



COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REPORT

2016 - 2017

This Policy is underpinned by our Mission Statement and the school's Christian Values

We aim to work as an encouraging and effective team with a Christian, caring environment, founded on the love of God and the love of our fellow human beings. We aim to achieve a standard of excellence appropriate to each individual: enriching, encouraging and equipping each child for their future education.

God teaches us to forgive and always accept forgiveness

We receive the Christian way of life as a gift from God

We believe and trust in God who loves each of us

We are all unique children to God

Whatever you wish that men would do to you do to them

We are all equally precious and loved by God

<p>How does the school know if a children need extra help?</p>	<p>The Burham C of E Primary School, children are identified as having SEND Special Educational Needs or disabilities through a variety of ways, usually a combination, which may include some of the following:</p> <ol style="list-style-type: none"> 1. Liaison with previous school or pre-school setting 2. Children performing below 'age expected' levels or equivalent (e.g percentile rankings) 3. Concerns raised by parents 4. Concerns raised by a teacher : for example if behaviour or self-esteem is affecting performance 5. Liaison with external agencies e.g for a physical/ sensory issue, speech and language 6. Use of tools for standardised assessment tools 7. Children with Statement/EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the local Education Authority.
<p>How do I raise concerns if I need to?</p>	<ol style="list-style-type: none"> 1. Talk to us. We want to ensure that we continue to build positive relationships with parents. We aim to be open and honest regarding their child's need and hope they are able to do the same with us.
<p>How will the school support my child?</p>	<p>We have an open door policy where you are welcome at any time to make an appointment with either the class teacher or the SENCo to discuss how your child is getting on. We can offer advice on practical ways to support your child at home. In addition:</p> <ol style="list-style-type: none"> 1. Our SENCo oversees all support and progress of any child who requires additional provision across the school. 2. The class teacher will oversee, plan and work with each child with SEND (Special Education Needs or Disability) in their class to ensure that they make progress in every area. 3. Teachers and Teaching Assistants may work with your child either individually or as part of a small group if this is seen as necessary by the class teacher. The regularity of this support will depend on the targets set for the specific programme of support and will be directed by the class teacher. 4. The class teacher in conjunction with the SENCo will decide what level of support is needed. 5. The SENCO will liaise with outside agencies to ensure the necessary support and advice is sought for children with more complex needs. 6. Children on the SEND register will on the Class Provision which set out specific targets and interventions to support their learning in school.

How will both you and I know how well my child is doing?

A provision is produced by the school to record and set targets and record the strategies being used to enable your child to make progress. It is a teaching plan for all staff working with your child. The class teacher and/or SENCo will decide the targets in conjunction with you (the parent/carer) and the child. It will provide different interventions and/or differentiated learning to support your child's educational needs. As a result your child may work with a Teaching Assistant individually or as part of a small group. The provision map will specify:

1. What special help is being given
2. Who will provide the help
3. What the targets for your child are (there are usually up to three specific short term targets)
4. How and when your child's progress will be checked. This will be shared at your Parent Consultations

Progress will be reviewed through:

1. The class teacher and SENCo will meet every term to review progress against the targets and the effectiveness of the interventions. Tests may be used to measure progress and help identify areas of concern
2. Parents/Carers will meet with the class teacher at least twice a year, to discuss targets and review progress and talk about how best to help at home. This is in addition to termly parents evenings. If concerns are felt, Parents/Carers are welcome to speak to the class teacher and/or SENCo at anytime
3. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed
4. The school tracks all pupils from EYFS through to year 6 using a variety of different methods.
5. Children who are not making expected progress are picked up through half termly review and pupils progress meetings between class teacher and head teacher. If your child is identified as needing additional support through these meetings, you will be informed through the class teacher as to what additional support may be needed
6. If a child has not met their targets the reasons will be discussed, then the targets will be adapted either into smaller steps or a different approach may be tried
7. The children are fully involved in their education and know their targets and next steps. Targets are linked to classroom targets, to ensure support is relevant to their progress.
8. The SENCo is responsible for the day to day operation of the SEND policy and provides professional guidance in the area of SEND in order to ensure high quality teaching and effective use of resources to bring about improved standards of achievement for all pupils

