

Burghill Community Academy School
Special Educational Needs and Disability Local Offer
September 2024



Head of School: Ms.C.Astley: castley@orchardmat.org.uk

SENDSCO : Miss Beth Bowen : bbowen@orchardmat.org.uk

Special Educational Needs Governor : Rev Penny Littlewood

Contact us: Tel: 01432 760 240 / Email: admin@burghill.hereford.sch.uk

Statement of Intent:

Burghill Community Academy School is an inclusive school, and we aim to ensure that every child is offered the opportunity to achieve their full potential, no matter what their needs may be.

The school is required to work in line with the Special Educational Needs and Disability Code of Practice (2014), which relates to Part 3 of the Children and Families Act 2014, and also the Equality Act (2010).

At Burghill Community Academy, we believe in the importance of every child achieving their 'best', making good progress and enjoying their learning experience through Quality First Teaching. As a school when we plan any learning opportunity, our learners and their needs are the central focus.

However, for some of our learners, there are occasions when additional support is required so they are able to take the next steps in their learning journey. Additional support may be given for a set period of time or for a longer period to ensure every learner can access the curriculum effectively and are fully included in learning opportunities and school events. Our parents are informed, included and supported throughout such periods of provision.

If a learner's needs are significantly greater than the majority of children of the same age, or they have a disability which hinders their use of educational facilities provided for the age group, then they are considered to have Special or Additional Educational Needs.

Their needs may be in the area of:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Social or Emotional,
- Physical or Sensory difficulties

A Graduated Approach.

Stage 1 – Quality First Teaching:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- If a concern is raised about a pupils' progress, discussions should take place between the class teacher, parent and SENDCo. The pupil will be monitored, and possible support strategies put in place.
- Pupil Progress Meetings (as discussed above) are used to monitor and assess the progress being made by pupils.

Stage 2:

- This recognises pupils who are identified as requiring additional and different help to that which has been provided at Stage 1.
- Pupils become Stage 2 if they are below their Age Related Expectation (ARE) and have made less than expected progress
- At this stage the SENDCo will seek consent from parents to assess or refer to an external agency, to ascertain what the specific barriers to learning may be.
- Pupils will now be placed on the SEN Support Register, and an Individual Provision Map will be provided which will detail the specific provision that will be made.
- The school provision map will detail all interventions that are being carried out across the school.
- It will be the responsibility of the SENDCo to monitor the individual and school provision maps, the effectiveness of the provision and the progress of the pupils.

Stage 3:

- When a pupil has been identified as having SEN, and steps have been taken for provision under Stages 1 and 2 but the pupil has not progressed as expected, the school will consider taking steps under Stage 3.
- This may involve further consultation with external agencies, who will make their own assessments of the pupil and provide support in the planning of extended provision and continued support.
- The SENDCo will be responsible for monitoring that the advice of external agencies is being followed, and will liaise with the agencies when required.

Educational, Health and Care Plans:

- If a pupil has lifelong or significant difficulties, the School, family and/or other stakeholders may request a statutory assessment from the Local Authority, with a view to receiving an 'Education, Health and Care Plan' (previously known as a *Statement of Special Educational Needs*).
- Further and more specialist provision may be put in place.
The SENDCo will be responsible for monitoring the provision, and for preparing the annual review that will take place for such pupils

Educational, Health and Care Plans contacts:

- If you want to approach the Local Authority directly to make a request for an Education, Health and Care Plan, you can contact the SEN Team on: Telephone: 01432 260869 Email: senteam@herefordshire.gov.uk
- You can approach the SENDCO who may apply for an EHCP on your child's behalf. Email: bbowen@orchardmat.org.uk
- You can find additional, impartial support and advice from the Herefordshire Special Educational Needs and Disabilities Information and Advice Service (SENDIAS) which was formerly known as the Parent Partnership Service. Telephone: 01432 260955
Email: sendias@herefordshire.gov.uk. Herefordshire SENDIAS Town Hall, 10 St Owen Street Hereford, HR1 2PJ

