



SEND Information Report

2024 – 2025

Issued September 2024



Our School

Burton End Primary Academy is a mainstream school with a 12-place EYFS/KS1 SEND Hub for children with wide-ranging complex needs. Our core values of Kindness, Respect, Resilience and Ambition underpin all policies and practices. We value all children equally and provide access to a broad, balanced and relevant curriculum for all pupils. We aim to nurture the whole child, ensuring that all children, including those with SEND, are successful life-long learners. The well-being of children is paramount, which is why we want them to strive to reach their full potential and develop the resilience to face challenges both in and out of school and for life beyond Burton End.

September 2024 Information

Number on Roll	436
Number on SEND Register	76
Number of Education Health Care Plans (EHPCs)	26

SEND by Year Group

Nursery	2	Year 3	9
Reception	9	Year 4	8
Year 1	9	Year 5	6
Year 2	10	Year 6	10
Explorers	13		

There are also many other children on our 'Monitoring Register'.



Meet our SENDCo



The SENDCo is Jason Austin-Guest and he was awarded the PGCert NASENCo Award in November 2022.

If you would like to contact Mr Austin-Guest, please call school on 01440 706230 or email admin@burtonendschool.co.uk.



Special Educational Needs

SEND is categorised into 4 broad areas in the SEN Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical (hearing, visual or multisensory impairment)

At Burton End, we support children with a variety of special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. In June 2022, we were awarded the Inclusion Quality Mark and were further designated a 'Centre of Excellence'. In the annual visit report of July 2024, the assessor commented that:

'Burton End Primary Academy continues to be a highly inclusive school that supports its school community in a personalised way. Leaders and staff are relentless in their approach to understanding their school community and strive to meet the needs of all appropriately and thoughtfully while holding high aspirations. This makes it a very special place.'



Identifying and Assessing Need

A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision. This provision means that which is additional to or different from that made generally available for children and young people of the same age.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others the same age, or
- have a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age at school

(SEND Code of Practice, 2015)

Every teacher knows the needs and abilities of children in their class and our assessment and monitoring procedures ensure that every child's progress and attainment is continually monitored.

When staff are concerned about a child, they complete a 'SEND Cause for Concern Form' and will discuss this with parents before passing this onto the SENDCo. Before this happens, informal conversations are likely to have already taken place. Depending on the level of concern or presenting needs, the SENDCo may then observe the child in class and gather the views of both children and parents. For some children, we may use standardised assessments including PHaB, YARC, WRAT-5, BPVS and Sandwell Maths to identify gaps in learning and/or inform future provision. In turn, these assessments are used to track progress.

We adopt a 'graduated response' to identifying children with SEND and additional provision is planned and delivered through the four-part 'Assess, Plan, Do, Review' cycle. Usually after an initial period of monitoring (usually a term), we will decide if a child needs to be placed on the SEND Register and an Individual Learning Plan (ILP) will be written with 3-4 targets and additional support they are receiving. Class Teachers share these with parents, and they are reviewed three times yearly (October, February and June).

Some children may require more support than is ordinarily available in school. In this instance, we may seek the support of outside agencies in ensuring that we are offering the best support we can.



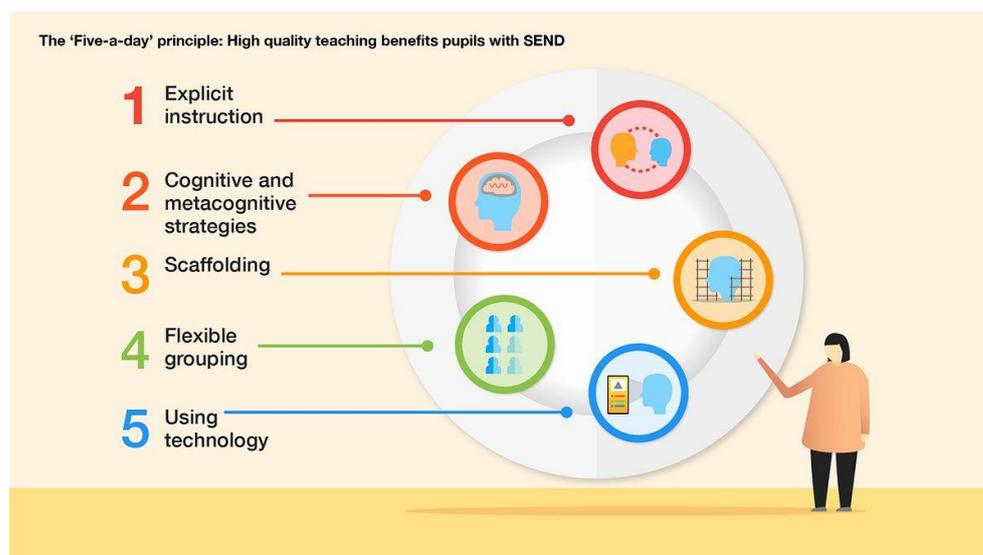
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Our approach to teaching children with SEND



