



**BURTON
BOROUGH
SCHOOL**

Special Educational Needs and Disabilities Policy

Policy Reviewer	Kim Stephens Vice Principal	Date of Review	May 23
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SECTION A

1. Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (Sept 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 Jan 2015
- Children's & Families Act 2014
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- The National Curriculum in England Key Stage 3 and 4 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teaching Standards 2012
- Teaching and Learning Policy

Burton Borough School is committed to the principles of inclusive education and strives to ensure that all students, regardless of Special Educational Needs can access learning and achieve without limits.

The SEND policy was developed by the Vice Principal for Inclusion in liaison with the the Governing Body and teaching staff. Copies of the policy are available to all stakeholders on the school's website and feedback is welcome. The policy is reviewed on an annual basis.

2. Aims

- ◆ To provide a SEND framework at Burton Borough School with a focus on outstanding provision for all our students on the SEND register who may have special educational needs either throughout, or any time during their school career.
- ◆ To deliver SEND provision that is based on effective 'Wave One' teaching and raises the expectation of teaching and learning for teachers and support staff, particularly the Inclusion Support team (Vice Principal for Inclusion, SENDCo, Assistant SENDCo, HLTAs, TAs, Engage Teacher, Learning Mentors).
- ◆ To identify, diagnose and assess the learning needs of all students at the earliest opportunity to support their physical, sensory, social, emotional, mental, communication or cognitive development.
- ◆ To ensure that curriculum requirements are matched to SEND students' needs, ensuring that students have full access to the National Curriculum.
- ◆ To ensure that SEND students are fully included in all activities of the school in order to promote the highest levels of achievement and attainment.
- ◆ To ensure that there are the highest levels of engagement with parents/carers of our SEND students.
- ◆ To ensure that there is an effective partnership working with external agencies, particularly those of SEND e.g. LSAT, BSAT, Educational Psychologist, Speech and Language Therapist, Physiotherapist, Inclusive Schools Forum (ISF), House 1 and BeeU).
- ◆ To involve parents/carers, students and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

- ◆ To support students with Special Educational Needs and/or Disabilities (SEND) to develop the skills to live happy and fulfilled lives in their future.
- ◆ To offer an alternative curriculum which allows all students to discover their true potential.
- ◆ To prepare all our SEND students for adulthood, including preparation for independent living and employment.
- ◆ To ensure that all our SEND students are happy at school, feel safe and secure, are fully engaged in their learning and as a result of this enjoy their learning.
- ◆ To ensure that the voices of our SEND students and SEND families are captured through face-to-face events and surveys to help inform future policy and SEND provision.

3. Objectives

- ◆ To work within the 0-25 years guidance provided in the SEND Code of Practice 2015.
- ◆ To offer an appropriate curriculum that recognises the SEND needs of our students as early as possible and allows for effective intervention.
- ◆ SEND provision driven by the expectation that all Burton Borough School teachers and support staff are responsible for the effective planning, assessment and outcomes of all SEND students.
- ◆ To monitor all students who are not making adequate progress in the four broad areas specified in the Special Educational Needs and Disability Code of Practice 2015; communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical needs.
- ◆ To demonstrate that meeting the needs of students' learning and/or behaviour is part of high-quality mainstream education.
- ◆ To raise expectations, performance and achievement.
- ◆ To ensure continuity on transfer through close liaison with feeder schools and future schools.
- ◆ To offer an appropriate curriculum, including alternative curriculum provision, that recognises SEND as soon as possible and allows effective intervention via Individual Education Plans (IEP), Individual Provision Maps and/or Student Support Plans (SSP)
- ◆ To use appropriate resources, teaching materials and styles to encourage and reward positive behaviour and achievement.
- ◆ To plan for any student who may at some time in their education have Special Educational Needs.
- ◆ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ◆ To provide every student the entitlement to a sense of achievement.
- ◆ To work in partnership with the student's parents/carers, the student themselves, and external agencies to provide for the student's special educational needs.
- ◆ To regularly review the policy and practical arrangements to achieve best value.