Transitions:

- The SENDCo is responsible for planning all transitions for pupils with SEN.
- Carefully planned transitions take place between year groups at the end of every school year.
- For pupils with very specific needs, the SENDCo will arrange to meet with the parents, teachers and any support staff involved with the child.
- Training will be arranged for staff who will be working with specific needs, especially medical ones.
- The SENDCo will be involved with the transition process of SEN pupils to High School.
- For in-year transitions, the SENDCo will be part of the transition discussions, and will assess the current ability of all new pupils to the school.

Communication and Interaction	Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	<ul style="list-style-type: none"> • Consultation with specialists • Individual Education Plans • 1:1 support assistant (ASD) • Provision of CPD for staff • Nurturing ethos to maintain self-esteem • Individual visual timetables • Social stories
Cognition and Learning	Cognitive Ability: Moderate Learning Needs (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	<ul style="list-style-type: none"> • Individual Education Plans • Provision of CPD for staff • Consultation with specialists • Differentiated curriculum to meet education needs • Nurturing ethos to maintain self-esteem • Intervention programmes specific to needs, e.g. Read, Write Inc, Toe by Toe, Nessy Reading. • Specialist provision and resources available in class
Social, Emotional and Mental Health	Emotional Well Being Social Behaviour Learning Behaviour	<ul style="list-style-type: none"> • Early Help coordinator • Learning Mentor (social groups) • Mental Health and Wellbeing coordinator • Access to outside counsellors • CAHMS
Sensory and / or Physical	Hearing Impairment (HI) Visual Impairment (VI) Physical / Health / Medical (PD)	<ul style="list-style-type: none"> • Local Authority Inclusion Team – advice on adaptations to be made, and resources/equipment that is required. • Access to Physiotherapists and Occupational Therapists on an individual basis (through referral) • Motor skills groups • Specialist equipment provided (usually on loan from Local Authority)

School Entitlement Offer – Pupils with Additional Needs

Early Help Assessment:

- Early Help Assessment (EHA) helps children, young people and families to get the help they need at the right time.
- The purpose of this would always be to try and support pupils and their families, particularly when there are wide ranging family issues.
- The Key Person (Ms Cath Astley castley@orchardmat.org.uk) is able to explain and guide you the process thoroughly.

The school works closely with many external agency providers.

These include:

- The English as an Additional Language team (EAL).
- For Looked After Children (LAC) the school works with the social care team, EDULAC team and Virtual Head.
- Child and Adolescent Mental Health Services (CAMHS).
- Local Health Services, including community and specialist nurses, Physiotherapists and Occupational Therapists.
- Educational Psychologist.
- Speech and Language Therapists
- Young Carers.
- Behaviour Support Team.
- Inclusion Team.
- Education Welfare Team.
- Hereford Special Educational Needs and Disability Team (SENDIAS)
- Local Authority SEND team.
- Early Help

Staff Training

All staff undergo internal training through staff meetings and INSET days.

All staff have undergone:

- Safeguarding training, which is regularly updated.
- Acquired Brain Injury (ABI Training)
- Administering specific Epipens for pupils with severe allergic reactions.

Some staff have been Team Teach trained (techniques for physical restraint)

Other expertise – some staff have undertaken training in the following areas:

- Supporting dyslexia in the classroom
- Young Minds Counselling
- Read, Write, Inc Phonics (KS1 and KS2)
- Autistic Spectrum Disorder awareness
- Attachment theory training
- POPAT (speech and language) training
- Physical development programmes under the guidance of a physiotherapist
- Developing a Sensory Diet

SENDCo:

- Is a member of the senior leadership team.

Complaints:

If for any reason you feel you have a complaint regarding to the provision made at the school please contact:

Mr Ben Caldicott (Executive Headteacher)

Burghill Community Academy, Hereford HR4 7RP

bcaldicott@orcharmat.org.uk