



SEN at Canon Burrows – Our Local Offer

At Canon Burrows we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Canon Burrows, we aim to identify needs as they arise and provide teaching and learning contexts, which enable every child to develop morally, spiritually, academically and physically to their full potential.

Canon Burrows Local Offer contains information provided in our SEN Information Report. It is used to feed into the Local Authority's Local Offer, which can be accessed from the following link:

<http://www.tameside.gov.uk/localoffer>

Teaching and Learning

- What additional support can be provided in the classroom and how do we facilitate access to the curriculum?

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities; and to experience levels of understanding and rates of progress that bring feelings of success and achievement. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

SEN provision is primarily delivered by class teachers through their usual high quality and differentiated teaching methods. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is appropriately differentiated and continuous assessment is used to inform the next stage of learning. There are times, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This ensures all children are provided with a highly personalised curriculum. All interventions are planned carefully and targets are linked to classroom teaching. Where appropriate additional specialist equipment or resources will be used to support the child's access to the curriculum and to develop independent learning. Examples include: visual aids, concrete materials to move around, timers and word banks; specialised equipment e.g. sloped writing boards, writing grips, adapted pens and scissors, air cushions, coloured overlays; and ICT e.g. word processors, voice to text software, read back software, recording equipment etc. Each year group has a Teaching Assistant, who is able to support the children with their learning and deliver interventions under the guidance of the class teacher. In some cases, and in agreement with parents, advice and support may be obtained from specialist teachers from outside agencies, who in some instances may work with the child in school where they feel it is appropriate.

- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

Children who need help to access tests and SATS are given appropriate support as specified in the Access and Reporting Arrangements document (ARA). This is usually in the form of readers, where they will not influence the outcome of the tests and a supervised break during the test. Where teachers can provide evidence that it is needed they may apply for a child to have extra time and/or scribes during KS2 SATS.

- Staff specialisms/expertise around SEN or disability

The SENDCo at Canon Burrows is Mrs Melanie Appleyard. She is a qualified teacher, who successfully completed the National Special Educational Needs Certification Course. The School Support Assistant is Miss Holland. Her key role is to work directly with those children identified by the SENDCo to implement individual programmes of work, to contribute to action planning meetings, and maintain records for those children. Miss Briggs is the school's Learning Mentor. Her role is to support children who have social, emotional or behavioural needs. She also contributes to action planning meetings and works closely with parents. She is able to offer advice on how parents can support their child at home.

All our teaching assistants have been trained in basic first aid, with Miss Briggs and Mr Oswald each holding a first aid at work qualification. Miss Whittaker and Miss Hulme also hold a paediatric first aid qualification. Our staff are highly trained and have a wealth of skill and experience in working with children with a range of learning difficulties and disabilities. We work closely with external agencies to deliver individual support programmes where a specific need has been identified.

- What ongoing support and development is in place for staff supporting children and young people with SEN?

The SENDCo attends regular network meetings to update and revise developments in SEND education. SEND is targeted each year in the School Improvement Plan and individual / whole school professional development is arranged to match these targets. In-house SEND training is provided through staff meetings delivered or organised by the SENDCo. Support staff are encouraged to extend their professional development and the SENDCo will arrange 'tailor-made' training where this is appropriate. Teaching and support staff will also attend external training courses recommended by external agencies to meet the needs of specific pupils. A record of all training attended is kept by the Deputy Headteacher. The SENDCo offers advice and support to all members of staff about SEN and disabilities.

Relevant documents

SEND policy, Accessibility plan, Medical Policy, Equality Scheme, Behaviour Policy, Wheelchair Use in School Policy

More information about external agencies who support Tameside schools can be found on the following website:

<http://www.tameside.gov.uk/localoffer/professionals>

Annual Reviews

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?

If a child has lifelong or significant complex difficulties or does not make expected progress, despite provision with SEN Support an Education, Health and Care Assessment may be requested. Children who have Education, Health and Care (EHC) plans have an annual review to which all those working with the child will be invited and asked to contribute reports and provide evidence of action already taken. The purpose of this is to make special educational provision to meet the special educational needs of the child or young person and to secure improved outcomes for them across health and social care. Children with an Education and Health Care Plan will have an annual review, which uses a child-centred approach. An officer from the Local Authority may attend some of these reviews.

