

East Riding Local Offer  
SEND Information Report  
Burlington Infant School

1. Contact details for Burlington Infant School.

	Special Educational Needs Co-ordinator	SEN Governor	Who should parents/carers contact if they have a compliment, complaint or concern about the school?
Name	Miss Jaquay Ashford	Mrs Debbie Sturdy	Mrs. Louise Booth
Contact number	01262 673858		01262 673858
email	burlington.infants@eastriding.gov.uk		burlington.head.infants@eastriding.gov.uk
Address	Burlington Infant School Marton Road Bridlington YO16 7AQ		Burlington Infant School Marton Road Bridlington YO16 7AQ

2. The ethos of Burlington Infant School regarding Children with Special Educational Needs and Disabilities (SEND).

We aim to do the best we can for all children in our care allowing them to achieve their full potential, fostering personal development and encouraging positive attitudes to learning within an inclusive environment. We believe that high quality first class teaching will provide a broad and balanced curriculum for all children where teachers set suitable challenges to meet the children's' diverse learning needs. Our aims and objectives ensure that children with SEND are identified, assessed and provided for.

3. The following documents should also be referred to:

- SEND Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding (Child Protection) Policy
- School's Complaints Policy

All policies can be found on the website: [www.burlingtoninfants.org.uk](http://www.burlingtoninfants.org.uk)

#### 4. Admissions Numbers.

We currently have 235 children on role (September 2018).

53 of these children are currently identified with SEND.

We have 5 children with Education, Health and Care Plans in place with 3 more being processed.

#### 5. How does Burlington Infant School;

- Identify and assess children with SEND?
  - Through discussion with the previous setting and looking at any previous history
  - Concerns passed to the SENCO by the class teacher
  - Regular monitoring of all pupil progress through half termly meetings which identify pupils making less than expected progress or performing below age related expectations
  - Discussions with parents/carers
  - Seeking the advice of external agencies such as our SEN Advisory Teacher, the Educational Psychologist or Speech and Language Therapists if necessary
  - Health diagnosis through a Paediatrician
  
- Evaluate the effectiveness of provision for children with SEND?
  - Closely monitoring the impact of interventions with start and end levels to show progress made over half a term
  - Continual discussions take place between the Teaching Assistants/ Teachers and SENCO in order to edit and adjust the provision to best meet the changing needs of the pupil
  - Regular lesson observations, learning walks and book scrutinies to monitor the quality of teaching for all pupils, especially those with SEND
  
- Assess and review progress of children with SEND?
  - All pupils' progress and attainment is assessed half termly in Pupil Progress Meetings where pupils with SEND are specifically looked at
  - The SENCO analyses progress half termly and reviews the provision in place for children who are not making progress.
  - For provision that cannot be assessed through tracking academic progress, for example social and communication skills, other observations and discussions would be undertaken
  - Children with social and emotional needs are assessed using the Boxall Profile in order to assess progress
  - Termly reviews of Personalised Learning/Behaviour Plans which will involve discussions with parents and pupils as well as the class teacher. SENCO and others involved in providing interventions and support for example Teaching Assistants or the SEN Advisory Teacher

- Consult with parents and children
  - Parents are consulted throughout the year about their child's education including two parent/teacher interviews and an open evening at the end of the year
  - Parents of children with additional needs are invited to attend Termly Support Plan review meetings where progress towards outcomes will be discussed and parents will be involved in planning ways forward for their child. We welcome information from parents about how their child learns best to inform us of the approaches that can be adopted
  - Wherever possible, but dependent upon capability and age, children will also be involved in discussing their own progress and their new ways forward
  - Parents of children with an EHCP will additionally be invited to attend an Annual Review to discuss progress, any changes in needs and plan new outcomes. In Y2, wherever possible, the receiving Junior/Primary school will also be invited to attend
  - Consultations and assessments by external agencies, such as Speech and Language or the Educational Psychologist, are shared with parents and they will be involved in discussions regarding the outcomes of these
  - The school has an 'open door' policy whereby the school's SENDCo is contactable via the school office, telephone or email

#### 6. Who is the best person to speak to about a child having difficulties with learning or SEND?

- The first point of contact should be the class teacher as they will be aware of any difficulties that the child is experiencing
- The SENCO can be contacted either through the information in the table on page 1, or by calling into the School Office

#### 7. Types of support provided for pupils with SEND

There are a variety of ways of supporting children with SEND at Burlington Infants School and the support provided will depend upon the individual needs of the child.

