

## SEND Information Report for Parents/Carers



Our SEND report for parents/carers outlines the support, interventions and provision they can expect to receive, if they choose Burnham on Crouch Primary School for their children. We value our children equally whatever the differences in their abilities or behaviours and we believe every child matters. We aim to meet individual needs and provide opportunities for children to make good or better progress. Children should enjoy reaching their goals and have this achievement celebrated. We will work with children, parents and outside agencies to ensure that special needs are fully understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant, exciting and differentiated curriculum will support children's learning. This will be part of a planned programme of support and evaluation. All children have the right to enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As they grow and develop, we will support them to become more independent and confident in their learning.

### **The Special Educational Needs & Disabilities Co-ordinators (SENDCos) are:**

Fiona Goodbrand (Wednesday – Friday) – EYFS & KS1  
Lianne Steventon-Kiy (Monday – Thursday) – KS2

**Telephone: 01621 782070**

**The school governor with SEND responsibility is: Mary Ann Munford**

1.	<b>How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?</b>
	<p>The SEND Code of Practice (2014) identified four broad areas of special educational needs:</p> <ul style="list-style-type: none"><li>– Communication and interaction</li><li>– Cognition and learning</li><li>– Social, emotional and mental health</li><li>– Sensory and/or physical needs</li></ul> <p>We aim to identify special educational needs as early as possible using a range of strategies which may include:</p> <ul style="list-style-type: none"><li>– Liaison with pre-school and nursery where needs have already been identified</li><li>– Listening to families' concerns and working with them to get a picture of how a pupil is progressing at home as well as at school</li><li>– Baseline assessment undertaken during the first half term of the pupil starting school.</li><li>– Monitoring pupil progress every half-term using a range of tools including standardised tests to identify those who are working at levels significantly below the expected standard in English and mathematics.</li><li>– Using targeted assessments to identify pupils who may have difficulties with understanding and using language.</li><li>– Observing pupils in class and in the playground to identify attention, concentration and</li></ul>

	<p>social and emotional needs.</p> <ul style="list-style-type: none"> <li>– Working together between Primary and Secondary Schools to exchange information during transitions.</li> <li>– Using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory and gross and fine motor skills.</li> <li>– Taking advice from external agencies, including medical and social care professionals.</li> </ul>
<b>2.</b>	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>
	<p>The pupil is central to planning for, reviewing and evaluating the support they are given to maintain their progress. The school is committed to hearing the voice of all pupils, including those with special educational needs. The school gets to know them individually and responds to their choices and preferences, through a range of strategies:</p> <ul style="list-style-type: none"> <li>– Working with a familiar adult to record their views for the one page profile, annual review/one planning meeting, with visual prompts where appropriate.</li> <li>– Home-school liaison is key for some children so a home school communication book may be used so parents/carers and staff can work closely together to support the child.</li> <li>– Age-appropriate conversations about targets and progress.</li> <li>– Participation in transition planning from Key Stage 1 to 2 and to Secondary School.</li> <li>– Key workers – SEN support staff.</li> <li>– Individual observations.</li> </ul>
<b>3.</b>	<b>How will the school staff support my child?</b>
	<p>The school works closely with the child, their family and external agencies to identify what the specific barriers to learning are and what support is needed. We then put in place appropriate interventions. Plans for the use of support relate to a clear set of expected outcomes, which include challenging and relevant academic and developmental targets. The voice, views and aspirations of the pupil are at the centre of these desired outcomes. Progress towards these targets are tracked and reviewed regularly, and at least half termly.</p> <p>The Class Teacher is responsible for meeting the needs of individuals in his/her class through quality first teaching. Work is differentiated and resources are made available for pupils with special educational needs. Differentiation is a multiple part process, including differentiation by input, teaching and learning process and by outcome. Children with special educational needs will have a one plan written in conjunction with the SENDCos, the family, the child and external agencies as appropriate.</p> <p>One plans include:</p> <ul style="list-style-type: none"> <li>– Hopes and dreams of the child</li> <li>– SMART (specific, measurable, achievable, relevant and time-bound) targets</li> <li>– The strategies and approaches which will help achieve the targets</li> <li>– Advice and targets from external agencies</li> </ul> <p>Every child is different and depending on the needs of the individual pupil, a range of support is planned.</p> <p><b>For pupils with communication and interaction needs:</b></p> <ul style="list-style-type: none"> <li>– Small group/individual speech and language work</li> <li>– Play buddies</li> <li>– Nurture groups</li> </ul>

