

Burton Borough School (BBS) is a mainstream school committed to the inclusion of all students, including those with a range of Special Educational Needs and Disabilities (SEND). Our aim is to ensure all students with SEND are safe and happy at school whilst enabling them to reach their full potential.

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

As a school we are committed to the inclusion of pupils with Speech, Language and Communication needs, Autism Spectrum Disorder, Learning Difficulties, Social, Emotional and Mental Health Difficulties, Dyslexia, Dyspraxia and Physical Disabilities.

This document provides information about how staff at BBS support pupils with special educational needs and disabilities.

Who is responsible for SEND at Burton Borough School?

Initially every student's progress and learning is the responsibility of the subject teacher, who under the SEND code of practice is accountable for pupil progress and development.

The management and coordination of SEND is the responsibility of the SENDCo (Special Educational Needs and Disabilities Co-ordinator), Mrs Price. The SENDCo is supported by two Higher Level Teaching Assistants (HLTA), Mrs Cox (responsible for students identified as having Cognition and Learning needs) and Mr Ross (responsible for students identified as having Communication and Interaction needs and students with Physical Disabilities) and a team of teaching assistants.

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How are pupils with SEND identified?

Sometimes students start at BBS already identified as having a SEND by their primary school. For these pupils a thorough transition plan will be in place to ensure the form tutor and SENDCo at BBS are fully aware of any barriers to learning and can continue providing any support or provision in place. The SENDCo values input from parents so please do not hesitate to contact the school if your child is due to start at BBS to discuss their needs.

When starting at BBS in year 7 all pupils will complete baseline assessments and standardised tests for reading and spelling. This will immediately highlight any students whose scores are significantly below national average and consequently may require additional input from the SEND department. Regular teacher assessments will continue to take place throughout

the year to monitor progress and ensure your child is developing in all areas of the curriculum. Should a student not be making progress, this information, alongside subject teacher observations will form the basis of a referral to the SEND team where we will complete further investigations. At this point a dyslexia or dyscalculia screener may be used if appropriate, following a discussion with parents.

Any member of staff may also approach the SENDCo directly with concerns that have been observed in the classroom or during social time.

Parents/carers can contact either their child's form tutor or the SENDCo directly to discuss any concerns they may have regarding their son or daughter. Please call reception and request to speak to the SEND department.

Occasionally the school may be contacted by other agencies (e.g. CAMHS, OT) to discuss a student that has been assessed through another route.

How will the school support my child?

At BBS we pride ourselves on the high quality teaching delivered by all staff, which recognises the importance of different learning styles and is differentiated and personalised to meet the individual needs of all pupils. It is the subject teacher's responsibility to adapt resources and set work that matches the learning needs of the student's in the class, including showing an awareness of reading ages, language ability and level of challenge required. Subject leaders and SENDCo can support staff as necessary with this.

Wherever possible, children will be supported within the classroom using a range of interventions. There are practical resources available in all classrooms include task management boards, coloured overlays, writing slants, visual instruction cards and sensory fiddlers. These are provided to students at the teacher's discretion and in consultation with both the SENDCo and agency recommendations.

In some cases specific, targeted, short term interventions may be put in place for a child to accelerate their learning and achieve the expected level in an area of the curriculum. These students will follow a four step cycle called the graduated response, which involves an *assessment* of need, *planned* intervention, *completion (do)* of intervention and *review of* intervention to monitor success. At BBS the interventions available include Fresh Start literacy, speech and language, dyslexia, numeracy, social skills/nurture group and phonics intervention. All interventions run for 8 weeks and are evaluated on a weekly basis using a provision map.

Teaching Assistants are allocated according to student requirements. We do not provide 1-1 teaching assistant support unless specifically identified within the students EHCP.

In circumstances when progress is still not noted and a sufficient amount of time has been given for the intervention to have an impact then advice from outside agencies may be sought. Often agencies will provide resources, recommendations or strategies to use with the student. On some occasions they will come in to school to complete an observation or assessment of your child. Parents will always be notified of this.

What support is available for my child at BBS?

Cognition and Learning

- Students may have difficulties in learning to read, spell, construct sentences and numeracy.
- Students may find it hard to process and retain new information.
- Students may learn at a significantly slower rate than others.

