



## Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

### Burchett's Green C of E Infants School

Name of Headteacher:	Delia Sheppard
Name of SEND Co-ordinator (SENCO):	Delia Sheppard
Name of SEND Governor:	Mandy Bains
School address:	Burchetts Green CE Infant School Burchetts Green road Burchetts Green SL6 6QZ
Contact telephone number:	01628 822926
School email address:	burchettsgreen@rbwm.org.uk
School website:	<a href="http://www.bqis.org.uk">www.bqis.org.uk</a>
Type of school:	Academy Infant School

### 1. Identifying special educational needs and disabilities (SEND)

#### a. What kinds of special educational needs and disabilities does the school provide for?

All teachers are trained to recognise the abilities of each child and to ensure that, through differentiated teaching, the range of abilities within the class group is catered for and that as a result every child meets its full potential. This includes children with SEND and, at present, we have children at school who have diagnoses of autism, dyslexia and attachment issues as well as physical disabilities.

Therefore we aim to provide a personalised education which brings out the best in every child spiritually, emotionally, morally and socially; building on their strengths and enabling them to develop a life-long love of learning. We ensure that all learning is taught enthusiastically through a range of real and creative experiences and we believe that motivation for learning is promoted through a child-centred, enquiry based approach which celebrates the success and achievement of all. Children are taught how to collaborate and work as part of an effective team so that they grow into confident and valued citizens who achieve their full potential.

Our SEND policy, equal opportunity and accessibility plan are in place to ensure that children with SEN and disabilities are treated fairly.

#### b. How does the school know if children have special educational needs and disabilities and need extra help?

We have experienced staff and a Special Educational Needs and Disability Co-ordinator (SENDCo) who

recognise early indicators of SEND. Early concerns are followed up by our Emotional Literacy Support Assistant (ELSA), trained teachers or support assistant who will work with the head teacher to decide steps forward for each child. Support will range from extra adult in class to help from outside agencies.

**c. What should I do if I think my child may have special educational needs/disabilities?**

We have an open door policy and parents are invited to talk to teachers, the Headteacher and the ELSA/SENCo. The school will advise on what steps parents and school can take together and what steps parents and school can take independently.

**2. Support the school provides for children with SEND**

**a. What teaching strategies do you use to support children with special educational needs and disabilities?**

- One to one support
- Smaller classes
- ELSA support
- Fun Friends
- Nurture Groups
- Differentiated teaching groups in class
- Burchetts Buddies
- Coaching for Life

**b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?**

We have five FTE Teaching Assistants  
We use Precision Teaching and ABC for Reading  
Our curriculum is personalised so all can access it  
We use visual timetables  
We use interventions to support with literacy and Maths as appropriate

**c. How is the decision made about what type and how much support my child will receive?**

Our teaching assistance works with children as appropriate for their learning. This will include one to one support and small group work.  
Our ELSA support officer will work with groups of children as appropriate to their needs; this will include fun friends as well as a number of individualised programmes.

**d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?**

Parents are invited to be fully involved with their child's education. They will be a part of any personalised curriculum and can offer input to these. They are invited to meetings about their child including those meetings with external bodies  
  
We have parent workshops and parent coffee mornings and fun days which all parents are invited to attend.  
  
We offer informal feedback via Home to School Communication Books. We also send emails and text to keep parents updated. We have two parent meetings each year and an open afternoon. We send a written report twice a year. Children in EYFS receive a short report every six weeks.

**e. How will my child be involved in his/her own learning and decisions made about his/her learning?**

When appropriate children will be part of plans for them and this is channelled through working with our ELSA support officer and the headteacher.

### 3. Children progress

#### a. How do you check and review my child's progress?

We have pupil progress meetings every six weeks. We use Target Tracker to track children's progress. We have ongoing discussions between Teaching Assistants (TAs) and Teachers regarding SEND progress and provision is updated as appropriate.

