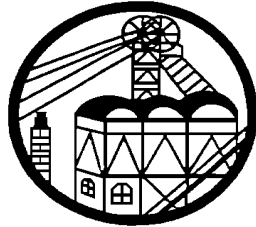


Burradon Community Primary School



Special Educational Needs and Disability Policy

September 2025



Review September 2026

SENDCo: Mrs Kane

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DFE (Feb 2013)
- Working Together to Safeguard Children (2023)
- The Special Educational Needs and Disability Regulations (2014)
- Children and Families Act - Part 3 (2014)
- SEND Code of Practice 0-25 (2014 – updated 2020)
- Schools SEN Information Report Regulations (2014)
- Guidance on Supporting pupils at school with medical conditions (2025)
- The National Curriculum in England Key Stage 1 and 2 Framework document (September 2014)
- Teachers Standards
- Safeguarding and Child Protection Policy (2023)
- Safeguarding Policy (2024)
- Equality Accessibility Plan and Action Plan (2024)
- Inclusion Policy (2023)
- Single Equality Action Plan (February 2024 – February 2027)
- Complaints Policy and Procedure (2024)
- Admission Arrangements (2025)

Burradon Community Primary School's Special Educational Needs and Disability (SEND) Policy was developed in consultation with staff, governors and parents. It reflects the Special Educational Needs and Disability Code of Practice, 0-25 years guidance (2014 – updated 2020).

SECTION 1: AIMS AND OBJECTIVES

**At Burradon Community Primary School we challenge and support all children to become lifelong learners and to achieve their full potential.
(Our Vision and Values)**

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

This policy builds on our School Inclusion Policy (2023), which recognises the entitlement of all pupils to a broad and balanced curriculum. Our Special Educational Needs and Disability (SEND) Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

The SEND aims of the school (The long term view)

- To continue to raise the aspirations of and expectations for all children with SEND.

- To continue to ensure that all children have access to a broad and balanced curriculum. This includes the National Curriculum in line with the Special Educational Needs and Disabilities Code of Practice upon which our policy and practice is firmly rooted.
- To provide a curriculum appropriate to individual children's needs and abilities making reasonable adaptations.
- To identify the needs of all children requiring SEND provision as early as possible in their learning.
- To ensure that parents of children with SEND are kept fully informed at every stage following the Graduated Approach of assess, plan, do and review.
- To create a school environment where children contribute to their own learning, targets and share their opinions of their own needs. Where careful monitoring of the progress of the child occur at regular intervals and children participate throughout all school's wider opportunities including School Council, Eco Crew, Sports Crew, school plays, trips, teams, afterschool clubs, residential visits, Breakfast Club, Out of School Club and buddies within the playground.
- To ensure that all staff are kept up to data about current SEND information.
- To continue to work with and in support with outside agencies where a child's needs cannot be met by school alone, where school is advised on strategies, adaptations and intervention which are appropriate for the child.
- To ensure that we provide a focus on outcomes for children with SEND and not just the provision and support (including hours).

The SEND objectives of the school (How we do it)

- To identify and provide for children who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014 (updated 2020).
- To operate a "whole child, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND and Inclusion Policies.
- To provide support and advice for all staff working with children with special educational needs.
- To work closely with parents/carers and children.

"Burradon Primary School is a highly inclusive, caring and nurturing school."
(SDP – 2024 Academic Year)

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special Educational Needs

(Special Educational Needs and Disability Code of Practice 0-25 years. 2014)

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.

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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Categories of Special Educational Need

The SEND Code of Practice 2014 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

At Burradon Community Primary School we recognise that in practice, individual children often have needs that cut across all these 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.

Other categories can impact on progress and attainment but are not considered SEND:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Being part of a transient family
- Home/family circumstances

Behaviour is not identified as special educational need rather an underlying response to a need. Assessment will be carried out to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The categories used on Burradon Community Primary School Support Register relate to those used on the Arbor System and a key can be found at the end of the register.

Identification

At Burradon Community Primary School, the identification of 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 adapted 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.

