



# SEN Information Report (Primary)

## PURPOSE

All schools **must** have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 – 25 (2014). This Report sets out the details of provision at Burlington Danes Primary Academy.

Date of last review:	September 2020	Author:	Karis Stanislaus
Date of next review:	September 2021	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Burlington Danes Primary	Key Contact Name:	Governance Team
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## POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input checked="" type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Inclusion

**1. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's class teacher will communicate any concerns that they may have on your child's learning, special educational needs or disability.
- If concerns are on-going, they will arrange a time to speak to you to discuss these concerns. They will also talk to you about any concerns at parent/carer teacher meetings (these are held twice a year).
- The SENCo or another member of the leadership team may also contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school may be considering to take.

**2. Who are the best people to talk to at *Burlington Danes Primary* about my child's difficulties with learning, special educational needs or their disability?**

- In the first instance, it is always best to talk to your child's class teacher about your concerns. It is likely that your child's class teacher has similar concerns and will have discussed these with the school SENCo (SEN Coordinator – Miss Stanislaus).
- Your child's class teacher will inform you of what strategies they have or will plan to put in place.
- If you continue to have concerns, you may wish to arrange a meeting and discuss these with the SENCo.

**3. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?**

- At Burlington Danes Primary, we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage regular discussions.
- We believe, where appropriate, that your child's views on any difficulties they may experience with their learning form an essential part of the process.
- If your child has a special educational need, you will be invited to termly meetings with your child's class teacher to discuss their areas for development, support strategies at school, support strategies for home and the expected outcomes. This will be documented on an Individual Learning Plan and an initial meeting will be arranged between parent/carer and class teacher. The SENCo may be involved in some of these meetings.
- If your child has an Education, Health and Care Plan (EHCP), you and your child will be encouraged to share your views of their progress at the Annual Review. You will be invited to the Annual Review by the SENCo.

**4. How does Burlington Danes Primary ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At Burlington Danes Primary, we believe that your child's learning needs will first be met through quality first teaching (high quality teaching) wave 1 support delivered by his/her class teacher. This will include quality assessment of your child's needs,

planning to meet these needs, adapting the learning environment and evaluation of these strategies and success in supporting your child to do their best.

- The school staff (teaching and support staff) participate in a wide range of professional development across the year to ensure there is the appropriate expertise to support children with SEND.
- The school uses expertise from professionals within the school, advice and support from professionals from outside organisations and providers and accesses a wide range of external training opportunities. These include:
  - Speech and Language Therapy training
  - Outreach team-based training
  - Local Authority training
- In response to particular needs, individual training is arranged when necessary.

#### 5. How will the curriculum and the school environment be matched to my child's needs?

- At Burlington Danes Primary, we believe that your child's learning needs will first be met through quality first teaching (Wave 1 support) delivered by his/her class teacher.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- The class teacher will, whenever necessary, adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs and ensure that they are successful.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Burlington Danes Primary regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- Classrooms are situated on the ground and top floor. There is a lift available making the school accessible for children with physical needs and disabilities. A pupil will not use the lift unless accompanied by a member of staff.
- Large classrooms enable disabled access to be offered for wheelchair users.
- The school can make adaptations to the environment to cater for the needs of children with visual or hearing impairment.
- The school provides an extensive range of specialist resources which can be used to adapt and enrich the curriculum for children with SEND. These include:
  - Resources for the development of fine and gross motor control
  - Resources to support speech and language
  - A range of games to support emotional and social needs
  - Practical materials to support learning needs.

#### 6. What types of support may be suitable and available for my child?

- Burlington Danes Primary has a wealth of resources and support to offer. These are used to respond to the specific nature of the needs and difficulties that your child

experiences with learning. We want to work with you to ensure that our education provision matches the needs of the four broad areas of need, as defined in the SEN Code of Practice 2014;

- Communication and interaction
  - Cognition and Learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
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- At Burlington Danes Primary, we have a 3-tiered approach to supporting a child's learning.

### **Wave 1: Universal**

This is quality first teaching. It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with special educational needs and disabilities. At this universal level, we train our teachers to deliver high quality teaching, differentiated for individual pupils.

### **Wave 2: Targeted**

We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, limited to several weeks to minimise disruption to the regular curriculum. This takes the form of a graduated four-part approach of a) **accessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

### **Wave 3: Specialist**

It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside of the school to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teaching and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through a Statement of SEN or an EHCP.

## **7. How will you support my child to reach his/her learning outcomes?**

- The class teacher and other staff working with your child will ensure that your child receives appropriate teaching and support to reach these goals. The impact of this will always be reviewed.
- External agencies and specialists may also be involved in the review of your child's progress and adapt their planning accordingly

- At Burlington Danes, we believe that parents and children are at the centre of any provision that is made to support a child with their learning outcomes. We want to work with you to ensure that your child makes the best progress.

## **8. What is an EHC Plan and who can request one for my child?**

- The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare them for adulthood.
- An EHC Plan will contain:
  - The views and aspirations of you and your child
  - A full description of his/her special educational needs and any health and social care needs
  - Establish outcomes for your child's progress
  - Specific the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes
- Parents/Carers or the school, usually the SENCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

## **9. How will you help me to support my child's learning?**

- We will provide you with home learning to help your child make the best possible progress.
- In addition, we will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs.
- Throughout the year, we will run parent/carer workshops in school to help you understand the strategies used in school.
- If your child has an identified special need, you will be invited to a termly meeting with your child's class teacher to discuss their Individual Learning Plan (ILP).
- The SENCo may also support you with strategies, resources and ideas for supporting your child at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.
- We actively encourage parents/carers to approach us if they feel more support is needed. Supporting your child is a working partnership.

## **10. How is support allocated to children and how do they move between the different levels of support in school?**

- Burlington Danes Primary receives funding from the Local Authority. These funds include money to support the learning of children with SEND.

- The Principal, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Principal, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training, and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

**11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?**

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of support.

**12. What support will there be for my child's happiness and wellbeing at Burlington Danes Primary?**

- At Burlington Danes Primary, we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You should feel free to contact your child's class teacher if you have any concerns.

**13. How is my child included in all of the same activities as his/her peers at school?**

- Burlington Danes Primary is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, before and after school provision, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

**14. How will Burlington Danes Primary support my child at transition stages?**

- If your child has SEND, we liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child when they join.
- While your child is at Burlington Danes Primary, we will take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.

- Handover meetings are conducted at transition points for smooth and thorough liaison to take place between staff members. Your child will have opportunities to spend time with new staff to ensure continuity and to build a rapport.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the review.

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- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the review.

#### **16. If I have any other questions about my child at Burlington Danes Primary, who can I ask?**

- At Burlington Danes Primary we are very happy to speak to you about aspects of your child's education.
- It is best to speak to one of the following in this order;
  - 1) Your child's class teacher
  - 2) The SENCo – [Karis Stanislaus]
  - 3) A member of the Senior Leadership Team
  - 4) The Principal [Tanya Crowder]

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