



Burbage C of E Infant School

SEND Information Report (2022-2023)

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Contact details

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Email office@burbageinfants.org

Website <http://www.burbageinfants.org>

General information

Executive Headteacher	Mrs Zoe Driver
DfE number	8553018
Type of school	Local authority maintained Church of England Infant School
Special Educational Needs Co-ordinator (SENCo)	Mrs Philippa Jesson
Assistant SENCo	Mrs Louise Edwards
Age range of students	4-7 years
Date of last inspection	5 th June 2018
Outcome of last inspection	Good
Total number of children currently in the school	263
Total number of students with special educational needs	24
Total number of children receiving additional support	9 (5 with agreed funding, 4 awaiting confirmation/request)



Burbage C of E Infants is a Local Authority maintained infant school. We are committed to using our best endeavours to provide an appropriate and high quality education for **all** children at our school which enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make successful transition to their next phase of education.

The key responsibilities of the Special Educational Needs Co-ordinator (SENCo) are taken from the SEND 0-25 Code of Practice (2014) and include:

- overseeing the day-to-day operation of the school's Special Educational Needs and Disabilities (SEND) policy;
- coordinating provision for children with SEND;
- liaising with the relevant designated teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring the school keeps the records of all pupils with SEND up to date.



How does Burbage C of E Infants know if my child needs extra help and what should I do if I think my child may have special educational needs?

A pupil is considered to have special educational needs or disabilities (SEND) where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age. For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

There are four broad areas of SEND, all of which the school provides for:

- Communication and Interaction
- Cognition (understanding) and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time. In our school, the needs of the whole child will always be considered in this process.

We are currently providing support for children with the following identified needs:

- Speech, language and communication needs, including autism spectrum condition
- General learning difficulties
- Physical disabilities including hearing impairment and global developmental delay
- Social, emotional and mental health needs, including Attention Deficit Hyperactivity Disorder and Anxiety.

Identifying and adapting teaching to meet children's needs is a process that is in place for all pupils. The school identifies where pupils are not making expected progress or working below national expectations through termly pupil progress meetings.



If you think that your child may have SEND, please speak with your child's class teacher who will share these concerns with the school's SENCo.

What are the arrangements for consulting parents/carers of SEND pupils about, and involving them in, the education of their child & how do you support parents/carers with concerns about their children's learning?

The staff of Burbage C of E Infants are available for any parents/carers to speak about their child's education or well-being in school. Parents/carers of all children are invited to speak with the SENCo at each of our Parents' Evenings. In addition, those with children on the SEND record are invited in each term to review their children's targets with the class teachers. For those with children with SEND Support Plans or Education Health and Care Plans, they are invited to contribute their views formally at each annual review.

What policies do you have in the school for identifying pupils with SEND and assessing their needs?

Information about the process of identification and assessment of pupils with SEND is found in the SEND Policy on our school website:

<http://www.burbageinfants.org>

How does Burbage C of E Infants identify pupils with SEND?

Identifying and adapting teaching to meet children's needs is a process that is in place for all pupils. The school identifies where pupils are not making expected progress or working below national expectations through termly pupil progress meetings. Where necessary, class teachers will put in place interventions, through quality teaching, appropriate differentiation and in-class support. These are carried out in order to close the gap or raise the attainment. The class teacher will also talk with parents at this stage to ensure there is a shared understanding of their child's needs and to gain their



perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCo. At this meeting the requirement for additional fine-tuned assessments will be ascertained.

Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at 'SEN Support'. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in his/her class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

Working together the SENCo, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the child. This will be delivered by staff with sufficient skills and knowledge.

How will Burbage C of E Infants support my child?

At Burbage C of E Infants, we aim to provide all children, including those with SEND, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community.

To achieve this aim we:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, will flourish and feel safe;
2. Will respond to learners in ways which take account of their varied needs and life experiences, moving away from an approach that locates



a problem within the child, but means doing everything we can to meet a child's SEND;

3. Are committed to identifying a pupil's SEND at the earliest point and then making effective provision as this is known to improve long-term outcomes;
4. Work in close partnership with parents to achieve these aims. We are committed to parents participating as fully as possible in decisions and being provided with information and support necessary to enable this.
5. Support pupils themselves to participate in discussions and express their views and be fully involved in decisions which affect them encouraging them to become increasingly effective self-advocates.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective, targeted support.
7. Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Have appointed a qualified Special Educational Needs Coordinator, Philippa Jesson, who has responsibility for the day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

How does Burbage C of E Infants know how effective its arrangements and provision for children with special educational needs are?

The effectiveness of the support and interventions and their impact on individual children is reviewed each term. The review process includes

- an evaluation of the impact and quality of the support and intervention; and
- the views of the pupil and their parents.

