

BURNT TREE PRIMARY SCHOOL ADDITIONAL EDUCATIONAL NEEDS REPORT AND LOCAL OFFER

Written: September 2022

Review Date: September 2023

School Special Educational Needs and Disabilities (SEND) Offer

What is Our Local Offer?

Burnt Tree Primary School local offer sets out what we provide for our pupils with special educational needs and/or disabilities throughout their time with us. It explains how we support them on to the next stage of their education. Our SEND policy gives more detail about our day to day procedures.

Sandwell also publishes on its website a Sandwell Authority

Local Offer: www.sandwell.gov.uk/send

This sets out a wide range of information about specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Support for parents and carers
- Health and care services
- What's on in the local area

Any queries about Sandwell's Local offer should be emailed to: contact@Sandwell.gov.uk

The Purpose of Our Local Offer

The purpose of our 'Local Offer' is to inform you about:

- How we welcome, support and make effective provision for children with special educational needs and disabilities.
- How we support them in all aspects of school life and achievement.
- How we work in close partnership with parents, carers and children.
- How we make effective provision for all of our children including those with special educational needs and disabilities.

SCHOOL SEND OFFER

1. The provision of special educational needs at Burnt Tree:

Burnt Tree Primary school is a mainstream primary school with a morning and afternoon nursery which also offers some full time 30 hour places. We are a two form entry school with two classes per year group from Reception to Year 6. Classes are made up of mixed ability pupils, including pupils with

Special Educational Needs (SEN). Our school is an inclusive setting where the needs of pupils with SEN are met, with pupil views highly valued to ensure every child has the opportunity to experience a broad and balanced curriculum.

In compliance with various Acts relating to inclusion and Special Educational Needs, including the SEN Code of Practice 2014, the school Governing Body in conjunction with the Head Teacher ensure that pupils:

- Are offered an education, which provides equal opportunities regardless of individual differences
- Have access to a broad and balanced curriculum, including National Curriculum differentiated according to individual needs
- Are assessed using suitable materials including Sandwell Local Authority Assessments
- Are supported with the resources available and provided within the school
- Have the right, either directly or through their parents, to express a preference in relation to their educational needs and provision
- Have their needs monitored and evaluated with programmes of work documented and records maintained
- Have their needs reviewed at least 3 times per year

The range of pupils with SEN within our school includes pupils with communication and language interaction, cognition and learning needs, social emotional and mental health difficulties and also pupils with sensory and physical needs.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

At Burnt Tree Primary school we believe that early identification of any child who may have Special Educational Needs is very important. The earlier the action is taken the more responsive the child is likely to be to the interventions put in place.

Teachers at Burnt Tree Primary work within a structured process of planning, teaching, assessing and reviewing. This takes account of the wide range of abilities, aptitudes and interests of the children. Teachers make provision for curriculum differentiation and curriculum adaptations dependant on the individual child's strengths or weaknesses. We aim to use a variety of approaches to maximise the achievement of all pupils.

These arrangements apply to all pupils and are not just part of special educational provision for pupils with SEN. Differentiation of learning

activities enable teachers to meet the needs of every pupil and the majority of children will learn and progress within this structure.

The progress of individual children is recorded in line with Burnt Tree's assessment policy which will highlight children who are not making sufficient progress even though the education delivery has been differentiated and relevant interventions implemented.

If a parent and/or guardian has any concerns regarding their child's progress or feels they require further support or assessment they should liaise with the class teacher in the first instance in line with the school SEN policy. If a class teacher feels that the child is not developing as effectively as possible, they will consult with the Special Education Needs Coordinator (SENCO) to review the situation and consider any actions that may be required. The SENCO and class teacher will review the strategies that are already used and consider how these might be adapted. The review may lead to the conclusion that the pupil requires help which is additional or different from that which is normally available within the particular class. Consideration will then be given to helping the pupil through SEN provision.