4. Definitions

Definition of 'Special Educational Needs' according to the Code of Practice 2015:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ◆ has a significantly greater difficulty in learning than the majority of others of the same age, or

- ◆ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or older, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition that is bulleted above when they reach compulsory school age or would do so if special educational provision was not made for them (*Section 20 Children and Families Act 2014*).

Definition of a disability according to the Equality act 2010:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. (Department for Education & Department for Health (2015) Special educational needs and disability code of practice: 0 to 25 years, p13.)

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass, or victimise disabled children and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Where a student is identified as having SEND, schools should take action to remove barriers to learning and to put effective special educational provision into place. This SEND support should take the form of a four-part cycle: Assess, Plan, Do, Review.

What is NOT SEND but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- Mental health and Wellbeing
- English as an Additional Language (EAL)

- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman
- Behaviour

SECTION B: SCHOOL ARRANGEMENTS

5. Roles and Responsibilities

All members of the school community work towards the policy aims by:

- ◆ Using school procedures for identifying, assessing and making provision for students with Special Educational Needs.
- ◆ Sharing a commitment to inclusion and a partnership approach to provision.

The role of the SEND governor is to champion the area of Special Educational Needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for Special Educational Needs. The SEND governor will develop and maintain an awareness of Special Educational Needs provision in the school on behalf of the governing body by meeting the Vice Principal for Inclusion on a termly basis and to monitor the implementation of the SEND policy.

The Principal has strategic responsibility for overseeing the provision for students with Special Educational Needs and keeping the governing body fully informed. The Vice Principal for Inclusion is responsible for leading, monitoring and evaluating the effectiveness and success of the SEND policy, ensuring any necessary revisions are undertaken, with support of other members of the SLT.

6. Leading, Co-ordinating and Managing Provision

The Vice-Principal for Inclusion and the SEND Co-ordinator (SENDCo) is responsible for:

- ◆ The effective daily implementation of the school's SEND policy.
- ◆ Liaising with and advising teaching staff on SEND provision and updates
- ◆ Leading the SEND team and ensuring each member is effectively fulfilling their role, advising and supporting where appropriate.
- ◆ Leading the co-ordination of SEND provision for students.
- ◆ Overseeing the progress and attainment data of SEND students
- ◆ Overseeing the records of all students identified with SEND.
- ◆ Ensuring all staff, receive high quality SEND CPD, including leading and organising identified SEND training needs.
- ◆ Ensuring that there is an effective working partnership between parents/carers and external agencies.
- ◆ Ensuring the Principal and other members of the SLT are updated on SEND developments and issues nationally and locally.
- ◆ Liaising with and advising the Assistant SENDCo, Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) on SEND provision and updates.
- ◆ Liaising with the Lead SEND Governor.

The SEND department consists of the Vice Principal for Inclusion, the SENDCo, the Assistant SENDCo, an Engage Teacher, three Higher Level Teaching Assistants (HLTAs)

and a team of part time and full time Teaching Assistants. The day-to-day management of Teaching Assistants is the responsibility of the Assistant SENDCo supported by the HLTAs. The SEND team is overseen strategically by the Vice Principal for Inclusion.

All teaching and non-teaching staff are involved in the development of the school's SEND policy and are fully aware of the school's procedure for identifying, assessing, monitoring and making provision for students with Special Educational Needs. Teachers have responsibility for the effective deployment of Teaching Assistants (TAs). The Vice Principal for Inclusion has strategic responsibility to oversee this deployment, ensuring that TA support impacts directly on the positive progress and attainment of Burton Borough SEND students.

7. Admission Arrangements for Students with Special Educational Needs

All teachers at Burton Borough School are teachers of our SEND students and are expected to implement quality 'First Wave' teaching. As such Burton Borough School adopts a 'whole school approach' to Special Educational Needs, which involves all the staff adhering to a model of good practice. The staff of Burton Borough School are fully committed to identifying and providing the best possible provision for its SEND students and in doing so, providing a fully inclusive teaching and learning environment for all its SEND students. Inclusion is regarded as crucial to the policy, in line with Code of Practice (2015) and the Equality Act (2010).

