

## **Burradon Community Primary School- SEND Information Report**

### **About the school**

Burradon Community Primary School is a fully inclusive maintained mainstream primary school for children from the ages of 2 to 11 years. As a school we aim to ensure that all pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching is applied across the whole curriculum, using a range of different teaching strategies, resources and activities.

*'No pupil misses out on anything the school offers. Teachers identify pupils with SEND early. The skilled special educational needs coordinator (SENCo) ensures that these pupils learn alongside their classmates.'* (OFSTED, March 2022).

We believe that every teacher is a teacher of every child including those with SEND.

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst some disabilities generally affect children long term, not all SEND difficulties should be seen as being 'life long'. SEND in our school is viewed as the child requiring provision that is additional to or personalised to support their learning.

A child of compulsory school age has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools or by relevant early years providers.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them.

### **Categories of Special Educational Need**

The SEND Code of Practice 2015 states that special educational needs are generally thought of in four broad areas of need and support.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The Special Educational Needs and Disabilities Coordinator (SENDCo) at Burradon Community Primary School is Mrs Kane. She can be contacted at the school on 0191 643 4680 or via the school email. Appointments can be booked by contacting the school office.

## **Identifying Needs**

At Burradon Community Primary School all children follow a broad and balanced curriculum that is appropriate to their age and stage of development. It is personalised to take into account their needs and abilities.

The identification of Special Educational Needs and Disabilities (SEND) is built into the overall approach to monitoring the progress and development of all pupils. The purpose of identification is to work out what action the school needs to take.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

As a school we recognise the importance of early intervention and therefore ensure that when a child is identified as having a special educational need we put support and strategies in place quickly and effectively. We also ensure that the support and strategies are specific to the child's individual needs.

### **Early Identification**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Information from parents
- Information from previous practitioners (previous school, early years setting)
- Information from 2 year checks
- Screening /diagnostic tests
- Foundation Stage Assessment results
- End of Key Stage 2 SATs results
- PIVATS scores
- Teacher assessment
- Year One Phonics Screener
- Termly tracking procedures
- Reports or observations
- Pupil's work
- Discussions with pupils

- Outside agencies involvement

At Burradon Community Primary School we recognise that in practice, individual children often have needs that cut across all four SEND areas and their needs may change over time. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.

If a child is not making the progress that would be expected their parent/carer would be involved as soon as possible. The school would discuss their concerns with the parent/carer and get the parent/carers views about:

- The pupil's strengths and areas of difficulty
- Concerns that the parent/carer has
- Agreed outcomes
- Next steps

*"I have a good relationship with the SENCO team. Always at the other end of the phone when needing advice. Things are always sorted out in a timely manner and the child is put first above anything else."*

*(Parent 2023 – 2024 Academic Year)*

## **Assessment, Monitoring and Review**

### **A Graduated Approach**

Where a child is identified as having a special educational need or disability, Burradon Community Primary School take action to remove barriers to their learning and to put effective special educational provision in place. Burradon Community Primary School uses the Graduated Approach, as outlined in the SEND Code of Practice (2015).

### **Assess**

The class teacher working with the SENDCO and Headteacher carries out a clear analysis of the pupils needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, their behaviour, their development in comparison to their peers and national data, the views and experience of parents, the pupils own views and advice from outside agencies if there has been previous involvement.

This assessment is reviewed regularly and helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome and that there is a clear picture of the interventions put in place and their effect is developed.

### **Plan**

The class teacher and the SENDCo agree in consultation with the parents on the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

During these offered consultations, we encourage parents/carers to share any concerns and the outcomes they wish to achieve for the child. As a school, we operate an open door policy to support

early discussions that are held to support both the child and parent/carer. This ensures that everyone develops a good understanding of the child's areas of strengths and difficulty. As well as this, everyone understands the agreed outcomes and are clear on the next steps.

When a pupil is identified as having special educational needs, we support their development and progress by using provision maps. These class provision maps are to monitor the support given to them and all children with additional needs. This support includes group or one-to-one interventions delivered by staff and outside agencies.

The support and intervention provided are selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and are delivered by staff with sufficient skills and knowledge.

SEND Support Plans are an effective tool at Burradon Community Primary School, where staff, pupils and parents liaise closely sharing views to ensure children are supported and challenged. These plans are focused on the children's needs and allow staff to adapt work and provide support where needed. Individual support is used to teach, practise and develop skills related to targets on their SEND Support Plans. Support staff will have a clear understanding of targets and how to achieve them.

