



## SEN Information Report 2019-2020 (formerly the Local Offer)

**Date:** September 2019

**Revision Date and Frequency:** September 2020 (annually)

**Lead Person(s):** E. Camplin

**Link Governor:** W. Walter

**Ratification by:** Full Governing Body

**Statutory Policy:** Yes

**Policy Author:** E. Camplin, SENCo

### **How We Support Children with Special Educational Needs or Disabilities**

#### **Our vision and how we hope to achieve it: 'I can do all things through HIM who gives me strength'**

At Burdett-Coutts Primary School we aim to provide a calm, stable and caring Christian environment which encourages children to develop as responsible citizens. We want every child to feel secure and able to take advantage of the all available learning opportunities.

We aim to nurture a love of learning in our pupils and develop their key skills and personal qualities such as team work, creativity, flexibility and thoughtfulness. We want all our children to become able and inspired learners.

#### **Our Ofsted rating**

*Burdett-Coutts CE Primary School is a good school.*

Ofsted, January 2019

#### **Type of school we are**

We are a mainstream voluntary aided Church of England primary school situated in Victoria, in the borough of Westminster. We admit children from the age of 3 to our Nursery until the age of 11 when children leave us to go to secondary school.

This document should be read in conjunction with our SEND Policy 2019-20.



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### 1. How we know if a child has special educational needs

- Each child is known as an individual and their progress is monitored carefully.
- Pupil Progress Review meetings are held weekly in age phases – any concerns about a child's progress are raised here, including the possibility of them having special educational needs, and appropriate action is taken immediately. Termly Pupil Progress meetings are also held with the Assistant Headteacher for Assessment and each class teacher to go through every pupil's progress and attainment in more detail, and to flag difficulties or needs following formal end of term assessments.
- Screeners and assessments are used by the school to identify special educational needs.
- Assessments from outside agencies may be sought to give a clearer picture of the child's needs and how best to support them.
- We currently have, or recently have had, children on roll with a range of special educational needs, including speech language and communication needs; autism; Downs Syndrome; global development delay; specific learning difficulties; social, emotional and mental health needs. Provision for pupils with all kinds of special educational needs and disabilities is made in line with our inclusive SEND Policy and Accessibility Plan.
- Pupils are placed on the school's SEN register if they are identified as having special educational needs as defined by the 2014 Code of Practice, and are categorised within at least one of the four broad areas of need: Cognition and Learning; Communication and Interaction; Sensory and/or Physical; Social, Emotional and Mental Health.
- If you are concerned about your child and think they may have special educational needs, you should speak to your child's class teacher. If you continue to have concerns then please contact Mrs E. Camplin, the school's Inclusion Manager. She is available to meet on Wednesdays, Thursdays and Fridays.

### 2. What we do to help children with special educational needs

- We carefully plan the special educational provision at Burdett-Coutts school and tailor this to each child's individual needs.
- We have a provision map of the interventions and programmes that are normally available in each year group.
- The quality of our teaching is good, and class teachers are expected to have an understanding of how to meet the special educational needs of their students. Each teacher has copies of all



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relevant reports and assessments to enable them to plan and deliver appropriately for each pupil in their class.

- Each child with special educational needs has their own Individual Education Plan which is reviewed at least three times a year. This outlines what the class teacher should be doing on a daily basis to support your child, together with any special groups, resources or equipment that the child needs and up to 4 SMART targets.
- Pupils who have an Education, Health and Care Plan (EHCP) often have an allocated teaching assistant who is chosen to work with them, based on the particular skills and training they have had.
- The Inclusion Manager (Mrs Camplin) and class teacher will monitor your child's progress and ensure any additional provision they receive is helping them make the best possible progress.

### **3. How we adapt our teaching for children with special educational needs**

- We know that children learn in different ways and we adapt and enhance our curriculum accordingly. For example:
- We use symbolised texts to assist children's understanding of texts and topic vocabulary.
- English and Mathematics tasks are adapted for pupils that need this.
- Pupils may work in smaller groups or individually with an adult. This will often be under the direction of the Speech Therapist, Occupational Therapist or Advisory Teacher.
- Timetables and lesson length are sometimes adapted to help pupils who may find it hard to concentrate for long periods of time. Movement breaks are built in to sessions for those children who need them.
- Children may have the use of a laptop or iPad to enhance opportunities to record their work or give them additional and different learning experiences.



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### **4. How we decide what resources we can give to a child with special educational needs**

- We allocate our resources according to need.
- If your child has an EHC Plan then we will discuss the options available for your child, both within school and offered by the local authority.
- Decisions about the allocation of resources are usually made at annual review meetings and if your child has an EHCP you will be invited to a review meeting to discuss the provision and outcomes at least annually.
- Any specialist equipment, facilities or resources required for the effective teaching of a pupil with SEND, whether at the School Support stage or with an EHCP, will be secured by the school within the limits of what would be deemed 'reasonable adjustments'. Sometimes this may be provided by the Local Authority through Contingency Funding or an EHCP request.
- All interventions are carefully evaluated to ensure that they offer best value for money and are effective for our students.

### **5. How we check that a child is making progress and how we keep parents informed**

- We monitor children's progress very carefully throughout the year.
- All pupils are involved in setting their own targets and know what they need to do to make progress.
- Pupils' opinions and views are also sought through weekly School Council meetings, which include pupils with SEND from across the school, and special School Council forum sessions focused on aspects of teaching and support that impact particularly on pupils with SEND.
- Parents are invited into school formally three times a year to discuss their child's progress and a written report is provided at the end of the Spring Term, with a written summary towards the end of the school year.
- Parents play a key part in their child's learning and we therefore think that having easy, open lines of communication with parents is important.
- Teachers are usually available for informal chats after school or are happy to offer before- or after-school appointments.



