**SEN information report**

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It’s important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest. The SEN Information Report must be published on the school website.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the DfE’s ‘Special educational needs and disability code of practice: 0 to 25 years’ (2015) to ensure all statutory information is included, as well as ‘Keeping children safe in education’ (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice, signposted as ‘optional’ – these relate to the information outlined in KCSIE and to the spending of your school’s SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is accessible, detailed and clear.

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| **Our school’s approach to supporting pupils with SEND**  **At Burtonwood CP School** | | |
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| Burtonwood CP School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. The SEN policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. At Burtonwood CP School, class teachers have received training on the implementation of high-quality teaching for all learners. Many adaptions are applied to the whole classroom as we know these adaptions benefit many learners. For example, we use dyslexia friendly font and ensure our sheets are on buff or coloured paper, we provide concrete materials in all our maths lessons, provide a multisensory approach to spelling and offer a variety of methods to record knowledge. We have fidget toys and equipment to provide sensory feedback. The impact of quality first teaching in the classroom is regularly monitored and evaluated through lesson observations, book scrutinies and the monitoring of planning.  The graduated approach (review, assess, plan and do) underpins our provision for children with SEN. We make adjustments as needed and respond to children’s individual needs to ensure children are included and progress is occurring. Every pupil with SEND will have a pupil passport, which sets out clearly what is expected from all teaching staff, the pupil and their parents or carers to ensure that the learning is appropriately matched to the child’s needs. Personalised intervention programs will be delivered based on vigorous assessments and specialist support (as needed). These all follow the graduated approach and adjustments are frequently made to ensure quality, worthwhile provision is provided. | | |
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| **Catering for different kinds of SEND** | | |
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| **Cognition and learning**  We assess children and when progress is not being achieved or is slower than expected, children are supported by tailored provision. This can be delivered through interventions (based on assessments), additional support in class lessons, extra resources or visual representations to support learning. We provide scaffolds as necessary and aim to provide plenty of opportunities for overlearning key concepts and multisensory approaches to support memory. Adjustments are made in whole class teaching to ensuring children can access learning e.g. vocabulary is explicitly taught. We use technology to support learning across the curriculum and use this to record knowledge across the foundation subjects. We provide tailored interventions based on rigorous assessments and these are continually monitored through the Graduated Approach. If progress does not occur, specialist assessments are arranged, and children are supported in the identified areas. Specific targets are set and are reviewed each term. | | |
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| **Communication and interaction**  In reception class, children are assessed for any speech difficulties using a screening program. Intervention is instantly implemented based on these findings through small intervention groups. We aim to identify and target any Special Educational Needs (SEN) as early as possible so any potential gaps in learning can be minimised. Referrals to Speech and Language Therapy (SALT) occur regularly and we follow set programs and recommendations from these reports. We welcome advice, feedback and training from these individuals. | | |
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| **Social, emotional and mental health**  As part of our curriculum, we deliver weekly RHE (relationships and health education) lessons. This provides all children with a good foundation for their mental, emotional and social well-being. We deliver extra sessions on objectives when there is a need within the classroom.  We have access to a play therapist and mental health practitioner. These both provide specific interventions based on a child’s need regarding their social and emotional well-being. We alsoseek support from an educational psychologist and ensure recommendations are implemented and set targets are shared with the child, parentand teacher and Teaching assistant. We listen to the children and continuously adapt our practice based on their voice. We implement personalised strategies based on their targets and provide a named adult for children who require more support emotionally. They are available to the child daily and as and when needed. When we feel intensive or additional support is needed, we complete referrals for specialist support and act on advice provided. | | |
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| **Sensory and/or physical needs**  At Burtonwood**,** we accessspecialist supportas needed based on the identified sensory and/or physical need and applyrecommendations. Our school has ramps and most classroom are accessible without a step. The school is constantly risk assessed and changes occur based on needs. | | |
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| **Key staff and expertise** | | |
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| **Name of staff member** | **Area of expertise** | **Level of qualification (e.g. BA (Hons), MA)** |
| Joanne Hughes | SENDco | SENDco Award  Masters |
| Sarah Ignatius | Deputy Headteacher | Ba Hons  PGCE |
| Lindsey Jones | Academic tutor | Ba Hons |
| Mary-Rose Noble | SEND Governor |  |
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| **The SENCO** | | |
