

Burton Manor Primary School SEN SUPPORT INFORMATION



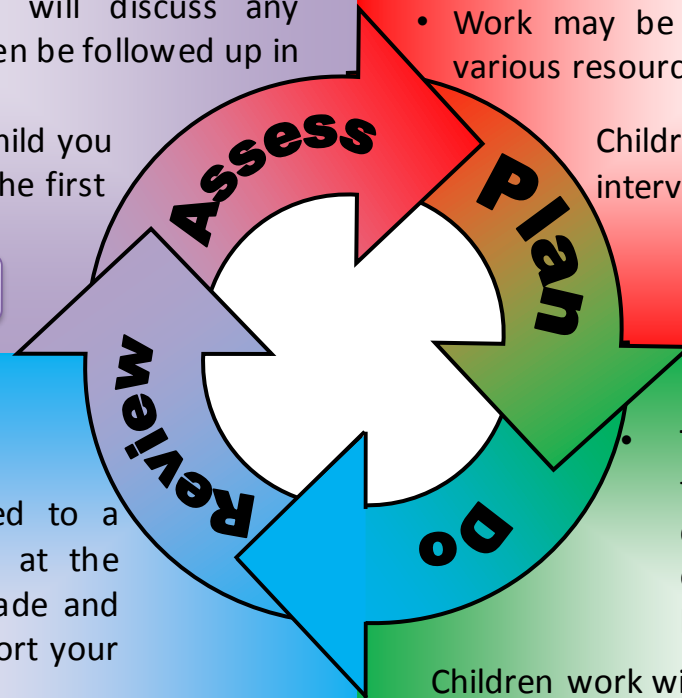
Key Contacts

- The SENCO is Mrs Becky Fisher and she can be contacted at school on 01785 356900 or via e-mail b.fisher@burtonmanor.staffs.sch.uk
- The School Governor who is responsible for overseeing SEN provision is Cathy Lister
- Parent Partnership Service for Stafford can be contacted on the number below



- At Burton Manor Primary School we pride ourselves on being an inclusive school and strive to support all children. Our aim is to identify at the earliest possible time children's special educational needs and to meet these needs in the best possible way.
- If we believe that your child has a special educational need we will inform you at the earliest possible opportunity. The class teacher will discuss any concerns with you and this will then be followed up in writing.
- If you are concerned about your child you can speak to the class teacher in the first instance.

[More information](#)



- We believe that quality first teaching is the key to all children making good progress.
- All of our staff have high expectations of the children. A range of teaching styles are used so that all children can meet their full potential.
- Teachers will plan and deliver lessons to meet the needs of all of the children in the class.
- Work may be differentiated, or children may use various resources and teaching aids to support them.

Children may take part in smaller intervention groups.

[More information](#)

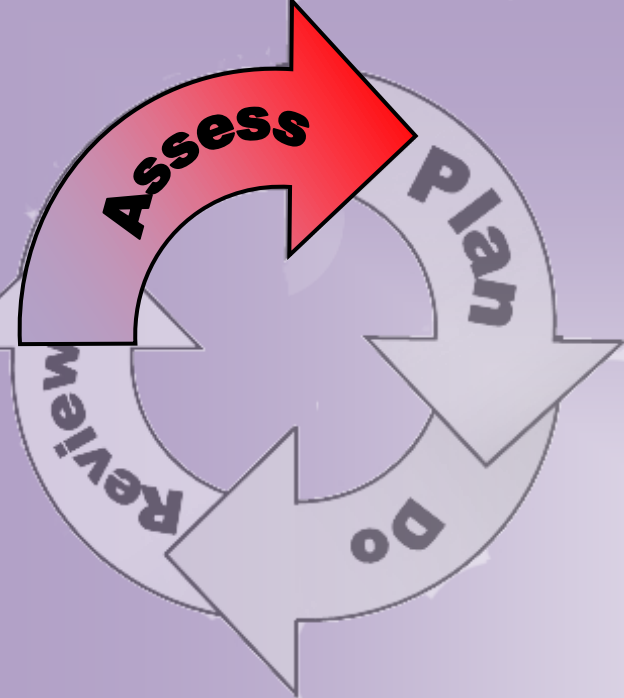
- Every term you will be invited to a review meeting. You will look at the progress that your child has made and look at ways that you can support your at home.
- We will look at how effective the support has been and decide what needs to happen next for your child to continue to make good progress.

