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The SEND Information Report for Burbage Primary School 2023/2024

This should be considered alongside Excalibur Academies Trust SEND policy which is found at <https://www.excalibur.org.uk/governance/policies/>

Roles and Responsibilities

1.1 The SENCo is Lucy Marsh

The SENCo will: The Local Academy Committee will:

- Work with the Principal and Academy Committee to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have an EHCPs (Education, Health and Care Plan)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN/D receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN/D support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN/D up to date.

1.2 The Academy Committee member for SEN is Katherine Clements and the person with oversight for SEND for Excalibur Academies Trust are Lucy Lee, director for SEND and Kate Hinks, Head of SEND

The Local Academy Committee will:

- Help to raise awareness of SEN/D issues at Academy Committee meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Academy committee on this.
- Work with the Principal and SENCo to determine the strategic development of the SEND policy and provision in the school.

1.3 The Principal is Zoe Garbutt

The Principal will:

- Work with the SENCO and Academy Committee and the Excalibur central team to determine the strategic development of the SEND policy and provision within the school.



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- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

1.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow the SEND policy.

2. SEN/D information

2.1 The Kinds of SEN and Disability that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

2.2 Identifying pupils with SEN and/or a Disability and assessing their needs.

On entry to school, we will assess each pupil's current skills and levels of attainment, liaising with previous settings so information previously gathered can be shared. We value the views of parents/ carers and use the creation of One-page profiles as a way of engaging with pupils needs.

Class teachers make regular judgements of progress for all pupils through our assessments, marking policy and feedback. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

According to the Code of Practice a child or young person has SEN/D if:

'they have significantly greater difficulty in learning than the majority of other children and young people the same age'

or...



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'they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'

There will be a period of observation to monitor progress and gather evidence during which a cause for concern form is completed by the class teacher. Discussion with parents will be ongoing and part of this process.

Termly pupil progress meetings are held between class teachers and the Principal to identify those pupils whose progress is significantly slower or fails to match that of their peers. This may include progress in areas other than attainment, for example, social needs. We will use this to determine whether the support needed can be provided by our core offer, or whether support that is 'different from or additional to' is required.

The decision over whether a child will be added to the school's SEN register will be the responsibility of the SENCo and may be determined by the following questions;

- Does the child have a need that fits into one of the four areas of need (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental health, Physical and Sensory).
- Does this need have a significant effect on their learning? i.e. does the need put them 12 months behind their peers in a number of areas or over 18 months behind their peers in a specific area?
- Does the child's need have a substantial adverse effect on their ability to carry out normal day-to-day activities? (Does the routine and or environment have to be **significantly** adjusted to include them?)
- Does the child need something additional to or different from other children even when lessons are appropriately differentiated and scaffolded at the whole class level?
- Does the child have a diagnosis or physical or medical condition which requires adaptation to the curriculum so they can access quality first teaching?
- Is the child **also** involved in external agencies?

NB: A child will not be automatically added to the register just because they are open to an external service.

Please note that although the school can identify special educational needs, and make provision to meet those needs, we are not able to offer diagnose. Parents are advised to contact their GP if they think their child may have a particular condition or other disability.

If a child arrives from another school where they were on the SEN register, they will automatically be added to the school's register and undergo a period of observation until the next review point.

Parents will always be informed if their child is on the school's SEN register, by the class teacher or SENCo. The register will be reviewed three times a year.



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The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance across the whole curriculum to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

2.3 Consulting and involving pupils and parents.

We value a close working relationship with parents and carers, as this is the key to supporting a pupil's needs to ensure that all children are happy and are making progress. We will have an early discussion with the pupil and their parents (as part of our cause for concern form) to ensure we take into account parent concerns and so everyone develops a good understanding of the pupil's areas of strength and difficulty and understands what the next steps are. We may suggest co-writing an Early Support Assessment (ESA) which will look holistically at a child's strengths and difficulties. This will lead to termly Team Around the Child (TAC) meetings, where we work in collaboration on an action plan to support the child.

At the start of the Autumn term all children at school, together with their class teacher create a One Page Profile identifying their own learning preferences and thoughts on preferred learning styles, strengths and needs. We also seek to regularly collect feedback from students to ensure they are happy and learning effectively via our school council, buddy crew and worry monsters.