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| **[Compulsory for mainstream schools and maintained nurseries only.]** | | |
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| **Name of SENCO** | **Email address** | **Phone number** |
| Joanne Hughes | [j.hughes@bcps.omegamat.co.uk](mailto:j.hughes@bcps.omegamat.co.uk) | 01925224072 |
| **Securing and deploying expertise** | | |
| All staff receive training on SEN. Teaching assistants (Tas) regularly receive training based on the needs of children in their class. Lessons are monitored and feedback is provided so lessons are always developing to ensure the best outcomes for pupils. TAs, who deliver intervention programs, will complete training as necessary and will be deployed, where possible, based on their expertise. We have TAs highly trained in reading, SALT, memory and training based on ADHD and autism has also been completed. | | |
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| **Equipment and facilities**  We have handrails around the school where there is a slight incline/decline. We have wobble cushions, fidget toys, pencil grips and elastic bands for around a child’s chair to support attention and to provide sensory feedback as needed. At Burtonwood, we use iPads to record learning especially in foundation subjects. This ensures that children with reading and writing difficulties can access and demonstrate their capabilities across the curriculum.  In addition, we have rooms specifically for interventions with an interactive whiteboard in each. | | |
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| **Identifying and assessing pupils with SEND** | | |
| Progress is continually monitored by staff and senior leaders. If the class teacher, teaching assistant, other  member of staff or parent is concerned about progress then these concerns will be discussed with the Special  Educational Needs & Disabilities Coordinator (SENDCO).   * A discussion with parents will follow. * Information can be received from previous settings, parents, carers, Social Care and other agencies. * Provision/ intervention is allocated for a fixed time and recorded on our Pupil Progress documents and possibly. * Pupil passports to ensure that the child’s progress is reviewed. * Progress Meetings held termly look at the progress of every child in the class and review actions taken and their   effectiveness; new plans are drawn up following this review and parents consulted.   * Targets take into account information from the teacher, parents, SENDCO and other specialists (e.g. Educational   Psychologist, Speech & Language Therapist, School Health) and these are reviewed termly.   * Programmes are decided and staff allocated accordingly. At this point, it is decided whether no further action is   required, to continue with the programme set or if further advice or assessment is required from specialists to  help the child overcome barriers to make progress.  TAs complete intervention logs and collect data based on interventions. | | |
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| **Consulting with pupils and parents** | | |
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| **Parents**  Parents know their children best. The parent’s voice is listened to at all stages. We welcome advice and useful strategies, and we are here to signpost and offer support as required. We seek consent for all referral forms. We aim to work as a team. Pupil passports are reviewed each term in collaboration with parents. | | |
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| **Pupils** | | |
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| Each pupil helps write their pupil passport and are involved at every stage of the process. Their voice is significant and valued. We look to support a child by listening and addressing their needs. | | |
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| **Involving key stakeholders** | | |
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| We are supported by a range of professionals from whom we access support as appropriate   * Educational Psychologist * School Nurse * Occupational Therapist * Physiotherapist * Family Support * IDVA * Parent Partnership * CAMHS * Counselling * Visual and Hearing Impairment Team * Specific Learning Difficulties Orthoptist * Speech and Language * Play Therapy * Art Therapy * Early Help * Visual Processing Difficulties Clinic * SEMH/SEND Specialist   The school will seek private specialist services where necessary and where the budget allows | | |
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| **Transition support**  The EYFS teacher meets with our key nurseries before children enter our school. They have discussed each child with a nursery practitioner before they enter school. Extra transition sessions are provided if needed. During School visits, I am available for discussions if parent share anything they would like to discuss. Children have staggered start dates so relationships can be formed with each child as a small group.  Each year group, has time to handover all key information to the new teacher. Children with SEN are discussed, and any specialist reports and recommendations are also discussed so provision is instantly in place. Each class gets to meet their new teacher in Summer 2 for a taster morning and questions can be asked.  In Year 6, Children have multiple transition dates with our main feeder school at GSHS. All key information is discussed with the new school and extra transition days are planned as needed.The school works closely with local high schools and any other educational setting to ensure smooth transition for all pupils. All moves to and from other schools/settings are managed by Burtonwood CP to ensure that  transition for your child is as smooth as possible. If a child comes to us from another school or a pre  school/nursery, every effort is made to liaise with that setting before your child arrives and any existing paperwork is requested.  Where required, extra transition activities will be agreed for those pupils considered vulnerable at transition. The  school shares data and information with receiving schools as appropriate. The final progress meeting of each year  involves the class teacher, the class teacher who will be teaching the child the next year, the SENDCO and the Head Teacher to ensure all available information is passed on and future needs planned for. | | |
