

Burstow Primary School



SEND Information Report 2023-2024

Name of school:	Burstow Primary School
Address:	Burstow Primary School Wheelers Lane Smallfield RH69PT
Telephone	01342842010
Email	senco@burstow.surrey.sch.uk
Headteacher	Philip Tree
Inclusion Lead/SENCO	Katrina Turvey
Age Range	3-11
Ofsted Inspection	Good (July 2019)

Number of pupils with
Special Educational Needs

83 (19%)

What kinds of special educational needs and disabilities are provided for at Burstow?

We are a mainstream, inclusive school that is **committed to inclusion** and ensuring that all our pupils can achieve the best possible outcomes. We fully comply with the requirements outlined in the *Special Educational Needs Code of Practice (2014)*.

Staff are trained to be able to cater for children who may have difficulties with:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or physical**

We make reasonable adjustments to our practices so as to comply with the *Equality Act (2010)*.

For more information about various aspects of this report you may like to look on the school website under Inclusion

What are Burstow's policies for the identification and assessment of pupils with special educational needs?

The school has a **SEND Policy** which can be found on the school website. Additional information relevant to the support of children with SEND may be found in these additional policies;

Equality Information and Objectives
Safeguarding and Child Protection Policy
Behaviour Policy
PSHE Policy
Anti-Bullying Policy
Accessibility Plan

Larger font paper copies can be requested at the school office.

At Burstow we identify pupils who have a special educational need by regularly monitoring children using methods that include:

- Continual teacher assessment

- SATS results
- Graded reading and spelling tests
- Screeners and questionnaires
- Termly pupil progress meetings
- Progress from their starting points

The school makes full use of information passed to them when the pupil transfers between phases and is open and responsive to expressions of concern and information provided by parents.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The graduated response to children with 'Additional Needs'

Level of Need	Criteria	Plan Written	SEND Register	Timescale for Review
Achievement Team	Concerns	Notes	Monitoring List	No review
Expression of Concern	Concerns	Monitoring	Monitoring List	As required
School Support 1	Support in school only	Individual Support Plan	Recorded on SEND Register	Termly
School Support 2	One agency involved	Individual Support Plan	Recorded on SEND Register	Termly
School Support 3	More than one agency involved	Individual Support Plan	Recorded on SEND Register	Termly

Education, Health and Care Plan	Multiple needs and agencies – gained through an application to the LA for a needs assessment	Individual Support Plan	Recorded on SEND Register	Termly or as required

Achievement Team

Every half term teachers hold achievement team meetings (ATM) – year group teachers meet together to discuss children who they have concerns about. As a team of professionals, they will formulate strategies which enable the child to be supported within school. This is then reviewed at the next team meeting when more strategies may be planned. If a child has been discussed twice at an ATM the team may decide to commission the Inclusion Leader/SENCO for extra support. At this point parents would be consulted.

Referral to the Inclusion Leader/SENCO

When the Class Teacher first identifies that a pupil has SEND – the class teacher is responsible for devising strategies additional to or different from those provided as part of the school's usual adapted curriculum. If initial adaptations in class provision do not address the needs fully or the teacher would like additional support or advice then a referral to the Inclusion Leader/SENCO needs to be made. The learner will then be discussed with the Inclusion Leader/SENCO and more specific strategies will need to be decided on and trailed in class to support the child. If this additional support needs to continue they will be added to the SEND register to ensure their progress is monitored. The Inclusion Leader/SENCO hold weekly bookable appointments for a SEND clinic for teachers to further discuss pupils with SEND or those they are concerned about.

School Support 1

If a child is placed on the SEND register School Support 1 is the first level of support. The Class Teacher and the Inclusion Leader/SENCO work together to plan future strategies for the child. This planning may include other staff who work in school such as Learning Support Assistants (LSAs). The class teacher monitors the provision in place and reviews future action to be taken. At this stage an Individual Support Plan (ISP) is written. This includes a range of information including; a summary of a child's strengths, interests and suggestions of what supports them in school. This document is reviewed at least yearly or when there are significant changes.