Parents are always made fully aware both through discussion with the class teacher and in writing of the planned support and interventions for their child. They are asked to sign a letter or SEND Support Plan to show that they agree to the support and interventions their child is going to receive. Where appropriate parents/carers will be encouraged to reinforce or contribute to progress at home.

### **Do**

Class teachers remain responsible for working with children with SEND on a daily basis. They are accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Where interventions delivered by teaching assistants involve group or one-to-one teaching away from the main class, the teacher still retains responsibility for the children with SEND.

Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. This is supported by SEND Support Plans and class provision maps.

SEND Support Plans are updated by staff working with the child regularly. This allows constant assessment to be carried out, which ensures children are supported and challenged appropriately.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress is reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs.

During Pupil Progress Meetings the class teacher, working with the SENDCo and Headteacher, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

SEND Support Plans are reviewed termly with staff, pupils and parents. Termly meetings are offered to parents/carers and during these meetings, targets are reviewed and set using the evaluated data, from pupil progress meetings, targeted interventions as well as parent/carer and pupil views.

Class provision maps are evaluated throughout by staff to ensure pupil progress and are reset to continue to support their progress.

Parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

For a child with an Education Health Care Plan, annual reviews take place yearly where parents/carers, the child, school and external agencies are invited to a meeting to discuss the child and their progress. However, it is felt necessary, the review may take place more regularly such as an Emergency Review or for a child who is aged 4 years old and under.

## Support

### High Quality Teaching

At Burradon Community Primary School all pupils have access to a broad and balanced curriculum. Teachers set high expectations for every pupil, whatever their prior attainment and teachers use appropriate assessment to set targets which are deliberately ambitious.

Potential areas of difficulty are identified and addressed at the outset by pupil progress meetings and pupil interviews. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning means that pupils with SEND and disabilities will be able to study the full national curriculum within the class with their peers.

The high quality first teaching at Burradon Community Primary School is adapted and personalised to meet the individual needs of the children. Some children need educational provision that is additional to or different from this.

SEND Support Plans are an effective tool at Burradon Community Primary School to address areas of difficulty and support the removal of potential barriers to a pupil's achievement. The use of provision maps allow precise targets to be implemented for areas of difficulty.

A child with a special educational needs may be supported in a number of ways:

- by in class quality first teaching by the class teacher with appropriate strategies in place
- additional resources to better access the curriculum
- in a small group within the classroom with a teaching assistant
- on an individual basis within the classroom with a teaching assistant
- in a small group in a room outside the classroom with a teaching assistant
- on an individual basis in a room outside the classroom with a teaching assistant
- specialist interventions with trained outside support