	<ul style="list-style-type: none"> <li>– Strategies to support attention and concentration</li> </ul> <p><b>For pupils with cognition and learning needs:</b></p> <ul style="list-style-type: none"> <li>– Intervention groups, where pupils’ learning is supported in small groups</li> <li>– Structured literacy and number programmes such as 5 Minute Box, Talk for Number, RWI Fresh Start</li> </ul> <p><b>For pupils with social, emotional and mental health needs:</b></p> <ul style="list-style-type: none"> <li>– Risk assessment and consistent management plans</li> <li>– Social skills groups and programmes such as Circle of Friends, Volcano in my Tummy, Time to Talk</li> <li>– Home school communication books</li> <li>– Positive behaviour support programmes, including individualised rewards and sanctions</li> </ul> <p><b>For pupils with sensory and/or physical needs:</b></p> <ul style="list-style-type: none"> <li>– Gross and fine motor skills programmes</li> <li>– Support for self-help and independence skills</li> <li>– Input from Inclusion Partner and PNI Specialist Teacher</li> <li>– Specialist equipment</li> </ul> <p><b>For pupils with medical needs:</b></p> <ul style="list-style-type: none"> <li>– Input from Physiotherapists, Occupational Therapists and Children’s Community Nursing</li> <li>– The SENDCos complete a healthcare plan with parents/carers (and medical professionals where appropriate) for children with medical needs, including children with severe allergies requiring epi pens and children with diabetes, and arranges training for staff as needed.</li> </ul>
4	<b>How will the curriculum be matched to my child’s needs?</b>
	<p>We plan an innovative and exciting curriculum that inspires our children’s learning. Class Teachers plan carefully to ensure they deliver “Quality First” teaching to meet the needs of their class. They are all sensitive to individual needs. Differentiation is planned for, and may involve different learning objectives, teaching styles or adaptation of resources. Monitoring of progress and assessment opportunities are planned for and these are used to inform future differentiation within the classroom setting. Class Teachers liaise closely with the SENDCos and support from external agencies is sought if needed. Some additional sessions take place for children with more complex special educational needs and/or disabilities. These focus on their individual area of need and may take place within a small group or individually.</p>
5	<b>How is the decision made about the type and how much support my child will receive?</b>
	<p>If a child is not making enough progress, a graduated response is required. The school will put in the necessary additional support as well as differentiating work further. The Class Teacher is best placed to know if there are any concerns regarding the child and will speak to the SENDCos to discuss next steps. Progress will be carefully monitored by the Class Teacher and SENDCos. If the child continues to make insufficient progress then the class teacher and SENDCos will make the decision for that child to access relevant interventions.</p> <p>Should a child continue to need support, an individual plan will be drawn up to ensure all learning needs are met. The type and level of support will be discussed with parents as regularly as necessary. This may vary from child to child. We always aim to work in partnership with</p>

	parents to achieve the best possible outcomes for all students.
<b>6</b>	<b>How will my child be included in activities outside the school classroom including school trips?</b>
	<p>Learning outside the classroom is very important to us. As a school, we promote the involvement of all learners in all aspects of the classroom including activities outside the classroom.</p> <p>When there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet additional needs. Parents/carers are involved in planning if appropriate.</p>
<b>7</b>	<b>What support will there be for my child's overall wellbeing?</b>
	<p>The SENDCos implement detailed healthcare plans in consultation with parents/carers for any child requiring medical assistance. These plans are shared with all staff who are involved with that pupil. The SENDCos will ask other medical practitioners to come into school to train relevant members of staff i.e. diabetic nurses, epilepsy nurses etc. Where necessary, and in agreement with parents/carers, medicine is administered in school but only where a medicine consent form is in place. There are a number of first aiders in school at all times.</p> <p>The school offers a variety of pastoral support for children who are experiencing emotional difficulties. All members of staff are readily available in the first instance should any pupil wish to discuss issues and concerns. The Child and Family Support Worker works closely with the SENDCos to support any children who may need extra provision in place.</p> <p>Children who have social, emotional and mental health issues have their needs met through individual plans and additional support or interventions. If behaviours are an increasing concern, the school may ask for help of the local authority in the form of advice from the Inclusion Partner, the writing of a Consistent Management Plan and access to Child and Adolescent Mental Health Services that gives direct support to families. We will always ask families to be fully involved in these processes.</p> <p>We look at each child individually to ensure their needs are met. Should a child require extra support during unstructured times, such as play and lunchtimes, this would be written into their individualised plan.</p>
<b>8</b>	<b>What specialist services and expertise are available at or accessed by the school?</b>
	<p>Depending on the needs of the pupil, the school may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENDCos to seek involvement of a professional partner from outside the school.</p> <p>The school works with other professional partners, including the School Nurse, Community Paediatrician, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Educational Psychologist, Social Care, Child and Adolescent Mental Health Services and Inclusion Partner. Professional partners are involved in working with pupils, training staff, designing and monitoring specialist programmes and reporting to families.</p>
<b>9</b>	<b>What training have the staff supporting SEND had or what training are they having?</b>
	Professional development is a priority for all members of staff and we aim to ensure all our staff have the understanding they need to support our children.