School Support 2 and 3

The SENDCO and Class Teacher, in consultation with the parents, can request help from external services. This may include the Educational Psychology Service, Speech and Language Therapists, Occupational Therapists, Learning Support Specialists or the Medical Profession. The Class Teacher and the Inclusion Leader/SENCO are provided with advice or support from outside specialists. This advice is used to plan and implement provision that supports the child. This provision is documented in an Individual Support Plan. The Inclusion Leader/SENCO and class teacher, together with parents, then monitor and review the provision and action taken and decide on what further services may be needed. This Assess-Plan-Do-Review process allows us to assess and review children and young people's progress towards outcomes and includes opportunities available to work with parents and young people as part of this assessment and review.

Education, Health and Care Plans (EHC plan)

For a very few pupils the help given through School Support may not be sufficient for the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any other external agencies already involved, to consider whether the Local Authority (L.A) should initiate an Education Health and Care Needs Assessment (EHCNA). At this stage the pupil will have demonstrated considerable cause for concern. The school provides the LA with written evidence or information about the child and the LA considers implementing a needs assessment for an EHC plan. If the application is successful, an assessment will be carried out and an Education, Health and Care Plan (EHCP) may or may not be issued depending on the results of the assessment. For any child with an EHC plan termly reviews are conducted and the child's Individual Action Plan is revised accordingly. In addition there is an Annual Review meeting to ensure that the targets on the EHC plan continue to be appropriate for the child and that their needs are being met within the current school setting. The responsibility of meeting the aims and objectives does not fall to one person alone. Provision for pupils with special educational needs is a matter for the school as a whole in addition to the governing body, the Headteacher, the Inclusion Leader/SENCO and the Class Teachers all have a role and responsibility in delivering provision. All other members of staff have important responsibilities too. The day to day management of this process is overseen by the Headteacher, the SEND Governor and the Inclusion Leader/SENCO.

What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

We have an **open door policy** where parents are welcome to come in and speak to the class teacher or Inclusion Lead/SENCO should they have any concerns regarding the academic or emotional progress of their child. Parents are encouraged to make an appointment to speak to the class teacher so that adequate time can be given to discuss a concern. These appointments can be made via the school office.



We also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school. We **regularly share feedback about progress with our pupils and their parents/carers**. Teachers meet with parents and carers at least termly and more frequently when there is an expression of concern or closer monitoring is taking place. At these meetings we clearly share what can be done by families to support their children with their learning and welcome input from parents about difficulties they may be experiencing at home too.

Regular updates are made to the curriculum and these are shared via our school website. We believe in supporting the development of parenting skills, and as such, we **work in collaboration with other agencies** and signpost parents where possible, via our newsletter. Information about progress, through data, is also shared with parents/carers. Explanations of what the data means are made available at

the same time. Where specialist services are being employed to support a child this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.

What are the arrangements for consulting children with SEN and involving them in their education?



The Inclusion Leader/SENCO liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. Children are spoken to regarding their progress and their views are sought about their difficulties and what they would find helpful in order to overcome these difficulties.

It is often through conversation with a child that specific interventions are found to be beneficial.

What arrangements are made for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents and children as part of this assessment and review?

We will follow the **graduated approach** and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.


This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed at:

- Termly Pupil Progress Meetings
- Termly Individual Support Plan reviews
- Annual Provision Document reviews

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

<p>What are the arrangements for supporting children in moving between phases of education?</p>	<p>Full and thorough transition meetings are held between our Reception staff and feeder nurseries. During these meetings we share an overview of our learners who have SEND. ‘What works well’ is shared so that transition to the next phase is made as smoothly as possible. Children starting school attend stay and play sessions prior to September.</p> <p>Transition work as part of ‘universal provision’ takes place as part of the PSHE curriculum. Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we arrange additional visits to their new year group, prior to the main transition day.</p> <p>When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or Inclusion Leader/SENCO early on. When children join us after the usual Reception intake, we arrange preparatory visits if necessary, ensure that buddies are identified and promptly assess if support is needed. Where possible, we liaise with previous schools.</p> 
<p>What is our approach to teaching children with SEND at Burstow?</p>	<p>We adopt a graduated approach to meeting needs through quality first teaching which is available to all children, regardless of any personal difficulty. Our teaching staff make reasonable adjustments to help include all children. We are concerned with the whole child, we see that achievement and mental well-being go hand in hand. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident pupils. We have increased the time and resources spent on supporting children with emotional needs. This has had a positive impact, not only for the child but for the family too.</p> <p>We have a trained ELSA, Learning Mentor and Safeguarding & Inclusion Practitioner who support a range of children across each school day and run a range of friendship groups.</p>
<p>How are adaptations made to the curriculum and the learning environment of children with SEND?</p>	<p>The staff make a conscious decision to make reasonable adjustments to include and support all learners. Adapted learning is embedded in our curriculum and daily teaching practice. This may take the form of different work being set, additional resources being provided or specific training being given to staff.</p> <p>Our Accessibility Plan is robust and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all of our learners, always focusing on strengths and developing confidence. We are committed to making reasonable adjustments where possible. We have disabled toilets and the school building is accessible to all. We also have a dedicated disabled parking space in our school car park.</p>

What additional support for learning is available for pupils with SEND?

At Burstow, we have a Learning Mentor, ELSA and YMCA Counsellor who may be commissioned to work with children on a 1:1 or small group basis according to their needs. The Learning Mentor, ELSA and counsellor are accessed via a referral system. A pupil may be referred to these specialists for a variety of reasons including:

- Speech & Language
- Friendship issues
- Family difficulties
- Bereavement and loss
- Anxiety
- School avoidance

We may also seek further advice and work closely with the following agencies to provide support for pupils with SEND:

- Surrey Specialist Teacher for Inclusive Practice (STIPS)
- Surrey Autism Outreach Teams
- Surrey Physical and Sensory Support Team
- Surrey Educational Psychologist Service
- Surrey Speech and Language Therapist Team
- Surrey Occupational Therapy Team
- School Nurse
- Mindworks Neurodevelopmental Team
- Mindworks Access and Advice Team
- Surrey Learners Single Point of Access (LSPA)
- Surrey Race Equality and Minority Achievement Service (REMA)

What expertise and training do staff possess and how is specialist expertise secured?

Our staff receive regular training and all our teachers hold qualified teacher status. We have a number of **established relationships with professionals in health, education and social care** and these are recorded on our provision map. The specialists we work with also provide training for our staff on key areas for example autism and trauma. All external partners we work with are vetted in terms of safeguarding and we monitor their impact with interventions that may take place. Our Inclusion Leader/SENCO is a qualified and experienced teacher with 10 years' teaching experience and is in the process of completing the new NPQSEND qualification.



We regularly **invest time and money in training our staff** to improve 'universal provision' delivery and to enhance skills and strategies to children with additional needs through interventions indicated on our Provision Map. Our teaching staff are regularly updated on SEND matters. Our LSA support team meet regularly with the Inclusion Leader/SENCO to update skills and share good practice. Where necessary, training is offered throughout the school year. We make good use of services offered by outreach teams and other local organisations. Teachers are confident to ask for support as and when they feel it is needed.

Whilst all teachers and support staff are competent in supporting all the children in their class we have maintained a high degree of training to offer guidance in many SEND areas, this last year including;

- Behaviour management
- ADHD Awareness
- Nurture
- Emotional Regulation and de-escalation

We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties in order to enable access to the curriculum. However, we are mindful that we are not experts in every field and readily welcome new training and refresher training. Following our plan, do, review cycle when we require further support, we regularly enlist the support of the Woodfield/Linden Bridge Outreach Services, Specialist Teachers for Inclusive Practise (STIPS), Educational Psychology etc.

