

# **Burton Green C of E Academy Special Educational Needs and Disabilities** **Information Report July 2024**

## **Introduction**

At Burton Green, the provision we offer for Special Educational Needs and Disabilities is firmly rooted in our school 'Aims Statement' and the values that underpin everything we aim to achieve with our children. The happiness, well-being and achievement of each child are our main concerns.

Burton Green is a mainstream Academy which caters for children aged 4-11 years, some of whom have very diverse educational needs and disabilities. The school has made provision for children with a range of needs, including but not limited to: physical disabilities, sensory needs, complex learning needs, Autism, ADHD and speech, language and communication needs. The profile of needs changes annually.

## **Our Aims Statement**

Within a Christian framework at Burton Green, we aim to challenge and support all pupils to enable them to develop their talents and achieve their potential. All individuals are valued irrespective of race, gender, culture, faith or physical or learning needs.

At Burton Green, we aim to provide effective teaching and stimulating learning experiences across a broad and balanced curriculum; within a happy, caring, inclusive and safe environment.

We aim to enable each child to develop the personal and social skills necessary for them to become responsible, active participants in their community through partnerships with home, our Parish Church, the local neighbourhood and the wider community.

## **Our School Values**

At Burton Green we share three values regularly and explicitly within our school and wider community. These values underpin everything we strive to achieve:

Value yourself by always trying to do the best in whatever you do; each and every person is a unique combination of talents. Value each other by listening to people's opinions, talking politely and treating everybody in the way you hope they will treat you; each individual is special and precious and has the right to be supported and cared for.

Value your school by caring for your immediate environment, the building and the resources you use, by working together.

Above all, our school is a place of learning where each individual child, irrespective of the wide range of needs they bring with them, is motivated and challenged to reach their potential in every area of their development. We firmly believe that children should make progress as quickly as they are able but as slowly as they need.

## **What provision is made for special educational needs and disabilities at Burton Green?**

Burton Green is a mainstream school and welcomes all children irrespective of ability. We believe that each child is an individual and that each has strengths that need to be nurtured and areas of less strength that

need to be supported. Every child is a combination of the two and therefore provision for special educational needs and disabilities is relevant to every child in our school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the EHCP unless it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

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

Teachers plan using pupils' achievement, differentiating tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs or a disability, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

## **How does the school identify individual needs?**

Teachers make assessments of all children on a daily basis through observations, listening, marking work and arranging tests. Formal assessments are made during the child's first year in school and at the end of both Key Stages in Years 2 and 6. Burton Green has a planned system of termly assessments and annual tests which enable teachers to monitor progress. The school's Special Needs Co-ordinator (SENCo) works with class teachers to monitor progress, identify needs and plan ways of supporting children with individual needs.

If a teacher identifies that a child in their class demonstrates difficulties that may require provision that is *different from or additional to their peers*, their first action is to make adaptations to their Quality First Teaching. This may include their use of targeted questions; use of visuals or scaffolds to allow a child to access tasks. The teacher will communicate with parents and gain their views. It may be that it is the parent who triggers further investigation e.g. a child may present with social communication difficulties at home that are being masked in school. These concerns will be detailed on an Initial Concerns Form by the class teacher. The class teacher adds further information to the Initial Concerns form including, but not limited to; assessment data, parents views and what has been tried to accelerate progress. The Initial Concern form will then be shared with the SENCo who then uses the captured portrait of the child's difficulties and investigates further, gathers more evidence and liaises with parents. A decision will then be made whether to place the child on the SEN register; parents' permission will always be asked for this.

## **What support is provided?**

The school works within a statutory framework known as the Special Education Needs and Disability Code of Practice (2014). The class teacher is responsible for the individual needs of all children in his/her class. Parents are fully informed when children receive classroom-based support.

### **Classroom based support**

#### **Differentiation**

Class teachers monitor the progress of each child in their class on a daily basis through observation, learning activities and pupil outcomes. Within each class and group learning context, activities are differentiated to extend learning for those who are most able and to support learning for those who need to proceed at a slower rate. Scaffolds may be provided including verbal, visual and/or written scaffolds.