	<p>When a new member of staff joins the school, we ensure they understand the systems within the school. We offer training to improve provision for all pupils, to develop enhanced skills and knowledge to deliver short-term interventions or to offer individualised support and interventions.</p> <p>Our SENDCos, Fiona Goodbrand and Lianne Steventon-Kiy, are experienced teachers who receive ongoing training in specific areas.</p> <p>All our teachers hold Qualified Teacher Status and all staff, including Learning Support Assistants and Higher Level Teaching Assistants, receive regular training to best support our pupils with SEND. Training is organised by the Senior Leadership Team as required.</p>
<b>10</b>	<b>How accessible is the school both indoors and outdoors?</b>
	<p>Where possible we make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010. The physical environment of the school is fully accessible with slopes to ensure access to both levels. There are two disabled washroom facilities. To meet individual needs, we have made adjustments to our classrooms at times.</p> <p>Appropriate members of staff attend specific medical training regularly to ensure any individual child has full access to learning and is able to stay safe in our environment. As a school, we are happy to discuss individual access requirements.</p>
<b>11</b>	<b>How are parents involved in the school? How can I get involved?</b>
	<p>The school encourages our parents/carers to be as involved as possible in their children’s learning journey. Your involvement really does make a difference. We also encourage members of our local community to be involved, as Burnham on Crouch really is a community school. Opportunities include:</p> <ul style="list-style-type: none"> <li>– Becoming involved with the Parent Teacher Association (PTA)</li> <li>– Participating in school events and activities</li> <li>– Attending parent meetings and parent consultation afternoons</li> <li>– Attending one planning meetings</li> <li>– Supporting your child’s home learning</li> <li>– Becoming a Parent Volunteer</li> </ul> <p>The most important way you can become involved is by communicating with us so that we can develop a relationship with you. Our aim is for positive outcomes for all of our children and families.</p>
<b>12</b>	<b>Who can I contact for further information?</b>
	<p>We are very happy to speak to you about any aspects of your child’s education. It is best to speak to one of the following in this order:</p> <ul style="list-style-type: none"> <li>– The Class Teacher</li> <li>– The SENDCos</li> <li>– The Headteacher</li> </ul> <p>The school works hard to encourage effective communication with pupils and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be</p>

	<p>raised and dealt with easily. If the situation arises where a family has a concern about the provision being made for their child or the impact of that provision, and feel that the SENDCos have been unable to reassure them that needs are being met effectively, in the first instance they should talk to the governor for SEND. If they still are not satisfied, they should consult the schools' Complaints Procedure.</p>
13	<p><b>How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?</b></p>
	<p>Many strategies are in place to enable a pupil's transition to be as smooth as possible. Discussions are held between the previous or receiving schools prior to the pupil joining/leaving.</p> <p>All pupils attend a transition session where they spend some time with their new Class Teacher. Additional visits are also arranged for pupils who will need extra time in their new school. Our SENDCos are always willing to meet parents/carers prior to their child joining the school.</p> <p>Secondary School staff visit pupils prior to them joining their new school. We have close relationships with all three local secondary schools – Ormiston Rivers Academy, William de Ferrers and Plume. The SENDCos liaise closely with the SENDCos from the Secondary Schools to pass on information regarding SEND pupils.</p> <p>Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCos, the Secondary School SENDCo, the parents/carers and, where appropriate, the pupil.</p>