In addition, parents, and carers of children on the SEN register will receive an Individual Support Plan (ISP) from their child's class teacher to explain what support is in place for their special needs, detailing progress made and new outcomes to be targeted. These plans are shared and reviewed in partnership with parents at face-to-face ISP meetings 3 times a year.

Our teachers are available to speak to parents and carers at the start and end of most days. Lucy Marsh (SENCo) is available on Tuesday mornings and Wednesdays and Thursdays after school and Zoe Garbutt (Principal) throughout the week. Alternatively, parents are welcome to make an appointment to discuss a concern by speaking to or emailing Liz Lockwood (Admin) at school office admin@burbage.excalibur.org.uk

We will formally notify parents when it is decided that a pupil will receive SEN/D support.

Looked after children (LAC) have their needs monitored at regular PEP meetings involving all professionals involved in their care. The meeting is organised and reviewed by Lucy Marsh our SENCo/Designated teacher for LAC.

2.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the Wiltshire Graduated Response and the four-part cycle of assess, plan, do, review.

Every child on the SEN/D register will have an ISP (Individual Support Plan). This will record the targeted outcomes they are working through on the support strategies used in class as part of



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daily practice, as well as support they receive through pre-teaching boosts or interventions or the advice of external providers. The ISP is written by class teachers in collaboration with the SENCO and is reviewed three times a year.

The academic progress of pupils with SEN/D is tracked carefully by the SENCo and the school's Principal, and timely support will be put in for any pupil whose progress slows. We will also carefully track pastoral support to ensure pupils with social, emotional, and mental health needs are not struggling. All teachers and support staff will be made aware of the SEN/D needs in their class, the outcomes sought, the support provided, and any teaching strategies or approaches that are recommended. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This information will be communicated to parents and carers three times a year at ISP meetings.

With parents' agreement, if we feel a child is not making sufficient progress despite cycles of support, pupils may move on to a SEND Support Plan (previously known as a My Plan). This non-statutory Wiltshire document is required if we feel that we may need to make a request for assessment for an EHCP (Education, Health, and Care Plan). The SEND Plan is written and reviewed in partnership with the parent/ carer at face-to-face meetings three times a year.

Those children with an EHCP will have three review meetings a year to evaluate small steps of progress towards their EHCP outcomes, as well as an Annual Review. Parents and carers will always be part of these child-centred meetings and pupils are encouraged to share their views too.

Children with an ESA will have their progress reviewed each term by the SENCO or Principal in conjunction with the individuals involved in their support. Parents are expected to attend.

2.5 Supporting pupils moving between phases.

We will always share information with the school that the pupil is moving to and Safeguarding information will always be transferred. The SENCo and the class teachers liaise with the SENCOs of all schools that children with SEN/D are transferring to.

We have close working relationships with our local secondary school, St Johns Marlborough. Structured transition visits are organised and the SENCo and the Yr6 teacher meet with St. John's SENCO, Mrs Sarah Cardy, to share information on prospective pupils and to plan their support. Children on the SEN register will (where relevant) have access to additional transition in the Summer Term before transfer.

The SENCO will also liaise with the SENCOs of all other secondary schools that children with SEN/D are transferring to. SEN/D records including One Page Profiles are shared prior to transfer. The SENCO may also offer guidance to parents in choosing the right school for their child's needs.

Children transferring from Burbage Pre-School and other nurseries will enjoy a transition period over the summer term, as well as fun events and picnics throughout the year. Transition for pupils with SEN may include additional visits and meetings between SENCO, parents and external professionals. Our aim is always for a smooth and settled transition.



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Children with SEN/D across the school may need additional support when moving classes or Key stage. This support may take the form of extra transition visits or transition booklets with photos of their new teachers and classrooms, depending on individual need.

2.6 Our approach to teaching pupils with SEN/D.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN/D and we make use of the EEF '5 a day' strategies (Explicit Instruction, Cognitive and Metacognitive strategies, Scaffolding, Flexible Grouping and Using Technology.) We aim to ensure that our classroom environments are fully inclusive, with reasonable adjustments being made, on an individual basis, to ensure all needs are met. Our core offer includes distraction free classrooms, use of dyslexia friendly fonts, visual cues and timetables and the use of ear defenders, reading rulers and sensory 'toys'. Daily pre teaching and boosts sessions in literacy and numeracy are a crucial part of our offer in order to ensure pupils are 'keeping up not catching up'.