More information about the process is available on the following website as part of Tameside's Local Offer:

<http://www.tameside.gov.uk/localoffer/professionals>

- What arrangements are in place for children with other SEN support needs?

Children who do not have an EHC plan and are receiving SEN Support will have an individual support plan in, which details provision which is different from or additional to normal differentiated teaching. The class teacher will meet with the parents and pupils to decide what are the desired outcomes for the pupil and what support is needed to achieve that outcome. The support is broken down into smaller steps and used to formulate termly child friendly targets. Provision that is different from and/or additional to normal differentiated teaching will be recorded on a provision map and evaluated to measure success. Support that can be carried out at home will also be agreed and documented. Class teachers will meet with parents termly to review the targets and agree the next steps and further provision.

Where there are several professionals involved and a more holistic approach is needed multidisciplinary meetings may be held as required or an Early Help Assessment (formerly known as a CAF) may be established. This process allows us to identify a child or young person's needs early, assess those needs holistically, deliver coordinated services and review progress. The Early Help Assessment is designed to be used to address an unmet need e.g. when there are ongoing concerns about how well a child or young person is progressing e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing; or the child's needs are unclear, or need more support than we can offer in school. Targets are set at each meeting and reviewed regularly (usually every 6 weeks) until it is felt that that this high level of support is no longer needed.

Relevant documents

SEND policy, Accessibility plan, Medical Policy, Equality Policy, Behaviour Policy, Wheelchair Use in School Policy

Keeping Children Safe

- How and when will a risk assessment be done? Who will carry out the risk assessment?

A risk assessment will be carried out when a child has a physical or medical need that requires additional provision to be made to ensure safety either in and around school or whilst on school trips. Risk assessments may also be produced where a child's behaviour poses a risk to themselves or others. Other risk assessments include assessments of the school building, both indoors and outdoors, first aid and safety at work e.g. moving and handling and working at heights and wheelchair use. Risk assessments are carried out by members of staff, usually in written form. We also accept risk assessments from places the children might visit for educational purposes. The overall responsibility for health and safety rests with the Head Teacher.

- What handover arrangements will be made at the start and end of the school day?

School gates are opened at 8:45 am for children to come into the playground and go straight to their classrooms. The parents of children in year 1 are asked to come into the playground and take their children to their classrooms. The gates close at 8:55 am. Parents or other responsible adults are asked to wait with their children in the morning until the child enters the school playground. Responsibility for the child until that point remains with the parent.

School finishes at 3:10pm. Parents or another responsible adult are asked to collect their children from the playground at this time. If for any reason an adult is not in the playground children are asked to wait in the classroom until someone arrives.

For children in years 5 and 6, where permission has been sought, children are permitted to walk home alone.

- What arrangements will be made to supervise a child during breaks and lunchtimes?

Children are supervised in the playground at break times by Teachers and Teaching Assistants. Lunchtime Supervisors are employed at lunchtime, where children are supervised in the lunch hall and the playground. Each class has a supervisor allocated to them, who is made aware of the specific needs of individual children.

- How do you ensure my child stays safe outside the classroom? (e.g. during PE lessons and school trips)

All activities outside the classroom are planned and delivered by class teachers with safety in mind. A risk assessment is completed for all school outings and all staff are aware of potential hazards. Children are also given clear expectations of how to behave to ensure their safety. Additional adults, including parent helpers are also brought in to accompany children on school outings. All adults who accompany children on trips have been subject to background checks.

- Where can parents find details of policies on bullying?

See Anti-bullying Policy.

Health (including Emotional Health and Wellbeing)

- **What is the school's policy on administering medication?**

Medicines are only administered at school when it would be detrimental to a child's health or school attendance not to do so, and only if needed 4 times per day, unless agreed otherwise as part of an Individual Healthcare Plan. Written consent to administer medicine is required from parents.

A child will never be given medicine containing aspirin unless prescribed by a doctor. Medication, e.g. for pain relief, will never be administered without first checking maximum dosages and when the previous dose was taken.

After discussion with parents, children who are competent are encouraged to take responsibility for managing their own medicines and procedures, under the supervision of a staff member. If this is not appropriate a member of staff will help to administer the medicine and manage the procedures for them.