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- For some children with special educational needs we provide daily feedback to parents either in person or by using a home/school communication book.

### **6. Support we offer for children's health and general wellbeing**

- We aim to provide all our children with a safe, caring and nurturing environment.
- We invite children to their review meetings and always seek their views on what things they think will help them and anything that might be worrying them.
- We have a Learning Mentor who works with children who are experiencing social or emotional difficulties and who is experienced in helping children whose behaviour can be challenging in school and at home.
- When appropriate we seek the services of external professionals such as 1:1 counsellors and drama therapists from organisations such as The Anna Freud Family Service and Roundabout or DreamArts Drama Therapy to provide expert input to support our pupils.
- If children are having difficulties at playtimes, we can set up a 'circle of friends' with them to ensure they have the best possible playtimes. We also have a 'quiet area' available at lunchtimes for pupils who prefer this.
- At Burdett-Coutts we have a full-time welfare assistant who is able to administer prescribed medicines to children with the permission of the parents.

### **7. Specialist external services we use when we think extra help is needed**

At Burdett-Coutts we have the following external services available:

- Speech and Language Therapy Service
- Educational Psychology Service
- Children and Young People's Occupational Therapy Services
- Westminster Outreach Service including specialist teachers for Autism and Hearing Impairment
- Child and Adult Mental Health Service (CAMHS)
- Cheyne Child Development Centre
- Family Support Service
- School Nurse



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### 8. The training our staff have had or are getting

At Burdett-Coutts we have a skilled team of teachers and teaching assistants with the following range of skills and training:

- Developing language and communication skills
- Mentoring and behaviour specialists
- Dealing with emotional trauma
- Working with pupils with Autism
- Dyslexia in the classroom

### 9. How we include children in activities and school trips

- All school trips are risk assessed.
- It is sometimes helpful if a family member accompanies their child.
- Some pupils are familiarised with the venue and timetable before the trip if appropriate.

### 10. Our school environment

- We are able to accommodate pupils and parents who are wheelchair users.
- We have adapted toilet facilities if needed.
- We have carpeted areas, thereby improving the acoustic environment.
- Visual and symbolised materials used to support pupils' understanding.
- Other adaptations to make the school more accessible.

### 11. How we prepare for children joining and leaving our school

- We understand the importance of good transition arrangements for our pupils.
- Transition meetings are arranged between schools.
- Familiarisation visits are held if possible.
- Transition passports are prepared for new school.
- SENCO of new school is invited to a transition meeting.



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### 12. How parents are involved in school life

- Parents' evenings three times a year.
- Additional review meetings for pupils with special educational needs.
- Regular Coffee Mornings on a range of subjects led by school staff, for example on curriculum areas, and external professionals, for example the Educational Psychologist has led parent workshops on Attachment and Sleep, and the Speech and Language Therapist has led workshops on supporting language for children in the Early Years.
- Home/School communication book for some pupils that benefit from this.
- Weekly newsletters to parents.
- Senior staff and teachers available after school for informal chats.
- Parents are invited to special events and celebrations

### 13. How the Governing Body works with the school in relation to supporting pupils with SEND

- The Governing Body appoints a named Link Governor for SEN.
- The Link Governor has termly meetings with the SENCO and discusses the below information:
  - How the school is supporting pupils in the SEN support category
  - Information about any statutory assessments for education, health and care (EHC) plans that have been submitted to the local authority (LA) and the outcomes of these
  - The contents of the School Information Report (Local Offer) and check against the Local Authority guidance
  - How the school identifies children with SEND
  - What happens once a pupil has been identified
  - A general overview of the progress of SEND pupils
  - The impact of the interventions that are being used to support pupils with SEND
  - How the school's SEND funding is allocated and spent
  - Where pupils with SEND are also eligible for the pupil premium, how the pupil premium is being used to support these pupils
  - The staff development that has been offered on SEND
  - Any issues relating to time and resources to enable the SENCO to carry out his or her duties
  - Analysis of external specialist support services that work with the school, the impact they have and any concerns there may be around this specialist support, especially if it is not enough to meet need.



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- This document is monitored annually by the Full Governing Body.

### **14. Who to contact for more information or to discuss a concern:**

If you are concerned about your child, then in the first instance please contact your child's class teacher.

You can also contact Mrs. E. Camplin (Assistant Headteacher and Inclusion Manager) if you would like any further information or help. She is available on Wednesdays, Thursdays and Fridays.

Telephone: 020 7828 6790 or email: [senco@burdettcoutts.co.uk](mailto:senco@burdettcoutts.co.uk)

If you require external, independent help or support in relation to a child with SEND you can contact the Westminster Parent Partnership Service on [pps@westminster.gov.uk](mailto:pps@westminster.gov.uk) (020 7641 5355) or the Westminster Information Advice Support Service on [iass@westminster.gov.uk](mailto:iass@westminster.gov.uk) (020 7641 5355). More information can be found on the IASS website: <http://www.westminsteriass.co.uk/>

Westminster's Local Offer webpage provides information provides information about services that children, young people and their families can expect from a range of local agencies. Information can be found here: [Westminster Local Offer](#)