Burrough Green CofE Primary Academy

SEND Information Report 25-26

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The governor for special educational needs is Anthea Kenna
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What is this report about?

This report gives information about the school's provision for pupils who need extra help with their learning, whether that is help with reading and writing, concentration, communication, social skills, emotional wellbeing or physical difficulties. The report is reviewed annually, in consultation with parents. Please talk to your child's teacher if you think they might need additional support.

How will I know that my child needs extra support?

All children are individuals, and teachers are trained to teach in a way which enables *all* pupils to make progress in an inclusive classroom.

However, we sometimes realise that pupils are struggling because

- they tell us, directly or indirectly.
- the teacher or teaching assistant observes their difficulty.
- parents express a concern.
- assessment shows that they are making limited progress.

The progress of all pupils is regularly assessed and tracked electronically. It is reviewed and monitored at termly pupil progress meetings. When a pupil is not making as much progress as expected, interventions or adaptations are put in place to speed up the pupil's progress and close the gap. If the pupil still fails to make progress, they may have a special educational need and require more individualised support. In this case, you will be invited to a meeting with the class teacher and/or SENDCO to discuss areas of concern and possible next steps.

The education of our pupils is a three-way partnership between the school, the child and the child's parents or carers. Good communication is vital, so please let us know when you have any concerns. In turn, the school will keep you fully informed about your child's progress

How will the school support my child?

When a pupil is identified as having special educational needs, the class teacher writes an individual support plan (ISP), to address the specific needs of the pupil.

The ISP

- states the pupil's strengths and needs.
- is written in collaboration with the pupil and the parents.
- contains specific targets for the child's learning or development
- states actions which will be put in place to meet those targets.

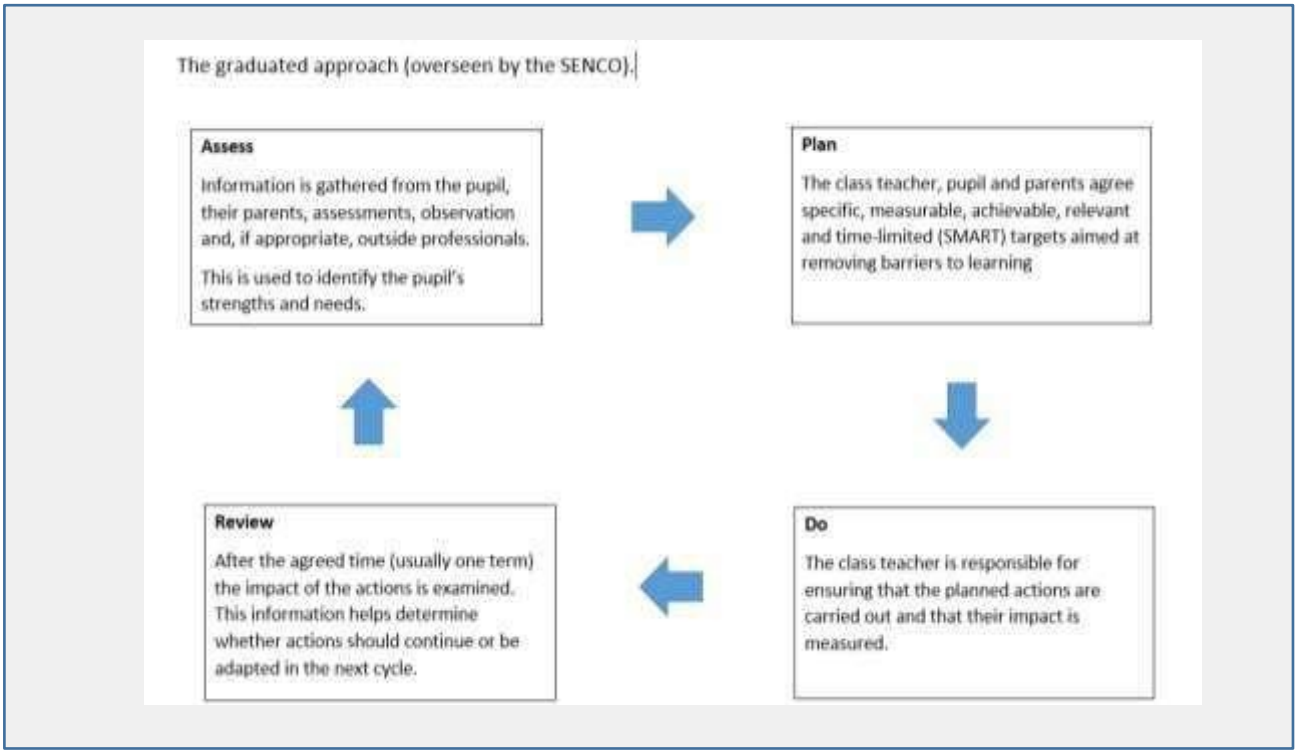
At this stage, further assessments may be carried out to pinpoint the pupil's exact difficulty and enable highly targeted intervention to take place.

