



Sir William Burrough School

Special Needs and Disability Policy

School Vision

- At Sir William Burrough we value all children equally, irrespective of ability, disability, race, gender or background. We firmly believe that all children can develop to their fullest potential and endeavour to give every child inclusive access to the whole curriculum.
- In our school the learning needs of the vast majority children will be met by high quality teaching, differentiated, personalised and adapted to meet individual needs. However, where a child finds accessing the curriculum difficult and challenging, it is our responsibility to seek optimal solutions and make provision to maximise their success.

Types of special needs provided for in our school

The legal definition of Special Needs is 'any child who has a significantly greater difficulty in learning than the majority of others of the same age or who has a disability which calls for special educational provision to be made for him or her'. [Education act 1996; SEN Code of Practice 2014]

At Sir William Burrough, special educational needs and provision are divided into four broad areas:

- Communication and interaction e.g. speech and language problems, autistic spectrum disorders.
- Cognition and learning e.g. memory retention problems, dyslexia.
- Social, mental and emotional health e.g. anxiety, depression, severe lack of confidence.
- Sensory and/or physical e.g. vision and hearing problems, mobility problems.

It is important to note, however, that individual children often have needs that cut across all these areas and that their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas.

Identifying special needs in our school

Right from the time a child starts in our nursery or reception classes the class teacher liaises closely with parents to understand any known special needs and to clarify any initial concerns.

Throughout the Early Years at our school, children work with key workers and teachers who continually observe them and monitor their progress, creating an Early Years Foundation Stage Profile that leads to early identification of possible special needs concerns. In KS1 and 2, children undergo continuous teacher assessment, and are also tested every half term using interactive digital Maths and Reading assessments. This allows us to immediately identify children who are not making expected progress or reaching the level expected for their age, and provide speedy personalised interventions.

Arrangements for assessing and reviewing children with Special Educational Needs

- The class teacher raises identified concerns with the Special Educational Needs Co-ordinator (Senco) and with the parent(s).
- The class teacher is responsible for writing an individual education plan (IEP) for the child. This should indicate areas of concern and list specific targets to be worked on. The plan should also indicate how the child will be supported by the team of adults in the classroom and by parents in the home. This plan is then shared with the parents, Senco and any key workers.
- Parents can initiate discussion if they have concerns and are entitled to ask for referral to an outside agency.
- The school may refer the child to an Educational Psychologist, a Speech and Language Therapist and/or seek support from other health professionals. They will meet with the child, parent and teacher to make an assessment and offer advice.
- In a very small number of cases of severe learning difficulty we may make an application for an individual Education, Health and Care Plan (EHCP). This means we ask the Local Educational Authority to fund additional support. In order to comply with the procedures for accessing an EHCP the school will record any additional expenditure and show this on an individual provision map. [Note: Children who currently have a Statement of Educational Needs may be moved to an EHCP at their annual review.]

Arrangements for consulting parents of children with SEN and involving them in their child's education

- We review children's progress with parents at least three times a year. We use the school-wide parent meetings in November and July, with an additional meeting in the Spring term at a mutually convenient time.
- Whenever outside agencies are involved with a child, parents are informed and are invited to attend joint meetings to discuss outcomes and progress.

Our approach to teaching children and young people with SEN

- We aim to meet the needs of our SEN children within the classroom by providing them with extra support and, where appropriate, short-term focused intervention work.
- We fund a high level of classroom support to ensure that children are included in all aspects of school life.
- We place a high priority on external support from professional outside agencies including weekly visits from a speech and language therapist and regular visits from an Educational Psychologist. We liaise closely with these and other professionals and involve parents at every step of the process.

- We have an extensive staff training programme, and professional development for individuals regarding specific conditions. This extends the expertise of our staff to help them better support the needs of the children in their care and it builds on the wealth of knowledge and experience that already exists.
- We are continuously seeking new ways to support children who may have experienced previous difficulties.
- Key Workers maintain a relationship with emotionally and socially vulnerable children as they progress through the school.
- We maintain a zero tolerance approach toward any bullying.
- We are fully inclusive of children with severe medical/physical conditions and disabilities. Our ground floor accommodation is accessible to wheelchair users.
- No child is excluded.

Arrangements for supporting children in moving between phases of education

- The move from Nursery to Reception, from Reception to KS1 and from KS1 to KS2 is sensitively handled and eased by 'hand-over' meetings between the current teacher and key workers and the prospective teacher and key workers. The Senco will always be available to provide any additional information needed to ensure a smooth transition.
- Throughout the Spring and Summer term of Year 6, the Year 6 teachers and Senco liaise closely with the designated Secondary transition tutors and Sencos of the prospective schools of our SEN pupils.

The Local Offer

We are a state-funded academy serving the communities of Tower Hamlets. As such, we form part of the Tower Hamlets Local Offer, details of which can be found here http://www.towerhamlets.gov.uk/lgnl/education_and_learning/local_offer.aspx.

Key SEN contacts:

- The headteacher, Avril Newman
- The Senco, Helen Green.
- The Child Protection officer for the school, Dave Eva.
- The governor with responsibility for special needs is David White

School telephone number: 020 7987 2147

mailto:admin@sirwilliamburrough.towerhamlets.sch.uk

If you have any queries, concerns or complaints about Special Needs please do not hesitate to contact us.

Signed by: _____

Chair of Governors

Reviewed annually