

Burton Joyce Primary School

SEN Information Report

Burton Joyce Primary School is a mainstream school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social and Emotional and Mental Health and Sensory and Physical needs.

More specific examples include Autism, ADHD, Visual Impairment, Hearing Impairment and Speech and Language Delays.

How do we identify children with special educational needs?

Identification methods that are used at Burton Joyce Primary School are:

- Schools and Families Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- When children transfer from nurseries or other schools information about SEN is passed to us.
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the executive headteacher, the head of school or the Deputy Head may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Teaching Assistant or other outside agencies. Staff make ongoing teacher assessments as well as using a variety of assessment tools.

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child.

What should I do if I think my child has special educational needs?

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, you can contact the SENCo to arrange a meeting to discuss your concerns.

Provision for children with SEND

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess: *How does the school decide if a child needs extra support?*

The class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, specific assessment tasks and tests as well as the views of parents and pupils is used to identify needs. Advice may also come from external support services.

Plan: *What type of support and how much support will my child get?*

Information gathered is then used to develop interventions and adaptations to the environment and to the curriculum. Parents are invited to meet with the class teacher to discuss initial concerns and what staff plan to do. Again advice from outside agencies including schools and families specialist services, the educational psychologist, behaviour support, the emotional health and wellbeing team and speech and language therapists may be accessed. Class teachers work alongside the SENCo and teaching assistants to plan the most appropriate strategies and interventions.

DO: *How will the school staff support my child?*

Interventions may involve group or one-to-one teaching both in class and away from the main teaching on specific schemes of work. It may also involve use of different equipment or the adaptation of the curriculum.

The curriculum may be adapted through adaptation - using prompts, scaffolds, adapted resources and by support from teachers and teaching assistants. In some cases specific schemes of work (including for social and emotional difficulties) and interventions will be used.

Examples of the interventions we use include English interventions such as, 5 minute box, and speech and language programmes, SNIP dyslexia support, the

use of numicon to support maths, working with an ELSA and schemes of work to help with self-esteem, anxiety and managing feelings.

Children who have a special need will have the targets and strategies they are working on recorded on their support plan. This will be reviewed termly and discussed with both the pupils (where appropriate) and their families at review meetings. The pupil passport will include strategies on how everyone can best support their child.

Review: *How will school and I know how my child is doing?*

Intervention work and adaptations to planning and resources are reviewed by the SENCo with class teachers and teaching assistants, using teacher assessments, specific test results and observations. Children with SEN are also carefully monitored at termly progress meetings with the head teacher. The head teacher and class teachers regularly monitor progress. This is reported back to the governors by the Head teacher.

Pupils are involved in their target setting and information is shared with parents. Children, parents/carers and their teaching and support staff will be directly involved in the reviewing process. This review process can be built into the intervention itself, or it can be a formal meeting held, where we all discuss progress and next steps. If a child has an Education, Health and Care plan (EHC plan) the same review conversations take place, but the EHC plan will also be formally reviewed annually.

Parents are kept up to date with their child's progress through parent's evenings, review meetings and reports at the end of each term. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Ask Us Nottinghamshire (formerly Parent Partnership) service where specific advice, guidance and support may be required

How will the curriculum be matched to my child's needs?

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- visual time tables
- now and next prompts
- writing frames
- mind maps
- Ipads, talk tins and laptops.
- Peer buddies
- Positive behaviour intervention plans

What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health Education) curriculum to support this development. We have 2 ELSAs (Emotional, Literacy Support Assistants) who work with a small number of children who need individual emotional support.

However, for those children who find aspects of this difficult, we can access further support through the Gedling Schools Behaviour and Attendance Partnership (SBAP) or the Children and Adolescent Mental Health services (CAMHs) as well as MHST (Mental Health Support Team)

We work in collaboration with a number of other services and agencies, including Health, related to the well-being of young people.

What specialist services or expertise are available at or accessed by the school?

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have to access these services through our family of schools springboard held termly.

Specialist services include:

- Schools and Families Support Services
- Camhs
- MHST
- GAP
- Early Years Support Services
- Educational Psychologist
- Cognition and learning team
- Communication and interaction team
- Visual and hearing impairment team.

Health provision delivered in school includes:

- Speech and language
- Occupational health
- Physiotherapy
- School nurse

What training have the staff supporting children with SEN had or may they have?

As a staff we have regular training and updates of SEN issues, medication use and resources and interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision mapping.

The Carlton-le-Willows family of schools and the Equals Trust schools will also provide support and we will use expertise within the schools to train each other where possible.

How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Pupils with SEN will have access to Element 1 and 2 of a school's budget (up to £6000) Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENCo will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary.

The SENCo/Head Teacher will facilitate intervention in the best way they believe necessary to support individual children's needs. This may include:

- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group

- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training

Burton Joyce Primary School has some wheel chair access and complies with all relevant accessibility requirements.

In school we use technology to support the children in a variety of ways. We have specific software for the computers to support children with different needs. I pads may be provided to pupils who meet the criteria set by the Physical disability Support Services. We use computer based interventions to support children with dyslexic tendencies.

Children may also receive extra time and/or an adult reader for SATS if they meet the criteria

How will my child be included in activities outside the classroom, including school trips?

All learners should have the same opportunity to access extra-curricular activities. We offer a range of additional clubs and activities that are available to all children. Additionally we plan trips in line with curriculum topics each term. For more information please see the school website

The school curriculum is regularly reviewed by the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments will be made to ensure children can access extra-curricular activities and school visits. This may involve 1:1 TA support if required.

How will the school prepare my child to join the school, transfer between classes and transfer to secondary school?

Transition is a part of life for all learners, this can be transition to a new class in school, having a new teacher, or moving on to another school. We are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

At the end of Year 6 the pupils from Burton Joyce Primary School visit their receiving Secondary school for orientation purposes. Additional visits are arranged for pupils with high anxiety or other needs. School and or parents may also feel the need to arrange several transition meetings between the schools in order to alleviate pupil concerns.

Children transfer to Burton Joyce from a number of different early years settings. The SENCo/staff from each setting will liaise closely with the class teachers and SENCo at school to ensure a smooth transition is planned. Visits can be arranged to help with transition to school, as are meetings with parents to ensure clear communication and understanding of school and the support process for their child.

What arrangements does the school make for consulting young people with SEND about - and involving them in - their education?

All targets are set with pupils and their thoughts, feelings and views are welcomed and taken account of. Pupil voice is at the heart of Burton Joyce and it is something we are passionate about improving further.

What arrangements does the school make in relation to the treatment of complaints from parents of children with SEND concerning the provision made at the school?

Speak to the SENCo or head teacher who will be happy to listen and address your concerns.

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