Parents are responsible for ensuring that any medication kept in school is always current and in date. When no longer required, medicines will be returned to the parent to arrange for safe disposal. Sharps boxes are always used for the disposal of needles and other sharps.

- **How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?**

Upon notification that a child has a medical need the school database is updated and relevant staff are informed. Standard healthcare plans are completed by parents and used to specify the type and level of support required to meet the medical needs of our students. Updated class medical information is passed on to the teacher every year and kept in the class SEND file. Any major changes are passed on to the teacher straight away.

In some instances, e.g. where conditions may fluctuate, there is a high risk that emergency intervention may be needed or where a medical condition may be long-term or complex, advice is sought from the relevant healthcare specialists. Training is arranged for appropriate members of staff to ensure that they are able to meet the child's needs. The school, healthcare professional and parent will agree whether an Individual Healthcare Plan would be appropriate. The child's photograph is displayed on the wall in the staff room, with details of what to do in an emergency. Staff are made aware of the child's needs in staff meetings.

Individual Healthcare Plans (IHPs)

Individual Healthcare Plans are drawn up in partnership between school, the healthcare professional, parents and whenever appropriate the pupil. Pupils with medical conditions will often be best placed to provide information about how their condition affects them. They should be fully involved in discussions about their medical support needs and contribute as much as possible to the development of their IHC. In some cases, where medical needs may impact on attendance or learning, IHPs will be shared with the Local Authority. This will be discussed with parents and carers.

The aim of the plan is to identify the steps needed to help the child manage the condition at school and overcome any barriers to their education. Partners will agree who will take the lead in writing the plan, but school takes responsibility for ensuring it is finalised and implemented.

IHPs are reviewed annually or earlier if the child's needs have changed. They will always reflect the child's best interests and ensure that any risk to the child's education, health and social wellbeing is assessed and managed and disruption minimised. Where a child is returning to school following a period of hospital education or alternative provision we will work with the local authority and education provider to ensure that the IHP identifies the support necessary for the child to reintegrate effectively.

Where a child has a special educational need identified in an Education Health Care (EHC) plan, the IHP will be linked to the EHC plan.

- What would the school do in the case of a medical emergency

Where a child has an individual healthcare plan, this clearly defines what constitutes an emergency and explains what to do. All staff, including lunchtime supervisors are made aware of emergency symptoms and procedures and what to watch for. This information is displayed along with the child's picture on the staff room wall. New cases are brought to everybody's attention in staff meetings. The children are put on playground watch so staff know to look out for them on the playground and where appropriate, children with a serious condition wear a wristband to help staff identify them. Other pupils are told to tell a teacher if they think help is needed.

If a child needs to be taken to hospital a member of staff stays with the child until the parent arrives, including accompanying the child in the ambulance. Parents are contacted straight away as soon as an ambulance has been called. For children with serious medical conditions their contact details and medical notes are kept close to the telephone for the office staff to access quickly in case of emergency.

- How do you ensure that staff are trained/qualified to deal with a child's particular needs?

All Teaching Assistants hold a basic first aid qualification. Miss Briggs and Mr Oswald each hold a first aid at work qualification. Five members of staff hold a paediatric first aid qualification and all TAs hold at least a basic first Aid certificate. First aid qualifications are updated regularly.

Any member of school staff providing support to a pupil with medical needs will have received suitable training identified during the development or review of an IHP. Extensive training may not be required by staff who have some knowledge of the specific support needed. Staff who provide support to children with medical conditions will be included in meetings where this is discussed.

Normally the relevant healthcare professional leads on identifying and agreeing with the school, the type and level of training required, and how this can be obtained. School ensures that this remains up-to-date.

Training is sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements as set out in IHPs. This ensures that they have an understanding of the specific medical conditions they are being asked to deal with, their implications and preventative measures.

All staff are made aware of the school's policy for supporting pupils with medical conditions and their role in implementing that policy. This is done annually at a staff meeting. This information is also included in the induction pack for new staff. The relevant healthcare professional offers advice on training that will help ensure that all medical conditions affecting pupils in the school are understood fully. This includes preventative and emergency measures so that staff can recognise and act quickly when a problem occurs.

- Which health or therapy services can children access on school premises?

