

The Burgate School and Sixth Form SEND Information Report 2024-2025

1. What kind of school is The Burgate School?

The Burgate School and Sixth Form is a mainstream 11-18 mixed comprehensive school with approximately 1000 students on roll. We became an academy in May 2011.

- We believe in 'Learning for Life' for all our students
- We value the differences and diversity that exist within the school community
- We promote inclusion
- We believe that every Burgate child matters

Our Special Educational Needs Coordinator is Emma Strike
Our Special Educational Needs link Trustee is Wendy Gregoire.

2. How does The Burgate School know if children/young people need extra help?

In the first instance we will liaise closely with junior schools and feeder schools in order to find out as much background information about your child, their needs and previous support they have received. We also encourage parents to come in and talk about their child's background, needs and strategies that help.

Students take baseline tests when they arrive at The Burgate School to identify strengths and needs. We use the results of these to put in place extra help if it is needed. We will also observe students in lessons and gather evidence from teachers.

In addition we will also talk to outside professionals such as psychologists, therapists or other health professionals who can provide us with further information and guidance.

Students' academic and social progress is monitored closely and regularly by teachers and Learning Support Assistants (LSAs) which means that any support (e.g. extra help with English or Maths, or guidance with social and communication skills) can be put in place swiftly.

We use the SEN Support guidance published by Hampshire as well as guidance from the Department for Education and other professionals to make decisions about the type of support we give to students.

3. What should I do if I think my child may have special educational needs?

If you have a concern about your child's academic progress the first person to contact is your child's subject teacher who is responsible for the progress your child makes in that specific subject. If your concern is of a pastoral nature, then your child's tutor is best placed to support you.

However, if you feel that your child may have an undiagnosed special educational need, then please do not hesitate to contact Mrs Strike. (SENCO). Whilst we are unable to diagnose individual special needs, Mrs Strike will be able to advise you on your next steps. Other key learning support staff who you can contact include Miss Haysom (Learning Support Manager in charge of student health and welfare) and Mrs Dean (SEND Manager, specialist dyslexia teacher and exam access arrangements assessor).

We have a team of LSAs who may well be working closely with your child and who you can speak to. The phone number for any enquiries is 01425 652039.

4. How does The Burgate School evaluate the effectiveness of its provision for students with special educational needs?

The progress of students with SEND is tracked in line with all students using the school's assessment procedures. In addition, the progress of students with SEND is monitored closely by staff, and the effectiveness of any extra support or interventions provided is measured using classroom observations, conversations with the student and various assessments. LSAs meet regularly and discuss the progress of students with SEND. The SENCO meets regularly with the Leadership Team to evaluate provision and she attends termly trustees' meetings to report on the effectiveness of current provision for students with SEND. The SENCO also plans strategically with the SEND link trustee in line with the latest research, initiatives and legislation.

5. What are The Burgate School's arrangements for assessing and reviewing the progress of students with special educational needs?

The progress of students with SEND is tracked on a termly basis in line with all students. However, additional monitoring and support is in place via the following:

- Regular meetings of LSAs to discuss the progress of students with SEND
- The SENCO meets with the member of the Leadership Team responsible for progress every term and analyses progress data
- Students are assessed before and after interventions and extra help to measure impact
- Subject areas have additional monitoring systems for students with SEND
- Individual Learning Plans (ILPs) are reviewed every term to assess and review progress towards targets
- Students with the most need have a key LSA who reviews progress with them each week
- Attendance rates and rewards gained by students for excellent effort and work are checked every week

6. How will both you and I know how my child is doing and how will you help me to support my child's learning?

We want all students at The Burgate School to make excellent progress, whatever their starting point when they arrive in Year 7. We set ambitious targets for students and the progress made towards these targets is reported to parents every term. Parents can communicate with the school via the tutor, or directly with the Learning Support Department if they want to discuss their child's progress and the approaches being used. We are happy to liaise via email, on the telephone or in person. Information about the curriculum and suggestions as to how parents can support at home are available on the school's website. Information evenings and parents' evenings happen throughout the year. The Learning Support Department can advise about specific literacy and numeracy interventions for use at home. We can also advise you on a range of other organisations which can provide support, guidance and information for parents.

