



SEND Information Report

April 2017

SENCO: Mrs Sarah Powell

SEN Governor: Mrs Pam Anderson

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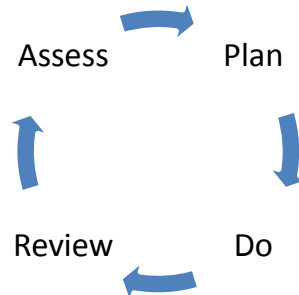
Dedicated SEN time: 0.1 per week (equivalent of one afternoon per week)

Local Offer Contribution: <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy *January 2014*)

Assess: Assessments take place half termly by class teachers and are recorded termly on the whole school tracking system. Assessments are discussed by all staff at staff meetings and where a child / group of children are deemed to require extra support or intervention this is planned for. (**Reference:** Assessment Policy *January 2014*)

Plan: Class teachers are responsible for delivering a broad and balanced curriculum that is child centred and takes into the account the needs of all learners. Should advice be needed from external sources the appropriate agencies will be consulted. Parents, carers and children are consulted throughout the process. Targets are set by class teachers.

Do: *Individual Education Plans are written by class teachers for children and groups of children who are deemed to require extra support or intervention. These are shared with parents and external agencies as necessary. The SENCo is consulted throughout this process.*

Review: *Targets are reviewed, shared and new targets set.*

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
 - speech language and communication needs
 - autistic spectrum condition, including Asperger's Syndrome and Autism
2. Cognition and learning
 - children with learning difficulties
 - children with specific learning difficulties (dyslexia, dyscalculia, dyspraxia, dysgraphia)
3. Social, emotional and mental health
4. Sensory and/or physical needs
 - visual impairment
 - hearing impairment
 - physical disability

(Reference: SEN Policy January 2012)

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Individual Education Plan – new targets and reviews (children on statement or EHCP)	Class teacher Parents / carer Child SENCo	3 times per year
Consultation Evenings	Class teacher Parents	2 or 3 times per year
Written Reports	Class teacher Parents	Once

Staff development

We are committed to developing the ongoing expertise of our staff. We have current experience in our school:

Autism, Dyslexia, Speech and Language Development and Behavioural Difficulties including ADHD.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed throughout the school on a direct needs basis. Sometimes this support may be 1:1 support and at times may be small group support. Various interventions are delivered in school including supported phonics work, reading intervention strategies and additional literacy or numeracy support.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome children and young people with special educational needs or disabilities and we supported children and young people in their transition to the next phase in education or employment.

Our approach involved: working closely and developing links to our main feeder secondary schools – Dowdales, John Ruskin, Ulverston Victoria High School and Millom Secondary School as well as visiting the nursery settings and homes of the children joining us in our reception year.

We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is can be found on our school website www.burlingtonschool.org.uk, alternatively a hard copy can be requested from the school office.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy April 2017

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

Date presented to/approved by Staff: