the beginning of the support work undertaken and are then repeated at least termly to monitor the impact they are having. Support is then modified in the light of these assessments and a provision map is updated termly. This document tracks the specific support being offered to children across the school.</p>
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<b>How will I know that the school will support my child?</b>	There are regular opportunities for information sharing about children throughout the year. Parent consultations are held in the autumn and spring terms and parents receive a written report in the summer term. In addition Data Reports which show each child's progress and attainment over the year, over the longer term, and against national expectations is also produced twice a year. However, if there are any concerns about a child's progress between these times teachers will contact parents. If parents are concerned about their child's progress they are encouraged to talk to the class teacher as soon as possible.			
<b>What training have staff who are supporting children with SEND had or are receiving?</b>	The SENCo is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. Mrs Street can be contacted by email: <a href="mailto:estreet@burroughsgreen.cambs.sch.uk">estreet@burroughsgreen.cambs.sch.uk</a> Mrs Street has a background in SEND, having been an Assistant Headteacher in a school for pupils with emotional, behavioural and multiple learning difficulties (EBD). She is a qualified teacher who had been a Head of Department for 7 years, involved in the strategic development and planning of a large secondary school. She has also been a school governor. Mrs Street has recently completing the National SENCo Award with Eastern Leadership Centre. We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet them. The needs of the pupil community shape our training requirements and are part of the evaluation process at the termly pupil progress meetings and during staff reviews.			
<b>What training have staff who are supporting children with SEND had or are receiving?</b>	Support for Literacy	Support for Maths	Support for Speech, Language and Communication	Support for Physical Development and Coordination
	Dyslexia Friendly Classrooms. EAL –support for children with English as an additional language. Clicker – software used to develop independence in writing. Expanded Rehearsal Technique – intervention program to secure Phonics knowledge.	Numicon – an aid to help develop secure number concepts through visualisation.	Makaton – signing for children with little speech. Elklan – understanding of how language develops and skills for effective communication with strategies for support. Talking Partners – a programme to help children develop their use of social communication. Autism Education Trust Level 1.	BEAM – exercise programme to support development of fine and gross motor skills.
	Downs Syndrome – implications for learning and social development.			

<b>How will the curriculum be matched to meet my child's needs?</b>  (Some of the ways through which learning can be made more accessible for children with different needs)	Universal provision for <b>ALL</b> pupils	Targeted support for <b>some</b> pupils identified as needing help to achieve good progress	Personalised provision for pupils with an identified <b>Special Educational Need or Disability</b>
	<b>Quality first teaching</b> , including well differentiated work to match the needs of ALL learners such as extension activities for those who find the task too simple; accurate assessment and effective feedback.	<b>Additional in-class support</b> , given by teacher or teaching assistant during specific lessons. <b>Intervention groups</b> , usually led by a trained teaching assistant, with the aim of	<b>THIS MAY INCLUDE:</b> <b>Liaison with specialist agencies</b> , eg, Speech Therapy, Ed Psychology, Occupational Health, Physiotherapy, Family Support Workers, Counselling.

	<p><b>Including (as above)</b></p> <p><b>Termly achievement tracking and pupil targets</b></p> <p><b>Communication with parents/carers</b>, including daily teacher accessibility; ‘Something to Think About’ information relating to what will be covered in class; consultations.</p> <p><b>Involvement &amp; inclusion of learners</b>, through engaging learning contexts; explicit learning about learning; encouragement of pupil voice in an environment that values them, opportunities to direct their own learning e.g. through projects.</p> <p><b>Access to a supportive environment</b>, With working walls, accessible learning resources, use of laptops and other technology, personalised success criteria for differentiated tasks, guided work with the teacher or a TA.</p>	<p>making accelerated progress over a set amount of time. Usually focused on reading, writing or maths.</p> <p><b>Special adaptations to aid independence or inclusion</b>, e.g. use of appropriate visual timetables, pre-teaching of skills and vocabulary needed in the lesson, angled desks or cushions, pencil grips, instructions presented on coloured backgrounds, provision of quiet workstations to enable pupils to focus, support for children to attend school trips and residential visits, structures to support thinking or task completion (story maps, written prompts), use of enlarged print versions, worked examples of maths methods, word mats, etc.</p> <p><b>Individual Education Plan (IEP)</b>, created with the SENCo and child, then shared with teachers and parents. It details the children’s strengths and weakness, as well as what helps them with their learning. It contains specific, individualised targets which are reviewed at least every term.</p>	<p><b>Development of an individualised curriculum</b>, focussing on key areas for personal development.</p> <p><b>1:1 support in the classroom</b>, usually with a TA to aid access through support or modified resources/language (if the school feels this is necessary).</p> <p><b>Additional involvement of parents / carers</b>, in identifying, meeting and reviewing the needs of their child(ren).</p> <p><b>Education, Health &amp; Care Plans</b> (replacing Statements from Sept 2014), in line with the SEND Code of Practice 2014.</p> <p>An EHC is created in consultation with the pupil, parents and professionals. It details the specific strategies, support, resources and targets in place for the child and is reviewed annually.</p>
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<p><b>A stepped approach</b></p> <p>(for identifying and addressing an individual’s needs)</p>	<b>Assess</b>	<b>Plan</b>	<b>Do</b>	<b>Review</b>
	<ul style="list-style-type: none"> <li>Is the child unable to access the same opportunities as others?</li> <li>Is the child not making good progress in their learning and development?</li> <li>If quality first teaching is unable to address issues above, move to <b>Plan</b> stage. →</li> </ul>	<ul style="list-style-type: none"> <li>SENCO support / management;</li> <li>Consult pupil and parents/carers;</li> <li>Identify further advice and/or training.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted support / intervention from school staff;</li> <li>Specialist support from other agencies;</li> <li>Additional resourcing;</li> <li>Set SMART targets.</li> </ul>	<ul style="list-style-type: none"> <li>Re-assess progress and development at regular intervals;</li> <li>Discuss progress made and ongoing strategy with pupil, parents / carers and involved professionals.</li> <li>Consider need for assessment for an EHC or try new plan.</li> </ul>