7. How will the school staff support my child?

The Burgate is an inclusive, mainstream school and therefore the majority of support will be in the classroom via teachers who understand how different students learn. Teachers are responsible and accountable for the progress of all students. Information about individual student needs is shared and updated regularly with teachers and LSAs. We use a range of Individual Learning Plans (ILPs) to share information effectively. Staff are supported by the SENCO and the Learning Support team with training and relevant information so that they can adjust and adapt lessons appropriately. The school runs extra study sessions and a homework club (Tuesday– Thursday, 3.00pm – 3.45pm) to support all learners. We offer mentors and 1:1 support to students who are struggling and who might need help with their organisation and the meeting of academic or social targets.

8. How will the curriculum be matched to my child's needs?

The focus at The Burgate School is on developing inclusive classrooms where all learners can thrive. All teachers and LSAs receive regular training about different learning styles and we have experience supporting a range of needs. We are able to personalise the curriculum and be flexible with timetabling in order to meet the individual needs of learners. We liaise closely with outside agencies such as educational psychologists and specialist teacher advisors to ensure teachers are well informed and effective strategies are being used to meet each student's needs. To support social skills, we have trained LSAs and we also run a breakfast club to help develop social skills. A range of numeracy and literacy support packages are available which are run by experienced LSAs. The Learning Support team liaises closely with teachers to ensure that any extra help is relevant and supports the learning in the classroom.

9. How does the school adapt the curriculum and learning environment for students with special educational needs?

We are proud to be an inclusive school and we strive to meet the needs of all learners in the classroom with their peers. Teachers adjust and adapt lessons to suit students' individual learning styles, as advised by their Individual Learning Plans.

Where students have in-class LSA support, close liaison happens between the teacher and the LSA before lessons. LSA help may include help with reading, scribing and differentiating work. However, teachers are the subject specialists and they spend time supporting all learners to ensure progress for all. Students are encouraged to talk about their learning and explain what it is they are doing and why. LSAs support with the adapting of resources to meet the needs of all learners and to remove any barriers to learning.

We encourage the use of technology to help students access the curriculum and record their work. In agreement with the school and parents some students with specific needs use laptops or iPads in lessons.

Students are assessed for exam access arrangements and we do our best to ensure that it is a 'level playing field' for students who require additional support in exams with reading, writing or processing for example.

We work closely with external agencies to assess individual needs and to ensure that appropriate support and resources are in place to enable equal opportunities for all our students. We are also able to adapt the physical environment and individual student's timetables to make the curriculum accessible.

We believe that The Burgate School is an exciting learning environment that is calm, spacious and stimulating. Displays in classrooms are designed to reinforce key language and concepts and to inspire and motivate students.

10. How is the decision made about the type and how much support my child will receive?

If it is felt that your child needs extra support we will firstly gather a range of information to determine what that support should be. This will include reports from teachers, assessment findings and input from parents and your child. Support is allocated on a needs basis so that the students with the most complex needs are given the most support.

In-class LSA support is allocated to students depending on their level of need. It is allocated by student, not by subject, although there is a focus on the core subjects of English, Maths and Science.

Our specialist dyslexia teacher is qualified to administer a range of tests in order to determine a student's ability with literacy, numeracy, memory, processing and other cognitive areas. She will run 1:1 sessions for students with dyslexia if necessary.

All students who may qualify for extra help with exams trial various exam access arrangements during KS3. They are then formally tested during Year 9 and recommendations made to the exam boards so that they are covered for the GCSE period.

Support is targeted to have an impact on progress – it is less about counting the hours or resources allocated but more about what your child has achieved as a result and whether they are meeting outcomes and targets agreed by parents, the student and the school.

