



INSPIRING AND NURTURING TOGETHER

Burbage Primary School



Special Educational Needs (SEN) Information Report – Updated July 2021

At Burbage Primary we believe in providing every possible opportunity to develop the full potential of all students. We are committed to a SEN policy which seeks to meet the individual needs of every child, developing and reinforcing self-esteem and inspiring and nurturing a positive attitude to learning. Children with a diversity of need are welcomed and supported in our school and we aim to ensure that every child makes good progress and is well prepared for the next stage in their education.

As soon as we know they are definitely attending our school we start finding out more about them so we can plan for their needs and ensure that they settle quickly and happily into school and make good progress.

Class teachers have the responsibility for the achievement and progress of all children in their class. **Lucy Marsh** is the Special Needs Coordinator (SENCo). Her role is to monitor and coordinate provision, to provide advice and liaise with and facilitate support from outside agencies. She is supported in this role by **Sarah Cardy**, SENCo for Excalibur Academies Trust.

How does Burbage Primary School know if my child needs extra help?

We identify if a child needs support by:

- Listening to our children,
- Liaising with previous schools and pre-school settings (when a pupil transfers to us)
- Acting on concerns raised parents and carers,
- Identifying if a child has difficulties accessing learning through our assessments, daily marking and feedback,
- Raising concerns which are discussed at parent meetings,
- Applying a graduated response – assess, plan, do, review
- Implementing a programme of interventions or in class support according to need,
- Testing and screening using WGRSS (Wiltshire Graduated Response to SEND Support) to identify the area of need and check criteria for support.

	<ul style="list-style-type: none"> • Reviewing needs and adapting provision and contacting outside agencies and professionals if necessary.
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Please make us aware of any concerns at the earliest opportunity by either:</p> <ul style="list-style-type: none"> • contacting your child’s class teacher who will then co-ordinate with the SENCo (Lucy Marsh) to arrange a meeting so to discuss and plan a way forward. • raising your concerns with your child’s class teacher – parent’s evenings are held twice a year; teachers are available for additional meetings by arrangement.
<p>How will I know Burbage Primary School supports 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 aim to work closely with all our parents to ensure that all children are happy and are making progress. All children’s progress is reviewed throughout the year. Working in partnership with parents of children with Additional SEN is even more important so we:</p> <ul style="list-style-type: none"> • Provide additional support in the form of interventions run by a teacher or teaching assistant (T.A.). We aim to make interventions class based or before school wherever possible so as not to remove children from other subjects. Teachers also identify children who are at risk of not understanding a concept in Maths or English for pre or post teaching in order to clarify learning before the next days lesson. • Write an Individual support plan which includes targets for learning for the next term. • Communicate with parents and carers through Individual Support meetings (ISP’s) 3 times a year where the class teacher and SENCo discuss the additional support and the targets that are set. • Assess and review progress against these targets each term which is shared with the parents at ISP meetings. • Class teacher and SENCo assess and review the progress of the children partaking in interventions • Class teacher and head teacher assess and review individuals progress at class pupil progress meetings • Have an open door policy so regular discussions on progress and next steps can be held informally, • Hold regular parent evenings to feedback on progress and attainment as well as providing a chance to discuss wellbeing or learning issues that may arise, • Write an annual report which outlines attitude to learning, progress made and attainment compared to national expectations • Identify children as having SEN support on our Active SEN list and SEND provision map

	<ul style="list-style-type: none"> • Draw up a One page profile in discussion with the child to highlight the child's own learning preferences and their thoughts on their individual needs, • Create My plan's and Statutory My Plan (Education Health Care Plan) if needed to link external agencies as part of a coordinated approach to pupil support and care. • Hold annual reviews for any child with a Statutory My Plan (EHCP). This is a joint meeting between parents/carers and all agencies supporting the child.
<p>How will the curriculum be matched to my child's needs?</p>	<p>Class 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"> • Class teachers will deliver high quality teaching that is differentiated and personalised so the child's individual needs are met. • Each class 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 • Class 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 • Intervention work is personalised and targeted to meet the specific needs and targets of a small group of children or individual child <p>Our SEND link governor, Clare Cox, is responsible for monitoring the quality of SEN provision and reporting back to the local governing body (LGB).</p>
<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 school will provide parents and carers with the following opportunities to enhance learning at home:</p> <ul style="list-style-type: none"> • Communication with class teacher and TA we have an open door policy to facilitate discussions at end of school day if possible. • Provide information about their child's specific needs at ISP review meetings • Distribute termly class newsletters • Give parents access to resources from school to use at home e.g. online learning opportunities e.g. TT rock stars for times-tables , reading and phonics packs on entry to school

