

## **SEND information Report**

Burton Borough School (BBS) is a mainstream school committed to the inclusion of all students, including those with a range of Special Educational Needs and Disabilities (SEND). Our aim is to ensure all students with SEND are safe and happy at school whilst enabling them to reach their full potential.

A young person has a Special Educational Need if he or she has a learning difficulty or disability that requires special educational provisions to be made for them. This is provision that is additional or different to the support usually available to young people of the same age in a mainstream school.

As a school we are committed to the inclusion of students with Speech, Language and Communication needs, Autism Spectrum Disorder, Learning Difficulties, Social, Emotional and Mental Health Difficulties, Dyslexia, Dyspraxia and Physical Disabilities.

This document provides information about how staff at BBS support students with special educational needs and disabilities and should be used in conjunction with the Burton Borough School SEND policy and SEND Offer document. These documents can be found on the school's website or by using the following link:

<https://www.burtonborough.org.uk/our-school/school-policies>

### **Who is responsible for SEND at Burton Borough School?**

Initially every student's progress and learning is the responsibility of the subject teacher, who under the SEND code of practice is accountable for student progress and development.

The leadership, management and coordination of Inclusion Support is the responsibility of the Vice Principal for Inclusion and the SENDCo (Special Educational Needs and Disabilities Co-ordinator). The SENDCo is supported by an Assistant SENDCo, three Higher Level Teaching Assistants (HLTA) and a team of Teaching Assistants (TAs). We also have the Head of Wellbeing and Emotional Literacy Support Assistants (ELSA).

### **How are students with SEND identified?**

Sometimes students start at BBS already identified as having a SEND need by their primary school. For these students a thorough transition plan will be in place to ensure the Form Tutor, Small School and SENDCo at BBS are fully aware of any barriers to learning and can continue providing any support or provision in place. The SENDCo values input from parents/carers so please do not hesitate to contact the school if your child is due to start at BBS to discuss their needs.

When starting at BBS in year 7, all students will complete baseline assessments and standardised tests for reading and spelling. This will immediately highlight any students whose scores are significantly below national average and consequently may require additional input from the SEND department. Regular teacher assessments will continue to take place throughout the year to monitor progress and ensure your child is developing in

all areas of the curriculum. Should a student not be making progress, this information, alongside subject teacher observations will form the basis of a referral to the Inclusion Support team where we will complete further investigations. At this point a dyslexia or dyscalculia screener may be used if appropriate, following a discussion with parents.

Any member of staff may also approach the Inclusion Support team directly with concerns that have been observed in the classroom or during social time.

Parents/carers can contact either their child's form tutor or the Vice Principal for Inclusion directly to discuss any concerns they may have regarding their child. Please call reception and request to speak to the Inclusion Support department.

Occasionally the school may be contacted by other agencies (e.g BeeU, OT) to discuss a student that has been assessed through another route.

If we feel your child may have a SEND need, we will always contact you and consult with you. The staff at BBS recognise a close working partnership between the school, parents/carers and your child is the best and most effective way to ensure your child makes good progress.

### **How will the school support my child?**

At BBS we pride ourselves on the high-quality teaching delivered by all staff, which recognises the importance of different learning styles and is differentiated and personalised to meet the individual needs of all students. It is the subject teacher's responsibility to adapt resources and set work that matches the learning needs of the student's in the class, including showing an awareness of reading ages, language ability and level of challenge required. Subject leaders, the Vice Principal for Inclusion, the SENDCo, Assistant SENDCo and HLTAs will support staff as necessary with this.

Wherever possible, students will be supported within the classroom using a range of interventions. Some practical resources available in all classrooms include task management boards, coloured overlays, writing slants, visual instruction cards and sensory fiddlers. These are provided to students at the teacher's discretion and in consultation with both the SENDCo and external agency recommendations.

In some cases specific, targeted, short term interventions may be put in place for a student to accelerate their learning and achieve the expected level in an area of the curriculum. These students will follow a four step cycle called the graduated response, which involves an *assessment* of need, *planned* intervention, *completion (do)* of intervention and *review of* intervention to monitor success. At BBS the interventions available include Fresh Start literacy, speech and language, dyslexia, numeracy, social skills/nurture group and phonics intervention. All interventions run for 6 weeks and are evaluated on a weekly basis using a provision map.