#### **Group support**

As a result of monitoring children may be based in small learning groups where the learning objective is carefully focused to enable each child to achieve success and make progress. Groups may be taught by teachers or teaching assistants.

#### **1-1 Focused Intervention**

Monitoring of progress sometimes indicates that children need specific interventions on an individual basis. These are planned by the teacher in many areas of the curriculum but most frequently in numeracy and literacy. Interventions are delivered on a 1-1 basis by trained teaching assistants.

#### **How is extra support allocated to children?**

Extra support is allocated according to need as identified through on-going monitoring of each child. Each child is treated as an individual.

All children receive teaching linked to their learning needs in focused, adult-led groups in numeracy and literacy at least weekly.

Regular monitoring of pupil progress by the class teacher identifies children who may benefit from working in a small intervention group. Groups include Numeracy support groups, Additional Writing Support, Spelling and Handwriting groups along with social skills groups or intervention groups to support memory skills. These groups take place for short targeted periods of time and progress is monitored at the end of it. All children who have a need for additional support receive it.

Where an individual has a very specific need, 1-1 intervention is planned and targeted for an allocated time.

On-going discussions are held between parents/carers and the class teacher, SENCo and Head Teacher.

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

### **What happens if my child is making slower progress despite classroom based support?**

Each child's progress is carefully monitored by the class teacher, subject leaders in numeracy and literacy and the Head Teacher.

Where children require 1-1 intervention their progress is also monitored by the Special Educational Needs Coordinator and the impact of the support on pupil progress evaluated. The school works closely with parents to advise them of the support their child is receiving and to identify ways in which parents can support their child.

## **What happens if my child is making slower progress despite 1-1 focused intervention support?**

The progress of each child working with a teacher or teaching assistant on a 1-1 intervention is monitored half termly by the SENCo. The impact of the support is evaluated and adjusted where necessary.

Where the child is not making progress advice may be sought from the most appropriate external agencies. This is done in close collaboration with parents.

An Individual Education Plan (IEP) is then drawn up by the school. This identifies clear, focused targets and the provision that will be made to provide the support to enable the child to meet the targets. These are shared with parents and are monitored and adjusted termly.

## **Which External Agencies work with Burton Green to Support Special Educational Needs and Disabilities Provision?**

Sometimes the school needs support and advice from a range of external agencies in order to identify the needs a particular child has or to advise on appropriate provision the school needs to put in place to meet pupils' needs.

Sometimes an external specialist may work with an individual child to provide support on a 1-1 basis.

Burton Green has a longstanding professional relationship with a wide range of external professional agencies. Currently Burton Green purchases advice from:

The Specialist Teaching Service (STS) to maximise the achievement and well-being of pupils with communication and interaction needs; social, emotional and mental health difficulties and cognition and learning needs.

Warwickshire Integrated Disability Service to support complex needs and physical disabilities.

Warwickshire Educational Psychology Service.

Children and Young People's Mental Health and Wellbeing Service (CAMHS) RISE

Coventry and Warwickshire Mind

NHS Foundation Trust including Speech and language Therapy, Occupational Therapy, Physiotherapy and Sensory Assessments.

## **What happens if my child fails to make progress despite school and external agency support?**

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with Special Educational Needs or Disability (SEND) is monitored through a number of processes that includes:

Classroom observation by the Senior Leadership Team, and/or the SENCo;

Ongoing assessment of progress made by pupils with SEND;

Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;

Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;

Pupil and parent feedback on the quality and effectiveness of interventions provided;

Attendance and behaviour records.

All pupils have individual National Curriculum targets set in line with national expectations to ensure ambition. Parents are informed of these via the reporting system and also through:

Attainment Tracking using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership Team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, additional strategies will be identified to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainment.

