



## SEND Information Report 2019-2020

**School Name:** The 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:** 213

**Contact details:**

Headteacher Mr. D. Hurdman

SENDCo Miss D. Leetham

Chair of Governors Miss A. Smith

Telephone 01754 810241

Email [enquiries@burghschool.org.uk](mailto:enquiries@burghschool.org.uk)

Website (main) [www.burghschool.org.uk](http://www.burghschool.org.uk)

Link to Special Educational Needs and Disability (SEND) Local Offer via the SEND page on our website  
<http://www.burghschool.org.uk/info/send.html> or directly via [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

**Other:**

Languages English



## School Aims and Values

RESPECT COMPASSION 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 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 successes of the school

***"Striving for excellence together in a caring Christian community"***



## **What is the Local Offer?**

The SEN and Disability Local Offer describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in Lincolnshire.

It will:

- Include information about education, social care and health services, as well as services provided by voluntary and community groups
- Provide information about services for children and young people with Education, Health and Care Plans, as well as those without
- Set out clearly the criteria for getting support
- Be published on the internet, as well as be available in other formats

## **What is the Special Education Needs Information Report?**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to offer. Schools refer to this as 'The Special Education Needs Information Report'.

### **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 SENDCo (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 the issues with you, 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 SENDCo.

### **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 SENDCo.

### **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's 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. This includes Teaching Assistants (TA's) trained to deliver Speech and Language programmes, TA's who have trained in catch up programmes, TA's who specialise in supporting children with Asperger's Syndrome and TA's and teachers who are trained to support children with diabetes or epilepsy.

**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, Speech and Language and attending autism conferences. We also work with outreach workers from local Special Schools and outside agencies to offer specialist support. These include: Educational Psychology Service, Specialist Teaching Team, Health, Attendance Officer, the Working Together Team, BOSS (Lincolnshire Behaviour Outreach Support Service), Independent Counselling Service, Healthy Minds and Social Care.

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

We recognise that children learn better and are happier in school if their emotional needs are also addressed. Our Emotional Literacy Support Assistant (ELSA) supports the emotional needs of our pupils through structured programmes of support and also as needs arise. We target children for nurture group and individual support as well as using outside agencies to support. We use an independent 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 e.g. epilepsy or diabetes. 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.

**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 SENDCo in drawing up 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 access the lower corridor. Support is sought for individuals from outside agencies to ensure we have access to specialist equipment e.g. one handed recorder, scissor block etc.

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

Pre-start visits 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 strong home-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?**

Parents should visit [www.lincolnshire.gov.uk/ewb](http://www.lincolnshire.gov.uk/ewb) to access support for their children and their family. Also refer to [www.lincolnshire.gov.uk/SENDlocaloffer](http://www.lincolnshire.gov.uk/SENDlocaloffer)

**19. Who can I contact for further information?**

The first point of contact in school is via Mrs. Barry or Mrs. Cheeseman in the School Office.

Phone: 01754 810241

e-mail: [enquiries@burghschool.org.uk](mailto:enquiries@burghschool.org.uk)

**Enhanced provision:** No

**Specialist facilities:** Lift to access lower level, disabled toilets