

***Opening up the world for our***

***children and families***

SEND Information Report

2020 - 2021

**Special Educational Needs and Disabilities (SEND) Information Report**

**Introduction**

Burrowmoor Primary School has a vibrant, inclusive learning environment where each child is recognised and valued as an individual in his or her own right. We take careful steps to ensure everyone is able to participate fully in all aspects of school life and to learn to their full potential, becoming confident individuals, able to make successful transitions between the different phases of their education. Because supporting a child with additional needs can be worrying for parents, we want you to know that you are not alone; we aim to support parents as much as children, and to offer reassurances about how we can work together to ensure the best outcomes for your child. Therefore, we take a partnership approach to learning and support, where the views and wishes of children and their parents are at the centre of our practice.

**What is the Local Offer?**

The Local Offer is a ‘front door’ to information from education, health and social care about the provision and services that are available for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families. The Local Authority is required to publish this information and review it regularly. You can access the Local Offer at [www.cambridgeshire.gov.uk](http://www.cambridgeshire.gov.uk).

**What is the Special Education Needs and Disabilities Information Report?**

Schools utilise the LA Local Offer to meet the needs of SEND pupils, as determined by school policy, and the provision that the school is able to provide. Schools refer to this as the Special Educational Needs and Disabilities Information Report.

**What types of Special Educational Needs do you provide for?**

At Burrowmoor Primary School, we provide additional and/or different provision for a range of needs, including:

* **Communication and interaction:** Autistic Spectrum Disorder, Asperger Syndrome and speech and language difficulties
* **Cognition and learning:** dyslexia, dyscalculia, dyspraxia, working memory and processing difficulty
* **Social, emotional and mental health difficulties:** Anxiety, social skills,  attention deficit hyperactivity disorder (ADHD),
* **Sensory and/or physical needs:** visual impairments, hearing impairments, processing difficulties.

All provision is personalised to meet individual needs.

**How will the school let me know if they have concerns about my child’s learning and progress in school?**

The class teacher or SENDCO will set up a meeting to discuss any concerns with you and what the next steps are. They will discuss possible referrals to outside professionals and the process for this including the completion of an EHA (Early Help Assessment).

**How are SEND needs identified?**

SEND needs can be identified in a variety of ways including a parent raising a concern, a class teacher raising a concern or in pupil progress meetings. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

We use standardised assessments with some pupils.

We seek advice and guidance from outside agencies where appropriate.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

For pupils new to the school, we will assess each pupil’s current skills and levels of attainment on entry and seek information from the previous school.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents. We will use this to determine the support that is needed and how we can provide this and whether something different or additional is needed.

**What support do you have for parents of children with SEND?**

The class teacher is available to discuss your child’s progress and any concerns you may have. It is also useful to share information about things that are working well so that similar strategies can be used. The SENDCO is also available to meet with you to discuss any questions you may have. We also have a Family Worker at Burrowmoor who helps support pupils and their families with areas such as behaviour, bereavement, family issues, health, social and emotional needs and school refusal.

**Who do I contact if I have concerns about my child’s learning, progress or behaviour?**

In the first instance, parents should speak to their child’s class teacher. They can also arrange to meet with one of the SENDCOs, Miss Gemma Angier and Mr Steve Newton. Contact can be made via the school office: 01354 652330, [office@burrowmoorprimary.org](mailto:office@burrowmoorprimary.org)

**How does the school measure the progress of my child?**

At Burrowmoor, your child’s progress is continually monitored by their class teacher as part of our whole school assessment procedures. This helps us identify those pupils who are either underachieving or achieving at a rate slower than their peers.

Action relating to SEN support will follow an assess, plan, do and review model:

• **Assess:** this will be an analysis of the individual’s needs, taking into account prior attainment, external reports, the views of parents and the pupil, and may involve focussed, diagnostic assessments to identify a pupil’s strengths and areas of need.

• **Plan**: If review of the action taken indicates that ‘additional to and different from’ support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.

• **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of these desired outcomes. This will be recorded and a date made for reviewing attainment.

**• Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. This will involve further assessment of progress and need, and feed back into the next steps for the pupil. Further and continued support will be decided through discussions with parents, the pupil and the class teacher. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of the child. This will only be undertaken with parent permission and may include referral to:

• Local Authority Support Services

• Specialists in other schools e.g. teaching schools, special schools.

• Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

**What are the different types of support available for children with SEND at Burrowmoor Primary School?**

**High Quality First Teaching** –this is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. his is the classroom learning which includes well differentiated work to match the needs of all learners including specific strategies as advised by the SENDCO.

**In Class support in small groups-** provided by the teacher or a teaching assistant within lessons.

**Small Group or 1:1 Intervention** - these take place outside the classroom and are run by a trained teaching assistant under the supervision of the class teacher.