11. What activities are available for students with special educational needs in addition to those available in accordance with the curriculum?

Initially we offer an enhanced 'Headstart' transition programme to Year 6 students who may be worried about the move to secondary school. This is in addition to the normal Year 5 and 6 taster days.

During the typical day we offer extra support for specific students which may include a breakfast club, mentoring, a homework club, a lego therapy club and designated quiet areas in the school supported by friendly adults for students who may be anxious. In addition to this we can offer a personalised timetable and courses that are tailored to meet specific student needs.

12. How does The Burgate School consult young people with special educational needs about their education and involve them in planning?

Students with SEND are involved in the planning of their education and provision through meetings and Individual Learning Plans (ILPs). Students are encouraged to explain what

works best for them in the classroom and this is shared with teachers via the ILP. The ILP is reviewed each term and students are present at these meetings and encouraged to share their views. Some students may have a mentor or keyworker who meets with them regularly. This is an opportunity for the student to say what is going well and what they would like more support with. In addition, students with an EHC Plan will have an annual review meeting where their views are given priority.

13. How will my child be included in activities outside the school classroom including school trips?

Students with SEND participate fully in the wide range of clubs and activities we offer at The Burgate School. We strongly support inclusion when it comes to extra-curricular activities and school trips. We value the contributions all students make to school life and we will do everything we reasonably can to remove any barriers to participation. We have taken students with physical difficulties on residential trips and we fully include all students in events like Enrichment Week and the school drama production.

We always involve parents fully in the decision making and planning for any trips or activities. Key staff and mentors will liaise closely with parents.

14. What support will there be for my child's overall wellbeing?

- Every student at The Burgate has a tutor with whom they register every morning. The tutor is responsible for the pastoral needs of all the students in their tutor group.
- The work of the tutor is overseen and supported by the Head of Year and by the Deputy Headteacher who has responsibility for leading the pastoral team.
- The Learning Support Department may provide further support including designated LSAs and mentors.
- The Burgate School has a Wellbeing Team which includes members of Learning Support, the pastoral staff and a designated member of staff who supervises counselling and careers information. The Wellbeing Team meets each week to ensure the right support is channelled towards the students who need it most.
- Medical Support is provided by a team of trained staff. There is close liaison with specialist nurses from local health authorities, regular training and a close working relationship with The School Nursing Service. Parents are invited to meet the team to plan inclusion. When necessary, they are asked to complete alert sheets for their child and provide medication/specialist equipment.
- Child safeguarding training is disseminated to all staff on an annual basis. Training for all staff on medical issues and Health and Safety is delivered regularly.
- Students with SEND are actively encouraged to participate fully in school activities, including positions of responsibility e.g. library monitors, paired activities with lower school students, acting as representatives for the school and showcasing their strengths in our own talent shows.
- Students have access to a trained counsellor.

15. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

The Burgate offers taster days and enrichment activities for Year 5 students thinking of attending here. In Year 6 we offer an enhanced 'Headstart' transition course which involves four after-school sessions in the summer term designed to build confidence and reduce anxiety about the move to secondary school. This is open to Year 6 students who have a place at The Burgate who may need some extra support as identified by their junior schools. The SENCO writes to all junior feeder schools in the spring term of Year 6 requesting information on any students with additional needs. The SENCO and members of the SEND department undertake visits during the spring and summer terms of Year 6. When students start in Year 7, there is a phased start – other students begin the following day which gives the new Year 7 a chance to have a day to acclimatise without other students present.

Post-16 transition involves close liaison with our own Burgate Sixth Form, local colleges, support with applications, and the option of accompanied visits and additional taster days to FE providers.