Teaching assistants are allocated according to student requirements. We do not provide 1-1 teaching assistant support unless specifically identified within the student's EHCP as we want our students to develop independence and be ready for the world of work.

In circumstances when progress is still not noted and a sufficient amount of time has been given for the intervention to have an impact then advice from outside agencies may be sought. Often agencies will provide resources, recommendations or strategies to use with the student. On some occasions they will come in to school to complete an observation or assessment of your child. Parents/carers will always be notified of this.

## **What support is available for my child at BBS?**

### Cognition and Learning

- Students may have difficulties in learning to read, spell, construct sentences and numeracy.
- Students may find it hard to process and retain new information.
- Students may learn at a significantly slower rate than others.

Examples of support that may be used for these students:

TA support in class to provide opportunities for small group work	Coloured overlays and writing slopes
Ruth Miskin Fresh Start (a reading comprehension and spelling programme) delivered in small, targeted groups	Dyslexia portfolio screening
Speed Up Handwriting intervention	Dyscalculia screening
Touch Type programmes	Use of ICT or individual laptop in lessons
Accelerated Reader	Numeracy intervention
Badger and Barrington Stoke reading books for dyslexic readers	Support and advice from the Learning Support Advisory Team (LSAT)

### Communication and Interaction

- Students may have difficulties with receptive and/or expressive language.
- Student's pronunciation may not be clear or fluent.
- Students may have limited vocabulary, struggle to respond verbally and have difficulty following instructions.
- Students may find social situations and engaging with peers difficult.

Examples of support that may be used for these students:

TA support in class to provide opportunities for small group work	Circle time activities
Students assigned a key worker	Pre-teaching of topic vocabulary
Task management boards used to break down instructions	Speech and Language intervention with a specifically trained learning support assistant
Visual timetable and visual aids	Support and advice from a Speech and Language therapist (SALT)
Nurture group	Social stories
Hearing Impairment support from SIS	NHS Speech therapist and hearing specialist support and guidance

### Social, Emotional and Mental Health Difficulties

- Students may have hyperactive, aggressive or controlling behaviour towards staff or peers.
- Students may be demanding of adult attention, lack concentration and consistently disturb the learning of others.
- Students may be anxious, emotional and negative in their opinion of themselves.
- Students may be socially withdrawn, refuse to communicate/attend school, socially immature or isolated from their family or peers.

Examples of support that may be used for these students:

Reflection Centre Support	Individual report cards
Breakfast, break and lunchtime support groups	Individual risk assessments
Assessment strategies using the Boxhall profile	Restorative justice and reparation work
Key worker	Student well-being mentors
Mental Health Practitioner on site once a week	Early intervention practitioner/family liaison officer
School Counsellor on site twice weekly	Lego build to express
Training, advice and support from The Emotional Health and Well Being service	ELSA qualified teaching assistants
Staff well-being mentors	Self-esteem programme
Training and advice from Behaviour Support Team	Education Welfare Officer attached to the school

### Sensory and/or Physical Needs

- Students may have a visual impairment, hearing impairment, physical disability or medical condition that specifically impacts on their education (a student with a medical condition that does not impact on their education and is able to fully access school life is not considered to have SEND).

Examples of support that may be used for these students:

Environmental sensory audit	Early exit and escort services between lessons
Health Care plan	Lift to access both levels of the building
Support and advice form Occupational Therapy (OT)	Adapted furniture
Support and advice from visual impairment and hearing impairment support teams	Staff trained in the use of evacuation chair
Adapted resources	Personal emergency evacuation plans

### **How do we know the support is working?**

We use a range of evidence to show the impact of intervention including assessed writing, re-screening for dyslexia and dyscalculia, standardised reading and spelling age test, teacher observation and formal assessment. Ability is assessed at the start of an intervention and again at the end in order to measure progress.

We also monitor student progress through teacher observations, external agency observation and feedback provided by students and parents. The Inclusion Support team conduct regular observations against personalised targets which are RAG rated on the

students' provision map. We consider frequency and severity of behaviours a clear indicator of whether a students' learning needs are being met.

