

Special educational needs (SEN) information report

Burton C of E Primary School



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Primary School**

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website <https://www.burtonschool.co.uk/send-and-inclusion/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Social and Communication
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Non-specific learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Autism spectrum disorder (ASD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCO

Our SENDCO is Mrs Alison Reeves

They have 24 years' experience as a qualified teacher and achieved distinction in the National Award in Special Education Needs Co-ordination in 2016.

They are allocated 3 days a week to manage SEN provision.



SEND Learning Support Assistant

Our SEND Learning Support Assistant is Christina Dexter.

They have over 5 years' experience in this role and have also worked as a classroom assistant.

They are a trained Speech and Language Champion for the school.



Class teachers

All of our teachers receive in-house SEN training (staff meetings/twilight), and are supported by the SENDCo to meet the needs of pupils who have SEN.

All staff have access to external training. Continued Professional Development for all staff looks at current needs and strengths and training is tailored accordingly.

Learning Support Assistants (LSAs)

We have a team of LSAs, including a number of higher-level teaching assistants (HLTAs) in school.

Our LSAs receive monthly in-house training, delivered by the SENDCo. In the last academic year, LSAs have been trained in:

- Emotion Coaching (delivered by specialist Outreach teacher)
- Effective Questioning and Scaffolding in the classroom
- PDA and behavioural challenges
- Behaviour Management
- Speech and Language Support (delivered by qualified Speech and Language Therapist)
- Vocabulary
- Barriers to Learning
- Specific interventions, such as, Precision Teach, Lego Therapy, Attention Autism, PEIC-D
- Neurodiversity

We have a Neurodiversity Champion and a Speech and Language Champion in school to offer support to staff and pupils.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Outreach specialist teachers
- Vision Support
- Assess for Success (specialist teacher)

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

They will monitor your child and discuss this with our SENCO at our termly SEND Meetings. Teachers record all children of concern on their Class Inclusion Overview.

You can also contact the SENDCo directly via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will gather parental consent and your child will be added to the school's SEND register.

Your child will then receive a Learning Plan, which is reviewed three times a year by class teachers and SENDCo.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the child with the gap in this area of their learning through intervention or in-class targeting support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo at the termly SEND meeting, and will contact you to discuss the possibility that your child has SEND.

The SENDCo will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.



The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a specialist teacher. Based on all of this information, the SENDCo will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with their class teacher to create a SEND support plan for them (Learning Plan). This plan will be reviewed at least three times a year.

Key Criteria for Placement on School's SEND Register

Primary schools place pupils on the SEND (Special Educational Needs and/or Disabilities) register when a child requires special educational provision—support that is additional to or different from what is normally provided for their peers.

Criteria for Placement on the SEND Register

A child may be added to the SEND register if they meet one or more of the following criteria, in line with the **SEND Code of Practice (2015)**:

1. Persistent Barriers to Learning

- The child is making **less than expected progress** given their age, prior attainment, quality-first teaching, targeted classroom interventions and adaptations (graduated response).
- Observed difficulties remain despite the school's best endeavours (universal offer).

2. Communication and Interaction Needs

- Difficulty understanding and using spoken language beyond what is typical for their age.
- Challenges in social communication, including maintaining peer relationships.
- Diagnosed or suspected conditions

3. Cognition and Learning Needs

- Attainment significantly below age-related expectations.
- Difficulties with memory, processing, problem-solving, or applying skills.
- Diagnosed or suspected **specific learning difficulties** (e.g., dyslexia, dyscalculia, dyspraxia).

4. Social, Emotional and Mental Health (SEMH) Needs

- Persistent difficulties in managing emotions or behaviour that affect learning.
- Signs of severe anxiety, withdrawal, or frequent emotional dysregulation.
- Identified mental health needs or risk of exclusion due to behaviour linked to unmet SEND.

5. Sensory and/or Physical Needs

- Significant vision or hearing impairment requiring additional provision.
- Physical disability affecting access to learning or the school environment.
- Ongoing need for specialist equipment, adaptations, or adult support.

6. Evidence-Based Decision Making

- Concerns raised consistently by teachers, parents/carers, or external professionals.
- Evidence gathered through **assess-plan-do-review cycles** shows additional support is needed beyond normal classroom practice.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These will be clearly stated on their Learning Plan.