<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, as Individual risk assessment and specific provision/ support is put in place, often in liaison with our side agencies.</p>
<p>How do we know interventions have had an impact?</p>	<p>The school and parents will know interventions have had an impact when:</p> <ol style="list-style-type: none"> 1. During the review of provision map and data at parent consultations 2. The child is making progress academically against national/age related expectations and the gap is narrowing – they are catching up with their peers 3. Verbal feedback from the teacher to the pupil and/or parent 4. Children may make sufficient progress to move off the SEND register when the have “caught up” with their peers
<p>What are the roles of the Head teacher and Governing body?</p>	<ol style="list-style-type: none"> 1. The Headteacher ensures the management of SEND structures within school to enable effective provision to take place. 2. The Governing body has the statutory responsibility that the children’s special educational needs are being met 3. The Governing body, in conjunction with the Headteacher, determines the schools general policy and practice 4. The Governing body ensures that they receive annual updates on the implementation of the school’s SEND policy and reviews outcomes for pupils through regular monitoring and evaluation of the provision made for pupils requiring additional support 5. The SEN governor meets regularly with the SENCo to ensure that pupils with identified SEN are making progress and report is presented 3 times a year to the Teacher and Learning Committee by the SENCo
<p>How will the curriculum be matched to my child’s needs?</p>	<ol style="list-style-type: none"> 1. The school uses differentiation to match work to the needs to the individual or groups of pupils in order to ensure they make good progress. This includes differentiation of tasks, resources, objectives etc. 2. Differentiation happens in a variety of ways. It may be that all children have the same learning objective and activity but the teaching and learning will be adjusted to meet the child’s understanding 3. The school makes adaptations to the resources that support the learning to enable your child to access the curriculum fully 4. Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon 5. A range of ICT is available to support access in class for example the use of alphasmarts, laptops and easispeak recorders 6. Provision Maps are written and their individual targets are tailored to ensure that children’s learning needs are supported to enable them to

	make good progress
How is the decision made about how much support my child will receive?	<p>1. The class teacher, alongside the SENCo, will discuss the child's needs and what support/intervention would be appropriate. Parents and carers are informed</p> <p>2. Different children will require different levels of support depending on their individual need in order to close the gap and ensure they achieve age expected/appropriate levels in both learning and independence</p>
How will my child be included in activities outside the classroom, including school trips?	<p>1. We aim for all children to take part in school related activities, including school trips, wherever possible.</p> <p>2. Risk assessments are carried out and where necessary discussions will take place between parents and class teachers and if appropriate, advice sought from the venue and from outside agencies. Where necessary alternative activities are arranged</p> <p>3. Appropriate levels of staff are provided to ensure that all pupils can successfully take part</p> <p>4. The school does have a breakfast and after school club. Also, a variety of after school clubs are provided after school. We aim for these to be as inclusive as possible. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.</p>
What support will there be for my child's overall wellbeing?	<p>1. We are an inclusive school that holds a child's emotional and spiritual development as a priority</p> <p>2. We are an inclusive school. All staff believe that high self-esteem is vital to a child's wellbeing. We have a positive supportive ethos that promotes this for all pupils</p> <p>3. The School's ethos is supported by an effective behaviour policy, which follows the ideals of our feeder infant school</p> <p>4. The class teacher has overall responsibility for the pastoral, medical and social care for all of the pupils in their class, therefore would be the first point of contact for parents. If further support is required the class teacher would then liaise with the SENCo for further advice and support, this may involve working with outside agencies including the Behaviour Service</p> <p>5. If a child has behavioural difficulties the school will have put in place an Individual Behaviour Plan and an individual risk assessment, this will be initiated by the child's class teacher and will be regularly reviewed by the teacher in conjunction with parents/carer, SENCo and where necessary</p> <p>6. After any behaviour incident we expect the child to reflect on their behaviour, with an adult, and fill in a reflection sheet. This supports the child to identify why the incident happened and what they can do to differently next time to change their behaviour.</p>