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 and discussion with parents
- Discussions with pupils
- 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 1 SATs results
- End of Key Stage 2 SATs results
- PIVATS scores
- Provision Maps
- Teacher assessment
- Insight Tracker
- Year One Phonics Screener
- Termly tracking procedures
- Reports or observations
- Pupil's work
- Baselines carried out in EYFS
- Outside agencies involvement

If a parent / carer is concerned about their child and / or they feel the child may have Special Educational Needs, they can contact the school to arrange a meeting to speak with their child's class teacher and / or the SENCO. During this meeting, any concerns or worries can be shared and the discussion with the parent / carer is recorded. Within the discussions, suggestions may be given, actions agreed or signposting parents / carers to support agencies.

SECTION 3: A GRADUATED APPROACH TO SEN 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. We adhere to the Teachers Standards, in particular Standard 5 where teaching is adapted to respond to the strengths and needs of all pupils.

'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).

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 alongside adaptations means that pupils with SEND and disabilities will be able to study the full national curriculum within the class with their peers.

The teaching and learning of children with SEND is an area which is specifically looked at during this monitoring and evaluating process. These monitoring and evaluating arrangements promote an active process of continual review and improvement of provision for all pupils.

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
- reasonable adaptations provided within learning and the environment
- 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

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, adaptations, 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 and for some children, PIVATS. The 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. PIVATS allow small steps of learning and progress to be identified and tracked.

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 a 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.

Our 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 or individual 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 termly Pupil Progress Meetings the class teacher, working alongside 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, pupil progress meetings, targeted interventions as well as parent/carers and pupil views.

Class and individual 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.

"Burradon have gone above and beyond to ensure my sons individual needs are facilitated. They have been transparent with his needs and ability to meet them. We have regular meetings and remain included in my child's care + development whilst in school. We are beyond grateful as a family."

(Parent 2024 – 2025 Academic Year)

SECTION 4: MANAGING PUPILS NEEDS

Registers

At Burradon Community Primary School children with special educational needs and disabilities (SEND) are recorded on the School Support Register (K Code and EHCP) or the Medical Register (2). This system enables the children's academic achievement and health and wellbeing to be closely monitored and tracked.

The School Support Register (K Code and EHCP) and Medical Register (2) are fluid documents that children can be added to or exit at any time throughout their school career. The registers are reviewed at the end of each term, however annotations are made during a term to identify any changes. The majority of children are added to or exit the registers following the end of term Pupil Progress Meetings between class teachers, the SENDCo and the Headteacher where assessment data is analysed as well as through discussions with external agencies and parents; however this is not always the case and depends greatly on the children's need.

School Support Register (K Code or EHCP)

Children who have an Education Health Care Plan or who have outside agency involvement are placed on the School Support Register. Children may also be placed on the School Support Register if they have taken part in intervention programmes for at least 2 terms but concerns are still being raised about their academic achievement or health and wellbeing and a referral to an outside agency is in progress. Burradon Community Primary School might also place a child on the School Support Register if they have great concerns about their achievement and progress and wish to monitor them more closely.

Medical Register (2)

Children with medical conditions which do not usually affect their education, but that staff need to be aware of will be placed on the Medical Register.

Provision Map

At Burradon Community Primary School our provision map lists all the children within school who are getting additional support and the type of support they are receiving. This enables us to effectively target intervention programs to meet individual

children's needs. Provision maps are reviewed at the end of each term following pupils progress meetings, however they are updated as necessary during a term if a child starts or finishes getting an intervention programme or class support.

SEND Support Plans

All children with a Statement of SEND/EHC Plans will have an individual SEND Support Plan. This shows the targets which the child is working towards. The targets are set out in small measurable steps and are time bound. Targets may link to a child's Statement objectives or to areas which their class teacher feels are a priority. Some children who are on the school support register or the monitoring register may also have a SEND Support plan depending on their needs and the support/intervention they are receiving or if we are closely monitoring them with a view to referring them to an outside agency. Individual Behaviour Plans (IBP) are also used to set targets linked to children's behaviour and Individual Play Plans (IPP) are used for nursery aged children.