### **School entitlement offer to pupils with special educational needs or disabilities**

#### **Support Available Within School**

<p><b>Communication and Interaction Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <b>Autistic Spectrum Disorders</b></li> <li>• <b>Speech, Language and Communication Needs</b></li> <li>• <b>Social communication difficulties</b></li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Areas of low distraction</li> <li>• Support / supervision at unstructured times of the day.</li> <li>• Social skills programme / support including strategies to enhance self-esteem.</li> <li>• Individualised photo key rings</li> <li>• Widgit</li> <li>• Signed areas (Early Years Foundation Stage)</li> <li>• Small group work to improve skills.</li> <li>• ICT is used to support learning where appropriate.</li> <li>• Strategies / programmes to support speech and language development.</li> <li>• Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li> <li>• Planning, assessment and review.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• An adapted curriculum and resources</li> <li>• Ear defenders</li> <li>• Timers</li> <li>• Emotion scales – 5 point scale</li> <li>• Sensory activities</li> <li>• Pre-Teach vocabulary</li> <li>• Red/green cards</li> <li>• Apps including Keezy</li> <li>• Staff trained for ASD, ADHD and social communication needs</li> </ul>
<p><b>Cognition and Learning Needs:</b></p> <p>e.g.</p>	<ul style="list-style-type: none"> <li>• Strategies to promote / develop English and Maths.</li> <li>• Provision to support access to the curriculum and to develop independent learning.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Moderate Learning Difficulties</b></li> </ul>	<ul style="list-style-type: none"> <li>• Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>• ICT is used to reduce barriers to learning where possible.</li> <li>• Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>• Planning, assessment and review.</li> <li>• Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process.</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils.</li> <li>• Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil.</li> <li>• An adapted curriculum and resources</li> <li>• Pre-Teach vocabulary</li> <li>• Phonological Awareness</li> <li>• Staff trained for ASD and ADHD</li> </ul>
<p><b>Social, Mental and Emotional health</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <b>Behavioural needs</b></li> <li>• <b>Social, Emotional, Mental and Health and Wellbeing</b></li> </ul>	<ul style="list-style-type: none"> <li>• The school ethos values all pupils.</li> <li>• Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</li> <li>• The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions.</li> <li>• Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>• The school provides effective pastoral care for all pupils.</li> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>• Outdoor learning is used to offer a different approach to the curriculum.</li> <li>• There are social groups to support pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Information and support is available within school for behavioural, emotional and social needs.</li> <li>• Emotional toolkits (individual when required)</li> <li>• Emotional thermometer</li> <li>• Check in all classes daily / throughout the day</li> <li>• PSHE Sessions</li> <li>• Trained THRIVE specialists in school who deliver support within individual and group sessions.</li> <li>• Whole class THRIVE</li> <li>• Social Groups</li> <li>• Social Stories</li> <li>• Sensory garden in the woodland area</li> <li>• Daily class wellbeing</li> <li>• Mindful Mondays</li> <li>• Staff trained for ASD and ADHD</li> </ul>
<p><b>Sensory and Physical Needs:</b></p> <p>e.g.</p> <ul style="list-style-type: none"> <li>• <b>Hearing/Visual Impairment</b></li> <li>• <b>Multi-sensory impairment</b></li> <li>• <b>Physical and Medical Needs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>• ICT is used to increase access to the curriculum.</li> <li>• Support to access the curriculum and to develop independent learning.</li> <li>• Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</li> <li>• Access to Medical Interventions.</li> <li>• Access to programmes to support Occupational Therapy / Physiotherapy.</li> <li>• Access to gross / fine motor activities</li> <li>• Access to active activities (GoNoodle, exercises, etc)</li> <li>• Access to ear defenders</li> <li>• Access to fiddle toys</li> <li>• Access to therapy putty</li> <li>• Access to resistance bands</li> <li>• Access to sensory activities</li> <li>• Access to chair band</li> </ul>



- Access to table screen barriers
- Access to gym ball
- Access to music (instruments / music)
- Access to sensory diet (individualised)
- Access to sensory garden in the woodland area
- Access to specialised cutlery (individualised)
- Emotional toolkit (individual when required)
- Staff trained for ASD and ADHD
- Trained THRIVE specialists in school
- Support with personal care if and when needed.
- Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.
- Trained staff understand and apply the medicine administration policy.
- The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.
- The school has disabled toilets / facilities
- The school building fully complies with the Equality Act 2010

For exam arrangements, such as SATS, for some children with specific needs there may be a need for additional arrangements to be made so they can take part in KS2 SATS. The types of support could include:

- additional time to complete the tests
- early opening of test packs, to adapt test papers
- the use of scribes, word processors or other technical or electronic aids
- making transcripts
- written or oral translations
- readers
- the use of prompts and rest breaks
- the use of accessibility objects in the mathematics test
- highlighter pens
- arrangements for pupils who are ill or are injured at the time of the tests

Schools must consider whether any of their pupils will need access arrangements before they administer the tests. The guidance includes details about the different arrangements.

## Outside Agency Support

Children may also be referred to outside agencies where a professional who is more skilled in dealing with specific difficulties will become involved with the child. These agencies include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team including EYCOT.
- CAMHS
- Dyslexia Team
- Dyscalculia Team
- Occupational Therapist
- Early Years Inclusion Funding
- Pupil Referral Outreach Team
- Dene Communication Centre
- Public Health / School Nurse
- GPs
- Education Welfare Officer
- EMTAS
- Children's Services
- Ethnic Minorities and Travellers Asylum Seekers
- Portage
- EHAs
- Mindstars CIC
- Mental Health Support Team
- HIVE

It is important to understand, however, that the purpose of such involvement of professionals is not always to 'label' or 'diagnose' a child. It is to gain further detailed and specialist advice that can be offered to help the child learn as well as they possibly can.

## Involving Parents/Carers

Parents/carers are involved in all aspects of the education of their children with SEND. We will let families know about any concerns about a pupil's learning by contacting and arranging an information meeting to discuss next steps.

