



Sir William Burrough School

Special Needs and Disability Policy

School Vision

- At Sir William Burrough, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.
- We firmly believe that all children should be given the opportunity to reach their fullest potential and we endeavour to give every child inclusive access to the whole curriculum by differentiating support and learning to meet their needs.

Types of Special Needs

The legal definition of Special Needs is:

“any child who has a significantly greater difficulty in learning than the majority of others of the same age or who has a disability which calls for special educational provision to be made for him or her”. [Education act 1996; SEN Code of Practice 2014]

The code defines special educational needs and provision as being divided into four broad areas:

- Communication and interaction e.g. speech and language problems, autistic spectrum disorders.
- Cognition and learning e.g. memory retention problems, dyslexia.
- Social, mental and emotional health e.g. anxiety, depression, severe lack of confidence.
- Sensory and/or physical e.g. vision and hearing problems, mobility problems.

It is important to note, however, that individual children often have needs that cut across all these areas and that their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas.

Identifying special needs in our school

Right from the time a child starts in our nursery or reception classes, the class teacher liaises closely with parents to understand any known special needs and to clarify any initial concerns.

Throughout the Early Years at our school, children work with key workers and teachers who continually observe them and monitor their progress, creating an Early Years Foundation Stage Profile that leads to early identification of possible special needs concerns.

This allows us to immediately identify children who are not making expected progress and to provide speedy personalised interventions.

The needs of the vast majority of children at our school are currently met through quality teaching and differentiation within the classroom. Our school provides a rich, creative curriculum and the expectation is that all children will have access to this. We place a high importance on providing experienced, dedicated class TAs and 1 to 1 TA support to children who need extra support.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. They will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression.

Arrangements for assessing and reviewing children with Special Educational Needs

- If, after differentiated learning opportunities and targeted support, a child still fails to make progress, the class teacher raises identified concerns with the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and with the parent(s).
- Parents can also initiate discussion if they have concerns and are entitled to ask for referral to an outside agency. We welcome close liaison with parents to gain a better insight into a child's needs.
- The SENDCO may refer the child to the school Educational Psychologist, Speech and Language Therapist and/or seek support from other health professionals. They may observe the child in class and will meet with the child, parent and teacher to make an assessment and offer advice.
- In a very small number of cases of severe learning difficulty the school may make an application for an individual Education, Health and Care Plan (EHCP). This means we ask the Local Educational Authority to fund additional support. In order to comply with the procedures for accessing an EHCP the school will record any additional expenditure and show this on an individual provision map.
- All children in receipt of an EHCP have an IEP drawn up by the SENDCO and class teacher. This clearly sets out the individual targets and what provision is in place to meet these targets. This is a working document which should show the steps taken to meet the targets.

Arrangements for consulting parents of children with SEN and involving them in their child's education

- We review children's progress with parents at least three times a year. We use the school-wide parent meetings in November and July, with an additional meeting in the Spring term at a mutually convenient time.
- Children who have an EHCP will have an annual review of their plan at which targets will be reviewed.

- Whenever outside agencies are involved with a child, parents are informed and are invited to attend joint meetings to discuss outcomes and progress.

Our approach to teaching children and young people with SEN

- We aim to meet the needs of our SEN children within the classroom by providing them with extra support and, where appropriate, short-term focused intervention work.
- We fund a high level of classroom TA support to ensure that children are included in all aspects of school life.
- We place a high priority on external support from professional outside agencies including weekly visits from a speech and language therapist, regular visits from an Educational Psychologist and three termly visits from an outreach teacher from Phoenix (autism specialist). We liaise closely with these and other professionals and involve parents at every step of the process.
- We are pro-active in training staff and TAs so that they can develop their knowledge and skills to deal with the specific conditions and learning difficulties of the children in their care. Training courses in, for instance, autism or ELKLAN (communication programme) or support for the deaf impaired, extends the expertise of our staff to help them better support the needs of the children in their care and it builds on the wealth of knowledge and experience that already exists.
- We are pro-active in providing whole school staff training in areas where we recognise a whole school need e.g. autism and language development.
- Key Workers maintain a relationship with SEN and in particular, emotionally and socially vulnerable children as they progress through the school.
- We maintain a zero tolerance approach toward any bullying.
- We are fully inclusive of children with severe medical/physical conditions and disabilities. Our ground floor accommodation is accessible to wheelchair users.
- No child is excluded.

Arrangements for supporting children in transition between phases of education

- The transition from Nursery to Reception, from Reception to KS1 and from KS1 to KS2 is sensitively handled and eased by ‘hand-over’ meetings between the current teacher and key workers and the prospective teacher and key workers. The SENDCO will always be available to provide any additional information needed to ensure a smooth transition.
- There is a transition meeting held at the start of September, before children return to school, for children who have an EHCP. This will include the child’s former teacher and TA, their new teacher and parents.
- Throughout the Spring and Summer term of Year 6, the Year 6 teachers and SENDCO liaise closely with the designated Secondary transition tutors and SENDCOs of the prospective schools of our SEN pupils.
- The secondary SENDCO of the receiving school will always be invited to attend the final EHCP annual review of the Year 6 pupil.

The Local Offer

We are a state-funded academy serving the communities of Tower Hamlets. As such, we form part of the Tower Hamlets Local Offer, details of which can be found here: <https://www.localoffertowerhamlets.co.uk/>

Key SEN contacts:

- The headteacher: Avril Newman at admin@sirwilliamborough.towerhamlets.sch.uk
- The SENDCO: Helen Green at helen@sirwilliamborough.towerhamlets.sch.uk
- The governor with responsibility for special needs is David White

The school telephone number: 020 7987 2147

Signed by: _____

Chair of Governors

Dated: November 2020