[More information](#)

- The broad and balanced curriculum that we provide is delivered to all children by their class teacher, ensuring that pupils receive a high level of quality teaching.

Children work within their own class where the teacher and teaching assistants provide additional support in different ways. This may include; participating in intervention groups and accessing 1:1 support where appropriate. This will be planned and assessed by the class teacher.

[More information](#)



- If you are concerned about your child in school, the first person that you need to speak to is their class teacher.
- If we believe that your child has a special educational need we will inform you at the earliest possible opportunity. The class teacher will discuss any concerns with you will then get a letter confirming this.
- We monitor the progress of all children very carefully. If we think that your child isn't progressing at the correct rate we will talk to you about our concerns.
- We will ensure that if required, any Access Arrangements for formal assessments/examinations will be made. Further information can be found at
- Further information on the SEN Code of Practice can be found at <https://www.education.gov.uk/consultations/downloadableDocs/Draft%20SEN%20Code%20of%20Practice.pdf>
- Stafford Council have a local offer published on their website
- <http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

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This section is about the additional support our school offers children/young people with SEND.

If your child has been identified as having a special need, there is a range of support that we will offer.

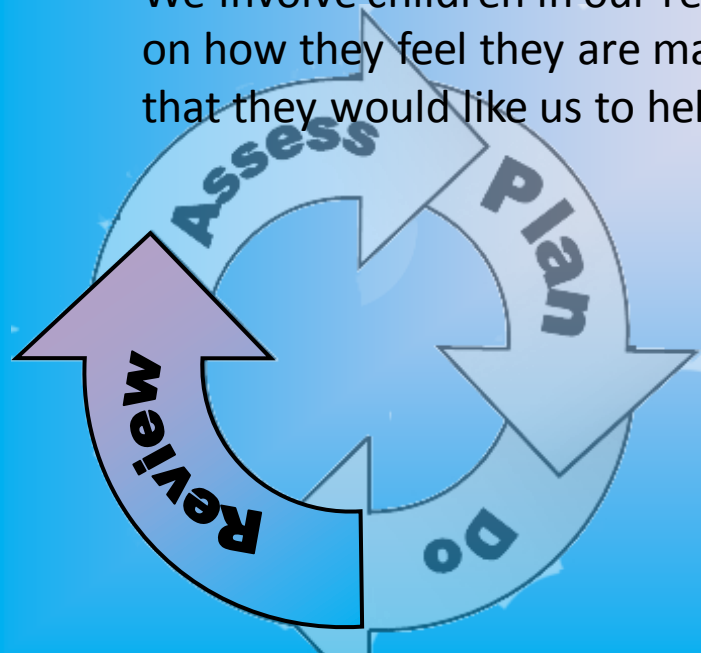
We have high expectations of all of our children and expect them all to make good progress. Firstly, we ensure that all children receive the highest quality teaching that is targeted to their individual needs. Work will be differentiated to make sure that it is set at the right level. Children may have access to ICT equipment and other learning resources. Some children may work in smaller groups or with additional adult support. Intervention activities will be planned where appropriate. We have learning support assistants who have skills in different areas of expertise.

[Main Menu](#)

- What additional facilities does our school have that support children/young people.
- Are there any specific curriculum adjustments that are made for children/young people with SEND?
- Who is responsible for delivering the specific intervention programmes?
- What adjustments are made to secure access to activities such as trips and visits, enrichment activities ? And how can parents/carers contact school to discuss specific adaptations?