A class teacher in consultation with the child, the child's parents/carers and designated teaching assistant/s is responsible for setting and reviewing the children's SEND Support Plans, IBP and IPPs on at least a termly basis. SEND Support Plans, IBPs and IPP are working documents which will be referred to often and amended and adapted when necessary.

Education, Health and Care Needs Assessment

If a child has lifelong or significant and complex difficulties, they may undergo an Education, Health and Care Needs Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan is discussed between the SENCO, Headteacher and class teacher as well as parents/carers. Children's views are also included. Various external agencies will have been involved prior to the request for assessment to ensure strategies, adaptations alongside Quality First Class teaching have been implemented, reviewed and evaluated over a period of time.

If the request for assessment is agreed, the application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers
- Child
- School
- External Agency reports including health and education professionals
- Social Care

Information from school will be gathered relating to the current provision provided, reviewed and evaluated provision including provision maps, the child's SEND Support Plans which have been implemented and reviewed for at least two terms, external reports and timetable showing their provision and support.

The SENCO will meet with parents/carers to obtain their views using the North Tyneside Section B document which asks information across the 4 SEND Area of Needs. Other additional information from parents/carers is also included such as health reports. During this meeting, parent/carers are informed of the 20-week process within North Tyneside SEND Team.

The child will provide their views, if they wish to, using the North Tyneside Section A and B documents. For some children, adaptations are required to record their views. Previously this has included drawings and videos which have been submitted.

All of the above information and documentation is submitted to the North Tyneside SEND Online Portal. The information and documentation submitted is provided to a group of people from education, health and social care who discuss whether or not the child is eligible for an Education Health Care Plan (EHCP) during a panel meeting.

If agreed, the 20 week process continues where external agencies will visit the child within their setting to carry out observations and assessments in order to provide a report. The information from the reports, school, parent/carers and child are implemented into a draft final EHCP, which is submitted to the panel to discuss. If North Tyneside SEND Team decide the child's needs are not being met within the Local Offer, an EHCP will be provided for the child with the amount of support to be provided. If not agreed, the North Tyneside SEND Team will contact parents to explain their decision. Within the letter, the parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

When an EHCP and the amount of support to be provided is agreed by the panel, the EHCP and consultation are sent out to identified or requested schools by parents. Parents/carers have the right to appeal against the content of the EHCP and against the school / setting named in the plan if it differs from their preferred choice.

As a school, when a consultation is received, the SENCO and Headteacher carry out due-diligence to ensure the child's needs can be met within the school. School will respond to the consultation within the legal timeframe. School have a very open and honest communication with parents/carers about the provision and targets provided within the EHCP. When a child with an EHCP is in our school, the provision and support allocated is implemented clearly onto a personalised timetable for access to support.

Education, Health and Care Reviews

An EHCP review takes place annually with invites to external agencies who are involved with the child, their parent/carers and the child as well as school. For children, whose needs are more complex or are under 4 years old, an earlier review may be required every 6 months.

For all EHCP reviews, external agencies are asked to provide an updated report where possible and to attend, school provide a class teacher and teaching assistant report and the child's views are obtained and asked if they would like to attend. Parent/carer views are obtained prior to the meeting and also during the meeting when the current EHCP is read through and adaptations are made following North Tyneside's criteria. During the meeting, all reports are shared and discussions by all are held regarding next steps, provision and targets. After the meeting, the parent/carer keeps a copy of all documents from within the meeting and the documentation required by North Tyneside SEND Team is submitted to the SEND Online Portal within two weeks of the meeting date.

Support and Intervention

A child with a special educational need or disability may be supported in a number of ways at Burradon Community Primary School:

- 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

Pupil Involvement

We recognise that all children have the right to be involved in making decisions and exercising choices as stated in the SEND Code of Practice. As a school, we encourage the children of all ages to take responsibility for their own learning at an appropriate level; stating their views, identifying and sharing personal targets, self-assessing, evaluating their progress as well as, recognising their achievements.

We provide support for children to improve their emotional and social development in the following ways:

- all children regardless of SEND are encouraged to be part of School Council and participate as playtime buddies
- all children regardless of SEND are encouraged to be part of Sports Crew and Eco Team
- all children regardless of SEND are encouraged to participate within clubs
- Individual, group or paired THRIVE
- Whole class THRIVE approach

These support and promote teamwork and building friends as well as developing social interactions and an increased understanding and awareness of feelings and emotions.