*"My views about Burradon SEND provision is that it's a great school, my little boy has achieved targets with support within the year. He has come on alot with all the support within Burradon School. The school is always updating me with information and if I as a parent need anything they are always there for me."*

*(Parent 2023 – 2024 Academic Year)*

During the assessment stage of the Graduated Approach the staff at Burradon Community Primary School discuss their concerns with the parent/carer of the child who they are concerned isn't making expected progress. They get the parent/carers views about:

- the pupil's strengths and areas of difficulty
- concerns that the parent/carer has
- agreed outcomes
- next steps

During the planning stage of the parents are always made fully aware both through discussion with the class teacher and in writing of the planned support and interventions for their child. They are asked to sign a letter to show that they agree to the support and interventions their child is going to receive. Where appropriate parents will be encouraged to reinforce or contribute to progress at home.

During the reviewing stage parents are given clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Parents/carers can contact school if they have any concerns about their child by telephoning, writing or coming into the office and requesting a meeting or speaking to staff at the start and end of the school day. Parents and carers can also be kept informed through home/school books/diaries and phone calls if appropriate. Staff will contact parents or carers to discuss issues, concerns or progress of individual children.

Mrs Kane is the Special Educational Needs and Disabilities Coordinator (SENDCo), who oversees all support and progress of any child requiring additional support across the school.

Burradon Community Primary School hold regular parents' evenings for all parents. If a child has a special educational need their parents/carers are involved with termly review meetings to discuss progress towards current targets and setting future targets.

Parents will be involved in annual reviews for children with statements of special educational needs / Education, Health and Care Plans. These reviews focus on achievements, the progress made towards the outcomes and support and future plans. Outside agencies involved with the child will attend and the child will be involved in all or part of the review as appropriate. Early Help Assessments will be annually reviewed by class teachers and the SENDCo/Headteacher with parents/carers to allow additional needs to be met.

Families are also signposted to services/organisations through the North Tyneside Local Offer. The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education.

**SENDIASS** can be contacted by:

Telephone: 0191 643 8313

Email: [sendiass@northtyneside.gov.uk](mailto:sendiass@northtyneside.gov.uk)

Website: <https://my.northtyneside.gov.uk/category/649/information-advice-and-support-sendiass>

North Tyneside Council Special Educational Needs and Disabilities (SEND) Local Offer can be found at: <https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send> The Local Offer sets out the support and services that are available for children and young people aged 0-25 years across North Tyneside. The local offer includes information on education, health, early years provision, support for families, transition to adulthood, transport, social care, leisure, Education, Health and Care Plans and personal budgets.

### **Involving Pupils**

All children with special educational needs and disabilities are involved in the Plan, Do and Review stages of their support. However this involvement differs greatly from child to child and is based on the child's age and/or level of understanding. Children will be involved in:

- SEND Support Plans
- setting their targets
- reviewing their targets
- planning their support and intervention
- pupil progress meetings
- SEND interviews

Some children will attend their termly or annual reviews. Some will attend for a short part of their review so that their thoughts and opinions can be collected, whilst others will give information in written, pictorial or verbal form.

### **Staff**

Mrs H. Kane - SENDCo

#### **Designated teachers with safeguarding responsibility**

Miss A. Hunter - Headteacher - Designated Safeguarding Lead

Mrs C. Liddle – Deputy Head and Deputy Designated Safeguarding Lead

Mrs H. Hopper – Lead Teaching Assistant

Mrs H. Kane - SENDCo

#### **Member of staff responsible for managing PPG/LAC funding**

Miss A. Hunter - Headteacher

#### **Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils**

Miss A. Hunter - Headteacher

Miss J. Turner - L3 Teaching Assistant

### **Teaching Assistants**

Mrs H. Hopper - Lead Teaching Assistant L4

Miss J. Turner - L3

Miss M. Charlton – L3/4

Miss A. Forbes – L3

Mrs McClean – L3

Mrs M. Crawford – L3

Miss N.Ingham – L3

Miss S. Tindall – L2/3

Mrs G.Hunter – L2

Miss R.Haggie – L2

### **SEND Governor**

Mrs S.Watts (Vice chair)