This review then feeds back into the analysis of the pupil's needs. The class teacher, with support from the Special Educational Needs Co-ordinator (SENCo) where needed, revises the support in light of the pupil's progress and



development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

How will both the school and I know how my child is doing and how will you help me to support my child's learning?

For children with identified special educational needs and disabilities (SEND), the class teacher will meet with the parents to agree what the desired outcomes of any additional support should be. The class teacher and the Special Educational Needs Coordinator (SENCo) will subsequently select appropriate support and intervention to meet these outcomes which will then be delivered by staff with sufficient skills and knowledge. An Individual Education Plan (IEP), or in some cases a Speech and Language Support Plan, will detail what outcomes are being sought. Carefully chosen SMART (small, measureable, achievable, realistic and timed) targets will then be selected to achieve these outcomes which will then be reassessed every term. The views of parents and the children are considered when assessing how the children have progressed towards these targets and to select appropriate next steps.

What is Burbage C of E Infants' approach to individual learning?

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. Where necessary, class teachers put in place relevant and timely interventions, aimed at closing the gap or raising the attainment. This is achieved using quality teaching, appropriate differentiation and in-class support

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have a statement, or an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as



well as their special educational provision. Arrangements to support pupils at school with medical conditions are detailed in the school's policy for *Supporting Pupils with Medical Conditions*.

How will the curriculum be matched to my child's needs?

We are committed to removing barriers that prevent children from accessing their learning. As a result, we aim to teach children in a variety of multisensory ways, in order to provide for all learning styles. Children with SEND are given equal access to the curriculum using additional support through specially trained support staff, adapted learning environments and the use of specialised equipment and ICT.

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

Working together the SENCo, class teacher and parents select appropriate support and intervention to meet the outcomes identified for each child, based on reliable evidence of effectiveness. This is then delivered by staff with sufficient skills and knowledge.

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed each term. The review process includes an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCo where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support, particularly when a pupil continues to make less than expected progress. Parents will always be involved in any decision to involve specialists along with the child's class teacher and, in appropriate cases, the child. It is the SENCo's role to contact any specialist



agencies and ensure that the information is shared with the parents and the teaching staff supporting the child.

How will my child be included in activities outside the classroom, including trips?

We provide a number of extra-curricular activities that are available to all children in the school. If there are any concerns about a child's ability to access any activities, then the school will meet with the parents in order to ensure that arrangements can be made in order to remove any barriers there may be. It may be necessary for parents or carers to accompany their children when the activities are outside of school hours.

Over the last 18 months the following extra-curricular activities have been available for pupils:

- Violins (Year 2 children only)
- French (Year 1 and Year 2 children)
- Multi-sports Club (Year 1 and Year 2 children)
- Football Club (Year 1 and Year 2 children)
- Drawing Club (Year 1 and Year 2 children)
- Dance Club (Year 1 and Year 2 children)
- Maypole Dancing (Year 2 children)
- Year 2 residential trip to Beaumanor Hall
- 'Bedtime Story' evening (Year 1 only)
- Various trips, including a whole school theatre trip planned for this winter

When preparing for any trips outside school, the school welcomes any information and input by parents in order to ensure that the activities are as successful as possible for the children.



Also, additional support can be made available for children at the start and end of the day, at break times and at lunchtimes as required. Currently, we provide a lunchtime games club to support children to improve their play and interactive skills in a small group.

How will you help to develop my child's emotional and social development?

At Burbage C of E Infants, the following additional activities are available for pupils with special educational needs and disabilities (SEND):

- Social communication groups for children who have difficulties with communication - resulting in increased interaction and social skills for children with difficulties in this area;
- Lunchtime and playtime support for children with emotional and social difficulties. Children become more able to cope with large scale, less structured activities such as lunchtimes and playtimes;
- Key adult support for children with emotional and social difficulties. Tailored support to help and reassure children with emotional and social needs. Children are able to access learning more effectively because underlying emotional and social needs are met more effectively and become less overwhelming;
- Year 2 *Chatty Chums* social communication groups supporting transition to the Junior School. Vulnerable children are able to cope more with their fears and anxieties;
- Emotional Literacy Support Assistant (ELSA) – we have a specially trained ELSA in our school who works with children who need extra emotional support. This can take the form of play therapy on a 1:1 basis or in a small group. Some children access this for short periods of time due to trauma or a family loss.



How will I be able to raise any concerns I may have?

If you have any concerns about your child and the provision he/she receives, please contact your child's class teacher. However, you may contact the school's Special Educational Needs Coordinator (SENCo), Mrs Philippa Jesson, at any time in school hours:

- through the school office in person
- by telephone (01455 239391)
- by email (pjesson@burbageinfants.org)

What specialist services and expertise are available at or accessed by Burbage C of E Infants? What training have staff supporting children with special educational needs had of what training are they having?

