Burton Joyce Primary School

Local Offer

What kinds of special educational needs does the school/ setting make provisions for?

Burton Joyce Primary School is a fully inclusive mainstream setting that values and celebrates the unique qualities of every child. We are committed to providing a nurturing, high-quality education that enables all pupils to thrive, regardless of their individual needs.

We recognise that some children may require additional support to access learning and reach their full potential. We work closely with families and external professionals to identify and meet a broad range of special educational needs, including but not limited to:

- **Cognition and Learning Needs** (e.g. specific learning difficulties such as dyslexia, dyscalculia)
- **Communication and Interaction Needs** (e.g. speech, language and communication difficulties, autism spectrum conditions)
- **Social, Emotional and Mental Health Needs** (e.g. anxiety, attachment difficulties, ADHD)
- **Sensory and/or Physical Needs** (e.g. visual or hearing impairments, physical disabilities)

Our inclusive approach ensures that all children have access to a broad and balanced curriculum, in line with the SEND Code of Practice. We aim to remove barriers to learning and promote independence, confidence, and success for every pupil.

How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

At Burton Joyce Primary School, teachers closely monitor each child's progress in learning and development. If a pupil is not making expected progress, we first respond with high-quality teaching and tailored classroom support.

We aim to identify special educational needs (SEN) as early as possible. This involves gathering information from parents, staff, previous settings and external professionals. If a child's needs are known before starting school, we work with all parties to ensure a smooth transition and clear understanding of their needs.

Progress is reviewed termly by class teachers, the SENCO and the headteacher. If concerns arise, the teacher will liaise with the SENCO. These concerns may be logged for monitoring or explored further through assessment.

If you have concerns about your child's progress, please speak to their class teacher first. The teacher will then consult with the SENCO to decide on next steps. You may be invited to a meeting to discuss your child's needs and together we will complete an Initial Concerns Form to guide support planning.

Should a child demonstrate needs in a particular area, then with parental consent, children may be referred to external agencies (e.g. educational psychologists, speech and language therapists). We work collaboratively with families and professionals to ensure joined-up support tailored to each child.

How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

At Burton Joyce Primary, we continually evaluate the effectiveness of our SEND provision through regular reviews of pupil progress, the quality of support and the impact of interventions. All pupils on the SEN register have a Support Plan, which outlines classroom adaptations and any additional interventions. These plans are reviewed and updated termly to ensure support remains appropriate and effective. We value the views of pupils and parents, which are gathered as part of termly SEN review meetings. Support strategies and outcomes are revised collaboratively by the class teacher, SENCO, and parents based on the child's progress and development.

A termly SEND report is shared with governors, providing an overview of provision, practice and outcomes across the school. This helps ensure accountability and continuous improvement in our inclusive approach.

How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me support their learning?

At Burton Joyce Primary School, all children's progress is tracked and analysed termly. The SENCO reviews the progress of pupils on the SEND register and evaluate the impact of their support plans.

If a child is not on track academically, socially or emotionally, additional support, adaptations or interventions are put in place. These may be delivered through whole-class teaching, small group work or 1:1 support, depending on the child's needs.

Parents are kept informed through termly SEN review meetings, where progress is discussed and support plans are updated. These meetings also provide guidance on how you can support your child's learning at home. Further updates are shared during parents' evenings, and you are always welcome to speak with your child's class teacher at the beginning or end of the school day. If a longer discussion is needed, a meeting can be arranged.

We strongly believe in working in partnership with families to ensure the best outcomes for every child.

What is the school's approach to teaching pupils with special educational needs?

We believe that every child has the right to a high-quality education that is tailored to meet their individual needs. We are committed to inclusive teaching that supports all learners through scaffolding, adaptive strategies and a nurturing environment.

Children on the SEND register have personalised targets recorded in their SEND Support Plans, which detail classroom adaptations and any additional interventions. These plans are reviewed termly to ensure they remain relevant and effective.

For a small number of pupils with more complex needs, we may request additional support and funding from the local authority. These children may require significant 1:1 support, bespoke curriculums and close monitoring by the SENCO.