“The school's approach to emotional regulation and mental health support is excellent.”

SDP – 2025 Academic Year

School entitlement offer to children with an Education Health Care Plan and/or have a SEND Support Plan	
Support Available Within School	
Communication and Interaction Needs:	<ul style="list-style-type: none"> • Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day. • Social skills programme / support including strategies to enhance self-esteem. • Individualised photo key rings • Widgit • Signed areas (Early Years Foundation Stage) • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote emotional wellbeing. • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the needs of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • An adapted curriculum and resources • Ear defenders • Timers • Emotion scales – 5 point scale • Lego Therapy • Sensory activities • Pre-Teach vocabulary • Red/green cards • Apps including Keezy

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

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

	<ul style="list-style-type: none"> • Staff trained for ASD, ADHD and sensory processing • 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
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Outside Agencies

At Burradon Community Primary School children may be referred to outside agencies where a professional who is more skilled in dealing with specific difficulties will become involved with the child.

The other people/agencies and teams providing services to children with a special educational need/disability in school include:

- Educational Psychologist
- Speech and Language Team
- Language and Communication Team including Early Years Communication Outreach Team
- CAMHS including EHA
- Dyslexia Team
- Occupational Therapist
- Early Years Inclusion Funding
- Pupils Referral Outreach Team
- Dene Communication Centre
- Public Health / School Nurse
- GPs
- Education Welfare Officer
- EMTAS
- Children's Services
- Ethnic Minorities and Travellers Asylum Seekers
- Counsellors
- HIVE
- Portage
- EHAs

- Mindstars CIC (charity)
- Mental Health Support Team

Admission and Transition

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.

SECTION 5: CRITERIA FOR EXITING THE REGISTERS

The school support register (1), monitoring register (2) and medical register (3) are fluid documents that children can be added to or exit at any time throughout their school career. The registers are reviewed at the end of each term, however annotations are made during a term to identify any changes. The majority of children are added to or exit the registers following the end of term pupil progress meetings between class teachers and the Headteacher, Key Stage manager or SENDCo where assessment data is analysed; however this is not always the case and depends greatly on the children's need.

A child can exit the registers for a number of reasons:

- parental request
- they no longer have significantly greater difficulty in learning than the majority of children the same age
- they no longer have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school
- they no longer have outside agency involvement
- they no longer have a medical need

The decision for a child to exit the school support registers, the monitoring register or the medical register will be made based on assessment data, teacher assessment and observation or the fact that the child no longer has outside agencies involved or medical needs. The suggestion of a child exiting the register will be discussed

between the class teacher, Headteacher and the SENDCo. A consultation with parents will always be carried out before a final decision is made.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

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 will include 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.

Also there is North Tyneside Graduated Approach, which can be found at:

<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/Graduated%20Approach%20-%20Final.pdf>

As well as this, parent/carers can access SENDIASS and North Tyneside Parent Carer Forum at:

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

<https://ntpcf.co.uk/>

We have staff trained in the following areas to support children and families:

- THRIVE and Family THRIVE
- Early Health Assessments
- Loss and Bereavement
- Adverse Childhood Experiences
- Young Carers
- Mental Health First Aider
- Toxic stress and the window of tolerance

In addition to this, we support parents through signposting to charities such as Mindstars CIC, Take 5 and Chat, North East Autism Society and their hubs and provide workshops where possible. A half termly newsletter which focuses on SEND is provided to all family/carers with a spotlight on a different theme. The themes have included ASD, ADHD, sleep, tics, transition and others. These can be found on the SEND section of the school's website. SEND Drop in sessions and SEND information sessions have been implemented for parents/carers to attend.

"I can't thank Burradon's staff enough for the unwavering support they have given my son since nursery. Their support in his social, emotional and educational needs have allowed him

to thrive. ... Continue to work close with us at home to ensure we are taking the same approach at home and school, working together to support both us and our son. I cannot express how much they care and do for us. Thank you!"