#### b. How do you involve my child/young person and parents in those reviews?

See A above

#### c. How do you know if the provision for children with SEND at your school is working?

Through progress made at review meetings and pupil progress meetings (see A above)

### 4. Support for overall well-being

#### a. What support is available to promote my child's emotional and social development?

We offer one to one support; smaller classes, ELSA support, Coaching for Life, Fun Friends and Nurture Groups are all designed to support emotional and social development. We have an anti-bully policy which can be found on our website and we have extra pastoral support through our ELSA work.

### 5. Preparation for new and next steps

#### a. How will you help and prepare my child to join your school?

All children receive two home visits (more if needed) and visits to their present nursery as appropriate. We receive paperwork from previous settings. When necessary we take photos of the child in our setting for them to study over the summer holiday so that they are accustomed to our setting. We have buddy system in place for children when they join in year

#### b. How will you prepare my child young people to join their next stage of education or life?

Our school working with parents liaises with the child's next setting to ensure the transition is as smooth as possible. This involves a number of visits to next schools. Children's paper work and learning examples are given to the new setting. Staff from the next school visit our school in preparation.

### 6. Accessibility and specialist equipment

#### a. How accessible is the school environment?

*(A link to the School's Accessibility Plan can be found in section 8b)*

We have a school accessibility plan on our website.

<p>Most areas of the school are accessible by wheel chair however the outside field needs to be accessed using a ramp and our woodland has limited disabled access.          We have disabled parking spaces for parents.          We have a disabled toilet with room for a hoist.</p>
<p><b>b. What if my child needs specialist equipment or facilities?</b></p>
<p>We do not have specialist equipment at present.</p>
<p><b>c. How will my child be included in activities outside the classroom including physical activities, school clubs and school trips?</b></p>
<p>Trips and clubs and access to these are managed through parent interview and team work. We do not provide a Breakfast club or an afterschool club at present.</p>

<p><b>7. Training for staff, specialist services and further support</b></p>
<p><b>a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?</b></p>
<ul style="list-style-type: none"> <li>• Fun Friends</li> <li>• ELSA</li> <li>• Coaching for Life</li> </ul> <p>If specialist help is needed it will be undertaken as appropriate</p>
<p><b>b. What other agencies do you involve to meet the needs of my child and how can I access support from these agencies?</b></p>
<p>We involve other agencies when appropriate. We always involve parents in this process. We work with Speech &amp; Language therapy team as well as Behaviour Support and the Shine Team (Outreach Autism Service). If needed we initiate EHCP.</p>
<p><b>c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?</b></p>
<p>You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families          Tel: 01628 683182          Email: <a href="mailto:IAS@rbwm.gov.uk">IAS@rbwm.gov.uk</a>          Website: <a href="http://ias-rbwm.co.uk/">http://ias-rbwm.co.uk/</a></p> <p>Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: <a href="http://www.rbwm.gov.uk/localoffer">www.rbwm.gov.uk/localoffer</a></p>

<p><b>8. Policies</b></p>
<p><b>a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs &amp; Disabilities Act 2001) and the Equality Act 2010?</b></p>
<p>Yes</p>

## b. Where can I find other school policies relating to SEND?

You can find all information relating to SEND on our website under policies.

<http://www.bgis.org.uk/policies.php>

They include

SEND Policy, Accessibility Plan, Safeguarding Policy, Behaviour Policy.

## 9. Additional Information

### a. Do you provide any other resources for children with SEND?

No

## 10. Feedback and complaints

### a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Please speak to the headteacher in the first instance. Our complaints policy can be found on our website.

Please go to parents and then policies.

<http://www.bgis.org.uk/policies.php>

## 11. Glossary

Terms used in this document	Description/explanation of term
Special Educational Needs and Disability Co-ordinator (SENDCo)	This is the member of staff of a school who has responsibility for co-ordinating special educational needs provision within that school
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Nurture groups	Small group intervention for supporting children with social, emotional or behavioural needs to access learning
Precision Monitoring/ Teaching	Intervention for helping individual children to learn a range of specific skills automatically so that they may become fluent in a skill
Assisting Berkshire Children to Read (ABC to read)	This is a charity which trains volunteers and parents to support children's reading.
Computer programmes	Computer programme with multi-sensory games to help children learn to read and spell.
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening

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