We work in partnership with pupils and their families to ensure that teaching approaches are responsive, inclusive and focused on helping every child reach their full potential.

How will the curriculum and learning be matched to my child/young person's needs?

At Burton Joyce Primary School, we ensure that all pupils can access a broad, balanced and appropriate curriculum through a range of inclusive strategies:

- **Staff awareness**: All staff, including teachers, teaching assistants and midday supervisors are fully informed of the needs of pupils in their care. This includes sharing support plans, medical information and advice from external agencies.
- **Ongoing training**: Staff receive regular training on SEND and inclusive teaching strategies to stay up to date with effective approaches that support all learners.
- **Classroom adaptations**: Teachers use in-class strategies and scaffolding to adapt the curriculum where needed.
- **Specialist interventions**: Where appropriate, pupils may access targeted interventions to support specific areas of need.
- **Personalised targets**: Pupils on the SEND register have SMART targets set through their Support Plans. These are designed to be achievable, motivating and broken down into small, clear steps.
- **Celebrating progress**: We promote and celebrate achievements at all levels to build confidence and encourage continued progress.

Our approach ensures that every child receives the support they need to succeed and feel valued in their learning journey.

How are decisions made about the type and amount of support my child/ young person will receive?

Decisions about SEND support are made collaboratively by the Headteacher, Senior Leadership Team, SENCO and governors, based on each child's individual needs and the school's available resources.

Support may include:

- Classroom adjustments (e.g. seating arrangements, sensory breaks, use of ICT)
- Small group or 1:1 intervention
- Specialist input from external agencies (with parental consent)

The type and level of support vary depending on the child and is always planned in partnership with parents/carers and any professionals involved.

Some pupils with significant needs may receive additional funding:

- **AFN** (Additional Family Needs) funding is moderated and allocated by the Family of Schools, which includes local secondary schools and their feeder primaries.
- **HLN** (High Level Needs) funding is requested by the SENCO from the local authority for pupils with complex needs. A panel decides whether the child meets the threshold for HLN support.

If funding is awarded (AFN or HLN), the SENCO is responsible for planning, implementing, and monitoring its use to ensure it directly benefits the child.

In Nottinghamshire, EHCPs (Education, Health and Care Plans) do not automatically come with funding and are not linked to AFN or HLN.

How will my child/young person be included in activities outside the classroom, including school trips?

At Burton Joyce Primary School, we are committed to ensuring that all pupils, including those with SEND, can fully participate in activities beyond the classroom. We make reasonable adjustments to support access to extra-curricular activities, school trips, and enrichment opportunities.

We work closely with parents and carers to find the best possible solutions that enable every child to take part safely and confidently. These experiences are a valuable part of each child's education and personal development, and we strive to ensure they are inclusive and enjoyable for all.

What support will there be for my child/young person's wellbeing?

At Burton Joyce Primary School, we value the whole child and prioritise their wellbeing alongside academic progress. We want every pupil to feel safe, happy, and supported so they can achieve their full potential.
All classes deliver PSHE (Personal, Social, Health and Economic Education) to promote emotional development and wellbeing. We recognise that some children may have additional social, emotional or mental health needs, which can present in different ways, such as anxiety or behavioural challenges.
To support these needs, we may offer 1:1 or small group sessions with our trained Emotional Literacy Support Assistant (ELSA) or referrals to external agencies, where appropriate and with parental consent.

We work closely with services such as the Mental Health Support Team (MHST), Gedling Area Partnership (GAP), Healthy Families Team (HFT), and Social Care to provide specialist support when needed.

Our approach is always collaborative, involving families in decision-making to ensure the best outcomes for each child.

Who is the school/settings special educational needs co-ordinator (SENCO) and what are their current contact details?

The school SENCO is Lorna Guerbaouy. She can be contacted at school on 0115 9312373 or via email: lorna.guerbaouy@burtonjoyce.notts.sch.uk

What training have staff supporting special educational needs had and what is planned?

