



# Burhill Primary School

## SEN INFORMATION REPORT

### How does Burhill Primary School know if my child needs extra help?

- 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
- However, in some cases a child's special educational needs may not become apparent until the child is in school.
- 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
- 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.
- The teachers at Burhill also have pupil progress meetings each term with the Inclusion Manager, Deputy Head 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.
- 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.

### What should I do if I have concerns or think my child may have special educational needs?

- We have an 'open door' policy and encourage you to discuss any concerns you have with your child's class teacher. If you wish you may also discuss your concerns with the Inclusion Manager (SENCO) or one of the Senior Leadership Team
- If you think your child has special educational needs and this has not previously been identified, please discuss this with your child's class teacher in the first instance, or request a meeting with Shona Waller (Inclusion Manager) [swaller@burhill.surrey.sch.uk](mailto:swaller@burhill.surrey.sch.uk).

### **How will the staff at Burhill Primary School support my child?**

- Our 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 and providing differentiated work to meet their needs.
- 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
- If any child is identified as needing something "additional to or different from" the norm we ensure provision matches this

### **How will the curriculum be matched to my child's needs?**

- 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
- 'Quality First Teaching' (high quality differentiated classroom teaching for all pupils) enables teachers to identify children's strengths and plan and organise their learning accordingly.
- Work is differentiated according to the child's strengths in various areas of the curriculum.
- The breadth and variety of the curriculum also support children's wider academic, personal, and social development. Children take part in a wide variety of arts-based, sporting and other activities, which provide opportunities for them to excel and develop their self-esteem and learning.
- 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

- 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.

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

- 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
- 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.
- We hold regular curriculum evenings to help parents /carers understand what learning is expected and how best they can support their children
- 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.
- 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 needs that are more complex and has an Education Health Care Plan, 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. Pupils with an Education and Health Care Plan (EHCP) also have Annual Review Meetings to discuss the objectives and review outcomes on their EHCP , discuss what's working well and what's not working , plan next steps and evaluate the provision school has provided.

### **What support will there be for my child's overall well-being?**

- 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 receive regular training to provide a high standard of pastoral support. We believe in creating a safe, nurturing environment. The head teacher, deputy head, assistant heads, Home School Link Worker and the Inclusion Manager are all child protection officers and all staff receive safeguarding training.

- Relevant staff are trained to support medical needs, for example we have many who are first aid trained, Epipen training and Epilepsy training
- 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.
- 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
- 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.
- 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. We work hard on developing growth mindset in everyone at Burhill.
- 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.
- We have an active School Council with representatives from each class.
- Our Year 6 children have the opportunity to become Play Leaders and Sports Captains. They support others in the playground and learn to support and care for their peers
- Two members of staff are trained ELSA's (Emotional Literacy Support Assistant) They offer 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 also been trained in a Drawing and Talking intervention, which also supports children with emotional difficulties.
- We have a daily lunchtime club and youth club run by members of staff, which supports vulnerable children. Several members of staff had attended Bereavement training. In addition we have several other interventions that support social and emotional development such as 'Happy to be Me', 'Talkabout Friends' and 'Blob Trees'

- Key staff meet half termly with the CAMHS community nurse to discuss any children that they have concerns about and get advice and support
- We have arranged courses for parents focusing on managing children's emotions from a well respected trainer
- Our Home school Link Worker is a trained "123 Magic" practitioner and regularly runs this course for parents

### **What specialist services and expertise are available at or accessed by Burhill Primary School?**

- 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
- 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.
- 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, Community Paediatrician, and school nurse., Children's Social care and Education Welfare Service. These services are often accessed by referral via the Inclusion Manager after discussion with parents.
- Where there are concerns about a child in nursery we can seek support and advice from our Early Years Advisor or refer to portage services such as Positive Play who can provide some support for families at home. .
- Where language is a barrier, we seek support from REMA (Race Equality and Minority Achievement) for support and translation services.
- 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

### **What training are the staff supporting children with SEND had or are having?**

- 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 delivery and enhance the skills and knowledge of all staff with regards to special educational needs
- 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

- 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, Dyslexia Awareness, Autism awareness and Supporting Early Literacy skills. We have two members of staff who have had Makaton Training.
- Our Speech and Language Therapists and Occupational Therapists often provide training and support for staff working with children with specific needs.
- We recently have invested in training members of staff in proven research based interventions, which include Project X Code, Inference Training and Switch On Literacy.
- We greatly value the benefits of working alongside parents to improve outcomes for children and members of staff have been released to attend Cygnets Autism training and sensory workshops with parents.
- Our Home School Link Worker has undergone training in 123 Magic and regularly runs the course for our parents
- We have two members of staff who have been trained as ELSA's (Emotional Literacy Teaching Assistants). They receive regular supervision visits from the Educational Psychologist who offers support and ideas to help support any vulnerable children

### **How will my child be included in activities outside the classroom including school trips?**

- 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.
- Comprehensive risk assessments are carried out for all trips and are overseen by the head teacher.
- 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 and for some children we increase the staffing ratio to ensure they are well supported.

