

Transition: A robust and thorough transition programme is in place for all Y6 students joining BBS, which can continue for their first term with us if required.

Future Focus provides career support for our post 16 transition students.

Agencies: The SENDCo can seek support and advice from a range of external agencies including Learning Support Advisory Team, Occupational Therapist, Behaviour Support Team, Hearing and Visual Impairment Team, Speech and Language Therapist and Sensory Inclusion Services.

The ALL team: The SENDCo, Mrs Price is supported by 2 HLTA's, Mrs Owen-Jones (nurture) and Ms Corbishley (behaviour) and a team of 12 Learning Support Assistants.

Whole school: The SENDCo will ensure all necessary staff are aware of your child's needs and the correct support is in place to ensure they can become confident learners.

Parents: At BBS we will work in partnership with you to identify the needs of your child and put the correct support in place. We will involve you in decisions, listen to your views and ask for your permission before agency involvement.

Pupils: The school will encourage and involve your child in decisions about improving their learning. We recognise that their educational priorities and future aspirations should be our priority when tailoring provision.

Open and honest communication

A partnership approach

Burton Borough School Offer

Our aim for children with special educational needs and disabilities is to ensure they are safe and happy at school as well as enabling them to meet their full potential.

Effective learning

Appropriate resources and facilities

Differentiated curriculum:

All school staff have received appropriate training to adapt their lessons according to individual student needs and use a range of resources to support their learning.

Assessment: We identify students who need additional support in many ways including: assessment data, standardised tests, observations, learning conversations with parents, pupils and agencies.

SEND: A young person has a Special Educational Need or Disability (SEND) if he or she has a learning difficulty or disability which requires special educational provision to be made for them. This is provision that is additional or different to support usually available to young people of the same age in mainstream schools.

BRU: This is the Behaviour Reflection Unit and is run by our behaviour HLTA, Ms Corbishley. Selected students may access this unit for reflective, restorative and de-escalation work.

Intervention:

Children who need additional support, in accordance with the SEND code of practice, will follow a four step cycle called the graduated response. This involves **assessing** their need, **planning** the appropriate provision, **completing (do)** the provision and **reviewing** its impact in order to decide next steps.

Interventions at BBS include fresh start literacy, phonics, numeracy, dyslexia, nurture groups and speech and language.

NEST:

This is our nurture support unit run by our SEN/Nurture HLTA Mrs Owen-Jones. It provides a safe environment for selected pupils to access:

- As part of on-going transition in their first term at BBS.
- For intervention groups.
- As a quiet environment for breakfast club and to spend break times.