



## Burgh by Sands School

### SEND Information Report 2024 - 2025

At Burgh by Sands School, we strive to ensure that all our children are supported to achieve to the very best of their ability. We believe that building positive relationships with parents is the most important factor in supporting children with Special Educational Needs or Disabilities (SEND) .

#### How does the school know if my child needs extra help and what should I do if I think my child may have Special Educational Needs?

**As a first port of call, parents/carers should raise any concerns with their child's class teacher. They can also request an appointment with our Special Educational Needs Coordinator (SENCo), Mrs. Sarah Robson or Assistant SENCO, Miss Sheena Hetherington.**

#### **At Burgh by Sands School we may identify a child with SEND in various ways:-**

- As is stated in the 2014/15 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the needs of a child or young person with SEND will fall into one or more of the following four areas - Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory.
- Information passed on by nursery schools during transition processes will identify pupils who are already on the SEN register. Any initial concerns about pupils not yet on the SEN register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. These pupils will be discussed as part of Pupil Progress Meetings that are held regularly between teachers and the SENCo/Headteacher. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENCo.
- Class teachers can seek advice from our SENCo regarding concerns that they have about a child displaying possible Special Educational Needs at any time. Following discussions, the SENCo may look at the child's work, observe the child in class, and / or complete some activities with them 1:1 to assess particular learning needs.
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEN register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatricians, School Nurse Team, Social Care, CAMHS (Child and Adolescent Mental Health Services) and GPs.
- According to their level of need, some children may be on the SEN register for their entire time at Burgh by Sands School. However, if we feel that a child's learning has progressed to a level where they no longer need additional or individualised support, we can remove them from the SEN register at any time.

### How will school support my child?

- Class teachers will set the highest expectations and deliver high quality teaching to all children. Together with teaching assistants, they will plan and deliver any additional support required by individual pupils, with advice from the SENCo as appropriate.
- At Burgh by Sands School, we have a range of experienced and trained Teaching Assistants (TAs) who will provide support for all children, including those who require extra intervention and support. For some pupils with very specific needs, a planned intervention programme may be delivered (e.g. Maths Recovery or Reading Intervention) by one of our skilled Teaching Assistants.
- We use a range of specialist teachers to advise on programmes, support and resources that are used with pupils in school. We also benefit from advice and support from organisations such as Family Action, the NSPCC and the Community Police Officers.
- Children on the SEN register may follow the Assess Plan Do Review cycle of target setting with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social, or a combination of both.
- Assess Plan Do Review cycles – We aim to liaise with parents every term. The initial plans are reviewed, and then edited or changed as needed. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child's needs.
- As part of the target setting process, each child has the opportunity to talk to their class teacher about what helps them to learn and their aspirations for the future.
- Parents of pupils with SEN will be offered 3 opportunities to come in and meet with class teachers to contribute to the setting and review of plan targets each academic year. This will be in addition to Parents' Evening appointments.
- Parents will be guided towards key ways in which they can support their child at home.
- Children may be provided with specialist resources which are tailored specifically to their needs. These may include adapted writing equipment, sloped writing tables, enlarged keyboards and large font texts.
- All children are assessed for their suitability to sit the SATS tests. Strict guidance laid out by Department for Education (DfE) is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being dis-applied is given the correct level of support. Assessment is then carried out by the class teacher.
- In order to monitor the expenditure of the SEN budget and the range of interventions, resources and support being provided to pupils with SEN, a termly Provision Map is drawn up by the SENCo for use within school.

### How are the school Governors involved?

- The SENCo provides a report to governors termly. Mrs Sophie Vallance is our named SEND Governor and she meets regularly with the SENCo.
- The Governors agree priorities for spending within the SEN budget to ensure that all children receive the support they need in order to make progress.
- The progress of identified groups of pupils is a standing agenda item of all Governors' meetings.

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

- Pupils enjoy their learning and participate eagerly in the wide range of extra-curricular activities that complement their lessons. The school's commitment to 'first-hand learning' is apparent in the wide range of opportunities that leaders and teachers provide, both within and beyond the school.
- Maths and English are finely differentiated to match ability, and ability groups are identified on teachers' planning.
- Additional support through the use of specialist resources or allocation of Teaching Assistant time is provided where appropriate to ensure all children, including those with SEN, can access the curriculum.
- The curriculum is broad and rich, with arts, the outdoors and sports having a high focus – enabling all children to succeed in areas they have strengths in.
- Emotional well-being is at the heart of our school and time is dedicated to speaking, listening and problem solving.

### How will I know how my child is doing and how will you help me to support my child's learning?

- Burgh by Sands School uses detailed, continuous assessment records to keep track of maths, reading and writing progress for each child. Progress is measured against National Expectations, and assessment systems help teachers to identify the next learning steps for their pupils.
- We schedule parent's evenings or drop-ins twice a year where all parents have the opportunity to discuss their child's progress with class teachers.
- In addition to this, parents of pupils on the SEN register will be invited into school three times in each academic year to discuss their Support Plan targets.
- Teachers are happy to meet with parents at any time to discuss the progress that their child is making. This can be arranged by making an appointment directly with the class teacher or through the school office.
- Following termly Pupil Progress Meetings, the SENCo, teacher and Headteacher discuss where extra support and intervention may be needed to support groups and individuals across school.
- Parents are informed of any additional interventions that their child undertakes.
- If necessary, we will operate a home/school link book which your child will bring home regularly so that comments from parents and teaching staff can be shared and responded to when needed.