Action relating to SEND support will follow an assess, plan, do and review model:

**Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

**Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant 'stretching' academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

1. The Specialist Teaching Service (STS).
2. Integrated Disability Service.
3. Warwickshire Educational Psychologist Service.
4. Speech, Language and Communication Therapist.

- 4 Educational Welfare Officers.
5. Social Services.
6. Compass (School Nurse)
7. Child & Adolescent Mental Health and Wellbeing Service (CAMHS) RISE.

- In addition, the school will involve external agencies as appropriate, including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **How will I know how well my child is doing?**

Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEND support reviews but also through the school reporting system and Parents' Evenings.

Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 02476 464130.

## **Who are the best people to talk to if I think my child has difficulties with learning?**

At Burton Green we are committed to working closely in partnership with parents. Where the class teacher feels that a pupil is experiencing difficulty with a particular aspect of their learning, in the first instance he/she may informally chat to parents about any concerns.

Termly parent consultation evenings are held for all pupils. Where a teacher has concerns he/she may call parents into an additional consultation meeting and set up a system for regular communication which may be monthly or half termly.

Where a parent feels concerned about the progress their child is making, in the first instance they should talk to the child's class teacher. Following this, the parent may wish to talk in greater depth to the Head Teacher. Where this concern is linked to a special educational need or disability the Head Teacher may refer the parent to the SENCo to discuss provision.

Where children are receiving support from external agencies this can be discussed with the Special Educational needs Coordinator (SENCo) Mrs Donna East. Termly IEP reviews will be held with the class teacher, supported by the SENCo and the Head of School. EHCP Annual Reviews are held with external agencies and parents in addition to the class teacher, SENCo and pupil themselves where appropriate.

## **How are adults in school helped to work with children with Special Educational Needs and Disabilities (SEND)?**

Burton Green is committed to the continuing professional development of all staff. This is provided through in school and federation opportunities to share good practice and experience.

Whole staff training is provided by external agencies linked to the school's Learning Improvement Plan.

The school works closely with external agencies to access training for specific staff, linked to each individual child's needs. This training is cascaded to the whole staff in order to continue to develop all teachers and teaching assistants' expertise. Some external agencies work alongside staff to provide ongoing support and advice.

## **What support do we have for you as a parent of a child with Special Educational Needs and Disabilities (SEND)?**

Support for parents begins in school. Teachers, the SENCo, the Deputy Head Teacher and the Head Teacher are always willing to talk to parents about learning needs to help them develop greater understanding of the needs and the provision being made in school for their child.

A range of resources to support home learning can be found on the school's Learning Platform.

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.

The school organises a number of curriculum evenings during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.

If parents have ideas on support that they would like to have access to in order to further support their child's learning, they should contact the SENCo who will locate information and guidance for them in this area.

External agencies working with named children, always include parents in consultation and give advice and support through the identification and assessment processes.

Parents are informed of ways in which they can receive support from the Parent Partnership Service and specialised support networks linked to a specific special educational need or disability.

## **How accessible is the school environment to children with SEND?**

Burton Green is a modern, purpose-built building which is easily accessible for children with SEND. We have a flat site with all areas accessible to wheelchairs. The school also has disabled toilets and shower facilities. Disabled parking bays are available. Communication and Print signage is used throughout classroom to promote a communication friendly environment. Distraction free learning areas are set up in classrooms.

As a result of observations by class teachers and external agencies, pupils with a disability will be provided with reasonable adjustments to overcome any disadvantages.

The school has an Accessibility Plan which is reviewed regularly.

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

Activities are differentiated to ensure that they are accessible to all pupils and reasonable adaptations are made when necessary.

Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all pupils in the unlikely event that it is considered unsafe for a child to take part in an activity then every effort will be made to provide an alternative activity which will cover the same curriculum area, where the activity is considered an essential part of the curriculum.

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

At Burton Green we all share a concern for the children in our care and pay every attention to their wellbeing. We promote a family atmosphere where each child is known by name, where brothers and sisters are given opportunities to meet and look after each other and where parents are regularly welcomed into school.

