East Riding Local Offer

Burlington Junior School

1. **What are the following contact details for your setting/school/academy/college?** (Please provide contact name, telephone number and email address)

	Special Educational Needs Coordinator (SENCO)	**Special Educational Needs (SEN) Governor**	**Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ college?**
Name	Miss Sarah Campleman	Mr Sean Yorke	Mrs Louise Kirby
Contact number	01262674487	01262674487	01262674487
Contact email	Burlington.juniors@eastriding.gov.uk	Burlington.juniors@eastriding.gov.uk	
Address	Burlington Junior School Marton Road Bridlington YO16 7AQ	Burlington Junior School Marton Road Bridlington YO16 7AQ	Burlington Junior School Marton Road Bridlington YO16 7AQ

2. **What is the ETHOS of the setting/ school/ academy /college regarding Children and Young People with Special Educational Needs and Disabilities (SEND)?**

At Burlington Junior school we believe that all children have the right to an inclusive, broad and balanced curriculum.
We aim to provide a safe, secure and stimulating environment where all learners can achieve the highest possible standard in all that they do. We feel that high quality teaching is important for all children, especially those with special educational needs. We believe the link between home and school is also important and are constantly building on the lines of communication already established between school and parents/carers.

3. **Provide the link to the following policies on the website of the setting/ school/ academy /college**

SEND Policy
Anti-bullying Policy
Equality Policy
All policies can be found on the school website:
https://burlingtonjuniorschool.org.uk/our_school/school_policies/school_policies.html

4. **What is the standard admissions number?**

How many Children and Young People have SEND?
63 SEND
46 SEN Support (September 2026)

How many Children and Young People have An EHC Plan?
17 EHC plans (September 2026)

5. **How does the setting/ school/ academy /college:**
    - **Identify and assess Children and Young People with SEND?**

        - Through discussions with the Infant school or the previous educational setting.
        - Use knowledge of the child's previous progress and development.
        - Through concerns passed to the SENCO from Class Teacher.
        - Discussions with Parents/Carers.
        - Regular monitoring of all pupils' progress, identifying children performing below age related expectations.
        - Health diagnosis through paediatrician
        - Emotional support needs identified by Class teacher/parents/carer through a referral to the nurture support system in school.

    - **Evaluate the effectiveness of provision for Children and Young People with SEND?**

High quality teaching is at the forefront of progress; we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Interventions are closely monitored by the Class Teacher, SENCO and other members of the Senior Leadership Team. Continual discussions take place between Class Teacher and SENCO in order to edit and adjust the provision to fit the changing needs of the pupil. Subject leaders, core and foundation subjects, also have a high focus on the provision for SEND pupils within their subject area and complete monitoring which is fed back to the Senior Leadership team.

- **Assess and review progress of Children and Young People with SEND?**
    - All children's progress is regularly assessed using Teacher Assessment. This is discussed with SLT through regular 'Pupil Progress Meetings'.
    - Where academic progress is not an appropriate measure of the provision, other factors are considered. For example: a social communication target cannot be measured through academic progress, other observations and discussions would need to be undertaken.
    - The school uses Boxall Profiling to assess, plan and review progress in the child's social and emotional needs.
    - Reviews will take place termly and involve parents/carers and pupils.
    - Education Health and Care plan reviews take place annually, or when it is deemed the child's needs identified in the plan have changed.

6. **Who are the best people to talk to in your setting/ school/ academy /college about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?**

A first point of call would be the class teacher. Also, there for support is Mrs Harding, our school's Parent Support Advisor. Further to this, the SENCO can be contacted using the information on page 1 of this local offer.

7. **What are the different types of support available for Children and Young People with SEND in setting/ school/ academy /college?**

There are a variety of ways in which the child could be supported. For example:

- In class support from teacher, teaching assistant, differentiation, scaffolding resources, electronics.
- Computer-based support programmes in class.
- Small group work in class.
- Small group work out of class.
- Outdoor learning groups to support SEMH needs
- 1:1 ELSA intervention
- Access to the Beacon.

Parents will be involved in the discussion of provision during the Termly Support Plan meetings and any other point necessary. Further external agencies can be used to support children with SEND. Some of the services we use are the Educational Psychologist, Youth and Family Support, CAMHS, Speech and Language Team, Sensory and Physical Teaching Service, Inclusion Practitioners etc. The school also has access to an Education Mental Health Practitioner. The school also uses Acorns Consultancy Service – for SEND advice and support. Full details of the support available within the East Riding can be found on the Local Authority's Local Offer Website. https://www.eastriding.gov.uk/local-offer/

8. **How will the setting/ school/ academy /college ensure ALL staff are aware and understand a Child or Young Person's SEND?**

For children with a Termly Support Plan, all relevant staff will be made aware of their strengths and needs in order to help break down any barriers to learning.
During times of transition, the class teacher will liaise with the new teacher in order to discuss what has worked well and what needs further development. The SENCO will facilitate discussions between parents/carers and members of staff. When appropriate, the SENCO will organise training for staff on the specific area of need in order for staff to have an awareness and understanding.

9. **How will the setting/ school/ academy /college let a parent/ carer know if they have any concerns about their Child or Young Person's learning?**

At first, the discussion would be between parent/carer and class teacher. It would then be decided whether a meeting between SENCO, parent/carer and class teacher would be appropriate. Parents/carers will be involved in any assessment of needs and the development of any Termly Support Plans. Termly Support Plans are sent to parents/carers via email but paper copies can be provided by request.

10. **How is support allocated to Children and Young People?**

Once a Termly Support Plan has been co-created with parents/carers, teacher, SENCO and pupil, the appropriate provision will then be identified. Discussions between the SENCO and teacher will take place in order to establish what provision may be required.
Different pupils will require different levels of support within school to ensure good progress across the curriculum. On-going discussions with parents/carers will also be taken into account.
Where the child has an EHC plan, the school will follow the provision stated within the plan.

11. **How does support move between the key stages?**

We work closely with the Infant school to make sure the transition from KS1 to KS2 is a positive experience for all children. Children who are identified as having SEND may require additional visits to the Junior school in order to familiarise themselves with the new environment.
The Year 2 and Year 3 children take part in a range of activities to support transition. Children are involved in 'move up' sessions where they meet their new teacher in their new classroom. In addition to this, some children may require a transition book. This would include pictures of the different areas the child would use in the next year, highlighting the people of contact for the child. These are sent home during the summer holiday and can be discussed with parents/carers at home.
When moving to KS3 from KS2 there are lots of discussions between the school and the chosen Secondary schools. Children carry out different activities within Year 6 to help prepare them for the move to Secondary and staff from their new school come to visit them.
Children take part in transition days at the chosen Secondary school and further visits can be arranged. Additional transition meetings may also be beneficial during this time between professionals and parents/carers and the young person.

12. Which other people and organisations provide services to Children and Young People with SEND in your setting/ school/ academy /college?

We work with a variety of other agencies to support children with SEND.
For example:
SEND Advisory Teacher
Health – paediatricians, school nurse etc.
Social Care
School Nurse
Children's Centre
Youth and Family Support
Educational Psychologist
CAMHS (Child and Adolescent Mental Health Service)
Speech and Language therapists
Inclusion Practitioners
SaPTS (Sensory and Physical Teaching Service)
Education Mental Health Practitioners
Hull and East Riding Children's Neurodiversity Service

Other agencies can be accessed within the local authority when there is the need.
The local offer website for the East Riding will give further information on what organisations are available.

13. What training have staff received to support Children and Young People with SEND?

Miss Campleman and Mrs Sanderson have both completed the National SENCO qualification. Mrs Sanderson has also completed a post graduate certificate in Inclusive Education and is Mental Health First Aid trained.
We have an array of trained support staff which support children with and without SEND needs.

The majority of teaching assistants have completed training around Autism Awareness and Dyslexia Awareness, as well as a course developed to outline the key areas of being an effective TA. In addition, many members of staff have specific phonics training; specified TAs have completed an in-depth two-day training course to support them in delivering the Read Write Inc. materials for those pupils who need early phonics interventions. The school continues to receive additional support from staff at the Ruth Miskin organisation.