Additional strategies to support specific subject/skill needs not included above.	Literacy	Maths	Speech, Language and Communication
	<ul style="list-style-type: none"> <li>• Small group targeted support to boost reading, writing, or spelling (e.g. Reading Comprehension Cards).</li> <li>• Additional 1:1 reading with adults.</li> <li>• Access to further Letters and Sounds teaching.</li> <li>• 1:1 Tuition in Y6.</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawal in a small group for targeted intervention customised to the particular group of children.</li> <li>• Use of practical resources e.g. Numicon.</li> <li>• Termly assessments of children’s mathematical knowledge followed by teaching tailored to filling gaps in their understanding.</li> <li>• 1:1 Tuition in Y6.</li> <li>• Use of online enrichment resources such as NRich.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support).</li> <li>• Implementation of their SALT programmes by TAs.</li> <li>• Small group interventions to help develop children’s speaking and listening skills e.g. Talking partners.</li> </ul>

<b>What specialist services or expertise are available at or accessed by the school?</b>	We regularly work with a range of professionals including Educational Psychologists, specialist teachers and Speech Therapists. We follow the strategies / programmes provided to support Occupational Therapy / Physiotherapy needs (if the child meets the threshold level required for their support).
<b>What support will there be to support my child’s overall well-being?</b>	<p>We believe that children need to be happy and feel secure to make progress, and have a range of provision available to support children’s wellbeing:</p> <ul style="list-style-type: none"> <li>• Our Core Values: as noted in the Ofsted Report Nov 13 “The school’s distinctive culture is made explicit in its ten core values. It permeates everything the school does including all aspects of pupils’ learning and well-being. It makes a significant impact on pupils’ development.”</li> <li>• Application of the school’s Positive Behaviour, Health and Safety, and Physical Intervention Policies.</li> <li>• A small school setting, where pupils’ individual needs can be closely monitored.</li> <li>• Referrals to counselling services (The Cogwheel Trust), Family Mediation Service, the School Nursing Service, or Child and Adolescent Mental Health Services (CAMHS) via the EHA (Early Help Assessment) process should the child meet their thresholds.</li> <li>• Regular meetings with parents, or Home/School Communication Books in consultation with parents.</li> <li>• Use of Individual Behaviour Plans or Risk Reduction Plans in consultation with parents.</li> <li>• Support for, or special supervision of, specific children at less structured times of the day, such as lunchtimes.</li> </ul>
<b>How will I know how my child is doing?</b> <b>How will I be involved in discussions about and planning for my child’s education?</b> <b>How will you help me to support my child’s learning?</b>	<p>We believe that good communication between home and school is essential for us to work effectively together to support every child. We have a range of ways in which we communicate with you, including:</p> <ul style="list-style-type: none"> <li>• Telephone.</li> <li>• Email.</li> <li>• Face to face meetings.</li> <li>• Home/School Communication Books.</li> </ul> <p>We liaise with a wide range of professionals (Educational Psychologists, Speech Therapists etc) and we will help with the explanation of professional reports to parents where it is thought to be helpful.</p>

<p><b>How will the school support my child in starting school and moving on?</b></p>	<p>We work to ensure smooth transition from pre-school into school, from primary school into secondary school, and between classes while within the school. Information is shared about children between professionals, and we provide opportunities for all children to spend time in their new environment before transfer e.g. pre-school children spending Wednesday afternoons in Reception in the final half term of summer, supported by Playgroup staff.</p>
<p><b>What should I do if I think my child has SEN? Who can parents contact for further information?</b></p>	<p>We believe that quality first teaching and our partnership with you are the most important factors in enabling all pupils to progress. In the event of any concerns about your child, or our school provision, parents/carers should, in the first instance, discuss this with the class teacher. Provision will be reviewed and any decisions communicated to you. We will endeavour to work closely with you so that agreed outcomes can be secured. Any concerns that have not been addressed by this should be taken to the SENCo. The school's Governing Body are the final point of contact for these concerns, and can be contacted via the Governing Body: <a href="mailto:office@burroughgreen.cambs.sch.uk">office@burroughgreen.cambs.sch.uk</a></p>