When reasonable adaptations to classroom practice are not sufficient, we will look to involve a child in an intervention. Our aim is for all children to access the high-quality teaching in the classroom and as such we try to ensure that interventions are short term and happen at times that cause the least disruption. Interventions are reviewed every short term to assess impact.

Our available interventions may include:

- A supplement to our daily phonics teaching program Sounds Write – revisiting or pre-teaching content that is not secure.
- ELSA support (emotional literacy support) – this aims to help children recognise, understand and express their emotions and provides strategies to help cope with future challenges.
- Catch up groups (Boost) or 1-1 support for reading, writing and maths – daily readers, WESforD, Precision teaching.
- NELI or Talk boost – interventions for Pre-school, Reception, Y1 children with delayed language skills.
- Speech and Language – usually on the written advice of a speech therapist

The final decision about which children are included in interventions will rest with the SENCO. Decisions will be based on pupil progress data and the class teachers' knowledge of the children.

2.7 Adaptations to the curriculum and learning environment.

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding the curriculum by providing concrete resources and manipulatives e.g. maths place value counters, or using visual prompts and word banks/ sound cards.



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- Scaffolding our teaching and teaching style e.g. flexible groupings, longer processing time, pre teaching key concepts and key vocabulary to ensure all pupils are able to access learning.
- Using Explicit Instruction and Cognitive and Metacognitive strategies
- Using assistive technology e.g. laptops for dictation/ immersive reader to ensure all our learners have access to high quality teaching.
- Utilise a 'Small steps' approach maths programme ('Can Do' maths)
- Employing The Write Stuff scaffolded writing programme.
- Using recommended aids - coloured overlays, visual timetables, larger font, fidget toys, wobble cushions, ear defenders etc.
- Aiming for our classrooms to be Dyslexia friendly e.g. use of dyslexia friendly fonts, stripy letters, tinted backgrounds on interactive boards, reading rulers or beige paper in books.
- Creating 'unfussy' sensory calming classrooms.
- Providing individual calming ID or quiet work 'zones'.

2.8 Additional support for learning

Classes will have the support of a teaching assistant in most morning lessons. Interventions are usually delivered in the afternoons. Some children will have 1:1 support from a learning support assistant if they receive additional EHCN funding.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist
- Community Paediatricians (Via HCRG referrals)
- Specialist Advisory teachers- Part of Wiltshire Local Authority Specialist SEND Services (SSENS)
- Behaviour Support Service
- Speech and Language Therapists
- CAMHS (mental health support)
- Visual Impairment team
- Virtual schools team
- The Early Years Advisory teacher and Inclusion Advisor
- Specialist Advisory Teacher for Physical and Medical
- School Nursing
- Marlborough and District Dyslexia Association
- Alternative provisions e.g.- Blue Sky and Wiltshire Wildlife
- Marlborough Riding for the Disabled

The SENCO will decide which services to refer a child to. Support is allocated on a priority basis depending on child's needs.



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2.9 Expertise and training of staff

Our SENCO, Mrs Marsh, has three years' experience in this role and has worked as a primary teacher for over 20 years. She has achieved the NASENCo award which is the statutory qualification for SENCOs. She is a member of the school's senior leadership team (SLT) and is the designated teacher for LAC, is the school's Science lead and works part time 2 days a week as PPA teacher and SENCO.

We have a dedicated team of 7 teaching assistants who are trained to deliver SEND provision including SALT, ELSA and Sounds Write phonics interventions and Herts for learning reading support. Our TA's receive regular training from EAT SEN staff including the EEF '5 a day' strategies, the role of the TA and information on the four areas of need. This academic year 2023/24 our focus as a staff is Trauma Informed Schools training.

2.10 Evaluating the effectiveness of SEND provision.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions three times a year
- Using pupil questionnaires
- Monitoring by the SENCO, including regular learning walks
- Holding annual reviews for pupils with EHC (Education, Health, and Care) plans
- Capturing the view and feedback of Parents wherever possible.

2.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN/D

All of our extra-curricular activities, including Owls Nest our wraparound care and our before-and after-school clubs are available to all our pupils. All pupils are encouraged and supported to go on our educational visits and residential trip to Kilve Court. All pupils are encouraged to take part in sports day, sports events, school plays and specialist events. No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will risk assess these activities on a case-by-case basis and provide individual support as required.