### **The Engage provision**

Engage was launched in September 2020 and has been reviewed and refined in March 2023. The main purpose is to provide an environment that supports students who struggle to access the mainstream classroom on a full-time basis. This could be for a reason relating to any of the 4-broad areas of need outlined within the code of practice.

Pupils who attend this provision include:

- Students who are working significantly below age expected in their core subjects, who would benefit being taught in a smaller group.
- Students returning from being Electively Home Educated.
- Students returning from alternative provision.
- School refusers or those with a high level of school anxiety.
- Students who are at risk of leaving school with few or no qualifications.

Engage is a suite of 4 classrooms (including a cooking room and a sensory support room) in the old building. It has its own external door. This means that students have a quiet learning environment away from most students. This allows them to grow in confidence at the pace that is right for them.

From September 2023, we are introducing a 'primary classroom model' for a small cohort of year 7 students. They will be taught English and Maths by a primary school trained teacher who is also our SENDCo. This will allow us to quickly identify and close literacy and numeracy gaps. These students will stay in the same classroom for most other subjects, with their lessons being taught by a subject specialist. This will reduce the environmental impact of moving classrooms. Students will have Performance lessons (eg DT, PE, Music and Drama) in bespoke classrooms, allowing them to make use of our excellent facilities and increase their exposure to the rest of the school environment.

As students progress through KS3, we anticipate that their time in Engage will reduce as their confidence and academic skills increase. Students in y8 will be taught English, Maths and Science with a specialist teacher in Engage, whilst in y9 this will reduce to English and Maths only.

In KS4, students have the opportunity of selecting from a range of qualifications that will be delivered in Engage. This includes Functional Skills English and Maths, Entry Level Certificate Science, BTEC L2 in Personal growth and Wellbeing, NVQ in Hospitality and Catering and a modular IT qualification. We are also excited to launch a range of vocational qualifications that we will deliver on site from our newly built facilities. These include Hair & Beauty and Construction. These qualifications offer a broad range of opportunities that will allow students of all academic abilities to be ambitious and to feel proud and successful of their achievements.

We also offer a range of bespoke interventions in Engage. These include:

Small teaching groups	Life skills intervention including cooking, gardening, independent living and budgeting
Over-learning and pre-learning intervention	ASDAN short courses including Animal Care and Hair and Beauty
ELSA intervention	Entry level qualifications in Maths, English, Science and ICT.
Separate access into the school building in the morning	High staff to student ratios
Calm Brain intervention	Dictation software

### **Will both the parents/carers and the student be involved in educational decisions?**

At BBS we recognise the importance of working in partnership with both parents/carers and students in order to achieve the best possible outcomes. Consequently, provision maps and SEND targets will be formulated using input gathered from both the student and their parent/carer.

The Vice Principal for Inclusion or the SENDCo may conduct a learning conversation with the student to gain an insight into their current difficulties and academic aspirations. Furthermore, parents will be asked for feedback regarding the provision they feel would be beneficial. Targets will always be adapted in consultation with parents as at BBS we recognise you, as a parent, have the greatest understanding of the barriers to your child's learning. Furthermore, often students are more comfortable to communicate their frustrations about learning to parents than teachers, providing a greater insight about how to move forward.

At BBS we also recognise that student voice is essential to establishing their educational priority. This can ensure interventions and support are personal and purposeful, leading to greater success. On some occasions the student may provide a written statement of their views if they are more confident doing this than verbally communicating them.

### **How will BBS support my child in moving between phases in education?**

At BBS communication with our feeder schools is very robust and thorough. From the December prior to transition, the Vice Principal for Inclusion is attending the Annual Reviews of students with EHCPs to ensure that we are involved in planning for the needs of the student. The Vice Principal for Inclusion and Head of Student Services will hold detailed discussions with all our feeder schools to gather information regarding current provision, needs, anxieties and successes so that they are known prior to transition. The Vice Principal as part of the transition programme several induction visits are available, which will vary in quantity according to the student's individual needs. Additional visits can be made at the parents' request or if the school feels it will be beneficial. These provide an opportunity for the student to meet support staff, ask any questions and get to know the school building. There are also opportunities to join in with Y7 lessons. Furthermore, transition booklets are provided to students with SEND containing photographs of the school building, classrooms and teaching staff to enable the child to become familiar with places and faces in anticipation of starting their new school. Transition can continue after the student has started at BBS with a dedicated transition programme that takes place in their first term with us.