In addition to having a specially trained school's Special Educational Needs Coordinator (SENCo), the school provides ongoing training for all staff in special educational needs and disabilities (SEND). In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends SENCo network meetings and also Loughborough Learning Alliance meetings in order to keep up to date with local and national updates in SEND, and to explore different needs and interventions.

Staff who support individual children are given access to specialized training by



qualified professionals.

Training over the last 18 months has included information on:

- Emotional Literacy and Support
- Autism Spectrum Condition
- Specific Learning Difficulties including dyslexia and dyscalculia (maths difficulties)

Who else has a role in children's education?

The following are examples of specialist agencies available to the school:

- Autism Outreach
- Community paediatricians
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Educational psychologists
- Occupational therapists
- Physiotherapists
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Outreach Support from special schools

In addition, the school's Special Educational Needs Coordinator (SENCo) has received training in Speech, Language and Communication having received a Level 3 qualification in Knowledge and Practice to Support the Communication Skills of 5-11 year olds. This course has provided training in developing the speech and language skills of all children but especially those with speech and language difficulties.

We have a teaching assistant who is trained as an Emotional Literacy Support Assistant (ELSA), in order to support children to develop their emotional and



social skills.

How accessible is Burbage C of E Infants both indoors and outdoors? What equipment and facilities are provided to support children with special educational needs?

Burbage c of E Infants is built on a single level. It is fully wheelchair accessible with ramps and handrails provided where necessary. When a child requires special access arrangements, advice is sought and consideration is given as to the best classroom for the child in order to provide easy access to the classroom, to toilet facilities, to the hall and to outdoor areas.

There are two specially adapted toilets in the school for disabled people, one of which has a shower facility. In addition, we provide a larger toilet cubicle, specially adapted with a support rail.

There is a single disabled parking bay at the front of the school for drivers with a blue badge and for parents of children with a disability.

Many children within our school may have a specific learning difficulty (SpLD), eg. dyslexia. However, it can be difficult to diagnose this below the age of 8 years. Therefore, care is taken throughout the school to provide general support that would benefit these children even before they are diagnosed. Visual disturbances which can interrupt learning can be reduced through the use of tinted backgrounds on interactive whiteboards and carefully chosen fonts. If it is considered to be beneficial, work books can be provided with tinted paper, and coloured overlays can be provided to support reading.

We have access to services through the local authority, eg. hearing impairment and occupational therapy, in order to support specific children.

The school's core budget is used to make general provision for all pupils in the school including pupils with special educational needs and disabilities (SEND). In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEND budget'.

The amount in this budget is based on a formula which is agreed between



schools and the local authority. The government has recommended that schools should use this notional SEND budget to pay for up to £6,000 worth of special educational provision to meet a child's SEND. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEND needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil

The school may also make use of Pupil Premium Funding where a pupil is registered as SEND and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

How are complaints dealt with?

If you are dissatisfied or concerned about anything to do with your child's care and support, we ask you first to speak with the class teacher if you feel able to. If we can, we will resolve any issues you may have straight away. However, if you prefer, you may speak directly with the Headteacher (Mrs Zoe Driver) or the Special Educational Needs Coordinator, SENCo (Mrs Philippa Jesson), both of whom can be contacted through the school office.

If a complaint is made the school will follow the Complaints Procedure. This can be found on the school's website, and involves the following procedure:

- In the first instance, an appointment should be made with the Headteacher, who will endeavour to address the issue informally;
- If the complainant is still dissatisfied with this outcome, the complaint should be made in writing to the Chair of Governors, who will endeavour to address the issue.

If the complainant is still dissatisfied, a governors' complaints committee will be convened to hear the complaint and decide appropriate action. This



committee will not include the Chair of Governors or any member of staff from the school.

How do you support pupils with SEND transferring between phases of education?

When pupils are transferring between preschools and nurseries to Burbage C of E Infants, teaching staff make every endeavor to meet them in their existing placements and to liaise with those in charge of their education and care. In addition, where needs are already known, the school SENCo arranges to meet with staff, parents and children prior to their transfer in order to ensure smooth transfer to their next phase. In addition, the SENCo will attend reviews of children at their preschools where possible. Sometimes these children can make additional visits to the school and preschools are encouraged to make photo books of key people and places to prepare the children for the changes ahead.

For pupils moving on to their next phase of education, teaching staff and the SENCo arrange to meet with the new class teachers and the new SENCo, respectively, in order to transfer information across. When appropriate, additional visits are made with the pupils in order to introduce them to their new settings and to produce photo books including pictures of key personnel and places that the children will need to be aware of.

This support is co-ordinated by Philippa Jesson, the school's SENCo. If you would like to talk through any transfer arrangements, she can be contacted during school hours:

- through the school office in person
- by telephone (01455 239391)
- by email (pjesson@burbageinfants.org)



How do you contribute to the publication of the local authority's Local Offer?