- In the first instance, good quality first teaching with differentiated work to challenge all children at their own level
- Children with SEND working in a small group within the classroom supported by either the class teacher or teaching assistant
- Small groups withdrawn from the classroom
- One to one support either in or out of the classroom
- Support from specialised external agencies for a specific difficulty, for example, a physiotherapist or a speech and language therapist

We are continually looking for new interventions for specific difficulties and to inspire learning. Those that we currently offer are:

- Emotional Literacy Support (ELSA) for children who are experiencing emotional difficulties at home or school, delivered by a qualified teaching assistant
- 1 to 1 Phonics
- Talk Boost
- Social skills/friendship groups
- Speech therapy programmes with plans written by a speech therapist and carried out by a trained teaching assistant
- Jigsaw room which provides support for children experiencing social, emotional or behavioural difficulties

In addition to these, a teaching assistant works with individual children in the mornings on specific needs identified in Termly Support Plans, for example, numeracy, auditory and visual memory skills, writing skills and fine motor control.

#### 8. How do we ensure that ALL staff are aware of and understand a child's SEND?

All teachers are teachers of SEND and through their own assessments and through termly Pupil Progress Meetings, are aware of each child's abilities and needs. All staff involved with children with SEND take part in discussions about individual needs in order to provide appropriate support. Reports and assessments from outside agencies are shared with the relevant staff.

If there are any specific difficulties, for example ASD, diabetes or visual impairment, the Head Teacher and SENCO will seek training from an appropriate professional for all members of staff in order for them to have an understanding of how best to provide for this particular need.

#### 9. How will the school let a parent/carer know if there are any concerns about a child's learning?

If there are concerns about a child's learning the teacher would initially discuss the difficulties with the parent usually before or after school. If appropriate the SENCO would also be involved in this initial discussion. Parents/carers would then be involved in the development of any Personalised Learning Plans and assessments and reviews.

#### 10. How is support allocated to children and young people?

Support is allocated to children depending on their need and the type of intervention or provision needed to enhance their learning. Some interventions such as 1 to 1 Phonics need to be delivered daily in order to be an effective intervention, but others such as ELSA may only be allocated once a week. Children with an Education, Health and Care Plan are usually provided with 1 to 1 support to meet their extra needs such as toileting or mobility.

## 11. How does support move between the Key Stages?

When children move to Burlington Infant School from early years settings our staff initially visit them in their setting. Here they are able to meet the children and discuss any initial concerns that these settings may have. The on-site Pre-School bring their children to visit for stories, playtimes and Free Flow sessions so that the children become familiar with the school. In addition, all other settings are invited to bring their children to our school for a story time session. Any children who may need further support with transition are able to arrange extra visits to school and a transition booklet is made for them to share with parents/carers at home.

Parents are invited to the summer term open evening to meet teachers and have a look around the school. They are also invited to visit school in September, with their child, where they can discuss any SEND issues with either the class teacher or the SENCO.

Within school, when the children move from EYFS to Key Stage 1, they will also be visited by their new teachers and teaching assistants in their own classrooms, and also visit their new classrooms. Discussions take place between teachers and the SENCO will discuss children with SEND and will ensure that provision continues. The Jigsaw room staff will provide extra support for children who may find the move difficult.