Future Focus is provided by the Local Authority to support students with post 16 transition and is available on site 2 days a week. Ongoing visits to careers conventions are also offered by the SEND team additional to the careers support all students receive in school. A comprehensive transition plan post 16 is formulated for all students with an EHCP/statement of need during their annual review.

### **What training do staff have to support students with SEND?**

The SENDCo has completed the post graduate certificate in Special Educational Needs Co-ordination. Specific training for SEND is provided regularly both in and out of school for all teachers and teaching assistants. This is often delivered by the Vice Principal for Inclusion or the SENDCo within school or through a training course off site. Teaching Assistants attend weekly CPD to ensure they have an up to date understanding of the latest pedagogy and the student's needs that they are supporting. These are delivered by the Learning Support Advisory Team (LSAT), Behaviour Support Advisory Team (BSAT) and Educational Psychologist (EP) as well as external providers.

The SEND team also take part in termly online training courses.

First aid training is also provided annually for specific staff in both epilepsy and epi-pen training.

### **Can students with SEND engage in all available activities at BBS?**

At BBS we will do what is necessary to enable your child to develop, learn, participate and achieve their full potential in all aspects of school life. This may involve reasonable adjustments to the school setting or resources or may require special educational provision for your child.

As the school building is across two floors a lift is in place to ensure students with physical disabilities can access all areas of the building. Selected staff are trained in wheelchair handling and the Evacuation Chair to ensure students in a wheelchair are evacuated from the building safely during a fire alarm and supported safely in all curriculum areas such as physical education.

The school site is wheelchair accessible, has designated disabled parking spaces and a disabled toilet on both levels.

At BBS we aim to ensure all students can participate in all extra-curricular activities on offer by investing in differentiated equipment or providing support as necessary. Risk assessments are carried out before off site activities take place and parents/carers are consulted to discuss alternative arrangements if required. We have recently started an inclusive y7/8 football team that was represented the school in local tournaments. We are also establishing BBS as a Hub for Inclusive Sport and are training some of our Inclusion Support Students as Sports leaders. Inclusion Support students will have the opportunity to attend a walking and camping trip in September. All students complete Period X every week, where students can choose an enrichment activity. Inclusion Support students are fully supported with this.

### **Is there any pastoral support for my child at BBS?**

The pastoral team consists of the student's form tutor and Small School staff. The School Manager and Assistant school manager for each of the three small schools are overseen by the Head of Student Services. Any concerns, worries or anxieties including bullying can

be discussed with the small school teams, who will communicate with the form tutor to ensure a support network exists for every student.

### **What specialist provision is available to the school?**

If required the Vice Principal for inclusion and the SENDCo can access support from the following agencies:

Speech and Language Therapy (SALT)

Learning Support Advisory Team (LSAT)

Sensory Inclusion Services (Includes Hearing Impairment Team, Visual Impairment Team)

Behavioural Support Team

Occupational Therapy

Physiotherapy

Emotional Health and Well-being service

School Nurse

Educational Psychologist

The school employs:

2 counsellors

Art therapist

Mental Health Practitioner Nurse

Anger Management Specialist

### **What should I do if I'm not happy about the support my child is receiving?**

At BBS we always strive to be the best that we can be. We welcome any feedback regarding support and will make every effort to work alongside you to put together a tailored support programme that best suits the individual student's needs. We would encourage you to make an appointment with the SENDCo to discuss any concerns immediately.

The Telford and Wrekin Parent Partnership service has changed its name to reflect its wider responsibilities within the new code of practice. It is now called the Information Advice and Support Services Network (IASS) and is able to provide independent and neutral advice. You can access this information from their website <http://www.iassnetwork.org.uk/>.



### **Where can I access The Local Authority's Offer?**

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people with Special educational needs and disabilities.

You can find this at: [http://www.telford.gov.uk/info/20027/special\\_educational\\_needs\\_sen](http://www.telford.gov.uk/info/20027/special_educational_needs_sen)