



Burhill Primary School SEN INFORMATION REPORT

<p>1</p>	<p>How does Burhill Primary School know if my child needs extra help?</p> <p>What should I do if I think my child may have special educational needs?</p>	<p><i>Some children may start school with already identified special educational needs. If this is the case appropriate support and intervention is put in place straight away after discussion with parents, previous settings and outside agencies</i></p> <p><i>However in some cases a child's special educational needs may not become apparent until the child is in school.</i></p> <p><i>As soon as your child starts at Burhill, we begin the process of finding out what their strengths and weaknesses are. We use a variety of methods to identify additional needs and celebrate achievement</i></p> <p><i>If a teacher has any concerns about the progress a child is making in any aspect of their development despite high quality targeted teaching they would discuss their concerns with the Inclusion Manager who may carry out further observations and assessments .</i></p> <p><i>The teachers at Burhill also have a pupil progress meeting each term with the Inclusion Manager and Headteacher to ensure all children are making good progress. This is another way that a child may be identified as not making as much progress as expected. The child's teacher would also arrange a meeting with parents to discuss their concerns, gain their viewpoint and if appropriate plan further support and strategies that may help We aim to keep parents/carers fully informed and give timely and appropriate support. We know children make the best progress this way.</i></p> <p><i>If parents are concerned about their child's progress they should initially speak to their class teacher. They can also speak to the Inclusion Manager or the Headteacher,</i></p>
<p>2</p>	<p>How will the staff at Burhill Primary School support my child?</p>	<p><i>We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice(2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:</i></p> <ul style="list-style-type: none"> <i>• Cognition and Learning</i> <i>• Communication and Interaction</i> <i>• Social, Emotional and Mental Health</i> <i>• Sensory and /or Physical.</i> <p><i>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010) Our</i></p>

		<p><i>Inclusion Manager oversees all the support and progress of any child who requires additional support throughout the school. The class teacher is responsible for ensuring each child experiences high quality teaching and learning. Highly trained learning support assistants or teaching assistants may carry out interventions (small carefully planned activities that provide targeted help) and support your child. We treat each child as an individual and personalise the learning to suit the needs of each learner. Our aim is that every child will achieve their best</i></p> <p><i>If any child is identified as needing something “additional to or different from” the norm we ensure provision matches this</i></p>
3	<p>How will the curriculum be matched to my child’s needs?</p>	<p><i>At Burhill Primary School we have a creative curriculum with stunning starters and fantastic finishers which makes learning exciting and memorable for all children and is linked to their interest’s .Your child might prefer to learn in a particular way so we ensure teaching suits different learning styles through for example visual, auditory and kinaesthetic approaches. Differentiation is embedded in our curriculum and practice. We personalise learning and children are involved in knowing their own targets and next steps</i></p> <p><i>All teachers take part in termly pupil progress meetings with the Head teacher and Inclusion Manager to monitor this and ensure early intervention is put in place for any child who is not making expected progress. All teachers are clear of the expectations of quality first Wave 1 classroom teaching and this is monitored regularly by the Senior Leadership Team through lesson observations and learning walks</i></p> <p><i>If any child is identified as requiring something additional to and different from the norm a range of effective support is put in place to help them access the curriculum. This may for example, be support to develop fine motor skills and writing skills for children with physical difficulties, pre teaching of topic and vocabulary words for children with speech and language difficulties, additional support for developing reading skills or number concepts . Any intervention is monitored and evaluated to ensure it is effective with the ultimate aim of closing the gap between the child and their peers.</i></p>
4	<p>How will both you and I know how my child is doing and how will you help me to support my child’s learning?</p>	<p><i>We offer an open door policy and welcome parents/carers to make contact at any time if they have any concerns. They can meet with either the class teacher, the Inclusion Manager or the Headteacher to discuss their child’s progress. We can offer advice and practical ways that you can help support your child at home or perhaps signpost you in the direction of other services. We have a Home School Link Worker who can offer support to families</i></p> <p><i>We believe that your child’s education should be a partnership between parents and teachers therefore we aim to keep communication channels open especially if your child has complex needs.</i></p> <p><i>We hold regular curriculum evenings to help parents /carers understand what learning is expected and how best they can support their children</i></p> <p><i>At Burhill we strongly believe that the best outcomes for children occur when parents/carers work in partnership and aim to foster links between home and school.</i></p>