(Parent 2024 – 2025 Academic Year)

Burradon Community Primary School's SEND Information Report can be found on the school website or can be requested from the SENDCo or Headteacher via the school office.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

At Burradon Community Primary School we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education.

Some children with medical conditionals may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and disabilities (SEND) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Children at Burradon Community Primary School with a medical condition may have a Health Care Plan. The main purpose of an individual health care plan is to identify the level of support required for a child with medical needs.

Burradon Community Primary School believes that close cooperation between school, parents/carers, health professional and other agencies will help provide a suitably supportive environment for children with medical needs. It is important that responsibility for child safety is clearly defined and that each person involved in supporting a child with a medical condition is aware of what is expected of him or her.

Medication

Children requiring medication have a right to:

- attend a school or early years setting
- participate in everyday school/setting activities as far as is practical, and not endanger themselves, other children or staff
- support that is planned, implemented and monitored within clear and agreed health & safety policies and protocols

- contribute to and express their views regarding procedures for the administration of medication
- an agreement or health care plan for the administration of their medication
- a risk assessment
- give their permission in order for confidential information to be shared
- support that will promote self-management of medication wherever possible

Parents and carers have a right to:

- information, advice and guidance regarding the policies, practices and procedures relating to the administration of medication in a given school or setting
- contribute to and express their views regarding procedures for the administration of medication
- ensure their child's needs are met within clearly agreed policies and protocols
- an agreement or health care plan for the administration of medication
- give their permission in order for confidential information to be shared

Children who require medication may have a Health Care Plan, although not all children who require medication will require one. In many cases, a written agreement between the school and parents/carers, with guidance from health professionals, may be all that is necessary.

North Tyneside Local Authority expects that where a child requires the administration of medication, schools will have:

- A written agreement for the administration of medicines
- A health care plan for those children presenting complex health needs

Burradon Community Primary School has:

- developed and implemented a policy regarding the management and administration of medication
- shared the policy with staff, governors and parents/carers
- liaised with parents/carers and relevant health professionals to identify the needs of children requiring medication
- provided training and advice to staff administering medication based upon the specific needs of individual children
- ensured that they have sufficient members of staff who are appropriately trained to manage and administer medicines as part of their duties
- drawn up and implemented an agreement or a health care plan in liaison with parents/carers and health professionals, for children who require

administration of medication. This should be based upon the outcomes of a risk assessment.

- Worked in partnership with parents/carers to discuss and agree support arrangements
- Monitored and reviewed the implementation of their policy for the management and administration of medicines.

Please see Burradon Community Primary School's Guidance on Management of Medication and Supporting Pupils with Health Conditions.

SECTION 8: MONITORING AND EVALUATING OF SEND

At Burradon Community Primary School, *'teachers identify pupils with SEND early. If necessary, small changes are made for pupils with SEND. These could be how work is recorded, or providing extra equipment if they need it.'*

(OFSTED, March 2022)

The teaching and learning of children with SEND is an area which is specifically looked at during this monitoring and evaluating process.

The impact of intervention programmes is reviewed on a termly basis as part of pupil progress meetings between the class teacher, SENDCo/Headteacher. During the meetings, the staff revise 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.

Outside agencies also review the impact of programmes which they have put in place.

Pupil interviews are carried out on a termly basis and parents views are requested annually. Every 2 years a detailed SEND questionnaire is completed by parents and carers to support SEND within our school. These monitoring and evaluating arrangements promote an active process of continual review and improvement of provision for all pupils.

SEND Support Plans are reviewed termly with staff, pupils and parents, where parent and pupils views can be obtained. New SEND Support Plans are set for the next term and use evaluated data, pupil progress meetings, targeted interventions and views from parents and pupils.

In addition to this, the SENDCo carries out planning and book scrutinies to monitor the teaching of children with SEND. This includes looking at adaptations which have been identified and made, the appropriateness of tasks, target setting, the use of teaching assistants and teacher support and the use of motivators and rewards.

Also we requested the Local Authority to carry out a SEND Review, which provided a report.