There is a copy of our school's contribution to the local offer on our school website <http://www.burbageinfants.org>. Leicestershire's Local Offer can be found at <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>.

What support services are available for parents and carers of children with additional needs?

SEND Information Advice and Support Service (SENDIASS)

Formerly Parent Partnership Service. SENDIASS provides free, impartial and confidential legally-based advice, information and support on all matters relating to SEN and disabilities including education, health and social care issues.

- Telephone: 0116 305 5614
- Email: sendiass@leics.gov.uk
- Website: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send>
- Address: SENDIASS Leicestershire, Abington House, 85 Station Road, Wigston, Leicestershire, LE18 2DP

Supporting Leicestershire Families – SLF (for families with children aged 5-13 years)

- Telephone: 0116 305 8727
- Website: <https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/children-and-family-wellbeing-service>
- Address: Cultural Services, Hinckley Hub, Rugby Road, Hinckley,



Leicestershire, LE10 0FR



Children and Young People's Support Service, Hinckley and Bosworth Borough Council

Free and confidential service for 5-19 year olds that focuses on those affected by domestic abuse

- Telephone: 01455 238141
- Email: Customer.Services@hinckley-bosworth.gov.uk
- Address: Children's Support Worker, Community Safety Team, Hinckley & Bosworth Borough Council, Hinckley Hub, Rugby Road, Hinckley, Leicestershire, LE10 0FR

Menphys Special Outreach Service (Menphys SOS)

A voluntary sector organisation which offers a wide range of services to children and young people with special educational needs, disabilities and complex health needs, and their families, living in Leicestershire and Leicester. They are committed to providing a holistic, empowering, professional service, which focuses on preventative, early intervention and help.

- Telephone: 01455 323020
- Email: info@menphys.org.uk
- Website: www.menphys.org.uk

ADHD Solutions

ADHD Solutions CIC is an independent initiative set up to support children young people and adults who have Attention Deficit and Hyperactivity Disorder (ADHD), their families, and the professionals who are working with them.

- Telephone: 0116 261 0711
- Website: <http://www.adhdsolutions.org/>



Leicestershire Speech and Language Therapy (SALT)

Leicestershire SALT offer a range of services for children and young people who have difficulties with;

- *Speech, language and communication skills*
- *Eating, drinking and swallowing skills*

The service works closely with families, parents and carers to improve children and young people's progress in these areas and to ensure that their potential for learning, social and emotional development is reached.

- Telephone: 0116 225 6000
- Website: <https://www.leicspart.nhs.uk/clinic/childrens-speech-and-language-therapy-service/>
- Address: *FYPC Speech and Language Therapy, Bridge Park Plaza, Bridge Park Road, Thurmaston, Leicester, LE4 8PQ*

Down's Syndrome Association (DSA)

DSA offer information, support and advice on any question or concern you have related to Down's syndrome. They have specialist advisers who can provide you with information and support on issues such as health, social care, benefits and education for people with Down's syndrome. They can help you to access support locally and may be able to direct you to other sources of information.

- Telephone helpline: 0333 1212 300
- Email: info@downs-syndrome.org.uk
- Website: <http://www.downs-syndrome.org.uk/>

Autism Outreach Team (AOT), Leicestershire County Council

The AOT provides advice, support and training to children, families and educational establishments across Leicestershire in regards to Autism Spectrum Disorders for children with a diagnosis aged 0-19yrs.



Telephone: 0116 305 9400 (Vanessa Foulds)

- Email: STS@leics.gov.uk
- Website: <https://resources.leicestershire.gov.uk/specialist-teaching-services/autism-outreach-service/autism-information-for-parents>

Hearing Support Team (HST), Leicestershire County Council

The HST is part of the Local Authority's Specialist Teaching Services and is made up of Specialist Teachers who have an additional qualification for teaching hearing impaired children, Educational Audiologist, Technician, Language Support Worker and Practitioners. The HST provides teaching, audiological and advisory support to all children and young people in Leicestershire who have a permanent hearing loss, from the time of identification until they leave school.

- Telephone: 0116 305 9400 (Kate Wells)
- Email: STS@leics.gov.uk
- Website: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/hearing-impaired-and-deaf-children>

Vision Support Team (VST), Leicestershire County Council

The VST is part of the Specialist Teaching Services. They have clear aims set out that underpin the support services they provide to children and young people who have a visual impairment. They also work with and support schools, early years settings, parents, carers, families and other professionals who are working with visually impaired children and young people.

- Telephone: 0116 305 9400 (Kirsten Jansen & Julie Grafton-Reed)
- Email: STS@leics.gov.uk
- Website: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/visually-impaired-and-blind-children>