	<p>7. The school follows a supportive PHSE programme, which focuses on the social and emotional aspect of learning. It underpins the qualities and skills to enable children to promote positive behaviours and become self-reflective and empathetic to other people's needs and beliefs</p> <p>8. The school team work together under the direction of the SENCo, to support vulnerable pupils during the school day</p> <p>9. The school has a policy on the administration and managing of medicines on the school site. Where medication is prescribed and needed during the school day parents should contact the school office and complete a medicine form. On a day-to-day basis, the administrative staff generally oversee the administration of any medicines.</p> <p>10. All staff receive general training and updates on medical conditions. Where necessary, staff are trained in specific areas to meet the needs of children in their class but also a wide range of SEN issues and interventions</p> <p>11. Attendance is monitored on a daily basis the school secretary in accordance with the Attendance Policy. Lateness and absence are recorded and reported on to the Headteacher and Governing body. The school has an attendance certificate and cup which is awarded each week in celebration assembly to the class with the highest attendance for the week</p>
<p>How will my child be able to contribute their views?</p>	<p>Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their learning journey</p> <p>1. It is part of our school ethos to support pupils to express their views on aspects of school life. This is generally done via the School Council, an elected body of students who have an open forum to put forward their classes ideas and viewpoints, also through Reflective Worship (weekly)</p> <p>2. Pupils discuss their targets with class teachers</p> <p>3. There is an annual pupil questionnaire which actively seeks the viewpoints of children, especially with regard to safety and wellbeing issues</p> <p>4. If your child has a statement (Educational Health Plan) their views will be sought before any review meetings</p> <p>5. Participation in PHSE circle time gives children the opportunity to express views and concerns in a supportive environment</p> <p>6. All children are encourage to talk to an adult within school if they have any issues or concerns</p>
<p>What specialist services and expertise are available at or accessed by the school</p>	<p>At school we work with a range of external agencies that we feel are relevant to individual children's needs, these are accessed through the Local Inclusion forum</p>
<p>What training have staff supporting SEN pupils had?</p>	<p>We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.</p>

	<p>The SENCO at Burham CE Primary School is our headteacher, Miss Grima, has many years of experience and training in the field of SEN including the following training specialisms :</p> <ul style="list-style-type: none"> *Child Protection Officer Training * CAF and TAF Training * Manual Handling Training * Makaton * T.E.A.C.C.H * Extensive training in Autistic Spectrum Disorder <p>Miss Grima is available on 01634 861691 or via: office@burham.kent.sch.uk</p>
<p>How will the school prepare and support my child when joining the school and transferring to a new school?</p>	<p>For Children starting in Reception, the Class teacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other</p> <ol style="list-style-type: none"> 1. We encourage all children to visit the school before they start. For vulnerable pupils we encourage additional visits, to enable them to acclimatise to the new school. We also visit them in their current school where possible. 2. For pupils who will potentially find change a challenge we write social stories to support the transition process. 3. For transition to secondary school, our SENCo liaises closely with the special needs department and we arrange for additional visits 4. Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher. 5. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education 6. We liaise closely with staff when receiving and transferring children to different schools ensuring the relevant paperwork is passed on and all needs are discussed
<p>How are parents involved in the school?</p>	<ol style="list-style-type: none"> 1. We aim to work in partnership with parents and carers, the school operates an open door policy and encourages parents and carers to help in school, seek advice or express concerns to the relevant people 2. Parents/carers are invited to a number of parents evenings and many other events throughout the year, for example class assemblies, PTA events, craft activities and learning support events 3. Parents/carers with children who have SEN are invited to discuss setting targets and reviewing progress against those targets
<p>Who can I contact for further information?</p>	<ol style="list-style-type: none"> 1.The first point of call would be your child's class teacher

	<p>2. Contact the school office to arrange an appointment with our SENCo, Miss Grima on 01634 861691</p> <p>3. Contact Parent Partnership - HELPLINE: 03000 41 3000, Office: 03000 412412, Minicom: 0300 333 6484, E-mail: iask@kent.gov.uk</p> <p>4. View our SEND policy on our website www.burham.kent.sch.uk</p> <p>5. If you are considering whether your child should join the school then contact our Headteacher/SENCo, Miss Grima who will willingly discuss how the school could meet your child's needs</p>
<p>Who can contact if I have a complaint?</p>	<p>1. If a parent/carer wishes to discuss something about their child they can talk to their class teacher and/or SENCo, the school operates an open door policy and is always willing to meet with parents and carers</p> <p>2. The school has a formal complaints procedure which can be found on the website or advice/copies are available via the school office</p>