**Specialist Group or individual work** – run by outside professionals e.g. speech and language therapists, hearing support teachers, specialist teaching team teaching assistants.

Interventions regularly used at Burrowmoor include the following:

* Speech and Language support
* Lego Therapy
* 1stclass@number
* Precision Teaching
* Expanded Rehearsal Technique
* PIXL therapies
* Phonics
* Social Skills
* Write from the start
* Physiotherapy/Occupational Therapy Programmes of Support

This is not an exhaustive list but gives examples. The school works closely with other agencies to provide the most effective support for individual children.

**What additional support services are available for children with SEND?**

We work very closely with different external professionals that have the expertise to support us in meeting the varied needs of the children in our care. These include:

* Educational Psychologists
* Speech and Language Therapists
* School Paediatrician
* School Nurse
* Specialist Teaching Team
* Occupational Therapist
* Physiotherapist
* Child and Adolescent Mental Health (CAMH)
* Family Workers
* In order to access this support we would need to complete an EHA (Early Health Assessment).

**How accessible is the school?**

Burrowmoor Primary School is a predominately single-storey building, and there is easy access to all areas of the building and school grounds. We have two disabled parking spaces close to the school office and a designated toilet that can accommodate wheelchair access. Staff ensure that rooms on the second-storey of the building are not used for children who cannot access them safely.

**How will the school prepare and support my child when they are joining Burrowmoor School, moving through phases and preparing for adulthood?**

We recognise that transitions can be difficult for children, particularly those with SEND, so we take steps to ensure that any transition is as smooth as possible. We work hard to ensure successful transition for children starting school, between year groups and with new schools. The SENDCO ensures all staff have the information needed to support children through transition.

**Starting School:** Meetings for parents, School transition Sessions, visits to nurseries, pre-schools and homes to observe children and meet staff, meetings with other professionals.

**Between year groups:** A day dedicated to transition (Jump up day), meetings between staff, meetings with parents, bespoke transition for SEN pupils who need extra support: extra time spent in their new class, transition books, classroom modifications.

**Moving to KS3:** We share information with the school, college, or other setting that the pupil is moving to. We will agree with parents and pupils which information will be shared.

Children in Year 6 get the opportunity to meet with Neale Wade and other neighbouring schools throughout their final year and regular visits to Neale Wade are planned for transition. An enhanced transition, or special visits, can be arranged on a needs basis and in consultation with the school SENDCO. Children with Education Health Care Plans will have early Annual Reviews in order to prepare them for this step in their education.

We provide bespoke transition for SEN pupils who need extra support: extra visits in groups or individually, identifying key workers and providing transition booklets.

**How will the curriculum and learning environments be adapted to support your child?**

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

* Differentiating our curriculum to meet the needs of all our pupils, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
* In-house expertise and advice from the SENDCO and other relevant colleagues may be drawn upon to support your child’s learning.

**How the effectiveness of the provision made for pupils with SEN is evaluated.**

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

* Monitoring by the SENDCO and SLT
* Reviewing pupils’ individual progress towards their targets each term
* Reviewing the impact of interventions each term
* Using pupil questionnaires
* Using Provision Maps to measure the impact of interventions
* Holding annual reviews for pupils with EHC plans

**How will my child be included in activities outside the classroom including school trips?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. We work with parents & carers and outside agencies to ensure pupils with SEN are able to participate in extra-curricular activities.

All pupils are encouraged to go on our residential trips and to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**What support will there be to support my child’s overall emotional and social development?**

All staff in school work together to help to improve the social and emotional development of all children, including those with SEND. Staff are available to both support and to listen to the views of children. The school takes pride in caring for children’s well-being and ensures that values such as respect, fairness and kindness are followed consistently. Our Family Worker plays a crucial role by working with individual children and their families to support them with both social and emotional issues.

Other support includes:

* Staff that care for and respect the views of all children
* School Council to represent the pupil voice
* PSHCE lessons
* Social Stories
* Revised and robust Behaviour and Anti Bullying Policies
* The implementation of The Thrive Approach to social and emotional well being

**Who can parents contact for further information?**

Your child’s teacher is available for appointments after school. Please speak to them directly or call the school office for an appointment. The SENDCOS (Miss Angier and Mr Newton) and our Family Worker (Mrs Lofts) may be contacted via the school office. The Head teacher may be contacted via the school office too on 01354 692323 or email office@burrowmoorprimary.org.

**Complaints**: if you are unhappy with the provisions your child with SEN has received and wish to make an official complaint, you must specify this in writing to the Head Teacher. Before you do this, please see the school’s Complaints Procedure Policy. This can be found on the school website or a copy can be requested from the school office.