## 12. The following people and organisations currently provide services to children with SEND at our school:

- Educational Psychologist
- SEN Advisory Teacher
- Speech and Language Therapists
- Behaviour Support Team
- Parent Support Advisor
- Physiotherapist
- Occupational Therapist
- Sensory and Physical Teaching Service
- School Nurse
- Early Years Support Services

## 13. Training received by staff to support children with SEND.

All members of staff are continually developing their knowledge and skills for teaching all of our children, including those with SEND and we strive to keep our knowledge up to date and relevant by attending specific training.

Within the past two years we have received whole school training in the following:

- Autism
- Attachment

- Phonics
- Diabetes
- Talk Boost
- Social, Emotional & Behavioural Difficulties
- Developing Handwriting Skills

Other training:

- The SENCO has completed the National Award for SENCOS
- One TA has trained as an Emotional Literacy Support Assistant
- Two TA's are trained in using a hoist and handling children with mobility problems
- Four TA's have completed additional Speech and Language training
- All TA's have received specific phonics training from the literacy consultant and also reading and phonics training in school
- The Head, SENCO and Jigsaw room staff have enhanced Team Teach training

#### 14. How will we adapt our teaching for a child with SEND?

Teaching is differentiated in the classroom to ensure the needs of all children are met. Sometimes it is more effective to teach children with SEND in small groups or as individuals where specific learning targets can be more focussed. Specialist resources may be used, for example, for children with physical difficulties, to ensure that they can access the curriculum as fully as possible.

#### 15. What support is available for parents/carers of children with SEND?

The class teacher is able to provide advice on how best to support your child at home and discuss any concerns you may have. The SENCO is also available to answer questions and address any concerns you may have.

Further support is available outside school through FISH (Family Information Service Hub) <http://www2.eastriding.gov.uk/living/children-and-families/the-family-information-service-hub/>

The Local Authority also has a website for parents/carers which explains the provision available in the East Riding. <http://www2.eastriding.gov.uk/learning/schools-colleges-and-academies/special-educational-needs/>

#### 16. How is Burlington Infant School accessible to children with SEND?

The school has undergone some rebuilding work to make it accessible to those with disabilities. With advice from IPASS and the Occupational Therapist, a room has been adapted to provide a hoist, changing bed and toilet that are suitable for wheelchair users. Extra ramps have been built to allow easier access between school and the canteen and a disabled parking space is available in the car park. This provision is regularly reviewed by Occupational Therapy and SAPTS to ensure that we are providing the correct facilities to best meet the needs of individual children.

## 17. What facilities are available in school for children with SEND?

We have the Jigsaw Room, our nurture room equipped with sensory equipment, where children can go at lunchtimes/playtimes if they find playing outside too overwhelming. The trained Jigsaw room staff provide a safe haven for these children.

The First Steps team provide lunchtime clubs on Thursdays and Fridays providing structured activities.

## 18. How will children be supported in the transition from Key Stage 1 to Key Stage 2?

There are several ways in which we support the children to move to Key Stage 2 which include the following:

- Visits to the school to meet new teachers and see new classrooms
- Attending Concerts and Plays at the Junior School
- Activities for Year 2 and 3 children towards the end of the summer term
- Jigsaw room staff provide extra support for those that need it including extra, individual visits to their new school (if this is another school within Bridlington), transition booklets to take home and share with their family and small group sessions to discuss transition and any fears or worries they may have.
- Jigsaw staff may also continue to support these children after their move to their new school and withdraw this support gradually
- Meetings between the Infant School staff and the Junior School staff to share information about the needs of all children
- Meetings between the Infant School SENCO and Junior School SENCO to ensure continuity of provision for children with SEND
- Both the Educational Psychologist and the SEN Advisory teacher work with the Infants and the Junior School so provision is continuous

## 19. Complaints

- If a parent has a complaint about SEN provision made for their child in school, they should contact the child's teacher in the first instance. If they wish to take the matter further they should contact the Headteacher
- For further information about complaints, please refer to the School's Complaints and Procedures Policy available on the school website at [www.burlingtoninfants.org.uk](http://www.burlingtoninfants.org.uk)

