



Special Educational Needs and Disability statement for Burghclere Primary School

School information

Type of school	Mainstream Rural Primary
Age range	Reception to Year 6
Number of pupils	120 approx.
Specialised staff	Special Educational Needs Co-ordinator

Educational inclusion

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through systems for early identification and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Children with Special Education Needs and/or Disability (SEND) participate in all school and classroom activities as is reasonably practical and compatible with efficient education of all pupils to have full access to the National Curriculum.

How do I contact the SENCo?

The SENCo is Miss Burton. Please contact the school by telephone: 01635 278523 or email: adminoffice@burghclere.hants.sch.uk

How does the school know children need extra help and what should I do if they think my child may have special educational needs?

Throughout the school, your child is assessed and progress is continually monitored through teacher assessment and formal testing.

This may include :

- Observations
- Early Years Foundation Stage Assessments
- Attainment against National Curriculum
- Standardised tests including ones for spelling and reading
- Dyslexia screening tests for Year R pupils

We hold regular pupil progress meetings where staff discuss pupil progress and identify any children where progress and attainment are below expectations. If this is the case, the Special Education Needs Co-ordinator (SENCo) will be informed and further assessments will take place.

If formal or informal assessments indicate your child may have a learning, social, emotional or physical difficulty, we use a range of strategies that make full use of all available classroom and school resources.

Early identification of special needs is important, and the Early Years and Dyslexia Screening tests provide information in Year R/1 together with the class teacher's assessment. If at any point teacher and the SENCo feel your child may have educational difficulties, *The Hampshire Guidance for mainstream schools and colleges SEN support* and *The Solent Therapy Pack* is used to help identify areas of difficulties and strengths, and interventions to try.

A meeting may be held with your family to discuss these concerns and to plan appropriate action. Concerns may be discussed at the parent conference, but you can request a parent conference at any time during the term with your child's class teacher. If after discussion with the class teacher there is an identified need the SENCo will be included in discussions.

If your child is starting school and you are already aware that they might need additional support please let the school know and share all relevant information. The school will then hold discussions with you on how best to support your child before they start school.

The school works with a number of outside agencies to support you child's needs such as the School Nurse Service, Educational Psychologist Service, Occupational Therapy, Speech and Language Support, Primary Behaviour Support, Physiotherapy and Child and Adolescent Mental Health Services (CAMHS).

How will the school evaluate the effectiveness of its provision for SEN children?

If your child has a SEND they will be continually monitored against their targets on their Individual Education Plan (IEP), to ensure the correct provision is in place. All children have summative assessments three times during the year. These assessments inform pupil progress meetings which are held regularly. Also specific interventions and progress are monitored to see whether they have been successful. The outcomes of pupil progress are shared with the Governing Body (all children remain anonymous) who are responsible for monitoring school improvement.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Children are assessed regularly and if your child has an IEP (individual education plan) they are monitored throughout the year and reviewed termly. Diagnostic assessments can also be performed for maths and other subjects, to identify gaps in knowledge.

There is an annual report about your child in the summer term. Throughout the school year there are two parents evening meetings in October and February, which give you the opportunity to discuss your child's progress. We also hold termly *Share and Celebrate* time. This gives parents the opportunity to look in their child's books without the teacher and write comments on a sheet in your child's book about the work they have done.

After each review of the IEP and the generation of a new IEP parents are invited into school to discuss progress with the class teacher and SENCO, talk about the next targets, how to support your child at home and sign IEPs.

Home communication books can be set up to communicate learning or behaviour needs, where it is felt this would benefit the learning or behaviour of the child.

If your child has an EHCP (Education Health Care Plan) this will be reviewed annually.

How will the school staff support my child? How will the curriculum be matched to my child's needs?

Your child will be supported through high quality inclusive teaching delivered by qualified teachers, and learning support assistants. Your child may be supported through; intervention groups; adult support within the class; and 1 to 1 support. A range of resources will be used to support your child with their learning. A hearing loop is established in all classrooms to aid children with hearing difficulties.

Your child's IEPs will help inform the planning so that the curriculum will be adapted as far as possible to meet your child's needs. Lessons are also differentiated and resources will be adapted. Other resources such as visual aids can be used to ensure your child's access to the curriculum.

How will the school adapt the curriculum and learning environment for my child with SEND?

The curriculum will be adapted and reasonable adjustments will be made to meet your child's needs. Adaption could be made through differentiation in the level of learning and/or differentiated and adapted tasks and activities.

How is the decision made about the type of, and how much, support my child will receive?

Your child's needs will be assessed and support will be tailored to their individual needs. You are given a chance to discuss the support at parents meetings and at IEP reviews. The support available is through resources, LSAs, ELSA, and additional time in SATs.

The resources may change throughout the school year depending on the need of your child and the availability of resources.

If we believe your child may need extra time or other support in tests, assessments will be completed with them to see if they meet requirements and criteria.