<p>How do you secure equipment and facilities?</p>	<p>This will be sought in conjunction with the most appropriate outside agency and SCC. Please refer to our separate Accessibility policy. Please also see our separate Equality Information and Objectives document for further guidance in this area.</p>
<p>How do you evaluate the effectiveness of the provisions made for children with SEND at Burstow?</p>	<p>We review the needs of the children within the school and endeavour to put in place provisions in order to cater for these needs. These provisions (detailed in our whole school provision map), may include the use of a variety of strategies in class, the provision of different resources or intervention groups, addressing specific training needs for staff and adjustments to the environment.</p> <p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> - Half termly Trust School and Family Support (SAFS) Meetings - Achievement Team Meeting (ATM) minutes - Termly Pupil Progress Meetings - Pupil voice gathered by various staff - Monitoring by Inclusion Leader/SENCO - Termly meeting with SEND Governor and Inclusion Leader/SENCO - Phase and Class provision maps updated and reviewed termly - Holding annual reviews for pupils with EHC plans
<p>How are children with SEND enabled to engage in activities outside the classroom, including school trips?</p>	<p>Our inclusive ethos promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. Where concerns of safety and access are anticipated, further action is taken to enable involvement by all children. If appropriate, parents and carers are consulted. Where necessary, risk assessments are undertaken and all staff made aware of individual adjustments made to accommodate specific children. For residential visits we actively engage with parents to enable their children to participate as fully as possible. Risk assessments are put in place and detailed plans are agreed to ensure that all children have a successful experience.</p>

What measures are in place to improve emotional and social development?

We have a **zero tolerance approach to bullying**. We robustly challenge negative behaviour and respond promptly to deal with any issue that is drawn to our attention. Our PSHE programme focuses on developing well-rounded young people through emotional and social development.

The school employs an ELSA (Emotional Literacy Support Assistant) who is available to support appropriate children, whether or not they also have special educational needs.



All children in the school have key adults, who they can speak to with any worries or concerns. Children also have access to familiar staff who they can confide in. Children are able to work collaboratively through the **School Parliament** and raise issues that concern them. All staff are trained to support medical needs. We regularly monitor attendance and take necessary actions to tackle prolonged absence. Parents are encouraged to contact the class teacher, Inclusion Leader/SENCO or Head Teacher if they feel their child's well-being is at risk, for whatever reason.

<p>How does Burstow involve other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEND and their families?</p>	<p>As a school we are concerned about the overall development of our children, which, on occasions, may necessitate seeking advice from outside the school setting. Sometimes these organisations are able to give us general advice which helps us support a type of difficulty experienced by a group of anonymous children. At other times we may wish to seek advice about how to support a specific child. In these cases, we would always gain consent from the parent/carer first.</p> <p>We have a particular duty of care towards Looked After Children (Children in Care). We ensure that these children receive immediate and appropriate support to settle in and make strides with their learning. Our Designated Teacher for Looked After Children (Katrina Turvey senco@burstow.surrey.sch.uk) meets with social services and the Virtual School to ensure that the child’s wider needs are met. A personal education plan is produced termly to help the child develop holistically.</p>
<p>What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at Burstow?</p>	<p>The Inclusion Leader/SENCO at Burstow is Mrs Turvey, she can be contacted on 01342 842010 or senco@burstow.surrey.sch.uk</p> <p>In the first instance, if a parent/carer has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the Inclusion Leader/SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue. If a resolution has not been reached, the headteacher, Mr Tree can be contacted – head@burstow.surrey.sch.uk</p> <p>A copy of the school’s complaints procedure can be found on the school website. This will outline the formal steps the school will take in handling a complaint.</p>
<p>Where can parents seek further support for SEND?</p>	<p>Further information on Surrey support can be found at https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page Parents can seek external support through the SEND Advice service SENDAdvice@surreycc.gov.uk or helpline 01737 737300.</p>