### **How accessible is the schools physical environment?**

- 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 established and there is a lift to the upper storey of our new junior block.
- We have also provided rails where necessary where we have had children with physical disabilities.
- Small group rooms have also been incorporated into our new building to provide quiet, distraction free places to carry out interventions.
- Blinds have been fitted in all classrooms and doors have been reinstated in the reception block to minimise noise and distraction during teaching times
- We liaise with the Physical and Sensory Support Service as appropriate for children with any physical and sensory needs and follow their advice to make any necessary adaptations to the environment

### **How will my child be supported when joining Burhill Primary School or transferring to a new school?**

- 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.
- When children start in our nursery or reception home visits are arranged. If we know children have additional needs, the Inclusion Manager will also accompany on the visit.
- Our Inclusion Manager contacts all our feeder nurseries, 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™
- We also have good relationships with other local schools. Again, there is a robust transition programme for any child who might move school and links have been established for those now in Year 6. Smart Moves intervention is in place to support all Year 6 pupils transitioning to secondary schools. The Inclusion Managers for both schools discuss the needs and support of any children on the SEN register. Additional visits are arranged for pupils that are more vulnerable. Social Stories™ and photo books are made and additional transition group work sessions are planned and implemented where necessary
- We liaise closely with all staff and ensure all the necessary paperwork and information is transferred and needs are discussed and fully understood
- 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

### **How are the school’s resources allocated and matched to children’s special educational needs?**

- The school's budget for SEN is used to meet the needs of all children through staffing (teaching and support staff), ongoing training, specialist input (where this is not provided by the local authority) and resources. This is planned and reviewed regularly to ensure that, as far as possible, children's needs are met through the budget available
- 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.
- The schools approach to provision mapping and the review of individual support plans aims to ensure that provision is reviewed and adjusted as appropriate, to ensure the best and most effective use of resources to meet children's needs.
- All interventions are costed and evaluated to ensure good value for money.
- Children who have an Education Health Care Plans generate additional funding which provides additional adult support at a level indicated on their EHCP. At present, all our EHCP children have a Learning Support Assistant. This additional support may provide 1:1, small group or in class support. We do not expect the child to only have support from the LSA. They need the same opportunities to access Quality First Teaching and work with the class teacher and the class Teaching Assistant. Despite having a high level of support, our overarching aim is to foster independence in the child and encourage independent learning. Even if a child does have a Learning Support Assistant, the class teacher with the support from the Inclusion Manager has overall responsibility for the child's learning, progress and well-being and ensuring work is planned and differentiated according to their needs.

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

- First and foremost, your child will receive Quality First Teaching in its own class, from their own class teacher. We expect all staff to deliver this.
- Should additional support be required this is undertaken after consultation with the learners, parents and staff.
- 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
- The Inclusion Manager oversees all additional SEN support reviewing ISP'S (Individual Support Plans) and 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 short period of time whereas others may require support throughout their time at school.

### **How are parents involved in the school? How can I be involved?**

- We believe in working in partnership with parents and regularly involve parents and carers in discussions about their child's learning, needs and aspirations.
- 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.

- The head teacher and our deputy head are outside most mornings or afternoons to welcome parents and deal with immediate enquiries
- Teaching staff are by their classroom doors in the morning and afternoons to foster ongoing communication
- 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
- We have a very active and successful Parent Teacher Association who encourage parents to be involved in every aspect of school life.
- We welcome parent helpers, subject to DBS clearance, on a voluntary basis. They can support the teacher in a variety of ways e.g. supporting with admin tasks, hearing children readers, helping with clubs, supporting on educational visits, etc.
- Our Governing Body includes parent governors who are fully involved in supporting the strategic development of our school.
- We have a monthly newsletter and weekly emails from teachers to keep parents up to date with what is happening in school
- In EYFS we have termly “Open Mornings” where you are invited to come into school and share learning with your children

### Who can I contact for further information?

- Parent/carers are encouraged in the first instance to talk to their class teacher regarding any aspect of their child’s academic or social development, including any concerns about special educational needs.
- Further information and support can be obtained from the Inclusion Manager, Mrs Shona Waller [swaller@burhill.surrey.sch.uk](mailto:swaller@burhill.surrey.sch.uk) or the head teacher Mrs Gemma Adams [head@burhill.surrey.sch.uk](mailto:head@burhill.surrey.sch.uk)
- 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](mailto:office@burhill.surrey.sch.uk). Arrangements can be made at the same time to meet with our Inclusion Manager or head teacher to discuss the needs of your child.
- Further information and support is available from Surrey, including the services and support that are available beyond the school (the ‘Local Offer’). Details of this may be found at the Surrey Local Offer website at <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- Surrey SEND information, Advice and Support Service (formerly Surrey’s Parent Partnership) is a confidential, impartial and independent information, advice and support service to young people and parent /carers of children with special educational needs and or a disability (SEND) at all stages of their or their child’s school life, from 0-25 years. [www.sendadvicesurrey.org.uk](http://www.sendadvicesurrey.org.uk) Tel: 01737 737300 email: [ssias@surreycc.gov.uk](mailto:ssias@surreycc.gov.uk)