SECTION 9: TRAINING AND RESOURCES

Funding

Burradon Community Primary School follows LA guidance to ensure that all pupils' needs are appropriately met. Details of how resources are allocated to and amongst pupils with SEND are included in the school's budget information and the Headteacher's Report to Governors.

All schools in the North Tyneside Local Authority receive funding for pupils with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for all pupils
2. The delegated SEND budget (based on the LA formula, and generated in part by numbers on the SEND Register) covers the additional support required
3. The SEND budget is part of the Individual School Budget (ISB) funding
4. Additional funding is delegated out of the school budget
5. Specific funding allocated to pupils with SEND

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

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 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 or Headteacher and discussing their training needs when they arise.

At least termly 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)
- Autism and Girls
- Autism and Pathological Demand Avoidance
- 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 including Toe by Toe
- Dyscalculia programmes and activities
- Language and Communication programmes including Nursery, Reception and Key Stage One Narrative
- Speech Therapy programmes
- THRIVE

SECTION 10: ROLES AND RESPONSIBILITIES

Mrs H. Kane – SENDCo

Contact Details: 0191 643 4680

info@burradoncommunityprimary.org.uk

Designated teachers with safeguarding responsibility

Miss A. Hunter - Headteacher - Designated Safeguarding Lead
Mrs C. Liddle – Deputy Head - 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 - L3/4
Miss M. Charlton – L3/4
Mrs Mclean – L3
Mrs M. Crawford – L3
Miss N. Ingham – L3
Miss R. Haggie – L2
EYFS Staff – L2

Additional staff as required during the academic year.

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, 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 the 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 individual SEND Support Plans/IBPs
- 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
- incidents in line with established policy and encourage pupils to
- 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.

SECTION 11: STORING AND MANAGING INFORMATION

Individual SEND files

All children within school who have either a Statement of Special Educational Needs or who have a range of outside agencies involved will have an Individual SEND file.

The file will include all or some of the following as appropriate:

- Current and previous signed SEND Support Plans and/or IBPs
- Education Health Care Plans (EHCP)
- Annual review documentation of EHCP
- Letters from outside agencies
- Referrals to outside agencies
- Assessments from outside agencies
- Reports from outside agencies
- PIVATs assessment graphs
- Any information from parents
- Examples of work
- Copies of assessments

Class SEND files

Each class teacher will have a SEND file which will contain the following information:

- The current SEND registers (previous are on Shared Drive)
- The current class provision maps (previous are on Shared Drive)
- Information for pupils who do not have an Individual SEND File including SEND Support Plans (set and reviewed)
- Current and previous signed SEND Support Plans and IBPs
- Letters from outside agencies
- Referrals to outside agencies
- Assessments from outside agencies
- Reports from outside agencies
- PIVATs assessment graphs
- Any information from parents

These files will be kept in a locked cupboard by each class teacher and it is the class teacher's responsibility to ensure their class SEND files are up-to-date.

Children's individual SEND files and class SEND files will be passed from one class to the next as children move through the school. It is expected that each class teacher familiarises themselves with their new classes SEND history prior to the children starting each September.

The SENDCo alongside the headteacher will decide when a child no longer needs an individual SEND file and that child's previous SEND information will be placed in their classes class SEND file.

SENDCo Files

The SENDCo will keep duplicate information to that in the individual SEND files and classes files in key stage files kept in the locked SEND cupboard. She will also keep SEND information for children who have left the school for 25 years plus the child's date of birth or ensured it is passed onto the receiving school.

Information collected about a pupil's SEND is confidential and will only be communicated to involved persons with the knowledge and agreement of the child's parents, the Head teacher or the SENDCo, unless the school has Safeguarding concerns.

Any SEND information will always be destroyed by shredding. Please see Burradon Community Primary School Confidentiality Policy for more information.

SECTION 12: Attendance

At Burradon Community Primary School, attending school is an important part of your child's school life. It helps children develop and build their social, organisational and learning skills. We support parents where possible with attendance. We follow North Tyneside policies and procedures linked to attendance. For further information, please contact the school.