We have designated members of staff who have received training in order to deliver positive handling (Team Teach) if needed. Within The Orchard, Mrs Harding has completed ELSA training, along with Miss Porter. All staff members have completed training on Attachment Disorder from the Behaviour Support Team. We have also completed training regarding appropriate scaffolding to support learners.

Training has been delivered to support teachers in using the inclusive practices using the 'Teacher Handbook: SEND' from Whole School SEND; this will be developed further in the upcoming academic year.
All staff are enthusiastic towards further learning and development of their own knowledge and skills. We strive to better ourselves and welcome any new opportunities that may arise in order to create a better understanding of a child's complex or differing needs. The school is a part of The National College, which provides high-quality training for education. All teachers and support staff are included in this training.

14. How will teaching be adapted for a Child or Young Person with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that the child's needs are met. Teachers and support staff can adapt the teachers planning to support the needs of the child where necessary. Access to the Beacon is also facilitated on a flexible basis to support pupils with their individual needs. Specific resources and strategies can be used to support the child individually and in groups. Planning and teaching is adapted on a daily basis in order to meet the needs of all learners. All staff have previously completed CPD in relation to SEND and scaffolding learning. This has been research based through

the resources created by The Education Endowment Fund and the 'Teacher Handbook: SEND' from Whole School SEND.

15. What support is available for parents/ carers of a Child or Young Person with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have or to share what is working well at home. Teachers are available through the 'Class Dojo' app or in person at the end of the school day. Alternatively, you could contact the school office to arrange an appointment.
The SENCO is available to support parents/carers with any questions or concerns. The SENCO is present on the playground most mornings, or an appointment can be arranged through Dojo or the school office.
Further support for parents/carers outside of school is available from SENDIASS and the local offer website: http://eastridinglocaloffer.org.uk/

16. How is the setting/ school/ academy /college's physical environment accessible to Children and Young People with SEND?

The school itself has been adapted over the years in order to make it more accessible to all individuals including those with a disability. The school is fully wheelchair accessible with ramps and a lift and there is a disabled toilet available, with hoist and plinth. In the car park there are disabled parking bays.
If a child required specific equipment to be secured in the school, this could be arranged through discussions with the class teacher and SENCO. We would seek advice from the family throughout the child's schooling in order to make movement around the school easy and successful. The school would also work with other services to seek advice on the provision required.
The auditory and visual environment of the school is generally good. We would be able to work with other services to improve these features for children who have specific barriers or difficulties to learning.

17. What facilities are available for Children and Young People with SEND on the setting/ school/ academy /college site e.g. special quiet room, lunchtime club?

In school we have a nurture room, The Orchard, which is staffed by Mrs Harding. Mrs Harding completes SEMH interventions and support, including ELSA. Where children need specific support for playtimes/lunchtimes, this is looked at individually. Some children require further supervision, and this is put into place.
We also have The Hive, which is staffed by Miss Whalley.

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ college or between classes/ groups in the setting/ school/ college)

Children are supported in a variety of ways during transitions. We use transition books for children who find the change of classroom and teacher difficult or unnerving. The discussions between teachers help to pass relevant information about a child's needs on so that there is an understanding of the child from the beginning. When transferring from the Year 2 to Year 3, some of the Infant staff transition with the children during certain times to give them a feeling of safety and consistency. This is then reduced so that the child's point of call becomes a member of the Junior School's staff.
Children can take part in additional visits to the Junior school or new class, class teacher. This could be done in a group with other children or 1:1 with a Teaching Assistant. Children from the Infants also come to watch the Year 6 leavers assembly which is a nice way for them to familiarise themselves with the environment and see what happens in the Juniors.
When transferring from the Junior school to Secondary there are lots of ways we support our children. We can arrange for additional visit days to the chosen secondary, the key secondary staff visit the children in school and we make sure that all relevant information is passed to the secondary school. We can complete transition books to help the child understand the process and familiarise themselves with the school surroundings through pictures. Where children have an EHC plan already in place, transfer reviews take place in the Autumn term of Y6. During this meeting the parent/carer will request the chosen Secondary placement. Where possible, SENCO will invite a representative from the Secondary school to the meeting, as well as any other relevant professionals.