The school operates an equal opportunities policy for students with Special Educational Needs, who are afforded the same rights as other students. This includes students with Educational Health and Care plans and those at SEND support level.

The policy and guidelines for admissions of all students is outlined in the school's general admissions policy and arrangements.

8. Special facilities.

Burton Borough School has facilities for disabled students, staff and members of the public. There are toilets, ramps and a lift to enable access to most parts of the building in line with the Disability Discrimination Act (2005).

The main school building is designed to allow access to students who have a physical disability. Power assisted doors are located at both entrances and exits to the main building. Low desks are available to enable wheelchair users to participate in lessons alongside their peers. Disabled toilet facilities are located in all school buildings along with changing facilities within the sports hall. The main school has lift access to the second floor and physical disabilities are taken into account when timetabling lessons in the old building where lift access is not available.

The ELSA Provision: The ELSA (Emotional Literacy Support Assistant) Provision is overseen and monitored by the school Mental Health and Well-being lead - a qualified teacher at middle leader level - with the support of TAs who have completed the ELSA qualification. They provide support for students to reflect on their emotions and well-being outside of the classroom and deliver a comprehensive intervention package for anxiety, anger management, friendships and well-being. ELSAs are trained as well-

being mentors and can sign post students to either our school councillor or school mental health practitioner as required.

Hubs: Within the main teaching block there is an Inclusion Support Hub on both the upper and lower level. These are manned all day by a HLTA and are accessible to students who require 1-1/small group support, rest breaks or small group intervention. The upper Hub is resourced to support students with cognitive and learning difficulties, the downstairs Hub is resourced to support students with communication difficulties (including autism) and physical disabilities. The hub provision is overseen and monitored by the SENDCo.

Engage: 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 four broad areas of need outlined within the code of practice. Engage provides support for students who might otherwise pursue a specialist school setting or alternative provision. Additionally, it is a provision to support students at risk of being a school refuser, returning from Elective Home Education or returning from a managed move. (This provision is overseen by the SENDCo)

Small Schools: All students at Burton Borough School are members of a 'Small School'. There are three Small Schools with their own hub office (Aqualate, Hawkstone and Chetwynd), with a dedicated team of 5 staff; the Head of School who has strategic responsibility of the students within their small school and is a member of the senior leadership team, a School Manager who oversees the day to day running of the office, the Assistant School Manager, Pupil Premium Learning Mentor and SEND Learning Mentor. Small Schools provide a nurturing environment for students and help those who are identified as SEND by liaising closely with the SEND department. The main person who links the work between the small school and the SEND department is the SEND Learning Mentor who is based in the Small School hub.

SECTION C: IDENTIFICATION, ASSESSMENT AND PROVISION

Burton Borough School acknowledges that all students are entitled to an education that enables them to make progress so that they:

- ◆ Achieve their best.
- ◆ Become confident individuals living fulfilling lives.
- ◆ Make a successful transition into adulthood.

The school follows a graduated approach as outlined by the 2015 SEND Code of Practice and will follow the four-step procedure of Assess, Plan, Do and Review.

- ◆ **Assess** – students' needs will be identified by teaching staff, the pastoral team, the Vice Principal for Inclusion, the SENDCo, external agencies, parents/carers and the student themselves where appropriate. This work is lead and overseen by the SENDCo.
- ◆ **Plan** – expected outcomes, interventions and support will be overseen by the SENDCo and Assistant SENDCo in consultation with parents/carers, the student and where appropriate, any relevant external agencies. The expected impact on progress and development will also be discussed.
- ◆ **Do** – a designated person (HLTA or teaching assistant) will oversee the implementation of the agreed SEND provision, with the SENDCo ensuring

through quality assurance (QA) processes that this agreed SEND support is effectively implemented.

