



Burton upon Stather Primary

SEND Information Report

2024-2025

Burton upon Stather Primary is, above all, an inclusive place of learning for all pupils where they have the opportunity to be who they want to be and where, through hard work and perseverance, they can be confident achievers. Quality first teaching is vital and is provided for all children, however, for some children there are occasions when additional support may be needed to help them to make progress towards their targets.

A Definition of Special Educational Needs and Disability (SEND)

The definition for SEND and for disability from the SEN Code of Practice (2014). This states:

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- ❖ A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

- ❖ Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The kinds of special educational needs for which provision is made at the school:

Burton upon Stather Primary is an inclusive school and welcomes pupils with a variety of needs. Current figures show approximately 15% of pupils have some form of learning need or disability. The needs fall into four categories:

- Cognition and learning (e.g. moderate learning difficulties, dyslexia)
- Communication and interaction (e.g. elective mutism, ASC)
- Physical and sensory impairment (e.g. hydrocephalus, epilepsy, visual impairment)
- Social, emotional and mental health (e.g. anxiety, depression, ADHD)

Our school population, comprises the following types of need

Communication & Interaction		Social, Emotional & Mental Health		Cognition & Learning			Sensory & Physical		
Speech & Language and Communication	ASD	Social, emotional and mental health	ADHD	Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Physical Disability	Visual Impairment	Hearing Impairment
4	6	7	5	1	3			2	

We follow the statutory guidance on supporting children with medical conditions.

- Personal care is provided in a dignified and discrete way to ensure all children feel included.
- Medicines are administered by first aiders within the school setting
- Where children have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their Education Health and Care plan (EHCP) if they have one.

What is the Local Offer?


The Local Offer was first introduced in the Green Paper (March 2011) to detail what local services are available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.

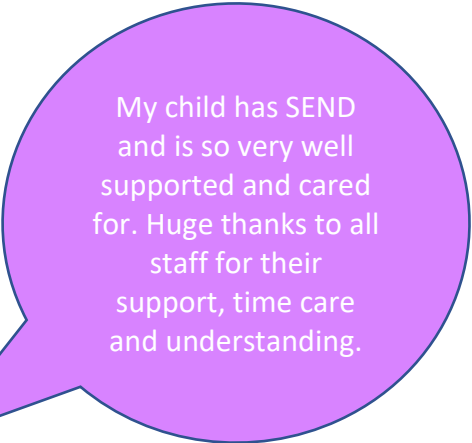

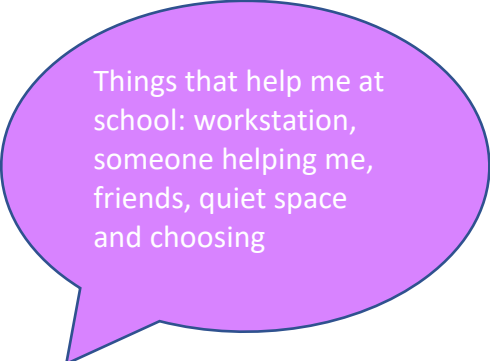
The local offer for North Lincolnshire can be found here:


