

Transition: A robust and thorough transition programme is in place for all Y6 students joining BBS, which can continue for their first term with us if required.
Future Focus provides career support for our post 16 transition students.

Agencies: The SENDCo can seek support and advice from a range of external agencies including Learning Support Advisory Team, Occupational Therapist, Behaviour Support Team, Hearing and Visual Impairment Team, Speech and Language Therapist and Sensory Inclusion Services.

The team: The SENDCo, Mrs Price is supported by 2 HLTAs, Mrs Cox (Cognition and Learning lead), Mr Ross, (Communication and Interaction/Physical Disabilities lead) and a team of teaching assistants. Mrs Heins is our well-being lead and is supported by 2 Emotional Literacy Support Assistants (ELSA's)

Whole school: The SENDCo will ensure all necessary staff are aware of your child's needs and the correct support is in place to ensure they can become confident learners. All students on the SEND register have an Access to Learning Plan, which is made available to all teaching staff.

Parents: At BBS we work in partnership with you to identify the needs of your child and put the correct support in place. We will involve you in decisions, listen to your views and ask for your permission before agency involvement. We have termly coffee mornings, fortnightly drop in sessions and a parent panel, to ensure your voice is heard.

Pupils: The school will encourage and involve your child in decisions about improving their learning. We recognise that their educational priorities and future aspirations should be our priority when tailoring provision. All students are key in creating their Access to Learning Plan.

Open and honest communication

Effective learning

Burton Borough School Offer

Our aim for children with special educational needs and disabilities is to ensure they are safe and happy at school as well as enabling them to meet their full potential.

A partnership approach

Appropriate resources and facilities

Personalised curriculum:

All school staff have received appropriate training to adapt their lessons according to individual student needs and use a range of resources to support their learning. Our teaching assistants regularly adapt resources including visuals, enlarged text, simplified language, podcasts or videos.

Assessment:

We identify students who need additional support in many ways including: assessment data, standardised tests, observations and learning conversations with parents, pupils and agencies.

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

HUBs: We have two hubs, one upstairs and one downstairs in the main school building. Students can access the hubs for planned interventions, immediate support or as a break out room when required from the mainstream classroom.

Intervention:

Children who need additional support will follow a four step cycle called the graduated response. This involves **assessing** their need, **planning** the appropriate provision, **completing (do)** the provision and **reviewing** its impact in order to decide next steps.
Interventions at BBS include fresh start literacy, phonics, numeracy, dyslexia, nurture groups, Fine Motor Skills and speech and language.

Well Being room:

This is another break out room where students can receive targeted support for their mental health or well-being needs.
Interventions are run for friendships, self-esteem, anger, anxiety, exam stress and bereavement. Students can also be signposted here for breakfast club and the buddy club at social times.