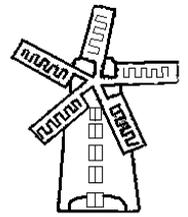


**St. Peter and St. Paul Church of England, Primary School
Burgh-le-Marsh**



SEND Information Report

School Name: St Peter & St Paul CE Primary School

**Address: Wainfleet Road
Burgh-le-Marsh
Lincolnshire
PE24 5ED**

Type of school: Mainstream CE Primary School

Number on roll: 229

Contact details:

Headteacher Miss S Smith

SENCO Miss D Leetham

Chair of Governors Miss C Dougall

Telephone 01754 810241

Email enquiries@burghschool.org.uk

Website (main) www.burghschool.org.uk

Link to SEN&D local offer www.burghschool.org.uk

Other

Languages English

Information about our school

School Aims and Values

RESPECT, COMPASSION and COURAGE

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. We aim to:

- provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning;
- provide an environment that is safe and secure for all members of the school community;
- help children fulfil their potential by acquiring relevant knowledge, skills and practical abilities and by developing their confidence;
- develop lively and enquiring minds by encouraging children's natural curiosity and imagination;
- reflect and promote the values and teaching of the Christian faith (whilst respecting other cultures and beliefs) and maintain close links to the church;
- provide high quality education suitable for the needs of each individual child, using a wide range of teaching methods and experiences;
- maintain high standards of work, behaviour and self discipline;
- provide a personal and social education which will encourage children to become independent, confident, self-disciplined and motivated;
- help children understand the world in which they live, its social and economic order and the interdependence of individuals, communities and nations;
- promote good physical, emotional and mental health experiences to enable everyone in the school to enjoy a healthy lifestyle;
- support all members of the school staff to be confident in their respective roles, working together as a team, co-ordinated by effective leadership;
- to establish effective partnerships between home, school, church and the community that are fundamental to the well being of the children and the success of the school.

"Striving for excellence together in a caring Christian community"

Our school has Healthy School status, Food for life award, FilmMark, School Games Silver. We are innovative in digital media and film making alongside our commitment to the Young Journalist project.

We have a child centred approach to teaching and learning where each child is supported to reach their potential ably supported by our dedicated teaching and non teaching team so that no child is left behind.

In order to ensure we can support our children with special educational needs or disability we invest in training for specific areas including epilepsy awareness, positive handling Teamteach, Speech and Language and attending autism conferences. We also work with outside agencies to offer specialist support Educational Psychology Service, Specialist Teaching Service, Health, Attendance Officer, Parent Support Advisory Service, Health, Jigsaw Counselling Service and Social Care.

School Local Offer Template

1. What should I do if I think my child has special educational needs?

In the first instance if you have any concerns you should share them with your child's class teacher. The class teacher may then liaise with our SENCO (Special Educational Needs & Disability Co-ordinator).

2. How will the school respond to my concerns?

If you have any concerns school staff will listen, discuss with you the issues, share information to offer support and look into the concern. A follow up meeting may be made with you to feedback and share information between home and school. An initial concerns form will be completed and this would be shared with the SENCO.

3. How will the school decide if my child needs extra support?

Extra support is decided based upon need through discussions of each child's progress, strengths and barriers to learning. The class teacher would discuss with the parent the type and focus of the support following an initial assessment with measureable targets to track progress.

4. What will the school do to support my child?

The class teacher alongside other staff will deliver the support following an assessment of the need, planning the support, delivering the support and reviewing its impact through an individual School Support Plan which will be overseen by our SENCO.

5. Who will support my child in school?

All our teachers and teaching assistants are trained to support children in school, some with areas of expertise. Other children also offer support through peer support in lessons.

6. What training and experience do staff have for the additional support my child needs?

At our school we have experience supporting children with autistic spectrum disorder, speech and language difficulties as well as developmental delay. Whole school training is focussed in general support and individual training needs are targeted to staff best placed to support individuals (eg. TA trained to deliver Speech and Language programmes, TA's who have trained in catch up programmes and TA's who specialise in supporting children with Aspergers Syndrome).

7. Who else might be involved in supporting my child?

In order to ensure we can support our children with special educational needs or disability we invest in training for specific areas including epilepsy awareness, positive handling Teamteach, Speech and Language and attending autism conferences. We also work with outreach workers from local Special Schools and outside agencies to offer specialist support Educational Psychology Service,

Specialist Teaching Service, Health, Attendance Officer, Parent Support Advisory Service, Health, Jigsaw Counselling Service and Social Care.

8. What support will be there for my child's emotional and social wellbeing?

We target children for nurture groups support and in the development of social stories to offer pastoral support as well as using outside agencies to support. We use Jigsaw Counselling Service to support children and families who need emotional support if appropriate. We have a policy for the administration of medicines (see policy) and medical care plans in place for children with ongoing conditions eg. Epilepsy.

Children with special needs in behaviour have plans with specific targets and child specific teaching strategies to de-escalate the behaviours. We work with families to minimise the need for exclusion and all the staff are trained in TeamTeach to reduce the needs for positive handling.

9. How will my child be involved in the process and be able to contribute their views?

Every child with a School Support Plan (SSP) is involved in the review cycle of their targets. Their views are at the heart of the plan and they are involved with their class teacher and / or SENCO in drawing new targets.

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

The needs of the child are considered when planning a differentiated curriculum to allow the child to access the curriculum where possible. High quality first teaching is paramount to this and consideration is given to the seating and location of children with needs as well as the use of readers, writers and ICT to support individuals.

11. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how my child is progressing?

Regular parents evenings, SSP reviews and discussions with the class teacher. For some children home/school books or regular meetings form part of this.

12. How does the school know how my child is doing?

We measure attainment and track progress against year group expectations in the National Curriculum, PIVATS, Early Learning Goals, Pupil progress meetings and standardised assessments.

13. How will my child be included in activities outside the classroom including school trips?

For any child where there is a special consideration dialogue between parents and school is essential. We believe strongly in equal opportunities therefore if appropriate adaptations are made to ensure all children can participate.

14. How accessible is the school environment? How accessible is the curriculum?

There is disabled access into school via the main entrance and we have a lift to gain access the lower corridor. Support is sought for individuals from outside agencies to ensure we have access to specialist equipment eg. one handed recorder, scissor block etc.

15. How will the school prepare and support my child to join the school?

Pre-start visit and induction sessions are used to support children joining our school to familiarise the child with the setting and our routines and this can be adapted for a phased entry if appropriate.

16. How will the school prepare and support my child to transfer to a new setting/school?

Transition planning forms part of SSP reviews in Year 5. Year 5 visit many of our local secondary schools for curriculum days during the Summer term and we encourage the children to participate fully in induction programmes in Year 6. Staff from other schools come to visit the children during the summer term and attend annual reviews for Year 6 children.

17. How can I be involved in supporting my child?

If your child is to reach their potential at our school we believe home and school relationships are essential. We have a home school agreement which asks parents to support homework, reading and family learning events. Children have individual targets which are shared with parents together with ideas of how you can support.

18. How can I access support for myself and my family?

Refer to www.lincolnshire.gov.uk/SENDlocaloffer

19. Who can I contact for further information?

First point of contact is via the school office:

Phone – 01754 810241

e-mail – enquiries@burgh-le-marsh.lincs.sch.uk

Enhanced provisionNo

Specialist facilities Lift to access lower level, disabled toilets