

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. From September 2020 we have opened a specialist generic SEND class for up to a maximum of 12 children of reception or Key Stage 1 age.

Information below is as 21.9.20

What is the current percentage of children with Special Educational Needs and/or disabilities (SEND) in school? (Excluding Nursery)	15% 59 children
Percentage of children who have an EHCP	3.3% (including SEND Class)
What percentage of each year group have SEND?  (percentages are rounded)	N- 2% R – 10% 1 – 15% 2 – 14% 3 – 14% 4 – 12% 5 – 12% 6 – 10%  (Explorers 12% of total school SEND, but all children in class have SEND)
Who are the best people to talk to about my child if they have additional needs?	Initially, concerns should be talked through with the child's Class teacher. They will then make a referral to the SENCO if it is felt appropriate. If you still have concerns, please contact the Headteacher.

<p>How does the school identify children who need extra support?</p>	<p>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.</p> <p>A child has a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> <li>• has a significantly greater difficulty in learning than the majority of others of the same age: or</li> <li>• 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</li> </ul> <p>There are four main categories of need. These are:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and Learning</li> <li>• Social, Emotional and mental health difficulties</li> <li>• Sensory and /or physical needs</li> </ul> <p>(Special educational needs and disability code of practice: 0 to 25 years. June 2014)</p>
<p>What are the different types of support available?</p>	<p>Quality First Teaching Specific small group work Targeted intervention 1:1 support either by staff in school or from outside agencies e.g. Speech and Language therapy, Occupational Therapy etc. Support in school from our ELSA's (Emotional Literacy Support Assistants)</p>
<p>How is extra support allocated to children?</p>	<p>Children's progress is monitored in school and specific needs are identified then support is planned and implemented to meet educational needs.</p>
<p>How will we measure the progress and review provision for your child?</p>	<p>Children's progress is continually monitored through ongoing teacher assessment. Attainment is also monitored using assessment trackers every term. Discussions are held between senior leadership (including the SENCo) and class teachers during progress meetings, where progress, attainment and support are all reviewed.</p>
<p>How can I tell the school I am concerned about my child's progress or wellbeing?</p>	<p>If you have concerns about your child's progress you should speak to your child's class teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Head teacher. If you are still not happy you can speak to the school SEND Governor.</p>
<p>How will the school work with me as a parent/carer to support my child who has special educational needs or disabilities?</p>	<p>At Burton End Primary Academy we encourage parents/carers to discuss their child's progress and any specific needs they may have so that we can work together as a team for your child.</p>

<p>How do we involve children with special educational or disabilities in discussions about their education and support?</p>	<p>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.</p>
<p>How are adults in school helped to work with children with special educational needs or disabilities?</p>	<p>Many of our staff are specifically trained in programmes such as Elkan, Makaton, PECS as well as literacy and numeracy interventions. Staff also access professional development opportunities to extend their knowledge and skills</p>
<p>How is the curriculum/teaching adapted for my child with special educational needs or disabilities?</p>	<p>At Burton End Primary Academy we have a variety of specialist equipment available to assist your child's needs including, but not limited to, writing slopes, enlarged keyboard, coloured filters, specific computer programs and more.</p>
<p>What outside agencies are accessed to support children with special educational needs or disabilities?</p>	<p>Counselling • Family Support Worker • CISS Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures). • School Nurse • Children and Adolescents Mental Health Team (CAMHS) • Young Carers • National Society for Epilepsy • National Autistic Society • Behaviour support</p>
<p>How is the physical environment accessible to children with special Educational needs or disabilities?</p>	<p>Our school is fully assessable for children with physical needs as there are slopes for easy access to all parts of the school. We also have a stair lift to enable wheel chair users to negotiate the stairs in school. There are accessible toilets throughout the school. All staff have access to interactive whiteboards and a variety of applications to meet children's individual needs.</p>
<p>How do we support children during transition from one class to another or when they leave school?</p>	<p>Before children move classes their current teacher will meet with their new teacher to share information and records. This ensures that staff are fully informed of children's needs and specific adaptations that need to be made to aid a smooth transition. When necessary an enhanced period of transition is planned and implemented. This may be needed for children with specific needs who are moving to a new school. Transitions are individual to your child's needs and we will work with parents to ensure everyone is well informed and comfortable with the process.</p>



<p>Where can I get more information as a parent of a child with special educational needs or disabilities?</p>	<p>You can read our policies on relevant issues. These can be found on our website or you can request a hard copy from the school office. Useful policies include: • Behaviour Policy • Equal Opportunity Policy • Safeguarding Policy • SEND Policy • Complaints Policy</p> <p>More information can be found on <a href="http://www.suffolklearning.gov.uk">www.suffolklearning.gov.uk</a></p>
<p>Other useful websites include</p>	<p>Suffolk County Council Local Offer <a href="http://www.suffolk.gov.uk/children-families-and-learning/send-andthe-local-offer">www.suffolk.gov.uk/children-families-and-learning/send-andthe-local-offer</a></p> <p>British Dyslexia Association <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></p> <p>National Autistic Society <a href="http://www.autism.org.uk">www.autism.org.uk</a></p> <p>UK charity for helping children and young adults with communication impairments <a href="http://www.scope.org.uk/support/families/diagnosis/communicationissues">www.scope.org.uk/support/families/diagnosis/communicationissues</a></p> <p>British Deaf Association <a href="http://www.bda.org.uk">www.bda.org.uk</a></p> <p>Epilepsy <a href="http://www.epilepsysociety.org.uk">www.epilepsysociety.org.uk</a></p> <p>Learning Disability Service (CAMHS) Suffolk <a href="http://www.nsft.nhs.uk/Pages/Learning-Disability-Service-(CAMHS)-Suffolk.aspx">www.nsft.nhs.uk/Pages/Learning-Disability-Service-(CAMHS)-Suffolk.aspx</a></p> <p>Suffolk Young Carers <a href="http://www.suffolk.gov.uk/children-families.../support-for-youngcarers-in-suffolk">www.suffolk.gov.uk/children-families.../support-for-youngcarers-in-suffolk</a></p>

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