

SEN Information Report
Burlington Junior School

1. The kinds of special educational needs for which provision is made at the school

Burlington Junior School is a mainstream setting for primary years 3 to 6.

We believe that all children have the right to an inclusive education with an engaging, stimulating and exciting curriculum at its heart.

We aim to provide a safe and secure environment where all learners can achieve the highest possible standard in all that they do.

At Burlington Junior School, we believe that all children should feel a valued part of our school community.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

Within Burlington Junior School, the identification of SEN pupils builds on the overall approach to monitoring progress and development of all pupils.

The school identifies children with special educational needs in a variety of ways. One of which is through discussion with the infant school or other previous education settings. We also identify SEND through the interaction of the SENCO with the Class Teacher, through regular monitoring and assessment of all learning, through knowledge of previous progress and attainment as well as by listening and discussing areas of needs with parents/carers.

Once a child has been identified as having a special educational need the SENCO, Class Teacher and parent/carer can discuss ways in which we can help the child access the learning or how we can remove any barriers to learning which may have developed. From this discussion, we would co-create a Termly Support Plan which would include information with regards to desired outcomes and provision that would then be put into place. The child's own views on their strengths and areas of weakness would also be taken into account throughout this process.

The SENCO, Year Group Leader and Class Teacher will co-ordinate any provision that has been identified. The provision would be monitored closely and, if and when necessary, adapted for the child's developing needs. Parents/carers are invited into school regularly to discuss the desired outcomes and to develop the next steps.

If further assessment is required due to less than expected progress or further concerns around the child's development (whether academic,

social, emotional or behavioural) the school does use the expertise of an SEN Advisory Teacher at various points throughout the year. This person can be used to assess the child's development in a range of areas including that of: verbal reasoning, visual memory, auditory memory, processing speeds, spelling, reading and arithmetic. From this, the school receives advice on further provision that may be beneficial to the individual and we work with the Advisory Teacher in order to edit and develop the child's termly support plan.

Further advice can be sought from the Behaviour Support Team at the local authority as well as an Educational Psychologist.

Parents can access support from SENDIASS or the East Riding's Local Offer website. <http://eastridinglocaloffer.org.uk/>

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) how the school evaluates the effectiveness of its provision for such pupils;

At Burlington Junior School we believe that all teachers are teachers of SEND, we have a commitment to high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

If further provision is required, it may take place within the classroom or out of the classroom.

Regular discussions take place between Teaching Assistants, SENCO and Class Teachers in order to adapt any interventions to the changing needs of the pupil. During this process, the views of the pupil will also be taken into account.

Any interventions which take place are monitored by the SENCO and other members of the Senior Leadership Team to establish its effectiveness, identifying whether the child/children have made progress in the area of concern since the beginning of the intervention.

A variety of different assessment criteria is used in order to evaluate the impact of the intervention on the individual, one of which is the monitoring of academic progress through teacher assessments.

However, this is not always relevant to the specific interventions in place, for example social and emotional provision, therefore we look at a range of areas within school and refer to the child's Termly Support Plan to assess development towards the specified outcome identified.

The school uses the Boxall Profile to assess, plan and review for Social and emotional needs.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The school is constantly monitoring the progress of all children, including those identified as having SEND.

There are a range of ways in which we discuss progress with parents. Class Teachers can discuss progress with the parents/carers throughout the year. We have adopted Class Dojo and this can be used to share positive learning experiences with parents and carers.

The SENCO invites parents/carers to review and co-create Termly Support Plans at a variety of points during the academic year. Here we discuss the child's progress and discuss ways in which home and school can work together in order to support the child's needs both in school and outside of school.

It is important to include the views of the pupil within the monitoring, assessment and co-creation of Termly Support Plans.

Parents/Carers can contact Class teachers or the SENCO at any point should they require further information regarding their child's provision or progress.

Further support for parents/carers outside of school is available from SENDIASS or the East Riding Local offer <http://eastridinglocaloffer.org.uk/>

(c) the school's approach to teaching pupils with special educational needs;

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

It is important to remember that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. When specific learning needs or barriers to learning have been identified we use differentiation as well as a variety of resources within the classroom to ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.