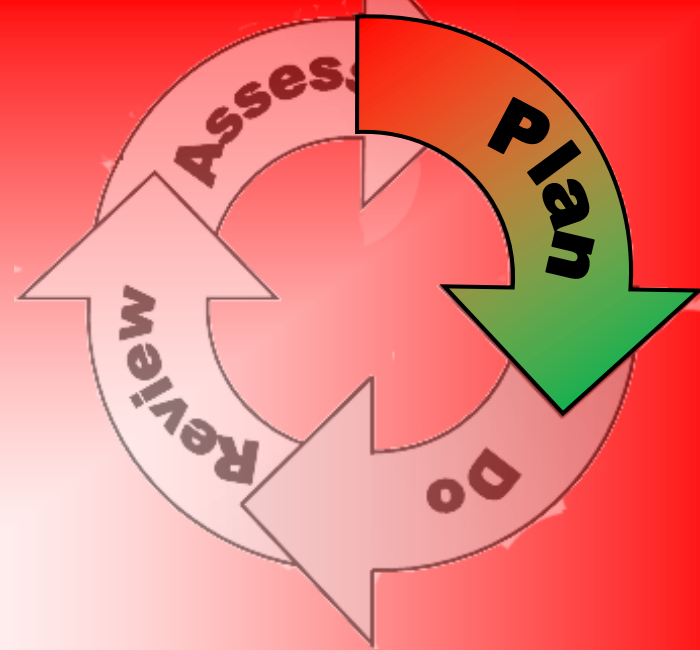


- We regularly review the progress that your child is making in school. This makes sure that we are constantly providing the right level of work for your child. We expect all children to make good progress.
- If your child is working as part or a small group of having additional interventions we will review their progress every half term.
- You will receive a written report to let you know how your child is working in school and the work being carried out by any outside agencies. This will include specific information about their special educational need.
- You will be invited into school every term to discuss your child's progress. At this review meeting you will be asked to help set new targets and find out how they did on their last targets.
- We involve children in our review process where possible and ask for their opinions on how they feel they are making progress. We also ask them if there is anything else that they would like us to help them with.



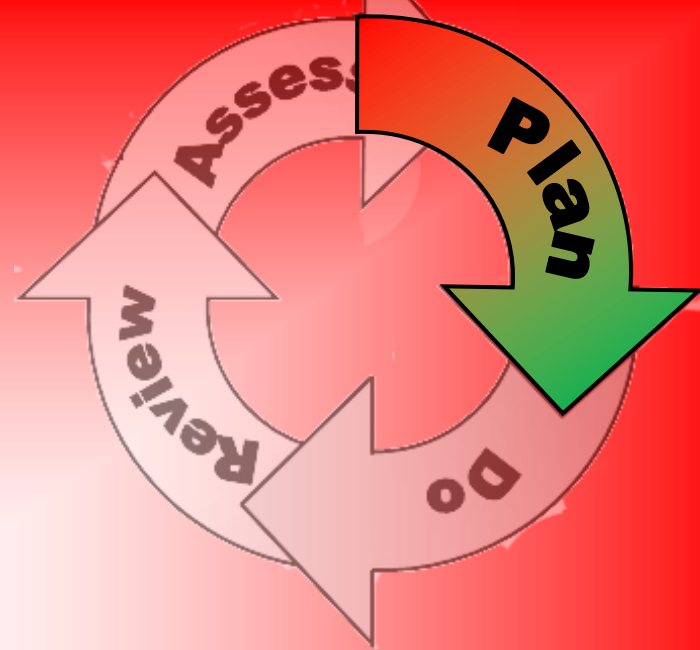
Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication and interaction.
- Provide class and individual visual timetables, now and next boards and to do lists.
- Children may be withdrawn into low stimulus area or have an individual work station within the classroom.
- Modifications to lunch and/or break times such as activity groups with the support of a teaching assistant
- Some children with communication and interaction difficulties may require us to apply for funding for the support of an additional adult.
- Any transitions are planned very carefully to ensure that children are well prepared. Mentoring and/or buddy systems
- Social stories developed alongside a TA
- Work closely with Autism Outreach team if needed