The school nursing team are responsible for notifying the school when a child has been identified as having a medical condition which will require support in school. Wherever possible, they should do this before the child starts at the school. They are able to support staff on implementing a child's individual healthcare plan and provide advice and liaison, for example on training. School nurses can liaise with lead clinicians locally on appropriate support for the child and associated staff training needs. Specialist local health teams are able to offer support in school for children with particular conditions e.g. asthma, epilepsy and diabetes.

Other health and therapy services that, following referral, children may access on school premises include Speech and Language therapists, Occupational Therapists, Physiotherapists and specialist teachers from the hearing impairment and visual impairment team. These services mainly come into school to assess children's needs and offer advice.

Relevant documents

Medical policy, Asthma Policy,

Communication with Parents

- **Who do we contact if we have a concern?**

If you are concerned that your child has a Special Educational Need the first point of contact is your child's class teacher, who will be able to work closely with you to agree a plan of action to help address your concerns. If the concerns continue, despite the actions agreed, further help and advice may then be sought from the school's Special Educational Needs Coordinator.

Regular communication between home and school ensures that concerns are promptly acted upon. If there is a complaint to be made, this can be done by contacting the Head Teacher in the first instance, and then the governing body. A copy of the full complaints procedure is available from the office.

- **Do parents have to make an appointment to meet with staff or do you have an Open Door policy?**

Our staff work very hard to meet the needs of our children and to keep them safe. It is very difficult to supervise the children properly whilst dealing with queries at the start or end of the school day. Parents are requested to send in a note if they need to inform us of something immediate. However, if parents have a concern or something more pressing that they wish to speak to a member of staff about we do request that they make an appointment. This can be done by ringing the school office.

- **How do you keep parents updated with their child's progress?**

The school works closely with parents in the support of those children with special educational needs or disabilities. We encourage an active partnership through an ongoing dialogue with parents, who can make an appointment to discuss any issues with the class teacher or SENDCo. We meet with parents 3 times a year to review progress and share the process of decision-making by discussing the child's needs, agreeing targets and sharing knowledge of the child to help identify successful support strategies. This includes agreeing strategies as to how parents can support their child at home. This is usually planned to coincide with parents evening. Copies of individual support plans are given to parents.

- **How can parents give feedback to the school?**

Parents are frequently asked to complete questionnaires about different aspects of school life. Parent views are always welcome so please feel free to contact us.

<http://www.canonburrows.co.uk/Contact>

Parents are also encouraged to share their views during review meetings with staff.

Working Together

- **Do you have home/school contracts?**

Yes, parents are asked to sign a home school contract when their child is admitted to Canon Burrows Church of England Primary School.

- **- What opportunities do you offer for children to have their say?**

The children's views are very important to us at Canon Burrows. We have a school council, where a representative is chosen from each class to share the views of their peers and feedback to them about any decisions reached. Similarly, we have an eco- group, where children have their say about matters relating to sustainable development within our school. The Sports Council influence decisions about any sporting activities and clubs run by the school. Children's views are also taken into account when planning their provision. Where appropriate children are encouraged to attend pupil-centred review meetings and termly reviews of their support plans.

- **What opportunities are there for parents to have their say about their child's education?**

Parents have an opportunity to meet with class teachers at a parents evening in the Autumn and Spring term. During these evenings Governors and non-teaching staff are also available to find out the views of parents on different aspects of school life. In the summer term a school report is sent home, with a slip for parents to add any comments about their child's education. If parents have a particular concern they may make an appointment to speak to a member of staff about it. In the first instance this is usually the class teacher.

Children who have Special Educational Needs will meet with the class teacher three times a year to review provision and progress against targets and to agree new targets and to plan future provision. This is usually tied in with parents evenings.

For more complex needs, where multiple agencies are involved and a CAF is in place, parents, school staff and other agencies will meet to discuss progress and plan future actions. These meetings usually take place every six to eight weeks.

- **What opportunities are there for parents to get involved in the life of the school or become school governors?**

We always welcome parent volunteers, who can give up a little of their time on a regular basis to support us in school. This may be to hear the children read or to support a little in the classroom or library. If they are unable to help on a regular basis there are always opportunities to accompany us on school outings or with special events such as school discos. Parents may also apply to become a school governor when a position becomes available. Any time spared is greatly appreciated and a nice way for parents to get to know us.

- **How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)**

Where a pupil with Special Educational Needs continues to make less than expected progress, despite evidence based support and targeted interventions, advice may be sought from specialists from outside agencies. Parents will always be involved in decisions to involve specialists. These may include Learning Support Advisors, specialist teachers or support services, therapists and Child and Mental Health Services (CAMHS). When required a member of the Local Authority's Inclusion Advisory Team visits the school to provide advice, assessments and monitoring of progress for pupils with Statements or EHC plans. The Educational Psychologist will be consulted to undertake assessments of children with more complex or serious needs. The number of visits during the year is agreed in advance based on need and according to the Service Level Agreement. Children are identified for assessment/advice by the SENDCo and the purpose and timetable of each visit agreed. Where appropriate, regular meetings may be held between parents, teachers and external agencies via an Early Help Assessment, whereby all parties involved meet to work collaboratively to overcome any barriers the child may be facing.

What Help and Support is available for the Family?

- **What help and support is available for the family?**

Parents are able to access advice and guidance about a child's general learning and needs via their child's class teacher. We also have an information stand outside the office, which contains a wealth of information about different services available to them. Sometimes more specialist advice and information is needed e.g. in relation to bereavement or specific SEND needs. In this instance the SENDCo is able to help or point them in the right direction. Our friendly office staff will be able to direct any queries to the appropriate member of staff who can help. Help with completing any forms or paperwork related to school is available upon request.

Parents also have access to the SENDIASS team (formerly known as parent partnership), which offers free, impartial advice, guidance and support to parents of children with Special Educational Needs. More information about this service can be found at

<http://www.tameside.gov.uk/sen/parentpartnership>

Extra Curricular Activities

- **Do you offer school holiday and/or before and after school childcare?**

Canon Burrows do not offer after school childcare. However, there are some after school clubs in the area who regularly pick children up from Canon Burrows.

- **What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?**

Canon Burrows offers a wide range of pre-school, lunchtime and after-school clubs. We offer a range of activities including sport, music, languages, drama, art and film. Parents do have to pay for these clubs. As the clubs offered vary each term a letter is sent out to all parents each term listing the activities available and their cost. Places are limited so to ensure that all children have an opportunity to participate, parents are asked to prioritise their choices before returning the reply slip to school. Clubs may be subsidised using Pupil Premium Funding.

- **How do you make sure clubs and activities are inclusive?**

All children are welcome to attend the clubs and activities regardless of ability. All clubs are delivered by skilled and qualified adults, who are able to differentiate activities to meet the needs of all children. Play Leaders offer support in the playground to help children participate in the different activities.

Transition

What support does the school offer around transition?

Children who are joining our school are given a warm welcome. We recognise that this can be a daunting time for children so they are allocated a buddy to support them in their first few weeks and to show them around and help them make friends. Information is sent from their previous school so we know where they are up to with their learning and if any additional support is required. Children and parents are invited to look around the school before their start date and to ask questions or tell us of anything they are concerned about or feel we need to know.

Changes can be daunting for most of us, but some children need more support than others when moving into a different class in September. All children meet their new teacher before the end of the summer term, usually in their new classroom setting. They spend a bit of time getting to know each other and asking any questions that they are concerned about. Children who need a bit more support will make a few short trips to their new class and to meet their new teacher in addition to this. They may also receive a little transition booklet with pictures in to help them become more familiar with staff and routines. This will be taken home so that they can look at it with parents prior to starting back in September. Occasionally other agencies, such as Behaviour Outreach or CLASS (Communication, Language and Autistic Spectrum Support) will offer transition support to individual children who have social, emotional or behavioural difficulties and who are likely to find transition to a new class very challenging.

Children who are transferring to high school also need effective transition support. All children complete a programme of work to help them prepare for transition and concerns are addressed in class. Year 6 teachers liaise with high school staff to ensure that any relevant information is passed on and the new teachers are aware of any additional needs the children may have. Most high schools invite the children to attend introductory days where they can meet staff and become more familiar with their surroundings. This is usually done in the summer term prior to admission. Where additional support is needed further transition work may be completed with a small group of pupils to look at routines and expectations in more detail.