The leadership team will direct support in consultation with the SENCo and class teachers.

How will my child be included in activities outside the school classroom including school trips?

A range of extra curricular activities and trips are available throughout the year. We will endeavour to make reasonable adjustments to attempt to facilitate all children to participation. Trips outside of school are investigated for their suitability.

What support will there be for my child's overall well being?

The school has two designated Emotional Literacy Support Assistants (ELSA), who supports children who are identified as needing extra emotional support. If your child is finding school challenging, an adult key worker or peer mentor may be used to help support them.

The school has a School Council and a Green Group. These allow your child to have their ideas represented about the school, to the Head Teacher/ Deputy Head Teacher. Your child will also have school jobs and an area of responsibility to help build their independence and feel part of the school community.

Your child will be asked their opinion on their IEP targets and report.

The administration of medicines is the overall responsibility of the parent or guardian. The Headteacher is responsible for ensuring children are supported with their medical needs whilst on site, and this may include managing medicines where appropriate and agreed with parents. Please see our Administration of Medicines Policy for further information.

What specialist services and expertise are available at/ or accessed by the school?

If your child has a learning or behaviour need and we feel that they will benefit from specialist support/advice they can be referred to: the School Nurse Service, Educational Psychologist Service, Behaviour Support Team, Occupational Therapist, CAMHs (Child and Mental Health Service), ASD advisory service, outreach support from specialist schools, and Speech and Language Support. Other specialist services may be accessed as required.

What training have the staff supporting SEND had or what training are they having?

Staff have been trained in a number of SEND areas these include; attachment; autism; speech, language and communication; deaf awareness; safeguarding; Epi pen, training and first aid. Further training will take place as needed in the school.

The school improvement plan includes targets to improve and enhance SEND.

The SENCo attends Hampshire SENCo circle meetings to help develop and share skills.

The school also takes the opportunity to work with HIAS (Hampshire Inspectors and Advisory Service) and Hampshire Educational Psychology Service, Mapleridge, Primary Behaviour Service. They help with the training of staff and school improvement.

How accessible is the school both indoors and outdoors?

Outside the school, there is a disabled parking bay, the playground is one level and there is wheelchair access to the school.

Inside the school, the school is on one level (apart from staff only areas). There is one disabled toilet. There is a hearing loop in all classrooms and each class uses a visual timetable. We work with specialist services to get extra equipment/ resources as required.

How are parents involved in the school and how can I get involved in the school?

You are invited to two parents meetings a year, IEP meetings three times a year, Share and Celebrate sessions each term. In these meetings and in whole school information meetings you will be given ideas on how to support your child at home.

If you are a new reception parent to the school, you will be invited to attend a New Parents Meeting. You can also make an appointment to look around the school. Throughout the year, you can make appointments (at a mutually

convenient time) to talk to your child's class teacher, SENCo or the Head Teacher.

The school holds open days for you to attend. Throughout the year, you will be invited to outcome events to see what your child has been working on and the learning they have been undertaking.

If you wish to get involved in the school community, the school has an active parent group, Friends of Burghclere Primary School (FOBs) which helps support the school and fundraise.

Parents are also represented on the Governing Body.

Who can I contact for further information?

Please talk with the class teacher, Head teacher or contact the school for further information. Telephone: 01635 278523 or email: adminoffice@burghclere.hants.sch.uk

How will my child be consulted about and involved in their education?

With your child, we will write child friendly targets that link to their IEP. These targets are regularly referred to and discussed with your child. We will also discuss with your child their barriers to learning and how we can support them to learn.

Your child will take part in pupil conferencing, which enables your child to identify barriers to their progress.

Your child can also have the opportunity to meet with the Educational Psychologist service to talk about their learning and special learning or behaviour needs they have.

How can I make a complaint about the provision made by the school for my child?

If you are unhappy with the provision that your child is receiving, the first person to discuss this with is the class teacher. If you feel that this has not resolved the issue, please report and discuss this with the SENCo or Headteacher. Please see our Complaints Policy for further information.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

If your child is transferring to a secondary school, a meeting will take place with a member of staff from the secondary staff to explain your child's need and the

support they receive. Your child's files, including their IEP, will be transferred to the new school. If your child's special needs requires a more in-depth meeting a Transitional Partnership agreements (TPA) meeting will be held inviting professionals involved with your children, parents/ guardians and the school they will be starting. This meeting is aimed to support your child to have a smooth transition and to make sure the new school has all the information to ensure a positive transition.

If a child will be joining us from a preschool who has additional needs a TPA meeting will be held, so that we are prepared for the child starting school with us.

When your child moves to the next class, meetings will take place between the current teacher and new class teacher. The SENCo will be involved in those meeting when appropriate. Your child will have the opportunity to visit their new classroom and meet the class teacher and TA. Social stories can also be used to help support your child moving into their new class.

Information on where the local authority's local offer is published

Please click on the below link to find Hampshire's Local Offer.

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

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