Within the provision that Burnt Tree provides:

- We identify and monitor each child's needs at the earliest possible stage
- Children with Special Educational Needs have their needs met within an inclusive setting
- All staff are aware of the procedures for identifying Special Educational Needs
- All teaching staff are informed of current developments and new legislation by the SENCO and have access to Special Educational Needs in-service training
- There is involvement with parents at the earliest stage
- There are adequate records which are clear, factual and up-to-date
- A record of all children with Special Educational Needs is kept by the SENCO
- There is equal access to the curriculum and equal opportunities for all the children with Special Educational Needs
- The needs of all Special Educational Needs children are catered for in a positive way

- There is liaison with external agencies such as Inclusion Support, speech therapists, medical services and social services so that agencies can participate in the review process
- Any relevant advice or information is passed on to class teachers and learning support assistants by the SENCO,
- Governors are made aware of our school's Special Educational Needs Policy
- Interventions for each child are reviewed regularly to assess their impact and the child's progress
- The views of the child, their teachers and their parents are included within the review process.

The school employs a Special Educational Needs Coordinator (SENCO) and SENCO Assistant to support the staff to provide the relevant provision for pupils with special educational needs.

The SENCO is responsible for:

- Overseeing the day-to-day operation of Burnt Tree's SEN policy
 - Coordinating provision for children with Special Educational Needs
 - Liaising with and advising fellow teachers and the governing body
 - Managing learning support practitioners
 - Overseeing the records of children with Special Educational Needs including a record of children with Education, Health and Care Plans
 - Liaising with parents of children with Special Educational Needs
 - Contributing to the in-service training of staff
 - Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
 - Monitoring and evaluating work regarding Special Educational Needs
 - Direction of LSP staff and interventions
 - SENCO holds annual reviews for pupils with Education, Health and Care Plans
 - SENCO gathers evidence and applies for Education, Health and Care Plans,
 - SENCO is responsible for care plans and medical records.
- Following initial observations the SENCO may liaise with other agencies to obtain further support and ensure the correct support is available for a pupil. This may include the involvement of Speech and Language therapists, Occupational Therapists, Educational Psychologists or specialised teachers.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including-

a) How the school evaluates the effectiveness of its provision for such pupils;

Staff are made aware of training opportunities through the LA Inclusion Support publications. The SENCO will arrange INSET training as required and any training required from Inclusion Support will be requested by the SENCO at the School Agreement Plan meetings. External support services such as the Educational Psychologist and Sensory Teams play an important part in helping staff at Burnt Tree to identify, assess and make provision for pupils with Special Educational Needs, with the school team working closely in partnership with the providers of these services.

New staff will be introduced to the SEN policy, resources, records and procedures by the SENCO. Teaching and support staff are regularly monitored and observed by the SENCO and Senior Management Team (SMT) where they are provided with constructive feedback to develop their skills and knowledge.

The impact of additional provision is analysed according to pupil progress meetings and intervention reviews termly. Staff are responsible for ensuring pupils make appropriate levels of progress which is assessed during these reviews to ensure interventions are achieving the appropriate outcomes. The school Governing Body are updated on SEN reviews, progress and outcomes on a regular basis.

b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Teachers at Burnt Tree work within a process of planning, teaching, assessing and reviewing, with the same process followed for pupils with SEN. Teachers regularly update assessment records and review progress against pupil targets, this is then shared with parents at least three times a year.

As a school we feel it is important that pupils and parents are included within the review process and targets are reviewed and discussed during parents evening meetings. Parents of pupils with an Education, Health and Care Plan also attend a yearly review meeting to discuss progress with a wider range of professionals, including education and health care specialists where appropriate.

Additional communication methods are used to provide regular contact with the parents of pupils with more complex needs, these include:

- Daily staff to parent discussions
- Home/school dairies
- Reward charts

C) The school's approach to teaching pupils with special educational needs;

All pupils are taught within their peer groups and the teaching is pitched at the appropriate level to meet the individual child's needs. Children who require additional support are often assisted by Learning Support Practitioners (LSP's) or Learning Support Assistants (LSA's). This may consist of in-class support or withdrawal from class to work individually or in small groups to enhance their learning. Additional resources or equipment are used to support the child where appropriate, to ensure success in the classroom. Specific targets are set in Individual provision maps to measure their developmental progress and track the additional provision that is provided to help the child meet their targets.

A provision map outlines the available interventions within school and pupils are matched to the relevant resources. Some of interventions require a small group focus and some are delivered individually.

To support the individual needs of pupils, specialist target work may be set from the Speech and Language Therapist, Occupational Therapist, Physiotherapist or specialised teachers. These targets are closely monitored and reviewed by these external professionals to ensure sufficient progress is being made and ascertain if any further interventions may be required.

d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

All children have an entitlement to a broad and balanced curriculum which is differentiated. The amount of support given depends on the needs of the child however provision maps are designed to coordinate the support for each child. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that all children experience success. Teachers select appropriate resources and materials for the individual needs of the children in their class and organise their classrooms to enhance the learning environment. Staff aim to create stimulating classroom environments using many visual prompts and supporting materials'. RML phonics is taught in EYFS and key stage one and also used with identified children in key stage two, therefore visual prompts

delivered in phonics lessons are also used to support other curriculum lessons.

Lessons are planned around topics that are interesting and exciting for pupils.

e) Additional support for learning that is available to pupils with special educational needs;

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans. The head teacher informs the governing body of how the funding allocated to support SEN has been used.

SEN funding is used in the following ways:

- SENCOs non-contact time,
- TLR for SENCO,
- Learning Support Practitioners and Learning Support Assistants for SEN pupils,
- SEN resources, equipment, materials, books, IT and software,
- Minor adaptations to premises or furniture to aid inclusion,
- SEN funding is supplemented by the school budget to meet the schools' standards for provision,
- Funding to support pupils on a 1:1 basis.

The SENCO will liaise with the SMT to deploy support staff appropriately to meet the needs of pupils with SEN. The support staff deliver the interventions outlined in the individual provision maps and from targets/advice received from inclusion support services.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

Pupils with Special Educational Needs are able to attend any of our after school clubs.

Staff are expected to complete the appropriate risk assessments to ensure pupils' safety and also to ensure that equipment adaptations have been considered.

All pupils, including those with SEN participate in external school trips and all activities are planned well in advance of the visit to provide sufficient time for staff to complete pre-visits, relevant paperwork, route planning and risk assessments. Staff to pupil ratios are increased during a visit to ensure

pupil safety and to support accessibility arrangements when additional support is required.

During school break and lunch times it is necessary that some pupils have additional support to manage their social skills, behaviour needs, medical or hygiene needs, therefore additional adults are available to assist the pupils where needed.

g) Support that is available for improving the emotional and social development of pupils with special educational needs;

For pupils who require additional support for pastoral, medical or social reasons, there are range of trained professionals within our setting who can support appropriately, these include:

- A family support worker
- An attendance officer

A consistent behaviour strategy with colour coded zones is used to help pupils manage their behaviour in school alongside individualised reward systems, stickers, charts, behaviour books and positive praise.

We employ a family support worker/learning mentor who works with children on a regular basis.

For pupils with medical needs or physical disabilities requiring specialised care and treatment, staff liaise with health care professionals regarding the administration of medicines and treatment delivery. All staff are trained appropriately by key professionals before administering care.

4. In relation to mainstream schools and maintained nursery schools, the school name and contact details of the SEN co-ordinator.

The named SENCO is:

Jayne Bayliss

Burnt Tree Primary School,

Hill Road,

Oldbury,

West Midlands,

B69 2LN.

Tel: 0121 557 2967

Email: burnttree.admin@burnttree.sandwell.sch.uk

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Burnt Tree staff attend regular training sessions. Training days and twilight events are opportunities for staff to develop knowledge or gain new skills linked to SEN. Staff are made aware of external training opportunities via bulletins, and the SENCO will arrange training required from Inclusion Support when needed.

Staff have received the following training:

- Child Protection
- Health and Safety
- Food Hygiene
- Curriculum and planning
- Interventions
- Phonics (RML)
- Reading
- Speech, Language and Communication tools
- Makaton
- Manual Handling
- Behaviour strategies
- Attachment Theory
- Nurturing in the classroom
- Attachment and Trauma
- EpiPen delivery
- Asthma
- Diabetes
- First Aid
- Evac

Training is reviewed regularly to ensure staff have the appropriate skills to work effectively in their role. Other professionals also work alongside our school team to provide effective support.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Burnt Tree Primary School site is fully wheelchair accessible. The Early Years (EYFS) and Key Stage One (KS1) areas are all situated at ground level and there is one disabled toilet and a separate room fitted with a changing bed. The key stage two site for KS2 pupils is on two levels with lift access to the first floor. There are disabled parking bays on site.

Other agencies work alongside the SENCO to secure suitable equipment for pupils with SEN.

7. The arrangements for consulting parents of children with special educational needs and involving such parents in the education of their child.

At Burnt Tree Primary School we aim to develop, positive and constructive relationships with parents/guardians. We believe that parents have a critical role to play in their child's education and we value the contributions of the parents of children with special needs. Parents will be informed immediately if their child is recognised as having a special educational need by the class teacher and via a letter from the SENCO. They will also be invited to meet the SENCO to discuss their child's needs.

Parents of pupils with SEN have the opportunity to discuss their child's progress during review meetings and at parents' evenings with class teacher, SENCO and SENCO Assistant. Parents have an opportunity to express their views at any time as the SENCO/SENCO Assistant are available for parental meetings when required. Formal meetings are scheduled during yearly review meetings where forms are also available for completion to provide feedback.

New parents are invited to look around the school and discuss school procedures. Home visits can be made to allow staff to make further observations of a child where necessary.

Other opportunities for parents or guardians to get involved in school include:

- Inspire sessions
- Craft sessions in EYFS classes
- Open evenings
- Class performances
- Family picnic

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

At Burnt Tree Primary School we believe that pupil views are extremely important therefore all pupils are offered the opportunity to be a part of the school council. We have the junior leadership team and friendship benches which support peer pupils and younger pupils at break times and lunch times.

Pupils are supported during transitional periods at the end of each year. Pupil views are collected and shared in meetings and pupils

make personal comments in review meetings if they are able to do so. Pupils who have difficulties with communication and language are supported using additional resource materials and use symbol, pictures or photographs to share their views. Other forms of IT can be used to make recordings or short video clips to collect pupil views when appropriate.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

In the first instance, any concerns parents have should be discussed informally with the class teacher, SENCO or Head Teacher. The concern will then be recorded on a parental contact form. If the concern is not resolved, parents may raise the matter with the SEN Governor or the Chair of Governors. If parents are still dissatisfied a formal complaint can be made to the Local Authority who will investigate the complaint.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

JOB TITLE	STAFF MEMBER
Head Teacher	Jayne Bayliss
SENCO	Jayne Bayliss
SENCO Assistant	Ola Ononeme Wendy DiVito
Family support/mentor	Joanne Gamwell

In addition to the professionals listed above Burnt Tree staff work with a variety of external agencies including:

- Specialist teachers of pupils with hearing, visual and speech and language impairment,

- Specialist Advisory Teacher for Learning (SAT-L),
- Specialist Advisory Teacher for Social, Emotional and Mental Health (SAT-SEMH),
- Educational Psychologist Complex Communication Teams,
- Occupational Therapists,
- Physiotherapists,
- Child and Adolescent Mental Health Services,
- Social Services,
- Other Health Care Professionals.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

In the first instance, any concerns parents have should be discussed informally with the class teacher. Class teachers will signpost parents to the SENCO if further discussions are required.

The named school SENCO is:

Jayne Bayliss

Burnt Tree Primary School,

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Tividale,

West Midlands,

B69 2LN

Tel: 0121 557 2967.

Email: burnttree.admin@burnttree.sandwell.sch.uk

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Burnt Tree Primary School follows Sandwell LA's admissions policy.

All children are fully integrated members of the school irrespective of:

- Social background
- Physical disabilities
- Academic abilities
- Cultural background

When a child begins in Reception, every effort is made to obtain nursery records and liaise with the SENCO from nursery schools regarding information on children who may have already been identified as having difficulties. When children transfer from other Primary Schools to Burnt Tree, records must be obtained from the previous school to ensure

continuity in the Special Educational Needs provision. Similarly, if a child with Special Educational Needs transfers from Burnt Tree to another Primary school, records will be passed on and liaison with the SENCO will take place if appropriate. During Secondary Transfers visits to secondary schools are to be encouraged and Year 6 teachers will, wherever possible, meet staff from Secondary schools. The SENCO will be involved whenever appropriate. As necessary, information and records will be passed on to secondary schools.

13.Information on where the local authority's local offer is published.

For further information on the Local Authority offer follow the link below

www.sandwell.gov.uk/send