		<p><i>If your child is on the Special Educational Needs Register (an in school list of children who need additional support and intervention) your child will have an Individual Support Plan (ISP) and your child's teacher will meet with you termly to discuss their progress towards targets and how you can help. If your child has more complex needs and has a Statement of Educational Needs you will most likely be involved in more multi professional meetings, have more regular progress meetings and be in more regular contact with the staff at school. Statemented pupils or children who have an Education and Health Care Plan(EHCP) also have Annual Review Meetings to discuss the objectives on their statement or outcomes on their EHCP and review the progress your child has made towards their targets, plan next steps and evaluate the provision school has provided.</i></p>
5	<p>What support will there be for my child's overall well-being?</p>	<p><i>The well being of every child is the key priority at Burhill. We believe that every child deserves to enjoy being at school and that learning happens best when children are happy. All our staff are regularly trained to provide a high standard of pastoral support. We believe in creating a safe, nurturing environment. The head teacher, deputy head and Inclusion Manager are all child protection officers and all staff receive safeguarding training.</i></p> <p><i>Relevant staff are trained to support medical needs, for example we have many who are first aid trained, Epipen training and Epilepsy training</i></p> <p><i>We have a Medical Policy in place which outlines a tailored approach for any child with more severe medical needs and if necessary a medical plan is drawn up in collaboration with parents.</i></p> <p><i>The school has a policy regarding the administration and managing of medicines on the school site. Parents need to complete a form if medication is recommended by Health professionals during the day. On a day to day basis the Admin staff oversee the administration of any medicines</i></p> <p><i>We have a clear and focussed behaviour policy which includes guidance, expectations, rewards and sanctions. We believe in pupil voice and children contribute to their own class charters. We are also a Rights Respecting school (United Nations Rights of the Child). A rights-respecting school not only teaches about children's rights but also models rights and respect in maintaining relationships between teachers, parents and pupils.</i></p> <p><i>Within our curriculum children are taught Social and Emotional Aspects of learning. In Year 2 all children participate in Fun Friends which is resilience programme. Assemblies on key issues and circle time are used within school to help children deal with their feelings.</i></p> <p><i>The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the head teacher. The welfare officer meets with the head teacher termly and actions are taken to prevent prolonged unauthorised absence.</i></p> <p><i>We have an active School Council. All year two children have the opportunity to become Befrienders in the playground and learn to support and care for their peers</i></p> <p><i>One member of staff has recently received training to become an ELSA (Emotional Literacy Support</i></p>

		<p>Assistant) She offers support to children who have experienced difficulties that are affecting their emotional wellbeing and their ability to learn. Our Inclusion Officer and Home School Link Worker have been trained in a Drawing and Talking intervention which also supports children with emotional difficulties. We have a daily lunchtime club run by some members of staff which supports vulnerable children.</p>
6	<p>What specialist services and expertise are available at or accessed by Burhill Primary School?</p>	<p>All our teachers are fully qualified and we have many skilled members of staff who have many years of expertise in working with children with a variety of special educational needs. However at times it may be necessary to consult with outside agencies to receive more specialised expertise</p> <p>We have well established relationships with other professionals in health and social care Every term the Inclusion Manager meets with our specialist teaching team and Educational Psychologist to discuss children who are on the SEN register and plan further support and training. Our specialist teachers include Behaviour Support and Language and Learning teachers. For children with more complex needs we use the expertise of our Educational Psychologist. The Educational Psychologist works with school providing advice and training for staff but will only become fully involved with children with more complex needs who we feel may require statutory assessment.</p> <p>Some of the other agencies we work with on a regular basis include Speech and Language, Occupational Therapy, CAMHS (Children and Adolescent Mental Health Services), Physical and Sensory, Physiotherapists, ASD outreach from Freemantles, our school doctor and school nurse. These services are often accessed by referral via the Inclusion Manager after discussion with parents. When the children are under five, families can also seek advice and support from our Children's centre which is on the school site. We occasionally use services such as Positive Play who can support families at home. If we feel the children have more complex needs the Inclusion Manager will complete an Early Help Assessment with parents and request a Multi- agency profession assessment at White Lodge. Where language is a barrier we seek support from REMA (Race Equality and Minority Achievement)for translation services.</p> <p>We have a particular duty in ensuring that Looked After Children are give appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher(Mrs Shona Waller) meets with social services and the virtual school to ensure the child's wider need's are met. A personal education plan(PEP) is produced termly to help support the child develop holistically.</p> <p>All advice from outside agencies is incorporated into the child's Individual Support Plan or intervention programme We ensure that you as parents and all necessary staff have the opportunity to meet with outside agencies when appropriate</p>
7	<p>What training are the staff supporting children with</p>	<p>Our Inclusion Manager is a qualified teacher and has completed the mandatory National Senco Award. We regularly invest time and money in training our staff to improve Wave 1 Quality First Teaching</p>