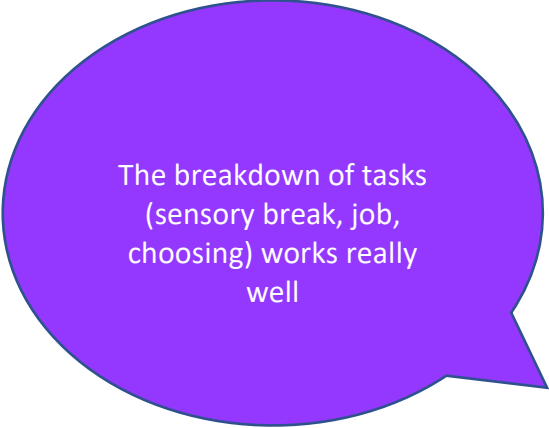
<https://localoffer.northlincs.gov.uk/>

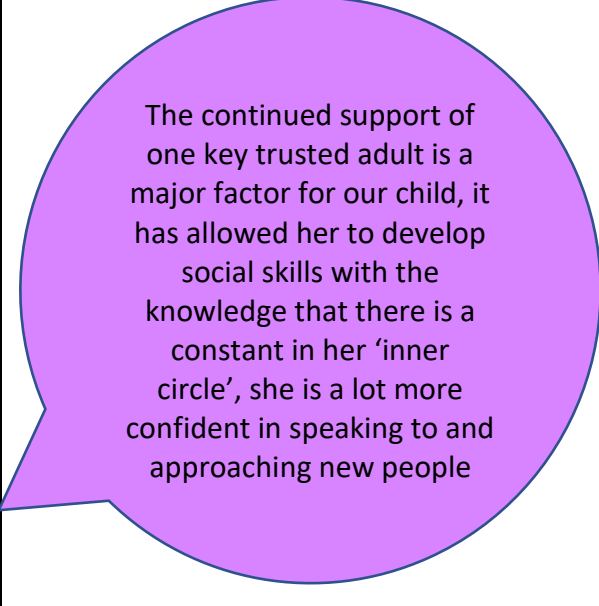
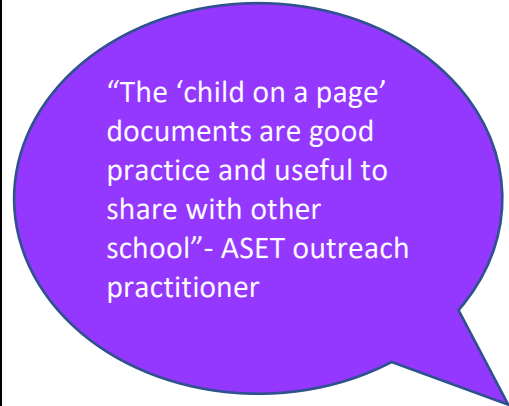
Our School Offer

We deliver high quality first teaching to every child, adapting the curriculum to their specific needs. The statements below can be applied to all children in our schools:

How do we know if children need extra help? 	<p>We know when children need extra help if:</p> <ul style="list-style-type: none">• we are made aware of any particular special needs on transition from their previous school.• concerns are raised by parents/carers, teachers or the child• limited progress is being made• poor tests scores are being consistently achieved• there is a change in a pupil's behaviour, social skills or progress• an early identification form will be completed alongside parents with teachers
What should I do if I think my child may have special educational needs?	<ul style="list-style-type: none">• Your child's teacher is the first point of contact if you have any particular concerns regarding your child's learning, socially skills, emotions or behaviour.

	<ul style="list-style-type: none"> • Alternatively, you can contact the SENDCo Miss Clarkson.
<p>How will Burton upon Stather Primary School support my child?</p>  <p>My child has SEND and is so very well supported and cared for. Huge thanks to all staff for their support, time care and understanding.</p>  <p>We really appreciate the extra support with our child's phonics learning, even though it isn't for her year group.</p>	<ul style="list-style-type: none"> • Specific targets will be set by the child's class teacher and then teaching will be differentiated to meet their needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, maths and literacy skills, etc., then the pupil may be placed in a small focus group. • Occasionally a pupil may need more expert support from an outside agency such as ASET or the Educational Psychology Team. Referral forms are then completed in conjunction with parents/carers. If it is deemed appropriate after assessment, a programme of support is usually provided to the school and parents/carers. • The Governors of Burton upon Stather Primary School are responsible for entrusting a named Governor who will monitor the SEND provision and use of funding in school. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.
<p>How will the curriculum be matched to my child's needs?</p>  <p>Things that help me at school: workstation, someone helping me, friends, quiet space and choosing</p>	<ul style="list-style-type: none"> • All work within the classroom is tailored to individual child's needs by the class teacher to best enable children to access the curriculum. This is done through the differentiation of success criteria and activities. Teaching assistants (TAs) may be allocated to work with the pupil in a 1- to-1 or small focus group to target more specific needs. • Where a child's needs are more complex, we work closely with outside agencies in order to create a

 <p>I enjoy forest school and being able to write about things that interest me</p>	<p>relevant and purposeful curriculum for that child.</p> <ul style="list-style-type: none"> • If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen / pencil grips or easy-to-use scissors
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • You will be able to discuss your child's progress every term at our Pupil / Parents Meetings. • Each child on the SEND register will have a support plan (APDR) with a target set each term with the child. Targets are always set by the class teacher but may also be in conjunction with outside agencies such as Speech and Language Therapists. The SENDCo oversees all these targets. Parents/carers are encouraged to contribute and meet termly with the teacher to review them with the child. • Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office at any time
<p>How will you help me to support my child's learning?</p>  <p>The breakdown of tasks (sensory break, job, choosing) works really well</p>	<ul style="list-style-type: none"> • The class teacher may suggest ways of supporting your child's learning through messages, at parents' meetings or if you are requested to attend a meeting. • The SENDCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour / emotional needs. • If outside agencies or the educational psychologist have been involved, suggestions and next steps of actions are normally provided and should be used at home.