### **Role of the SEND Governor**

The Governing Body's responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for pupils with SEND
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting Statement/EHCP pupils
- Ensuring that pupils with SEND are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing the SEND policy
- Reporting annually to parents on the school's SEND Policy and SEND procedures, including the allocation of resources

### **The role of the Headteacher**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCo/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Provide resources to enable the SENDCo to carry out their role effectively

### **The role of the SENDCo**

The SENDCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Ensuring that all staff in the school understand their responsibility to children with SEND and the school's approach to identifying and meeting SEND
- Overseeing the development and day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND, including the organisation of timetables
- Monitoring the effectiveness of Individual Curriculum Targets, SEND Support Plans, provision maps, Individual Behaviour Plans (IBPs) and Individual Play Plans (IPPs) and the tracking of these
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Overseeing transition
- Liaising with the parents and ensuring that they are fully involved in every step of the SEND process
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies
- Providing data from the tracking of SEND pupils to be used in the SEF and School Development Plan

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND pupils
- The commitment required by staff to keep the SENDCo well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point special needs register is initiated
- Mechanisms that exist to alert the SENDCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision

#### The role of the class teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEND pupils
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress
- Working with the SENDCo to collect all available information on the pupil
- Setting suitable Individual Curriculum Targets for pupils with SEND
- In collaboration with the SENDCo, developing SEND Support Plans, IBPs and IPPs for SEND pupils

- Working with SEND pupils on a daily basis to deliver Individual Targets as well as SEND Support Plans and IBP targets within an adapted environment where reasonable adjustments have been made through resources, strategies and planning
- Developing constructive relationships with parents
- Follow procedures and practices as set out in the SEND policy

#### The role of SEND Teaching Assistants

Teaching Assistants will work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes: to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. They will:

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of SEND Support Plans/Behaviour Plans and provision maps
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement and progress
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, difficulties etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activities and assist pupils in their use
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Assist with the supervision of pupils out of lesson times including before and after school and at lunchtime

#### **Training**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development in many areas including SEND. Staff are regularly encouraged to look at courses on the North Tyneside CPD website

and to express an interest in those they wish to attend. Staff discussions are carried out with the Headteacher, SENDCo and Key Stage managers, where staff can discuss any training needs they feel they have and courses/training will be sought. Staff are also comfortable approaching the SENDCo/Headteacher and discussing their training needs when they arise. The SENDCo/Headteacher may also find specialist support training and suggest appropriate staff attend.

Regular staff meetings are carried out linked to SEND. This enables any changes in SEND at a national, local or school level to be discussed as well as discussions around individual children to take place. This ensures that all staff are aware of any changes in children's circumstances.

All new teachers and support staff undertake induction on taking up a post and this includes meeting with the SENDCo to gain an understanding of the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

Staff carry out peer observations which can link to the teaching and learning of children with SEND.

The SENDCo attends the Local Authority SENDCo Network Meetings in order to keep up to date with the local and national updates in SEND. Part of the SENDCo's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

At Burradon Community Primary School we currently have members of staff trained in:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Separation anxiety
- ELKLAN
- Difficulties with attention and listening and working memory
- Makaton
- Lego Therapy
- Inference and Deduction
- Handwriting/sensory programs
- Social programmes
- Dyslexia programmes
- Dyscalculia programmes and activities
- Language and Communication programmes including Nursery, Reception and Key Stage One Narrative
- Speech Therapy programmes



- THRIVE

## Transition and Admission

At Burradon Community Primary School we will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to local secondary schools and further visits for vulnerable children; we liaise with staff, including SENDCos of the receiving schools. Should children need to transfer to specialist provision a transition plan will be put in place alongside their new setting.

Within school, transition take place for Pre-School to Early Years Foundation Stage (EYFS), EYFS to Key Stage 1 (KS1), KS1 to Key Stage 2 (KS2), KS2 to Key Stage 3 as well as moving schools. There are transition meetings for staff to share information and for parents/carers we have a 'meet the teacher' meeting prior to the children starting their new class in the September. For children in our Pre-School and EYFS, there are several 'Stay and Play' sessions where children and their parent/carers are invited to attend. For children starting in KS1 and KS2 in the new academic year, they are invited to their class transition session.

For some children, additional transition sessions may be required where they visit school when there are no active lessons or children and this gradually builds up. All children are individual.

In addition to this, all children who attend our school have access to a social transition story which focuses purely on their new class, routines, staff in their class and the main school as well as the outdoor areas. These stories may be personalised for the children who require further information such as name peg locations or seating arrangements for their new class.