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

- Burgh by Sands School has an Inclusion Team which is led by Mrs. Robson, our SENCo. She works closely with the teachers and Miss Hetherington (Assistant SENCo) to monitor and coordinate the provision for pupils with any additional needs, both academic and social.
- We also have a Safeguarding Team which consists of Mrs Robson (Headteacher/SENCO and Designated Safeguarding Lead), Miss Hetherington (Assistant SENCo and Deputy DSL) and Mrs Tofield (Early Years Lead and Deputy DSL). They meet regularly to discuss the wellbeing needs of pupils across school and identify where appropriate support may be required.
- Teachers and teaching assistants have benefited from the support of the inclusion team and special educational needs coordinator in developing their teaching, including for those pupils who have specific learning needs. Identified staff are trained to deal with the specific and specialised medical needs of individual pupils and training is kept up to date.
- All staff are given necessary training for specific medical needs as appropriate (i.e. Diabetes, Asthma, Epilepsy, Epi-pen training). Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs.
- Clear information about pupils' medical needs is held within the school office and also by each class teacher. This enables information to be made available as appropriate to any members of staff working in school. We have just updated our format and procedures for this.
- The school has a policy regarding the administration and managing of medicines on the school site. On a day to day basis, the Office Staff oversee the administration of any medicines that should be taken by their child during the school day.
- Burgh by Sands School has clear policies on anaphylaxis, asthma and medical needs.
- We have a clear behaviour policy and an anti-bullying policy whereby all staff are expected to be responsible for behaviour; parents are kept informed of any negative behaviour at the earliest stage.
- Risk assessments are undertaken before any educational visit with correct ratio of adults to children, including extra support if needed with children with SEN.
- All children can contribute their views through the School Council.
- Pupils with an Education, Health and Care Plan (EHCP) complete a questionnaire to express their views prior to their EHCP meeting.

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

- In order to access advice from external specialists or agencies, an Early Help Assessment form must be completed.
- This form is completed by our SENCo during a meeting with parents, and gives parental consent for the information within the form to be shared with the appropriate services.
- It includes the views of both the parents and school in order to summarise the pupil's (or the whole family's) need and the desired outcomes.
- Support from a wide variety of services can be accessed in this way: Educational Psychologists – an assessment completed by an Educational Psychologist provides information about a child's general learning ability and also identifies key aspects of learning that they may be struggling with (e.g. memory, processing skills). Local Authority SEND Teaching Support Team (SEND TST).

- This may be related to difficulties such as Speech & Language, Visual or Hearing Impairment, Physical Disabilities or Autistic Spectrum Conditions. School Nurse Other agencies such as Behaviour Specialists, Social Care, Barnardo's, NSPCC and the Community Police also advise school. In addition, advice may be given from the Fairfield Centre (CAMHS).

### How accessible is the school environment?

- The school is on one floor and is wheelchair accessible
- There are one disabled toilet and changing facility.
- Disabled parking is available in the school car park.
- Translation services and bilingual books/materials are sought for families whose first language is not English if required.
- Technology is available to assist pupils with their learning i.e. iPads, modified keyboards.

### How will the school prepare and support my child to join the school or to transfer to a new school?

Transition discussions are held with staff from Nurseries as appropriate. Transition activities are planned in the second half of the summer term for all new pupils. In addition to this, a programme of extra transition sessions is provided as appropriate to pupils with particular learning or social needs. These include additional opportunities to become familiarised with the school building and key members of staff. Our SENCo will attend meetings held for individual pupils with SEN at their current nursery and will be available to talk to parents at the New Parents' Meeting held at Burgh by Sands School.

#### Year 6 to Year 7 Transition

Class teachers meet with secondary schools to pass on relevant information about all children in year 6 during the summer term. The SENCo from Burgh by Sands School meets or telephones SENCos from the secondary schools to discuss all pupils with SEN. Paperwork is passed on confidentially at the end of the school year. Transition visits are arranged for all year 6 pupils. Pupils with SEN may have additional transition activities (both at Burgh by Sands School and their new secondary school), during which they will become familiar with new school buildings and key secondary school staff. Secondary school SENCos will attend year 5 and year 6 Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) wherever possible. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

### How are the school's resources allocated and matched to children's Special Educational Needs?

- Class teachers and the SENCo will discuss individual children's needs and decide on the most appropriate support. This will include the type of intervention / support to be used, any additional resources necessary and the amount of time that these will be put in place for in the first instance.
- We recognise that different children will require different levels of support in order to bridge the gap to achieving age expected levels.
- The SEN budget is allocated on a needs basis. We have a small team of teaching assistants who are funded from the SEN and wider staffing budgets as appropriate. They are trained to deliver a wide range of programmes designed to meet the needs of individuals and groups of children.

### How is the decision made about what type and how much support my child will receive?

Decisions are made in consultation with the class teacher, the SENCo and Headteacher, as well as with parents. These decisions are based upon termly tracking of pupil progress and assessment. Decisions

may also be made in consultation with other agencies where appropriate, such as on the advice of an Educational Psychologist.

### Who can I contact for further information?

- The first point of contact for parents / carers is always the child's class teacher.
- An appointment can also be made to meet with Mrs. Robson, our Special Educational Needs Coordinator (SENCo) or Miss Hetherington (Assistant SENCo). You can contact them via the School Office.
- If you are considering whether your child should join the school, contact the School Office to make an appointment to meet our Headteacher, Mrs Sarah Robson.