Our school is single-level, and all classrooms have step-free access. We have a disabled toilet and changing bed facility and provision is made for children with medical needs to access this space. We liaise with the Wiltshire School Nursing Team and the Specialist Advisory Teacher for Physical and Medical needs to ensure we have appropriate medical or intimate care plans for any child who needs additional support.

Our school is well resourced with a suit of I pads and laptops to enable children with dyslexia or handwriting difficulties to have more regular access to dictation and typing software.

Admission for a child with an EHCP is arranged and discussed in collaboration with Wiltshire's SEND Service and with the involvement of all external professionals involved with the child. If a



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child's needs may be better met in specialist provision, we will support a family to access this. We consider ourselves a flexible and inclusive school, and we will always do our best to adapt to a child's individual needs.

Our Accessibility Plan can be accessed on the SEND page of our school website.

2.12 Support for improving emotional and social development.

Mrs Rowland is our Emotional Literacy Support TA and has completed the ELSA training. Children can speak informally to any member of staff or use our worry monsters to highlight a concern they feel unable to talk about. Formal requests for ELSA support can be made by parents, class teachers or by a child and we run a waiting list to ensure everyone is seen in turn.

Across the school we aim to provide support and improve pupils' emotional and social development by:

- encouraging SEN/D pupils to be part of the school council and buddy crew
- use of worry monsters, calm zones and social stories, de-escalation curves and emotion thermometers in class
- We have a zero-tolerance approach to bullying and train children to use the High 5 technique in school.
- Weekly lessons as part of our school PSHE curriculum
- Our sensory 'Galaxy room' is available to all pupils at all times.
- Some children with SEN/D attend weekly Riding for the Disabled sessions in Marlborough or forest school activities run by Wiltshire Wildlife. We have also engaged in the Thrive approach via Blue Sky Learning.

We also provide family support to our parents and carers facing challenges in their lives by signposting local support services that provide help with parenting strategies, food bank vouchers or early help hub. We have access to an Attendance Officer (when required), who can support families who are facing barriers to their children attending school regularly.

Parents will sometimes request support for behaviours that are only witnessed at home. The school will support parents through discussion to determine if additional support in school is appropriate.

2.13 Contact details for raising concerns

Our SENCO can be contacted by email via our school admin admin@burbage.excalibur.org.uk or by calling the school office **01672 810452**

The School's Principal can be contacted by email principal@burbage.excalibur.org.uk



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2.14 Working with other agencies.

We work closely with a range of external agencies to support children with SEND (see 2.8) . We have 'Solution Surgeries' with the Educational Psychologist 3 times a year in which teachers have the opportunity to discuss individual children, and receive guidance, support and practical strategies on how best to support them. These conversations may then lead to referrals to other agencies and services if that is deemed appropriate and provide evidence towards additional assessments.

The SSENs team may also provide training for staff which we utilise to support staff CPD.

2.15 Complaints about SEND provision.

Our staff are always happy to meet with parents. Should you have any concerns regarding your child's progress we encourage you to first speak with the class teacher. Parents and carers are always welcome to make direct contact with the Lucy Marsh SENCO or Zoe Garbutt, Principal should concerns persist.

Our school has a complaints policy, which can be accessed on our website. The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.16 Contact details of support services for parents of pupils with SEND

Below is a list of some of the support services available to parents and carers of pupils with SEND.

Wiltshire SENDiass (SEND Information, Advice and Support Service)

<https://www.kids.org.uk/wisa>

Wiltshire Parent carer Council

http://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Wiltshire Parenting Training Programmes (e.g. SWAPP Courses)

<https://www.wiltshire.gov.uk/parenting-support/parenting-courses>

Wiltshire Young Carers (for siblings of children with SEND)

<https://carersupportwiltshire.co.uk/young>

2.17 The local authority local offer:

Wiltshire's local offer is published here <https://localoffer.wiltshire.gov.uk/>



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This is the Local Authorities information on all the services available for families of children with SEND in Wiltshire.

3. Monitoring arrangements

This information report will be reviewed by Mrs Lucy Marsh every year and will also be updated if any changes to the information are made during the year.

It will be approved by the School's Academy Committee.

4. Links with other policies and documents

This policy links to our policies that can be found on our school website.

- Excalibur SEND policy
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Written by: Lucy Marsh October 2023

Due for review: September 2024