- ◆ **Review** – the impact and effectiveness of a student's SEND provision will be evaluated in collaboration with parents/carers, students and where appropriate, external agencies. The SENDCo will oversee this process.

The Code does not assume that there are fixed categories of SEND but recognises four broad areas:

- ◆ Communication & Interaction
- ◆ Cognition & Learning
- ◆ Physical and/or Sensory needs
- ◆ Social, Emotional and Mental Health

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.

9. Identification of students with Special Educational Needs

Information about students with Special Educational Needs from primary schools is passed on well before the student arrives at Burton Borough School. The Vice Principal for Inclusion may be invited to Annual Review meetings prior to transfer from primary to secondary school or alternatively the SENDCo, Assistant SENDCo or HLTA will visit the school and discuss the students' needs with their teachers. Burton Borough School also holds its own Internal Inclusion Panel (IIP) meeting shortly after students have been allocated a secondary school place in March of each year so that Headteachers and teachers from primary school can give us further information to meet students' needs prior to the students' arrival in September. Students with SEND will take part in an induction programme, which may include a visit to Burton Borough School. By working closely with feeder primary schools and parents of students with SEND we strive to ensure that we have the picture of 'the whole child' and their needs prior to the student starting at Burton Borough School. During the first term, all students are monitored in order to identify whether they require further support in a secondary school setting.

It is possible that Special Educational Needs and Disabilities arise later in some students, and these are identified by observation and monitoring of their work in conjunction with any test results. By the end of the first half of the Autumn Term, Year 7 students will have taken part in baseline testing, including CAT (Cognitive Abilities Test) testing. These are platforms that helps the school to identify needs and ability.

There may be a requirement to conduct additional screening (dyslexia and dyscalculia), which will be discussed in consultation with parents. Any concern should be registered with the SENDCo, together with detailed information about the concern and strategies used to address it so far.

As the term progresses and where students are not responding as anticipated to the support that has been put in place, further identification and analysis takes place. This happens in the model of assess, plan, do and review as set out in the 2015 Code of Practice.

As students reach Year 9, consideration for Access Arrangements for Examinations begins to take place. There is an emphasis on recording the usual working practices of the student to ensure that these methods of working can be secured for examinations. An example of this would be the use of a laptop for recording written work.

There may be a need to request the support of a Learning Support Advisory Teacher (LSAT) to corroborate a need for dispensation. This may include rest breaks, extra time, a scribe or an amanuensis. Teaching staff perform a crucial role in supporting this process by ensuring that working practices are regularly documented from Year 9 onwards. This includes producing comparative evidence, for example a test that has been handwritten and the same test taken using a laptop to type the answers.

10. Monitoring of students with Special Educational Needs

Students identified as having SEND are monitored on the school's Special Educational Needs register. This is updated regularly and is available for staff to access on the school computer system. Individual Education Plans for all students with an Education Health and Care Plan (EHCP) are written in consultation with the parent and student and are updated regularly. Responsibility for arranging the timetabling of interventions lies with the Assistant SENDCo and HLTAs with support from the SENDCo. A Student Support Plan (SSP) outlining specific teaching strategies to use with individuals on the Special Needs register is shared with staff and located on the school computer system. The generation of SSPs is the responsibility of the SENDCo and Assistant SENDCo supported by the HLTAs and their team of TAs.

Educational Health and Care Plans (EHCP).

A small minority of students who have significant and lifelong difficulties may undergo an Educational Health Care Needs Assessment (EHCNA) in order to establish their specific needs and the range of provision required to meet those needs. If it is agreed that the issuing of an Education Health and Care Plan is necessary, then the student's SEND and provision will be summarised in a document. This will be reviewed annually. The SENDCo will primarily oversee the EHCNA process and will also oversee and manage any agreed EHCP that is issued as well as the Annual Review process. The Assistant SENDCo will timetable the delivery of interventions agreed in the EHCP. These will be delivered by TAs or HLTAs.

