

This leaflet is to inform you of the types of support available for your child at Burton Green Primary School. It will help you to understand who can help if your child needs additional support, and how this support can be accessed. The Parent Guide to SEND in school can also provide a summary.

If you have any questions about our support for your child, please contact the class teacher in the first instance. If you need further support, please contact our Special Educational Needs Co-ordinator, Mrs Mackay:  
[r.mackay@bgp.hslt.academy](mailto:r.mackay@bgp.hslt.academy)

Key Questions:

1. How do we identify Special Educational Needs and Disabilities (SEND)?
2. How do we involve children and their Parents/Carers?
3. Who is responsible for ensuring my child's needs are being met?
4. Who else works with the school to support children with SEND?
5. How do we adapt the curriculum so that we meet the needs of our children with SEND?
6. How is my child's progress assessed and reviewed?
7. How do we adapt extra-curricular activities so that we meet the needs of our children with SEND?
8. What if my child is identified as having more complex needs?
9. How do we support children with additional needs moving between phases of education?
10. What should I do if I have a complaint about the provision made at the school for my child with SEND?
11. Contact Details

1. How do we identify Special Educational Needs and Disabilities (SEND)?

At times some children need additional support at school. Children who experience difficulties may fall into one (or more) of four broad areas:

Cognition and Learning needs – your child may have difficulty with:

- Some or all of the work in school
- Making progress in reading, writing or maths
- Understanding information
- Remembering information
- Dyslexia, dysgraphia or dyscalculia.

Social, Emotional and Mental Health needs – your child may have difficulty with:

- Organising themselves
- Managing their behaviour
- Making friends or relating to adults
- Concentration and attention
- Coping with everyday life at school
- Communication and Interaction needs – your child may have difficulty with
- Expressing themselves
- Understanding others
- Autism

Sensory, Physical or Medical needs – your child may have difficulty with:

- Accessing the physical learning environment
- Have hyper-sensitivity linked to sounds, smells, touches or sight. · Self-care and independence
- Hypermobility or developmental co-ordination disorder
- Require assistance or medication

Your child may require additional special educational provision in school if:

1. They have a significantly greater difficulty in learning than the majority of other children of the same age, and/or they have a disability which hinders them from making full use of educational facilities generally provided for other children of the same age in a mainstream school.
2. How do we involve children and their Parents/Carers?

If you tell us you think your child has a Special Educational Need, your child's class teacher will discuss this with you. School staff will observe your child closely and assess what may be causing difficulty. We will share with you what we find out and what we will do next.

If your child has identified SEND before they start at our school, we work closely with you and other people who already know your child and use the transition information available to identify how we can best meet their SEND at school.

If a teacher thinks your child may require special educational provision, our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Mackay, will work with you, your child and your child's teacher to further identify need and coordinate a level of support which may include monitoring their progress as part of the SEND Register.

We operate a range of systems to ensure that communication between home and school is effective for families of children with SEND, depending on the needs of your child. The form this takes is flexible but may include daily or weekly communication with the teacher, regular teacher meetings or meeting the SENDCo. Throughout their time in school, pupil voice will be advocated by parents and school staff to ensure that your child is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account, along with those of teachers, families and professionals.

3. Who is responsible for ensuring my child's needs are being met?

Our staff are experienced and trained to meet every child's needs in a mainstream setting, including those with SEND. If your child requires individualized targets and some additional provision, their teacher will set up a Personal Provision Plan with appropriate targets and discuss these with you termly, or more often if needed. From October 2023, new and reviewed learning plans will be created/transferred to Provision Map, which provides an online system for reviewing provision and targets. Our SENDCo will oversee provision for any children with SEND and will liaise with class teachers, teaching assistants, professionals and outside agencies to make sure that your child's needs are accurately identified and continue to be met with the resources available to us.

We aim to ensure that every child achieves their full potential and becomes a confident learner. Our pastoral lead is also in school to offer additional Social, Emotional and Mental Health support to all children where necessary. We further support your child's social and emotional development by undertaking appropriate peer awareness activities throughout the year to ensure that every child is understood and valued in our school.

The Governing Body has a responsibility to identify a governor who has oversight of special educational needs provision in the school and is responsible for ensuring that the full governing body is kept informed of how the school is meeting statutory requirements. This role is currently undertaken by Hazel Greenwood. The SENDCo and the Headteacher work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy.

4. Who else works with the school to support children with SEND?

Outside agencies, that are independent of the school, provide support over and above that available within school. Some of the outside agencies we work closely with are listed below:

Educational Psychologist – can advise on further assessment and best practice to support within school. Their input is required for a Request for Statutory Assessment.

Educational Psychology Service

T: 01904 554320

E: [educational.psychology@york.gov.uk](mailto:educational.psychology@york.gov.uk)

Specialist Teachers and Teaching Assistants – additional support for hearing impairment, visually impairment, physical or medical difficulties, autistic spectrum condition, behaviour difficulties and dyslexia. Referrals can be made termly by a particular deadline.

Specialist Teaching Team (York)

T: 01904 554204

E: [sendept@york.gov.uk](mailto:sendept@york.gov.uk)

Health Services – Occupational therapy, Speech and Language Therapy and Physiotherapy can provide specialized programs and assistance, usually via GP referral.

Children's Therapy Team, Child Development Centre, York Teaching Hospital T: 01904 724366

W: <https://www.yorkhospitals.nhs.uk/childrens-centre/your-childs-hospital-journey/therapy-services/>

Mental Health Services – Limetrees Child and Adolescent Mental Health Service (CAMHS) can assess and offer advice on ADHD, ADD and Autistic Spectrum Condition. They also manage a Well Being Worker who supports in school.

Pastoral provision alongside the SENDCos and ELSA.

T: 01904 615300 / 615345

York SEN And Disability Information, Advice & Support Service SENDIASS

T: 01904 554312 / 555698 / 07920185325

E: [yorksendiass@york.gov.uk](mailto:yorksendiass@york.gov.uk)

5. How do we adapt the curriculum so that we meet the needs of our children with SEND?

All pupils at Burton Green Primary School receive quality first teaching. This means that a range of teaching styles and approaches are used and that appropriate learning objectives are set for all learners with a curriculum matched to their needs. Learners have access to different types of support in lessons, including whole class, small groups or one-to-one with a Teacher or Teaching Assistant. All staff are trained in a variety of approaches to teaching and learning, through regular training sessions covering key approaches and more specific training to meet individual needs as necessary. This means we are experienced with, and able to adapt to, support a wide range of SEND.

This may involve:

- Varying the type and length of instructions we give.
- Individualized targets to support personal progress for every child.
- Small group or individual support.
- Additional resources e.g. 'Help packs', work stations, ICT access, visual prompts.
- Support to regulate their emotions and behaviour.

As a mainstream school, we ensure that every child accesses our exciting and varied curriculum, including children with additional needs. We consult with outside agencies to ensure that the physical learning environment can be accessed by all. Where appropriate, your child will be supported by alternative resources and provision so that they can access the National Curriculum in the classroom with their peers. Where children are working significantly below age related expectations, individualized target work will be set to ensure they make good progress alongside their peers. On occasions where it may be necessary for a child to leave the classroom, either for a break or for intervention, they will access suitable areas within school, including quiet areas and the playground to support this.

#### 6. How is my child's progress assessed and reviewed?

Parents and carers can expect to be involved in the assessment of SEND at every stage and will be regularly invited to review progress and to be part of the target setting process. In cases where a child is looked after by the Local Authority, we will liaise closely with people who know the child best to ensure their needs are well catered for. Teachers use detailed information from their tracking of children's progress to ensure all children are making progress. Teachers regularly work together to check that their judgments are correct and our Senior Leadership Team oversee and moderate this.

In addition, for children with SEND, teachers review personal targets termly and discuss these with parents. The SENDCo also closely monitors the progress of children on the SEND Register and evaluates the effectiveness and impact of their current provision through observations, teacher discussions and parent/ child communications.

#### 7. How do we adapt extra-curricular activities so that we meet the needs of our children with SEND?

Burton Green ensures that all children, including those who are vulnerable or who have special educational needs can access and enjoy extra-curricular activities. Reasonable adjustments are made to ensure that everyone can access extra-curricular activities. Examples of how this is done are listed below.

- Homework – expectations for all learners are high and all homework set is suitably challenging and differentiated. For learners with special educational needs who find doing schoolwork at home too much, the option of completing their homework in school is given.
- Assemblies/ performances – the role any child plays in an assembly or performance is dependent on their own views, however everyone has the opportunity to take part if they choose to do so.
- Trips/ Residential – Burton Green will make reasonable adjustments to ensure that all pupils are able to participate in opportunities away from school premises. Thorough risk assessments are made prior to any school trip and these are discussed with both the SENDCo and a child's parents or carers, as necessary. A joint decision is made as to the correct level of support required to access learning off-site, based on individual needs.
- Out of School Clubs – Burton Green offers a number of opportunities for all children to enjoy extra-curricular activities at lunchtimes or after school and uses their best endeavours to support children with SEND in accessing these alongside their peers.

8. What if my child is identified as having more complex needs?

If the school feels that the involvement of another agency will help them to meet your child's needs, you will be informed and asked to give your consent. As a multi-agency team working with your family, we may decide that an agreed 'My Support Plan' would be helpful. This is focused on what you as a family feel is important in supporting your child, details the support which we will put in place, and holds contributions from everyone supporting your child (further details are available online in York's Local Offer.)

If through the 'My Support Plan' process it is felt your child's needs require support beyond that provided by school, we may suggest that we ask the Local Authority for a Statutory Assessment. This could lead to the creation of an Education Health and Care Plan for your child and additional funding may be put in place. If your child needs extra resources to help them with their learning, for example additional staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed annually and includes the views of the child, parents, teacher, SENDCo and outside agencies. If, however, their needs can be met through School Support, this will continue to be coordinated through a My Support Plan.

9. How do we support children with additional needs moving between phases of education?

Mrs Mackay will arrange an appropriate transition review prior to any move, including the transition to Secondary school, and relevant staff will be invited to attend these reviews. Transition meetings and, if appropriate, visits will be arranged for the pupil, often accompanied by a familiar member of staff. Your child will receive as much transition work as you and they feel necessary.

10. What should I do if I have a complaint about the provision made at the school for my child with SEND?

It is always best to approach the class teacher, SENDCo or Headteacher first, so that your concerns can be immediately addressed. If you still feel that your concerns have not been addressed you can make a formal complaint by writing to our Chair of Governors. Our formal complaints procedure ensures that statutory requirements are met and confidentiality is maintained.

11. Contact Details

Burton Green Primary School: 01904 806293

Primary SENDCo for the school (from September 2023) – Mrs Rachel Mackay [r.mackay@bgp.hslt.academy](mailto:r.mackay@bgp.hslt.academy)

Chair of Governors – Appointments to be made through the school office.

Further information via our website <http://www.burtongreenprimary.org>

York's Local Offer: <https://www.yor-ok.org.uk/families/Local%20Offer/sendlocaloffer>

Independent Provider of Special Education Advice (IPSEA): [www.ipsea.org.uk](http://www.ipsea.org.uk)

SEND Report to Parents and Carers  
Agreed: September 2023  
Review by: September 2024