



Sir William Burrough
Primary School

Sir William Burrough SEN Information Report (Nov. 2020)

What types of special educational needs do we provide for?

Our school is an inclusive school and we aim to address all children's individual needs and support their development in the most appropriate way possible. We have experience in providing additional and/or different provision for children with a range of needs, including:

- **Cognition and Learning** – moderate learning difficulties; specific learning difficulties, e.g. dyslexia, dyspraxia.
- **Sensory and Physical** – hearing and visual impairment; physical disability.
- **Communication and Interaction** – speech and language difficulties; autistic spectrum condition.
- **Social, Emotional and Mental Health** – social and emotional difficulties which may lead to challenging behaviour; mental health difficulties like anxiety and depression; attention deficit hyperactivity disorder.

What information do I need to share with the school?

The school needs to know about any issues that may affect your child's ability to fully access the school curriculum. This will include sensory or physical problems like a sight/hearing impairment or disability; emotional/social problems such as anxiety and depression or challenges at home that may impact their learning. It will also include information about any developmental delays such as a delay in toileting and personal care skills or in talking. The school should be informed about any involvement from an outside agency such as a speech and language therapist, occupational therapist or psychologist. Although this information is shared on entry to the school, it is the parent/carer's responsibility to update the school about any new issues and to update the information they have.

Who to contact if you have concerns about your child?

In the first instance, if you have a concern about your child's progress or believe they have a special educational need, this should be raised with your child's class teacher. If you have specific concerns regarding your child's needs, the school SENCO (Special Educational Needs Co-ordinator) can be contacted via the school: 02079872147 email: helen@sirwilliamburrough.towerhamlets.sch.uk The school's safe-guarding and child protection officer is the head teacher, Avril Newman. She can be contacted via the school, email: head@sirwilliamburrough.towerhamlets.sch.uk The governor with designated responsibility for Special Educational Needs is David White and he can be contacted via the school.

How do we identify and assess children with special educational needs?

We are committed to the early identification of special educational needs. A range of evidence is collected through school assessment and monitoring arrangements. In nursery and reception this takes the form of on-going informal observations of the children. From KS1 onwards, as well as on-going teacher assessments through observation and marking, the children will take more formal assessments in the form of end of Year 1 phonics tests, end of

KS1 and KS2 SAT's and half termly online Star Reading and Maths tests. If this monitoring and assessment suggests that your child is not making the expected progress or is having difficulty, the class teacher will consult with the school SENCO and with you in order to decide whether additional or different provision is necessary. We may use specialist assessment tools to explore the reasons for any difficulties.

What do we do to help children with special educational needs?

Whilst we acknowledge that children with special educational needs may need specialist support, our primary means of supporting children is always initially through quality first teaching, with carefully differentiated lessons and resources to meet the needs of all our learners. Our school strives to provide an engaging and exciting curriculum which is inclusive for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriate tasks to consolidate and extend children's learning. We are committed to narrowing the attainment gap between children with a special educational need and those without. We are well equipped to support children with SEND within their classes as each class has an allocated full-time teaching assistant, in addition to a class teacher. This means we are able to provide a high level of support for all children. In addition to full time classroom teaching assistants, we also have additional SEND support staff assigned to each phase (EYS, KS1, KS2) depending on the needs of the children in that phase. These staff will work alongside class teachers and teaching assistants to support individual children or groups of children as appropriate. Where possible, this support will always take place within the child's classroom. We do not encourage the removal of children with SEN from the classroom unless there is a real advantage in doing so. Our aim is to be as inclusive as possible. This is to ensure that they are constantly working under the supervision of a class teacher and also so that they continue to develop friendships with their peers.

Our classrooms are well resourced to meet the needs of all children. We use visual resources and ipads amongst other specialist equipment as advised to support children. Class teachers are responsible for planning an appropriate education programme for all children, including children with SEND. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible. A lesson may be adapted for individual needs through grouping (e.g. small group, ability, peer partners, one adult to one child); content of the lesson; teaching style; activity (e.g. games, role-play, discovery learning); pace of the lesson; provision of alternative recording methods (e.g. scribing, use of IT, mind mapping, photographs etc.); outcomes expected from individual children; materials used; support level provided; or provision of alternative location for completion of work. Where a child requires specific support, this may be through short-term intervention programmes and skills groups. Occasionally small groups or individuals will be taught in a quiet area outside of the class, but the majority of their time will be spent in the classroom and they will be working on the same curriculum objective, differentiated to meet their particular need. Any specialist advice from external agencies about how we can best support your child is always implemented in the classroom. We strive to enable every child to participate as fully as possible in all elements of the wider curriculum.

We actively encourage all children to participate in sporting activities. We ensure that all children attend school trips and residential visits with support as appropriate. The school will meet with parents and carers to discuss individual needs prior to any visit or activity where appropriate.

Which specialists do we consult?

The range of special educational needs in our school at any given time dictates the full range of outside agencies involved.

The school funds a **speech and language therapist** from Barts Health Trust who comes into school for one morning every week to do one to one and small group speech and language therapy sessions. She also supports by doing specialist assessments and report writing.

The **Phoenix Outreach teacher**, helps our school to support children who are on the autistic spectrum.

The school funds the services of an **Educational Psychologist**. She provides the school with professional psychological assessments on children with special educational needs, particularly children with social and emotional needs.

A teacher from the **Visual support learning team**, supports children in our school who have a visual impairment.

Partially hearing or deaf children in our school are visited by a teacher from the **support for the deaf and partially hearing team**.

Other outside agencies whom the school liaises closely with include: GPs, The school nurse, CAMHs, occupational therapists.

How do we report to parents?

Your child's class teacher will always report any concerns they may have to you. This could be done on an informal basis e.g. a 'chat' at the end of the day or a phone call home. More formalized discussions are held with parents twice yearly during the Autumn and Summer term PTI discussions and in the written end of year report. Whenever the SENCO is involved with a child, or whenever an outside agency needs to be involved you will be contacted directly and consulted about any strategies and interventions that might need to be put in place.

What training do school staff working with SEN children receive?

All staff who work with our SEN children work closely with the class teacher. They follow the class teacher's differentiated plan and under their guidance, they help the children to fully access and engage with the curriculum. They receive regular advice and support from the outside agencies such as the school speech and language therapist and the Phoenix Outreach teacher. Staff who work with children who have an EHCP (Educational, Health and Care Plan) are responsible for implementing the I.E.P. (individual educational plan). They will receive support from the SENCO. The school is 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. The school also provides whole school staff training in areas where we recognise a whole school need e.g. autism and language development.

How does the school help SEN children to transition from one phase to another?

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 SENCO will always be available to provide any additional information needed to ensure a smooth transition. Beginning in the Summer term, some SEN children will make visits to their new classes with their current TAs so that they can become familiar with their new teachers and classrooms.

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 SENCO liaise closely with the designated Secondary transition tutors and SENCOs of the prospective schools of our SEN pupils.

The secondary SENCO of the receiving school will always be invited to attend the final EHCP annual review of any Year 6 pupil with an EHCP.

You will also find lots of information about how different services in Tower Hamlets which provide help and support to children and their parents on the Tower Hamlets Local Authority 'local offer' web site: <https://www.localoffertowerhamlets.co.uk/>