Examples of support that may be used for these students:

TA support in class to provide opportunities for small group work.	Coloured overlays and writing slopes.
Ruth Miskin Fresh Start (a reading comprehension and spelling programme) delivered in small, targeted groups.	Dyslexia portfolio screening
Speed Up Handwriting intervention	Dyscalculia screening
Touch Type programmes	Use of ICT or individual laptop in lessons.
Accelerated Reader	Numeracy intervention
Badger and Barrington Stoke reading books for dyslexic readers.	Support and advice from the Learning Support Advisory Team (LSAT).

How do we know the support is working?

We use a range of evidence to show the impact of intervention including assessed writing, re-screening for dyslexia and dyscalculia, standardised reading and spelling age test, teacher observation and formal assessment. Ability is assessed at the start of an intervention and again at the end in order to measure progress.

Communication and Interaction

- Students may have difficulties with receptive and/or expressive language.
- Student's pronunciation may not be clear or fluent.
- Students may have limited vocabulary, struggle to respond verbally and have difficulty following instructions.
- Students may find social situations and engaging with peers difficult.

Examples of support that may be used for these students:

TA support in class to provide opportunities for small group work.	Circle time activities
Students assigned a key worker.	Pre-teaching of topic vocabulary
Task management boards used to break down instructions.	Speech and Language intervention with a specifically trained learning support assistant.
Visual timetable and visual aids.	Support and advice from a Speech and Language therapist (SALT).
Nurture group	Social stories
Hearing Impairment support from SIS	NHS Speech therapist and hearing specialist support and guidance.

How do we know the support is working?

Observations carried out by the SEND team to monitor progress over time. Interventions with personalised targets monitored and RAG rated on provision map. Quantified assessments may be carried out by SALT.

Social, Emotional and Mental Health Difficulties

- Students may have hyperactive, aggressive or controlling behaviour towards staff or peers.
- Students may be demanding of adult attention, lack concentration and consistently disturb the learning of others.
- Students may be anxious, emotional and negative in their opinion of themselves.
- Students may be socially withdrawn, refuse to communicate/attend school, socially immature or isolated from their family or peers.
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Examples of support that may be used for these students:

Reflection Centre Support	Individual report cards
Breakfast, break and lunchtime support groups	Individual risk assessments
Assessment strategies using the Boxhall profile.	Restorative justice and reparation work
Key worker	Student well-being mentors
Mental Health Practitioner on site once a week.	Early intervention practitioner/family liaison officer.
School Councillor on site twice weekly	Lego build to express
Training, advice and support from The Emotional Health and Well Being service.	Multiagency working
Staff well-being mentors	Self-esteem programme
Training and advice from Behaviour Support Team.	Education Welfare Officer attached to the school.

How do we know the support is working?

Frequency and severity of behaviours are monitored in a log.

Sensory and/or Physical Needs

- Students may have a visual impairment, hearing impairment, physical disability or medical condition that specifically impacts on their education (a student with a medical condition that does not impact on their education and is able to fully access school life is not considered to have a SEND).

Examples of support that may be used for these students:

Environmental sensory audit	Early exit and escort services between lessons
Health Care plan	Lift to access both levels of the building.
Support and advice form Occupational Therapy (OT)	Adapted furniture

Support and advice from visual impairment and hearing impairment support teams.	Staff trained in the use of evacuation chair
Adapted resources	Personal emergency evacuation plans

How do we know the support is working?

Monitored through teacher observations, agency observation and feedback provided by pupils and parents.

Will both the parents/carers and the student be involved in educational decisions?

At BBS we recognise the importance of working in partnership with both parents/carers and students in order to achieve the best possible outcomes. Consequently provision maps will be formulated using input gathered from both the student and their parent/carer.

The SENDCo may conduct a learning conversation with the student to gain an insight into their current difficulties and academic aspirations. Furthermore parents will be asked for feedback regarding the provision they feel would be beneficial. Targets will always be adapted in consultation with parents as at BBS we recognise you, as a parent, have the greatest understanding of the barriers to your child's learning. Furthermore often students are more comfortable to communicate their frustrations about learning to parents than teachers, providing a greater insight about how to move forward.

At BBS we also recognise that pupil voice is essential to establishing their educational priority. This can ensure interventions and support are personal and purposeful, leading to greater success. On some occasions the student may provide a written statement of their views if they are more confident doing this than verbally communicating them.