	<ul style="list-style-type: none"> • Support to use TEAMs to access home learning and homework • 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 • 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 			
What support will there be for my child’s overall well-being?	<p>We operate a positive behaviour ethos as outlined in our behaviour policy. We also:</p> <ul style="list-style-type: none"> • Teach children strategies such as ‘High 5’ to help them deal with socially and emotionally and to help manage and resolve times of conflict. • We have an active ‘buddy crew’ of children from all year groups of the school who are chosen for their kindness and inclusiveness . Our buddy crew wear red jumpers and are trained to help their peers in the playground. • Give all children equal opportunities to participate in all activities and afterschool clubs • Teach PSHE throughout the curriculum covering health, wellbeing, safety, finance citizenship and relationships • Quiet areas in the playground • Worry monsters in every classroom for any issues children have that they do not want to share verbally or wish to share anonymously • One –to-one support, as necessary through the class T.A. • Availability of ELSA support for specific intervention groups 			
	Communication and interaction	Cognition and learning	Social, mental and emotional health	Sensory and/or physical
What specialist services and expertise are available at or can be accessed by the school?	<ul style="list-style-type: none"> • Speech and Language Therapy Team • SWAPP (autism programme) • Behaviour Support • Education Psychologist 	<ul style="list-style-type: none"> • LA SSENS team • Marlborough and District Dyslexia Association 	<ul style="list-style-type: none"> • Educational Psychologist • CAMHS (Child and adolescent Mental health Service) • School nurse • Social care • Virtual schools team 	<ul style="list-style-type: none"> • Visual Impairment services • Hearing Impairment Services • Mobility Support • Occupational Therapist • Riding for Disabled

	<ul style="list-style-type: none"> • SSENS (Local Authority Specialist SEN Service) 			
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 awareness strategies • SALT 	<ul style="list-style-type: none"> • NESSY • WESforD (Literacy) • Sounds Write (Phonics) 	<ul style="list-style-type: none"> • ELSA • Team Teach Physical Restraint • De-escalation • Herd Thyme • Greatwood 	<ul style="list-style-type: none"> • SPARKS • Speed up (Motor control) • First aid training • Paediatric first aid
How will my child be included in activities outside the classroom, including school trips?	<p>Activities and school trips are available to all and all children are encouraged to take part.- see Inclusion Policy.</p> <p>Risk assessments and procedures are in place to enable all children to participate in school activities and events. If it is deemed that a child needs one to one support then resources and appropriate provision will be allocated. Some children have personalised risk assessments to make sure their needs are met and all adults on visits are aware of their individualised needs.</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. Where a need is identified the school is proactive in ensuring the site meets the needs of all children in its care and we will work with parents and outside agencies to ensure our building meets their requirements e.g. a visual impairment</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, Marlborough and Pewsey Vale.</p> <p>All new children have the opportunity to come and visit the school , to meet their class teacher and spend time in their new class. They can be given a 'buddy' who will continue to support them during the first few weeks of their time in school.</p>			

	<p>If we are aware that a child has special needs, we will arrange a meeting with parents and, with parental permission, discussions will be held with the previous school SENCo. Any records from the previous school will be reviewed by class teachers and actions taken as necessary in order to facilitate a good transition period into school. If appropriate, further actions will be drawn up as part of a transition plan to help a child settle into the school easily and happily. A copy of this plan will be shared with parents as soon as possible after the meeting and a one page profile is drawn up with the pupil so they have their opportunity to communicate their needs and wishes.</p> <p>If 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"> • Send on all SEN records to the new school including My Support Plans or Statutory My Plans and One Page Profiles • 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 the 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 <p>Children who are moving on to St John’s, Marlborough and Pewsey Vale are visited by members of staff prior to transition; we provide opportunities for staff at Burbage to talk to staff from St John’s and Pewsey Vale about specific needs and provision. There are opportunities to provide extra transition visits to St John’s.</p> <p>Transition reviews (in preparation for secondary school) are held as part of the EHCP My Plan. Parents, staff from the secondary school and all professionals involved in the support of the child, are invited to this meeting and a transition plan is established in order to ease transition to the new placement.</p>
<p>How are Burbage’s resources allocated and matched to children’s special educational needs?</p>	<p>We have a delegated budget that is used for providing effective provision for children with SEND. The SENCo works alongside the head teacher to allocate resources 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. If additional members of staff are needed, the Principal will approach the trust for their approval on this matter or we will apply for additional funding to support children with complex needs through statutory assessment or the annual ELP moderation meeting.</p>

How is the decision made about how much/what support my child will receive?	<p>Tracking progress on a regular basis will ensure the provision matches the need. We assess and track achievement and progress in detail and review and evaluate our resources and provision to ensure effective support is maintained for all pupils.</p> <p>Our SEND link governor, Clare Cox, conducts monitoring visits in school to look at SEND provision.</p>
Who can I contact for further information?	<p>If you have any further questions or wish to discuss your child's educational needs or please contact the school office to arrange a meeting with our SENCo Lucy Marsh who will be happy to help.</p> <p>Email- admin@burbage.excalibur.org.uk Burbage Primary School Blackman's Lane Burbage Tel 01672 810452</p> <p>For further information on all services relating to SEND in Wiltshire go to www.wiltshirelocaloffer.org.uk.</p>