At Burton Joyce Primary School, our SEND CPD programme is continually evolving to ensure staff are equipped with the knowledge and skills to support pupils with a wide range of needs.
Many of our staff have attended specialist training including:

- Autism, ADHD/ADD, Attachment and Trauma
- Dyslexia, Sensory Processing, Speech and Language (SALT)
- Social, Emotional and Mental Health (SEMH) needs
- De-escalation strategies (all staff)
- CPI (Crisis Prevention Institute) training (SENCO and Headteacher)
- Specialist medical training where required

We access training through:

- **Local Authority services**, including SIS (School Inclusion Services) and EPS (Educational Psychology Services)
- **Gedling Area Partnership (GAP)** SEMH

- **Equals Trust**, our multi-academy trust, where expertise is shared across schools and led by our Trust Inclusion Lead
- **Trust SALT provision**, which includes training delivered to our in-school SALT TA by a highly qualified Speech and Language Therapist

We are committed to ongoing professional development to ensure our provision remains inclusive, effective and responsive to the needs of all learners.

What specialist services and expertise are available and access by the setting/school?

Burton Joyce Primary School is part of the Carlton-Le-Willows Family of Schools, and our SENCO regularly meets with other SENCOs to share good practice and collaborate on SEND provision. We attend Springboard meetings three times a year, which provide a forum for requesting advice and support from the Schools Inclusion Service (SIS) and Educational Psychology Service (EPS). These teams offer guidance to schools, families and pupils.

We also access support from the Gedling Area Partnership (GAP), which works with schools to improve outcomes for children and young people with SEND and SEMH needs.

In addition, we regularly liaise with a range of external agencies, including Mental Health Support Team (MHST), CAMHS (Child and Adolescent Mental Health Services), NHS services and Social Care.

How will equipment and facilities support pupils with special educational needs be secured? How accessible is the school/setting?

Additional resources and equipment to support pupils with SEND are secured through the school's existing budget and any additional funding allocated for individual pupils (e.g. AFN or HLN). These resources are carefully planned and monitored by the SENCO to ensure they meet the specific needs of each child.

Accessibility at Burton Joyce Primary School:

- The school building is spread over two levels, with sloped outdoor access between floors to support mobility needs.
- An accessible toilet is available for pupils with specific medical or physical needs.

We are committed to making reasonable adjustments to ensure all pupils can access the school environment and curriculum safely and comfortably.

What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child/ young person?

At our school, we believe that children thrive when there is a strong partnership between home and school. Parents and carers play a vital role in their child's education and bring a unique and valuable understanding of their child's needs, strengths and experiences.

We are committed to working closely with parents and carers to ensure the best possible outcomes for children with special educational needs. Regular communication is a key part of this partnership. We hold termly SEN review meetings (in school) to discuss progress, set targets and plan next steps. In addition, we offer regular parent evenings and are always happy to arrange extra meetings or conversations as needed. We communicate in a variety of ways to suit individual preferences, including face-to-face meetings, phone calls and email. We encourage open and ongoing dialogue and we welcome parents' input at every stage of their child's learning journey. By working together, we can make a meaningful and lasting difference in your child's education and future.

What are the arrangements for consulting young people with SEN and involving them in their education?

Pupil voice is highly valued in our school. We believe that children should be active participants in their own learning and that they benefit from understanding how they learn best. We encourage all pupils, including those with special educational needs, to reflect on their learning and share their thoughts, feelings and aspirations.

Children with SEND are supported to complete a pupil voice questionnaire each term ahead of their SEN review meeting. This gives them the opportunity to express what is working well, what they find challenging and what support they feel they need. They are also encouraged to share something they are proud of, helping to build confidence and celebrate their achievements.

In addition to these structured opportunities, children are regularly invited to share their views with teachers, teaching assistants, and peers throughout the school day. We aim to create a safe and supportive environment where every child feels heard and valued.

What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

We are committed to working in partnership with parents and carers to ensure the best possible outcomes for all children, including those with special educational needs. If you have any concerns or worries about the support your child is receiving, we encourage you to speak with us as soon as possible.
In the first instance, we recommend discussing your concerns with your child's class teacher, the SENCO or the Headteacher. We are always happy to listen and work together to find a positive way forward.