We will track your child's progress towards the outcomes we set over time, and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Class teachers will provide annual reports on your child's progress.

Your child's class teacher will meet with you each term to:

- Share the outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure that we are all working effectively together to ensure the best outcomes for your child. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative
- Be involved in decisions about the best ways in which school can support them
- Know the outcomes on their individual Learning Plan, their next steps and what they can do

8. How will the school adapt its teaching for my child?

If you would like to view our school's accessibility plan, please see the Inclusion section of our website:
<https://www.burtonschool.co.uk/send-and-inclusion/>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. Effective and inclusive provision is delivered through our universal offer and reasonable adjustments.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will scaffold and/or differentiate how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations, as part of our contribution to BCP's local offer, may include:

- Scaffolding learning to make sure all pupils are able to access it, for example, by adapting staffing and grouping, 1-to-1 work, adapting the teaching style or content of the lesson, task design, use of concrete resources, pre-teaching etc.
- Using reasonable adjustments and recommended aids, such as laptops, coloured overlays, writing slopes, visual timetables, larger font, individual workstations etc.
- Assessment for Learning plays a key role in our classrooms to ensure use of ongoing assessments to improve both teaching and learning in real-time.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Internal testing and tracking of attainment and progress through teacher assessment
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires/pupil voice
- Termly meeting with class teachers and SENDCo
- Termly Pupil Progress meeting with class teachers, head teacher and deputy head
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Our SENDCo will seek necessary funding from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At our school, we are committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), can participate fully in the life of the school. This includes academic learning, enrichment opportunities, clubs, trips and all physical activities. Our approach is proactive, inclusive and based on removing barriers before they arise.

1. Inclusive Planning and Curriculum Design

All curriculum areas, including PE and extracurricular activities, are planned with inclusion in mind from the outset. A total communication approach is used throughout the school.

Teachers use adaptive teaching strategies—such as scaffolded tasks, varied resources, and alternative methods of recording—to ensure all pupils can access lessons meaningfully.

2. Individual Needs Assessment

We work closely with pupils, families and external professionals to understand each child's needs.

Individual risk assessments and personalised support plans are created where necessary, ensuring safe and appropriate access to all activities, including physical ones.

3. Reasonable Adjustments

We routinely make adjustments so that pupils with SEND can join in alongside their peers, for example: providing adapted equipment (e.g., lighter balls, larger targets, sensory supports); offering additional adult support during physical activities and trips; adjusting lesson pace, rules or expectations without reducing ambition; offering rest/brain breaks, visual instructions, or alternative spaces where needed.

4. Staff Training and Confidence

All staff receive regular training on inclusive practice, especially relating to neurodiversity, sensory needs and physical difficulties.

Our PE leaders know how to adapt games, exercises and environments so everyone can participate safely and confidently.

5. Pupil Voice and Choice

Pupils with SEN are encouraged to share what helps them and what barriers they experience.

'Selfies' are used for children with EHCPs to allow staff to gain a better understanding from the child's point of view.

6. Accessible Environment

Our school site is reviewed regularly to ensure accessibility (e.g., ramps, accessible toilets, clear signage, safe spaces for regulation).

We adapt the environment for sensory needs by offering quieter areas, structured routines, and visual supports.

7. Equal Access to Trips, Clubs and Enrichment

No pupil is excluded from a trip or activity due to SEND. If a barrier is identified, we work to remove it through planning, support or alternative arrangements.

Clubs and after-school activities are designed to be inclusive, with leaders who support varied needs.

8. Partnership with Families

We ensure families feel confident that their child is included, supported and safe. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips and take part in sports days/school performances etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.



12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

As Burton C of E Primary School is a voluntary controlled school, applications are processed using BCP Council's admission arrangements.