If the child has a Termly Support Plan, all staff working with the child are made aware of the outcomes sought, the support provided and any teaching strategies or approaches that are required. We understand that all children learn differently and try to include a variety of teaching styles in all lessons.

Some provision may require the child to have 1:1 or small group work outside of the classroom. Where this is necessary, class teachers will

liaise with any support staff to plan and assess the impact of support and interventions and how they can be linked to the classroom teaching.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

We feel that all pupils should have access to a broad and balanced curriculum and that teachers set high expectations of all pupils. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. It is this planning that will aid pupils identified as having SEN and disabilities study the full national curriculum.

The learning environment is always adapted to fit the needs of the current pupils. This may require visual aids, timetable arrangements available for the children, particular colours used as backgrounds for IWB presentations and task sheets. Further adjustments may need to be made for children with a disability which would be discussed with the parents/carers and could be supported with external agencies if and when appropriate.

(e) Additional support for learning that is available to pupils with special educational needs;

The support for each pupil with special educational needs will be decided by taking all areas into account and looking at the desired outcomes for the child. This may mean that the hours of support is not always structured and there will be flexibility around the provision in order to achieve the desired outcomes. Reviews of the provision will be carried out and adjustments can be made where necessary.

There are a variety of ways in which the child could be supported.

For example:

In class support from teacher, teaching assistant, resources.

1:1 in class support.

Computer based support programmes in class.

Small group work in class.

Small group work out of class.

1:1 support outside of the classroom.

Specific interventions - RWI, Lexia, Effective Maths pre teaching and post teaching

Parents will be involved in the discussion of provision during the Termly Support Plan meetings and any other point necessary.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

There are a range of different extra-curricular activities available throughout the school year at Burlington Junior School. Children with SEND are welcome to join the variety of clubs on offer, discussion with the office or viewing the school website will allow parents/carers to get the most up to date information on which clubs are running.

Children with SEND are included in all school trips, special requirements may need to be taken into account but the school would discuss this with the parent/carers at the time of planning and executing a school trip. It may also be necessary to liaise with specialist services, for example Occupational Therapists/Physiotherapists, to ensure all relevant equipment is available during an educational visit.

During school playtimes there are members of staff available to all children, including those identified as having SEND. Children are always supervised on the playground and during lunch times, there is also the nurture room available for children who struggle with the extended unstructured time during lunchtime. Some children require 'key adults' at lunchtime and this is made clear in order for them to receive the necessary support/guidance. Further support during these times could be discussed with either the class teacher or the SENCO.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the PSA for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school has a designated member of staff working, under the guidance of the SENCO, to develop children's social and emotional development, using Boxall Profiles and ELSA sessions to support development.

We welcome the views and opinions of children at Burlington Junior School and have a designated area children can voice their ideas. They can also report to their school council representative who will discuss their opinions during the regular school council meetings.

School administering medicines!

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

Mrs Sarah Sanderson
Burlington Junior School
01262674487
Burlington.juniors@eastriding.gov.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We have a variety of specialist services which we can access in school. For example, Behaviour Support Team, Educational Psychologist, Youth and Family Support, CAMHS, Speech and Language Team as well as many more. Full details of the support available within the East Riding can be found on the Authorities Local Offer Website.

The school uses an outside agency called Acorn Consultancy Services, which provide a specialist SEN advisory teacher.

If the school receives a child who has needs which we have not previously supported we would request further support from the previous educational setting, parents/carers and any external agencies involved. The Class Teacher, SENCO and any other members of staff would then work together in order to support the child to the best of their ability.

The SENCO has achieved a Post Graduate Certificate in Inclusive Education. She is also Mental Health First Aid trained and has the National award for SENCOs.

Staff have a range of training, for example:

- Effective Maths
- RWI
- Attachment
- Team Teach

- Specific training from SALT
- Autism Awareness
- Dyslexia Awareness

Etc.