Our Headteacher and Senior Leadership Team are committed to resolving any concerns promptly and effectively. We value open communication and aim to address any issues in a supportive and constructive manner.

If you feel your concern has not been resolved, the school has a formal Complaints Policy which outlines the steps you can take. This policy is available on our school website or can be provided upon request.

How does the governing body involve other organisations and services (health, social care, local authority support services and voluntary orgs) in meeting the needs of pupils with special educational needs/supporting the families of such pupils?

Burton Joyce Primary School works closely with a range of external agencies and services to ensure that children with special educational needs receive the most appropriate support to help them thrive. We always seek the views and consent of parents and carers before making any referrals to external services. Working together, we aim to identify the most effective support pathways for each individual child and their family.

The governing body plays a key role in overseeing the school's SEND provision. Governors work in partnership with the SENCO and senior leadership team to ensure that the needs of all learners are met. They provide both support and challenge to ensure that no child is treated less favourably, denied opportunities or left behind because of their additional needs.

Through regular monitoring and evaluation, the governing body ensures that the school continues to develop inclusive practices and makes effective use of external expertise to support pupils and their families.

How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

We understand that families may benefit from additional support beyond the school setting. That's why we are committed to signposting parents and carers to relevant organisations, services and resources that can offer further guidance and assistance.
We tailor our recommendations to meet the individual needs of each child and family. This may include signposting to health services, local authority support, voluntary organisations or specialist charities. Information is shared during meetings with parents and carers, and we are always happy to discuss available options and help with referrals where appropriate.
We also regularly update our school website and dedicated SEND Padlet with useful links, contact details and resources.
The Nottinghamshire Local Offer is available via a direct link on our website, and we encourage families to explore this to find out more about the range of support available in the local area.

How will the school/setting prepare my child/young person to: Join the school/setting?

We understand that starting a new school can be a big step for any child, especially for those with special educational needs. We work closely with each child and their family to ensure a smooth and positive transition into our school community.
Before your child joins us, we will arrange a meeting with you to discuss their individual needs, strength and any support they may require. This helps us to plan the most appropriate provision from the very beginning.
Where needed, we can organise additional transition visits and resources to help your child become familiar with the school environment, staff and routines.
We liaise with previous schools, nurseries or settings to gather relevant information and ensure continuity of support. If external professionals are already involved with your child, we will work collaboratively with them to ensure a joined-up approach.
Our aim is to make every child feel welcome, safe and confident as they begin their journey with us.

Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

We recognise that transitions can be a challenging time for many children, particularly those with special educational needs. That's why we place a strong emphasis on careful planning and personalised support to ensure that every child experiences a smooth and positive move between phases of education.

Within our school, all children are supported as they move to new classes or key stages. We provide opportunities for them to visit their new classrooms, meet their new teachers and become familiar with new routines. For children with SEND, we offer additional transition support, which may include extra visits, personalised transition booklets with photos and key information, and social stories to help them prepare. We also gather the views of both children and parents to tailor the transition process to individual needs.

Transition to Key Stage 3 (Secondary School):
We work closely with the SENCO/ SENSO at local secondary schools, including Carlton Le Willows, to ensure a well-planned and supportive transition. In the summer term, we arrange additional transition visits for pupils with SEND so they can familiarise themselves with the new environment

and meet key staff members.

The SENCO and Year 6 teachers complete detailed transition forms and share all relevant documentation, including information about the child's needs, current support strategies, assessments, and their placement on the SEND register. Where appropriate, we also involve external agencies to support the transition process.

Our goal is to ensure that every child feels confident, supported, and ready for the next stage of their educational journey.

Prepare for adulthood and independent living?

Our school promotes independence and life skills through our PRIDE values, which help children develop confidence, resilience and responsibility. We embed preparation for adulthood across our curriculum, including PSHE lessons and discussions about future aspirations and careers. These opportunities help children build the skills they need for their next steps in education and later life.

Where can I access further information?

For further details, please visit our school website: SEND and Inclusion - Burton Joyce Primary School
You can also call on 0115 9312373 for further information