Special Educational Needs assessments used in school

- **Communication and interaction**
  - The Communication Trust checklist
  - Cambs and Peterborough Speech and Language service speech sound screen
  - Cambs and Peterborough Speech and Language blank levels
  - Social communication descriptors
- **Cognition and learning**
  - Phonological awareness battery (PhAB)
  - British Picture Vocabulary Scale
  - York Assessment of Reading for Comprehension
  - Sandwell early numeracy test
  - Dyslexia Portfolio
- **Social emotional and mental health**
  - Strengths and Difficulties Questionnaire
- **Sensory/physical**
  - Assessment through observation and in consultation with external professionals
  - Sensory checklist

A one-page pupil profile is also created, in which the pupil describes what is important to them and how they think they can best be supported.

The impact of ISPs is monitored using the graduated approach of assess, plan, do, review. Around the middle of each term, you will be invited to a meeting with your child's class teacher and the SENDCO to review the ISP.



How is the curriculum matched to my child's needs?

All children, with or without special educational needs, can expect

- high quality teaching.
- a visual timetable in all classrooms.
- a supportive environment e.g. with working walls, word mats and access to technology.
- in class support from the teacher or teaching assistant.
- provision of quiet workstations, if necessary to help pupils focus
- scaffolding e.g. writing frames, story maps and task planners.
- challenges where appropriate.
- a small school, where individuals are known and valued.

In addition, children with identified needs will be offered more targeted support, depending on their area of need. These may include:

Communication and Interaction.

- Referral to speech and language therapist allocated to school
- Teaching assistant carrying out programmes recommended by the speech and language therapist (providing the pupil reaches the necessary threshold for support)

Cognition and Learning.

- Reading, writing, phonics or maths intervention groups, usually led by a teaching assistant and aimed at achieving accelerated progress in a set amount of time.
- One to one interventions.
- Use of multisensory resources, such as Numicon.
- Use of electronic programmes, such as Nessy.

Social, emotional and mental health.

- Identification of a key adult who will provide daily support.
- Identification of quiet or safe spaces when appropriate.
- Risk reduction plan.
- Where appropriate, individual support or supervision at less structured times of day.
- Home/school communication book.
- Early Help Assessment (EHA).
- Liaison with schools' nursing service
- Referral to NHS Emotional Health and Wellbeing service or YOUnited
- one-to-one mentoring with a trained ELSA (Emotional Literacy Support Assistant)

Sensory and/or physical needs.

- Sensory circuits.
- Adaptations, such as writing slopes, pencil grips, angled cushions.

- Augmented cutlery
- Printing onto coloured paper.
- Coloured overlays
- Finger gym

How will the school ensure that my child is included in all aspects of school life?

We aim to include all pupils in the wider life of the school, including school visits and clubs. This is achieved by

- carrying out risk reduction assessments and putting in place procedures which allow all pupils to participate.
- where appropriate, meeting with parents in advance of visits.
- where appropriate, using strategies such as social stories to explore with a pupil the forthcoming visit or situation.
- ensuring that there is always a representative from our SEND support register on the School Council.