We are continually looking for further ways to support pupil learning through effective CPD.

All staff are required to have Safeguarding Training and multiple members of staff have additional Safeguarding training: Mrs Sanderson, Mrs Beckett (Head Teacher) and Mrs Kirby (Deputy Head).

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school itself has been adapted over the years in order to make it more accessible to all individuals including those with a disability. The school is fully wheelchair accessible with ramps and a lift and there is a disabled toilet available. In the car park there are disabled parking bays available.

If a child required specific equipment to be secured in the school this could be arranged through discussions with the class teacher and SENCO. We would seek advice from the family throughout the child's schooling in order to make movement around the school achievable and successful. The school would also work with specialist services to seek advice on the provision required.

The auditory and visual environment of the school is generally good. We would be able to work with other services to improve these features for children who have specific barriers or difficulties to learning.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents/carers are invited into school regularly through the use of 'Stay and ...' mornings and the family assembly on a Friday afternoon. Further details of the 'Stay' sessions are always published in the weekly newsletter or on the calendar section of the school website.

At Burlington Junior School, we believe the involvement of parents/carers in their child's education is vital to the development and progress of their child. This year we have implemented Class Dojo to further support the link between home and school.

Parents' evenings take place each term. There will be reviews of a child's Termly Support Plan each term in order to review progress towards the desired outcomes. As part of the transition from infants to juniors there is a welcome meeting from the Headteacher which parents/ carers are invited to attend.

Parents/carers are able to contact the school if they require further assistance from the SENCO or any senior member of staff.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

As much as possible, all children are involved in the development of their curriculum. They can select areas within a Topic which interest them and make suggestions to the teacher, creating a child lead curriculum based on statutory objectives and the children's own interests.

All children contribute to the setting of their own targets within Literacy and Numeracy.

For children who have a Termly Support Plan or Education, Health and Care Plan their views are important on the provision they are receiving and what they feel their outcomes could/should be. Children's views will be noted on the new personalised learning plans being introduced during the Autumn term. For children with an EHC plan, their views will be collected prior to the Annual Review process as well. Children's views are not seen as being tokenistic and are important to the success of the learning plans. We feel that our approach to this is adult initiated but where appropriate the decisions are made and shared with the child involved.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the first instance, if the parent/carers have concerns around their education and provision, the class teacher would be the initial point of contact. The SENCO could also be involved in order to resolve any complaints.

The school has a complaints policy which outlines the processes and steps required. This is available from the school website.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations,

in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The school accesses a variety of different services as listed in point 5.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

The SENCO (Mrs Sarah Sanderson) can be contacted via the school telephone number.

Further support for parents/carers could be found on the East Riding's Local Offer website <http://eastridinglocaloffer.org.uk/>

Parents can access support through the SENDIASS service - (01482) 396469

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We have extremely good links with Burlington Infant School and think carefully about the transition to Juniors.

Children take part in various transition activities at the infant school in order to prepare them for the next step in their educational journey.

The children visit the Junior school and take part in a 'moving up' day, meeting their new teacher, exploring their new learning environment as well as taking part in classroom based activities.

Further to this both the current year 3 and year 2 children take part in a 'Picnic' where they can play together and parents from both year groups can chat to each other.

The SENCO attends meetings at the Infants where there are children already identified as having SEND. This is so that previous targets, provision is discussed and an understanding of the child's strengths and needs is established prior to the transition to the Junior school.

When preparing for the transition to secondary school there are a variety of activities in which the Year 6 pupils engage.

The different secondary providers offer transition to their future pupils. Discussions are carried out between secondary and Junior school in order to identify any children who may find transition more difficult. Extra visits are sometimes offered in addition to the two transition days. Relevant information is then passed to the new provider.

During year group transitions it is important to prepare children for the next stage of education. Where necessary, we create transition books so that children can familiarise themselves with new staff,

environments, cloakrooms, the door which they are expected to enter etc.

13. Information on where the local authority's local offer is published.

<http://eastridinglocaloffer.org.uk/>