

SEND Newsletter

Welcome to our newsletter which is dedicated to special educational needs and disabilities. We hope you find this useful. If you have any suggestions for future newsletters, please let Mrs Kane know. Many thanks.

At Burradon Community Primary School, we are proud of our 'open door' policy, so please do not hesitate to get in touch, if you have any concerns, queries or require further support from our team. You can make an appointment with the class teacher by phoning the school office or emailing the school. Our SEND Governor is Mrs Watts. For further information, please visit our dedicated SEND page on our school website where you will find the Local Offer, as well as external links for charities or support websites.

Spotlight on SEND Support Plans

In our school, for children who may be receiving a long term intervention such as Dyslexia or have an Education Health Care Plan, they will have a SEND Support Plan.

Over the next few pages, you will find each section of a SEND Support Plan with a short explanation of each.

On the very first page, it shows a picture of your child. It includes their personal details such as name, address and date of birth.

We also ask for your contact details.

Further down, we record any current involvement with outside agencies such as Speech and Language Team, Language and Communication Team, Dyslexia Team, Occupational Therapy Team, Children and Adolescents Mental Health Team or Educational Psychologist.

This may also include any diagnoses or health involvement.

Child/young person			
Surname			
Other names			
Address			
Date of birth			
Language at home			
Child/ <u>young person's</u> parent/s or person responsible:			
Address if different		Relationship to pupil	
Telephone		Mobile	
Email			
Best time for contact			
Any other important information e.g. medical, social, communication, past referral history.			
<u>Current Involvement</u>			
Dyslexia – initial assessment autumn 2019, programme implemented Autumn 2 2019. 1 st 6 month review May 2020 – not happened due to COVID-19.			
<u>Previous Involvement</u>			
SALT – discharged spring in FS2.			

This is me			
What I want to do/be in the future			
Things I am good at		Things I find difficult	
How I liked to be helped			
What is important to me now and in the future			
If this section has been completed by or with someone <u>else</u> please fill in the details below			
Signed (pupil)		Date	
Teacher		Relationship	

We believe it is important to obtain the children's views about their learning and what is important to them, in and outside of school. Some children might find this part tricky, therefore, we might ask them to draw a picture and talk to use about the picture. Sometimes children might find drawing tricky, so we might play together to obtain their views.

What the family think is important now <u>and in the future</u>
<ul style="list-style-type: none"> <i>*Learning / support needed</i> <i>*Mental health</i> <i>*Being independent, etc</i>
Strengths and difficulties
<p><i>This could be in:</i></p> <ul style="list-style-type: none"> <i>*cognition/learning</i> <i>*sensory/physical</i> <i>*communication/interactions</i> <i>*behaviour/social/wellbeing</i>
The outcomes we want to achieve
<p><i>This could be in:</i></p> <ul style="list-style-type: none"> <i>*work within age related / class group</i> <i>*have confidence</i> <i>*count to 100 without using equipment</i> <i>*able to use a strategy when feeling frustrated</i>

We believe it is important to obtain your views (parent/carers)! We firmly believe working together supports your child. You might share strengths and difficulties in the areas listed above. For cognition and learning, this could be how they find Maths, English or History. Within sensory, this could be linked to textures, their diet or needing breaks due to being overwhelmed from too much noise, light or the environment. For communication and interaction, this could be their spoken interactions, gestures or how they explain themselves. Whilst, behaviour, social and wellbeing, will involve what do they enjoy doing or not enjoy doing. What worries them? Do they play with others or alongside? Your outcomes might be about the year your child is in, that you want them to be happy and confident, you want them to grow up and have a job, their own home or drive a car. Whatever your views, please share!

Below informs you of the overall targets of progress we would like your child to make over the forthcoming year. Your child might make lots of progress in many different ways, but it may not show within the end of Year results. In the review section at the end of the year (July), we will review their overall targets of progress. It may not only be in reading, writing and maths especially for children in our Early Years or Key Stage 1.

Outcomes for this year:	
What we want to achieve:	Review:
By the end of Year 1 to be working towards the Year 1 curriculum in reading, maths and writing.	
By the end of Year 1 to be expected PSED in the Early Years Curriculum.	

SEND support – Individual Education Plan
Autumn 2023

Name:		Support:	Staff involved:	Outside agency involvement:
Year group:				Current:
SEND status				Previous:
Main category of need:				
Start date on SEND register				
This IEP start date:				
This IEP review date:				

Above is a blank part of a SEND Support Plan which identifies the main need of the child, the year group, when they were placed on the SEND Register with parent / carers permission and the start and end date of the plan. This is the start and the end of a term.

The support section lists all of the intervention or support your child will be receiving if we feel they would benefit from this. This may include but is not limited to:

Speech and Language Intervention

Lego Therapy

Social Group

THRIVE

Small group learning for Mental Maths or GPS (Grammar, Punctuation and Spelling)

Additional Reading

Phonic Booster

Maths Booster

Emotion Sessions

In this section we will include the staff names of those working with your child where possible. Finally, we include a list of current and previous outside agency involvement. This may include Educational Psychologist, CAMHS, Speech and Language Team. Occupational Therapy, Language and Communication Team, Health Visitor or Portage to name. For some children, they may appear in both current and previous.

The outcomes we want to see this term –				
No.	What we want to achieve and what success will look like	What approaches will be used	What will be my targets to achieve by the end of the term?	Review
1.				
2.				
3.				
Parents Targets				

Review	
When will this plan be reviewed	

Above is a blank part of a SEND Support Plan which shares the targets we want your child to achieve by the end of the term.

Within this section, we include the provision and approaches which will be used to support your child to achieve their target as best as they can. This might include the interventions they will receive which will support them to develop the skill or achieve the target being focused upon. Also, it may include the approaches such as practical equipment, visual aids, check lists, use of symbols or broken down instructions.

Parents targets are there for any targets the parents wish to be focused upon. For example, knowing the days of the week in order or tying their own shoelaces. These are targets which both school and home can support with.

Each term the targets are reviewed by staff and recorded in the review section. These are shared with parents/carers on a termly basis, whether this has been over the phone or within a face to face meeting.

I hope this newsletter all about SEND Support Plans has been informative! Any questions, please contact the school office via email or through the School Comms App.