



## Burtonwood Community Primary School

### Special Educational Needs and Disability (SEND) Information Report

<p><b>1. Kinds of SEND that are provided for at Burtonwood C.P. School</b></p>	<p>Burtonwood Community Primary provides support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction</li> <li>• Cognition and Learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul>
<p><b>2. Information about the school's policies for identification and assessment of pupils with SEND</b></p>	<p>Pupils are identified as having SEND and their needs assessed through:</p> <ul style="list-style-type: none"> <li>• Information passed on from Nursery on entry into Reception or from previous settings if a child moves from another school;</li> <li>• A range of assessments including baseline assessment in Reception, SpeechLink assessment, cognition and learning assessments, curriculum test results and ongoing progress data;</li> <li>• Feedback from teaching staff based on their assessments and observations;</li> <li>• Interventions not having impact and ensuring the child continues to make at least nationally expected progress with their learning;</li> <li>• Parent referrals;</li> <li>• Specialist assessments from external agencies.</li> </ul>
<p><b>3. Information about SEND provision at Burtonwood C.P. School</b></p> <p>a) The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> <li>• Quality first teaching with appropriate differentiation in place;</li> <li>• Additional adult support in classrooms where appropriate;</li> <li>• Personalised provision through time-limited programmes;</li> <li>• Personalised provision through adapted resources and interventions.</li> </ul> <p>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.</p>

<p>b) The school's approach to evaluating the effectiveness of SEND provision</p>	<p>The impact of quality first teaching in the classroom is regularly monitored and evaluated through lesson observations, book scrutinies and the monitoring of planning. Effectiveness of additional adult support is evaluated through observations conducted as part of the performance management process. All personalised provision is monitored through termly pupil progress meetings, as well as ongoing evaluation between the SENCO, class teacher and teaching assistant. Assessment and test outcomes for pupils with SEND are monitored by the SENCO and head teacher and reported to the Governing Body.</p>
<p>c) Arrangements for assessing and reviewing pupil's progress towards outcomes, including opportunities to work with parents and pupils as part of this assessment and review</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> <li>• Data tracking for pupil progress;</li> <li>• Regular reviews of pupil passports, support plans and Education, Health and Care Plans;</li> <li>• Termly written reports to parents;</li> <li>• Termly meetings with class teacher including an annual review of the pupil passport and provision with the SENCO.</li> </ul>
<p>d) How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> <li>• Groupings that target specific levels of progress;</li> <li>• Differentiated resources and teaching styles;</li> <li>• Additional adult support;</li> <li>• Personalised strategies to ensure access to learning and develop key skills</li> <li>• Access arrangements for tests and/or examinations</li> </ul> <p>Any adaptations will be set out in the Pupil Passport, which is completed for all pupils with SEND in consultation with parents/carers and the pupil.</p>
<p>e) Provision for improving the social, emotional and mental health of pupils with special educational needs</p>	<p>The provision includes:</p> <ul style="list-style-type: none"> <li>• Key policies in place including anti-bullying and behaviour and discipline to ensure that pupils feel safe and secure</li> <li>• Targeted personalised support for pupils</li> <li>• Individual plans and strategies set out in the pupil passports</li> </ul>

<p>4. Name and contact details of the Head teacher, SEN Co-ordinator and SEN Governor.</p>	<p>The person responsible for overseeing the provision for children with SEND is Heather Muttock, (Head Teacher).</p> <p>The person co-ordinating the day to day provision of education for pupils with SEND is Joanne Hughes [SENCO].</p> <p>The SEN Governor is Mary-Rose Noble.</p> <p>Parents and carers wishing to speak with either Mrs Muttock or Mrs Hughes should contact the school office by telephone (01925 224072) or e-mail <a href="mailto:burtonwood_primary@omegamat.co.uk">burtonwood_primary@omegamat.co.uk</a></p>
<p>5. Information about the expertise and training of staff in relation to pupils with SEND, including how specialist expertise will be secured</p>	<p>Expertise and training for staff includes:</p> <ul style="list-style-type: none"> <li>• The SENCO has achieved the National Award for SEN. She is an experienced SENCO, who is part of the Senior Leadership Team;</li> <li>• Teaching staff have accessed training opportunities for supporting children with an autistic spectrum condition, speech and language needs, specific learning difficulties and behavioural difficulties via the Inclusion Development Programme and the Advanced Training Materials for SEND. Further training has taken place around providing quality first teaching for all and developing an inclusive classroom for all learners and also in the use of the pupil passport to take account of pupil and parent voice in meeting SEND needs;</li> <li>• Teaching assistants in school have been trained to administer Speech Link Language screening and to deliver follow-up programmes addressing identified needs. Teaching assistants have also received training in maintaining intervention logs, to clearly evidence agreed targets and resulting outcomes for the children supported. They have also received training to deliver intervention programmes for English and Maths such as Switched On Reading, First Class for Number, as well as for delivering Speech and Language programmes;</li> </ul>