How will BBS support my child in moving between phases in education?

At BBS communication with our feeder schools is very robust and thorough. The SENDCo and Head of Student Services, Mrs Pickering, will hold detailed discussions with all our feeder schools to gather information regarding current provision, needs, anxieties and successes so that they are known immediately following transition. All documentation and records are passed on and parents are encouraged to attend open evenings in order to meet the SENDCo and discuss their child's needs before the child begins. As part of the transition programme several induction visits are available, which will vary in quantity according to the student's individual needs. Additional visits can be made at the parents request or if the school feels it will be beneficial. These provide an opportunity for the student to meet support staff, ask any questions and get to know the school building. There are also opportunities to join in with Y7 lessons. Furthermore transition booklets are provided to students with SEND containing photographs of the school building, classrooms and teaching staff to enable the child to become familiar with places and faces in anticipation of starting their new school. Transition can continue after the student has started at BBS with a dedicated transition programme that takes place in their first term with us.

Future Focus is provided by the Local Authority to support students with post 16 transition and is available on site 2 days a week. Ongoing visits to careers conventions are also offered by the SEND team additional to the careers support all students receive in school. A comprehensive transition plan post 16 is formulated for all pupils with an EHCP/statement of need during their annual review.

What training do staff have to support pupils with SEND?

The SENDCo has completed the post graduate certificate in Special Educational Needs Co-ordination. Specific training for SEND is provided regularly both in and out of school for all teachers and teaching assistants. This is often delivered by the SENDCo within school or through a training course off site. Teaching Assistants are also provided with training in a specific area of need or intervention to ensure they have an up to date understanding of the student's needs that they are supporting. These are delivered by the Learning Support Advisory Team, Behaviour Support Team and Educational Psychologist as well as external providers.

The SEND team also take part in termly online training courses.

First aid training is also provided yearly for specific staff in both epilepsy and epi-pen training.

Can pupils with SEND engage in all available activities at BBS?

At BBS we will do what is necessary to enable your child to develop, learn, participate and achieve their full potential in all aspects of school life. This may involve reasonable adjustments to the school setting or resources or may require special educational provision for your child.

As the school building is across two floors a lift is in place to ensure pupils with physical disabilities can access all areas of the building. Selected staff are trained in wheelchair handling and the Evacuation Chair to ensure pupils in a wheelchair are evacuated from the building safely during a fire alarm and supported safely in all curriculum areas such as physical education.

The school site is wheelchair accessible, has designated disabled parking spaces and a disabled toilet on both levels.

At BBS we aim to ensure all students have the opportunity to participate in all extracurricular opportunities on offer by investing in differentiated equipment or providing support as necessary. Risk assessments are carried out before off site activities take place and parents are consulted to discuss alternative arrangements if required.

Is there any pastoral support for my child at BBS?

The pastoral team consists of the students form tutor, Head of Small School, Deputy Head of Small School, School Manager and Assistant School Manager for each of the three small schools. The School Manager and Assistant School Manager for each of the three small schools are overseen by the Head of Student Services. Any concerns, worries or anxieties including bullying can be discussed with the small school teams, who will communicate with the form tutor to ensure a support network exists for every student.

What specialist provision is available to the school?

If required the SENDCo can access support from the following agencies:

- Speech and Language Therapy (SALT)
- Learning Support Advisory Team (LSAT)
- Sensory Inclusion Services (Includes Hearing Impairment Team, Visual Impairment Team)
- Behavioural Support Team

- Occupational Therapy
- Physiotherapy
- Emotional Health and Well-being service
- School Nurse

What should I do if I'm not happy about the support my child is receiving?

At BBS we are always striving to be the best that we can be. We welcome any feedback regarding support and will make every effort to work alongside you to put together a tailored support programme that best suits the individual student's needs. We would encourage you to make an appointment with the SENDCo to discuss any concerns immediately.

The Telford and Wrekin Parent Partnership service has changed its name to reflect its wider responsibilities within the new code of practice. It is now called the Information Advice and Support Services Network (IASS) and is able to provide independent and neutral advice. You can access this information from their website <http://www.iassnetwork.org.uk/>.

Where can I access The Local Authority's Offer?

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people with Special educational needs and disabilities.

You can find this at: http://www.telford.gov.uk/info/20027/special_educational_needs_sen