| **Teaching approach** | | |
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| If a child is identified as having SEND   * They will be placed on the SEND Register which will be reviewed half termly. * They will have specific targets and provision planned for them. School Provision documents identify areas.   of need and resources are allocated to meet those needs. Children are given specific targets for English.  and Maths. Most children will access the main age-appropriate curriculum with differentiation and  targeted support. However, a minority of children will require an individual approach to the curriculum, or  specific curriculum areas, and this will be decided in consultation with parents and other professionals.   * They will have a separate individual support plan known as a pupil passport, outlining targets * Teaching Assistants may work with a child 1:1 on specific focused tasks or in a   small intervention group.   * Specialist equipment may be given to a pupil to help them such as a wobble cushion * Work may be differentiated by outcome, pace of competition, support offered or by breaking a task down into smaller chunk. Additional pre and post learning opportunities may be offered if appropriate. | | |
| **Inclusivity in activities**  Trips and activities are always available to all regardless of SEND need. Where necessary, we may ask a parent to accompany a child on an activity. 1:1 Funding for children supported by EHCPs can be used for before and after school provision if this helps following planning and discussion. School endeavours to include all pupils in all activities and will work closely with parents to ensure barriers to participation are eradicated. If your child is going on a residential visit, then your child’s needs will be discussed with yourself and the group leader so that needs can be identified and barriers to participation overcome. Where appropriate, the views of the child will be sought and incorporated into any plans made. Risks assessments will be completed as required and take into account how we will facilitate the needs of all children. Afterschool Club providers are informed about children’s needs so their practice can be adapted. | | |
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| **Supporting emotional and social development** | | |
| * More than anything else we want all our children to feel safe with a good sense of wellbeing. * RHE in school is strongly promoted, with all children receiving lessons.   focusing on health and wellbeing.   * The school has a Positive Behaviour & Antibullying Policy which is available on our website. Staff promote an   ordered and safe environment where children feel safe and parents value the ethos of the school.  •If we feel, after discussion with parents, that a pupil requires further expert support we refer to external  agencies for counselling and support. We have previously commissioned the work of Play/Art Therapists,  Bereavement Counselling, etc.  •Social Skills and Nurture groups are delivered to children who require additional support.  •Class teachers, Teaching Assistants and Senior Leaders are always available to talk.  •All staff trained on Attachment and Early Trauma.  •Drawing and Talking course undertaken by TA | | |
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| **Evaluating effectiveness**  Children with SEN are tracked at least three times per year. We apply the graduated approach (review, assess, plan and do) continuously and act on these findings. Progress is tracked rigorously for children with SEN through school assessments and Pupil passports. If progress is slower than expected and cannot be demonstrated on the whole school assessments, B-squared will be completed for these individual children. These are monitored by the SENCO. Interventions are assessed frequently and progress in these are tracked and reviewed regularly by both the teacher and TA. These are then monitored by the SENDco and discussions around these assessments occur. Intervention lessons are monitored to ensure quality teaching is occurring. | | |
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| **Local Offer** | | |
| In September 2014, the government’s Children and Families Act 2014 required each local authority to publish a Local Offer. This will be one place where all information can be accessed about the provision a local authority expects to be available in their area for children and young people from 0 to 25, who have special educational needs and disabilities. (see section 4 of the SEN Code of practice)  The purpose of the Local Offer is to provide information for parents and young people, in a single place, to help them understand what services they and their family can expect locally, including cross‐authority boundary and how to access them. These include: early years settings, schools (including academies and free schools), colleges, health, social care and social/leisure. The Local Offer will also include guidance for parents and young people when they need to speak with practitioners and professionals. It will also include information on giving feedback, raising concerns and making complaints.  The Local Offer has two key purposes:   * To provide clear, comprehensive and accessible information about the provision expected to be available; and * To make provision more responsive to local needs and aspirations, by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.   Please find below the link to the Warrington Local Offer. This is where you will find information about the local offer for Warrington and what it offers for SEN.  <https://www.warrington.gov.uk/SEND> | | |
| **Named contacts** | | |
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| **Name of individual** | **Email address** | **Phone number** |
| Joanne Hughes | j.hughes@bcps.omegamat.co.uk | 01925224072 |
| Sarah Ignatius | s.ignatius@bcps.omegamat.co.uk | 01925224072 |
| Mary Rose Noble  SEND Governor | Mary.noble@bcps.omegamat.co.uk | 01925224072 |
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| **Additional support** | | |
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