<p><b>6. Information about how equipment and facilities to support pupils with SEND will be secured</b></p>	<p>The school's special educational needs budget is allocated to ensure that the child's needs, identified through both school and external specialist assessment, are met fully. Once the education provision for a child with SEND has been agreed with parents/carers and the child, it is the head teacher's responsibility, in consultation with the Governors, to ensure that this programme is fully resourced in terms of both human and physical resources.</p> <p>There will be times where the school will ask for top-up funding from the Local Authority by applying for an Education, Health and Care Plan. This funding will provide additional support for the pupil with SEND on top of the school funding already in place.</p>
<p><b>7. Arrangements for consulting parents of pupils with SEND about, and involving such parents in, the education of their child</b></p>	<p>Parents will be fully consulted about the assessment of their child's special educational needs, their SEND provision and the review of this provision through:</p> <ul style="list-style-type: none"> <li>• Termly opportunities for parents meetings including an annual review with the SENCO;</li> <li>• Termly written reports;</li> <li>• Additional meetings with class teacher and SENCO to decide on SEND assessments and to discuss their outcomes and implications for SEND provision in the class;</li> <li>• Formal annual reviews of Education, Health and Care, as well as Higher Need Funding plans</li> </ul> <p>The school will not use outside specialist support to assess the child's special needs without the agreement of the parents/carers. The parents will have the opportunity to state what support they want for their child in the school through the pupil passport, which is the key document for all children with SEND. This passport sets out clearly what is expected from the teacher, teaching assistant, child and parent to ensure the learning is appropriately matched to the child's needs.</p>
<p><b>8. Arrangements for consulting pupils with SEND about, and involving them in, their education</b></p>	<p>Pupils with SEND will be consulted about and involved in education through:</p> <ul style="list-style-type: none"> <li>• Consultation when their pupil passport is drawn up in partnership with their parents to ensure they can state how the teaching staff can support them in school;</li> <li>• Regular opportunities to review this support and ask for changes where appropriate;</li> <li>• On-going discussion and reassurance surrounding activities such as residential, which may cause concern and require additional support;</li> <li>• Policies and procedures to ensure the pupil know who to tell if they need help and support.</li> </ul>

<p>9. The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Parents with any concerns about their child should contact the school to speak with their class teacher. Any concerns about the provision and care for pupils with SEN should also be addressed with Joanne Hughes, SENDCO and Heather Muttock, Head teacher.</p> <p>Parents wanting to make an official complaint about the school should follow the complaints procedure, which can be found in the policies section of the school web-site:  <a href="http://www.burtonwoodcp.co.uk">www.burtonwoodcp.co.uk</a></p>
<p>10. How the Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils</p>	<p>The Governing Body involves a range of external organisations including:</p> <ul style="list-style-type: none"> <li>• Educational Psychologist service</li> <li>• Health - school health adviser, paediatricians, paediatric continence service, physiotherapist, occupational therapist, ophthalmology and specialist orthoptist service, audiologist,</li> <li>• Visual Impairment service</li> <li>• Pyramid Education Support</li> <li>• Speech and Language therapy service</li> </ul>
<p>11. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32</p>	<p>Further support and information is available from Warrington SEND (formerly Warrington Parent Partnership) who provide support and guidance to parents and carers of children and young people with <a href="#">special educational needs</a> from 0 to 25 living in Warrington. The service work alongside Warrington Borough Council, but operates impartially.</p> <p>Warrington SENDIASS  <a href="http://warringtonsendiass.co.uk/">http://warringtonsendiass.co.uk/</a>  01925 442978</p>

<p>12. Arrangements for support pupils with SEND in a transfer between phases of education and in preparation for adulthood and independent living</p>	<p>Arrangements in place at the school include:</p> <ul style="list-style-type: none"> <li>• Nursery or home visits are undertaken by the Reception teacher in the summer term prior to a child entering Reception class. The teacher will be accompanied by the SENCO, if appropriate. A programme of taster sessions is provided for all children entering Reception, and additional sessions are made available for those children requiring further transition visits. In September, Reception intake is staggered to enable the children to settle into the class environment and routine in smaller groups and for adults to identify and adjust for any emerging needs of children with SEND;</li> <li>• On moving up year groups within school, children with social and emotional difficulties or an autistic spectrum disorder can choose to complete a transition booklet with photographs of their new class teacher and classroom, as well as key information;</li> <li>• On transfer to a new educational setting, the SENCO and class teacher will liaise with their counterparts to pass on information and arrange introductory visits for the child and parents/carers to ensure a smooth transition. The local High School provide additional support for pupils with SEND before they leave Burtonwood Primary;</li> </ul>
<p>13. Information on where the local authority's local offer is published.</p>	<p>Warrington Local Authority's Local Offer is published at <a href="https://warrington.fsd.org.uk/kb5/warrington/directory/home.page">https://warrington.fsd.org.uk/kb5/warrington/directory/home.page</a></p>