SECTION 13: ACCESSIBILITY

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 gather further information on the range of disabilities represented within the current cohort of children.
- To 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 ensure that opportunities are provided in school and as part of the community wing program which ensure equal access to all groups within the community.
- To promote the school to different groups, encouraging underrepresented 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

Mrs Kane (SENDCo) can be contacted on 0191 643 4680 or via the school email. Appointments can be booked by contacting the school office.

SECTION 14: 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.

SECTION 15: DEALING WITH 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 of either the parent/carer or the child.
- 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 respond to this by investigating the complaint and informing the parent/carer 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 Ramsay (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/carer of their decision.

Please see Burradon Community Primary School/North Tyneside Complaints Policy for more information.

SECTION 16: BULLYING

At Burradon Community Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff, a buddy or their parents to ensure anti-bullying systems within school are triggered.

We believe that prevention is better than cure so at Burradon Community Primary we are vigilant for signs of bullying. We always take reports of bullying seriously. We use the curriculum wherever possible to reinforce the ethos of the school and to help pupils develop strategies to combat bullying type behaviour.

- We take part in anti – bullying week each November and do a lot of work in classes which includes role plays, stories, poems and discussion. We hold a parents assembly to celebrate the work we have done in relation to bullying. All parents are given an anti-bullying information guide.
- We have anti – bullying displays and information about where children can get help.
- Buddies help out each playtime. They are trained to spot signs of bullying and to seek help if they are concerned.
- A worry box is situated in the library which children can use to tell an adult if they are being bullied.
- Anti - bullying websites such as Childline and Kidscape are on the Learning Platform for the children to access at home or school under the bullying section.
- We have an up to date behaviour policy.
- Classroom rules are negotiated as a class and a home school agreement is signed by pupils, parents and staff outlining expected behaviour.
- All children can attend clubs, be part of school council, eco team or sports crew.

Procedures if bullying does occur

1. The class teacher will speak to all concerned about alleged bullying privately. Collect evidence (staff, other pupils etc). The bullying behaviour or threats of

bullying must be investigated and the bullying stopped quickly. Monitor problem and record on class incident sheet/CPOMS.

2. Report bullying incident to Key stage manager or deputy head. Record on management incident sheet / CPOMS.
3. If necessary the Head teacher and parents should be informed and will be asked to come in to a meeting to discuss the problem. Parents should be informed that bullying can lead to exclusion.
4. If necessary and appropriate, police will be consulted.
5. An attempt will be made to help the bully (bullies) change their behaviour and support the victim. Parents will also be given advice and support.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

At Burradon Community Primary School we understand that some children are at greater risk of bullying. We take measures to ensure and mitigate the risk of bullying of these vulnerable learners. We believe that educating the whole school in areas of special educational need is the way to do this. We carry out assemblies which inform all children about different special educational needs in a positive way by explaining the strength of people with the diagnosis as well as showing famous people who have been diagnosed. We also explain the difficulties which the individuals might encounter and how their peers can help them. We encourage children with special educational needs to contribute if they wish. The whole school are encouraged to be open and honest with their questioning to ensure a greater understanding and therefore reduce the risk of bullying.

Please see Burradon Community Primary School's Anti-Bullying Policy and the Children's Anti-Bullying Policy and Charter for more information.

SECTION 17: REVIEWING THE POLICY

It is the responsibility of our SENDCo, Strategic Leadership Team, Senior Management Team and the Governing Body to monitor the effectiveness of this policy.

This policy will be reviewed by the Governing Body annually, or earlier if it is considered necessary for example due to changes in legislation or Government guidance.

Dated: September 2025

To be reviewed and re-adopted by September 2026

SECTION 18: APPENDICES

SEND information can be found on our school website

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

Linked Policies are available from the Headteacher via the school office or on the school website.

- Burradon Community Primary School Accessibility Plan
- Burradon Community Primary School Anti-Bullying Policy
- Burradon Community Primary School Confidentiality Policy
- Burradon Community Primary School Inclusion Policy
- Burradon Community Primary School Local Offer
- Burradon Community Primary School Management of Medication and Supporting Pupils with Health Conditions.
- Burradon Community Primary School Monitoring and Evaluating Policy
- Burradon Community Primary School/North Tyneside Complaints Policy

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/>