



Burbage Primary School

Special Educational Needs (SEN) Information Record – Updated November 2019

The ethos of Excalibur Academies Trust (EAT) is one which values the individuality of every student. To this end, the staff and Governors are committed to a SEN policy which seeks to meet the individual needs of each student, particularly by developing and reinforcing self-esteem and by encouraging a positive attitude to life. Each student is helped to achieve a feeling of success in some aspect of school life and every effort is made to instil a sense of pride in self and work.

The Academy Trust recognises that SEN students range across the spectrum and Able, Gifted and Talented students, as well as those requiring support to access the curriculum, also have special educational needs.

We recognise that many of the learning difficulties of students are temporary and can be overcome, so students with special educational needs are given the opportunity to benefit as fully as possible from a challenging education in a positive, inclusive environment.

<p>How does each EAT academy know if my child needs extra help?</p>	<p>Children with every type of need are supported in our academies and we make our best efforts to ensure that every that every child or young person makes good progress and is well prepared for the next stage in their education. As soon as we know they are definitely attending our academy we start finding out more about them so we can plan for their needs and ensure that they settle into school happily and make good progress. Whilst on roll in our academies, we identify needs by:</p> <ul style="list-style-type: none"> • Listening to our children and young people • Acting on concerns raised by teachers/TAs/parents
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	<ul style="list-style-type: none"> • Carrying out assessments reviewing marking and giving feedback: checking progress measures • Raising concerns which are discussed at parent meetings and with professionals • Testing/screening/using WGRSS (Wiltshire Graduated Response to SEND Support) to check criteria for support • Applying a graduated response – assess, plan, do, review • Contacting other agencies if necessary
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Contact the class teacher in the first instance who will then co-ordinate with the SENCo (Mrs Beverley Thompson) to arrange a meeting to discuss concerns and plan a way forward.</p>
<p>How will I know how school and EAT support my child?</p> <p>How will I know how my child is doing?</p> <p>How will I be involved in discussions about and planning for my child's education?</p>	<p>We try to work closely with all our parents to ensure that all children are happy and make progress. Working in partnership with parents of children with Additional SEN is even more important so we:</p> <ul style="list-style-type: none"> • Assess and review progress against the targets each term which is shared with the parents • Assess and review progress of the children partaking in the interventions during pupil progress meetings • Communicate with parents on a regular basis through review meetings (which are additional to parent evening) • Have an open door policy so regular discussions on progress and next steps can be held • Offer regular parent evenings to feedback on progress and attainment as well as learning issues that may arise • Write an annual report which outlines attitude to learning, progress made and attainment compared to national expectations • Provide parents with details of the interventions set up in school to help their child to achieve their targets • Hold annual reviews for any child/young person with a Statutory My Plan (Education Health Care Plan)
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers are responsible and accountable for the progress and development of all children in their class including where the child accesses support from teaching assistants or specialist staff.</p> <ul style="list-style-type: none"> • Teachers will deliver high quality teaching that is differentiated and personalised by outcome and support • Teachers will plan lessons to ensure there are no barriers to every pupil achieving • Specific resources and strategies will be used to support every child individually and in groups • Teachers will use appropriate assessments to set outcomes which are challenging yet achievable • Children are central to the assessment and review of their own progress and learning development

	<ul style="list-style-type: none"> Intervention work is personalised and targeted to meet the specific needs and targets of a small group of children or individual child 			
<p>How will you help me to support my child's learning?</p>	<p>Parents will support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home. For example in our academies we can:</p> <ul style="list-style-type: none"> Provide information about their child's specific needs Set up family learning sessions for key aspects of the curriculum Distribute termly class newsletters Give parents access to resources from school to use at home eg online learning opportunities, website links, reading and phonics packs on entry to school Give access to individual support to further parents' knowledge and understanding of teaching methods where necessary and appropriate Give advice on how to support children further at home through our parents' evenings and additional parent meetings, when needed Ensure parents receive agency reports which often include support material for home use Offer parents opportunities to attend cluster workshops on specific areas of need 			
<p>What support will there be for my child's overall well-being?</p>	<p>We promote a positive behaviour ethos as outlined in our behaviour policies. We also:</p> <ul style="list-style-type: none"> Teach children strategies to help them socially and emotionally through our creative curriculum and specific intervention groups. Offer opportunities for children to participate in after school enrichment activities. Give all children equal opportunities to participate in all activities. Offer ELSA (Emotional Literacy Support) to build positive self-esteem. 			
	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
<p>What specialist services and expertise are available at or can be accessed by the school?</p>	<ul style="list-style-type: none"> Speech and Language Therapy Team SWAPP (autistic programme) Behaviour Support 	<ul style="list-style-type: none"> LA SSENS team SPLD specialist teacher 	<ul style="list-style-type: none"> Educational Psychologist CAMHS School nurse 	<ul style="list-style-type: none"> Visual Impairment services Hearing Impairment Services

