

# SEND Information Report



## Burwell Village College Primary

**Approved by:**

Governing Body

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## 1. SEND information report

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on the school website <https://burwellvillageprimary.co.uk/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### 1.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?



### **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Mrs Alison Beardon. She is an experienced member of staff and is part of the school's senior leadership team. She achieved the National Award in Special Educational Needs Co-ordination in 2021. She works 3 days a week, Wednesday, Thursday and Friday and can be contacted via the school office.

### **Class teachers**

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

### **Teaching assistants (TAs) and Higher Level Teaching Assistants**

We have a team of TAs and HLTAs who are trained to support SEND provision. This includes:

- 4 HLTAs who deliver interventions such as success@arithmetic and ERT
- 5 SEND TAs who work in specific classes to support identified SEND needs
- A Wellbeing HLTA who has completed the Emotional Literacy Support Assistant (ELSA) training.

Photographs of each member of staff and their role within school are visible on the school website:

<https://burwellvillageprimary.co.uk/resource/teaching-team/>

### **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher. Please speak to your child's teacher at drop off or pick up or contact them via the school office.

You can ask for the SENCO, Mrs Alison Beardon, to be involved in a meeting to discuss your concerns.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEND support, we will discuss the best way of supporting your child in school.

### 4. How will the school know if my child needs SEND support?

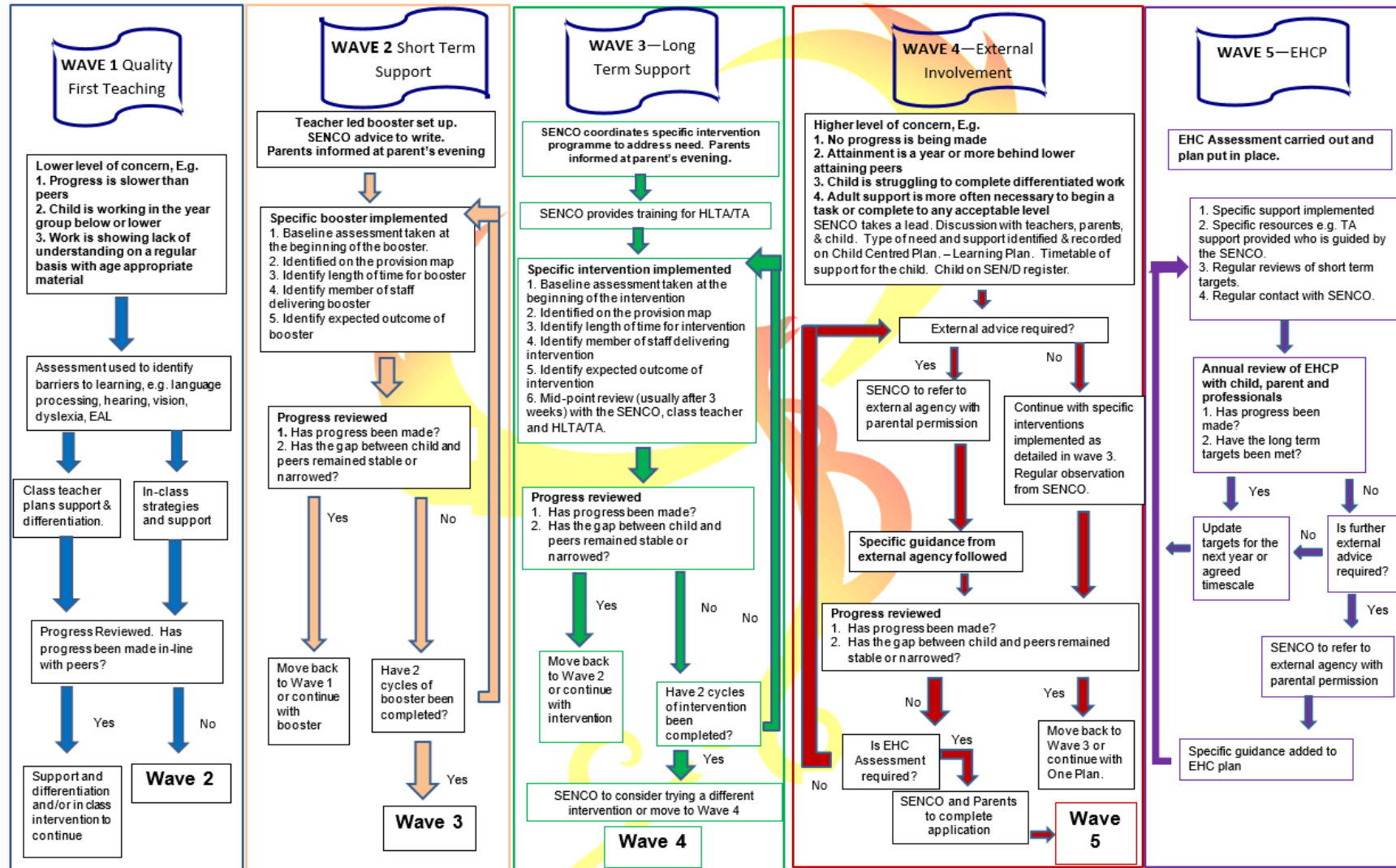
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. We use a 'Waves of Support' approach to support identifying and assessing pupils' needs as detailed on our Waves of Support overview on the next page.