11. Providing Curriculum Access and Inclusion

The National Curriculum is made available for all students. Where students have Special Educational Needs and/or Disabilities, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school offers high quality, personalised teaching and a differentiated curriculum. Teaching is adapted to suit the individual learning needs of our students and the quality of teaching is regularly and carefully reviewed to ensure high quality teaching is consistently delivered.

The Special Educational Needs Code of Practice 2015 makes teachers more accountable for the progress of all students, even those supported by specialist staff. As part of performance management, teachers will expect to be judged on how well

they teach students with SEND. High expectations and aspirations for what young people can achieve is being promoted through opportunities for Continuous Professional Development (CPD) through the school year.

It is the teacher's responsibility to adapt resources and set work that matches the learning needs of SEND students in their classes, including having an awareness of reading ages, language ability and level of challenge required. It is expected that teachers become familiar with the targets and effective strategies of all the SEND students they teach. Wherever possible, students will be supported within the classroom using a range of inclusive strategies:

- Whole school inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all students
- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Home/school reading schemes
- Use of specialist equipment
- Use of practical resources including task management boards, coloured overlays, writing slants, visual instruction cards and sensory fiddlers
- Alternative teaching strategies

Monitoring of these students will continue for an agreed amount of time and if, after the teacher can evidence that intervention strategies have been used unsuccessfully within the classroom, the SENDCo (or member of the team) will complete an observation and more targeted intervention will be introduced. The SENDCo (or member of the team) will also conduct a learning conversation with the student to gain insight about what they are finding difficult and aspirations for their education. At this point parents will be contacted to discuss their child's needs and the provision they feel would be beneficial.

In some cases, specific, targeted, short-term interventions may be put in place for a child to accelerate their learning and achieve the expected level in an area of the curriculum:

- Nurture intervention (self-esteem) groups
- Mental health and well-being support
- Reading, writing and spelling intervention groups
- Maths intervention groups (including dyscalculia)
- Social skills intervention groups
- Speech and Language intervention groups
- Dyslexia intervention

Interventions typically run for 6-week intervals and are evaluated on a weekly basis to ensure they are having a noticeable impact on a student's development. The evaluation will include both the teacher's and student's judgement. Targets can be adapted regularly to make sure they are always ambitious yet achievable for the student.

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 into school to complete an observation or assessment of the student. Parents will always be notified of this and are encouraged to meet with the agency beforehand.

Teaching Assistants are allocated according to student requirements. Teaching Assistants are not allocated to students on a 1-1 basis unless this is specifically identified as necessary within the students EHCP. Teaching Assistants are largely deployed to run intervention sessions that provide students with the skills required to access their lessons independently.

Evaluating Success

The success of the school's SEND Policy and Provision is evaluated through:

- ◆ Strategic monitoring by the Vice principal in conjunction with external bodies such as Telford & Wrekin and Ofsted
- ◆ Monitoring of classroom practice by the SENDCo
- ◆ Analysis of student tracking data and test results for individual students
- ◆ Analysis of progress following interventions on (the) Provision Map
- ◆ School self-evaluation
- ◆ The Governors' Annual Report
- ◆ The School Improvement Plan

SECTION D: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

12. Staff Development

Professional development (CPD) is extremely important in our drive for excellent SEND provision for our students. We have a rigorous program of cpd for the Inclusion Support team. This includes weekly cpd delivered by the Vice Principal for Inclusion. Training sessions are regular and evolve depending on needs that have been identified through quality assurance (QA) processes such as SEND learning walks/drop-ins, book looks and moderation of assessments. Whole staff training on SEND happens during Professional Development (PD) days which are full day sessions and as part of cpd every Wednesday from 2.40-4.30pm. We ensure that SEND has a constant voice in school through weekly SEND updates on the staff bulletin and I staff briefings.