<p>What support will there be for my child's overall well-being?</p>  <p>The continued support of one key trusted adult is a major factor for our child, it has allowed her to develop social skills with the knowledge that there is a constant in her 'inner circle', she is a lot more confident in speaking to and approaching new people</p>	<p>The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties:</p> <ul style="list-style-type: none"> • Members of staff such as the class teacher and SENDCo are readily available for pupils who wish to discuss issues and concerns. • School have a designated ELSA and thrive member of staff who is able to work closely alongside the SENDCo and class teachers delivering personalised support /interventions to pupils encountering emotional difficulties • Additional support from the Mental Health Champions (Miss Clarkson) can be accessed as needed.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required an extra member of staff may be asked to accompany a child during the activity or parents may wish to attend depending on the appropriate safeguarding checks.</p>
<p>How will the schools prepare and support my child when joining Burton upon Stather Primary School or transferring to secondary school?</p>  <p>"The 'child on a page' documents are good practice and useful to share with other school"- ASET outreach practitioner</p>	<ul style="list-style-type: none"> • All pupils can attend transition days and additional transition support can be put in place as needed. • Discussions take place between the previous or receiving schools prior to the pupil joining / leaving to ensure that the receiving schools are well prepared to meet the child's needs. • All pupils joining at the beginning of an academic year take part in a 'Move up Week' with their new teachers. • Additional visits are also arranged for pupils who need extra time in their new school. • EHCP reviews are held before the December of Year 6 where a Secondary representative from their chosen school is asked to attend to share information and set next steps. • School staff are always willing to meet parents / carers prior to their child joining the school. • Secondary school staff visit pupils prior to them joining their new school.

	<ul style="list-style-type: none"> • Class teachers and the SENDCo liaise with the SENDCo from the secondary schools to pass on information regarding SEND pupils. 'Child on a page' documents are in place which share children's' interests, potential challenges and how best to support those challenges • Where a pupil may have more specialised needs, a separate meeting may be arranged with relevant staff from both schools; the parents / carers; outside services and, where appropriate, the pupil.
--	---

Pupils with medical needs:

- If a pupil has a medical need then a Medical plan is compiled in consultation with parents / carers. These are discussed with all staff who are involved with the pupil.
- Staff receive EpiPen / diabetic / epilepsy training delivered by the school nurse as required.
- Where necessary, and in agreement with parents / carers, medicines are administered in school.
- Many staff have basic first aid training.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside services to receive their more specialised expertise. The services used by the school include:

- Autism Outreach Team (ASET)
- Children's Services
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- EWO (Educational Welfare Officers)
- Hearing Support
- Speech & Language/Occupational Therapy
- School Nurse Support
- Learning Support Service
- Behaviour Support Service
- LACES (Looked After Children Education Service)
- Physical Disability Team
- Visual Impairment Team

An educational psychologist is allocated to school and will normally only work directly with pupils whose needs are considerable and have not responded well to the interventions previously put in place for them. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent / carer for an initial consultation.

What training have the staff supporting children and young people with SEN had (or are having)?

Miss Clarkson (SENDCO) has gained the 'National Award for Special Educational Needs Co-Ordination' which is a Masters level qualification. She has also completed the Mental Health Champions First Aid Course.

At Burton upon Stather primary, staff have received CPD in the following:

- Theraplay training
- Read, Write, Inc
- TeamTeach
- Attachment and Trauma training
- Precision Teaching
- Restorative Practice
- Speech and Language Toolkit
- Speech and language therapy
- Numicon/ Number stacks
- Social Stories
- The SEN/D Code of Practice
- Autistic Spectrum Awareness
- Premature infant skills

How accessible is the school environment?

The school building is fully accessible for all. All areas that are used by children and visitors are located on the ground floor. Disabled toilet facilities are available in the school's entrance hall and these are accessible for adults and children. Reasonable adjustments are made as and when required in order to accommodate the needs of our children.

How are the school's resources allocated and matched to children's special educational needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year, this may include small intervention group work, focus groups in class etc.
- Resources may include using extra staff depending on individual circumstances.

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
Pupil voice- informal conversations	Children accessing interventions SENCO TA	Termly
Parent/ carers meetings	Parents/ carers of children on the SEN register or early identification SENCO Class teachers	Termly (with informal conversation on-going throughout the year)
SENCO Drop in Meetings	Parents/ Carers of SEN children or early identification	Termly
Parent voice questionnaire	Parents/ carers of children on the SEN register	Annually
Pupil voice questionnaire	Children on the SEN register	Annually
Education, Health and Care Plan Review	Parents/ carers of children with an EHCP SENCO External agencies (where required)	Annually

Who can I contact for further information?

If you wish to discuss your child's educational needs, or other issues regarding your child's schooling, please contact the school office to arrange a meeting with Miss Clarkson or your child's class teacher.

We hope these have answered any queries you may have, but should you have any further questions please do not hesitate to contact the school on 01724 720394

Date to be reviewed- September 2025