

Our vision

Our vision is to nurture the whole child ensuring that children with SEND are successful with their learning and seek to continuously learn. We promote full inclusion by making reasonable adjustments to best meet the individual needs of our children with SEND. The well-being of our children is paramount which is why we want our children to strive to reach their full potential and develop resilience for challenges both in and out of school. At Burton End we believe a love of learning should be fostered from a young age and built on with every interaction they have throughout their school days, weeks and years.

Current percentage of children with SEND of roll

12% in total
1.8% of children with an EHCP

HOW can this school meet your child's needs?

Every child's needs are considered on an individual basis. We adapt the curriculum for children with SEN to offer personalised education in the following areas:

- Language and communication
- Cognition and learning
- Social, emotional and mental health
- Sensory and physical needs (hearing impairment; visual impairment; multisensory impairment)
- We use various resources to assist us including Visual timetables, enlarged texts and coloured overlays, laptops and ipads, writing slopes, fidget tools, quiet areas for support, numicon, easy access to all areas including ramps and rails.

SEND in each year group

Nursery – 3

Reception – 3

Year 1 – 5

Year 2 - 5

Year 3 – 7

Year 4 – 9

Year 5 – 6

Year 6 - 9

HOW will the school communicate with me?

- We have an open door policy
- Meet the teacher sessions
- Parents Meetings twice a year
- Review Meetings every term
- Newsletter
- Website and school app
- Annual Reports in the summer term

WHO are the best people to talk to about my child's difficulties with learning/SEND?

Your child's Class teacher should always be your first port of call. You can contact them by the year group email address or make an appointment to see them via the office. You can also make an appointment to see: SENDCo – Miss Willis
Head Teacher – Mrs Sheargold

WHAT about staff CPD?

Many of our staff are specifically trained in programmes such as Elkan, Makaton, PECS, Catch-Up Literacy and Numeracy. As a trust we also host a whole staff conference day in January where staff can sign up to 6 different workshops to access professional development opportunities to extend their knowledge and skills in areas that interest them.

How do we identify and assess children with SEND?

At Burton End we strive to have an open-door policy so it is important that if you have any concerns over your child's academic or emotional needs that you contact your child's class teacher to share concerns. As teachers we will also ask you to come in for a chat if we feel that there may be barriers to your child's learning and talk through the next steps we would like to explore. This may include seeking advice from external agencies.

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child 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 school.

SEND Code of Practice 2015

WHAT types of support are available for my child in school?

- Quality first teaching by the class teacher and supported by Learning Support Assistants
- Specific group work particularly in English and Maths to target individual needs
- Gym Trail
- ELSA
- Precision teaching
- SFA
- Beat Dyslexia
- Mentoring
- Maths Mastery
- CISS
- Toe by Toe
- Pre/Post Teaching
- SALT
- Lego Therapy
- Yoga
- Meet and Greet
- Family support Worker
- 1-1 reading

HOW is extra support allocated?

Children's progress is monitored in school and specific needs are identified then support is planned and implemented to meet educational needs.

WHAT are the arrangements for complaints? Did this sheet answer your questions?

In the first instance any concern about the implementation of the SEN Policy should be raised with the class teacher or SENDCo. If there is a complaint please follow the school's complaint procedure and contact the Head teacher, Mrs Sheargold.



SEND INFORMATION Report January 2020

Where can I find more support and information?

- Parent Support Advisers
- Parent Partnership
- School Nurse
- Activities Unlimited
- Health Visitor
- Children's Centre
- GP
- Speech and Language
- CISS
- Occupational Therapy
- Educational Psychologist
- <https://access-unlimited.co.uk/education/special-education-needs>
- Suffolk local offer website

HOW well do SEND pupils do in our school?

At Burton End Primary Academy, assessments show that pupils with SEN make good progress based on their specific individual targets. All children are assessed regularly and strategies put in place to assist progress.

HOW are children involved in their SEND provision?

Children's views are sought and recorded on their One Page Profiles. These where possible are addressed. Their opinions are valued when future targets are being considered which allows them to take some ownership of their learning.