Should children need to transfer to specialist provision a transition plan will be put in place. This includes from Pre-School to Early Years Foundation Stage (EYFS), EYFS to Key Stage 1 (KS1), KS1 to Key Stage 2 (KS2), KS2 to Key Stage 3 as well as moving schools.

If a child is transitioning to or from another school or setting we will contact the SENDCo of the new or previous school or setting to ensure they know about any special arrangements or support that need to be made for your child. Also to ensure we receive information about the child starting in our school to ensure a smooth transition a possible. We will also make sure that all records about the child are passed on as soon as possible and will ask for any records for children starting with us.

Work on safe travelling is available within North Tyneside Local Authority and we will arrange this for any child who we feel would benefit from it in liaison with parent/carers.

For children who have additional needs, but not an EHCP, an application for a school place will be considered on the basis of the published North Tyneside arrangements.

Children with an Education, Health and Care Plan attending a Mainstream School, The Admissions Authority (even when it is the Governing Body) must admit a child with an Education, Health and Care Plan whether they have places or not. This is not an oversubscription criterion. Children with an Education, Health and Care Plan count towards the published admission number. The admission arrangements for children with an Education, Health and Care Plan are specifically excluded from the usual arrangements, including appeal arrangements.

Children in Year 6 with an EHCP will have transition review in the autumn term prior to their move to secondary school.

To support and prepare children for adulthood, as a school we implement individual, class, group or whole school sessions which teach and promote healthy living, the benefits of a healthy lifestyle, focus on wellbeing and learning strategies to support mental health, physical health and money sessions. Lots of these activities are delivered through PHSE, THRIVE and Mindful Monday sessions which all children participate within. External visitors are invited into school to support in the delivery of these sessions including banks, North Tyneside Learning Trust for career sessions and PhunkyFoods.

## **Accessibility**

### **In School**

#### **Statutory Responsibilities**

##### **Principles**

1. Compliance with the Equality Act is consistent with the school's Single Equality Scheme and Action Plan, and the operation of the school's SEND policy;
2. The school recognises its duties under the Equality Act (as amended by the SENDA):
  - Eliminate unlawful discrimination, harassment and victimization;
  - Advance equality of opportunity between different groups; and
  - Foster good relations between different groups.
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an Accessibility Plan.
3. In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality & Human Rights Commission.
4. In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
5. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to do normal activities, and respects the parents' and child's right to confidentiality.
6. Schedule 10 (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
  - Increase the extent to which disabled pupils can participate in school curriculum
  - Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
  - Improving the delivery to disabled pupils of information which is readily accessible to pupils which are not disabled
7. The school provides all pupils with a broad and balanced curriculum, adapted to meet the needs of individual pupils and their preferred learning styles making reasonable adjustments; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **The physical accessibility of the site**

Burradon Primary School's new building was opened in April 2006. The school is built on one level and is well designed to meet the needs of pupils and adult users who have mobility problems or physical disabilities:

- all classrooms and other rooms/offices are on the ground floor;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps;
- a disabled toilet is available.
- a hearing loop is situated in the main reception area

The physical environment was developed with particular accessibility features:

- lighting, signage, colour contrast, the acoustic environment and floor coverings
- toilet, washing and changing facilities
- the layout of the playground and woodland area

### **Activity**

Burradon Community Primary School has identified a range of points for development in line with the duties from the Equality Act as follows;

- To consult with a range of stakeholders to gather information on the different groups represented.
- To continue raise staff awareness, personal knowledge and skills of the Single Equality Scheme and provide training required in the 9 strands.
- To raise the children's awareness, knowledge and understanding of a range of disabilities.
- To continue to ensure that opportunities are provided in school, which ensure equal access to all groups including pupils with disabilities.
- To promote the school to different groups, encouraging under represented groups to become more involved with the school and its work.

(For further detail of what these actions are please see the School's Single Equality Scheme Action Plan)

Please see Burradon Community Primary School Accessibility Plan for more information. This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES.