Cognition and Learning

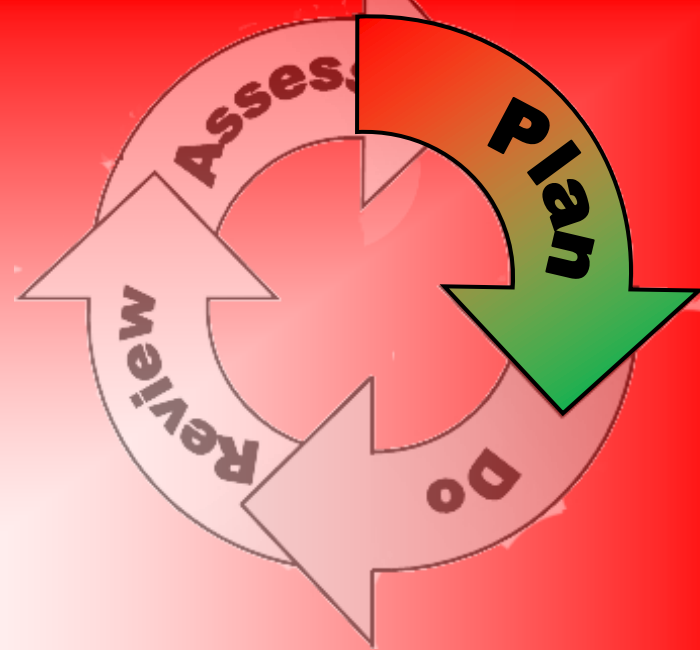
- There are many practical resources available such as table squares, time/number lines, pictures, photos to support children in their classroom
- We provide increased access to small group support to access targeted interventions.
- In Foundation Stage, this could include circle time, social groups, Pindorra's box.
- In Key Stage 1 it could include FFT, Teodorrescu Perceptuo motor handwriting and colour coding
- In Key Stage 2 we offer Stile, toe by toe, power of two, word shark, lifeboat and Wellington square.
- Increased access to ICT resources to record work such as talking tiles alpha smart.

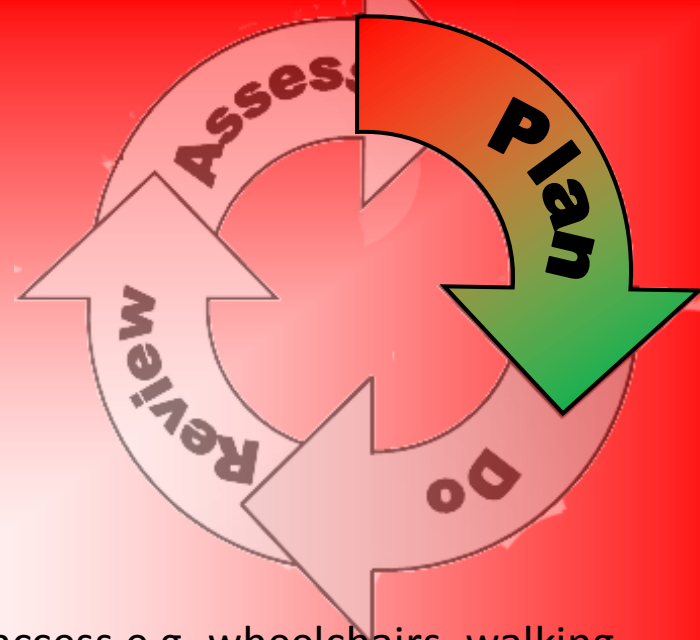


Social, Emotional and Mental Health Difficulties

If your child is identified as having social, emotional or mental health difficulties, we offer a range of support in school.

- If it is needed we can provide time out of the classroom or an individual work station.
- We provide our snug for a quiet, low stimulus space, for time out or comfort zone away from class.
- Learning passport allows access directly into school and a given support mentor when difficulties arise on the playground.
- Close work with Local support team to access specialist advice.
- Positive behaviour plans to reinforce positive behaviours.
- We may apply for funding for increased access to additional adults in the classroom in some cases.





Sensory and/or Physical Needs

- We always support the use of physical aids to support access e.g. wheelchairs, walking frame, hearing aids.
- We have access to a specialist teacher and Learning Support Advisor for the hearing/visual impaired.
- Any therapy programmes which are designed by specialists e.g. Occupational Therapists, Physiotherapists will be incorporated into school
- We provide access to alternative recording devices or ICT equipment.

