



An Active Learning Trust Academy

Aiming for Excellence

Burrowmoor Primary School **School Information and SEND Report**

Frequently asked questions

1. How does Burrowmoor know if my child needs extra help and what should I do if I think my child may have additional or special educational needs?

- We carry out formal termly assessment of all pupils
- Termly parent consultations will offer the opportunity to discuss progress and attainment
- The school looks at attainment and progress of all pupils in all curriculum subjects and for those working significantly below we plan additional support.
- If parents are concerned about progress and attainment or SEND they should raise these concerns with the class teacher and/or SENCo. We have an open door policy and you can talk to your child's class teacher at the end of the school day or contact them by email copying in the SENCo.
- The school SENCo is Stella Shannon and she can be contacted on sshannon@burrowmoorprimary.org
- The SENCo will:
 - Coordinate all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
 - Ensure that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing

- Liaise with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.
- Provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

2. How will Burrowmoor support my child?

- The level of support your child receives will depend on their needs. Most children's needs can be met by differentiated work in the classroom through high quality teaching.
- If additional support is required Burrowmoor has access to a number of interventions that have been shown to make significant impact on progress. These would take place in small groups, supported by a teaching assistant. Your child's class teacher would discuss additional support and interventions with you so that you are aware of the nature of the intervention taking place.
- Pupil progress is reviewed by their class teacher and SENCo during and following the intervention.
- Unless a pupil has severe and complex needs, their needs can usually be met from within the schools allocated SEND budget. For children with more severe and complex needs or children who need provision that is in excess of £6,000 per year, the school or parents will apply for an Education, Health and Care Plan (EHCP).

3. How will the curriculum be matched to my child's needs?

- Assessment of pupils' learning is used to inform the provision for all children
- Teachers provide differentiated learning opportunities in all subjects
- Children who require additional or different support are identified by the teacher who works closely with the SENCo to discuss their needs and consider the most effective strategies.
- This may require referral to specialist agencies such as speech and language therapist, preparing additional resources or adaptation of teaching materials.

- At times support can be offered through Teaching Assistants working with children individually or in small groups
- Burrowmoor will work closely with parents to contribute to the support offered by school.

4. How will both Burrowmoor and I know how my child is doing and will you help me to support my child's learning?

- Our school has an open door policy and encourages parental involvement in their child's learning.
- Parents can speak to the teacher at the end of the school day, make an appointment through the school office or by emailing the teacher directly.
- Parents are invited to parent consultations where a termly report is available.
- If additional support is in place this is reviewed termly with parents, the teacher, SENCo and any outside agencies involved.
- Sometimes home/school communication books are used.

5. What support will there be for my child's overall wellbeing?

- High expectations
- Rewards
- Feedback
- Health/care plans
- Social interaction – The Burrow
- Achievement Assemblies
- Risk reduction plans
- Individual behaviour and reward plans
- PSHE Curriculum
- Parent and Pupil voice – School council

6. What Specialist Services and expertise are available at or accessed by Burrowmoor?

- We have experienced teachers and teaching assistants who support pupils in a range of needs and difficulties
- We have access to a range of professionals and agencies. Should we think that a child would benefit from this support we will discuss this with parents. There is a process of referral and criteria to be met for their involvement.

SEND Specialist Services - for learning and language support, behaviour support, educational psychologist services and specialist teachers.

Medical and Health - Speech and Language Therapist, Occupational Therapist Physiotherapist, Community Paediatrician, school nurse, CAMH

Locality Services – family worker, parenting courses and advice

Independent Supporters - Parent Partnership Service, Core Assets

Social Services

These are the main specialists we work with, but we are also sign posted to others by them.

- We work with parents and use the Family Common Assessment Framework (FCAF), soon to be Early Help Assessment (EHA), process to refer to other agencies

All SEND information about children, including the FCAF/EHA form is protected by the Data Protection Act. It will not be shared without parental permission.

7. What training are the staff supporting children with SEND had or are having?

All TAs meet minimum qualifications of 5 GCSEs A*-C grade including Maths and English.

Most TAs have additional Teaching Assistant qualifications to at least an NVQ Level 2.

All Teachers are fully qualified in SEND.

The school SENCo holds the National Award for SENCo, Advanced SENCo Award and Advanced SENCo as Leaders Award.

All staff have had training on dyslexia awareness, creating dyslexia friendly classrooms, de-escalation strategies and attachment theory.

Most staff have had training on supporting pupils with ASD

Some TAs are qualified in Team Teach.

TA's are trained in carrying out successful interventions and supporting pupils

8. How will my child be included in activities outside the classroom including school trips?

All school trips require a risk assessment. For children with significant needs they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

9. How accessible is Burrowmoor?

At Burrowmoor we have a toilet and wet room that can be accessed easily and ramps in designated areas for wheel chair access.

Disabled parking spaces are located near the school office.

Areas are also painted yellow and windows have stickers on them for visually impaired children.

Although dogs are exempt from school, Guide Dogs are welcomed.

