



# *Burlington Danes Primary*

## **SEN Information Report**

*Questions and answers for parents and carers*

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

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

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

- If there are any concerns around your child's learning, happiness or wellbeing we will communicate this with you and work together to action support and next steps for improvement.

We do this through:

- Discussions with the teacher before/after school
- During parent/teacher meetings
- The SENCo or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.
- If the school are concerned about your child's learning, special educational needs or disability and are putting in some form of support to help your child access their learning, then the school will inform you about this support.

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

- At Burlington Danes Primary, we want parents/carers to talk to us and feel involved in all areas of their child's learning – you know your children best!
- Here are some of the ways we may collect your views:
  - Through meetings with the class teacher to discuss progress and attainment
  - Through the reviewing of Individual Learning Plans
  - Parent workshops
  - Parent questionnaires to collect your views
  - If your child has an identified special educational need, you will be invited to a termly meeting with the class teacher and SENCO to discuss current progress, support strategies and expected outcomes.
  - If your child has an Education Health and Care Plan (EHCP), you and your child will be able to share your views more formally at the Annual Review Meeting.
- If a child is a Looked After Child (LAC), they can speak to the designated officer for LAC (Ms Stanislaus) and/or give their views in meetings with education, health and social care

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

- Staff at Burlington Danes Primary are well trained to support all pupils. Training opportunities within and outside school enable all staff to have a thorough understanding of how children learn, including how to best support their needs.
- For staff working directly with pupils with more complex needs, training is provided by specialist providers to ensure intervention is well-matched to individual children.
- **Recent training opportunities include:** ELSA (Emotional Literacy), Epi-pen training, emotional regulation, identifying speech and language needs, epilepsy awareness training, differentiation.

## **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 the quality first teaching (wave 1 support) delivered by her/his class teacher, who takes responsibility for planning an appropriate curriculum offer for your child.
- Staff use a range of strategies to support pupils and will make reasonable adjustments to the curriculum and environment to cater for the needs of all learners in the classroom.
- We carefully plan our curriculum to match the age, ability and needs and interests of all children.
- 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.
- All classrooms at Burlington Danes Primary are either situated on the ground and first floor, making the school accessible for children with physical needs and disabilities. There is a lift to ensure access for all to the school hall. 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 is able to 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 and practical materials to support learning needs.

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

The school 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**

At Burlington Danes Primary, we have a 3-tiered approach to supporting a child's learning.

- **Wave 1: Universal** – this is the quality first teaching your child will receive from her/his class teacher and may include very minor adaptations to match learning needs.
- **Wave 2: Targeted** – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** 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. Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
- **Wave 3: Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupil's access to these specialists may be through a Statement of SEN or an EHC Plan.
- The current interventions provided at Burlington Danes Primary include:
  - Lego Therapy
  - Colourful Semantics
  - Zones of Regulation
  - Astrid
  - Bookmark
  - Phonics
  - Speech and Language

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

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals.
- Pupils with SEN may have an Individual Learning Plan drawn up with the class teacher and/or SENCO, in consultation with you and your child (where appropriate). This plan sets termly targets for pupils to achieve and outlines strategies to be used to support pupils both in school and at home. Progress is discussed and reviewed termly during parent/teacher evenings.
- External agencies and specialists may also be involved in the review of your child's progress and adapt their advice accordingly.
- At Burlington Danes Primary 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 one for my child?**

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to 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/her gets older, prepare 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,
- specify 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

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCO or Headteacher, 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?**

- Working with parents is important in securing the best possible outcomes for pupils. We can help you to support your child's learning in a variety of ways:
  - Teacher advice, resources and strategies
  - SENCo advice, resources and strategies
  - Parent/carer workshops in school
  - Individual training in specific strategies
  - Recommended parent courses
  - Resources/strategies from outside professionals
- You may have an opportunity to meet with other professionals involved in supporting your child, i.e. Educational Psychologist, Speech and Language Therapist, Occupational Therapist, etc.

## **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 which is used to support the learning of children with SEN and disability. Funding is fairly allocated to support pupils accessing supporting at the universal and targeted tier of support and can contribute to funding for resources such as:
  - iPads for pupils with SEN
  - Intervention resources to support SEN
  - Resources to support fine/gross motor skills
  - Training for staff
  - Resources to support learning and well-being
  - Specialist equipment (if required)
- The Head Teacher, 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 Head Teacher, the Senior Leadership Team including 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 academic progress will be assessed within the classroom by the class teacher and shared with you during parent/teacher meetings.
- Individual Learning Plans are written for pupils on the SEN register to outline the outcomes expected and support provided. Parents and pupils will be included in the reviewing of plans to ensure their wishes are taken into account.
- Where pupils have completed interventions, which are proven to be effective and have not made adequate progress, the SENCO may decide to ask for more specialised help. Specialists will discuss with you how they assess pupils and will include you and your child in the planning and review process.

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

- At Burlington Danes Primary School, we take children's emotional wellbeing and mental health very seriously and offer a range of programmes and resources to support children and families.

Some of the strategies we use include:

- Brain Breaks throughout the school day
  - Support from the school's Education Mental Health Practitioner, Liliya Dankova
  - West London Zone intervention programme
  - Emotional Literacy
- For more information on any of these strategies, please see our 'Wellbeing' section on the school's website.

### **13. How is my child included in all 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 speak to your child's class teacher if you have any concerns.

### **14. How will Burlington Danes support my child in transition stages?**

- Between Schools:
  - Transition visits – pupils see their new classrooms and meet new staff
  - The old school and new school will discuss how best to support your child.
  - Useful resources and information will be passed to the new school.
  - A transition book may be used to prepare pupils for the change in school.
  
- Between Teachers:
  - Useful resources, strategies and information will be passed to the new teacher
  - Children may make planned visits to their new classroom and meet their new teachers.
  - A transition book may be used to prepare pupils for the change in teacher and room.
  - A transition/pupil passport will be written to identify pupil's strength, interests, needs and supportive strategies.



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

At Burlington Danes Primary we are very happy to speak to you about any aspects of your child's education.

It is best to speak to one of the following in this order;

- Your child's class teacher
- The SENCo – *Miss Stanislaus*
- Another member of the Senior Leadership Team – *Miss Martin*
- The Headteacher – *Miss Vellacott*