

### Introduction

Burton End Primary Academy is a mainstream school with a 12-place EYFS/KS1 SEND Hub for children with wide-ranging complex needs. Our core values of Kindness, Respect, Resilience and Ambition underpin all policies and practices. We value all children equally and provide access to a broad, balanced and relevant curriculum for all pupils. We aim to nurture the whole child, ensuring that all children, including those with SEND, are successful life-long learners. The well-being of children is paramount which is why we want them to strive to reach their full potential and develop the resilience to face challenges both in and out of school and for life beyond Burton End.

#### Percentage of children on the SEND Register:

17%

#### Number of Education Health Care Plans (EHCPs):

21

#### HOW do we strive to meet children's needs?

Every child's needs are considered on an individual basis and using a range of evidence over time. We make reasonable adjustments and curriculum adaptations for children with SEN to offer personalised education in the following 4 broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs (hearing impairment; visual impairment; multisensory impairment)

We use various resources to assist us including visual timetables, the use of iPads and their accessibility features, enlarged texts and coloured overlays, writing slopes, pencil grips, fidget toys, quiet areas for support, easy access to all areas including ramps and handrails. Literacy and Numeracy interventions are implemented to target specific gaps in knowledge.

#### SEND in each year group

Nursery – 0

Reception – 6

Year 1 – 4

Year 2 – 7

Year 3 – 13

Year 4 – 7

Year 5 – 12

Year 6 – 13

Explorers (EYFS/KS1 SEND Hub) – 12

There are also many other children on our 'Monitoring Register'.

#### HOW will the school communicate with me?

- An open-door policy with Class Teachers, SLT and pastoral staff available at the start and end of each day
- Parents Evenings twice yearly
- Fortnightly newsletter – Burton Buzz
- Class Dojo, school website and Twitter
- Annual Reports (summer term)
- Termly ILPs (Individual Learning Plans)
- Annual Reviews for those with EHCPs

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

Your child's Class Teacher should always be your first point of contact. You can contact them via Class Dojo to make a face-to-face appointment or request a phone call. Should you still have concerns, you can make an appointment to see:

Phase Leaders – Mrs C Brace (EYFS); Mr D Boddington (KS1) and Mrs B Sexton (KS2)  
SENDCo – Mr J Austin-Guest  
Head Teacher – Mr G Almond

#### WHAT about staff CPD?

All staff are Teachers or Leaders of SEND and receive training to enable them to provide the very best support for children with SEND. All staff have access to National College which is virtual training with wide-ranging modules that are updated frequently. Some staff have received additional training to meet needs of individual children which include: speech, language and communication needs, Attention Autism, dyslexia, fine-motor skills, supporting children's mental health needs and sensory processing. Training needs are regularly monitored in relation to the needs of the pupils.

## HOW do we identify and assess children with SEND?

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision. Special educational provision means: educational provision or training which is additional to, or different from that made generally available for children or young people of the same age.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age: or
- have 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)*

Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored.

For some children, we may use standardised assessments to track progress including PHaB, YARC, Sandwell Maths and BPVS.

We adopt a 'graduated approach' to identifying children with SEND and additional provision is planned and delivered through the four-part 'Assess, Plan, Do, Review' cycle. If, despite ongoing targeted support in school, a child is still not making expected progress, we may seek the advice from a range of external professionals (e.g SALT, SES etc.).

## WHAT types of support are available in school?

Quality First Teaching is the most powerful type of support and general classroom differentiation caters for the needs of most pupils. Additional support for those that need it include:

- Targeted small group work
- Pre and/or Post Teaching
- ELSA/Pastoral Support
- Meet and Greet / 'Soft' start
- Sounds Write Phonics intervention
- Precision Teaching
- Toe-by-Toe
- Beat Dyslexia
- Plus 1 and Power of 2 (Maths)
- Rekenreks (Maths)
- Lego Therapy
- Attention Autism
- Strategies to support the development of early communication skills

We work closely with a range of external agencies including Specialist Education Services (SES), Occupational Therapy, Physiotherapy, Speech and Language Therapy, School Nursing Team, Educational Psychology and Primary Mental Health Support Team. We also draw upon the experience and expertise of colleagues across Unity Schools Partnership, including that of the trust's Directors of SEND.

## Where can I find more support and information?

- Suffolk SENDIASS <https://suffolksendiass.co.uk/>
- Suffolk Local Offer <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer>
- British Dyslexia Association [www.dyslexia.org.uk](http://www.dyslexia.org.uk)
- British Deaf Association [www.bda.org.uk](http://www.bda.org.uk)
- National Autistic Society <https://www.autism.org.uk/>
- Downs Syndrome Association [www.downs-syndrome.org.uk](http://www.downs-syndrome.org.uk)
- Afasic (Speech and Language needs) [www.afasic.org.uk](http://www.afasic.org.uk)
- Action for Children <https://parents.actionforchildren.org.uk/>

## HOW is extra support allocated?

The SEN budget is allocated for each financial year. This funding is used to provide additional support or resources based on individual need and circumstance. For some children, we may apply for High Needs Funding to support the delivery of specific provision. Additional provision is monitored and adapted according to need and children can move on and off the SEND register depending on the progress that they make.

## WHAT are the arrangements for complaints?

In the first instance any concerns 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 complaints procedure which is available on our school website.

## HOW well do SEND pupils do in our school?

Children with SEND generally make good progress from their starting points and individual targets are almost always met or, in some cases, exceeded. SEND pupils tell us they feel happy, safe and well supported at school.

## HOW are children involved in their SEND provision?

Children's views are sought and recorded on their One Page Profile. Their opinions are valued when setting future targets, allowing them to take some ownership of their learning. Regular 'Pupil Voice' activities are conducted and children with SEND are represented in all areas of school life.