	<p>SEND had or are having?</p>	<p><i>delivery and enhance their skills and knowledge of special educational needs</i></p> <p><i>We build SEN into our strategic training programme and the Inclusion Manger ensures that staff are updated on all matters relating to SEN and Disability when required</i></p> <p><i>We regularly have staff training, clinics and staff meetings focusing on special educational needs using the expertise of outside agencies such as our specialist teachers i.e. Language and Learning, Behaviour Support and our Educational Psychologist. This training has included Positive Behaviour training, Attachment training, Elklan Training (speech and language support) , Dyslexia Awareness, Autism awareness and Supporting Early Literacy skills. We have two members of staff who have had Makaton Training.</i></p> <p><i>Our Speech and Language Therapists and Occupational Therapists often provide training and support for staff working with children with specific needs.</i></p> <p><i>This year we have invested in training members of staff in proven research based interventions which include Fischer Family Trust Wave 3, Better Reading Partnership ,Snap Maths and Talking Partners . We have further training planned for small groups of support staff including “Teaching Children to Listen” and “Developing Writing”. All staff will be trained in “Positive Touch”</i></p> <p><i>We greatly value the benefits of working alongside parents to improve outcomes for children and members of staff have been released to attend Early Birds Autism training with parents.</i></p>
<p>8</p>	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p><i>Our inclusion policy promotes the involvement of all our learners in all aspects of the curriculum including educational visits. Safety and access is our priority and further thought and consideration are put in place to ensure needs are met. Where applicable you as parents/carers will be consulted and involved in planning activities and trips</i></p> <p><i>Comprehensive risk assessments are carried out for all trips and are overseen by the head teacher.</i></p> <p><i>For some children with additional needs such as anxiety or autism additional preparation is put in place such as social stories , visual timetables etc to reduce anxiety and ensure they are fully prepared for the visit .</i></p>
<p>9</p>	<p>How accessible is the schools physical environment?</p>	<p><i>Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We are vigilant in making reasonable adjustments where possible. We value and respect diversity in our setting and do our best to meet the needs of all our learners. We have disabled toilets and have wheelchair access through our main doors and the children’s centre. A sensory room is being established and there is a lift to the upper storey of our new junior block. Small group rooms have also been incorporated into our new building to provide quiet, distraction free places to carry out interventions.</i></p>
<p>10</p>	<p>How will my child be supported when joining Burhill Primary School or</p>	<p><i>We have robust induction and transition programmes in place for welcoming new learners to Burhill. Bespoke programmes are developed for our children with Special Educational Needs or those with a disability.</i></p> <p><i>When children start in our nursery or reception home visits are arranged. If we know children have</i></p>