The Vice-Principal for Inclusion, the SENDCo, Assistant SENDCo, HLTAs and TAs keep up to date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs literature
- Subscription to Special Educational Needs journals
- Regular access to Special Educational Needs web sites (e.g. SENCO Forum, Department for Education (DfE) Special Educational Needs site, National Award for Special Educational Needs (NASEN).
- Attendance at Telford and Wrekin SENCo Network meetings
- Informal advice from external agencies
- Yearly training from the Educational Psychologist and Learning Support Advisory Team

- Accredited training

13. External Support Services

The school has arrangements for securing access to external support services for students with Special Educational Needs. This includes liaison with special schools and other specialist provision, such as the Local Authority Behaviour Support Advisory Team (BSAT), Learning Support Advisory Team (LSAT), Speech and Language Therapists, Educational Psychologists, the Inclusive School's Forum (ISF), House 1, Student Engagement Programme, The Wildlings and BeeU. There is regular liaison and exchange of information between the SENDCo/Assistant SENDCo and these services.

14. Partnership with Parents/Carers

The school actively seeks the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with students who have Special Educational Needs and or Disabilities, where the support and encouragement of parents/carers is often the crucial factor in achieving success.

Parents/carers are kept informed about the provision and support experienced by their children in accordance with the recommendations outlined in the Code of Practice (2015). Communications between the parent and the school will be consistently maintained.

- ◆ We strive to promote a culture of co-operation with our parents/carers. We will do this through:

1. Ensuring that all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENDCo.
2. Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the teacher.
3. Providing access to the SENDCo to discuss the student's needs and approaches to address them, perhaps using an individual provision map.
4. Inviting parent participation through the use of Parents Comment Sheets. (Annual Review, IEP review and SEND parent surveys).
5. Supporting parents in their understanding of external agency advice and support.
6. Letters home regarding specific areas of SEND or developments within school.
7. SEND Drop-In sessions and coffee mornings with the SEND team
8. SEND Year Group parent/carer meetings
9. SEND section of the school website

We understand that parents/carers of SEND children can experience a lot of anxiety, guilt and stress. As a school we actively encourage parents/carers to let us know if there is anything they would like us to do which can help support them and their children. We believe that the implementation of early intervention and support is likely to accelerate and embed the progress and achievement of those students identified as requiring additional support.

15. The Voice of the Student

The school works to ensure that students are fully aware of their individual needs and the targets in their Student Support Plans. Steps will be taken to involve students in decisions which are taken regarding their education including asking all students to discuss their future aspirations and opinions on existing barriers to their success.

In this school we encourage students to participate in their learning through:

- ◆ Being involved in target setting and identifying teaching and learning strategies that work for them.
- ◆ Incorporating their views of how they learn best and how to support them through the use of the Student Support Plans.
- ◆ Encouraging self-advocacy and independence.
- ◆ Participation in the SEND Working Party meetings which happen fortnightly.

16. Links with other Schools

- ◆ We foster strong links with our feeder primary schools to ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for students through pre-arranged meetings. We are involved in the Annual reviews of Y6 students and those in receipt of ISF funding to ensure that there is smooth transfer of provision. The Vice Principal for Inclusion meets frequently with the Primary SENDCos to understand fully the support required by students. They also meet with the students at the primary setting, as well as co-ordinating additional transition visits, lunches and information evenings for students and families. We assign a key worker (TA) to y6 students prior to transition so they can start to build positive relationships.
- ◆ We will consult the Local Authority (LA) and governing bodies of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated Special Educational Provision in the local authority. We collaborate with all other support services and agencies involved with the students and with parents and where appropriate make joint planning arrangements.

17. Complaints

Any complaints regarding the SEND Policy or the provision made for students with Special Educational Needs and/or Disabilities should be addressed through the school's Complaints & Concerns Policy.

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: www.iassnetwork.org.uk/

For more information on how students with SEND are supported at Burton Borough please refer to the SEND information report, which can be found on the school website.

- Parents are encouraged to look at the Telford and Wrekin Local Offer, which provides an overview of the services available for support. You can find this at: http://www.telford.gov.uk/info/20027/special_educational_needs_sen
- Links to support students and families with other agencies include:

Future Focus

- Telford & Wrekin Family Connect Services:
http://www.telford.gov.uk/info/200197/family_connect_service_directory