Accommodating children with needs is carefully considered each year when children move classes.

10. How will Burrowmoor prepare and support my child to join the school and transfer to a new one?

- **On entry**

On entry to the Reception class at Burrowmoor there is a planned introduction programme called Flying Start for all parents and pupils.

New Parents/Carers are invited to a meeting at the school and provided with information to support them in enabling their child to settle into school routines.

For pupils who come from another setting a meeting can be set up to identify and reduce concerns.

Transition meetings are held with parents/carers and professionals who are involved with children with a known SEND.

When children transfer from another setting ever possible a home visit and/or observation in the current setting will be undertaken by the SENCo.

- **Admissions**

When pupils transfer from another setting, previous records will be requested by Burrowmoor and a meeting set up with parents.

- **Transition**

When moving classes in school:

Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher.

A one page profile, 'All About Me' is completed.

If your child would be helped by a book to support them understand moving on then it will be made for them.

- **In Year 6:**

At the Year 5 annual review meeting parents of pupils with an EHC Plan are supported to make decisions regarding secondary school choice. Accompanied visits to other providers may be arranged as appropriate.

The SENCo will discuss the specific needs of your child with the SENCo of their secondary school.

Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

11. How are Burrowmoor's resources allocated and matched to the children's special educational needs?

The school budget includes money for supporting children with SEND. It is used to provide the equipment and facilities to support pupils with SEND. The range of support offered is identified on the provision maps.

The Head decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head and the SENCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected

And decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

12. How is the decision made about what type and how much support my child will receive?

For pupils with SEND but without a Statement/EHC plan the decision regarding the support provided is taken at joint meetings with SENCo class teacher and parents/carers.

For pupils with a Statement/EHC plan this decision will be reached in agreement with parents when the EHC plan is being produced or at annual review.

13. How are the parents involved in the setting? How can I be involved?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the professional involved directly, or where this is not possible, in a report.

My Plans/IEPs will be reviewed with your involvement each term.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

The school has a SEND twitter feed and SEND Facebook group. All of these contain a wide variety of information and support available locally.

14. Who can I contact for further information?

My child's class teacher. Please email the school office office@burrowmoorprimary.org or they can be telephoned after 3.20pm on 01354 652330.

The SENCo, Stella Shannon by email at sshannon@burrowmoorprimary.org or by telephone on 01354 652330.

The Head by email at head@burrowmoorprimary.org or by telephone on 01354 652330

The School Governor with responsibility for SEND, Lisa Robinson, by email to lrobinson@burrowmoor.net or by letter addressed to the school.

Burrowmoor School Glossary of Terms

Academy:

A state-funded school in England that is directly funded by the Department for Education, through the Education Funding Agency. Academies are self-governing and independent of local authority control.

Annual review:

The review of an EHC plan which the local authority must make as a minimum every 12 months.

Common Assessment Framework (CAF):

A way of identifying whether a child or young person needs extra support and working out the best way to provide the right support.

Care Plan:

A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS):

These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Compulsory school age:

A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

Early Support Programme:

The Early Support Programme co-ordinates health, education and social care support for the parents and carers of disabled children and young people from birth to adulthood. A key worker is assigned to families that join the Programme.

Early Years Foundation Stage (EYFS):

The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Early Years provider:

A provider of early education places for children under five years of age. This can include state-funded and private nurseries as well as child minders.

Education, Health and Care plan (EHC plan):

An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

Graduated Approach:

A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Independent supporter:

A person recruited locally by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the local authority and will receive training, including legal training, to enable him or her to provide this support.

Interventions:

Additional support or provision provided by the school or outside agency. A list of Burrowmoor School interventions and explanations is available on our web site or from the SENCO.

Local Offer:

Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mediation:

This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

National curriculum:

This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

NHS trust:

NHS trusts are public sector bodies that provide community health, hospital, mental health and ambulance services on behalf of the NHS in England and Wales. Each trust is headed by a board consisting of executive and non-executive directors, and is chaired by a non-executive director.

Non-maintained special school:

Schools in England approved by the Secretary of State under section 342 of the Education Act 1996 as special schools which are not maintained by the state but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts.

OFSTED:

Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

Parent:

Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

Parent Carer Forum:

A Parent Carer Forum is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families.

Parent Partnership Services:

Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

Parental responsibility:

Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon: 273

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order

Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

Personal Budget:

A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

Personal Education Plan (PEP):

An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

Portage:

Planned, home-based educational support for pre-school children with special educational needs. Local authorities usually provide Portage services. The Portage service is named after the town of Portage, Wisconsin, USA. There is an active and extensive network of Portage services in the UK, developed by the National Portage Association, which provides a Code of Practice and accredited training.

Service Children's Education (SCE):

SCE oversees the education of UK Service children abroad. It is funded by the Ministry of Defence and operates its own schools as well as providing advice to parents on UK and overseas schools.

Special Educational Needs (SEN):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs Co-ordinator (SENCO):

A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the headteacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

Special educational provision:

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

Special school:

A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

Speech and language therapy:

Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.