	<p>transferring to a new school?</p>	<p>additional need the Inclusion Manager will also accompany the teacher on the visit. Our Inclusion Manager contacts all our feeder nurseries and playgroups and visits are arranged to meet any children who are already on the SEN register in their preschool setting. For children who do not attend our nursery and start in reception there are “Getting Ready for School” sessions. Some children may require additional support and further visits and strategies are put in place to support the child and make transition easier. e.g. Additional visits when room is empty, photo transition books and Social Stories™</p> <p>We also have good relationships with other local schools. Again, there is a robust transition programme for any child who might move school. The Inclusion Managers for both schools discuss the needs and support of any children on the SEN register. Additional visits are arranged for more vulnerable pupils. Social Stories™ and photo books are made and additional transition group work sessions are planned and implemented where necessary</p> <p>We liaise closely with all staff and ensure all the necessary paperwork and information is transferred and needs are discussed and fully understood</p> <p>For some children who have anxiety, behaviour difficulties or other issues such as Autism additional transition work is also put in place when moving to a different year group within school</p>
<p>11</p>	<p>How are the school’s resources allocated and matched to children’s special educational needs?</p>	<p>We ensure that the needs of all children no matter what their ability are met to the best of the school’s ability with the funds available.</p> <p>All interventions are costed and evaluated to ensure good value for money.</p> <p>Children who have a Statement of Educational Needs generate additional funding which provides additional adult support. At present all our statemented children have a Learning Support Assistant. This additional support may provide 1:1, small group or in class support. Despite this, our overarching aim is to foster independence in the child and encourage independent learning.</p>
<p>12</p>	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>First and foremost your child will receive Quality First Teaching in their own class, from their own class teacher. We expect all staff to deliver this.</p> <p>Should additional support be required this is undertaken after consultation with the learners, parents and staff. If there is a small gap in your child’s learning the teacher may arrange a “closing the gap” meeting with you to see if a short burst of intervention from both home and school can close the gap and enable your child to make progress .</p> <p>All interventions are monitored for impact and expected outcomes are defined at the start. We are investing in and establishing many research based interventions which have already been proven to have an impact and close the gap between the child and their peers</p> <p>One Page Profiles are produced in consultation with learners so that teaching staff have a clear overview of the whole child. We feel it is important to have the views of the learner so they feel involved in their own learning.</p>

		<p><i>The Inclusion Manager oversees all additional SEN support reviewing ISP'S (Individual Support Plans) and (SEN support arrangements) acting accordingly, The type and amount of additional support a child may need depends entirely on their needs. Some children may just require a short burst of intervention and be on the SEN register for a relatively short period of time whereas others may require support throughout their time at school.</i></p>
<p>13</p>	<p><i>How are parents involved in the school?</i></p> <p><i>How can I be involved?</i></p>	<p><i>We believe in working in partnership with parents and regularly involve parents and carers in discussions about their child's learning, needs and aspirations.</i></p> <p><i>We value highly the contribution that all family members can make towards a child's learning. In addition to the regular parent consultations teachers will hold ISP (Individual Support Plan) meetings for children on the SEN register.</i></p> <p><i>The head teacher or deputy head is outside most mornings or afternoons to welcome parents and deal with immediate enquiries</i></p> <p><i>Teaching staff are by their classroom doors in the morning and afternoons to foster ongoing communication</i></p> <p><i>We have regular parent forums where parents can air concerns to the head teacher and other members of staff and find out about various aspects of school life</i></p> <p><i>We have a very active and successful Parent Teacher Association who encourage parents to be involved in every aspect of school life.</i></p> <p><i>We welcome parent helpers, subject to DBS clearance On a voluntary basis these roles include helping out with hearing readers in school, helping with clubs, on educational visits etc</i></p> <p><i>Many parents go along to activities at our children centre including term time and holiday activities</i></p> <p><i>Our Governing Body includes parent governors who are fully involved in supporting the strategic development of our school.</i></p> <p><i>We have a weekly flyer and emails from teachers to keep parents up to date with what is happening in school</i></p>
<p>14</p>	<p><i>Who can I contact for further information?</i></p>	<p><i>In the first instance parents/carers are encouraged to talk to their class teacher.</i></p> <p><i>Further information and support can be obtained from the Inclusion Manager, Mrs Shona Waller swaller@burhill.surrey.sch.uk or the head teacher Mrs Sally Hewlett-Taylor head@burhill.surrey.sch.uk</i></p> <p><i>If you are a prospective parent of a child with additional needs and are considering whether your child should join our school you can contact our school office on 01932 225836 and speak to a member of our school admin team who can book you onto one of our prospective parent walkabout tours or email office@burhill.surrey.sch.uk.</i></p> <p><i>Arrangements can be made at the same time to meet with our Inclusion Manager or head teacher to discuss the needs of your child.</i></p>