

Burlington Infant School

'Always do your best and be your best'



Special Educational Needs and Disabilities (SEND)

Information for Parents and Carers

*"Pupils at Burlington Infant School know they belong to the
Burlington family."*

Ofsted Report: February 2023

What are Special Educational Needs?

At Burlington Infant School 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. Sometimes however children may have *special educational needs* that affect their ability to learn. These can include:

- Behaviour or ability to socialise, for example not being able to make friends
- Reading and writing difficulties
- Ability to understand things
- Concentration levels
- Physical needs or impairments and health difficulties

Nationally, about 20 per cent of children are identified as having special educational needs and these children will need extra or different help from that given to other children of the same age.



How are Special Educational Needs identified?

Parents are always welcome in school and if you have any worries or concerns about your child's progress then the first person to talk to is their teacher. Alternatively your child's teacher may contact you if there are any worries or concerns at school. They will also pass on this information to the Special Educational Needs Co-ordinator (SENCo), Mrs Martos, who is the person with responsibility for special needs throughout the school.

What support will my child receive?

There are a variety of ways of supporting children with special educational needs at Burlington Infant School and the support provided will depend upon the individual needs of the child. In the first instance there will be good quality first teaching with differentiated work to challenge all children at their own level. This could mean, for example, that tasks are explained in smaller steps to make it more manageable or that the child works in a smaller group with support from the teacher or teaching assistant. If the SENCo and the teacher feel that your child would benefit from additional support they will be placed on the school Special Educational Needs Register.

What happens if my child is placed on the Special Educational Needs register?

Initially a meeting will be held with parents, the class teacher and the SENCo to put together a Termly Support Plan. This will outline the strengths and the areas of concern for your child so that we can work out the best way to support them. This may include:

- Teaching in small groups for some of the time
- Additional support from a teaching assistant, in or out of the classroom
- One to one teaching out of the classroom for some of the time
- Emotional or behavioural support through the Jigsaw Room (this can include children who are anxious or worried about something or who have low self- esteem for example)
- Speech and language support or help to communicate with other children

- Support with physical difficulties
- Providing specialist equipment
- Support from specialist external agencies such as the SEN Consultant, the Educational Psychologist, Speech and Language Therapists, the School Nurse or Children's Physiotherapist.

The Termly Support Plans are reviewed three times per year to look at progress made and to set new targets. Parents and carers are involved in these review meetings in addition to general parents' evenings.



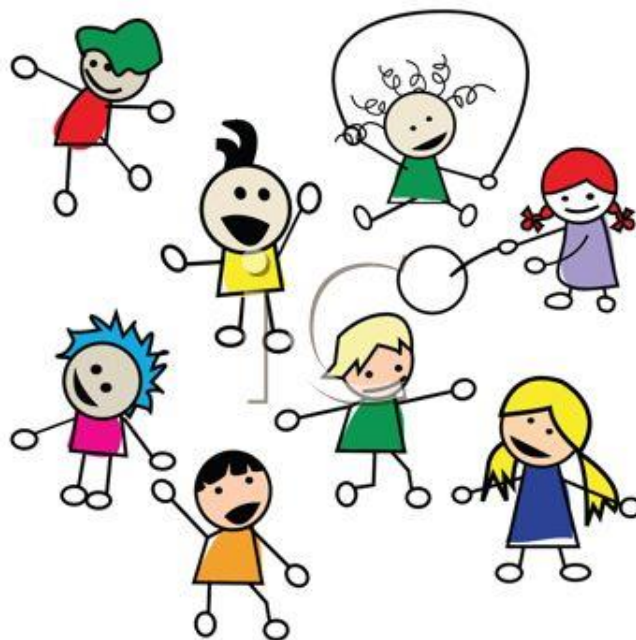
Education and Health Care Plans

Occasionally it may be decided that a child needs more support and would benefit from an Education and Health Care Plan (EHC Plan). This decision will be made jointly by parents or carers, the SENCo, and any external agencies involved in a high level of support for the child such as the Educational Psychologist or the Speech and Language Therapist. The EHC Plan is drawn up by the Local Authority and identifies the educational, health and social needs of the child and will set out the additional support required to meet those needs. The EHC Plan will be reviewed annually with parents or carers, the SENCo, your child's teacher and all the agencies involved with your child.

Helping at home

The school works in partnership with parents to support all the children in our care and there will already be lots of things you are doing to help your child at home.

- Set aside a quiet time and place, away from the television and brothers or sisters where the two of you can work together
- Reading/sharing books regularly, not only reading books but library books, magazines and comics that your child enjoys reading and are fun to share
- Completing any homework
- Playing games that will encourage counting skills and sharing or taking turns, or using imagination
- Talking about things you see on the way to and from school or when out and about
- Always giving lots of encouragement for attempts and efforts made, no matter how small, and sometimes a small reward for special achievements



If you would like any further suggestions or help please contact either your child's teacher or the SENCo.

Contacts:

Head Teacher: Mrs C McClarron

SENCo: Mrs S Martos

SEN Governor: Mrs D Sturdy

We can all be contacted through school:

Burlington Infant School

Marton Road

Bridlington

YO16 7AQ

Tel: 01262 673858

E-mail: burlington.infants@eastriding.gov.uk

Additional Information and Support

Families' Information Services Hub (FISH)

FISH is a source of information for families and professionals working with children and young people. They hold details of all the services available in the East Riding and they can support parents and carers of children with special educational needs.

Tel: 01482 396469

E-mail: fish@eastriding.gov.uk