Web link:

<https://www.burradoncommunityprimaryschool.co.uk/attachments/download.asp?file=809&type=pdf>

### **Outside of School**

Burradon Community Primary School offers a range of after school clubs, (e.g. physical skills, creative activities, social activities etc.), which are changed on a half termly basis. All children are welcome to attend these clubs including children with special educational needs and/or disabilities. Adaptations will be made, if needed, for specific children to access clubs of their choice. Adaptations vary greatly and will be implemented to meet the individual needs such as access to ear defenders, quiet area, ear defenders, movement breaks, fiddle toys, sensory toolkit or an emotional toolkit to receiving a social story prior to attending with breakdown including visuals of equipment or activities to be undertaken.

Parents of children with special educational needs and/or disabilities will be sign posted, by the SENDCo, to specific activities in the local area which may be suitable for their child.

Pupils will take part in off site visits throughout the school year. These visits are planned so that they are accessible to all pupils. A risk assessment is completed for each visit.

### **Looked After Children with SEND**

Our Designated Teacher for Looked After Children is Miss Hunter (Head teacher) who ensures all staff in school understand the implications for those children who are looked after and have SEND. Looked After Children are supported using the same Graduated Approach, which is the assess, plan, do and review cycle.

As with all children, early identification and monitoring is carried out. If any additional needs are identified, support and interventions will be implemented and reviewed carefully. This includes referrals to any outside agencies for further advice and support such as LCT, SALT and EP. A SEND Support Plan may be put in place and if required, a Request for Assessment would be carried out.

When a child becomes looked after, their social worker must ensure that the child's needs are met and the services / external agencies required to meet those needs are recorded in the Care Plan. The Care Plan is created before the child becomes looked after or in the case of an emergency placement, within the allocated period of time. The Care Plan, which includes the PEP, is a record of what needs to occur for looked after children to enable them to fulfil their potential and reflects any existing education plans such as SEND Support Plans or an EHCP. The PEP is a joint responsibility of the Local Authority and the school.

### **Compliments**

We hope you will be happy with the provision and support your child receives, please let us know by telling their teacher, Mrs Kane or Miss Hunter!

### **Complaints**

There may be an occasion when parents / carers are unhappy or concerned about something that has occurred in school. At Burradon Community Primary School we would like to know about this as soon as possible so that things can be investigated, action can be taken and the issue can be resolved.

We have a complaints procedure that is set out for parents/carers to follow if you do have a concern

about any aspect of your child's school life.

### **Complaints Procedure**

A) It is hoped that concerns about children in class can be dealt with swiftly between the parent / carer and the class teacher. Teachers are always available to discuss any concern with either the parent / carer or the child.

When a complaint is regarding the provision made in school for a child with Special Educational Needs or Disabilities the SENDCO will always be available to discuss the concern.

B) If you are not satisfied with the outcome of your discussion with the class teacher or your concern is of a general nature, then parents/carers can make an appointment with the Headteacher so that things can be discussed and acted upon.

If your complaint is not dealt with to your satisfaction, then you can formally write to the Headteacher. The school must then response to this by investigating the complaint and informing the parent/carers of what action is being taken.

C) If you are still not satisfied with the action the school has taken after seeing the class teacher and the Headteacher, then the Governors can investigate your complaint. Your first contact is Mr D Ramsey (Chair of Governor). Parents/carers need to write a formal letter to the Chair of Governors

The Governors will then formally investigate the complaint and will inform the parent/carers of their decision.

Please see Complaints Policy for more information on the school website.

### **School Documents**

Please find the following policies at our school website:

Accessibility Plan

Anti-Bullying Policy

Assessment

Behaviour Policy

Inclusion Policy

Special Educational Needs and Disability Policy

[Policies | Burradon Community Primary School](#)

### Useful Information

SEND information can be found on our school website

<https://www.burradoncommunityprimaryschool.co.uk/>

North Tyneside Local Offer can be found at

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

Information on Special Education Needs and Disability Information, Advise and Support Service (SENDIASS) can be found at

<https://www.sendiassnorthtyneside.org.uk/>

Tel: 0191 0191 643 8313

Email: [sendiass@northtyneside.gov.uk](mailto:sendiass@northtyneside.gov.uk)

Useful Websites for Parents can be found at

<http://www.burradoncommunityprimaryschool.co.uk/send/>

In accordance with GDPR 2018 (Data protection) please refer to the policy on our school website using the following hyperlink for information on how we collect, control, process and protect data.

Please note: We share some data with the Local Authority, DfE and outside agencies as defined by our policies.

<http://www.burradoncommunityprimaryschool.co.uk/data-protection-gdpr/>