	<ul style="list-style-type: none"> • Education Psychologist • SSENS (LA Specialist SEN Service) 	<ul style="list-style-type: none"> • Marlborough and District Dyslexia Association 	<ul style="list-style-type: none"> • Social care 	<ul style="list-style-type: none"> • Mobility Support • Occupational Therapist • Physical Therapist • Riding for Disabled
What training have the staff supporting children and young people with SEND had? (Or what are they having?)	<ul style="list-style-type: none"> • Autism • De-escalation training • ELSA 	<ul style="list-style-type: none"> • NESSY • WESforD • Dyslexia 	<ul style="list-style-type: none"> • SEAL • Team Teach Physical Restraint 	<ul style="list-style-type: none"> • SPARKS
How will my child be included in activities outside the classroom, including school trips?	<p>Activities and school trips are available to all - see Inclusion Policy.</p> <p>Risk assessments and procedures are in place to enable all children to participate in school activities and events.</p> <p>If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated.</p>			
How accessible is the school environment?	<p>Burbage has an Access Plan, available on the school website which aims to ensure we are an inclusive school, able to cater for the needs of current and future pupils.</p>			
How will the school prepare and support my child when joining Burbage or transferring to a new school?	<p>Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. We have links with our feeder preschools as well as St John's.</p> <p>All our new EAT children have the opportunity to come and visit the school and spend a short time in their new class/tutor group so they know the expectations, can be allocated a buddy/mentor and understands the procedures and school routines.</p> <p>Once we know a child has additional SEN we will meet with parents to decide on the desired outcomes we will all be working towards and develop a plan to support each child to achieve these outcomes. A copy of this plan will be shared with parents as soon as possible after the meeting. If needed, some plans may detail a transition plan to help a child settle into the school easily and happily. A one page profile is drawn up with the pupils so they feel they have had the opportunity to communicate their needs and wishes.</p> <p>Whenever a child moves to another school we pass on the school records to the new school. If a child has additional SEN we also:</p> <ul style="list-style-type: none"> • Pass on additional SEN records to the new school including My Support Plans or Statutory My Plans and one page profiles 			

	<ul style="list-style-type: none"> • Liaise with the SENCo/headteacher or class teacher of the new school to clarify any information necessary • If needed we can include ways to support a child to have a settled move to a new school or do transition work in preparation for the move; maps or photographs of the new school or working on a new one page profile • Both settings are invited to transition reviews of a child with a Statutory My Plan and a transition plan is established as part of this meeting
<p>How are Burbage’s resources allocated and matched to children’s special educational needs?</p> <p>How is the decision made about how much/what support my child will receive?</p>	<p>All EAT schools have a delegated budget for children with additional SEN and this is used for providing effective provision for individual children. The SENCo will work alongside the head teacher to allocate resource and deploy members of staff according to need. The resources will be reviewed and evaluated during review meetings and modified to ensure the effective support is maintained to maximise the learning and progress for individuals.</p> <p>We will apply for additional funding to support children with complex needs through statutory assessment or the annual ELP moderation meeting.</p> <p>Tracking progress on a regular basis will ensure the provision matches the need.</p>
<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child’s educational needs please contact:</p> <ul style="list-style-type: none"> • Bev Thompson - Burbage SENCo bthompson@burbage.excalibur.org.uk 01672 810452 • Sarah Cardy - Director of Additional Special Educational Needs for Excalibur Academies Trust. scardy@stjohns.wilts.sch.uk 01672 519575/518899 <p>For further information for SEN in Wiltshire go to www.wiltshirelocaloffer.org.uk. Additional information is also available on our school’s website.</p>