

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. Within the school curriculum, we provide for pupils with all 4 broad areas of need.

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.

We follow the assess, plan, do, review cycle.

Identification occurs through:

- Through discussions with the Infant school or the previous educational setting.
- Use knowledge of the child's previous progress and development.
- Through concerns passed to the SENCO from Class Teacher.
- Discussions with Parents/Carers.
- Regular monitoring of all pupil's progress, identifying children performing below age related expectations.
- Health diagnosis through paediatrician
- Emotional support needs identified by Class teacher/parents/carer through a referral to the Nurture provision in school.

Once a child has been identified as requiring additional to and different from provision, and therefore 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: the child's strengths, needs, 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 (across the 4 broad areas of need), 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/>

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

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

For example:

In class support from teacher, teaching assistant, differentiation, scaffolding resources, electronics.

Computer based support programmes in class (to support recording of information).

Small group work in class.

Small group work out of class.

1:1 support outside of the classroom.

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

Further external agencies can be used to support children with SEND. Some of the services we use are the Behaviour Support Team, Educational Psychologist, Youth and Family Support, CAMHS, Speech and Language Team, Sensory and Physical Teaching Service, Inclusion Practitioners etc. The school also use Acorns Consultancy Service - For SEND advice and Support. Full details of the support available within the East Riding can be found on the Authorities Local Offer Website.

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

(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/carer 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 school adapt the 'Jigsaw' PSHE curriculum which helps to not only teach the key curriculum areas of PSHE, but also mindfulness and strategies to support breathing through the use of 'Calm me' time. 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, ELSA sessions, Lego therapy or specific social skills interventions to support development.

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](mailto: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: Social, Emotional and Mental Health Specialist Teaching and 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 Authority's 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. The SENCO has also completed Senior Mental Health Lead Training. The

school also has access to an Education Mental Health Trainee Practitioner. This is a new service, which is still developing across the East Riding.

Staff have a range of training, for example:

- Effective Maths
- RWI
- Attachment
- Team Teach
- Scaffolding Learning training
- Effective questioning
- Physical Management training
- Moving and Handling
- ELSA
- Trauma informed provision

Etc.

We are continually looking for further ways to support pupil learning through effective CPD. The school is a member of The National College, which provides high-quality professional development in education. This is used by teachers and support staff to ensure evidence based CPD is available to all. 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, and any external agencies that may be essential to requiring the correct support. 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. At present, we work closely with SAPTs to ensure the school is accessible and pupils have specific access to necessary resources in school.

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. 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. We use 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 Class Teacher, SENCO or any 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, and appropriate, all children are involved in the development of their curriculum.

Children can attend their Annual Review, or provide a One Page Profile - depending on which they would prefer. Children can select a friend to come with them for part of the review process - if they wish.

Children can take part in the School Council and this is reflective of the whole school community.

As part of monitoring provision for SEND pupils, the SENCO completes Pupil Voice meetings which are used to inform the provision or adjustments needed across the curriculum. Pupil Voice is also completed by each subject lead, with a focus on what their subject is like for pupils with SEND.

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 has a SEND link governor - who meets with the SENCO at least termly.

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 were able to take part in various transition activities here in order to prepare them for the next step in their educational journey. The children would 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.

The SENCO attends meetings at the Infants where there are children already identified as having SEND, at the request of parents or the Infant school SENCO. 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 offered, where appropriate, 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.

Where children have an EHC plan already in place, transfer reviews take place in the Autumn term of Y6. During this meeting the parent/carer will request the chosen Secondary placement. Where possible and appropriate, SENCO will invite a representative from the Secondary school to the meeting, as well as any other relevant professionals.

13. Information on where the local authority's local offer is published.  
<http://eastridinglocaloffer.org.uk/>