Please see the school website for further information: <https://www.burtonschool.co.uk/admissions/>

13. How does the school support pupils with disabilities?

We use our best endeavors to ensure that our school environment is fully accessible to all pupils, including those with physical disabilities or sensory needs (see school's accessibility policy and plan). This includes:

- ✓ Wheelchair accessibility throughout the school

- ✓ Disabled parking space in staff car park
- ✓ Reasonable adjustments in the classroom, calm corners and sensory-friendly spaces
- ✓ Providing alternative formats for materials (e.g., enlarged print, digital versions, or audio support)
- ✓ Peer Buddy systems
- ✓ Disabled toilet on site
- ✓ Readily accessible policies and information from school office

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school community (i.e. with responsibilities)
- School is a positive and nurturing environment where children feel safe and happy
- Our pastoral team consists of a full-time Pastoral Worker/Trauma-Informed Practitioner, two Thrive Practitioners and two ELSAs, who all support pupils either individually or in small groups
- Our school provides meet and greet sessions and lunch clubs in our SEMH base (Dolphins)
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to meet to discuss the child's strengths, needs and barriers to learning
- Schedule opportunities with the incoming teacher/LSA towards the end of the summer term
- Social stories used where required

Between schools

When your child is moving on from our school, our class teachers, learning support assistants and pastoral team will support children as required. We have a HLTA who overlooks our transition between primary and secondary schools, who has strong links with local secondary schools.

The SENDCo of the secondary school will meet with our SENDCo to discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Meeting staff members at their next school
- Having a transition day at their next school
- Additional visits with pastoral team where required
- Taking part in activities to support transition

For in-year school transitions, where possible, links are made with the previous or next school to support transition.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Edmunds is the designated teacher for looked-after and previously looked-after children at school. Miss Pope is our school's Pastoral Worker/Trauma-Informed Practitioner. Both members of staff can be contacted via the school office.



Mrs Edmunds will work with Mrs Reeves, our SENCO, and Miss Pope, our Pastoral Worker/Trauma-Informed Practitioner, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to your child's class teacher or SENDCo in the first instance. If you are not satisfied with the school's response, you can escalate the complaint.

Please refer to the school's complaints policy <https://www.burtonschool.co.uk/school-policies/>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

For family support, our first point of contact is Miss Pope, our Pastoral Care Worker. Please contact her via the school office.

To see what support is available to you locally, have a look at BCP's Local Offer. BCP publishes information about the local offer on their website: <https://www.fid.bcpCouncil.gov.uk/send-local-offer>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://sendiass4bcp.org/>

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. How can I help my child at home?

As a parent or carer, you play an essential role in supporting your child's learning and development, both in and out of school. Here are some ways you can help your child at home:

- › **Create a Structured Routine:** A predictable routine can help children feel secure and manage transitions. Set aside time each day for homework, reading, and other activities that support your child's learning.
- › **Work with the School:** Stay in regular contact with your child's teacher to share progress and concerns. This will help ensure that home and school are working together to support your child's needs.
- › **Support Homework and Learning:** Provide a quiet, distraction-free space for your child to work. Offer help when needed, but encourage them to try things independently. Break tasks into smaller steps if necessary, and offer praise for effort and progress.
- › **Use Resources from School:** Your child's LP may include specific strategies or resources for home. Use any suggested resources, such as flashcards, apps, or learning tools, to reinforce what they are learning in school.
- › **Encourage Positive Behaviours and a Growth Mindset:** Help your child practice social skills, emotional regulation, and self-management strategies at home. Use praise and rewards to reinforce positive behaviour.
- › **Promote Reading and Literacy:** Reading at home is one of the best ways to support your child's literacy development. Read together, ask questions about the story, and encourage them to talk about what they've read.
- › **Support Emotional Well-Being:** Children with SEN may sometimes find social or emotional situations challenging. Encourage open communication about feelings and provide reassurance when they encounter difficulties.
- › **Stay Positive and Patient:** Children with SEN may need extra time to learn new skills. Be patient, celebrate small successes, and stay positive to help build your child's confidence and motivation.
- › **Encourage and display the school's Christian values of Compassion, Friendship and Reverence.**

By working together, we can ensure that your child receives the support they need to succeed both at school and at home.

20. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Scaffolding** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHCP** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Learning Plans (LPs)** – are used to support pupils with SEN by setting specific, measurable, achievable, relevant, and time-bound (SMART) targets tailored to their needs. These are reviewed termly.
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCo** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Thrive practitioner** – a professional who uses the Thrive Approach to support the social and emotional development of children and young people
- › **Total Communication Approach** – a holistic method for individuals with communication difficulties that values all forms of expression equally to help them communicate as effectively as possible
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages