Burton Hathow Preparatory School

Learning Support

SEND Provision

Who can I talk to with regards to my child's difficulties?

The Team:

SENCO: Mrs Sarah Oldfield sarah.oldfield@burtonhathow.co.uk

Head of Lower School: Mrs Sarah Oldfield sarah.oldfield@burtonhathow.co.uk

Head of Nursery: Mrs Denise Bloor denise.bloor@burtonhathow.co.uk

All members of the learning support team are available to discuss your child's difficulties should you wish to do so.

The SENCO is responsible for:

- Coordinating the variety and range of support for children with special educational needs or disabilities (SEND).
- Developing and reviewing the school's SEND Policy to make sure all children access high quality provision to meet their needs in school.
- Liaising with external providers and specialists who work with us to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychologists etc..
- Updating the school's SEND register - a live, active file providing all current information that teachers need to access in order to ensure they plan effectively to support your child in their lessons.
- Maintaining records of your child's progress.
- Providing specialist support, advice and training for teachers and support staff in the school to ensure an understanding of the best practice in supporting your child and their individual, specific needs.
- Liaising with you to ensure you are kept well-informed about your child's progress and creating an effective working partnership with you in order for your child to receive the best all-round support.
- Deciding the level of support your child needs within school.

- Creating support plans from which all staff will work

Assessment and Sharing Information

At entry point, a full assessment will be carried out to ascertain your child's baseline. This will either be a baseline assessment in nursery/reception or a Cambridge Primary Insight assessment in years 1-6. If there are any concerns, or if you have any concerns on arrival at the school, these will be discussed in the first weeks of your child's time with us. Assessment results will be shared with you, and they will help us plan appropriate support strategies.

If your child is later identified as not making progress or having any difficulties, we will contact you and set up a meeting to discuss this with you in more detail. Parent and school meetings will be useful for listening to any concerns you may have, planning any additional support and determining if any outside advice should be sought.

If your child has an identified need and is receiving support, we will maintain regular contact with you to review their progress and discuss new targets as identified on their additional support plan. We will also evaluate the effectiveness of any targeted support interventions and adjust them as necessary to ensure your child's need are met.

The progress of children with an Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual Review with all the adults involved with the child's education. The child's views will also be taken into consideration where appropriate.

Members of the Learning Support team will organise termly parent meetings to give you the opportunity to review your child's progress. We also collaborate with external specialists and agencies when necessary, to ensure the right assessments and interventions are provided.

The SENCO is available to discuss any concerns at any point through the year should you wish to. We ensure that all information shared about your child is treated confidentially and in accordance with data protection laws. It is our belief that by working closely together, we provide the best opportunity to support your child's development.

How is additional support allocated throughout the school?

All children are monitored for difficulties when they enter the school. This process involves initial assessments, ongoing teacher observations, and any existing information from previous schools or early years settings. This information, along with any additional information from previous schools, class teachers and parents is used to determine if the child is in need of extra support. Parents are regularly involved in this process and are informed early on if any concerns arise.

Children with EHCPs are allocated the required level of support in accordance with the details of the documentation and are effectively supported to develop the skills and knowledge needed in order for them to achieve their highest potential. The child's progress is reviewed regularly, and support is adapted if necessary.

Much of the support, however, is effectively implemented within the classroom or nursery setting, ensuring positive inclusion within the usual structure of the day. Where children would benefit from specialist interventions for needs such as speech and language, occupational therapy or dyslexia, such specialists are welcomed in school. Specialists work collaboratively with nursery practitioners, classroom teachers and teaching assistants to ensure a cohesive approach to support.

We offer small group or focused 1:1 sessions for children who would benefit from accelerated learning and these will be allocated on a needs basis. There is no additional cost for this. These interventions are regularly reviewed to ensure they remain appropriate and effective.

Parents have the option to request extra 1:1 support at an additional cost. For children with SEMH difficulties or for children who are putting themselves, or others, at risk, parents may be asked to fund additional 1:1 support whilst external funding is sought. This may be for the full duration of the child's attendance at school if there is no external funding available. The school does not receive national funding from the local authority and as a result is not resourced to support children who require continued 1:1 support.

Universal Support

Teachers and nursery practitioners are made aware of effective strategies to support children with:

Speech Delay
Autism Spectrum Disorder (ASD)
Social, Emotional, and Mental Health (SEMH) needs
Dyslexia
Specific Learning Difficulties (SpLDs)
Dyspraxia
Processing and Working Memory issues
Sensory Processing Difficulties
Attention Deficit Hyperactivity Disorder (ADHD)
Physical Disabilities

and other cognitive or physical difficulties.

Nursery practitioners, class teachers and subject specialist teachers receive regular training to ensure they remain up to date with the latest best practices for supporting these needs. They plan sessions and lessons according to the specific needs of all groups of children in their class and are accountable for meeting the needs of every child. This may involve differentiated instruction, using specific resources or equipment, or adjusting the pace and structure of lessons.

Teachers work closely with support staff and the Learning Support team to ensure continuity in the implementation of strategies across the day. Support staff may adapt the teachers' planning to support the needs of your child where necessary, ensuring that all interventions are personalised and tailored to the child's individual needs. Where required, support staff also provide individual or small group interventions, focusing on specific areas of difficulties. For example, specific resources and strategies will be used to support your child.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. Ongoing monitoring and assessment ensure that the strategies used are effective and adapted over time as your child's needs evolve.

Other Agencies

From time to time, we will work together to refer your child to an external agency or explore the possibility of specialist input for a diagnosis. We will collaborate closely with you during this process, and your timely involvement is essential. Failing to work within the school's timelines may result in an inability for the school to meet the needs of your child on a longer-term basis. If this occurs, the school will work with you to explore alternative options or services that may better suit your child's needs.

Other agencies and professionals we work with include:

Reading Doctorr- Provides support for dyslexia and delays in reading and spelling.
SALT (Speech and Language Therapy)- Offers specialist support for children with speech, language and communication difficulties.
Specialist Teaching Team- A professional service that will assess the level and specific needs of your child and recommends appropriate support strategies.
Lincolnshire Healthy Minds- Provides mental health support and interventions for children experiencing emotional or mental health difficulties.
Lincolnshire Early Help- Offers family support services, helping children and families access a range of support for various issues.

This document is reviewed on an annual basis to ensure that it remains up to date and continues to reflect the needs of the children and the available services.