We use the SEND Handbook produced by the Unity Schools Partnership to complement our teaching. This handbook is reviewed at least annually and contains a wealth of information and support that helps teachers to further adapt and enhance their provision for those with additional needs.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Our trust-wide curriculum CUSP (Curriculum Unity Schools Partnership) is an evidence-informed approach that presents curriculum in cumulative and coherent manner that is rightly challenging, but accessible for all.

Our provision to support children with additional needs comprises of 3 aspects:

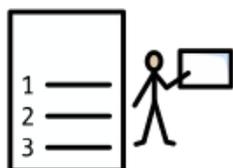
Adjustments – the 'Teacher Tweaks' that staff make through everyday Quality First Teaching (e.g. visual prompts, Now and Next structures etc.)

Resources/Support – the physical or human resources (e.g. pencil grips, adult scribe, voice recorders etc.)

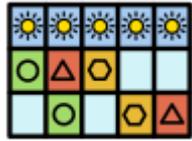
Intervention – specific and additional teaching (e.g. individual or small group activities rehearsing a particular skill)

(Adapted from *SEND Intervention*, Judith Carter, 2022)

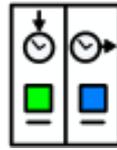
Common day-to-day adaptations may include:



Adapting the Curriculum



Visual Timetables



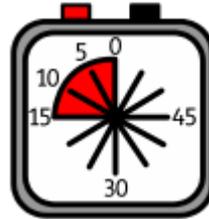
Now and Next boards



Word banks or vocabulary lists



Ear defenders



Timers



Pre or Post Teaching



Explicit and clear instructions



Opportunities for self-reflection and assessment



Assistive Technology



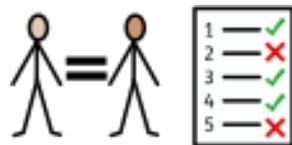
Writing slope



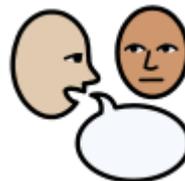
Pencil grip



Fiddle toy



Peer Marking



Individual support from an adult



Coloured overlays



Communicating with Parents and Carers

At Burton End we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We communicate in a range of different ways, including:

- An open-door policy with Class Teachers, SLT and pastoral staff available at the start and end of each day
- Parents Evening twice yearly. The SENDCo is always available at these events.
- Fortnightly Newsletter – Burton Buzz
- Class Dojo, school website and X (formerly known as Twitter)
- Annual Reports (summer term)
- Termly ILPs (Individual Learning Plans)
- Annual Reviews for those with EHCPs



Pupil Views

Pupil's views are very important to us; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Where appropriate, children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

In a manner appropriate to their level of need, pupils are given opportunities to:

<p>Tell us how they think they are doing</p>	<p>Attend meetings and help decide the support needed</p>	<p>Represent their peers when giving views in School Parliament and similar</p>



Evaluating Provision

We regularly review our provision for children with SEND and this is done in a range of different ways including:

- Review progress in SLT meetings and discussing next steps
- Discuss and share ideas in staff meetings to ensure up to date research and policies are in place
- Reviewing children's individual progress at regular intervals
- Monitoring classroom practice by SENDCo and subject leaders

Our provision is also reviewed by external processes including:

- Annual SEND Review led by Trust Directors of SEND
- Termly visit by SES (Specialist Education Service)
- Teaching and Learning Reviews led by external advisers
- Ofsted inspections (last inspected in January 2020)



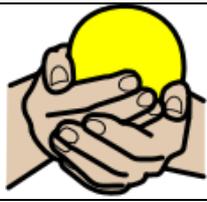
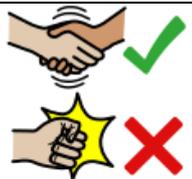
Staff Training

At Burton End, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be used.

Some staff have completed training in the following areas:

		
Trauma Perceptive Practice and PACE (Playfulness, Acceptance, Curiosity and Empathy)	Lego Therapy	Bucket time (Attention Autism)
		
Speech and Language	Makaton	Sounds Write Phonics
		
Specific Learning Difficulties	Complex Needs training	ELSA (Emotional Literacy Support)
		
De-escalation Theory	Sensory Needs	Reading strategies for struggling readers



Transition Support

Nursery to Reception

We hold an information session in the summer term for our new reception starters, providing parents with the opportunity to meet key members of staff and to ask any questions they may have.