16. What specialist services and expertise are available at or accessed by the school?

The Burgate School currently accesses support from the following specialist services:

- Hampshire Educational Psychology Service
- Specialist Teacher Advisors (from Hampshire SEN)
- Half termly SENCO meetings with local secondary schools
- Attendance Officer
- Occupational therapists
- Wellbeing Team – in-school team that meets each week and pulls together all support available (SEND, pastoral, careers, counselling etc.) to help remove barriers to learning

17. What training have the staff supporting SEND had or what training are they having?

The SENCO delivers training and updates to staff every half term. In addition to this, bespoke training sessions are arranged for the teachers of specific students. Teachers' knowledge and understanding of SEND is regularly audited which in turn informs the planning of provision and feeds into the future training of staff and the School Improvement Plan (SIP). ILPs are shared with all teaching and support staff. The Learning Support team receives regular training and updates from the Hampshire Educational Psychology service, outreach and specialist advisor teachers, the school nursing service and other agencies.

18. How accessible is The Burgate School both indoors and outdoors?

The Burgate School occupies a calm, spacious, rural campus. We have a lot of green spaces and trees all around the school. Much work has been done over the last few years to update and improve the infrastructure of the school. The library has a lift in order to access two upstairs computer rooms. Disabled toilets are available in the main school block on the ground and first floor, in the science block, Wheeler Building (ICT and learning hub) and in both Sixth Form buildings. There is a disabled parking bay at the front of the school and in the Sixth Form car park. We have had two students who use wheelchairs attend the school recently and one student who used a mobility scooter to come to school. Ramps and dropped kerbs have been fitted. We liaise closely with specialist advisers (e.g. hearing and

physical difficulties) who instruct staff on how to use equipment. Regular risk assessments are carried out liaising closely with Hampshire County Council. The upstairs of the main school building is accessible for disabled students via a stairlift. We also timetable subjects in ground floor classrooms where possible to ensure they are accessible.

On our school website [policies page](#) you can find our accessibility plan. The plan covers the following three areas:

- Increasing the extent to which pupils with disabilities can participate in your curriculum
- Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer
- Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities

19. How are parents involved at The Burgate School? How can I get involved?

We encourage parents to be closely involved in their child's education at The Burgate School. Parental support is vital in ensuring that children are successful both academically and socially.

If you are considering The Burgate School for your child we would encourage you to contact us during the summer term of your child's Year 5 so that you can talk to the Learning Support team about your child's needs and begin to make a decision about whether we can meet those needs. If you decide to send your child to The Burgate School you may wish your child to be part of our Headstart transition course. This is also a good opportunity for you to visit the school and meet key staff.

During your child's time at The Burgate School we communicate with parents regularly. This may include the Year 7 Welcome Evening, annual parents' evenings, termly progress reviews and an annual progress report. In addition we encourage regular liaison (at least termly) between home and school for students with SEND. This may be by email, phone or in person in order to review progress and jointly plan what further support may be needed.

20. Who can I contact for further information?

If you would like further information then please contact one of the staff listed below by phoning the school on 01425 652039:

SENCO: Mrs Strike

Learning Support Manager: Miss Haysom

SEND Manager: Mrs Dean

Deputy Headteacher and Designated Safeguarding Lead: Mrs Shering

Head of Sixth Form: Mrs Costello

Additional information about SEND at The Burgate School is available on the school's website.

Alternatively, these organisations can provide further information, advice and guidance:

- The Hampshire County Council SENDIASS Service offers free and impartial advice in confidence: <https://www.hampshiresendiass.co.uk/>
- Department for Education SEND information: www.gov.uk/childrens-services/special-educational-needs

21. What shall I do if I have a concern about the special educational needs provision at The Burgate School?

If you have any concerns about the provision your child is receiving, we would encourage you to contact Mrs Strike (SENCO) immediately. For more formal complaints please contact a member of the Leadership Team or the SEND governor on 01425 652039.

22. Where is Hampshire's Local Offer published?

The Hampshire Local Offer is published at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

23. GLOSSARY

SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
LSA	Learning Support Assistant
ILP	Individual Learning Plan
SIP	School Improvement Plan
EHCP	Education, Health and Care Plan