How will the school support my child's overall well-being?

We are a small school, in which every pupil is known and cherished. Our school values, which underpin everything we do, help to create a stable environment of mutual respect, in which all can flourish. Specifically, we aim to reduce stress by

- providing clear routines and structures, communicated to pupils through visual timetables and planners.
- dealing with disputes between pupils promptly and fairly.
- using the Steps programme to promote prosocial behaviour (see our positive behaviour policy).
- using the principles of Growth Mindset to develop resilience.
- where beneficial for individual pupils, adapting the school environment to provide safe spaces or individual work stations.
- having two trained ELSAs on the staff
- use of outside agencies (provided the necessary threshold is reached)

Growth mindset is a theory put forward by US psychologist, Dr Carol Dweck. It opposes the notion that intelligence is a fixed quality that people either have or don't have. Instead, growth mindset asserts that people can develop intelligence by their own effort.

Fixed mindset	Growth mindset
Avoid challenges	Embrace challenges
Give up easily	Persist in the face of obstacles
See effort as fruitless	See effort as the path to mastery
Ignore criticism	Learn from useful feedback
Feel threatened by others' success	Feel inspired by others' success and learn from them

What training have staff had?

The school SENDCO is also the head teacher. He provides continuing professional development to teachers at weekly staff meetings. In addition, teachers or teaching assistants at school have received or are receiving external training from specialists in different areas of need.

Communication and interaction

- Elklan
- Autism Education Trust (AET)

Cognition and learning

- Dyslexia Tiers 2 and 3
- Working memory
- Precision teach
- Expanded Rehearsal technique (ERT)

Social, emotional and mental health

- Emotional Literacy Support Assistant (ELSA)

Sensory/physical

- Sensory circuits

Which outside agencies and specialists might be involved with my child?

We work closely with external professionals who have specific expertise in meeting the needs of children with SEND.

- Educational Psychologist
- Speech and Language Therapist
- Paediatric Team
- School Nurse
- Specialist Teaching Team (Click here for more information)
- Occupational Therapist
- Physiotherapist
- NHS Emotional Health and Wellbeing Team
- Family Workers

In order to access this support, it may be necessary to complete an Early Help Assessment (EHA) with parents.

The **EHA** is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool, which can be used by all agencies in Cambridgeshire who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.

How will the school support my child with changes of class and school?

Moving from one school to another or from class to class can be very stressful for some pupils. Smooth transitions are facilitated by

- working closely with Burrough Green Playgroup, which is on an adjacent site.
- pre-school children spending an afternoon in school during the second half of the summer term.
- Move-up day for all classes in the summer term.
- extra induction days at Linton Village College for pupils on the SEND support register.
- use of social stories to prepare individuals for forthcoming change.

How accessible is the school?

We have a new school building, all at ground level, with good wheelchair access throughout. There is a disabled toilet and shower room, a hearing induction loop in the hall and a disabled parking space with a drop curb for easy access. In accordance with the Equality Act 2010, we will make any reasonable adjustments necessary to enable pupils to be included in our school.

What should I do if I am not satisfied with the way my child's needs are being addressed?

We want to work in partnership with you and your child to ensure that barriers to learning are removed and your child flourishes at Burrough Green. Your child's class teacher is responsible for their progress and pastoral needs, so talk to them if you have any concerns.

Should you feel your concerns are not being properly addressed by the class teacher, please refer them to the SENDCO (headteacher).

In the event that you still feel dissatisfied, please contact Anthea Kenna, the governor responsible for SEND.

Further Links

The SEND Information Hub (Formerly the Local Offer) is a 'front door' to information from education, health and social care about the provision and services that are available for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families The Local Authority is required to publish this information and review it regularly.

Pinpoint is a local organisation which supports parents of children with SEND.

SENDIASS (SEND Information, Advice and Support Service) is a council-run service which offers impartial advice: sendiass@cambridgeshire.gov.uk

Please find further relevant school policies below.