We realize that young children need security and that they gain confidence from knowing that adults around them care and are interested in them as individuals. This belief is shared by all who work at Burton Green and children will receive attention from teachers, teaching assistants, midday supervisors, the administrative assistants, in fact anyone to whom they choose to turn. We let parents know if their child is unhappy at school and by working together manage to find solutions to most problems.

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

We administer medicine in school in exceptional circumstances, including for pupils with SEND. Any medicine must be clearly marked with the child's name and precise instructions on its administration. Specific training linked to particular needs is given by appropriate health professionals when children are admitted to school.

Good attendance is essential as it has a direct influence on pupil attainment and their access to a broad and balanced curriculum. We aim to encourage good attendance and punctuality by:

Providing a stimulating and caring learning environment for pupils;

Developing relationships with parents which enable them to value primary education;

Encouraging staff to set good role models in terms of punctuality and attendance at the beginning and throughout the day;

Focusing upon punctuality and commitment in appropriate aspects of Personal, Social and Health Education (PSHE);

Monitoring pupil punctuality and attendance and responding when necessary;

Informing parents of persistent lateness.

## **How can pupils be involved in their education?**

All pupils are encouraged to take an active part in the day-to-day organisation of the school by assuming progressive roles and responsibilities. Pupils contribute to the development of a school that strives to meet their needs through an active School Council which is elected termly. We listen carefully to feedback from children and, whenever possible, involve them in decision making.

Pupil Voice is used as part of the school's monitoring activities.

Pupils are involved in IEP reviews, target setting and EHCP reviews as is developmentally appropriate for the individual child.

## **What out of school hours activities can my child access?**

Burton Green provides before and after school activities known as 'Burton Green Bonus'. A list of activities and charges that apply is distributed to parents termly. All children are welcome to attend activities. All children are welcome to attend activities subject to Burton Green Bonus being able to provide additional support. It is expected that children who receive 1-1 support during the school day will require appropriate 1-1 support during out of hours activities. Parents of children who require 1-1 support will be expected to fund the additional staffing provision in addition to the charge made for the activity.

## **How does the school prepare and support my child when joining Burton Green or transferring to a new school?**

Early identification of need and provision is essential in order to ensure each child's needs are met. The school works closely with pre-school providers and external agencies to ensure continuity of provision at admission.

A number of strategies are in place to enable effective pupils' transition:

### **On entry:**

- A planned introduction programme is delivered in the Summer Term to support transfer for pupils starting school in September.
- Parent/Carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

### **Transition to the next school, preparation for adulthood and independent living:**

The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying the school that their child has been enrolled at another school.

Information is passed onto secondary schools to help support appropriate provision. Wherever possible schools are invited to a review meeting prior to transfer and where necessary additional transition visits are planned.

## **How are the governors involved in ensuring effective provision for SEND?**

The governing body has a named governor with responsibility for SEND. This is Mrs Lucy Hatton who can be contacted via the school office. She takes an active role in strategic planning and monitoring of provision for groups and individuals and is happy to discuss any particular concerns.

The school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

A proportion of the funds, allocated per pupil to the school to provide for their education, called The Age Weighted Pupil Unit.

The Notional SEN Budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEND Funding Allocation.

This funding is used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Cognition and learning
2. Social, emotional and mental health difficulties
3. Communication and interaction
4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCO or a member of the Senior Leadership Team.

The governors are responsible for the allocation of the SEND budget. The budget is allocated on a needs basis to ensure that the needs of even children with the most complex needs are met. The distribution of Teaching Assistants is allocated to support as many pupils with SEN as possible and is reviewed regularly.

## **Information on where the Local Authority's Local Offer can be found at:**

[www.warwickshire.gov.uk](http://www.warwickshire.gov.uk)

## **Links to Policies**

This information should be read in conjunction with the following policies which are on the school website or are available from the school office:

Accessibility Policy

Behaviour Management and Discipline Policy

Child Protection Policy

Safeguarding Policy

Special Educational Needs and Disabilities Policy