# Waves of Support

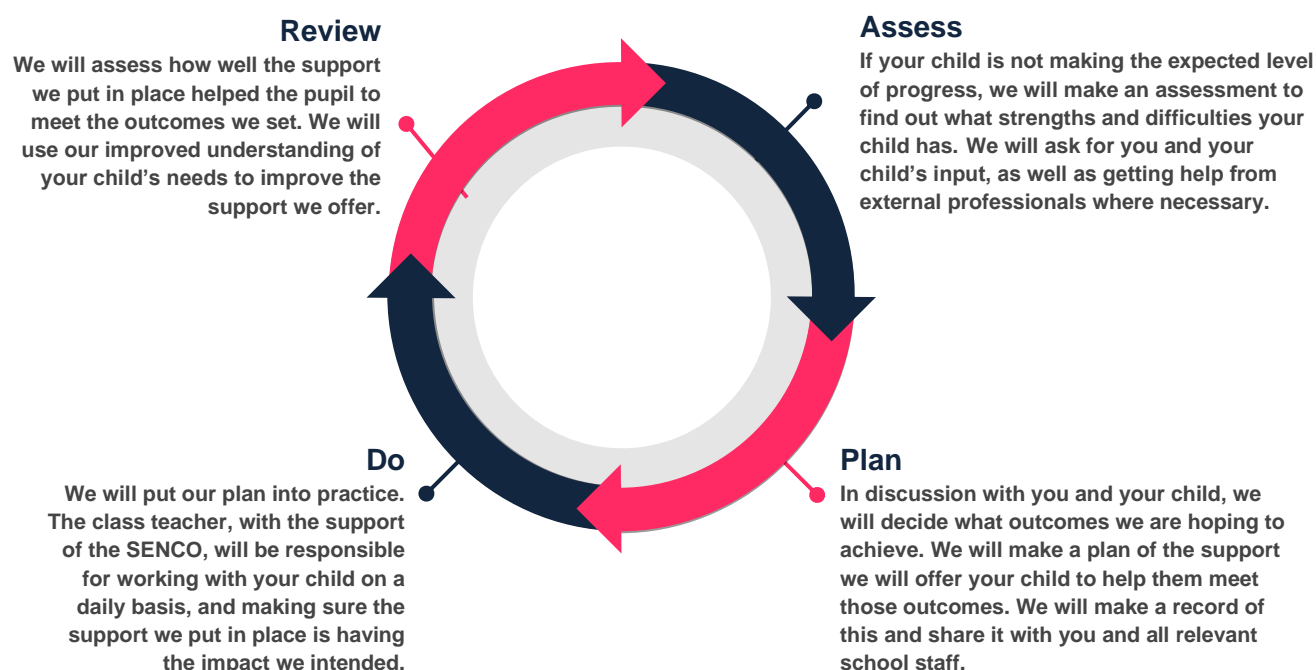


When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If a pupil is considered to have SEND they will be classed as wave 4 or 5, included on the school's SEND register and a Learning Plan will be written for them. They will also have a pupil summary in place. This gives all staff, working with the child, an overview of the provision needed for the child on a daily basis.

## 5. How will the school measure my child's progress?

When a learning plan is put in place it will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

If a learning plan is put in place for your child it will be reviewed 3 times a year. Your child's class teacher will meet you 3 times in the year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please speak to your child's class teacher at pick-up/drop-off or contact them via the school office.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

As described in our Wave overview, High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups or on a 1:1 basis for specific, identified activities

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays Task planners
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	ELSA support
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Cambridgeshire’s local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half term

- Reviewing the impact of interventions after an identified number of weeks, using 6 but dependent on the intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our Year 6 residential trip to Caythorpe Court, Lincolnshire.

All pupils are encouraged to take part in sports day/school plays/ workshops and all other activities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

All admissions to Burwell Village College Primary will be in line with the Cambridge County Council Admission policy. This can be found on the school website resources section under Policies.

<https://burwellvillageprimary.co.uk/resource/policies/>

## 13. How does the school support pupils with disabilities?

Accessibility arrangements are clearly detailed in the school's accessibility plan. This can be found on the school website resources section under Policies. <https://burwellvillageprimary.co.uk/resources/policies/>

## 14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › We have introduced Zones of Regulation throughout the school to support all pupils. The continuity in the language and approach used enables all our children to become more able to identify emotions and use strategies to deal with them
- › Our Wellbeing HLTA supports children who find emotional regulation difficult. She is a trained Emotional Literacy Support Assistant who carries out group work and individual support.
- › We have a 'zero tolerance' approach to bullying.

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new school year we:

- › Move up days are carefully planned to be valuable for pupils and teachers
- › Time is allocated for Teachers to work together to hand over relevant information about pupils. Learning Plans and Pupil Summaries, will be shared with the next teacher at these meetings.
- › If a pupil would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- › A pupil may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases

Pupils will be prepared for the transition by:

- › The SENCO will set up a transition meeting with the secondary SENCO
- › The SENCO and class teacher will discuss the specific transition needs of your child with the SENCO of your child's secondary school. Where appropriate, a transition review meeting will be held, to which you will be invited will take place with the SENCO from the new school.
- › Where possible and necessary, pupils will have the opportunity to visit their new school on several occasions, and in some cases staff from the new school will visit your child in at BVCPS.
- › If a pupil would be benefit from a book/passport to support them in understanding moving on, then one will be made for them.

## 16. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Alison Beardon, SENCO and designated teacher for looked-after and previously looked-after children, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEND support?

The school's complaints procedure can be found on the school website and is available from the school office: <https://burwellvillageprimary.co.uk/resource/policies/>

Complaints about SEND provision in our school should be made to the Class teacher/SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEND) or a disability or have concerns that their child has special educational needs. More information can be found on their web page:

[https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa\\_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q)

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cambridgeshire's local offer, known as, SEND information hub. Cambridgeshire publishes information about the local offer on their website:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa\\_9Q](https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q)

Local charities that offer information and support to families of children with SEND are:

- [SPECTRUM](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Learning plan** – a document put in place by school which identifies targets specific to the child's SEND need
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Pupil Summary** – an overview of the child's needs and the continuous provision needed to support the child in achieving their potential
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stage