'Stay and Play' sessions are held in the second half of the summer term in preparation for their September start. For some children with SEND, we offer additional opportunities to spend time with us to help this transition further.

We liaise closely with local early years settings and rely on their expert knowledge of the children to secure they have the best possible start to school.

End of Year Transition

When children move up a year, we provide information booklets which include photos of the teacher, support staff and key curriculum information. Teachers and children create their own One Page Profile which helps build initial connections.

We hold 2 'Transition Days' during the summer term allowing the children to go up to their new classroom and meet their teacher.

For some children, we provide an 'Enhanced Transition' to help reduce any anxiety and to ensure that the transition is successful and positive.

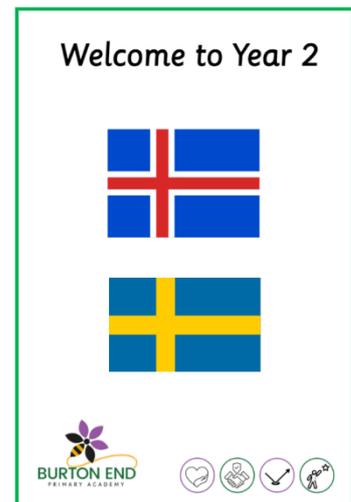
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans and other key documentation.

Secondary Transition

Taking their lead in this process, we liaise closely with local secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible. We highlight those children in Year 6 who would benefit from further 'enhanced transition' early and ensure we pass on all relevant documentation in a timely manner.

Mid-Year New Starters

When we are aware that children joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Mr Austin-Guest



I'm Mr Austin-Guest and I am the school SENDCo (Special Educational Needs Coordinator), helping children who may find some aspects of school a little tricky. I also teach in Explainers Class and I'm one of five Designated Safeguarding Leads, helping to keep children safe.

In my own time I enjoy being outdoors and spending time with my sausage dog Chester. Here are a few of my favourite things.

 My favourite colour	 My favourite food	 My favourite animal
 My favourite book	 My favourite drink	 My favourite film
 I love the seaside	 I like playing the piano	 I like going to the theatre



Outside Agencies

We also seek advice and equipment from external agencies and work closely with a range of professionals to provide support for children with SEND:

- Specialist Education Services (SES)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Speech and Language Therapy (SALT)
- School Nursing Team
- Educational Psychology (EP)
- Primary Mental Health Support Team

We also draw upon the experience and expertise of colleagues across Unity Schools Partnership, including that of the trust's Directors of SEND.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will of course share any advice given.



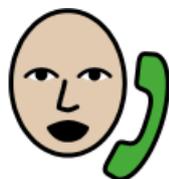
Clubs and Educational Visits

Our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school parliament, Head Boy/Girl etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.



If You Have Concerns...

In the first instance, any concerns should be raised with the Class Teacher or phase leader:

EYFS (including Nursery)	Mrs C Brace
KS1 (Y1 and Y2)	Mr D Boddington
Lower KS2 (Y3 and Y4)	Miss E Holt
Upper KS2 (Y5 and Y6)	Mrs B Sexton
Explorers SEND Hub	Miss H Ellis

You can contact them via Class Dojo to make a face-to-face appointment or to request a telephone call.

If concerns or issues are still not resolved, then our SENDCo Mr Austin-Guest should be contacted.

In the event of a complaint, please follow the Unity Schools Partnership complaints procedure <https://www.unitysp.co.uk/documents/complaints-policy-and-procedure/>.



Suffolk Local Offer and Further Information

The Suffolk Local Authority Local Offer can be found at <https://www.suffolklocaloffer.org.uk/>

The Unity School Partnership SEND Policy can be found at <https://www.unitysp.co.uk/documents/send/>

Further support and information can be found:

Suffolk SENDIASS	https://suffolksendiass.co.uk/
British Dyslexia Association	www.dyslexia.org.uk
British Deaf Association	www.bda.org.uk
National Autistic Society	https://www.autism.org.uk/
Downs Syndrome Association	www.downs-syndrome.org.uk
Afasic (Speech and Language needs)	www.afasic.org.uk
Action for Children	https://parents.actionforchildren.org.uk/
Family Action	https://family-action.org.uk/
Mencap	https://www.mencap.org.uk/help-and-advice/social-care/childrens-social-care/support-parents-and-carers-children-and-young