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Burton Bradstock CE Primary School
SEN Information Report 2016-2017

Burton Bradstock is a small primary school which caters for children from the parishes of Burton Bradstock, Shipton Gorge and Chilcombe, as well as those from the local town of Bridport and other nearby villages.

Our aim is not only to provide a high quality holistic education, but also to expose children to experiences that will give them the confidence, self-esteem and resilience needed to carry them to life-long fulfilment and success. We pride ourselves on the family atmosphere and caring ethos that we provide which is underpinned by our Christian values.

1. WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES THE SCHOOL MAKE PROVISION FOR?

Burton Bradstock CE Primary School is a mainstream school. We cater for children of varying needs by providing an appropriately paced and differentiated curriculum. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

2. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Burton Bradstock C of E Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of standardised assessment
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

3a. HOW DOES THE SCHOOL EVALUATE IT'S PROVISION?

The provision of Special Educational Needs is monitored by the SENCo in liaison with the Headteacher. Pupil progress meetings are held each term to discuss the progress made by each child and to determine the impact of any interventions or additional support. Termly meetings are held with the named governor for SEND to discuss the progress made by SEND pupils as a whole (not individually). Meetings are also held with the parents/carers of SEND pupils and questionnaires are used to gather their views. The SENCo reports to the governors about progress of the SEND action plan.

3b. HOW DO YOU KNOW HOW WELL MY CHILD IS DOING AT SCHOOL?

We use a range of assessment strategies to ensure that children are making the expected progress such as day-to-day observations, curriculum tests and age standardized tests. This will be shared with parents at termly consultation meetings and through the annual report which is sent home in the summer term.

3c. HOW WILL THE STAFF SUPPORT MY CHILD? HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

If your child has SEN then they will need support that is 'additional to and different from' other children. The class teacher will plan a range of appropriate strategies to support the child's learning. These include providing a differentiated curriculum which provides carefully planned tasks that are matched to your child's individual needs. Additional resources such as visual aids and ICT may be used. These will be recorded on your child's provision map.

3d. HOW DO YOU ADAPT THE CURRICULUM?

At Burton Bradstock CE Primary School we plan a motivating, exciting, relevant and accessible curriculum through our termly whole school 'Learning Quests'. We believe that all children learn best through first-hand experience, and so we make as much use of the local environment as we can as well as providing trips and use of other local facilities such as the Leisure Centre. Good quality teaching is provided for all pupils that is planned to meet their particular needs and delivered by experienced staff.

3e. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S/YOUNG PERSON'S SPECIAL EDUCATIONAL NEEDS?

The school budget includes money for supporting children with SEN. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

Using all this information they decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

4. HOW WILL MY CHILD/YOUNG PERSON BE INCLUDED IN ACTIVITIES OUTSIDE THE SETTING INCLUDING TRIPS OUT?

First hand experiences are a key feature of learning in our school. We frequently use educational and residential trips to enhance learning opportunities. We will always include your child on a visit and meet with you to discuss any adaptations that may be needed to ensure that their particular needs are met. If necessary, a risk assessment will be drawn up and this will also be shared with you.



We offer a range of school clubs, including sport and music, that change termly. We would talk with you about the arrangements needed to ensure that your child can access the clubs that they wish to attend.

5. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING?

At Burton Bradstock CE Primary School we believe that happy children learn best.

Within school we have a clear behaviour policy so that children know what is expected. The children are involved in drawing up classroom charters so that they have ownership of the classroom expectations.

We have weekly 'Circle Time' lessons which focus on Social and Emotional Aspects of learning. These support children to talk about their feelings, to develop empathy and to reflect on their own behaviour.

We have highly trained staff who are able to work with children on specific programmes to support their emotional well-being.

We work closely with other agencies when necessary so that we can access guidance on how to best support your child.

6. WHAT TRAINING DO STAFF HAVE?

All our teachers have Qualified Teacher Status. All teaching staff undertake SEND training in school as part of their continued professional development. This is delivered by the SENCo or by outside agencies. Recent training includes:

- Dyslexia awareness/Autism awareness/Attachment Disorder awareness
- Meeting children's sensory needs
- Thrive
- Supporting children with Speech and Language needs
- First Aid

7. HOW ACCESSIBLE IS BURTON BRADSTOCK CE PRIMARY SCHOOL?

Our school has had some adaptations to make it more accessible for children with physical difficulties. There are ramps to the entrance ways and downstairs classrooms to allow wheelchair access. We have disabled toilet facilities. Sound boards have been fitted to the classrooms, hall and library to improve the acoustics for people with a hearing impairment. Special arrangements may be necessary for some children with physical difficulties as our upstairs classrooms are only accessible by stairs.

8. HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN YOU GET INVOLVED AND WHO SHOULD YOU CONTACT?

At Burton Bradstock CE Primary School, we recognise the valuable role that you play in supporting your child's learning. There are many different ways you can support your children such as: attending meetings, ensure that your child completes home learning/reading tasks to support their learning and join us in school to celebrate your child's success at events such as our weekly Good Work Assembly, summer Music Concert and Sports Day. We also appreciate you keeping us up to date with any changes or information you feel that is necessary to pass on. We have a weekly newsletter to keep you up to date and further information is sent electronically via ParentMail.

We have an active Friends group who organize a range of events such as a Christmas Fayre, a Duck Race and Beetle Drive. Further information is available on the school's website and on the Twitter page.

9. HOW DO PARENTS AND CHILDREN GET INVOLVED IN THEIR EDUCATION?

The children have Home Learning Journals which provide regular ways for them to further practice their learning at home. The Learning Quests are published on the school website so that you can see what your child will be working on over the term. Good Work Assemblies provide a further opportunity for you to see what is happening in the school. The school website provides a wealth of information about our school and has links to other useful websites that would help you to support your child's learning.

We offer termly consultations and an annual report.

The children are involved in the running of the school through the school council, Sports Ambassadors, Ethos group and Media group. They are also involved in setting and discussing their own targets where appropriate at their termly consultation meetings. All children have their own target walls to support them to know how to improve their work.

10. WHAT DO I DO IF I HAVE A CONCERN?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Christina Sanderson) or Headteacher (Claire Staple). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSED BY THE SCHOOL?

Our school involves a variety of outside agencies to support us and your child when necessary. These include:

Educational Psychologist - meets with parents and class teachers to discuss concerns, supports the SENCO through planning meetings, supports the SENCO and teaching staff by observing, assessing and setting targets.

Speech and Language Therapist -assesses speech difficulties and language acquisition, provides direct teaching, provides support and advice for the SENCO and class teachers.

Behaviour Support - Observes children's behaviour within school and at playtimes, gives support in diagnosing needs, meets with parents to discuss behaviour and provides support and advice for SENCO and class teachers.

Outreach – This is a service provided by TADSS (Teaching Alliance of Dorset Special Schools). Their specialist teachers can come into school to observe children, provide advice on how we can support learning and meet with parents.

Hearing and Vision Support Service – supports children within school with direct teaching and resources, provides support and advice for staff.

Portage – eases transition from pre-school settings.

12. HOW DO YOU PREPARE MY CHILD FOR JOINING YOUR SCHOOL OR TRANSFERRING TO ANOTHER SCHOOL OR PHASE OF EDUCATION?

If your child is starting with us, we will invite them to spend some time in school with their new class teacher so that they can become familiar with the school environment. There will also be a chance for you to come in and meet with both the class teacher and the headteacher to get to know how our school works.



If other professionals are involved with your child, there may be a multi-agency meeting held, so that key information and good practice can be shared.

We have an open door policy so that you are always welcome to come in and speak to the class teacher with any questions or concerns.

We recognize that moving onto the next class can be difficult for a child with SEND especially as they may have spent 2 years with their class teacher. We therefore provide additional opportunities for them to visit their new class and get to know their new teacher. We may also

provide a picture book of their new classroom, the children in their class and any important routines they may worry about. They can have this book to look at over the summer holidays to minimize any anxiousness.

If your child is moving to another school, we will make sure any key information and records are passed on as soon as possible.

During Year 6 we work hard to ensure transition to a new school is as seamless as possible and is an exciting experience for the children. Transition to a new school is often a worrying time and even more so if your child has SEND. There will be a number of opportunities for your child to visit their new school and staff from the secondary school may also come into our school to visit your child. The SENCo or class teacher will meet the SENCo of the secondary school to ensure that they are aware of your child's needs. We can provide additional visits with a Teaching Assistant if necessary.

If your child has a statement or an Education, Health and Care Plan, the Annual review meeting will be held in the Autumn Term to ensure that the appropriate arrangements are in place for transition to secondary school.

13. WHERE CAN I GET FURTHER INFORMATION ABOUT SERVICES FOR MY CHILD?

The information in this report forms part of Dorset County Council's Local Offer and can be found at

http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=ZaAqU_WUDGY

Dorset County Council SEN Page can be found at: <https://www.dorsetforyou.com/special-educational-needs>

SEND Information, Advice and Support: <https://www.dorsetforyou.com/parent-partnership-service>